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ABSTRACT

This document consists of all 25 issues of Volume 13 of "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a "First Impressions" or "Periodically" brief report, "Targeting Higher Education" section on higher education statistics, notices, a discussion of "People, Places, Publications, Conferences," a book review," and a "Punto Final" editorial comment. Among topics addressed in feature articles in each issue are: (1) college applications and admissions; (2) celebrating the Hispanic heritage; (3) Latinos in the White House and minority job bias; (4) 2002 "Publisher's Picks" of 500 institutions of higher education that are good picks for Hispanic American students; (5) assessing educational quality; (6) Latinos as corporate leaders; (7) Latino arts and media; (8) student financial aid and paying for college; (9) academic achievement and dialogue; (10) Latinas in higher education and literature; (11) community colleges; (12) a salute to Hispanic pacesetters in higher education, business, and the media; (13) graduate study; (14) faculty and institutional diversity; (15) the top 100 colleges for Hispanics; (16) higher education and the rise of Spanish; (17) health issues of Hispanics; (18) Hispanics and the digital divide; (19) Hispanic athletes; (20) Hispanics and student visas; (21) global and local paths to diversity; (22) art and activism; (23) Hispanic educators; (24) evaluating faculty; and (25) annual volume index. (SLD)

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Adalyn Hixson, Editor

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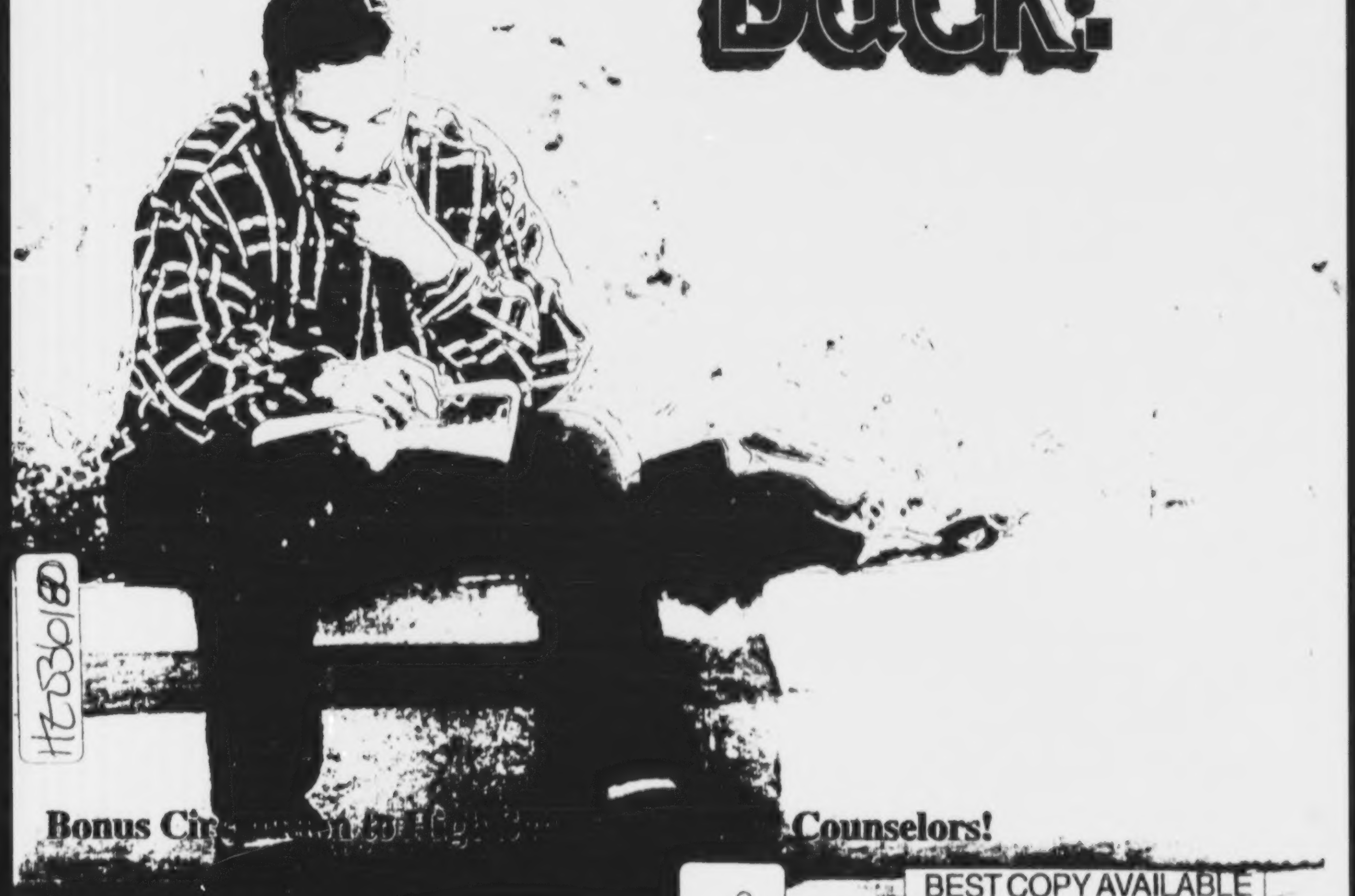

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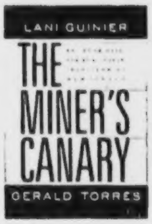

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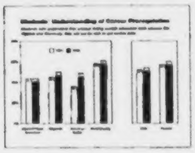

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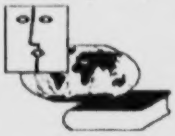

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Latinos and the College Search

Esquina Editorial

New Year, New Challenges

Welcome to a new year in higher education. This one could be especially challenging, given the fallout from the country's economic downturn.

But James B. Hunt, Jr., told educators at a recent Leaders Count conference, "Never pull back from fighting for the resources that the schools and the children need." Hunt, who achieved some education miracles while a three-term governor of North Carolina, urges leaders to meet regularly with their state governors to explain initiatives, demonstrate why they are important to the state, and share ideas. A second Hunt suggestion was to let people know "how things are going." A third was that schools should have an express policy of diverse student populations to improve learning and get us closer to "no child left behind."

That's good advice for all of us. So please meet with *The Hispanic Outlook*, by e-mail or telephone or fax or snail mail, to let us know about relevant events, achievements, setbacks, common threats, in your lives as academics.

Share your successful classroom, boardroom, or counseling room strategies, or those of your department or committee or college or campus, with others who are working toward equal access and equal opportunity for Hispanic students, staff, and faculty. And don't be shy about tooting your own horn when you are promoted or honored or credentialed.

The Hispanic Outlook exists to serve **you.** So be in touch–to suggest a feature, to recommend a book for classroom use, or to submit an informed and passionate opinion for our "¡Punto Final!"

Adelante!

Suzanne López-Isa
Managing Editor

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First Impression

by Isis Artze

INSIDE ADMISSIONS

Admissions *en Español*

This summer, all staff members of the admissions office of Texas Christian University enrolled in "Español para el equipo de admisiones" or "Spanish for the Admissions Team." Victoria Herrera, a TCU admissions counselor, conceived the course. She recalls many occasions when Spanish-speaking people either called or visited the admissions office, at which point she and her colleagues scrambled to find students who could translate. Not anymore. In addition to grammar and vocabulary, the biweekly, one-hour class includes lessons on Hispanic culture, and the instructor, Lee Daniel, a TCU Spanish professor, practices dialogues that admissions officers are likely to have with prospective students and their parents. He even assigns homework. Herrera raves about the results, asserting that the whole staff is very enthusiastic about the endeavor, so much so that they practice during lunch, and even held a fiesta luncheon with typical Latino cuisine.

QUOTABLE

"Whether you like it or not, the future consumers, customers, and workforce will be dominated by Hispanics. It makes sense that we would want them educated…The challenge is to get the Hispanic community to change our modus operandi, to change the way we view and the way we partake in higher education at four-year universities. Whatever we Hispanics can do to [serve] as resources [for Hispanic students] is a start." **Manuel "Manny" Sánchez, chair of the Northern Illinois University board of trustees.**

Sánchez, who was just re-elected as chair at his alma mater, says rather than focusing his efforts on fund raising, his top priority is to increase the number of Hispanic college students.

Mother-Daughter College Prep

Participants of the Junior League, Inc. Hispanic Mother-Daughter Program: (l to r) Lupita, 18, Claudia, 11, and Adriana, 15. Their mother Guadalupe Tristan is in the middle.

The Junior League, Inc. Hispanic Mother-Daughter Program, a college preparatory program for Hispanic girls at the University of Texas at Austin School of Social Work, was developed to provide Latina students in grades 6-12 with educational and social support. Their mothers gain a greater understanding of the whole pre-college process, as well as a strengthened bond with their daughters. Now celebrating its 10th year, the program serves 1,016 students and their mothers from 17 Austin Independent School Districts. Executive Director Rose Delgado says, "The program thrives on the natural bond between mothers and daughters." The program provides tutoring services, computer training, individual academic counseling, mentoring, and standardized tests workshops, as well as weekend conferences and parent support groups.

Every month, this section will profile a unique course pertaining to Hispanics offered by one of [a wide] range of departments in colleges and universities across the country. What role do so-called diversity courses such as these play in higher education? As two UCLA students aptly put it, "These classes make more students aware and sensitive to each other's cultures and differences…[They] benefit people the same way English and math classes do: We would be broadening our intellect by learning things which are unfamiliar or unknown to us."

Title: Jewish Hispanic Relations
College: Amherst
Department(s): Spanish, European Studies
Professor: Ilán Stavans
Conducted in: English

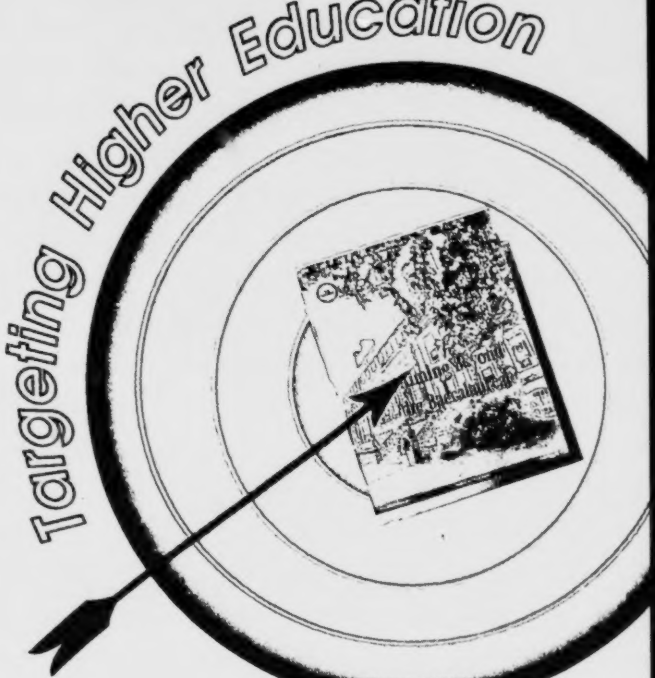
The survey explores the "precarious" status of Jews in the Hispanic world, from the 10th century to the present-day United States. Using historical, literary, and political texts, it starts in medieval Spain, "places special attention on the 1492 expulsion of the Iberian Peninsula as a major catharsis," and follows the chains of immigration to the Spanish-speaking Americas and the Caribbean, especially to Argentina, Cuba, and Mexico. The course concludes with a discussion of the partnership between the Jewish and Hispanic minorities in the United States. Jewish and non-Jewish authors analyzed include Miguel de Cervantes, Fernando de Rojas, Christopher Columbus, Alberto Gerchunoff, and Moacyr Scliar.

If you would like to submit a "1st Class" course, please e-mail the details or syllabus to hispanicoutlook@yahoo.com.

Engaging Minority Alumni

Stanford University's board of trustees recently convened a 15-member "Task Force on Minority Alumni Relations" to increase outreach efforts to minority alumni. "The concept here is simple: If you have a diverse student body, then you're going to have an increasingly diverse alumni population," Isaac Stein, chair of the board of trustees, told the ***Stanford Report.*** "Therefore, it's increasingly important for us to understand how we reach our alumni so they can be more engaged in the future." The task force is led by Harvard law professor and former Stanford trustee Charles Ogletree Jr., who explains that "Stanford has achieved an unparalleled distinction among Ivy League schools with its commitment to diversity…The goal is to tap into these valuable resources." One of the task force's first steps was to join Stanford's 12-stop "Think Again" alumni tour, holding luncheons for minority alumni at the tour stops where Stanford has the most minority alumni. Assistant to the president Julie Lythcott-Haims said this and other Stanford initiatives "are working toward a set of recommendations that will continue to move [the University] forward into making this a place where minorities flourish."

American Education by the Numbers



by Gustavo A. Mellander

The most recent edition of the *Digest of Education Statistics* contains its usual wealth of statistical information covering the broad field of American education, from kindergarten through graduate school. The *Digest* includes data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES).

Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating all this education data. Although the *Digest* contains important information on federal education funding, more detailed data on federal activities is available from federal education program offices. For example, the Office of Bilingual Education and Minority Languages Affairs supports the National Clearinghouse on Bilingual Education, which compiles information on students and teachers involved in bilingual education.

In the fall of 2000, about 68 million persons were enrolled in American schools and colleges. About four million were employed as elementary and secondary schoolteachers or as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.4 million. Thus, about 76 million people were involved, directly or indirectly, in providing or receiving formal education. To place that in perspective, in a nation with a population of about 275 million, more than one out of every four persons participated in formal education.

College Enrollment

College enrollment hit a record level of 14.5 million in fall 1998 and reached a new high of 15.1 million in 2000. Despite decreases in the traditional college-age population during the 1980s and early 1990s, total enrollment increased because of the high enrollment rate of older women and recent high school graduates. Between 1990 and 1998, the number of full-time students increased by 10 percent. For part-time students, there was no increase.

Faculty and Staff in Postsecondary Education

During the fall of 1997, there were 990,000 faculty members in degree-granting institutions–569,000 full-time and 421,000 part-time. In 1992, full-time instructors generally taught more hours and more students than part-time instructors, with 61 percent of full-time instructors teaching eight or more hours per week and two-thirds teaching 50 or more students. About 30 percent of part-time instructors taught eight or more hours per week and 30 percent taught 50 or more students.

White males constituted a disproportionate share of full-time college faculty in 1997. Overall, about 55 percent of full-time faculty were White males. However, this distribution varied substantially by rank of faculty. Among full professors, the proportion of White males was 72 percent. The proportion was somewhat lower among the lower-ranked faculty, with White males making up 39 percent of the lecturers.

Graduates and Degrees

The number of high school graduates in 1999-2000 totaled about 2.8 million. Approximately 2.5 million graduated from public schools and less than 0.3 million from private schools. The number of high school graduates has declined from its peak in 1976–77 when 3.2 million people earned their diplomas. In contrast, GED credentials issued rose from 342,000 in 1975 to 516,000 in 1999.

The dropout rate also declined over this period, from 14 percent of all 16- to 24-year-olds in 1977 to 11 percent in 1999. The number of degrees conferred during 1999–2000 by degree level was projected to be 559,000 associate's, 1,185,000 bachelor's, 398,000 master's, 78,400 first-professional, and 45,200 doctorates.

The Bureau of the Census has collected annual statistics on the educational attainment of the population in terms of years of school completed. Between 1990 and 1999, the proportion of the adult population 25 years of age and over with four years of high school or more rose from 78 percent to 83 percent, and the proportion of adults with at least four years of college increased from 21 percent to 25 percent.

The proportion of young adults (25- to 29-year-olds) completing high school showed a small increase of about two percentage points to 88 percent in 1999, and the proportion completing bachelor's degrees rose from 23 percent to 28 percent.

Expenditures

Expenditures for public and private education, from pre-primary through graduate school (excluding postsecondary schools not awarding associate or higher degrees), are estimated at $647 billion for 1999–2000. The expenditures of elementary and secondary schools are expected to total about $389 billion for 1999-2000, while those of colleges and universities will be about $258 billion. Viewed in another context, the total expenditures for education are expected to amount to about 7 percent of the gross domestic product in 1999-2000, about the same percentage as in the recent past.

Elementary/Secondary School Enrollment

Since the enrollment rates of kindergarten and elementary school-age children have not changed much in recent years, increases in elementary school enrollment have been driven primarily by increases in the number of young people. Enrollment in public elementary and secondary schools rose 19 percent between 1985 and 2000.

The fastest public school growth occurred in the elementary grades, where enrollment rose 24 percent over the same period, from 27 million to a record high of 33.5 million in 2000. Secondary enrollments declined 8 percent from 1985 to 1990, but then rose by 19 percent from 1990 to 2000, for a net increase of 9 percent.

Private school enrollment grew more slowly than public school enrollment over this period, rising 7 percent, from 5.6 million in 1985 to 6 million in 2000. As a result, the percentage of students enrolled in private schools declined slightly from 12 percent in 1985 to 11 percent in 2000.

The National Center for Education Statistics forecasts record levels of enrollment for the next several years. The fall 2000 public school enrollment marked a new record and new records are expected every year through the early part of this decade. Public elementary enrollment is projected to grow slowly over the next few years and then decline slightly, so that the fall 2010 projection is slightly, lower than the 2000 enrollment. In contrast, public secondary school enrollment is expected to increase 4 percent between 2000 and 2010.

Teachers

An estimated 3.3 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2000. This number is up about 18 percent since 1990. The number of public school teachers in 2000 was 2.9 million and in private schools, about 0.4 million. About 2 million teachers taught in elementary schools, about 1.3 million at the secondary level.

The number of public school teachers has risen slightly faster than the number of students over the past 10 years, resulting in small declines in the pupil/teacher ratio. In the fall of 1999, there were 16.2 public school pupils per teacher compared with 17.2 public school pupils per teacher 10 years earlier.

During the same time period, the pupil/teacher ratio in private schools remained relatively stable.

Data from the end of the 1990s suggest a continuation of the historical trend towards lower pupil/teacher ratios, which had been stable during the late 1980s and early 1990s.

Salaries of public school teachers, which lost purchasing power to inflation during the 1970s, rose faster than the inflation rate in the 1980s. The rising salaries reflected an interest by state and local education agencies in boosting teacher salary schedules and, to some extent, an increase in teachers' experience and education levels.

Since 1990-91, salaries for teachers have generally maintained pace with inflation. Their average salary in 1998–99 was $40,582, about the same in constant dollars as at the beginning of the decade.

Student Performance

Reading

Overall, the reading achievement scores for the country's 9-, 13-, and 17-year-old students are mixed. Scores for 9- and 13-year-olds were higher in 1999 than in 1971, but the 1999 scores were about the same as in 1984. The reading performance of 17-year-olds was about the same in 1999 as in 1971.

Separate data for Hispanics were not gathered in 1971, but changes between 1975 and 1999 indicate an increase in reading achievement among Hispanic 9-, 13-, and 17-year-olds. Between 1984 and 1999, there was no significant difference.

Black 9-, 13-, and 17-year-olds exhibited higher reading performance in 1999 than in 1971. However, performance for all three age groups in 1984 was about the same as in 1999.

Mathematics

Students aged 9, 13, and 17 improved in mathematics proficiency between 1973 and 1999. However, there has been no significant change for any of the three age groups since 1994.

Hispanic, Black, and White students improved their mathematics performance between 1973 and 1999, among all three age groups. However, mathematics scores for White, Black, and Hispanic 9-, 13-, and 17-year-olds have not improved between 1994 and 1999.

A 1996 voluntary assessment of the states found that mathematics proficiency varied widely among eighth-graders in the 42 jurisdictions (40 states, Guam, and the District of Columbia) that participated in the program.

Overall, 62 percent of these eighth grade students performed at or above the basic level in mathematics. Only four states, the District of Columbia, and Guam had fewer than 50 percent of students performing at least at the basic level in math. Ten states had 70 percent or more of their students performing at or above the basic level.

Science

Long-term changes in science performance have been mixed, though changes over the past 10 years have been generally positive. In 1999, science performance among 17-year-olds was lower than in 1970, but higher than in 1990. The science performance level of 13-year-olds in 1999 was about the same as in 1970 and 1990. The science performance of 9-year-olds increased between 1970 and 1999, but there was no significant difference between 1990 and 1999. The science performance of White 9- and 13-year-olds was higher in 1999 than it was in 1970.

The performance score for White 17-year-olds was lower in 1999 than 1970. However, only the 17-year-olds had a score higher in 1999 than in 1990. Black 9- and 13-year-olds had higher science performance in 1999 than in the 1970s. The scores for Black 9-, 13-, and 17-year-olds in 1999 were about the same as scores in 1990. The scores for 9-, 13-, and 17-year-old Hispanic children were higher in 1999 than in 1977.

Scores for Hispanic 17-year-olds showed an increase between 1990 and 1999.

International Comparisons

The results of a 1995 international assessment in math and science show that U.S. fourth- and eighth-graders compare more favorably with other countries in science than in mathematics. In mathematics, U.S. eighth-graders scored below the international average, falling below 20 of the 41 countries tested. Fourth-graders performed above the international average of 26 countries tested and below seven countries, including Singapore, Korea, and Japan.

Students at both the fourth- and eighth-grade levels scored above the international average in science. Eighth-grade students in the U.S. were outperformed by nine out of 41 countries. Fourth-grade students once again compared more favorably with their international counterparts than eighth-grade students. Out of 26 countries who participated in the fourth-grade assessment, only one country outperformed the U.S. students in science.

The international standing of U.S. students was stronger at the eighth grade than at the 12th grade in both mathematics and science among the countries that participated in the assessments at both grade levels. U.S. 12-graders performed below the international average and among the lowest scoring of the 21 countries on the assessment of mathematics general knowledge.

U.S. students were out-performed by those in 14 countries, and outperformed those in two countries. U.S. 12th-graders also performed below the international average and among the lowest scoring of the 21 countries on the assessment of science general knowledge. U.S. students were outperformed by students in 11 countries, and they outperformed students in two countries. Our students' scores were not significantly different from those of seven countries, including France, Germany, Italy, and the Russian Federation.

Summary

The statistical highlights of the report provide a quantitative description of the current American education scene. Clearly, from the large number of participants, the number of years that people spend in school, and the large sums expended by educational institutions, it is evident that the American people have a high regard for education. And as a people, many acquire a high degree of education. Yet, for such a wealthy and progressive country, far too many receive inferior education and are doomed to be left behind in our highly specialized society.

Mathematics continues to be a key to potential academic growth. The assessment data indicates that there were improvements in mathematics and science performance of 17-year-olds between 1990 and 1999. A high proportion of high school graduates are going on to college. Yet, wide variations in student proficiency from state to state and mediocre mathematics scores of American students in international assessments pose challenges yet to be resolved.

Dr. Mellander is a professor at George Mason University.

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POSITION ANNOUNCEMENT
Fall 2003

NORTHEASTERN UNIVERSITY - The College of Criminal Justice invites applications for multiple tenure-track Assistant and Associate Professor positions to begin September 2003. A Ph.D. in criminal justice, criminology, or a related social science discipline is required. At the Assistant level, ABD's will be considered, but the degree must be completed prior to appointment. **Preference will be given to individuals with specializations in one or more of the following areas: Race and Crime; Research Methods and Statistics; Violence; Crime Prevention; and Corrections.** We are especially interested in candidates with active research agendas, potential or record of funded research activity, commitment to high quality teaching at both the undergraduate and graduate levels, and dedication to service to the College, the profession, and the community. The College of Criminal Justice is home to the Center for Criminal Justice Policy Research and the Race and Justice Institute. We are strongly committed to policy-oriented research and seek candidates who can work effectively within collaborative research environments. The College has a bachelor's degree program with over 1,000 students and a master's degree program with 75 students. The faculty is expanding in anticipation of its proposed Ph.D. program and the maturation of its specialized research institutes. Interested applicants should send a letter of application, curriculum vitae, publication/writing samples, and three letters of reference to: **Professor Donna M. Bishop, Search Committee Chair, College of Criminal Justice, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.** Review of applications will begin August 15, 2002, and will continue until positions are filled. Further information about the college can be found online at ***http://www.cj.neu.edu*** Applications from women and minority candidates are strongly encouraged.

Northeastern University is an Equal Opportunity/ Affirmative Action Title IX Employer.

Applications and Admissions UP Despite Economy and Rising Tuition

by Frank DiMaria

Each spring, high school juniors with aspirations of continuing their education begin the ritual of applying for college. They fill out applications, they write essays, and they gather recommendation letters. And, they are doing it in growing numbers with each passing year.

During the 2000-01 application cycle, the *College Bound Newsletter* and the National Association for College Admissions Counseling (NACAC) performed trends surveys. Seventy to 75 percent of the schools surveyed experienced an increase in admission applications.

College Bound and NACAC each performed a second survey in the spring of 2002. *College Bound* surveyed 20 schools and discovered that despite a sluggish economy, a terrorist attack on U.S. soil, and rising tuition costs, 12 had experienced increased applications and admissions during the spring 2002 application cycle.

NACAC randomly sampled 250 directors of admissions at colleges and universities nationwide in May of 2002. Of the 80 schools, 81 percent reported an increase over the previous year in the number of freshman applications.

No matter which survey one looks at, the evidence is clear. The number of high school students interested in pursuing college careers is on the rise, a trend that is expected to persist into the next decade.

Between 1986 and 1992, college enrollment increased from 12.5 million to 14.5 million, then flattened in the mid-'90s. Thereafter, it began to increase and is projected to do so until the year 2011, when it is expected to rise to 17.7 million, an increase of 20 percent from 1999.

The most recent spike in college applications can be attributed to five major factors: an increase in high school graduates, academic competition, the Internet, early awareness programs, and the economy.

Though not as elevated as they were when they peaked in 1970-71, high school graduation rates are higher today than they have been in years. And not only are more students graduating from high school, more have their sights set on a college education.

To illustrate the increase in high school graduates, Bob Voss, dean of admissions and financial aid at La Salle University in Pennsylvania, quotes the following numbers: In 1993, approximately 412,000 students graduated from high schools in New Jersey, Maryland, Pennsylvania, New York, Connecticut, and Delaware, the states from which La Salle draws most of its enrollees. In 2002, about 455,000 individuals graduated high school in those states. And it is estimated that 520,000 will graduate in the year 2008, an increase of 26.2 percent since 1993.

Not every high school graduate pursues a college education. But for those who do, the competition is fierce. And this competition has made it increasingly difficult for high school guidance counselors to accurately predict a student's chances of getting into a quality school, a task that was easier in the past. As a result, students are applying to more places to increase their chances of getting accepted by what they perceive as quality schools. Voss has termed this phenomenon "a flight to quality." Everyone, he says, wants to attend an Ivy League school. Therefore, Ivy League schools are receiving a record number of applications.

Judith K. Hingle, director of professional development at NACAC, agrees with Voss.

"We've seen a lot of media attention on the highly competitive college admissions process, and when you have more and more students applying, it's like waves reaching up. Those waves really hit that very high, very com-

Judith K. Hingle, director of professional development at NACAC

petitive bracket. There's a big squeeze in there," she says.

Students who at one time would have been considered shoo-ins at Ivy League schools today apply to two or three schools to better their odds. Then to increase their chances even further, they also apply to two, three, or even four schools a level below the Ivy League schools. And even then they are not assured a spot.

Jaime Contreras, director of college counseling and testing at Cristo Rey Jesuit High School, a private school serving the four largest Mexican neighborhoods in Chicago, has designed a system in which he asks students to indicate their academic preferences on three levels: reality schools–schools the student has the grades to get into, reach schools–schools the student might have a chance to get into, and safety schools–schools the student would have no trouble getting into.

"I like to have two of each category in my book. I like to have two sure bets, two reach, and two reality schools," says Contreras.

At every level, students are applying to more schools than ever to better their chances. As a result, schools can afford to be more selective and, therefore, the competition for college spots trickles down and raises school standards on every tier.

But this trend is not just the result of academic competition. Colleges and universities learned years ago that aggressive marketing could attract the attention of students, parents, and guidance counselors. Aggressive marketing, combined with a more educated and savvy population, have had a direct impact on the number of applications schools receive.

"As the marketing became more sophisticated and as students became more sophisticated as consumers, they applied to more colleges," says Sally Reed, chief operating officer, *College Bound Newsletter*.

Impact of the Internet

Whether a student is interested in attending the most prestigious university, a state school, or a community college, without question, the Internet now plays a significant role in the application process.

In the days before the Internet, when students requested information from schools by letter or by phone, they would get literature and callbacks from admissions offices. Using what Voss called the admissions funnel, schools could determine approximately what percentage of the inquiries or prospects would become applicants, what percentage of the applicants would be accepted, and ultimately what percentage of those would enroll.

Now, through the Internet, students gather information on as many schools as they wish with a few keystrokes and mouse clicks.

La Salle now receives applications from students who were unknown as inquirers or prospects, and it makes applying over the Internet more attractive by waiving the application fee for those who use the Web.

"What has technology done? It has ripped the admissions funnel apart. For example, we have 4,300 applications for admission for 800 spots. Of the 4,300, about 1,000 never got into the funnel because they got on our Web site, looked around, and applied. We get applications from people all over the world through the Web. The Web has just made an incredible difference in the whole admissions process," says Voss.

A virtual visit on a Web site can offer high school students a glimpse into a college classroom or a sound bite from one of the school's students, but it is no substitute for the old-fashioned campus visit. Contreras urges all his students to visit the schools they are interested in attending to see the faces of the students, walk into the classrooms, and drink in the atmos-

Gigi Lamens, dean of admissions and enrollment services, SUNY at Stony Brook phere. And it appears that students are doing just that. Reed says that admission officers have reported an increase in campus visits.

Gigi Lamens, dean of admissions and enrollment services, State University of New York (SUNY) at Stony Brook, agrees that Internet applications have been a major factor in the rise of college applications. But she points out that admission offices are not ready to abandon the traditional method of receiving paper applications.

"I think it is easier to apply to college today," says Lamens, but "you have to remember, we're still working in two modes. There are those who have [access to the Internet] and those who don't. So we still have to make sure we keep up with the students who are not connected."

Connecting with Students

In middle schools and high schools, there has been a surge in early awareness programs designed to whet the academic appetites of students, especially Hispanics. Big organizations, such as The College Board, are promoting these programs, and as a result, students are discovering at an early age the value of a college education and that college is simply the next step after high school.

"Secondary schools are doing their best to encourage more and more of all their students to pursue higher education," says Lamens.

Contreras believes that the proliferation of these pre-college programs has contributed to the overwhelming number of college applications, especially within the Hispanic community. Through programs such as IN ROADS at Illinois Institute of Technology, Saturday College at the University of Illinois, and Summer Enrichment at DePaul University, Contreras says, Hispanics are preparing for college as early as the seventh grade.

Another factor driving the increase in college applications is the economy. Hingle observes that the economic downturn of the past year has increased the number of individuals pursuing higher education. In times of economic decline, she says, applications always tend to rise as individuals turn toward education as a way to better their economic status.

The economy also has an effect on which colleges and universities individuals choose to attend. The NACAC survey indicated that the most recent economic downturn and the terrorist attacks of a year ago have prompted students to select schools closer to home and more affordable. Yet although tuition costs are rising, they seem to have no effect on the number of applications schools have received in the past two admission cycles.

A survey of available space, conducted by NACAC after May 1, when both the schools and the students had made their choices, showed that 348 colleges still had openings. Hingle adds that the majority of colleges in the U.S. accept the majority of students who apply.

"There are places for just about every student," says Hingle, "if students are willing to look for them and find what matches–rather than be concerned with a prestige ranking." And, she adds, there are many new types of universities opening all the time.

"In Virginia they are building what they call the Virginia Virtual University. And they are going to take credits from whatever Virginia state institutions you've gotten credits at and put them together, in conjunction with online courses" toward a degree.

There are many new offerings and approaches, she said, "and lots of people are trying to find different ways to deliver services."

UCSB

VICE CHANCELLOR FOR RESEARCH

University of California, Santa Barbara

The University of California, Santa Barbara invites nominations and applications for the position of Vice Chancellor for Research.

UCSB is a member of the Association of American Universities and receives more than $130 million dollars annually in extramural grants and contracts. We seek a dynamic individual with the experience and integrity to be principal campus officer in matters of research policy and administration. Responsibilities include planning, coordination, and development of infrastructure for all aspects of the research enterprise at UCSB. The Vice Chancellor will be expected to facilitate and develop research initiatives across and among the broad spectrum of academic disciplines, foster active relationships among the university, government, private foundations, and industry, and cultivate technology and knowledge transfer beyond the university community. In addition, the Vice Chancellor will be expected to provide guidance and leadership in all matters of research-related ethical concerns. This individual will supervise the Office of Research, which provides administrative support for all grants and contracts, oversee the creation, development and operation of campus Organized Research Units and Centers, and direct research development activities.

QUALIFICATIONS

A candidate for this position should have a distinguished record of leadership in research and in research administration. She or he should also have demonstrated sensitivity to and experience with the broad range of research needs at a major research university. This individual will be expected to qualify for a tenured academic position at UCSB.

APPLICATION PROCEDURE

Send nominations and applications, including current résumé, to:

UCSB Search Advisory Committee for the Vice Chancellor of Research
c/o Kim Garcia
Office of the Chancellor
5221 Cheadle Hall
University of California, Santa Barbara
Santa Barbara, CA 93106-2030

Review of applications will begin December 16, 2002. The position is open until filled. Please refer to Job Number [illegible]. The starting salary for this position is competitive and commensurate with the candidate's experience. The position includes a broad and attractive benefits package.

The University of California, Santa Barbara is an
Equal Opportunity and Affirmative Action Employer and Educator

BOSTON COLLEGE

LYNCH SCHOOL OF EDUCATION
THREE TENURE-TRACK POSITIONS

The Department of Counseling, Developmental and Educational Psychology is searching for three tenure-track positions to begin September 2003, to contribute to our graduate (doctoral and masters') and undergraduate programs. Applications are especially encouraged from persons who would enhance the ethnic, linguistic, and cultural diversity of the Lynch School. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and (p)reprints to: The Respective Search Committee Chair, Lynch School of Education, Boston College, Campion Hall, Chestnut Hill, MA 02467. The department's Program in Applied Developmental and Educational Psychology is searching for two positions: 1. **Senior Scholar in social emotional development** (Search Com. Chair: Dr. Jacqueline Lerner). This position carries the possibility of appointment as a **tenured professor in a named endowed chair.** Areas of interest include the study of social cognition, connection to schools and communities, social/peer relations, social competence, self-regulation, and prosocial behavior in early or middle childhood or adolescence; 2. **Assistant professor in cognitive development** with a focus on early or middle childhood (Search Com. Chair: Dr. Joan Lucariello). Areas of interest include the study of cognitive development in relation to learning, sociocultural context, and the application of theory to children in urban contexts, including schools. **Deadline for applications for these two positions is December 15.** The department's APA accredited Counseling Psychology Program seeks to fill one position: 3. **Assistant professor from counseling, clinical, or community psychology** (Search Com. Chair: Dr. Lisa Goodman). Areas of interest include community research with clear social policy implications, and the public practice of psychology focusing on children, youth, and families in urban settings. Applicants should be licensed or license-eligible. **Review of applications for this position will begin Nov 15.** *Boston College is an Equal Opportunity, Affirmative Action Employer.* More information on the Lynch School of Education is available at **www.bc.edu/lynchschool**.

The SAT and the American Dream

by Adalyn Hixson

UC President Pleased by Changes

Last year, *The Hispanic Outlook* received a despairing e-mail about an article in *Forbes* magazine, "High Noon for the SAT," from the May 14, 2001 issue, author Dan Seligman. The article was forwarded as well, and in it, Seligman wrote:

"What really bothers the SAT-haters: the test discriminates against dumb kids. The dumb kids wind up in less prestigious colleges and less prosperous careers. The critics can't quite utter that complaint. So they argue that the test discriminates against poor kids." Seligman acknowledges in the same article, however, that "both verbal and math SAT scores correlate strongly with family income," citing data from The College Board itself, a nonprofit organization that owns the SAT and other tests and programs related to college admissions.

The *Forbes* article, which gored quite a few oxen, was one of many generated early last year when University of California (UC) President Richard Atkinson made his seismic announcement that the UC system, the largest single user of the SAT I, might abandon its use for admissions.

In the wake of Atkinson's disclosure, *Los Angeles Times* columnist Agustín Gurza went to UC-Irvine "looking for a certain class of underachiever: the kind who made it to college despite low SAT scores."

Vice Chancellor Manuel Gómez quickly found one for him–alum José F. Moreno, who, despite his "mediocre" SAT score of 1,020, one point from the national average, had gone on to earn a doctorate from Harvard. Moreno, wrote Gurza in his Feb. 27 column, had "made it to UC as a 'special action admit,' not strictly eligible but promising."

Talking with Moreno, Gurza made the point that "there are those who fear that dumping the SAT means degrading our standards."

Lani Guinier, Bennett Boskey Professor of Law at Harvard Law School

Moreno, editor of *The Elusive Quest for Equality: 150 Years of Chicano/Chicana Education*, responded: "I would agree with them that it lowers the bar–the bar of exclusion."

Birth of the SAT

Nicholas Lemann, in his highly praised book *The Big Test: The Secret History of the American Meritocracy* (1999), writes about the origins of the SAT.

Standardized testing began in the U.S. in World War I when Carl Brigham, a psychologist, gave IQ tests to Army recruits. Brigham later became a faculty member at Princeton University, and while there devised the SAT.

It was not Brigham, however, but the renowned James Bryant Conant who then put the SAT on the academic map, wrote Lemann. President of Harvard from 1933 to 1953, Conant made the SAT the sole basis of eligibility for the Harvard National Scholarships, designed to give students throughout the country, not just easterners, a chance to be educated at Harvard. Then he made the SAT part of admissions for all who hoped to enter Harvard, believing it to be an objective test that would eliminate the advantages of class.

Gerald Torres, H.O. Head Centennial Professor in Real Property Law, University of Texas Law School

And, it seems, others followed Conant's lead. A "meritocracy" was born. Or was it?

Uncle Sam Does NOT Want YOU

It seems unlikely that any of today's colleges or universities would use the SAT I as the sole divining rod for admissions. College Board guidelines caution against using minimum scores except with other information. But FairTest, an organization that keeps a wary eye on standardized testing, "lifts a corner on an aspect of higher education admissions that is usually cloaked in euphemism and ambiguity," wrote Diana Jean Schemo in *The New York Times* last July.

FairTest made public a letter from the U.S. Naval Academy to an 18-year-old Asian/Latino male who had just graduated from a high school outside Los Angeles, the kind, said the student, that attracts mostly vocational schools and the military on College Night. The student's "life dream" is to be a naval aviator.

The letter stated: "...your College Board tests do not indicate sufficient academic achievement for you to be designated an official candidate and receive an application packet." The student, after four tries, had scored just over 1,000, 100 points below the Naval Academy's required minimum.

The student, Schemo reported, then called the Academy's admissions office to cite "a 3.64 grade point average and four years as a cadet in the Naval Junior Reserve Officers Training Corps, in which he served as battalion commander, the top cadet..." But to no avail. An academy counselor, said the student, termed the SAT "an effective predictor of success" and offered no options.

The student responded, as he recalled, "How do you know, if you only admit people who meet your minimum score requirements?

Maybe there are others who might also have the potential to be exceptional leaders."

Maybe there are, indeed.

The Canary Sings

Both José F. Moreno and the would-be naval aviator from outside L.A. would likely be heartened by the work of Lani Guinier, Bennett Boskey professor of law at Harvard Law School, and Gerald Torres, H.O. head centennial professor in real property law, University of Texas Law School, co-authors of a new book, ***The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy***.

Publisher's Weekly Review calls it "one of the most provocative and challenging books on race in years" and describes Guinier and Torres as grappling "intelligently and with passionate wit with such explosive topics as racial profiling and the elusiveness of racial identification and identity (i.e., '"White" Hispanics')." The authors speak from personal experience as well as from their academic wisdom about race and equity and college admissions.

In the book's prologue, Torres writes of his early years, "Our girl friends were best friends and White, from that part of San Bernardino where motorcycles and chickens negotiated an uneasy peace in the front yard," and describes his youthful hopes for a raceless society. Guinier writes of trying to raise a confident son, untainted by racism.

Professor Guinier, appearing at Olsson's Bookstore in Washington, D.C., spoke compellingly about issues she and Torres address in the book, including the SAT, the LSAT, college admissions, and *Hopwood*.

Cheryl Hopwood sued UT Law School on the grounds that she was rejected even though she had a higher Texas Index Score, a composite of SAT and undergrad GPA, than a number of Black and Hispanic students who had been accepted. And she won, dealing a death blow to affirmative action as then practiced in that federal district.

But Hopwood's Texas Index Score was also higher than that of about 100 White students who were accepted, a point rarely made in media coverage of the high-profile case. *Miner's Canary* explains what happened.

The UT Law School was using not only the individual LSAT score of each applicant but including in the admissions formula the median LSAT score of all others who had attended the applicant's college.

And why is this relevant to Cheryl Hopwood, asked Guinier. "Because there is such a strong relationship between LSAT and class. And she went to school where the student body was not so rich.

"Cheryl Hopwood," said Guinier, "was then a working-class single mom raising a child with disabilities." She had gone to a community college and then a state four-year college. The median LSAT score of her former classmates would likely be lower than that of more privileged students at private institutions. The admissions formula thus penalized Hopwood and every other less-privileged, low income applicant.

The rich kids got a leg up; the poor kids, including Cheryl Hopwood, a leg down, said Guinier.

Torres and Guinier write that when the *Hopwood* decision was handed down, it generated "the largest mass rally in the history of the University." The Mexican-American caucus of the Texas Legislature, including Irma Rangel and Gonzalo Barrientos, sprang into action, along with Jesse Jackson and other civil rights activists, and generated a lot of strategizing.

The Mexican American Legal Defense and Educational Fund (MALDEF) was active, and the Texas NAACP. David Montejano, historian and director of the Center for Mexican-American Studies, drew on academics from many disciplines to continue the discussion begun at the larger meetings.

Some advocates "started to pursue the effect of using the LSAT and the GRE throughout the UT System, and they discovered that the University of Texas was relying heavily on the SAT," said Guinier to the crowd at Olssons's Bookstore.

"And the SAT has the same relationship to wealth as the LSAT. You might as well ask people to submit their income tax returns, and just call that merit, given the relationship between the SAT and parental income."

The group found out, said Guinier, that there are 1,500 high schools throughout the state of Texas, and only 150 of them were supplying most of the first-year class at the University of Texas and at Texas A&M. Ten percent of the high schools were supplying UT-Austin and Texas A&M, the flagship institutions.

And who was **not** getting into UT? Blacks and Mexican-Americans. That's why they were using affirmative action, she said.

But it also turned out that working class and poor Whites were not getting into UT-Austin or Texas A&M.

And they discovered that grades in high school were a better predictor of first-year success in college than tests.

One outcome was proposed legislation enabling any student in the top 10 percent of a Texas high school's graduating class to automatically be eligible to get into UT-Austin or Texas A&M.

"They pushed this before the Legislature, and it passed by one vote," said Guiner. "That vote came from a Republican legislator in West Texas who realized that none of his lower class White constituents had been admitted in the last 10 or 15 years."

A number of people had objected, people committed to the "testocracy," but the bill passed, and the outcome these last three years is that students admitted under the 10 Percent Plan have earned higher freshman GPAs than students admitted using the SAT.

The use of the 10 Percent Plan has not lowered standards, then, but admitted students who otherwise would **not** be, but are perfectly capable of doing the work.

The testocracy, said Guinier, focuses on a single measure of intelligence, but tells us more about the testmakers, who are interested in quick, strategic speed. And part of what it takes to do well in a timed test, she said, is confidence. And confidence wilts, as Stanford Professor Claude Steele's research has found, in the presence of "stereotype threat." It wilts in Black and Latino students who are told that a test is very important and will judge their intellectual ability. It wilts, Steele found, in White males who believe a test will judge their intellect against that of Asian males.

Guinier adds that the SAT is believed to predict only first-year performance, and has a weak enough relationship to **that** outcome. One study shows the SAT to be 9 percent better than random at predicting first-year grades. Guinier's own study of the LSAT at the University of Pennsylvania showed that if you knew the student's LSAT score, you could predict first-year grades 14 percent of the time.

But, she asks, don't we want people to do well far beyond their first year of college or graduate school?

Two researchers at the University of Michigan law school, she said, conducted a study of who did well in life. They looked at three factors: financial satisfaction, career satisfaction, and contribution to the community.

The law school wanted to graduate esteemed practitioners who would practice law, or become law professors, or give back to the community.

The study found that those who entered law school with the highest credentials were no more likely to do better financially than any others who attended. The study found a modest relationship between those who entered with the highest credentials, and those with the highest career dissatisfaction. And there was a relationship between those with the highest testocracy credentials and contribution to the community. It was a negative one. The higher your LSAT score, the less likely you were to be a leader in your community, to do pro bono work, to sit on a community board.

"Who was most likely to fulfill all of those goals? The Black and Latino students who had been admitted under affirmative action. They were just as likely to do well, and to enjoy their careers, and they were more likely to be contributing members of their community," she said.

"This is not just a fight over who gets in on the margin," said Guinier. "This is not just a fight about affirmative action.

"This is a fight about **confirmative action**, that we confirm the experience of affirmative action and how it would affect everybody.

"Maybe we need a lottery," she said, an admissions lottery. The advantage would be that the winners would realize that they were lucky. "Right now, we say of those that get in–you are **so** smart, and of those excluded, you are **stupid**. The problem is multiplied. Those who get in feel **entitled** to be there–that they don't have to do anything to contribute to the community. But it is also damaging to those who **don't** get in, in that it prevents them from organizing to make better opportunities for everybody.

"In California, the official story was that Blacks and Latinos were taking up spaces that otherwise would go toward qualified, meaning higher-test-scored, Whites," but the reality is that the people who got in were more **rich**, she said, after Proposition 209 was passed and affirmative action eliminated.

In 1997, 42 percent of the freshman class at UC-Berkeley was White students with family incomes over $100,000, so the opportunity to go to this institution was similar to what was happening in Texas–an opportunity was being channeled to students of privilege, not to working-class and poor Whites, said Guinier.

In California, she said, it takes between three and five taxpayers to support one student at Berkeley or UCLA, "so part of the question we are raising is whether it is equitable and democratic to make opportunity so conditioned to wealth, so related to wealth. And also whether it is equitable and democratic to give opportunities to people who then don't make an effort to and aren't encouraged to give back to the community.

"Shouldn't we begin the conversation not with a defense of affirmative action, but more boldly?

"What is the mission of these institutions?" It is time, she said, to "rethink the entire admissions system, as well as curriculum and pedagogy." So many of the flagship schools, she said, offer networking opportunities, opportunities for the future. "Don't you want the leaders of the state to be broadly representative of the people of the state?"

Asked about private institutions, Guinier noted that even private institutions get a lot of tax subsidies; they receive federal grants; they enjoy a nonprofit tax status.

"In this society, we think of higher education as a sacred trust. We endow these institutions with the expectation that they are going to educate people, not just to become wealthy or self-sufficient, but to become good citizens.

"They also have a democratic responsibility, especially since so many of our leaders come from these very elite private institutions."

As Torres and Guinier and company are working to "change the atmosphere of the mind" about race and higher education and public policy and leadership and more, The College Board is announcing plans for changes to the SAT I.

The New, Improved SAT

In late June, The College Board trustees approved proposed changes to the SAT, touted as the most significant in its 76 years. The new "perfect score" will be 2,400 instead of 1,600. It will be a half-hour longer. It is set to debut in March 2005, and the first to take it will be the Class of 2006.

Goodbye to the verbal analogies that sent hundreds of thousands scrambling for vocabulary builders in search of definitions from a pre-television era. Hello to questions about text, expected to provide a better assessment of reading abilities.

Hello to questions based on Algebra II, which might make the search for qualified teachers of math, especially for poor school districts, ever more desperate, and increase the pressure on colleges and universities to produce these rarities. And, down the road, perhaps questions on trigonometry and other more advanced classes so often not found in poor school districts.

And a wary hello to a new writing section that includes a 25-minute timed essay.

The original SAT, back in the '20s, included a writing test, but in the '40s, became largely multiple choice. The College Board currently offers and ETS evaluates the SAT II writing test, required by 60 colleges, with each test scored by two trained readers–live human beings, not computer programs–plus a third, should the first two not concur. ETS spokesperson Tom Ewing estimates that the SAT I change would represent a 60 percent increase in the number of essay evaluations it now performs.

Arlene Levenson, AP Online, reported that Wayne Camara, College Board vice president of research, said the essay would be modeled on the SAT II writing test, with more time allotted. And test takers will write their essays in longhand, at least initially. Camara offered a sample SAT II essay question. It was "Respond to: Novelty is too often mistaken for progress."

In a written statement, Puerto Rican Legal Defense and Education Fund (PRLDEF) staff attorney Sandra Del Valle said, "Drafting several short paragraphs in a few minutes in a testing center is not a fair measure of how well someone can compose a thoughtful, coherent essay in college. The time pressure will make this a particularly unfair test for students who need to translate from their mother tongue to English."

FairTest's public education director, Bob Schaeffer, said, "None of these minor changes address the SAT's fundamental flaws such as the test's inaccuracy, bias, and susceptibility to coaching. Nor has The College Board acted to crack down on widespread misuses of the SAT, such as requiring minimum scores for admissions or scholarships. This cosmetic repackaging is simply designed to sell more of their flagship product!"

Nearly 400 four-year colleges already do not require many of their applicants to submit test scores prior to admissions, according to FairTest.

But UC President Atkinson, the cognitive psychologist who brought on the changes, a man who knows a lot about testing, said he is delighted with the decision of The College Board.

"It will send a wonderful message," he said, "to students and their parents and their teachers about starting to write early."

The Distanced Dream

"The problem is the American dream is not as fully available to everyone as we make it out to be," said Guinier.

"In 1900, 68 percent of the people who were among the wealthiest Americans came from poverty. There was a real escalator effect back then.

"By 1970, only 4 percent came from poverty."

Can the SAT become the escalator that James Bryant Conant intended it to be? Atkinson's optimism is heartening, but, as *U.S. News & World Report* noted in March, "the test wars aren't likely to be over anytime soon."

HO

What Happens to C STUDENTS

by
Thomas G. Dolan

In a Suitable Environment, Many Thrive

In the movie "Tuesdays With Morrie," a retired college professor, played by Jack Lemmon, recalls that he once stood up at a football game and shouted, "What's wrong with second place?" In a culture where anything less than No. 1 is often not accorded any respect, this was, to say the least, a provocative question.

So what does this mean for the less-than No. 1 college student? It's obvious that the "A" student, who excels in sports, edits the campus newspaper, is star of the debating team, plays in the band, etc., is going to have the red carpet toward success rolled out in front of him. But what about the average "C" or even poorer student, whose main extracurricular activity has often been survival in a deprived and often violent environment? Is he destined to fall by the wayside?

The answer to this question, asked of a number of college admissions officers and other educators throughout the country, is positive and reassuring.

Small Can Be Beautiful

"We're a smaller college, and there's no question that the "C" student has as many opportunities here as any other student," says William Allen, Jr., dean of enrollment, Castleton State College, Castleton, Vt.

"We can start with the overall environment. Classes are small, only about 17 students, and faculty are hired with the expectation that they offer outside help and tutoring to those who need it.

"The average student will get much more attention here than he might in a larger school. There are also ample opportunities to become involved in activities outside of class. These can provide motivation and learning experiences as well. We pride ourselves on the fact that many students who, for whatever reason, did poorly in high school, blossom here."

"The 'C' student is not forgotten at all," says Victor Echandy, ALANA recruiter at St. Michael's College, a small Catholic school in Colchester, Vt. "I think more and more colleges and universities are aware that the 'C' student in high school, especially when a minority, brings a lot of untapped potential. Students from different backgrounds also bring a different culture and knowledge that is beneficial to the college and other students as well.

"We actually spend more time on the 'C' student applications, and look at a number of other factors as well. You can't see everything on paper. Just because an applicant is a minority doesn't mean he will be accepted. There has to be a potential to succeed. This varies by individual. But those who do, when they find their niche, can become unbelievably successful when they find what they are really interested in. Many tend to be very outgoing, with good personal skills, and when they find an opportunity they are interested in, they tend to give 100 percent."

Wanda Suriel, senior assistant director of admissions at Regis College, a small women's Catholic college in Weston, Mass., reports, "We had a remarkable increase in freshmen of color this past year–35 percent, of which 15 percent were Latino women."

Suriel agrees that applicants are evaluated not only academically but also on the basis of their overall background and potential. Suriel adds that, like many schools, Regis has evolved programs specifically designed for the student not quite up to par academically. "If they don't automatically fit in," says Suriel, they begin by taking four academic courses instead of five, "and meet on a regular basis with their academic advisors."

Argosy University/Twin Cities, Minneapolis, Minn., is equivalent to a community college, but privately owned. Its 800 students are working toward an associate's degree, offered in eight different fields of health care.

"It's our deliberate philosophy that we don't target the top 10-20

Robert Ingenito, director of development/recruitment, Kingsborough Community College

percent of students in their class, but aim for the average student," says director of admissions Jeanne Stoneking. "These are often students who may not have been serious in high school, but at some later point in their lives decided to put their best foot forward. They often end up becoming excellent students."

Applicants are evaluated to make sure they are capable of college work. And, once accepted, are provided with tutoring, free counseling, peer tutors, and lots of close help from the faculty. But accepting average students doesn't mean lowering standards for graduation. "We cannot send someone out into the healthcare world if they don't have the standards," Stoneking says, adding that the school's placement rate for graduates is 90-95 percent.

Bigger Can Be Better

Even superior students can feel lost in a big university. The City University of New York, comprised of 11 four-year institutions, six community colleges, plus a graduate school, law school, and medical school, is the third largest university in the nation. But Robert Ingenito, director of development/recruitment of CUNY's Kingsborough Community College, maintains that even the 'C' student, and, in fact, **especially** the 'C' student, is made to feel very much at home.

"Every 'C' student who graduates from an existing high school or has a GED, but cannot meet the rigorous requirements for a four-year university, is guaranteed admission to a community college," Ingenito says. "So there is very much an opportunity for the 'C' student here."

The way the system works, he explains, is that the incoming "C" student is given the CUNY test, not to determine enrollment, but more as a placement guide, to determine where the student is in the basics such as reading, writing, and math. If a student needs remediation, there are summer programs offered for free, with the books provided, designed to get the student to at least a passing level. If this is not successful, these noncredit courses continue in the fall, along with the student taking college courses appropriate to existing skill levels.

But the student is offered every possible help to move forward. "We act not simply as an admissions office but as a one-stop shop to give the student everything he needs," Ingenito says. "Our motto is–the student first." Tuition is only $1,250 for in-state and $1,538 for out-of-state students. But the student is also alerted to any financial aid programs available, and given assistance in filling out the applications.

Ingenito is especially proud of the school's bilingual programs for different Asian groups, as well as languages such as Creole, French, and Spanish (see sidebar). The students are mainstreamed into standard English-taught classes but are also provided many opportunities for tutoring and special guidance by faculty, generally of the student's same ethnic background, who also speak the same native language.

"We also have provisions for students with disabilities, and make available to them the services they are granted under state and federal law," Ingenito says. "If someone needs a scribe or has a learning disability, which means he needs extended time on a test, or has a physical handicap, we have trained professionals to assist him. We truly have a safety net for any student who really wants an education." He adds there are also programs designed for individual families, including those on public assistance. For very young children, there is day care available while their mothers attend classes. The school calendar has built-in flexibility to accommodate working students.

> ***"I think more and more colleges and universities are aware that the 'C' student in high school, especially when a minority, brings a lot of untapped potential."***
>
> VICTOR ECHANDY, ALANA RECRUITER AT ST. MICHAEL'S COLLEGE, COLCHESTER, VT.

The students may start out average, but they are not given average teachers in a substandard environment. "To be tenured here, you must have a doctorate or the highest degree in your discipline," Ingenito says. "Classes, by law, are limited to 30-35 students. Lecture halls hold 50-60 students as opposed to the 500-600 in some large university lecture halls. And there is an eight-story research library."

The respect given the students is returned. "There are flowers in the corridors and works of art are not hidden behind bullet proof glass. You won't find trash or graffiti. This is one of the few times in your life in which you can get more and pay less from a city institution," says Ingenito.

Yet, for all the opportunities offered, Ingenito says, "There are no guarantees for graduation. You have to want it. And if you are not motivated, then success will be hard to achieve. If you miss a certain number of classes, or you fail to make academic progress, you will be dismissed."

Still, Ingenito reports, enough students respond to the opportunity so that Kingsborough has one of the highest graduating rates of minorities of all the community colleges in New York. "Many go on to excel and to graduate from four-year colleges and universities, which at one time would not have accepted them."

When the "C's" Persist

Many schools of higher education, large and small, are offering the "C" high school student the opportunity to turn into an "A" and "B" student, and many students act on that opportunity.

But what about the student who starts out with a mediocre GPA and doesn't really lift it up in college? Is that student doomed to failure or a life of mediocrity?

"We had one student who came here with barely a 2.0," says Castleton's Allen. "He didn't really improve it here. But after he graduated, he went on to become a great success in business. And he was so grateful for the education he received here, that he recently set up a scholarship fund here–for the 'C' student."

The Language Question

The once-raging debate as to whether students of a different culture should be taught in their native language or mainstream English has been resolved in an interesting and productive way by the College Discovery Bilingual Program, Kingsborough Community College, part of the City University of New York.

The debate was between those who maintained that a native tongue was a direct link to natural intelligence, and a foreign language–in this case, English–represented a formidable and prejudicial barrier to learning. The other side maintained that, like it or not, fairly or unfairly, English is the language of this culture, so if you choose to live here, you'd better learn it, or have yourself perceived as culturally inferior.

The Bilingual Program manages to combine the best features of both.

"The underlying principle of the program," says its director, Dr. Diego Colón, "is to provide the opportunity for Latino students to develop college-level competence in both Spanish and English while in the process of acquiring a liberal arts or career skills education."

Zuleika Rodríguez, college recruiter/community outreach coordinator, says there's no question but that students in the program are being mainstreamed, that all of their courses and even private tutoring are being conducted in English.

Rodríguez adds, however, that most of the staff in this program are Hispanic and speak Spanish. "Because students in this program are economically disadvantaged and educationally disadvantaged, and in such a large university, having an atmosphere in which he is comfortable, in which he can communicate in Spanish, helps give him confidence and the feeling that he is with people who care for him, and that he is not alone," Rodríguez says.

For these average and even less-than-average students, there is a group orientation and counseling at the entrance level, followed by concentrated individualized tutoring and guidance. "There is ongoing support for the duration of the time the student is studying here, specifically in the areas of reading and writing, plus math and other academic subjects," Rodríguez says. "The goal is to prepare the student to pass the CUNY assessment exam, especially the ACT portion on writing in English. The passing of this exam allows the student to then move on, the next step being to attain an associate's degree, and then move on to higher education."

Previously, the big roadblock to these students progressing was reading and writing English. "Students would take the ACT again and again and fail," Rodríguez says. "A Latino student sitting in the classroom would feel a lot of frustration and anxiety…"

But Rodríguez says that this program, which has the student continually being helped by teachers who understand both the student and the student's native language, "helps create a powerful incentive for the student to overcome the English-language barrier.

"Statistically speaking, we've found the passing rate has skyrocketed, and, with this hard-won knowledge, as well as the study habits they've picked up along the way, many of these students move up in education to become 'A' and 'B' students."

The student speaking primarily or exclusively Spanish in this English-speaking culture can easily appear handicapped. But once this student succeeds in this bilingual program, that student has a double-edged sword, both sides of which can be wielded to the student's advantage. "For now," says Rodríguez, "the student is proficient in two languages, whereas the mainstream classmate is proficient in only one."

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Leadership Development on Tap for Denver's Pre-College Latinos

CC of Denver Ready with Support for Enrollees

by Jennifer Frank

More than 400 young people will build academic and career pipelines when they attend the Youth Leadership Day on the Community College of Denver's (Colo.) Auraria Campus Oct. 25, one day before the start of the 16th annual conference of the Hispanic Association of Colleges and Universities (HACU) in Denver.

Youth will hear encouraging words from athletes and from business and academic leaders. They'll learn about financial aid, admissions, and the student services colleges and universities provide. And they'll explore different career tracks with successful Latino business leaders.

"The entire day is dedicated to Latino pre-college youth," said Christine Johnson, Ph.D., president of Community College of Denver and a member of the planning committee for the special day. "Through this important event, Hispanic youth will make important contacts with a host of colleges and universities from across the country."

Johnson said Hispanic youth, in particular, are challenged by a lack of information about college and "how to navigate the system." Many face economic barriers to education, as well.

Community College of Denver, one of the Youth Leadership Day sponsors, is nationally recognized for its success in graduating first-generation students, about a third of whom are Hispanic.

"We create a desire for education and a love for learning," said Peggy Valdez-Fergason, director of CCD's First Generation Student Success program.

With funding from a Title III Hispanic Serving Institution grant, she pioneered the LaFamilia Scholars program for first-generation Hispanic students at CCD. The concept duplicates the strong Latino family that is protective, nurturing, accepting and supportive.

"Those of us who grew up in that environment became committed to the family group. We thrive on that collaboration and the success of the group," she said.

LaFamilia offered students an academic "family" to help them learn to navigate the educational system.

"It's a holistic academic community that links students with advisors, student mentors, and learning-community faculty to promote retention and student success," she said. "It combines the positive, nurturing concept of Hispanic family with the rigorous expectations of an academic family to get the best of both worlds."

LaFamilia was so successful that when the original grant ended, CCD expanded the program to include all first-generation students.

The support concept also spread to CCD's academic centers, where classes are more specialized. That extra support has improved graduation rates among first-generation college students and helped them move on to jobs or to four-year colleges and universities.

"CCD is bridging the digital divide between the haves and have nots," Valdez-Fergason said. Technology skills are built into the whole learning experience with two state-of-the-art, computerized learning community labs and a drop-in First Generation Student Success Lab.

The Youth Leadership Day will give participants a chance to start pre-planning for college and their careers.

Valdez-Fergason said the opportunity for participants to connect with schools is tremendous, and that just being on a college campus will reduce some higher-education phobia.

"When first-generation college students go out into the community to get a job or to a four-year college, the hope is that they have developed such a love for education that they will keep returning for more, increasing their own success," she said.

Other sponsors of the special day include: Metropolitan State College of Denver, The Mayor's Office of Denver for Workforce Development, The Latin American Education Fund, and the Denver Public Schools.

For more information on Youth Leadership Day, contact Raúl Armandariz at 303-352-3001.

Changing Student Attitudes and Achievement in Math and Science

NACME Looks at Progress Since its 1994 Study

by Marilyn Gilroy

Why do some students choose to take mathematics and science throughout high school while others opt out? What kinds of guidance and advice do students follow when making academic decisions about math and science? What are the career implications for the choices that students are making?

NACME, the National Action Council for Minorities in Engineering, Inc., has been looking for answers to these questions during the last eight years.

A benchmark study by NACME in 1994 focused on parents and students' knowledge of and attitudes toward middle and secondary school math and science education.

That survey revealed a striking gap between students' expectations regarding future careers and their understanding of the impact of current course decisions on these plans. It also showed that students were making important choices about courses in math and science with little or no adult guidance. Those findings led to NACME's national public service advertising campaign, built around the theme of "Math is Power." It was a high profile pitch to tell students and parents that math and science are critical to both learning and earning power.

This year, NACME revisited the attitudes of children and their parents and attempted to assess the effectiveness of the campaign. Using the services of Harris Interactive, NACME commissioned a follow-up nationwide survey. Interviews were conducted with 2,131 public school students, including an oversample of schools with high minority populations. In addition, interviews were conducted with 710 parents of public school children, including 125 minority parents.

There is good news and bad news in the results.

The good news is that the "Math Is Power" campaign has penetrated the consciousness of a substantial number of students. In fact, one-half of all students surveyed were aware of the campaign and familiar with at least one of its key messages. These students in general have more favorable attitudes toward mathematics and express a greater interest in its study. The bad news is that one-half of the students still plan to take math only if they are required to do so. That is especially true of minority students.

Arthur E. Schwartz, professor of mathematics at Mercer County Community College, N.J.

And yet, there are some contradictions in the data. It seems that minority students, particularly those in middle school, are reporting in higher numbers that math is fun as compared to their non-minority peers (64 percent vs. 55 percent). Younger minority students also seem to know that they will need math and science for their chosen professions–but they do not continue to enroll in math classes as they get older.

Although there is no one reason for these trends, the NACME report, co-authored by Drs. Dana Markow and Kathleen Moore, cites some of the causes, including:

a.) Minority students tend to attend schools that are less likely to offer advanced placement and college-level math courses. Most distressing is the finding that the 74 percent of minority girls who wanted to take advanced or APO math were the most likely to say that they had no access to the courses;

b.) Minority students report greater negative peer pressure in the decision to enroll in math and science courses–their friends tell them not to take certain courses because they are too hard or are for "geeks," a popular stereotype.

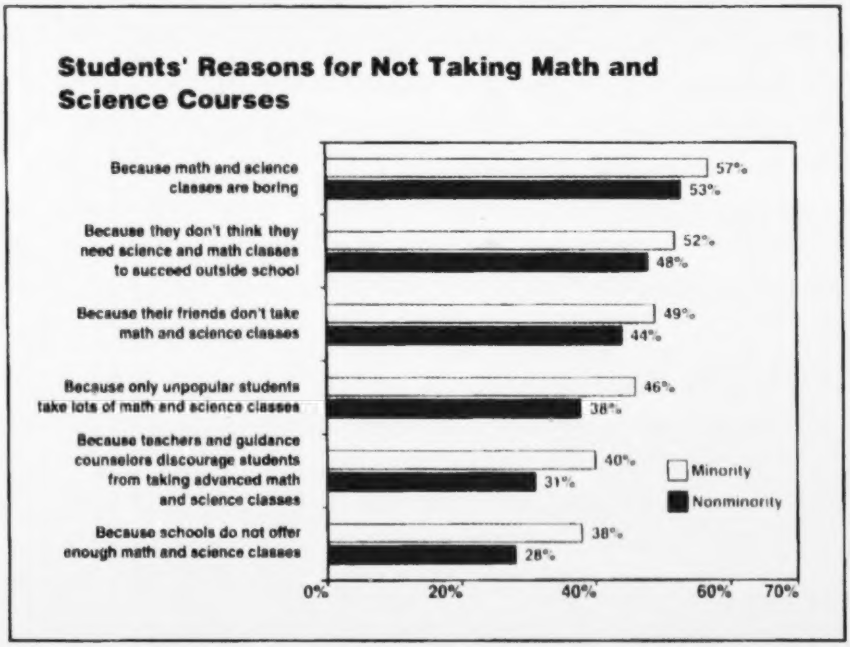
c.) Minority students (63 percent) feel that they will have to work hard to succeed in math and science and (67 percent) say that they have not done well in other math and science classes.

But in what the authors call "disparities between actions and ambitions," the report states that most students (86 percent) and their parents (90 percent of both minority and non-minority) expect their children to go to college. Unfortunately, neither the students nor their parents seem to understand the consequences of not taking advanced classes.

"Students believe that if they don't take certain advanced math classes, they will still be able to take any math class they want at any time they want," say Markow and Moore. "In sum, students remain wonderfully ambitious but terribly uninformed."

Students' attitudes toward math continue to confound both researchers and educators who know that down the line, the effect of this thinking is cumulative and has profound implications for student success.

Arthur E. Schwartz, a professor of mathematics at Mercer County Community College in New Jersey, says he has been dealing with negative attitudes and misperceptions about math throughout 30 years of teaching. By the time students reach his classroom, many are discouraged or apprehensive about mathematics. Part of the problem lies in how the subject has been taught and the fact that there are unique psychological aspects attached to studying math.


Students' Reasons for Not Taking Math and Science Courses

"One of the problems is the fear associated with math," said Schwartz. "Society puts such an emphasis on mathematics as an indicator of intelligence that if students are not good at it, they feel a bigger sense of failure. They believe that they are not smart.

"That's not true of other courses. If you don't do well in fine arts, well, maybe you just don't like it. But with math, you say 'I can't do this, and it's just basic algebra.' That leads to frustration and a lower self-esteem."

Markow and Moore say that this is especially problematic for minority students.

"If minority students feel they aren't smart (i.e., don't have what it takes to succeed in these courses), they may be more inclined to give up and opt out," say Markow and Moore.

"Likewise, parents who don't feel their child has what it takes are less likely to encourage him or her to take advanced courses."

And yet, research suggests that student achievement is often related to factors that are controllable, such as effort and persistence, rather than innate ability.

Schwartz agrees that persistence is the key ingredient, particularly in the kind of math that most high school and college students take to complete their studies.

"A lot of people fall by the wayside in lower levels of math, such as Algebra I & II, and the No. 1 reason for lack of success is persistence," he said.

Ironically, he says, the math required for almost 90 percent of college degrees can be mastered if students will do the work. Even if the instructor is just average, students will probably get through it if they persist.

"That means coming to class and putting in 4-5 hours a week of studying," said Schwartz. "But many people don't do that either because they don't have the time, or they are worried about failing. Then they justify it by saying 'well, I don't see the relationship between this and my profession.'"

That is a way of thinking that does not seem to be changing. The NACME study found that students are less likely than they were five years ago to see a connection between math and science and everyday life. Students are also less likely than those in 1994 to believe that math and science help improve people's lives or that by taking these courses in school, they will be better equipped to contribute to society.

"We don't get the message out as to how important math is," said Schwartz. "We keep teaching math without any applications to the real world or the students' chosen professions. So they don't think it is connected or relevant to their lives.

"There is a perception that the only reason you take math is because it is a requirement for graduating from high school or college–you're never really going to use it."

In talking with students, Schwartz finds that they are convinced that only engineers and physicists actually use math. Part of his job is to explain that mathematics is needed for a wide range of careers in business, law, and medicine.

"Sometimes we need to show or talk to students about applications," said Schwartz. "Math such as algebra and trigonometry can be so abstract. Students aren't convinced that it is going to help them, even when they choose a field like medicine or pharmacy, which deals with complex formulas. We have to do a better job of explaining this to students, parents, and counselors."

Since students do not often see the relationship between math and their careers, Schwartz says that in college, they compound the problem by delaying math requirements until the end of their undergraduate studies.

"Many students in college take only the minimal math requirement for their degree program, usually a foundations in mathematics course, the kind that is required for liberal arts or education majors," said Schwartz. "They will hold that off until the last semester, which means by the time they take it, they have forgotten most of the math they had in high school. Now they can't even pass the basic course, and they have to go back and take remedial math because they waited too long."

In other words, he says, the delay results in a deterioration of their math knowledge, and the recall is gone. Further, if they would take the math in the early stages of their degree program, they would get more benefit from the course because it usually includes some fundamental logic and statistics.

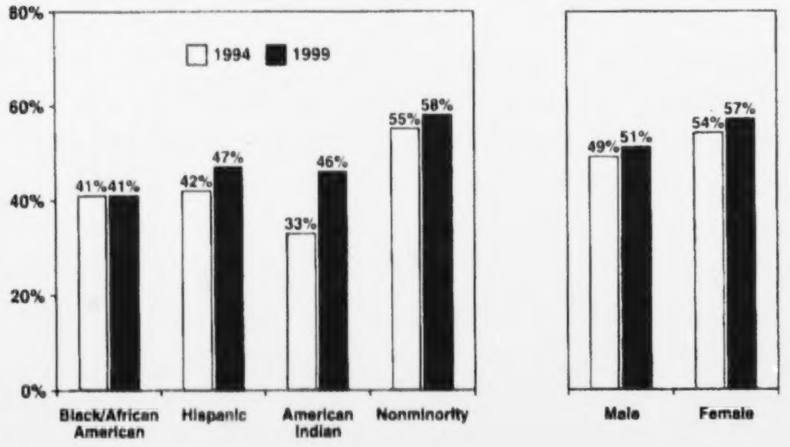
"Taking that required math course early on would also make them a better student in college, but they are not convinced that they can pass it," said Schwartz. "College is often intimidating for people, so they opt to delay the toughest part–math."

The NACME survey results show that these negative attitudes are developed by the time students reach high school. There has been little change in this view over the last eight years. While younger students (middle school) are making strides and reporting more interest in math and science, older students are falling into familiar patterns.

A recent study undertaken by Stanford University in three California high schools also showed that student attitudes toward mathematics are extremely important and play a large part in determining students' motivation toward instruction and achie-vement. These attitudes influence the number of courses they take in mathematics and are the basis of their ultimate relationship with a subject that they will grapple with throughout their lives.

Students' Understanding of Career Prerequisites

Students who understand that without taking certain advanced math classes like Algebra and Geometry, they will not be able to get certain jobs.



So if old attitudes die hard, what can be done to create more understanding and enthusiasm for studying math and science? Some experts think that a change in attitude must be correlated to a change in the way math is taught.

"Everybody accepts the fact that math is hard to learn, but somehow they fail to come to terms with the fact that it is also hard to teach," said Schwartz. "Too often, the emphasis is put on memorizing formulas and procedures. Instead, the teacher needs to challenge students to think about what's going on–not just how to do the problem, but why it is done this way and to analyze alternative approaches."

That is exactly what the folks are working on at the National Center for Improving Student Learning & Achievement in Mathematics and Science (NCISLA), based at the University of Wisconsin-Madison. NCISLA is a research center focusing on K-12 mathematics and science education. The center collaborates with schools and teachers to create strategies that improve student learning in math and science. Their approach disputes the notion that learning facts, solving textbook problems, and passing achievement tests constitute an understanding of math. Rather, they say, students are capable of understanding broad concepts; therefore, measures of student achievement should be aligned with goals of instruction that target understanding important mathematics and science principles.

NCISLA research indicates that students can learn and understand "big ideas" as they participate in math and scientific inquiry and put their knowledge to use. For example, in one science class, students developed scientific inquiry skills by examining inheritance patterns in fruit flies. Using computer software, the students conducted a data-driven experiment and applied scientific principles to their problem.

Schwartz says that this approach would be a tremendous improvement in instruction.

"They need to see connectivity between problems instead of just memorizing procedures. The examples have to be presented in a way that helps students understand the relationship between problems," said Schwartz. "Even though the content is difficult, the teachers and the textbooks need to help students engage in mathematical and scientific reasoning."

The NCISLA team of researchers and faculty also examines how childrens' language and culture can influence their learning of mathematics and science in the K-12 sector. What kind of instruction best supports students with diverse backgrounds, especially if some of these students are LEP (limited English proficient)? NCISLA researchers are participating in several projects which will examine issues such as how diverse students make sense of mathematics and science, how diverse students use language to explain concepts, and how teachers can build from students' language and culture to leverage learning.

The ultimate goal is to produce findings that will have an impact on ways in which teachers can enhance students' learning and achievement and how administrators and policymakers can support those teachers.

NACME and NCISLA conclude that "the pace of progress and reform must accelerate." Both organizations are hoping for nothing less than "compelling new visions of mathematics and science education that become the norm."

What the World Needs Now Is Academic Activism

Faculty Intellect: a Critical Asset in Age of Information

by Tony P. Martinez and Alison P. Martinez

"Higher education must act as a counterweight to corporate global power and must reach out globally to help lift up the wretched of the earth," declares James Ottavio Castagnera.

Professor Castagnera's challenge to the academic community at large appeared in the fall 2001 *Labor Law Journal*. Later, he spoke with us by telephone, reiterating this challenge to readers of *The Hispanic Outlook in Higher Education*.

The professor talks about higher education in the 21st century with optimism, while discussing his own work and ideas with friendly modesty. Speaking for himself as a thinker, and not for Rider University, where he is a professor and senior administrator, he declares, "My role is trying to raise consciousness."

Castagnera declares that faculty members must rekindle the sense of community and shared responsibility that formerly animated campus life. In that way, faculty will secure their own place in evolving educational institutions, and impel colleges and universities to take up the role to which history now calls them.

"Academia has a lot of shared values," the professor observes. Although academics differ as to specifics, there is a consensus, he says, against racial discrimination and in favor of economic justice, free thought, and the search for truth.

"As we begin to appreciate the intellectual and moral assets that we have, let's focus our efforts to have an impact on the issues we care about and the ideals we stand for."

Castagnera began his own higher education by earning a B.A. in government from Franklin Marshall College in Lancaster, Pa. At Kent State University in Kent, Ohio, he earned an M.A. in journalism. There the young man launched a career in journalism that continues today, along with his work in education and the law, as he continues to write newspaper op-ed columns, in addition to scholarly books and journal articles.

Driven to understand and take part in the development of American society, Castagnera continued his studies at Case Western Reserve University, earning a Ph.D. in American studies and graduating, near the top of his class, with the J.D. degree. After practicing law with a Philadelphia firm for 10 years, he has returned to the academic world with enthusiasm.

"What I really love about being back in higher education is, I can act locally, think globally."

James Ottavio Castagnera, associate vice president for academic affairs and associate provost at Rider University

Now Castagnera lives with his wife and two children–themselves beginning to think about college–in Havertown, Pa. As professor, associate provost, and associate vice president for academic affairs at Rider University in Lawrenceville, N.J., he teaches law classes, administers labor relations, oversees contracts and grants, and deals with "a wide range of issues."

"I love the details of working with the students and the faculty. What I find in higher education is the ability to take my ideas and put them out to a wider audience of people who actually do read and think about and sometimes even act upon them. It's very exciting and gratifying. It's worth giving up some income."

Castagnera credits Robert Reich,

Rider University

Moore Library and Campus Mall

President Clinton's first secretary of labor, now a professor at Brandeis University, with ideas that cast light on important changes in higher education today. In his seminal book, *The Work of Nations* (Addison-Wesley, 1991), Reich identifies a class of "symbolic analysts" (information workers) who are becoming economically independent of their communities. Reich emphasizes how these elite are leaving other Americans behind.

Castagnera points out that we have entered the Age of Information. Information and knowledge constitute intellectual "capital," which is becoming as powerful as financial capital was in the previous era. It is universities that have developed and organized America's biggest stock of intellectual capital. We think of the intellectual capital embodied in university libraries, patents, and copyrights, but the most powerful source of intellectual value is in the faculty, he says.

"The faculty is to the university what machinery was to the factory," Castagnera affirms. "Faculty are the critical asset." Institutions spend an enormous amount of money on building a strong faculty that can collaborate to achieve a mission. Faculty members are not easily exchanged or replaced, for the faculty is more than the sum of its members. The personal and intellectual interactions synergistically produce powerful knowledge, he says.

The public honors the knowledge created by higher education and the ideals of free thought and devotion to truth that underlie its acquisition. Witness the many donations, large and small, received by colleges and universities every year. "Our mission is not to make a profit," Castagnera reminds us, and the public understands that. We need not feel or act defensive. "The more we try to mimic for-profit organizations, the less we validate our true reason for existing.

"We in academia underestimate the power of the university in the Information Age," states the professor. Higher education can exert intellectual and moral leadership, especially when institutions cooperate in their endeavors and speak out in harmony.

"My concern is that you see too much competitiveness among institutions," Castagnera continues. It is true that each institution needs to develop balanced sources of financial support, through fund raising and collaboration with corporations as well as tuition, fees, endowments, and appropriations. But it seems that university presidents are afraid to speak out on major policy issues of our day lest they offend some potential donor, who might then turn to a "competing" university, he says.

There is much awareness of the changes brought by electronic information technology, such as distance education and the virtual library. There is much awareness of changes brought by rising costs and falling real family incomes. At present, smaller institutions, first to feel the pressure of change, are taking the lead in developing new forms of cooperation. Some are pooling their purchasing power to get the best deal on services and supplies. Some are building library collections with supplementary rather than overlapping areas of emphasis. Some private colleges with complementary academic strengths are arranging for students to take courses on nearby campuses, as most state systems do. These and other forms of cooperation optimize use of and access to resources.

At present, for example, several small Catholic colleges in

Philadelphia are forming a consortium. In New Jersey, about a dozen private universities and colleges have created an association. Such beginnings may grow into federations that would let higher education speak to the nation with a more united voice.

However, certain trends developing among faculty may sap the university's power to play a significant role in the cause of social justice, he warns. These trends are the unbundling of the traditional faculty functions of teaching, service, and research (of which increasing use of adjunct faculty is a symptom) and the increasing independence of select faculty.

In a letter to *The Chronicle of Higher Education* published Jan. 31, 1997, Castagnera paints a picture that many *Hispanic Outlook* readers will recognize: "A culture of activism permeates some departments. I walk into those departments on a Friday afternoon and find office doors open, students standing in the doorways, and faculty members kicking ideas around in the lounge areas. Then again there are the phantom faculty members, seen on campus only when they meet their classes or hold their minimum number of weekly office hours....(If you want to keep adjuncts from supplanting tenure-track faculty) my advice is to join the ranks of those who are major contributors to their institutions. We all know who they are: the professors who staff multiple committees, who always show up for the open houses for high school students, who bring in the bulk of grants, who help out with the alumni telethons."

Faculty in specialties that permit lucrative consulting sidelines and lucrative research contracts often act more like free-floating professionals (Reich's "symbolic analysts") rather than members of an interdependent academic community, he says. They don't want to teach beginners. They don't want to serve on committees. "They are acting more and more like independent contractors rather than members of a particular community," Castagnera observes.

At the same time, there are plenty of bright young scholars in fields that are not "hot" and do not afford super-professor status who are yearning for community.

> ***"As we begin to appreciate the intellectual and moral assets that we have, let's focus our efforts to have an impact on the issues we care about and the ideals we stand for."***
>
> JAMES OTTAVIO CASTAGNERA

One organization that can help to build the campus community is faculty unions. "The union is a force for faculty cohesion," this experienced labor-relations administrator declares.

Faculty unions? America hasn't heard much about faculty unions since the wave of campus organizing in the 1970s. The U.S. Supreme Court's 1980 decision in *NLRB vs. Yeshiva University* (444 US 672 1980) found that university faculty are more managers than workers, and therefore, institutions of higher education are not obliged to recognize and bargain with faculty unions. So most institutions stopped doing so, and most faculty unions soon withered away.

Rider University is one of the few that chose to continue working with faculty as well as staff unions. "On balance, the union has been a plus," Castagnera believes. "In terms of creating a sense of community, we should not underestimate the value of the labor union."

Founded as The Trenton Business College in 1865, Rider University is now ranked in the top tier of northern regional universities by *U.S. News and World Report* (2002 America's Best Colleges). Primarily a teaching institution, Rider selects instructors who want to teach and maintains a 13-to-1 student/faculty ratio. Even full professors teach at all levels. There are no teaching assistants in the classrooms or laboratories.

Rider's adjunct faculty include many practicing professionals teaching in their area of expertise. The University offers some benefits and some security of employment to adjuncts who return year after year. This promotes a sense of fairness, respect, and cohesiveness among all who teach there, says Castagnera.

"I don't think we should assume that the current (depressed) status of unions at private universities is permanent," he notes. Things have changed since the Yeshiva decision. "We are beginning to see some change in the NLRB (National Labor Relations Board) attitude on teaching assistants and resident associates. There will be strong interest in unionization among junior faculty." There will be opportunities for universities to safeguard their investment in faculty by demonstrating an enlightened attitude towards emerging forms of professional organization.

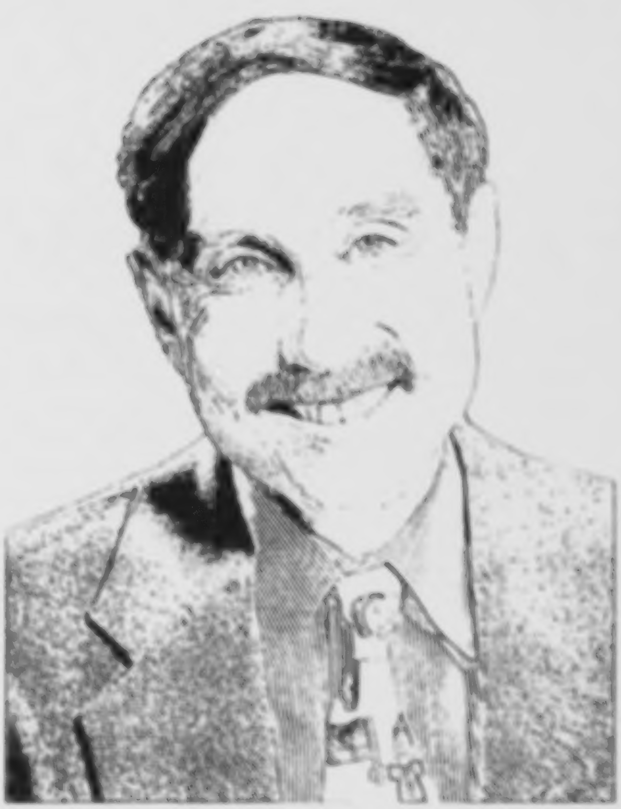
A reborn academic community might in some ways resemble the original universities of the late Middle Ages, the professor speculates. Faculty, staff, and administration would work together to build an institution dedicated to fair dealing, within a network of cooperating colleges and universities. Faculty and students would work together to explore the world of ideas and ideals. And higher education would once again speak with the voice of leadership in a world that needs enlightened leadership.

"We will be raising the collective consciousness so that educational leaders will begin to say, now that we are cooperating better and higher education is less divided, how can we put our intellectual capital to work to influence our nation? How can we go out into the international arena?

"We can make an impact where we have the resources and the will."

ARIZONA STATE UNIVERSITY

Welcomes New Dean, College of Education



Eugene García

a "Gem" of Great Stature

by Inés Pinto Alicea

Eugene E. García, new dean at the College of Education at Arizona State University in Tempe, said a great high school teacher pushed him to succeed academically. Now he wants to help produce more teachers like her so that others like him can get a better education.

García is one of 10 children of migrant farmworkers who harvested sugar beets, cherries, apricots, peaches, apples, and pears in western Colorado and neighboring states. Spanish was his native language. Only three of the García siblings graduated from high school.

García credits a Spanish teacher with putting him on the path to higher education. He signed up for a Spanish class in high school figuring it would be an "easy grade." Instead, the teacher challenged him for taking the class and started checking on his progress in his other classes. She discovered that he loved to play baseball for the high school team and asked the school's baseball coach to keep him from playing if he didn't get at least "Cs" in his classes. García was frustrated by her efforts but eventually won a baseball scholarship and went to college.

"A lot of teachers don't recognize the gifts kids bring," he said.

García's appointment as dean at ASU's College of Education became effective July 1. He succeeds Sarah Hudelson, who had been interim dean since September 2001, following Regents' Professor David Berliner's return to the faculty after a four year deanship.

Last year, García stepped down as dean of the Graduate School of Education at the University of California at Berkeley, after six years in that post. He also spent nearly a year at the University of New Mexico in Albuquerque, as a visiting scholar, researching and writing a book on the importance of good teachers.

Good teachers are key to making a great school, he said. And great teachers share some common characteristics, which he described. They know the subject matter of whatever they're teaching. They know how to teach. They respond to the unique cultural and linguistic needs of all students. And they understand that teaching requires institution building, which means they work with the students' families, the school principal, and other key players in the students' lives to enhance the educational experience.

"The real issue in Arizona is its great need to prepare the best professional educators to serve the students of Arizona," said García. "The College of Education has demonstrated that it can play a vital role in generating nationally visible research and scholarship and is directly addressing this effort. I plan to build on the work already done at ASU."

"I am delighted with the appointment of Gene García," said Milton Glick, ASU provost and senior vice president. "He brought all of the qualities we were looking for in a dean. He is a distinguished scholar, he was dean at one of America's great universities, and he was a faculty member at ASU. I am very excited that he agreed to join us."

And there is, too, the Latino connection. According to Glick, 16 percent of the ASU freshman class is Latino and 10 percent of the overall student population of 42,000. ASU doubled the numbers of Latino students and faculty between 1991 and 2001, he said. García is the only Latino dean on campus, but there have been others in the past. Minorities are 30 percent of the freshman class and 16 percent of the overall student population.

More than 3,000 students are enrolled in the College of Education, nearly two-thirds working toward certification for teaching. The remainder are graduate students.

García said he was excited about joining ASU. He enjoyed his time at Berkeley and working for a research graduate school, but was ready to change direction and decided ASU offered the opportunity to make a change.

"I come from a very good university, and I'm going to another," he said. "I'm honored to accept a senior administrative position at ASU. I will continue to do my research and scholarly work, but what I missed was preparing professional educators and trying to make a difference in kids' lives."

Armando Flores, executive vice president of the Arizona Public Service Co., an investor-owned utility in Phoenix, serves on the college's advisory board and helped conduct a national search for the post filled by García.

"Eugene García is a gem," said Flores. "The University couldn't have even imagined getting someone of his stature. He has enthusiasm, passion, willingness to succeed combined with humility, so he can relate to our community."

Flores described the job García faces as "challenging" but one that García will be able to handle with success.

Arizona is experiencing a population boom, and the population is becoming increasingly diversified, said Flores. Arizona schools are facing a number of related challenges, including the need for a great many teachers qualified to deal with a diverse student population and the need for additional funding to accommodate the population growth, he said. García's role will be to convince the legislature and community of the importance of the College of Education and to help raise the funds needed to meet the demand for good teachers. García showed quickly that he was serious about the job, introducing himself to many key people in the community and finding ways to be part of the community, which Flores said impressed him.

García has tried to keep in touch with the community he has called home over the years. In March, he was keynote speaker at ASU's sixth annual César E. Chávez Memorial Breakfast.

In his speech, he cautioned that many K-12 students are left unprepared for higher education because of cultural differences and social inequities. He said the K-12 education that Latinos receive often does not prepare them for the rigors of college, and their knowledge about transferring from community colleges to four-year colleges is limited.

The League of United Latin American Citizens (LULAC) named García U.S. Hispanic educator of the year in 1986.

"The University's success in achieving excellence depends in part on its ability to meet the needs of an ever-diversifying group of students," he said. "Data indicate that Latinos here in Arizona must struggle to overcome numerous obstacles, and that their collegiate experiences are less satisfactory than those of fully-represented student groups.

"For Latinos, the facts are very clear. They have less firsthand knowledge about what careers are available to them. The language, norms, and values of their communities are often dramatically different from those at the University. And discriminatory treatment is sometimes an added burden in achieving their goals.

"If we are to move ASU forward, we must both learn about and create new ways to honor diversity and the social complexities of life," García told the crowd at the breakfast. "We must unify, but not insist on it without recognizing that the underpinnings of unifying are individual and collective dignity."

Arizona is not making the same investments in education that other states have, such as California, which is reducing class sizes and increasing teacher salaries, he said. García hopes to be an influence toward such investments, through his work at the college. While in California, he helped launch an initiative called the New Teacher Project, which provided a support network to teachers in their first two years, assigning them a mentor and other assistance. That effort was aimed at keeping teachers in the profession and not "just graduating them and saying goodbye," said García.

"I hope I can leverage the experience and knowledge I gained in Washington and California to understand the challenges in Arizona.

García would like all schools and colleges of education to view the teaching profession as a lifelong process–to aim at producing not merely novice teachers, but expert teachers.

García's professional experience includes more than teaching and administration in higher education. He was a senior officer and director of the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education from 1993 to 1995 under Secretary Richard Riley. He moved to the Department of Education from a post as professor of education and psychology at the University of California at Santa Cruz, where he'd also been dean of the division of social sciences.

In 1990, García became the co-director of the National Center for Research on Cultural Diversity and Second Language Learning, a U.S. Department of Education National Research Center.

At ASU, he was a professor of education and director of the Bilingual Education Research Center within the College of Education from 1980 to 1987.

García holds a B.A. in psychology from the University of Utah (1968), an M.A. from the University of Kansas (1970), and a Ph.D. in human development from the University of Kansas (1972). He has completed postdoctoral work in human development at Harvard University and was a National Research Council and National Kellogg Leadership Fellow. He is married and has two children, Marisol and Ava. His wife, Erminda, is an elementary teacher who has received national recognition for her teaching expertise.

The recipient of numerous awards during his long and illustrious career, García was named U.S. Hispanic educator of the year in 1986 by the League of United Latin American Citizens (LULAC).

García has written many articles and books on language teaching and bilingual development. His most recent books, both published in 2001, are *Hispanics Education in the United States: Raices y Alas* and *Understanding and Meeting the Challenge of Student Diversity*. His recent research has centered on effective schooling for linguistically and culturally diverse students. He is completing a book on educating bilingual students in the United States.

"It is a tribute to the quality of the faculty of ASU and its College of Education that he is joining us," said Provost Glick.

"His upbringing in the four corners area and his prior service at ASU give him an understanding of Arizona's needs, and he brings a balanced view of solutions to increase the success of children. He and his family will be good for all of Arizona."

The University of Texas
Pan American

INSTITUTIONAL SETTING:
The University of Texas-Pan American, located in the Lower Rio Grande Valley of Texas, is a component of the University of Texas System and enrolls approximately 13,700 students in a variety of undergraduate and graduate programs. The campus of the University is located in Edinburg, Texas, and 10 miles north of the U.S./Mexico border. The student population is approximately 85% Mexican American.

DEAN OF THE COLLEGE OF HEALTH SCIENCES AND HUMAN SERVICES

The College is comprised of health and human service academic units that are committed to enhancing the quality of life in the community and region through a holistic approach to meeting the needs of a diverse and bi-national society. The College includes the departments/programs of Clinical Laboratory Science (Medical Technology), Communication Disorders, Dietetics, Nursing, Occupational Therapy, Physician Assistant, Rehabilitative Services, Social Work, and Cooperative Pharmacy Program with the University of Texas at Austin. The College currently offers the B.A., M.A., B.S., M.S., B.S.N., M.S.N., B.S.W., M.S.S.W. degrees.

As the chief academic officer for the College, the Dean reports directly to the Provost and serves on the Council of Deans. The successful candidate will be expected to create and sustain an environment where academic excellence is steadily pursued; provide leadership in formulating College policies; encourage teaching, scholarship, and creative activities, develop and assess graduate programs and curriculum; experience in WEB-based and other forms of media based instruction; develop relationships with health care communities; advance the College's development/fundraising program; and facilitate interdisciplinary collaboration within the College.

Qualifications for this position include: an earned doctorate with a record of teaching, scholarship, and professional service sufficient for appointment as a tenured professor within the University, management experience at the department level or above (minimum of 5 years experience in management with responsibilities equivalent to a department chair or above) in closely related fields; demonstrate effective leadership and management abilities; demonstrate effective and strong interpersonal and communication skills, demonstrate experience with accreditation procedures in health sciences and human services programs, demonstrate ability to foster relations among university, local, state, national, and/or international constituencies, evidence of interacting effectively with diverse cultural and ethnic groups; and a proven record in grant development with external funding sources.

SALARY: Competitive and commensurate with experience and credentials.

APPLICATION PROCEDURE:
The applicant should forward (1) a letter of interest which addresses the required qualifications, (2) a detailed Curriculum Vitae, and (3) a list of four references with addresses and telephone numbers. Initial review of applicants will commence on October 23, 2002 and continue until the position is filled. It is anticipated that the successful candidate will assume the duties of Dean effective January 2003 or soon thereafter. Please mail application material to the Office of the **Provost, University of Texas-Pan American, Adm. Bldg. 320, 1201 W. University Drive, Edinburg, Texas 78539.** Note: This position is security-sensitive and subject to Texas Education Code 51.215, which authorizes the employer to obtain criminal history record information. (01/02-236)

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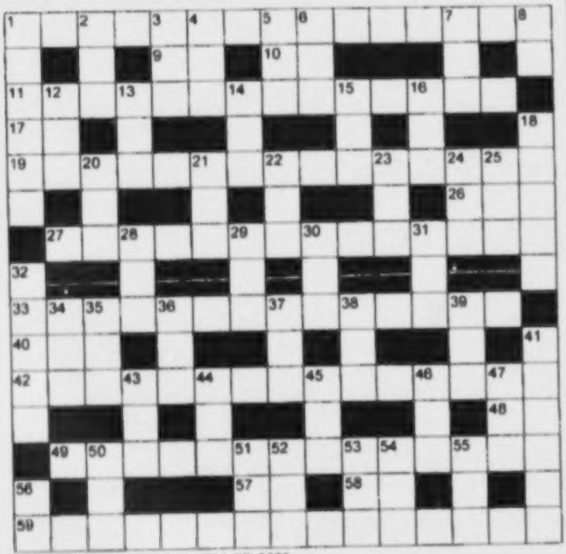
Hispanic Outlook Crossword



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Across

1 Erase+stick
9 Southern state (abb)
10 ___ Al- Israeli airline
11 Special writing instruments
17 Seaman
19 Student tech need
26 Less than two
27 Student data back up
33 Basic study materials
40 Epoch
42 Graphic for medical students
48 Each
49 Metal Micky?
57 Fashionable
58 Russian river
59 Indelible impression maker

Down

1 Top fighter
2 Infirm
3 Just before
4 Boat mover
5 Drink
6 No exceptions
7 Author Deighton
8 Content controller
12 Or best offer
13 ___ top
14 "Flies like a butterfly, stings like a ___"
15 Paper size (abb)
16 Long time
18 Jewels of the garden
20 Bad (prefix)
21 Cap
22 Pole
23 Student pen fluid
24 Child
25 Within prefix
28 To be in debt
29 Japanese money
30 Winter hazard
31 Self-esteem
32 Goody
34 Sea eagle
35 Air control group
36 Brazilian town
37 War data HQ
38 S. American country (abb)
39 __ora juice
41 He says
43 Boot
44 30's actress West
45 Electric spark
46 Possessive pronoun
47 ___ Speedwagon-rock group
50 Atmosphere
51 Truss
52 Lodge
53 Parent
54 Legal group
55 Check
56 Awake

Puzzle Solution located at end of PPP section

MINORITY POSTDOCTORAL FELLOWSHIP

The **Sweet Briar College** Honors Program invites applications for its two-year, non-renewable Minority Postdoctoral Fellowship beginning in August 2003. Applications are invited from racial and ethnic minority candidates who have recently received a Ph.D. in the Humanities (Ph.D. awarded between June 1999 and August 2003; Humanities as defined by the NEH). The candidate should demonstrate strong scholarly activities of an interdisciplinary nature, and interest in teaching at a small women's liberal arts college. The Honors Fellow will be in residence during the academic year, teach two honors seminars (one each semester), mentor honors students and help organize honors activities, and participate in college and honors program activities. The Fellowship includes a stipend, housing on the Sweet Briar campus, office and institutional support, a research/travel allowance and some moving expenses. Please send a letter of application, a current c.v., the names of three references, and a writing sample (no more than ten pages), postmarked no later than November 15, 2002, to **Honors Program, Honors Fellow 2003-2005, Sweet Briar College, Sweet Briar, Virginia, 24595.** Questions may be directed to Dr. Deborah Durham, Honors Program Director, at **durham@sbc.edu.**

Sweet Briar College is an Equal Opportunity, Title IX Employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age, or disability.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com October 07, 2002

Census Bureau Report Shows "Big Payoff" from Educational Degrees

WASHINGTON, D.C.

Over an adult's working life, high school graduates can expect, on average, to earn $1.2 million; those with a bachelor's degree, $2.1 million; and people with a master's degree, $2.5 million, according to a report released by the U.S. Commerce Department's Census Bureau.

People with doctoral ($3.4 million) and professional degrees ($4.4 million) do even better.

"At most ages, more education equates with higher earnings, and the payoff is most notable at the highest educational levels," said Jennifer Cheeseman Day, co-author of *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*.

The estimates of work-life earnings are based on 1999 earnings projected over a typical work life, defined as the period from ages 25 through 64.

In 2000, 84 percent of American adults age 25 and over had at least completed high school and 26 percent had a bachelor's degree or higher, both all-time highs.

Some additional highlights:

- In 1999, average annual earnings ranged from $18,900 for high school dropouts to $25,900 for high school graduates, $45,400 for college graduates and $99,300 for the holders of professional degrees (medical doctors, dentists, veterinarians, and lawyers).
- Over a work life, earnings for a worker with a bachelor's degree compared with one who had just a high school diploma increase by about $1 million for non-Hispanic Whites and about $700,000 for Hispanics, African Americans, Asians, and Pacific Islanders.
- Men with professional degrees may expect to cumulatively earn nearly $2 million more than their female counterparts over their work lives.
- More American women than men have received bachelor's degrees every year since 1982.
- Currently, almost 9-in-10 young adults graduate from high school, and about 6-in-10 high school seniors go on to college the following year.

The work-life earnings data were collected in the March supplement to the Current Population Survey for 1998-2000. Statistics from all surveys are subject to sampling and nonsampling error.

CHCI Touts Report on Criminalization of Latino Youth

WASHINGTON, D.C.

More than 35 million Latinos live in the U.S., and more than one-third (35.7 percent) of this population is under age 18. While these statistics alone are no cause for concern, what is happening to many of these youth is disturbing.

Recent reports indicate that Latino youth are experiencing an unprecedented increase in the high school dropout rate, teenage pregnancy, and unemployment. The report, *Dónde Está La Justicia?: A Call to Action on Behalf of Latino and Latina Youth in the U.S. Justice System*, released by Building Blocks for Youth, an alliance of children's advocates, researchers, law enforcement professionals, and community organizers, exposes yet another growing area of concern for Latino youth and their families–overrepresentation of young Latinos in the criminal justice system.

The report concludes that Latino communities throughout the country," and in particular their youth, are increasingly singled out by the criminal justice system." It indicates that "Latino youth, like other youth of color, receive harsher treatment than Caucasian youth charged with the same offenses," said Ingrid M. Durán, Congressional Hispanic Caucus Institute, Inc., (CHCI) president and CEO. [We] find these statistics alarming."

According to the report, the current means of collecting and accessing data are inadequate, resulting in undercounting and inaccuracies in reporting disproportionate representation and disparate treatment of Latino youth in the U.S. justice system.

Also, the system fails to provide adequate bilingual services to Latino youth and families and also fails to ensure cultural competency of staff working with Latino youth.

Consideration of immigration status of Latino youth results in incarceration, deportation, and permanent separation from families, says the report, and anti-gang laws result in harsh and unfair consequences for Latino youth.

The criminalization of Latino youth was the topic of CHCI's recent Youth Town Hall–held last month–providing Latino youth a forum in which to discuss issues impacting their communities with elected officials, community activists, and policy experts.

. . . FYI

ACT Study Suggests Urban Schools Need Strategic Plan to Help Minority Students Prepare for College

IOWA CITY, Iowa

Urban, college-bound minority high school students have high educational ambitions, but many lack the college-planning information they need to make informed choices on how to realize these ambitions, according to a new study conducted by ACT, Inc.

The study suggests these students need consistent, structured help in planning for their futures–how to prepare for college, what college to select, and how and where to apply for financial aid–pointing to a need for school districts to set up proactive plans as early as in middle school to accomplish these goals.

The study, conducted by ACT with cooperation from the Council of the Great City Schools, focused on nearly 300 African American and Hispanic seniors in the class of 2001 from 23 large urban high schools in Chicago, Los Angeles, Miami, Milwaukee, and New Orleans who had taken the ACT Assessment, the company's college entrance and placement exam. Students were asked to complete a survey and participate in focus group interviews.

Nearly three-fourths of the urban African American and Hispanic students in the study, most of whom had already been accepted to college, plan on postgraduate-level study, and approximately half hope to attain a professional degree. These students received college-planning information from a variety of sources, including their parents (particularly their mothers), teachers, counselors, and peers.

Many, however, had not received all of the information they needed. Some were unfamiliar with the postsecondary opportunities available to them, while others did not know the differences between two-year and four-year colleges, had haphazardly chosen a college, or planned to attend a college they had never visited and/or knew very little about. Many also were ill informed about financial aid opportunities. While parents were credited with encouraging and motivating students to attend college, they were not always aware of the many steps involved in postsecondary planning, as the majority did not attend college themselves.

"These students are ambitious and highly motivated," said Richard J. Noeth, ACT's director of policy research and a co-author of the study, "but many simply didn't receive the help they needed, when they needed it, to adequately prepare for college."

CASE Survey Shows Salary Gap Persists for Women Education Advancement Professionals

WASHINGTON, D.C.

The Council for Advancement and Support of Education (CASE) released the results of a salary survey of its members. Among the findings, the survey showed that women in advancement continue to be paid less than men for similar jobs.

With the assistance of Carnegie Communications, a marketing research and communications firm, CASE sent an electronic survey to more than 25,000 advancement officers–including fund-raising, communications, and alumni relations professionals–at schools, colleges, and universities across the United States. More than 10,000 individuals responded to the survey, which requested information on salaries, benefits, and bonuses.

The analysis shows that women are paid less than men in virtually every one of the more than 50 specific advancement functions identified in the survey, despite the fact that they represent 65 percent of those working in advancement.

"Among groups with comparable years of experience, salaries vary noticeably by sex," reported an article in the association's magazine, *Currents*, which extensively analyzed and published the survey results in its July-August issue. "At every level of experience, men are two to three-and-a-half times more likely than women to earn more than $80,000." Earlier CASE salary surveys had also shown women earning less than men for comparable jobs.

The new survey found no correlation between race-ethnicity and salary. It shows that minorities are paid on par with Whites in all advancement functions. However, the survey also showed that minorities currently represent only 6 percent of advancement professionals, the same percentage found in a 1995 survey. "The new indication of pay equity among minorities is certainly good news, but the lack of growth in the minority advancement population is troubling," reported *Currents*.

PEOPLE & PLACES

Florida State Graduate Signs Movie Deal

Critical acclaim for his short film "Daughter" has put Eduardo Rodríguez, recent Florida State University (FSU) Film School master's degree recipient, on the path to becoming a rising young Hollywood filmmaker. The 14-minute FSU Film Conservatory thesis production was selected to compete in the professional short film category at the 55th annual Cannes Film Festival. Screened at more than 20 national and international film festivals, the film earned him a three-picture feature contract with Dimension Films, a Miramax sub company specializing in horror.

"Eduardo's tape created a lot more tension and suspense than you usually see at the student film level," said Andrew Rona from Dimension. "We think Eduardo has a lot of promise."

Rodríguez, who is from Caracas, Venezuela, studied communications at the Universidad Católica Andres Bello prior to his graduate studies at FSU. He will begin the three-picture directing deal next year with a supernatural thriller, "Symbiosis," which he wrote at FSU's Film Conservatory.

Ivy League School Hacks into Yale Admissions Site

A Yale University (Conn.) admissions Web site designed to inform applicants if they were accepted to the University was repeatedly accessed by the Princeton University (N.J.) admissions office. A security report by Yale's Information Technology Services showed that computers within the Princeton admissions office used the private information of 11 Yale applicants to access the Yale admissions site. The site clearly stated that it was intended for the personal use of the applicant only.

Princeton officials condemned the actions of its admissions office. After being placed on administrative leave pending further action, Stephen LeMenager, associate dean of admission, was removed from his job and was working in the communications office until he found another post at the school.

Princeton President Shirley M. Tilghman issued an apology to Yale officials and to each of the applicants "whose confidential information was used by our staff without authorization."

"Students who apply to Princeton, or to any other university," she said, "have every right to expect that information they provide in good faith will be used only for the purposes for which they provided it, and that their privacy and confidentiality will be respected. We clearly did not meet these expectations in this case."

The FBI also was examining the incident to determine whether or not Princeton violated the Family Educational Rights Privacy Act, which safeguards student information. A violation could cost Princeton federal funding.

La Raza Holds Annual Conference

The National Council of La Raza, the largest national Hispanic civil rights organization, held its 24th national conference, *Latinos United for a Greater America*, in Miami, Fla. Issues such as the growing Latino community, home ownership, immigration, education, civil rights, welfare reform, women's issues, quality health care, leadership development, and the increasing importance of the Latino vote were covered at the conference.

Conference speakers included Sen. Christopher Dodd, House Minority Leader Richard Gephardt, U.S. Secretary of Housing and Urban Development Mel Martínez, Miami-Dade County Mayor Alex Penelas, and talk show host Cristina Saralegui, among others.

Gephardt made national headlines after he announced to the audience that he was introducing a bill that would grant legal status to millions of undocumented workers.

GED Surpasses One Million Adult Test Takers in 2001

More than one million adults worldwide took one or more of the five General Educational Development (GED) Tests in 2001, a first in the program's 60-year history, according to a report by the American Council on Education (ACE).

Based on data compiled from more than 3,300 GED testing centers, *Who Took the GED? The GED 2001 Statistical Report* detailed the general characteristics and performance of GED candidates from throughout North America, the Caribbean, and the South Pacific. A total of 1,069,899 adults in the United States, Canada, and outlying districts took at least one part of the rigorous exam, and 979,829 candidates worldwide took all five parts.

With tests in the areas of writing, mathematics, science, social studies, and interpreting literature and art, the GED program has given an estimated 15.4 million students the chance to further their education and employment opportunities. More than 95 percent of U.S. colleges and universities admit students with GED diplomas.

Baltimore City Appoints McKay President

Baltimore City Community College (Md.) appointed Dr. Sylvester E. McKay, president of College of the Albemarle (N.C.), as its next president.

McKay received a bachelor's degree in psychology and a master's and doctorate in school psychology from North Carolina State University (NCSU), completed a postdoctoral fellowship at the University of North Carolina-Chapel Hill, and a year of clinical graduate work at Washington State University (WSU). He is a graduate of the Executive Leadership Institute of the League for Innovation in the Community College and the Presidents' Roundtable Mentoring Program affiliated with the Association of Community Colleges.

McKay was vice president for curriculum and instructional technology at Guilford Technical Community College and director of research for the North Carolina Community College System. He taught psychology and statistics at Wilson Technical Community College, NCSU, WSU, and Guilford Tech.

Hispanic Medical Student Association Gets California Wellness Grant

California is one of the most ethnically and racially diverse states in the nation. However, its healthcare workforce has yet to reflect its diverse population. The state is said to have only one Latino physician for every 2,893 Latino residents.

This gap is the driving force behind a two-year $100,000 grant awarded by The California Wellness Foundation (TCWF) to California's Chicano/Latino Medical Student Association (CLMSA) to help increase the admission of Chicano and Latino students into medical schools and foster their continuous advancement. TCWF and CLMSA expect the effort to get qualified healthcare professionals to serve low-income, underrepresented minority patients and underserved areas.

UCLA's Center for the Study of Latino Health and Culture reported in "The Latino Physician Shortage in California" that having healthcare professionals reflective of the ethnic communities they treat could increase patients' comfort level and increase the likelihood that they will understand and follow their health practitioner's instructions.

NSF Awards $9 Million toward Nevada Research

The National Science Foundation awarded $9 million to Nevada's Experimental Program to Stimulate Competitive Research (EPSCoR) to diversify the state's economy and expand its offerings at institutions within the University and Community College System of Nevada (UCCSN). The grant enables EPSCoR to enhance the state's science and technology infrastructure, expand program offerings, and increase diversity in the sciences.

The funds are to be awarded over the next three years to the University of Nevada-Las Vegas, University of Nevada-Reno, Desert Research Institute, and the Community College of Southern Nevada through the Research Infrastructure Improvement Award. The award requires that the state and UCCSN match the NSF contribution with $1.5 million per year. The total award will be $13.5 million.

TWU Hosts Language and Diversity Symposium

The Texas Woman's University (TWU) Office of Bilingual/ESL Programs held its Third Annual Symposium on Second Language Acquisition and Cultural Diversity.

This year's event focused on grassroots information that could be applied in bilingual education classrooms. Sessions were dedicated to vocabulary development, dual language with two teachers, and dropout prevention, among others.

Keynote speakers were Drs. Barbara Flores, professor of education at California State University-San Bernardino and a former classroom teacher of bilingual education and ESL, and Carmen Tafolla (pictured), an internationally acclaimed poet, author, and speaker on multicultural issues, and 1999 recipient of the Art of Peace Award for her writings on peace, justice, and human understanding.

News from South Florida

- The University of South Florida (USF) opened its Center for Entrepreneurship, bringing together seasoned experts in research, education, and business to grow new businesses, augment instruction, and facilitate research. It contains the University's business incubator, offering start-up companies available space in a state-of-the-art facility near USF and access to the entrepreneurial expertise of USF faculty in several academic disciplines.
- USF unveiled its College of Engineering III building, the fourth in the College of Engineering complex. The $9.1 million, 32,000-square-foot addition has state-of-the-art classrooms, laboratories, and faculty offices.
- The future of WUSF Public Broadcasting arrived with the opening of its new digital television facility. The building equips WUSF-TV's Channel 16 with state-of-the-art digital transmission equipment, two large studios, and powerful digital production gear capable of creating high-quality programming for local and national distribution. The upgrade brings WUSF within reach of FCC standards, which requires the station to begin broadcasting digital television by May 2003.
- The USF Center for Biological Defense, under contract with the U.S. Department of Defense for fiscal year 2002-3003, was awarded $9 million to expand its statewide research and education initiatives against bioterrorism. The funding broadens the Center's research to meet new priorities in all aspects of bioterrorism.

UC-Riverside Professor Wins Anthropology Award

Carlos Vélez-Ibáñez, professor of anthropology at the University of California (UC)-Riverside, was chosen to receive the 2003 Bronislaw Malinowski Award from the Society for Applied Anthropology.

He was selected for his many contributions to applied anthropology and, particularly, to the understanding of the contemporary lives of Mexican and Mexican-American populations.

Vélez-Ibáñez founded and directed the Bureau of Applied Research in Anthropology at the University of Arizona before coming to UC-Riverside as dean of the College of the Humanities, Arts, and Social Sciences. He currently directs the Ernesto Galarza Applied Research Center, which carries out applied research projects and programs that improve the physical and mental health of women, the learning and educational success of Latinos, and the formation of healthy communities. The Center also supports programs that close the divide among underserved populations.

Virginia Tech Provost Explains Diversity Plan

Virginia Polytechnic Institute and State University Provost and Vice President for Academic Affairs Mark G. McNamee issued a statement addressing the University's intention to diversify its faculty, students, and staff.

"During the past three years, the College of Arts and Sciences developed and implemented a comprehensive pilot program designed to improve our opportunities to recruit faculty members from underrepresented groups, including women and ethnic minorities," said McNamee. "The plan has resulted in striking increases in the diversity of very high-quality, new faculty members."

Developed through its Office of Multicultural Affairs, the program or Diversity Plan, said McNamee, aims to "integrate diversity in an appropriate manner" to achieve academic success while retaining those faculty hired because of the plan. According to University statistics for fall 2002, non-Whites fill approximately 47 of 437 tenured and tenure-track positions. Women fill roughly 103 of those jobs.

McNamee's comments came after *The Chronicle of Higher Education* published an article, "Stacking the Deck for Minority Candidates?" in which some Virginia Tech professors questioned the fairness and legality of the University's hiring trends.

According to *The Collegiate Times*, Virginia Tech's online newspaper, a University proposal to create a Commission on Equal Opportunity and Diversity had stalled due to "controversy surrounding the makeup of its membership." A University official said the proposal might be reintroduced in the fall.

Sánchez Re-Elected Chair of NIU Trustees Board

Chicago attorney Manuel "Manny" Sánchez was re-elected to a second term as chair of the Northern Illinois University (NIU) board of trustees. Sánchez is the first Latino to head an Illinois public university governing board and initially was one of only two Latinos in the nation to hold such a post. He is on the board of trustees at Illinois Benedictine College and St. Ignatius College Prep and the board of overseers at the University of Pennsylvania Law School.

Sánchez, founder of Sánchez and Daniels, a prominent minority-owned law firm, earned a bachelor's degree in political science at NIU and a law degree at Penn Law School. His many awards and honors include the Raoul Wallenberg Humanitarian Award and the John Woodworth Leslie Humanitarian Award.

UNM Appoints Assistant for Diversity Initiatives

Photo © Jeff Miller/UW-Madison

The University of New Mexico (UNM) appointed Robert A. Ibarra special assistant to the president for diversity initiatives, a new position that calls on him to develop a plan to help UNM attract and retain underrepresented faculty and staff.

Ibarra was vice chancellor for academic affairs at the University of Wisconsin (UW)-Madison, where he supported faculty initiatives for collaborations with historically Black colleges and universities, tribal colleges, and Hispanic-serving institutions. He conducted research on Latinas/os in graduate education for the Council of Graduate Schools and was a liaison to President Clinton's Commission on Educational Excellence for Hispanic Americans. He also was an assistant dean at UW-Madison's Graduate School, Office of Fellowships and Minority Programs, and the College of Letters and Sciences.

Ibarra received a bachelor's degree in sociology and anthropology from Northern Illinois University and a master's and doctorate in social/cultural anthropology from UW-Madison.

Columbia Announces Cabot Prize Winners

Columbia University's Graduate School of Journalism (N.Y.) announced this year's honorees for its María Moors Cabot Prize for outstanding reporting on Latin America. The awards are presented to reporters and editors who have demonstrated commitment to freedom of the press and inter-American understanding.

The recipients are: David Adams, Latin America correspondent for the *St. Petersburg Times*, who reported on political unrest in Venezuela and the growing U.S. involvement in Colombia's fight against drug trafficking; Sergio Luis Carreras, reporter for the Córdoba, Argentina, daily, *La Voz del Interior*, whose reporting exposed a Bolivian mafia and a black market passport operation on the Argentina-Bolivia border; Michèle Montas-Dominique, news director of Radio Haiti, whose reporting on toxic waste, women's banks, and the justice system assisted in the fight to keep free speech alive in Haiti; and Robert Rivard, editor and senior vice president of the *San Antonio Express-News*, for broadening the paper's coverage of Latin America.

Cigarroa Brothers Receive Texas Honor

The Laredo Washington's Birthday Celebration Association named both Dr. Francisco Cigarroa and Dr. Ricardo Cigarroa "Mister South Texas 2003." The award recognizes the brothers' dedication to improving the lives of others and to contributing to the growth of South Texas.

Francisco (pictured l.) is a nationally renowned pediatric and transplant surgeon. He became the first Hispanic to head a health science center when he was named president of the University of Texas Health Science Center at San Antonio.

Ricardo (r.), a Laredo, Texas, cardiologist, established the Laredo Medical Foundation and developed the first cardiac catheterization laboratory at Laredo's Mercy Hospital. He is also a member of the Texas Higher Education Coordinating Board.

News from Sul Ross State

- Sul Ross State University (Texas) welcomed Dr. José Angel Gutiérrez, founder of La Raza Unida Party, University of Texas-Arlington faculty member, Dallas attorney, and author, who came to discuss the significance of race and ethnicity studies in recent books on Chicano and Latino studies.
- Texas state Rep. Pete Gallego participated in a Sul Ross blood drive held in memory of Sul Ross graduate and law enforcement officer Jaime Rodríguez, who was killed in the line of duty. Gallego's daughter Jessica is enrolled at the University.
- Kelly García, a journalist for Sul Ross' Center for Big Bend Studies, received the University's Bar-SR-Bar Employee Excellence Award, earning praise for her attitude, professionalism, and dedication.
- Patrick Hemingway, son of legendary American novelist Ernest Hemingway, spoke about his father's life and works during a teleconference with Sul Ross students enrolled in Dr. Abelardo Baeza's graduate English seminar, "Hemingway's Fiction."
- "Cresit Eundo," an exhibition by Sul Ross fine arts student J. Peña, was on display in the Francois Fine Arts Building Gallery. Her work is influenced by the simple forms found in nature and the pre-Hispanic native cultures of Mexico.

- Sul Ross's Museum of the Big Bend featured a photograph exhibition commemorating the Jan. 10, 1914, Battle of Ojinaga, a highlight of Gen. Francisco Villa's revolt against newly proclaimed President Victoriano Huerta. In the battle, Villa's troops subdued Mexico's northern federal army of 5,000 men in less than one hour.
- Becky Ramos Espino, a Sul Ross graduate and former member of the board of regents of the Texas State University System, delivered the keynote address at the University's 2002 WOW ("We're on Our Way") banquet, which recognized first-year students.
- "Curanderos in the Borderlands," a presentation on the role of folk healers in the Hispanic Southwest, was given at Sul Ross by the departments of behavioral and social sciences and languages and literature.
- Martha Galindo, an elementary school teacher and Texas Teacher of the Year, delivered a speech at Sul Ross' 2002 commencement ceremony at the request of University President Dr. Vic Morgan.

FIT Receives Endowment from the Retail Brand and United Way

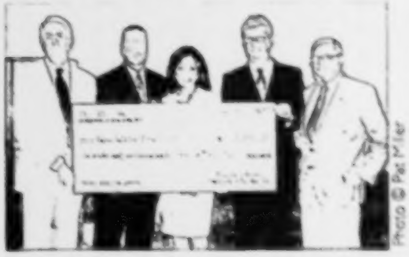


Photo © Pat Miller

New York's Fashion Institute of Technology (FIT) received a $291,104 endowment from the Retail Brand Alliance (RBA) and the United Way of New York City for five tuition-free scholarships for students directly affected by the events of Sept. 11.

"We wanted to do our part in assisting those affected by the tragedy in a way that reflects both our commitment to education and to New York City," said Claudio Del Vecchio, president and CEO of RBA, who presented the check to FIT President Joyce F. Brown.

The funds came from the sales of a commemorative, silk georgette American Flag scarf at 870 Casual Corner Group stores (Casual Corner, Petite Sophisticate, and August Max Woman) nationwide. The funds were presented to the United Way and, at the request of Casual Corner Group, a division of RBA, directed to the Educational Foundation for the Fashion Industries, FIT's nonprofit support body. Pictured (l. to r.): Mark Shulman, COO, RBA; Dennis Serrette, senior campaign director, United Way of New York City; Brown; Del Vecchio; and John J. Pomerantz, chair, Educational Foundation for the Fashion Industries.

AAHE Combines Successful Events

The American Association for Higher Education (AAHE) announced the inauguration of a major conference to cultivate partners in learning across and beyond college and university campuses to promote broader definitions of scholarship, deeper student learning, and creative boundary crossing.

AAHE will combine its popular and very successful annual Conference on Faculty Roles and Rewards and annual National Conference on Higher Education, which were held only weeks apart for a decade, to convene a wider circle of researchers, educators, and practitioners. It will organize the conference around four fields: learning about learning, partners in learning, assessing for learning, and organizing for learning. AAHE members, staff, and constituents will tackle issues that arise in the fast-changing work.

AAHE will host the event March 15-18, 2003, in Washington, D.C.

Marist President to Head MAAC

Marist College (N.Y.) President Dr. Dennis J. Murray was elected president of the Metro Atlantic Athletic Conference (MAAC), the 10-member conference that supports 25 men's and women's sports. Murray's experience in collegiate sports spans more than 20 years, and he led Marist from Division II to tougher Division I competition.

The MAAC prides itself on the performance of its student-athletes. Several schools, including Marist, posted graduation rates as high as 100 percent among its athletes. The conference also boasts several Rhodes scholars. During the 2001-2002 academic year, more than 50 percent of all Marist student-athletes earned a 3.0 GPA or better, with 10 students achieving a perfect 4.0 last spring.

"The MAAC has been the ideal conference for us because it shares the pledge we made to ourselves when Marist moved to Division I competition," Murray said. "Our athletes are students first. All the schools in the MAAC have that same priority."

Yale President Heads Mexico Visit

A team of Yale University (Conn.) professors headed by President Richard Levin (pictured l.) embarked on a three-day trip to Mexico to strengthen existing relationships and build new ones with several government officials and institutions, including Mexican President Vicente Fox (r.) and Mexico's National Academy of Sciences–Consejo Nacional de Ciencia y Technologíca (CONACYT).

During his meeting with CONACYT, Levin signed a Letter of Intent with the Academy on behalf of Yale to establish a program for Mexican doctoral candidates wishing to study in the U.S. It stated that Yale would supply students accepted into any Yale doctoral programs with a generous financial aid package that includes the full cost of tuition, annual stipends of $15,000, and free comprehensive medical care.

The team wound up the trip with a presentation by renowned Maya art expert Mary Miller to Mexican government officials. Miller, the Vincent Scully Professor of History of Art at Yale, introduced her studies on the ancient murals at Bonampak–one of the most significant Maya sites in Chiapas, Mexico. She presented the original data as well as an archaeological artist's hand-painted reproductions of the wall paintings.

CU-Boulder Appoints López-Phillips

The University of Colorado (CU)-Boulder named Matthew López-Phillips director of the Office of Judicial Affairs, the campus' non-academic discipline system for students that provides programs and information on maintaining the general welfare of the University community.

López-Phillips was acting and assistant director of the Judicial Affairs Office prior to the appointment and was residence life coordinator in the Department of Housing at CU-Boulder.

López-Phillips held posts at George Mason University, the University of Vermont, the University of the Pacific, and Northeastern University, where he earned a master's degree in college student development and counseling. He is a member of several professional organizations and an active presenter on traditional and alternative judicial programs and substance abuse issues in higher education, among other topics.

Campbellsville Program Motivates Minorities to Teach

Ninety minority high school students visited the Campbellsville University School of Education's (Ky.) Minority Teacher Recruitment Day. The program, with the theme "Pathways to Teaching," was billed as a day to "excite, motivate, and open doors" for minority students to the teaching profession.

Guest speaker Alicia Dawson, University admissions counselor, told students they should make good grades and work hard to prepare for college. Another Campbellsville administrator, Chris Tolson, director of financial aid, assured students that college isn't "just for rich kids" and that if they want to attend, there are ways to do so.

Campbellsville professors and area elementary and high school teachers also spoke at the event, encouraging students to become teachers so they can become examples for future minority students. Students were also invited to a luncheon with guest speakers Dr. Michael V. Carter, University president, and John Chowning, vice president for church and external relations.

New York City Tech ESL Students Make Senior Pen Pals

New York City College of Technology ESL students and local nursing home residents engaged in a unique initiative that helped the students practice and improve their English writing and speaking skills while giving the senior citizens a connection to the outside world.

Photo © Mary Beth Maslowski

The City Tech-Cobble Hill Health Center pen pal community outreach program paired up City Tech ESL students, representing countries such as the Dominican Republic, Colombia, Nigeria, Poland, and Yemen, with senior citizens from the Cobble Hill Health Center to exchange letters and photographs. Each pairing of two students with one senior enabled the English-language learners to collaborate on ideas and fashion them into a letter, honing their skills in writing, speaking, and listening. The program also enabled students to get feedback and advice on the immigrant experience from their pen pals, many of whom came to the U.S. from abroad.

"Working on my letters has helped me to really improve my English," said Leslie Robles, who is from the Dominican Republic, "and, of course, it's wonderful that I did something to help another person." Pictured (l. to r.): Robles, Florence McGrath, and Sandra Ramos.

Lincoln Center Presents "La Casita"

In New York, the Lincoln Center for the Performing Arts concluded its 32nd Lincoln Center Out of Doors Festival with the return of "La Casita: A Home for the Heart," a two-day outdoor event that included performances by 21 international poets and musicians. It celebrated *las palabras*, the tradition of the spoken word, with rap artists, troubadours, comedians, singers and songwriters, percussionists, and poets of the Caribbean, Latin and Central America, Mexico, Africa, and the United States.

Featured were performances by Nuyorican poets Mariposa, Magdalena, Frank Pérez, and Papoleto Meléndez, and other international poets and spoken word artists. Bands, singers, and songwriters from Ghana, Trinidad and Tabago, Mexico, Colombia, and Cameroon played traditional and contemporary music at the event.

NHLI Selects Institute Participants

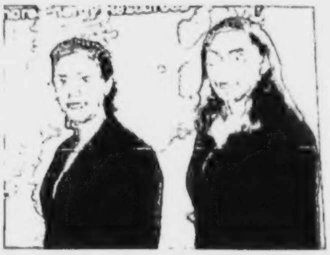
The National Hispana Leadership Institute selected 20 Latina college students to participate in its youth leadership program, "Latinas Learning to Lead Institute."

The program included sessions on leadership training, employment skills, cross-cultural communication, health and physical fitness, conflict resolution, and youth entrepreneurship. Participants also attended briefings at the White House and Capitol Hill and met with Latinas in government, business, and in corporate America.

In addition to acquiring useful leadership and employment skills, the participants became part of a powerful network of Hispanic women across the country and gained an understanding of how to create changes beneficial to their communities.

Minerals Management Service Hires HACU Recruits As Interns

Through its Diversity Internship Program, the U.S. Department of the Interior is providing college students from ethnically diverse backgrounds and varied fields of interest with experience in working for the federal government. The program helps the participants make informed career choices, merging academic studies with hands-on applications within the department's agencies.



This summer, the Department's Minerals Management Service (MMS) worked with two recruits from the Hispanic Association of Colleges and Universities (HACU), Viviana González of the University of Miami and Rosa Mae Neel of Northwestern University. MMS manages the nation's oil, natural gas, and other mineral resources in offshore federal waters.

González (pictured r.), a systems analysis major, interned in the Office of Program Services as an automated data processing assistant. She worked on the regional MMS Web site and helped develop a Web site for the internship program. This was her second internship through HACU. Last year, she interned with the Federal Aviation Administration in the William J. Hughes Technical Center.

Neel (l.), now a junior in Northwestern's Medill School of Journalism, worked in the public affairs division of MMS, writing and editing press releases, coordinating media and outreach events, and maintaining relationships with public interest groups.

News from Texas Tech

- The Texas Tech University Health Sciences Center School of Medicine was granted full accreditation by the Liaison Committee on Medical Education. The committee, which accredits M.D. programs across the nation, identified six institutional strengths of the School, including an enthusiastic dean; bright, enthusiastic, energetic, and supportive students; and a committed faculty.

- Dr. Jorge Morales, assistant professor in the Department of Chemistry and Biochemistry, received a $150,000 grant from the Welch Foundation to develop novel quantum/classical models to simulate electron-transfer processes in large biomolecules via computer programs. He was one of six Texas Tech professors to receive a grant.
- Texas Tech's College of Education received a five-year, $1.3 million grant from the New Mexico School for the Visually Handicapped to support courses for New Mexico teachers who will work with visually impaired students and orientation and mobility specialists. Teachers will learn Braille and how to adapt materials for instruction for the visually impaired. Mobility students will learn how to guide people with visual impairments.
- Texas Tech was the only university in the state to receive a $2 million grant for undergraduate research, faculty research, and pre-college outreach programs from the Howard Hughes Medical Institute. Nationwide, 44 schools received the funding.

Cal State San Marcos Names Director of Latino Research Center

California State University-San Marcos Professor of Psychology Gerardo González was appointed director of the University's National Latino Research Center (NLRC). González is to provide leadership for NLRC's applied research and research-based services and promote the Center nationally and locally through community-based outreach.

González joined the University in 1991 and from 1997-2000 chaired the department of psychology. His University research included the detection of clinical depression via culturally sensitive computer-assisted assessment techniques. His research abroad has emphasized Latino and cultural/linguistic minority populations, including dropout prevention with Latino middle school children, college persistence in underrepresented university students, and prevention of depression in primary care for Spanish-speaking populations.

González received a doctorate from the California School of Professional Psychology and completed pre-doctoral and postdoctoral clinical training at UC-Berkeley and a clinical-research fellowship at UC-San Francisco.

Cal State Fullerton Graduates First McNair Scholars

California State University-Fullerton graduated its first class of Ronald E. McNair postbaccalaureate achievement scholars.

Established and funded by the U.S. Department of Education in honor of the late astronaut and Challenger Space Shuttle crew member, the program's goal is to increase the number of graduate degrees earned by students from underrepresented groups who have demonstrated strong academic potential. Students are provided mentors, research opportunities, seminars, and other scholarly activities designed to prepare them for doctoral studies, summer internships, tutoring, academic counseling, financial aid assistance, and guidance in securing admission for enrollment in graduate programs.

This year's graduates are: Aracely Ahumada, Thomas An, Jeffrey Aultman Jr., Carla Castro, Clifford Frez, Andria Gong, Paola Ledezma, Nicole Merino, Darlene Muro, Hoang Nguyen, Susan Phelps, Rhodia Shead, and Tai Vo.

UCI Programs Reach Out to Future Generations

The University of California-Irvine (UCI) conducted several outreach efforts to help local youth to achieve academic success.

The Parent Residential Experience Program invited 56 parents of elementary and high school students to the UCI campus to experience university life firsthand. The parents, none of whom attended college, spent a weekend living in dorms and learning how to help their children prepare for entrance into UCI.

The UCI College of Medicine's Summer Outreach Program gave 20 high school students considering a health care career six weeks of work experience in the field of medicine. They received an hourly stipend while observing health practitioners at UCI medical and health centers, attending seminars, and working with mentors.

The California State Summer School for Mathematics and Science (COSMOS), a monthlong residential program, brought 156 high school students to UCI for an intensive, interactive, academic experience led by distinguished professors at UCI. The students learned topics not usually covered at the high school level and took field trips.

The Home-based Activities Building Language Acquisition (HABLA) helped low-income Latino families increase the school readiness of their children, ages 2-4. The program taught families parenting techniques so they can increase verbal interaction and promote the child's learning and expressive language.

Boytell-Pérez to Head Council in FIU School of Nursing

Florida International University (FIU) School of Nursing named Darlene Boytell-Pérez chairperson of its newly created Nursing Development Council (NDC). The NDC is a volunteer committee comprised of alumni, members of the health-care community, and others committed to strengthening the School's relationship with the civic, business, and healthcare community of South Florida.

Boytell-Pérez (pictured l.) is an alumnus of the FIU nursing school, receiving a bachelor's degree and master's in nursing. Licensed in Florida as an Advanced Registered Nurse Practitioner as well, she was an administrator and clinical director for the Gastrointestinal Center and Palmetto Surgery Center respectively and is a practitioner and researcher for the Gastroenterology Care Center in Miami. She has worked on various projects dealing with gastroenterology and is on several nursing advisory boards.

Dr. Divina Grossman (r.), director of the School of Nursing, called her a "perfect choice for chairing the NDC."

MALDEF's Southeast Office Announces Appointments

The Mexican American Legal Defense and Educational Fund (MALDEF) announced three appointments to its newly created Southeast Office, based in Atlanta, Ga., to better serve the civil rights of Latinos within that region in the areas of education, employment, immigration, political access, and public resource equity.

MALDEF named legal scholar and former Minnesota Assistant Attorney General Tisha Tallman the regional counsel of the Southeast Office. Tallman is a former public policy analyst and adjunct professor at the University of Minnesota Law School who also worked as an assistant attorney in St. Louis County (Minn.) earlier in her career. Last year, she attended the United Nations Conference Against Racism in Durban, South Africa, as a nongovernmental organization delegate.

MALDEF Southeast named president and founding member of the Georgia Hispanic Network Inc. Jerry E. González its legislative policy analyst. The Texas A&M University graduate in mechanical engineering is responsible for advocating legislation that takes into account the needs of the growing Southeast Latino population.

The Southeast office also welcomed Blanca Rojas as director of its Parent School Partnership program, which provides parents with the knowledge and tools necessary to advocate for a quality education for their children. She has worked throughout her career in family services with emphasis on children and families.

Chávez Named Director of UNM-Taos

Dr. Alicia Fedelina Chávez was named executive director of the University of New Mexico (UNM)-Taos. The former dean of students at the University of Wisconsin (UW)-Madison now directs the overall operations of UNM-Taos including academic curriculum, development, instruction, facilities, human resources, and financial management.

Chávez was residence hall director and a diversity development consultant at Iowa State University, director of the Hispanic Cultural Center at the University of Northern Colorado, assistant director of Career Services and a program coordinator for new student orientation at Nebraska Wesleyan University, and a residence hall manager at New Mexico State University (NMSU).

She received a bachelor's degree in psychology from NMSU, master's in student personnel/higher education administration from Iowa State, and doctorate in higher education administration policy studies from the University of Arizona. Her academic scholarship and published work has focused on multicultural and diversity development throughout higher education.

"Latino USA" Wins Murrow Award

"Latino USA," the National Public Radio (NPR) weekly radio journal of news and culture, produced in partnership with the University of Texas-Austin, won the Edward R. Murrow Award in investigative reporting for a documentary about agricultural workers allegedly poisoned accidentally by carbon monoxide in a fruit packaging plant in Brewster, Wash.

The award from the Radio-Television News Directors Association honors outstanding achievement in electronic journalism.

The program's special report, "Brewster Heights Poisoning," reported by Ingrid Lobet, alleged that in 1997 the doors and windows of a Brewster cherry packing plant were sealed to avoid outside insect contamination of the fruit. Lobet reported that the sealed work area trapped dangerous fumes from the propane-powered forklifts used in the plant. The result was the poisoning of nearly 100 workers from carbon monoxide gas. According to the programs' s executive producer, María Martin, the story yielded little news coverage and little redress for the affected workers.

Georgia Perimeter Team Studies Spanish Abroad

Photo © Lamar Bates

A pilot program formulated by Georgia Perimeter College's (GPC) Nursing Department and International Center is making medical Spanish an integral part of its nursing curriculum, offering nursing students the option of studying in Costa Rica. GPC, with a grant from the University System of Georgia, has initiated the program because of the dire need at metro Atlanta health facilities of healthcare professionals who can speak Spanish.

The initiative sent Dr. Jean Mistretta, chair of the nursing department, Professor Verna Rauschenberg, and three GPC nursing students, (pictured l. to r.) Deirdre Johnson, Julie Brasington, and Nadja Fontaine, to the Nursing School of the Universidad Hispanoamericana in Costa Rica. The team attended intensive Spanish classes, lived with host families, and practiced in Costa Rican hospitals and clinics. The GPC Foundation, a local physician, and an anonymous donation, which established the David and Anita Kaufman Study Abroad Scholarship Fund, funded the trip.

"Learning the language is essential if we are to meet the healthcare needs of Hispanics," said Mistretta, "but we must also give our students an awareness of culture. The experience abroad will help accomplish these goals."

News from LULAC

- League of United Latin American Citizens (LULAC) President Hector Flores spoke at the National Association for the Advancement of Colored People's (NAACP) annual convention, a historic first for the two large minority civil rights organizations. The appearance was part of a broad effort by LULAC to explore new strategic alliances. "LULAC and the NAACP share a similar vision of what America ought to be in the 21st century with economic and social opportunities for every individual willing to reach out to the best of their ability," stated Flores.
- LULAC denounced a U.S. Department of Health and Human Services policy that would require doctors to receive pre-authorization from the state to allow Medicaid to pay for prescription drugs for Medicaid beneficiaries if they are not on the state's "preferred drug list." LULAC passed a resolution supporting a lawsuit by the Pharmaceutical Research and Manufacturers of America that seeks to invalidate the HHS program. According to LULAC, the decision could threaten the health of Latinos heavily reliant on Medicaid, since it would restrict patients from receiving that medication which may be best for them.
- Flores spoke with leaders at NBC-TV and parent company General Electric about reports made by the American Federation of Television and Radio Artists (AFTRA) and the AFL-CIO of alleged labor violations against Latinos at Telemundo, the nation's second largest Spanish-language television network, newly acquired by NBC. AFTRA had been attempting to negotiate the inclusion of Latino employees at Telemundo within the existing NBC labor agreement.

UTEP Appoints Villa Interim VP of Finance and Administration

The University of Texas-El Paso (UTEP) named Cynthia Villa interim vice president for finance and administration, making her responsible for the day-to-day oversight of the University's more than $200 million operating budget as well as departments such as financial services, purchasing, facilities services, and human resource services, the University police, and auditing and consulting services.

A graduate of UTEP with a bachelor's degree in accounting, Villa's posts since joining UTEP in 1987 include assistant director of budget and payroll, director of financial services comptroller, and associate vice president for finance and administration. She was on the Women's Advisory Committee to the President and on campus-wide committees for the student information system, information technology, and searches for key University positions.

Villa filled in for Juan R. Sandoval, one of the first Hispanic finance and administrative leaders in the UT System, who stepped down after 10 years as UTEP's chief business affairs officer.

Educause Receives NSF Support to Assist Minority Serving Institutions

Educause, a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology, was awarded a four-year $6 million grant from the Advanced Networking Infrastructure and Research Division of the National Science Foundation's Computer and Information Science and Engineering directorate for a project to assist Minority-Serving Institutions.

The goal of Advanced Networking with Minority-Serving Institutions (AN-MSI) is to help these institutions develop the campus infrastructure and national connections needed to become and remain full participants in the emerging Internet-based "Information Age." Eligible for funding are institutions that are members with organizations such as the United Negro College Fund, Hispanic Association of Colleges and Universities, American Indian Higher Education Consortium, and Educause.

AN-MSI provides participating institutions with the planning and implementation of cooperative networking activities within the Black, Latino, and American Indian communities. It also assists the schools with remote operational monitoring, troubleshooting, and network security and will improve the connectivity of underserved campuses.

Arizona Press Wins Latin Literary Prizes

Five books published by the University of Arizona (UA) Press won first- and second-place awards at the Latino Literary Hall of Fame awards ceremony, which recognized publishers and authors who serve the Latino market. The awards were sponsored by the Hall and the Edward James Olmos Latino Book and Family Festival.

Winning entries from UA Press included in the Best Literary Short Stories category: first place for *Snapping Lines*, by Jack López, and second place for *The Ghost of John Wayne*, by Ray González.

Giraffe on Fire, by Juan Felipe Herrera, was a first-place co-winner in the Best Book of Poetry category. *In an Angry Season*, by Lisa Chávez, and *Cue Lazarus*, by Carl Marcum, tied for second place in the poetry category.

All five titles were published as part of UA Press's acclaimed Latina/Latino literary series, "Camino del Sol."

Roosevelt Professor Publishes Sex Education Book

David Campos, Roosevelt University (Ill.) assistant professor of elementary education, published a new reference book, *Sex, Youth, and Sex Education*, a nine-chapter, 315-page reference handbook that provides a look at youth, sex, and sex education in America. It is intended for use for teacher training at universities and colleges, and analyzes comprehensively probably the many complicated issues confronting youth today.

Campos got the idea for the book after seeing a television commercial that featured adolescent girls taking pictures of an adolescent boy in his underwear.

"Kids are having sex at earlier ages and they're having more sexual partners than ever before," said Campos. "The commercial solidified for me that youth aren't as innocent about sex as many believe."

For 10 years, Campos researched the history and trends that have been evolving around and concerning sex and youth. The book is based on the conclusions he made during his research, most notably that sex education programs are in need of reform if children are to be properly prepared for the sexual choices that will confront them.

PUBLICATIONS

Latin Politics, Global Media

Elizabeth Fox and Silvio Waisbord, eds.

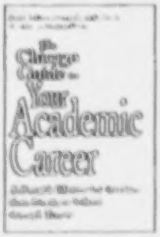
LATIN
POLITICS
GLOBAL
MEDIA

In this volume of commissioned essays, 13 well-known media experts examine how the intersection of globalization and democratization has transformed media systems and policies throughout Latin America. Topics are addressed by a variety of approaches combining institutional, historical, legal, and historical perspectives.

2002. 203 pgs. ISBN 0-292-72537-X. $19.95 paper. University of Texas Press. (800) 252-3206.

The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure

By John A. Goldsmith, John Komlos, and Penny Schine Gold



Is a career as a professor the right choice? Here three distinguished scholars with more than 75 years of combined teaching experience talk openly about what's good about academia—as a place to work and as a way of life. The book is packed with inside information and useful advice.

2001. 310 pgs. ISBN 0-226-30151-6. $13.00 paper. University of Chicago Press. (800) 621-2736.

High Literacy and Ethnic Identity: Dominican American Schooling in Transition

By Dulce María Gray

This collection of cultural narratives reveals much about the complex symbiosis between becoming highly literate and (re)constructing an ethnic identity, through the experiences of 15 men and women who arrived with the first and second wave of immigrants from the Dominican Republic to the United States.

2002. 256 pgs. ISBN 0-7425-0005-5. $26.95 paper. Rowman & Littlefield. (800) 462-6420.

Tejano South Texas: A Mexican American Cultural Province

By Daniel D. Arreola

On the plains between the San Antonio River and the Río Grande lies the heartland of what is perhaps the largest ethnic region in the United States, Tejano South Texas. This book charts the many ways in which Texans of Mexican ancestry have established a cultural province in this borderland unlike any other Mexican-American region.

2002. 288 pgs. ISBN 0-292-70511-5. $22.95 paper. University of Texas Press. (800) 252-3206.

Beginner's Spanish (Latin American)

By Ila Warner

BEGINNER'S SPANISH

This in-depth introduction to the Spanish of Latin America provides the beginner with the essentials of Spanish grammar in 10 original lessons. Each focuses on a different Latin American country or region, making basic communication immediately possible.

2002. 315 pgs. ISBN 0-7818-0840-5. $14.95 paper. Hippocrene Books. (718) 454-2366.

Civilization and Violence: Regimes of Representation in Nineteenth-Century Colombia

By Cristina Rojas

CIVILIZATION AND VIOLENCE

Focusing on post-independence Colombia, this book brings to light the ways in which violence and civilization actually intertwined and reinforced each other in the development of post-colonial capitalism. Foreword by Michael J. Shapiro.

2002. 248 pgs. ISBN 0-8166-3431-9. $19.95 paper. University of Minnesota Press. (800) 621-2736.

In the Vortex of the Cyclone: Selected Poems by Excilia Saldaña

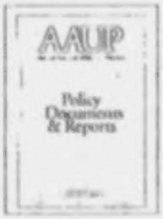
Edited and Translated by Flora M. González Mandri and Rosamond Rosenmeier

The first-ever bilingual anthology by the Afro-Cuban poet, essayist, translator, and professor Excilia Saldaña contains a wide-ranging selection of her work, from lullabies to an erotic letter, from lengthy autobiographical poems to quiet reflections on her Caribbean island as an inspiration for her writing.

2002. 128 pgs. ISBN 0-8130-2459-5. $34.95 cloth. University of Florida Press. (800) 226-3822.

AAUP Policy Documents and Reports

By the American Association of University Professors



In its ninth edition, the American Association of University Professors *Policy Documents and Reports* presents a convenient format of a wide range of policies. The documents offer guidance to all components of the academic community–trustees, administrators, faculty, and students–for the development of institutional policy and for the resolution of issues as they arise.

2001. 324 pgs. ISBN 0-9649548-1-8. $26.00 paper. Johns Hopkins University Press. (800) 537-5487.

Soy la Avon Lady and Other Stories

By Lorraine López

Soy la Avon Lady

Soy la Avon Lady and Other Stories, a collection of short stories, explores identity issues in the Latino community. Many of the characters must negotiate differences in race, culture, language, class, and gender to discover who they are and where they are going. Winner of the 2002 Miguel Mármol Prize.

2002. 230 pgs. ISBN 1-880684-86-1. $15.95 paper. Curbstone Press. (800) 283-3572.

The Chicago Handbook for Teachers: A Practical Guide to the College Classroom

By Alan Brinkley, Betty Dessants, Michael Flamm, Cynthia Fleming, Charles Forcey, and Eric Rothschild

The Chicago Handbook for Teachers

This extraordinarily helpful guide offers practical advice for almost any situation that teachers may face, at all stages of their careers, from preparing a syllabus to managing classroom dynamics.

1999. 178 pgs. ISBN 0-226-07512-5. $9.00 paper. University of Chicago Press. (800) 621-2736.

Many publications featured in this section are available through amazon.com.

CONFERENCES

22nd Annual Adult Higher Education Alliance AHEA/ACE 2002 Conference

October 9-12

This event, "Creating New Meanings in Leading Learning in Adult Higher Education," features papers and presentations on current issues in Adult Higher Education. Among the presenters and speakers will be Larry Daloz, author of the award-winning book *Effective*

Teaching and Mentoring. At Pittsburgh Marriott City Center, Pittsburgh, Pa.

Contact: Dr. Sandie Turner, conference co-chair, (412) 578-6669; Web site, www.ahea.org

ASCD Conference on Teaching & Learning

October 11-13

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

NASPA Senior Student Affairs Institute

October 13-15

The "New Senior Student Affairs Officers Institute," brought to you by the National Association of Student Personnel Administrators, provides the strategies, techniques, and tools to assure smooth beginnings, transitions, and long-term success. This program is for the new SSAO (within the last several years) who is searching for an exciting and results-oriented learning experience. At Westin Embassy Row Hotel, Washington, D.C.

Contact: NASPA, Leah Ross, (202) 265-7500, ext. 3003; fax, (202) 797-1157; e-mail, lross@naspa.org; Web site, www.naspa.org

5th International Conference of Women Writers from the Spanish Caribbean

October 15-16

Eugenio María de Hostos Community College-City University of New York hosts "Homenaje a Julia de Burgos: La literatura como acto de subversión." At Hostos Community College, Bronx, N.Y.

Contact: Office of Academic Affairs, Hostos Community College, (718) 518-6660

New Jersey Project Conference

October 18

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching will hold its fall conference, "Difficult Classroom Conversations: Working with Creative Tension." Featured speakers are Allan G. Johnson, Dianne Ashton, Estelle Disch, and Sonia Gonsalves. At Kean University, Union, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu; Web site, www.wpunj.edu/icip/njp

14th Annual Southwest Seminar for Great Teaching

October 24-26

A unique seminar for college teachers based on the premise that the real experts are those who teach. "What's My Style: Exploring Teaching Philosophies and Techniques" invites all to share their knowledge; thus the participants will provide much of the context for the workshops. At Sagebrush Inn, Taos, N.M.

Contact: El Paso Community College, Faculty Development Office, (915) 831-2201; fax, (915) 831-2738; e-mail, anar@epcc.edu; Web site, www.epcc.edu/Faculty/Facdev/facdev.htm

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

HACU's 16th Annual Conference

October 26-29

The Hispanic Association of Colleges and Universities hosts its annual conference, focusing attention on the college and career needs of the nation's youngest and largest population. "Hispanic Empowerment: America's Key to Prosperity" will feature the latest trends, research, and issues of importance to Hispanic higher education. At the Adam's Mark Hotel, Denver, Colo.

Contact: (210) 692-3805; Web site, www.hacu.net

37th Annual Conference of the NCHC

October 30-November 3

The 2002 conference of the National Collegiate Honors Council, with the theme "Peaks and Valleys in the Honors Experience," provides a wide array of opportunities for college and university administrators, faculty, and students to share ideas on honors colleges, honors programs, and honors education. At the Grand America Hotel, Salt Lake City, Utah.

Contact: Dr. Earl B. Brown, Jr., NCHC executive secretary/treasurer, (540) 831-6400; fax, (540) 831-5004; e-mail, nchc@radford.edu; Web site, www.radford.edu/~nchc

2nd National Conference on Outcomes Assessment for Program Improvement

October 31-November 1

2002 ABET Annual Meeting. Speakers from academe will discuss successful approaches to outcomes assessment and new assessment techniques, explore how outcomes assessment is fostering cooperation and innovation on college campuses, and determine whether outcomes assessment is helping create students who are better prepared for the real world. In Pittsburgh, Pa.

Web site: www.abet.org/conferences.html

International Conference on New Concepts in Higher Education

November 3-7

The International Council for Innovation in Higher Education sponsors this event, with the theme "International Education and Lifelong Learning." This gathering will focus on but is not limited to: Traditional vs. Nontraditional Learning; Exporting Higher Education and Lifelong Learning; The Increase in Foreign Based Education and Lifelong Learning. In Honolulu, Hawaii.

Contact: (888) 508-7642; fax, (416) 360-6865; e-mail, crandarl@c-s-m.org; Web site, www.icie.net

CIEE Annual Conference on International Exchange

November 6-9

The theme of this event is "Underrepresented Faces and Nontraditional Places." In Atlanta, Ga.

Contact: (800) 40-STUDY ext. 2782, (212) 822-2782; e-mail, conference@ciee.org; Web site, www.ciee.org/conference

7th Annual Conference on Learning Communities and Collaboration

November 7-8

"Best Practices for Learning" is sponsored by Delta College, William Rainey Harper College, Metropolitan Community Colleges of Kansas City, and Indiana University-Purdue University Indianapolis. In Traverse City, Mich.

Contact: Nancy Boudreau, (989) 686-9098; Web site, www.delta.edu/lcc

28th Annual AMATYC Conference

November 14-17

The American Mathematical Association of Two-Year Colleges invites you to attend its yearly gathering. In Phoenix, Ariz.

Contact: AMATYC Office, Southwest Tennessee Community College, (901) 333-4643; fax, (901) 333-4651; e-mail, amatyc@stcc.tn.edu; Web site, www.amatyc.org

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1600s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artercl@jetson.uh.edu

National MultiCultural Institute Conference

November 14-17

This National MultiCultural Institute (NMCI) conference, "Building Personal and Professional Competence in a Multicultural Society," includes workshops for professional development on diversity and training, special events for networking and relationship-building in the field, and dialogue on the critical issues of multiculturalism in our society.

Contact: (202) 483-0700; fax, (202) 483-5233; e-mail, nmci@nmci.org; Web site, www.nmci.org

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

NASPA "Spirituality on Campus" Conference

December 5-7

This conference of the National Association of Student Personnel Administrators, with the theme "Spirituality on Campus: Reflection and Practice," will provide an opportunity to delve deeply into the spiritual dimension, a critical, but often unarticulated, aspect of ourselves and of our work in higher education. NASPA is particularly eager to sponsor dialogue between student affairs administrators, faculty, chaplains, and others who may be thinking about how work intersects with spirituality. At Omni Royal Orleans Hotel, New Orleans, La.

Contact: NASPA, Leah Ross, (202) 265-7500, ext. 3003; fax, (202) 797-1157; e-mail, lross@naspa.org; Web site, www.naspa.org

IEEE Deans Summit II

January 9-12, 2003

The educational activities board of IEEE presents "Deans Summit II: Fostering Campus Collaborations." Share your effective strategies for collaborative programs on community outreach, future teacher preparation, and pedagogical practices for engineering education. At Biscayne Bay Marriott Hotel & Marina, Miami, Fla.

Contact: Douglas Gorham, d.g.gorham@ieee.org; Web site, www.ieee.org/eab/fcc

89th Annual Meeting of AAC&U

January 22-25

The academy is rethinking what should be expected from college education. While the new century irresistibly invites stark–and usually artificial–calls to question foundational ideas, we are, in fact, standing at a social and educational crossroads. The need for deep questioning is genuine. Pre-conference symposium, "Shared Futures: Diversity, Inequality, and the Challenge of Global Citizenship." At Sheraton Seattle, Seattle, Wash.

Contact: AAC&U, (202) 387-3760; e-mail, meetings@aacu.org; Web site, www.aacu.org

TACHE 2003 Conference

January 29-31

The Texas Association of Chicanos in Higher Education, a professional association committed to the improvement of education and employment opportunities for Hispanics in higher education, holds its annual event. At the Omni Hotel-Downtown, Austin, Texas.

Web site: www.tache.org

13th Annual Institute on College Student Values

February 6-8

With the theme "Moral and Civic Responsibility: Can We Assess the Character Outcomes of College?" the Institute will focus on character development in college and strategies for assessing moral and civic outcomes. Sponsored in cooperation with the Association for Institutional Research. At Florida State University, Tallahassee, Fla.

Contact: Dr. Jon Dalton, (850) 644-6446; e-mail, jdalton@admin.fsu.edu; Web site, www.CollegeValues.org

ACE's 85th Annual Meeting

February 15-18

Join 1,200 college and university presidents, chancellors, senior administrators, and other higher education leaders. Confirmed speakers include: Donna Shalala, president, University of Miami; Gwen Ifill, moderator, "Washington Week"; Sir John Daniel, assistant director-general for education, UNESCO. At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; Web site, www.acenet.edu

CAPITAL UNIVERSITY
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Capital University
Faculty and
Administrative Searches

Located in Columbus, Ohio, Capital University offers undergraduate and graduate programs in the liberal and professional studies to approximately 3,900 students, preparing them for full lives of service in the tradition of the Lutheran Church. Ethical, moral and religious values essential to leadership in society have been an integral part of a Capital education since the University's founding in 1830. These values are reflected in our commitment to building a diverse institution. The main campus in Columbus is in the heart of one of the nation's growing metropolitan areas. As the state capital and largest city in Ohio, Columbus offers residents the advantage of unlimited cultural, recreational and educational opportunities. During the fall of 2002, we anticipate administrative and faculty searches in the following areas:

College of Arts & Sciences:
- Dean, College of Arts and Sciences
- Biology – Vertebrate Physiology
- Chemistry – Analytical and Organic
- Education
- English-Rhetoric/Composition
- Political Science
- Religion – Christian Thought

School of Management:
- Dean, School of Management
- Finance
- International Business
- General Management – Entrepreneurship emphasis

School of Nursing:
- Nursing

Office of the Provost:
- Associate Provost
- Faculty Grants Director

Office of Enrollment Management:
- Institutional Research Director

Detailed descriptions of these positions, desired qualifications, and application procedures can be viewed by visiting our Web site at:
www.capital.edu/cc/hr/academic.htm.

Equal opportunity employer. Women and minorities are encouraged to apply.

Law and Higher Education Conference

February 16-18

"The 24th Annual National Conference and Workshops: Law and Higher Education," is organized by Stetson University College of Law. This conference's unique approach has received the ABA's prestigious Tweed Award. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

Stop Surfing-Start Teaching 2003 National Conference

February 16-19

"Teaching and Learning through the Internet" is brought to you by Continuing Education at the University of South Carolina. In Las Vegas, Nev.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

Contact: fax, (414) 276-4650; e-mail, CSCTFL@aol.com; Web site, www.central-states.cc

7th Annual NCIIA Conference

March 20-22

The theme of the 2003 conference of The National Collegiate Inventors and Innovators Alliance is "Big Ideas in a Small World: Invention, Innovation, and Entrepreneurship Education." In Boston, Mass.

Web site: www.nciia.org

Academic Festival V: Beyond Borders

March 27-29

This conference, with the theme "Beyond Borders: Globalization and the Human Experience," will feature keynote speakers Dr. Elaine Pagels, Harrington Spear Paine Professor of Religion, and Dr. Paul Krugman, professor of economics, both of Princeton University. At Cameron University, Lawton, Okla.

Web site: www.cameron.edu/festival5/index.html

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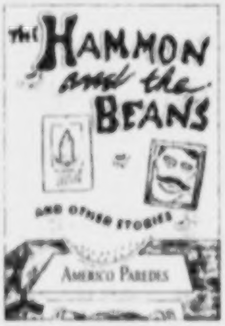
Book Review

By Charles Dameron

***The Hammon and the Beans and Other Stories*, by Américo Paredes.** 230 pages. Houston: Arte Público Press, 1994. ISBN# 1558850716. $11.95 paper.

Américo Paredes, who lived his first 30 years in the border town of Brownsville, Texas, and then served in the Army during World War II, firmly established his position as a leading Hispanic ethnographer with the publication in 1958 of *"With His Pistol in His Hand": A Border Ballad and Its Hero*. In the years that followed, Paredes led an active academic life both as founding leader in Chicano studies in our universities and as a literary critic and social historian.



In recent years, Paredes' imaginative writings, which preceded his scholarship, have been published by Arte Público Press: a novel, *George Washington Gómez*, in 1990; poems, *Between Two Worlds*, in 1991; and *The Hammon and the Beans and Other Stories, in 1994*. These works demonstrate Paredes' own considerable skills as a storyteller and crafter of lyrical language. Because they were not published in book form until the 1990s, however, Paredes' poetry and fiction have not yet received the degree of critical attention that they deserve.

In his stories, Paredes explores the friction that frequently occurs within and between cultures at such points of difference as ethnicity, language, gender, class, and family role. These kinds of friction are universal; what Paredes does with them is explore two cultural contexts about which little has been written: the life of the Hispanic on the Río Grande border and the American occupation of Japan after WWII.

Ten stories are set in deep South Texas, along the border, and most have two features in common: young protagonists going through initiations and an underlying tension between Hispanics and Anglos. The remaining stories provide perspectives on the clash between America and Japan and the relations between conqueror and conquered during the post-war occupation.

In the title story, the adult narrator looks back on a key experience from his childhood, in the 1920s: the death of his classmate Chonita, a spirited young girl who used to sneak into Fort Jones, the military installation in the town of Jonesville-on-the-Grande. (These are Paredes' fictional names for Fort Brown and Brownsville.) Chonita's death had cultural ramifications. The doctor who attended Chonita cited her stepfather's negligence, and noted that her father "died before the girl was born, shot and hanged from a mesquite limb. He was working too close to the tracks the day the Olmito train was derailed." Here Paredes asserts that the father was one of the innocent victims of Texas Ranger "justice" during the border troubles of 1915.

The narrator describes the mixed feelings that he and his young friends had about the soldiers and the fort. Sometimes they saluted the flag, thinking of Francis Marion's bravery against the British during the Revolutionary War. At other times, though, influenced by the community's stories about recent Ranger brutalities, the narrator observes that "when we were thinking about the border troubles instead of Marion the Fox, we hooted [the soldiers] and the flag they were lowering." Thus the stories in school and the stories in the community were in conflict for the narrator, with Americans both revolutionary heroes and the enemies of revolutionary heroes.

After the end of WWII, Paredes served in Japan as a journalist for *Stars and Stripes*. In the stories set in the Far East, Paredes typically focuses on two issues: the role of the minority soldier in the U.S. Army and the disparity in power and authority between the victorious Americans and the defeated Japanese. One of the most powerful stories, "When It Snowed in Kitabamba," features an Army officer, Captain Meniscus, military commander of a Japanese town during the occupation. At the story's climax, he commits suicide after overhearing one soldier tell another about having known of the captain while growing up in the same Texas town. The soldier observes that Capt. Meniscus, one of 10 or 15 siblings, has changed his name and when headquarters finds out, "He'll never make major."

Paredes strongly implies that the captain's name identified him as a Mexican-American, and consequently his career options in a racist military establishment would be severely limited. He therefore changed his name and symbolically cut himself off from his heritage, adopted a quintessentially Anglo military man, General Douglas MacArthur, as his hero, and became a model cog in the military machine. The captain has lived a lie to try to have an even chance in the system. When the lie is discovered, he knows his career is over, and consequently he ends his life as well.

I have taught Paredes' stories in Mexican-American literature courses and in composition classes. Students have found them to be stimulating and well crafted. This collection makes a worthy addition to any course on contemporary Hispanic literature.

Dr. Dameron is a specialist in contemporary literature and a widely published poet. He teaches Mexican-American literature and has written on such contemporary writers as Carlos Fuentes, Alberto Alvaro Ríos, and Rolando Hinojosa. A resident of Brownsville, Texas, he has taught at The University of Texas at Brownsville/Texas Southmost College since 1985.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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03-304/02 pga

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The Department of Psychology seeks to fill a tenure-track position in behavioral neuroscience. Four-fifths of the FTEs of this position are in the Psychology Department with one-fifth in the Neuroscience program. The position will start in August 2003. We are looking for a PhD (or PhD expected) in behavioral neuroscience who will develop and maintain a program of excellent empirical research, and who will engage bright, motivated students in the research. The successful candidate will teach courses in biological psychology and neuroscience and will contribute to such service courses as the First-Year Seminar and General Psychology. Send a curriculum vitae, a statement of your research and teaching interests, three letters of reference, evidence of teaching effectiveness, and representative research papers to **Dr. William Mace, Department of Psychology, Trinity College, Hartford, CT 06106** before October 15, 2002. *Trinity College is an affirmative action/equal opportunity employer.*

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UNIVERSITY OF WISCONSIN
Whitewater

PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Wisconsin-Whitewater invites nominations and applications for the position of Provost and Vice Chancellor for Academic Affairs. The Provost and Vice Chancellor for Academic Affairs is the chief academic officer of the university, and is responsible for planning, development, coordination, review and administration of all academic programs. In addition, the Provost and Vice Chancellor for Academic Affairs is responsible for unclassified personnel matters and is the ranking university officer who acts in absence of the Chancellor.

Qualifications: The qualifications sought in the Provost and Vice Chancellor for Academic Affairs include: An earned doctorate and demonstrated experience as a teacher/scholar qualifying the candidate for tenure and professor rank in an academic program. Significant experience in administration beyond the department level, including line experience with evidence of progression in increasing responsibility. Demonstrated commitment to excellence in teaching, research and service, affirmative action, all aspects of Diversity Plan 2008, shared governance and effective personnel administration. Interpersonal skills and cross-cultural competency necessary to work effectively with all constituencies of the campus to establish and achieve the goals of the University.

Responsibilities: The Provost and Vice Chancellor for Academic Affairs will be responsible for administering academic programs of the University in association with the Deans, monitoring existing programs and developing new academic programs in cooperation with the appropriate curricular and planning committees; overseeing the appointment and career development of faculty and academic staff as the Unclassified Personnel Officer; planning and allocating resources for the Division of Academic Affairs; insuring a vigorous and effective affirmative action program; insuring progress in diversity goals consistent with Plan 2008; along with the Chancellor, representing the University of Wisconsin-Whitewater within the UW System and before agencies and constituencies outside of the UW System; and serving as the Chancellor's deputy in the Chancellor's absence.

The University of Wisconsin-Whitewater is a premier comprehensive university and is one of 13 universities in the University of Wisconsin System. It has an enrollment of approximately 10,000 students in 42 undergraduate and 13 graduate programs in the four Colleges of Arts and Communications, Business and Economics, Education and Letters and Sciences with approximately 1200 faculty, academic and classified staff members. Located in the scenic Kettle Moraine area of southeastern Wisconsin, UW-Whitewater is a regional cultural and resource center with convenient driving distance to Madison, Milwaukee and Chicago.

For full consideration, letters of nomination or application, accompanied by a curriculum vitae, and names, addresses and phone numbers of five references (at least one of which is a student) should be received by October 18, 2002. Review of applications will continue until position is filled.

Please submit nominations and applications to:
James W. Freer,
Chair, Search and Screen Committee
Provost and Vice Chancellor for Academic Affairs
University of Wisconsin - Whitewater
Whitewater, WI 53190-1790

UW-Whitewater is an AA/EEO employer. Women and people of color are strongly encouraged to apply. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released. For more information, please check our website at www.uww.edu or call (262) 472-1292.

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NORTH PARK UNIVERSITY

Dean of Student Development

North Park University, located in Chicago, IL, seeks a Dean of Student Development to be responsible for all aspects of student services and co-curricular programs (excluding University Ministries and Athletics). Areas of responsibility include: Academic Services, Residence Life, Health Services, Counseling Services, Career Planning, and Records and Registration. A master's degree and a minimum of five years in higher education experience required. North Park is sponsored by the Evangelical Covenant Church and we seek applicants with a personal commitment to diversity and our mission of Christian higher education. For more information on North Park access our website at: **www.northpark.edu**. Submit a cover letter, resume, three professional references and specific statement of salary expectations to: **Dr. Margaret Haefner, North Park University, 3225 West Foster Avenue, Chicago, IL 60625.** By fax to: 773-244-4954 or by email to: **solsen@northpark.edu**. Anticipated start date: January, 2003; applications will be accepted until position is filled.

North Park is an equal opportunity employer and we encourage candidates from under-represented groups to apply.

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For questions or assistance, contact:
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FAX: (202) 334-2759
EMAIL: rap@nas.edu
MAIL: Associateship Programs
NATIONAL RESEARCH COUNCIL
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PROFESSOR DENISE BURNETTE, Chair, Doctoral Program
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Doctoral Program Admissions, 622 West 113th Street, New York, NY 10025
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MILLERSVILLE
UNIVERSITY

Foreign Languages
Assistant Professor of Spanish

Tenure-track, full-time (four plus four) beginning August 2003. Teach Spanish Language and Culture courses.

Qualifications: Native or near-native proficiency in Spanish and English; Ph.D. in Spanish or A.B.D. (Ph.D. must be earned before tenure consideration); evidence of successful college teaching experience in an American college/university setting and a strong commitment to undergraduate teaching and scholarly growth; demonstrated familiarity with current trends in pedagogy and new technologies; ability to teach Spanish language and composition language at all levels; willingness to teach and develop courses of Spanish for the Native Speaker and possibly Latino Studies. Must successfully complete on-site interview and teaching demonstration. Ph.D. preferred.

Full consideration will be given to applications received by November 29, 2002. Send letter of application addressing qualifications, curriculum vitae, teaching reviews, copies of all transcripts, and three current original letters of recommendation to: **Chair, Dept. of Foreign Languages/HO1007, Millersville University, P. O. Box 1002, Millersville, PA 17551-0302.**

www.millersville.edu
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GATEWAY TECHNICAL COLLEGE

Dean of Instructional Support

Responsible for coordination of operations in occupational programs, general education, and adult high school instruction on the Elkhorn campus. Local supervision/management responsibilities: hire, supervise, and evaluate faculty, technical, and clerical staff, develop and manage instructional programs schedules and budgets; oversee professional development activities for staff; coordinate acquisition and use of instructional technology; manage grant projects related to instructional programs; connect with internal and external needs and opportunities for new programming.

District coordinating responsibilities: facilitate curriculum process for selected academic programs; work with curriculum and advisory committees; coordinate with other administrators to ensure consistency of outcomes relating to instruction; serve on committees as assigned.

Qualifications: Master's degree in educational administration or relevant field. Experience in instructional supervision. Two years teaching experience. Two years (4,000 hours) occupational experience other than in education. Desired: Knowledge of computer information systems occupations. Experience with manufacturing-related instructional programs. Experience teaching adults.

Closing Date: October 25, 2002.

For application materials contact: **Gateway Technical College, Employee Services, Administration Building, 3520 30 Avenue, Kenosha WI 53144, (262) 564-2868 or email jobs@gtc.edu** All qualified applicants will receive consideration for employment without regard to race, color, sex or national origin.

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UNIVERSITY OF MINNESOTA
Crookston

Vice Chancellor for Finance

Full-time, 12-month, three-year academic professional/ administrative appointment, renewable based on performance starting on 11/1 or as soon as possible thereafter. Major responsibilities include: oversee financial policy & $20 million annual budget process which support the allocation of resources to the articulated priorities necessary to achieve strategic mission; financial policy development; development of operating, research (grant) & capital budgets; evaluate & provide budget recommendations; forecast expenditure levels; evaluate alternative actions & provide recommendations. Financial operations which directs the business services, financial reporting, business training, purchasing, payroll disbursement services, stores/inventory services, student accounts receivable & financial systems development; define financial operations organizational structure, cost effectiveness, acceptable internal controls, service & quality; manage institutional grants. The position requires the ability to work effectively with faculty, staff, students & the public; professional skills & financial background to manage a diverse range of responsibilities that produce timely results in high-change, complex environment; and personal qualities that reflect competence, integrity & flexibility. Visit UMC's web site at http://www.crk.umn.edu/people/HR/index.htm for qualifications and application procedures. For full consideration, applications must be received by October 15, 2002. Position will remain open until filled.

UMC is an equal opportunity educator and employer

USF University of South Florida

The University of South Florida invites nominations and applications for the position of

ASSOCIATE PROFESSOR AND PROGRAM DIRECTOR MASTER'S PROGRAM IN APPLIED BEHAVIOR ANALYSIS

The University of South Florida, founded in 1958, is a public research university, serving over 39,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota-Manatee. USF is a Carnegie designated Doctoral/Research University-Extensive; it is also classified as a Research I Institution in the State of Florida. USF has more than 2,000 faculty and offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The Master's Program in Applied Behavior Analysis focuses on the methods, principles, and procedures of applied behavior analysis practice and research and on the application of behavior analysis and behavioral support in complex social environments (i.e., home, school, work, and other community settings). It was developed to meet the growing needs in the state of Florida and nationally for practitioners who can work effectively within systems to improve the quality of services in the fields of developmental services, education, child protective services, rehabilitation, and mental health. Its curriculum and practicum are designed to prepare its graduates to demonstrate proficiency as nationally Board Certified Behavior Analysts.

The Applied Behavior Analysis Master's degree at the University of South Florida is offered by an inter-college program involving faculty from the College of Arts and Sciences, the College of Education and the Louis de la Parte Florida Mental Health Institute. The program admitted it's first class in Fall 2000 and graduated its first students in Spring 2002. Fall 2002 enrollment is 57 students.

For more information on the Master's Program in Applied Behavior Analysis and the University of South Florida please visit the following websites:

http://www.usf.edu/ and http://www.abausf@grad.usf.edu

POSITION AND QUALIFICATIONS

The Associate Professor and Program Director is a tenure track position and will report to the Dean of Graduate Studies. The Associate Professor and Program Director is directly responsible for overseeing all academic, administrative and fiscal operations of the Program and for providing academic leadership to the program to further its mission with respect to teaching, research and service to the students and the community. This position is a 12-month appointment responsible for teaching, student advisement, practicum supervision, research, service, and program administration of the Master's Program in Applied Behavior Analysis in the Office of Graduate Studies. Salary is negotiable based on qualifications and previous salary history.

Minimum qualifications: An earned Doctoral degree from an accredited institution, Board Certification as a Behavior Analyst (or eligibility for certification); a demonstrated record of achievement in teaching, academic research published in refereed and other professional journals, a minimum of 3 years' experience teaching and conducting research in behavior analysis and a minimum of two years' administrative experience in higher education.

Desired qualifications: Experience in securing external funding, service at community, state, and national levels and teaching experience in the following areas: 1) functional assessment and direct observation methods, 2) ethics, 3) organizational behavior management, 4) behavioral health, and 5) intervention or treatment design.

The successful candidate should meet the criteria for appointment to a tenure-track position at the rank of Associate Professor in an appropriate department of a participating college. Outstanding applicants at other ranks may also be considered.

APPLICATION PROCESS

Send letters of application or nomination to:

Professor Edward L. Levine
Chair, Search Committee - ABA Director
University of South Florida
4202 East Fowler Avenue
FAO 126
Tampa, FL 33620
Send all emails to hglow@grad.usf.edu

Letters of application should be accompanied by complete curriculum vita and the names and addresses of five references. References will not be contacted until advanced-states of screening, and candidates will receive prior notification.

The State of Florida has a Public Meetings Law and a Public Records law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida.

Applications must be received no later than 5:00 p.m. EST, November 15, 2002.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations contact Ms. Henrietta Glow at (813)974-3161 or TDD (813) 974-1510 at least five working days in advance of need.

CALL FOR PAPERS

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Abstracts, not to exceed two (2) pages, should be submitted that relate to any aspect of the Hispanic and Latino American experience. Subjects may include, but are not limited to: literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes **or** 45 minutes).

ABSTRACTS WITH HOME AND COLLEGE/AGENCY ADDRESS *MUST* BE POSTMARKED BY: SATURDAY, November 15, 2002.

SEND ABSTRACTS TO:

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Executive Director, NAHLS
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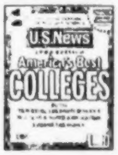

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FACULTY POSITIONS

COLLEGE OF ARTS & SCIENCE

Department of Visual Arts
Assistant Professor, Graphic Design

Tenure-track. MFA in Graphic Design, exceptionally strong design background and college-level teaching experience required. Proficiency in both theory and professional practice very desirable. Teach basic to advanced courses encompassing formal approaches to design, problem-solving methodologies and digital media to undergraduates in the graphic design major, many of whom participate in a co-op program. Position contingent upon funding. Start date: September 2003. Applications received by February 1, 2003 will be given full consideration.

Department of Music
Assistant Professor, Music Industry

Tenure-track. Master's degree required, Doctorate preferred. Candidate should possess a broad knowledge of the entire music industry and a specialized knowledge of one specific area of the music industry. Areas of specialization might include, but are not limited to, artist management, the recording industry, concert promotion, legal issues, music products industry, or arts administration.

Department of Theatre
Assistant Professor, Theatre

Tenure-track, to begin September 2003. Terminal degree required. MFA preferred and a strong commitment to teaching along with strong emphasis in either Voice or Movement training for the actor. In addition to class instruction, this position will include participation in the department's production program (depending on expertise.) Search will remain open until the position is filled.

Department of Sociology and Anthropology
Assistant Professor

Tenure track beginning September 2003. Teaching expertise and geographic focus open, but preference for the Middle East or Asia. Sub-field specializations could include: Migration, labor markets, political economy, urban or religion. Consideration assured for applications received by November 10, 2002.

Department of Philosophy
Assistant Professor, Philosophy

Tenure-track, beginning September 2003. Area of Specialization: Moral Philosophy. Area of Competence: Applied Ethics. Teaching experience preferred. Candidates must have strong commitment to undergraduate teaching and strong scholarly promise. Consideration assured for applications received by January 15, 2003.

COLLEGE OF ARTS & SCIENCE

Department of Journalism
Assistant Professor

Tenure track beginning September 2003. This position is part of an expansion of the department's faculty to prepare students in its undergraduate and graduate programs for the growing world of online journalism. Candidates should have a Master's degree and significant reporting backgrounds to supplement prior teaching experience in new media. Extensive work in online journalism, including a role in the development of web sites for established news organizations, would be a strong plus. As part of the university's conversion to the semester system next fall, the school is reconfiguring its core journalism courses to include significant attention to online journalism. Consideration assured for applications received by December 1, 2002.

Department of Economics
Assistant or Associate Professors

Tenure track beginning September 2003. These positions are part of an expansion of the department's faculty in conjunction with the start of a Ph.D. program in applied economics in Fall 2003. The first position is in applied macroeconomics/monetary economics. Candidates for this position with a secondary field in international economics, transitional economics or developmental would be especially desirable. The second position is in industrial organization. Candidates with strong backgrounds in both applied econometrics and microeconomic theory would be especially desirable. Consideration assured for applications received by December 1, 2002.

Department of Architecture
Assistant Professor

Tenure track beginning September 2003. Teach courses in undergraduate pre-professional program (BS) and professional graduate program (M.Arch) accreditation pending (NAAB Candidacy Status). Successful candidate will be able to teach architectural design studio courses and preferably one or more courses in one of the following areas: computer-aided design, structures, building systems. Position involves teaching, scholarship and administrative duties. Master's degree in architecture or a professional degree in architecture plus a graduate degree in a related field required. Teaching experience strongly preferred. Creative work in design, scholarship or professional practice, or a combination thereof, should indicate strong promise of creative achievement in the field. Consideration assured for applications received by January 15, 2003.

COLLEGE OF ARTS & SCIENCE

Department of Communication Studies
Assistant Professor

Tenure track beginning September 2003. Candidate should possess Doctorate with research areas and teaching expertise associated with one or more of the following: rhetorical and cultural studies, public communication, media studies, media and communication policy, new media.

SCHOOL OF LAW

Director of Information and Research Services

Tenure track. The Director reports to the Dean of the Law School and will hold a faculty appointment. The position is responsible for the operation of the Law Library and omputer Services Department and also includes long-range planning, budget planning and control, personnel management, educational, information and bibliographic services, collection development, legal research instruction coordination, teaching an advanced legal research course, research and scholarly production and facilities maintenance. Applicants must hold both JD and MLS degrees from accredited institutions and have substantial experience in academic law library administration.

COLLEGE OF COMPUTER AND INFORMATION SCIENCE

Assistant or Associate Professors

Tenure-track positions at the Assistant or Associate Professor level. Candidates will be considered from all major disciplines of computer science and information science. A Ph.D. in computer science, information science or a related field is required.

COLLEGE OF ENGINEERING

Trustee Professor, Mechanical, Industrial & Manufacturing Engineering

Renowned scholar who has achieved national and international distinction in fundamental or applied aspects of nano engineering. An emphasis on nano- and micro-mechanics particularly appealing. Earned Doctorate with an established record of scholarship, effective teaching and external research funding.

William Lincoln Smith Professor of Electrical & Computer Engineering

Renowned scholar sought for endowed chair. Candidates should have international distinction in computer engineering to complement existing departmental strengths, an established record of scholarship, effective teaching, and a record of external research funding.

Northeastern
UNIVERSITY

FACULTY POSITIONS

COLLEGE OF COMPUTER AND INFORMATION SCIENCE

ASSISTANT/ASSOCIATE PROFESSORS

are sought in the following fields. All are expected to hold a Doctorate in the appropriate discipline, demonstrate teaching and research potential or have a record commensurate with faculty rank desired.

Chemical Engineering

Advanced materials, biotechnology, and/or environmental protection background to teach core chemical and physical equilibria, heat, mass and momentum transfer, chemical reaction engineering, continuous and stage-wise separation operations, chemical process dynamics and control and chemical process design.

Electrical and Computer Engineering

Fault tolerate computing, network computing, microfabrication, VLSI design and testing.

Mechanical, Industrial & Manufacturing Engineering

System dynamics, vibrations and control, with a focus on mechatronics

COLLEGE OF CRIMINAL JUSTICE

Associate Professors and Assistant Professors

Accepting applications for multiple tenure-track Assistant and Associate Professor positions to begin September 2003. A Ph.D. in criminal justice, criminology, or a related social science discipline is required. At the Assistant level, ABD's will be considered, but the degree must be completed prior to appointment. Preference will be given to individuals with specializations in one or more of the following areas: Race and Crime; Research Methods and Statistics; Violence; Crime Prevention; and Corrections. We are especially interested in candidates with active research agendas, potential or record of funded research activity, commitment to high quality teaching at both the undergraduate and graduate levels, and dedication to service to the College, the profession, and the community.

Associate Professors and Assistant Professors - Security Position

Accepting applications for an Associate or Assistant Professor position for the fall semester beginning September 2003. The College seeks an energetic individual to further develop and enhance the capacity of the College to deliver a high-quality, analytic security curriculum (BS/MS), conduct applied research in security and provide service to the professional community. This is a tenure-track, nine-month appointment. The successful candidate must have a Ph.D. or equivalent Doctoral-level credential in Criminal Justice, Security Administration, Security Analysis or a related academic specialty.

COLLEGE OF BUSINESS ADMINISTRATION

Fully accredited by the AACSB, the College of Business Administration offers a Bachelor's degree in Business Administration (BSBA) and a Bachelor of Science in International Business (BSIB) at the undergraduate level. Graduate programs include several MBA and specialized degree and non-degree programs. Further information can be obtained at http://www.cba.neu.edu.

Candidates for tenure-track positions must have an earned Doctorate or an ABD near completion. Tenure-track positions carry an expectation of excellence in teaching and a consistent record of high quality scholarly research and publication. Salary is competitive and commensurate with qualifications and experience. Start date: September 2003.

Finance: Tenure-track

A Ph.D. in Finance, or ABD near completion, is required. The person hired will have a primary teaching responsibility in International Financial Management in both graduate and undergraduate programs. The Finance Department seeks to balance good teaching and quality research and currently has fifteen full-time, research-active faculty. The College offers research-active faculty a competitive teaching load and computing resources. In addition, research assistants, summer research grants and major databases are readily available. New faculty can expect significant support.

General Management: Tenure-track

Applicants must possess a Ph.D. in Business Administration with a specialization in Entrepreneurship and in Technology Management and be able to teach a required MBA course "Innovation and Entrepreneurship." Additional interests in related areas such as Strategic Management or International Business are welcome. Previous teaching experience and scholarly productivity are desirable, as is previous business experience. Tenure-track positions carry an expectation of excellence in teaching and a consistent record of high quality scholarly research and publication.

Management Science: Tenure-track (Two positions available)

Teach, research and perform service in the primary field of Management Information Systems. Candidates for Associate or Full Professor must have earned Doctorate in Management Information Systems or Management Science, with appropriate experience and accomplishment in the MIS field. An earned Doctorate is preferred for Assistant Professor, but candidates can be in the late stages of completing their dissertations.

Management Science: Non Tenure-track. Academic Specialist

Teach in the primary field of Management Information Systems and perform service, administrative and programmatic in the College of Business Administration and the University. Candidates must have extensive business experience at senior management levels in the information systems industry. Candidates are expected to remain in active contact with the industry through such activities as consulting or serving on advisory boards. A Doctorate is preferred, as is a record of business and/or research publications.

Candidates for all above positions must have experience in, or demonstrated commitment to, working with a diverse staff and student population. Interested candidates should send letter of intent and curriculum vitae to: Patricia Maguire Meservey, Vice Provost for Faculty and Budget, 112 Hayden Hall, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity, Affirmative Action Educational Institution and Employer, Title IX University

http://www.neu.edu

COLBY COLLEGE

DEPARTMENT OF SOCIOLOGY

Colby College's Department of Sociology invites applications for an entry-level tenure track Assistant Professor position to begin September 1, 2003. We seek a scholar with Ph.D. in hand and demonstrated excellence in teaching and research. The successful candidate will have clear strengths in the substantive areas of globalization (broadly defined) and social inequality. Other desirable specialties include urban, education, medical, and food. Like all department members, this person will contribute to the teaching of courses required for the major by teaching introductory sociology and either sociological theory or research methods. Preference will be given to scholars with a range of theoretical and policy orientations. We seek to broaden our curricular offerings beyond our established substantive areas of family, social psychology, interactionism, race and ethnicity, and gender. The annual teaching load is 5 courses (one course may be taught during the January term).

Please submit a hard copy cover letter, current curriculum vitae, names and e-mail addresses of three references, and separate statements on teaching and research to: **Chair, Search Committee, Department of Sociology, Colby College, Waterville, Maine, 04901. Review of applications will begin November 1 and will continue until the position is filled.**

Colby is a highly selective liberal arts college located in central Maine about 190 miles north of Boston. For more information about the College, please see the Colby web page at http://www.colby.edu.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

USC
UNIVERSITY OF SOUTHERN CALIFORNIA

PhD Program in American Studies and Ethnicity

Program Director: Dr. George Sanchez

The *PhD in American Studies and Ethnicity* combines the best of American Studies and Ethnic Studies with broad interdisciplinary training at an advanced level in courses that integrate modes of inquiry from the arts, humanities, and social sciences. The major objective of the graduate program is to prepare future faculty with the research abilities and teaching skills to understand and communicate the diversity of American society and culture.

The Program recognizes the importance of interdisciplinary training and focuses on three areas: 1) the study of race and ethnicity 2) Los Angeles as a global city 3) the analysis of culture across disciplines.

◆

IRVINE FELLOWSHIP PROGRAM

USC's recently established *Center for American Studies and Ethnicity* will award 42 fellowships over the next three years to incoming graduate students of color accepted into and nominated by any of the PhD programs at the University of Southern California including the departments listed below. The Irvine Fellowship Program, funded by a generous $3,600,000 grant from the Irvine Foundation's Campus Diversity Initiative, seeks to increase the pool of graduate students of color who will go on to assume faculty positions in higher education. The Irvine Fellows Program is also committed to enhancing discussions of diversity on campus through scholarly conferences, academic programming, and interdisciplinary exchange.

For more information, please contact: Program in American Studies and Ethnicity, Univ. of S. Calif.
3470 Trousdale Parkway, WPH 303, Los Angeles, CA 90089-4033 Tel: (213) 740-2426 Email: [illegible]
http://www.usc.edu/dept/LAS/pasc

MARICOPA
COMMUNITY
COLLEGES

Seeking Candidates for

President

GLENDALE
COMMUNITY
COLLEGE

For more information about this and other opportunities visit our web site: www.dist.maricopa.edu/hrweb or call 480-731-8465 for a brochure.

Applications are required

The Maricopa Community Colleges are located in the Phoenix, Arizona metropolitan area.

The Maricopa County Community College District is an EEO/AA institution.

Executive Director

Program in Latin American Studies

Req#2534

The Executive Director leads the Program in Latin American Studies (PLAS) staff and works with the faculty Director especially in program development. The position is responsible for the planning and coordination of all on-going events and activities, including scholarly conferences, symposia, workshops, lectures, musical performances, and art exhibits; works independently and with the Director in fundraising from foundations, alumni and friends, and in the launch of a projected Short-term Visiting Fellows program for Latin American scholars; in supervising the improvement of communication and outreach; and in the further development of the internship programs. This position supports the faculty Director in general stewardship of the Program, helping to determine direction and strategy. Additionally, this position writes grant proposals and champions fundraising efforts from foundations and individuals and maintains close contact with this office on initiatives and possibilities.

The position requires initiative and imagination; dedication; energy; excellent interpersonal and organizational skills; excellence in writing and editing; accuracy and attention to detail; the ability to work independently and to deal with multiple tasks; the ability to work fruitfully with others and carry forward their ideas; accessibility; adaptability; judgment and discretion. The position requires a doctorate in a related field, and significant professional experience in or with the region desirable; proficiency in Spanish (and Portuguese, if possible); and an understanding of universities and other educational and cultural institutions particularly in the United States and in Latin America; ability to work with faculty, visitors, and students of diverse ethnic and cultural backgrounds. Send resume and cover letter as Word attachment to **jobs@princeton.edu** with requisition #2534 in subject line or mail: **Princeton University, Office of Human Resources, One New South, Req# 2534, Princeton, NJ 08544.**

Princeton University

Princeton University is an equal opportunity affirmative action employer.

SOCIAL PERSONALITY PSYCHOLOGIST

Drew University seeks applications for a tenure-track position at the assistant professor level beginning Fall 2003 pending funding; PhD required by Fall 2003. Teaching load will be the equivalent of five courses per year, including introductory psychology, research methods, core courses in social psychology and personality theory, and advanced courses in the candidate's area of expertise. Demonstrated excellence in teaching, evidence of an active research program, and ability to supervise independent student research required. Applications due by October 30, 2002. Submit cover letter, curriculum vitae, statement of teaching interests and philosophy, relevant reprints, and three letters of recommendation to: **Ms. Carol Alfone, Administrative Assistant, Psychology Department, Drew University, Madison, NJ 07940.** Drew University is a highly selective liberal arts college, 30 miles west of NYC. An Affirmative Action/Equal Opportunity Employer.

(http://depts.drew.edu/psyc)

U.S. COAST GUARD ACADEMY

The U.S. Coast Guard Academy invites applications for a full time, tenure-track faculty position: **Director of Writing & Reading Center** within the Academic Resources Program. Initial appointment will begin mid-August 2003. Primary responsibilities include Directing the Writing Center and the Reading Program, teaching one section of English in the English section of the Department of Humanities each semester, and counseling cadets in writing and reading skills in one-on-one conferences. Required for application is a Ph.D. in English, Reading, Writing Center Administration, College Student Development, or Education with expertise in Writing Center and Reading program directorship, composition pedagogy, and college student development. Candidates should have experience with college-level teaching, writing centers, and reading at the post-secondary level; candidates should also have a promise of academic growth. Experience in teaching developmental English or technical writing and familiarity with the theory and research of current reading methods and reading assessment techniques, and experience in administration of learning centers or writing centers preferred. Salary and academic rank commensurate with qualifications. Some citizenship restrictions may apply. *The Coast Guard Academy is an Equal Opportunity/Affirmative Action Employer.*

Please submit curriculum vitae, standard employment application materials and the names, addresses, and phone numbers of three references to:

U. S. Coast Guard Academy
Attention Dr. Gwendolyn Stevens (dar)
Waesche Hall
15 Mohegan Ave.
New London, CT 06320-4195

Applications must be postmarked by 1 December 2002. Faxed applications are also acceptable, Fax number 860-444-8516. E-mail applications will not be accepted.

HARVARD | BUSINESS | SCHOOL

Faculty Openings

Harvard Business School announces faculty positions beginning **1 July 2003**, for professorships in the following areas:

Accounting and Control: financial reporting and analysis, management accounting, and performance measurement and management control. **Closing date: 10 January 2003.**

Business, Government & International Economy: comparative politics, international political economy, business-government relations, applied macroeconomics, and business history. **Closing date: 2 December 2002.**

Entrepreneurial Management: entrepreneurial management, high technology start-ups, and corporate entrepreneurship. **Closing date: 3 December 2002.**

Finance: corporate finance, capital markets, investments, and financial institutions. **Closing date: 1 December 2002.**

Marketing: understanding consumer behavior, international marketing, business-to-business marketing, product management, new product development, marketing organization and systems. **Closing date: 1 October 2002.**

Negotiation, Organizations and Markets: negotiation and conflict resolution, incentives, and the motivation and behavior of individuals in organizations, and the design and functioning of markets. Emphasis on economic and behavioral perspectives with empirical, theoretical, and experimental methodologies. **Closing date: 3 December 2002.**

Organizational Behavior: leadership, micro- and macro-organizational behavior and human resources management. **Closing date: 31 October 2002.**

Social Enterprise: leadership and management of nonprofit, private, and public sector enterprises for the creation of social and economic value. **Closing date: 7 March 2003.**

Strategy: business unit and corporate strategy, international strategy, technology and strategy, and competitive dynamics. Closing date: **3 December 2002.**

Technology and Operations Management: management of processes for producing goods and services, management of technology, operations strategy, supply chain management/logistics, productivity, and quality. **Closing date: 16 December 2002.**

Positions entail case method teaching at graduate and executive program levels. Applicants should have outstanding records in Ph.D. and DBA programs, and strong potential and interest to do research and to develop teaching materials at the forefront of their fields. Salaries and fringe benefits are fully competitive. Candidates should submit a current CV; full transcripts of undergraduate and graduate work; a list of awards and honors received; copies of publications and current working papers; description of courses taught; and three letters of recommendation. If applying for more than one position, please submit complete packages for each position. Applications must be received by the closing date specified. Please submit materials to:

Imelda T. Dundas,
Harvard Business School,
Soldiers Field Road, Boston, Massachusetts 02163.
Equal Opportunity/Affirmative Action Employer

Bloomsburg University of Pennsylvania

Instructor/Assistant Professor of English

Ph. D. in English or Comparative Literature to teach composition and general education courses in the English Department. Specialization and ability to develop courses in Latina(o) and Chicana(o) literature. Tenure-track position, to begin in August 2003. Preferred: two years of college teaching experience, publications and conference presentations, and demonstrated ability to work with diverse populations. Finalist(s) for this position must communicate well and successfully complete an interview and/or teaching demonstration. Salary according to contract. Letter of application, vita, and 3 letters of recommendation to **Dr. Holly Johnson, Search Committee Secretary, Department of English, Bloomsburg University, 400 E. Second Street, Bloomsburg, PA 17815-1301.** Application deadline: Postmarked no later than 1 November 2002. Selected candidates will be invited to interview at MLA. Position AA# 20-1-500. Visit our website: **www.bloomu.edu/jobs**. *AA/EOE*

Florida State
UNIVERSITY

Director,
Multipurpose Facility
(Director, University Union)
Position #65088

Announcement at
http://www.fsu.edu/Jobs/

The University of Michigan
Taubman College of Architecture and Urban Planning

The College offers rigorous undergraduate, graduate and doctoral education. The award-winning College faculty of 45 full-time and 20 part-time members is actively engaged in practice, scholarship and research. In the Architecture Program there are approximately 200 undergraduates and 200 graduate students pursuing two- and three-year Master of Architecture degrees. Urban and Regional Planning enrolls 100 master's and 20 Ph.D. students. The College also enrolls about 50 students in programs offering the Master of Science and Ph.D. in architecture and the Master of Urban Design degree.

TENURED or TENURE-TRACK FACULTY

The College is seeking candidates for the following positions:

Architectural Design and Theory Up to two positions to teach design studio as well as required courses in architectural theory and criticism, representation, thesis preparation, and design fundamentals. Applicants should have a professional degree (M.Arch., or its equivalent) and experience in practice and/or a record of research and scholarly work.

Design Studies (Doctoral Program in Architecture) A position to strengthen the scholarship and teaching of Design Studies, including one or more of the following areas: design process and methods; morphological studies; or design computing. A Ph.D. or equivalent is required, as is an established record of or clear potential for funded research. Applicants must also demonstrate the capacity to contribute to the professional program(s).

Sustainable Design The University of Michigan will post a new position in sustainable design. By late October 2002 a more detailed position description can be accessed at http://www.tcaup.edu/faculty/. This will be a joint position between the Taubman College of Architecture and Urban Planning and the School of Natural Resources and Environment. The search is for a person who is knowledgeable and experienced in the application of ecological principles in the analysis and design of the built and natural environment. The candidate must excel in teaching design studio to architecture and landscape architecture students. The person should also be able to teach support courses, carry out funded research in sustainable design and/or pursue a professional practice.

Urban and Regional Planning Up to two faculty appointments, at any rank (assistant or associate rank preferred), to begin in fall 2003. We seek faculty with expertise in physical planning, housing and/or real estate development with interest in either domestic or international contexts and ability to contribute to complimentary areas. A Ph.D. in urban planning or a related field is highly desirable.

Real Estate Development A faculty appointment in real estate development, rank to be determined. The applicant will be expected to teach and do research in real estate development and to take leadership in a new real estate initiative, as the Director of the new Real Estate Certificate Program for M.U.P., M.Arch., M.U.D., M.B.A. and J.D. students. The applicant should be qualified to teach a course on structuring real estate financial deals and on analyzing real estate markets. The appointment will begin in fall 2003. The possibility exists of a faculty affiliation, such as an adjunct appointment, with the University of Michigan Business School or Law School.

FELLOWSHIPS

The Architecture Program also offers three one-year teaching fellowships: the William Muschenheim Fellowship for individuals wishing to begin an academic career, the Walter B. Sanders Fellowship for experienced practitioners, and the Willard A. Oberdick Fellowship for individuals interested in building science and design. Fellows spend one academic year in residence with the possibility of ongoing appointments.

The Doctoral Program in Architecture offers the Colin Clipson Fellowship as an opportunity for senior or junior level faculty to advance their program of research in design and to contribute to the scholarship and teaching of the doctoral program. This appointment offers a residency of one to four terms.

TO APPLY

Applicants for any of these positions should send a letter explaining their interest in the position, a curriculum vitae, names of three references and a portfolio of their professional or scholarly work. Fellowship applicants should also include a research proposal; Clipson Fellowship applicants should include a teaching proposal as well. Review of Architecture and Fellowship applications will begin November 1, 2002 with a deadline of January 15, 2003. Review of Urban and Regional Planning applications will begin December 1, 2002. Interviews are planned for January through March 2003.

Please see the college website for more information: http://www.tcaup.umich.edu/faculty/

Send materials and address inquiries to:
Chair, (insert appropriate) Program Search Committee
Taubman College of Architecture and Urban Planning
2000 Bonisteel Blvd.
Ann Arbor, MI 48109-2069

The University of Michigan is a non-discriminatory, affirmative action employer.

DEAN

COLLEGE OF INFORMATION STUDIES

The University of Maryland, College Park, invites applications and nominations for the position of Dean of the College of Information Studies. A Carnegie Extensive Research University and the flagship of the state university system, the University of Maryland is located in the Baltimore-Washington corridor, in close proximity to the nation's capital. The College of Information Studies is a leading program in the field, well known for teaching, research and service that advances an understanding of the relationships among information, information technology, and users and users of information. The College has highly ranked programs in archives, records and information management, health information, and information systems and is an active participant in international education programs. The College offers both the Master's and PhD degrees and is currently expanding its academic programs. Additional information about the College is available at its web site http://www.clis.umd.edu.

The Dean of the College of Information Studies is expected to build upon these achievements and to lead the College to an even higher level of academic excellence. Primary responsibilities include: ensuring that the program is dynamic in response to changing needs and opportunities; promoting research that is recognized as leading the field; fostering and leading cooperation with the many information related industries, government, and other agencies that make this region internationally recognized as a major center for information research and entrepreneurship; and maintaining and enhancing relations with alumni. The Dean is responsible for recruiting and retaining faculty of the highest caliber, promoting collaborative research enterprises, and managing a complex academic enterprise. The Dean of the College reports directly to the Senior Vice President for Academic Affairs and Provost.

Candidates should have an earned doctorate, a record of scholarly accomplishment commensurate with appointment as a tenured professor in the College, and a demonstrated capacity for creative and effective leadership. The successful candidate must also demonstrate a commitment to community service and leadership and a dedication to fostering the goals of diversity and affirmative action.

Salary will be competitive and commensurate with experience. The appointment date is July 1, 2003. Applicants and nominees should submit a letter of interest, curriculum vitae, and names and affiliations of at least four potential references who could be contacted by the search committee. Nominations are encouraged and will be received at any time at the address below. For best consideration, apply by November 15, 2002. All materials should be sent to:

Search Committee for Dean, College of
Information Studies
c/o Ms. Pauline Robinson
Room 1119, Main Administration
University of Maryland
College Park, MD 20742

The University of Maryland is an equal opportunity employer, and women and minorities are encouraged to apply. The University has a policy of being responsive to dual career couples.

UNIVERSITY OF
MARYLAND

PACIFIC OAKS COLLEGE

A HIGHER DEGREE OF SUCCESS

Academic Cohort Coordinator

Title V

Pacific Oaks is an independent institution of learning influenced by its Quaker heritage and dedicated to the principles of social justices, respect for diversity, and the valuing of the uniqueness of each person. We are currently seeking a professional to coordinate the involvement of the College faculty, academic directors and college departments in identifying and processing potential cohort students, and develop cohort programs, design materials, and evaluate best practices.

Must possess a Bachelor's degree, 3 years experience in an academic setting, and excellent organizational skills; ability to travel; ability to communicate verbally and in writing with all constituencies. This position will provide specialized knowledge in bicultural education and leadership. Master's degree and bilingual English/Spanish strongly preferred.

This position is available immediately. We offer competitive salary and excellent benefit package. Send letter of application, current resume, salary history, and names and contact information of three professional references to:

Personnel Director
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103
e-mail: gpnunley@pacificoaks.edu

EOE

www.pacificoaks.edu

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

GRADUATE SCHOOL OF EDUCATION

The Rutgers University Graduate School of Education anticipates faculty vacancies in the following specializations (tenure-track) to commence September 1, 2003.

COUNSELING PSYCHOLOGY: Emphasis on multiculturalism in schools (PK-12) and communities. Specialization in counseling psychology, counseling, counselor education or associated field. Licensed eligibility preferred. Research interests: School counseling; multicultural counseling; or assessment. Assistant Professor. Contact: J. Smith jebsmith@rci.rutgers.edu or S. Tomlinson-Clarke smaria@rci.rutgers.edu.

EDUCATIONAL MEASUREMENT AND EVALUATION: Educational statistics, measurement, or evaluation with research specialization in any area. Expertise in and commitment to issues in PK-16 of particular interest. Assistant Professor. Contact: J. Smith jebsmith@rci.rutgers.edu.

LITERACY EDUCATION: Reading, literacy, or integrated language arts, early or elementary level. Background in literacy education, commitment to teacher preparation and professional development. Research interests: Reading/literacy learning, or teaching. Assistant Professor. Contact: D. Strickland strickla@rci.rutgers.edu or M. Smith micsmith@rci.rutgers.edu.

MATHEMATICS EDUCATION: Mathematics and education specialization; experienced mathematics educator (PK-12) with secondary mathematics background. Research interests: Students' cognition and learning; applications of technology for teaching and learning. Assistant Professor. Contact: C. Maher cmaher@rci.rutgers.edu or M. Smith micsmith@rci.rutgers.edu.

SCIENCE EDUCATION: Chemistry and or biological sciences and education specialization (PK-12); technology applications for teaching and learning. Research interests: Instruction; learning; or curricular issues in chemistry and or biological sciences. Open rank. Contact: W. Crown wcrown@rci.rutgers.edu or M. Smith micsmith@rci.rutgers.edu.

REQUIREMENTS: Doctoral degree from major research university. Evidence of research and scholarly achievement, commitment to a strong, productive, and externally funded research program; appropriate experience and commitment to excellence in teaching. Responsibilities include: Pursuing an active program of research supported by scholarly publications, excellent teaching at both undergraduate and graduate levels, and academic program development to include curricular integration of technology. Salary and rank commensurate with candidate's background and experience. Send cover letter, current vita, and three letters of reference postmarked no later than November 30, 2002 to: GSE Search Committee, Rutgers University, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901-1183.

Rutgers University is an Affirmative Action/Equal Opportunity Employer

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Utah State
UNIVERSITY

Utah State University invites applications for a tenure-track Assistant Professor of Sociology, specializing in Stratification and Inequality with emphasis on gender or race/ethnicity. Candidates must demonstrate commitment to excellence in teaching and to research including scholarly publications and extramural research funds. Review of applications begins Nov. 1, continuing until filled.

See **http://personnel.usu.edu/W2-115-02.htm** for further information.

CAL STATE
FULLERTON

Assistant to the Vice President
Division of Student Affairs

Visit Cal State Fullerton's website for the
full Job Announcement:
http://hr.fullerton.edu/Employment/Posi_List.htm
Send your application materials to:
Search Committee for Assistant to the Vice
President, Division of Student Affairs
P.O. Box 6830 Fullerton, CA 92834-6830
FAX: (714) 278-3150, E-mail [illegible]@fullerton.edu

Cal State Fullerton is an Affirmative Action/Equal Opportunity/Title IX/ADA Employer. Minorities and women are encouraged to apply.

Northampton Community College

Northampton Community College, located in Bethlehem, PA, is in close proximity to Philadelphia, New York City, and the Pocono Mountains. Northampton is a dynamic, two year institution offering more than 60 career and transfer programs. Currently, approximately 6,000 credit and over 15,000 non-credit students are enrolled. We are a learning and student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population. We offer a competitive salary and excellent fringe benefits package, which includes health, dental, term life, long-term disability, retirement and educational assistance.

Nominations and applications are invited for the following full-time, tenure-track faculty positions beginning Spring 2003:

ARTS & SCIENCES DIVISION

- ***Early Childhood Education*** - knowledge in the arts, inclusion, technology, and early childhood leadership and planning; exp. in grant writing a plus..
- ***History*** - master's with concentration in constitutional issues
- ***Education*** - current knowledge of PA school code and K-12 classroom pedagogy

For all positions: Master's degree in discipline required; Ph.D. preferred. Three years successful college teaching and knowledge of computer-aided instruction preferred.

BUSINESS & TECHNOLOGY DIVISION

- **Math** - two positions available - one teaching at Bethlehem campus, one at Monroe campus. Master's degree in discipline required; Ph.D. preferred. Teaching and/or business experience preferred.

Send letter, resume, unofficial transcripts, and names, addresses and phone numbers of 3 references to **Human Resources, Northampton Community College, 3835 Green Pond Rd., Bethlehem, PA 18020,** fax to [illegible], or respond via e-mail to **hr@northampton.edu** by October 15, 2002.

Northampton Community College is an Equal Opportunity/Affirmation Action Employer.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Southern Indiana invites applications and nominations for the position of provost and vice president for Academic Affairs. The provost and vice president provides vision, leadership, and strategic direction for all academic components of the university. As a member of the University's executive administrative team, the provost and vice president works closely with the president, vice presidents, deans, board of trustees, and other administrative leaders to develop and implement academic policies and to advance the mission of the University. The provost and vice president will have a sophisticated understanding of the development and administration of curriculum ensuring the academic excellence, growth, and competitive advantage of the University's academic programs. Effective skills in budgeting, human resource administration, and the knowledge of the uses of technology in higher education are required. Additionally, the provost and vice president will be sensitive to the issues and needs of diverse groups and committed to advancing the cultural diversity of the University community. The individual must possess an earned doctorate, be eligible to hold faculty rank and tenure, and offer a proven record of academic leadership, scholarly accomplishments, and university-level teaching experience. Extensive and progressively responsible administrative management experience in a major academic position in higher education is required.

Established in 1965, the University of Southern Indiana is the fastest growing public institution in the state of Indiana, with 9,700 students, five academic schools, and over 58 undergraduate and 10 master's degree programs. As an institution with teaching, applied research, and service central to its mission, the University works in partnership with business, industry, and educational institutions to expand programs to meet the needs of the region.

Applications should include a letter of application, curriculum vitae, and the names, addresses, and phone numbers of three professional references. Nominations are encouraged and should include name, current title, address, telephone number, and email address of nominee. Applications and nominations may be e-mailed to ProvostSearch@usi.edu or mailed to:

Dr. Robert [illegible], Search Committee Chair
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712

For full consideration, applications and nominations must be received by **December 6, 2002**; however, the search will continue until the position is filled. Names of applicants will remain confidential until late in the search, when semi-finalists will be asked to approve disclosure.

Check our web site at **www.usi.edu/provostsearch** for more information on the University of Southern Indiana and this position.

USI is an Affirmative Action/Equal Opportunity Employer

QUEENS COLLEGE

Assistant Director of Graduate Admissions

Queens College seeks an Assistant Director of Graduate Admissions to coordinate admissions to graduate academic programs, interacting with International Student Services, Registrar, Graduate Studies, and related offices. Some evening hours are required.

Duties include reviewing applications, transcripts, and letters of recommendation; conducting preadmission/reenter counseling; determining tuition charges, coordinating advanced-standing transfer credit for prior graduate work; preparation of application forms/correspondence; and recruitment on and off campus.

Bachelor's degree required (master's preferred) and 4 years of relevant experience, preferably in an urban higher education setting, in the field of graduate and/or undergraduate admissions. Computer literacy & working knowledge of Access, Microsoft, Excel and PowerPoint preferred. Excellent communication/writing skills, professional leadership & decision-making skills desirable. Salary: $35,031–$45,801, commensurate with qualifications & experience; excellent benefits. Send resume and 3 letters of reference by 10/10/02 to Mario Caruso,
Director of Graduate Admissions,
Queens College, CUNY, 65-30
Kissena Blvd., Flushing, NY
11367-1597. *AA/EOE/IRCA/ADA*

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

DEPARTMENT OF FOREIGN LANGUAGES

ASSISTANT PROFESSOR

East Stroudsburg University is seeking applications for a full-time, tenure track Assistant Professor of Spanish to begin in Fall 2003. **Responsibilities:** Teach all levels of Spanish language, literature and culture; advise students and participate in department and university governance. Strong commitment to undergraduate teaching and program development is essential. Teaching load is four courses (three preparations) per semester. **Requirements:** Ph.D in Spanish required at time of employment; native or near-native fluency in Spanish and English, as well as experience living or studying in a Spanish-speaking country. A minimum of three years successful teaching of Spanish at the college level and a specialization in Spanish-American literature are required. Final determination will be based upon successful interview, which may include a teaching demonstration. Evidence of integration of current educational technology into language instruction is preferred. All candidates must furnish proof of eligibility to work in the U.S. upon appointment.

Submit letter of application, curriculum vitae, three recent letters of recommendation (please include phone numbers of individuals providing the references), evidence of successful teaching of Spanish at the undergraduate level, and graduate and undergraduate transcripts to: Dr. Alfredo Ahumada, Chair, Spanish Search, East Stroudsburg University, Department of Foreign Languages, East Stroudsburg University, East Stroudsburg, PA 18301. Full consideration will be given to applications received by January 31, 2003.

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply.

Visit our homepage at www.esu.edu

CLARION
UNIVERSITY

Tenure Track Positions for Fall 2003

Located in scenic Northwestern Pennsylvania, Clarion University is one of fourteen public institutions in the Pennsylvania State System of Higher Education. The university has 340 faculty and enrolls about 6,500 students on two campuses (Clarion Campus in Clarion and Venango Campus in Oil City), a major Nursing teaching site at West Penn Hospital in Pittsburgh, and multiple off-campus locations.

The university is interested in candidates who can demonstrate outstanding potential for excellence in teaching through a successful interview and/or classroom demonstration and who are committed to innovative teaching approaches and the creative use of instructional technology. Individuals may be assigned work at off campus sites and/or be assigned to provide instruction by way of distance technology. Additional information may be obtained at www.clarion.edu/admin/humanresources/ or through contact with the individuals listed in each of the descriptions that follow.

Applications must include: current vita; official transcripts from all colleges and universities attended (unofficial transcripts are acceptable for review purposes); letter of application highlighting the applicant's qualifications and teaching interests; names and contact information for three professional references who have current knowledge of the applicant's abilities as a teacher. Contact information should include business address, telephone numbers, and e-mail addresses. All faculty positions listed are anticipated to be offered at the assistant professor level except where noted below. The doctorate or terminal degree is required for tenure. ABD applicants will be considered for positions except where noted.

Full consideration will be given to applications received by October 31, 2002.

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

College of Arts and Sciences

Chemistry: PhD/ABD in Organic Chemistry required. Research experience in synthesis, environmental or biological applications in organic chemistry preferred. Contact: Search Committee, Chemistry Department. E-mail: bbrent@clarion.edu

Communication: PhD or ABD in Communication or related field is required. Specialties preferred: graphics design, photography, video production, web site design, and/or multimedia design. Contact: Search Committee, Communication Department. E-mail: skuehn@clarionedu

Mathematics: PhD/ABD in Mathematics or related field is required. Specialty open with background in industrial and applied mathematics preferred. Additional areas of need: geometry, statistics. Contact: Mathematics Search Committee, Mathematics Department. E-mail: mathsearch@clarion.edu

Music: Doctorate/ABD in Music field or sixty-credit MFA in Music is required. Director of Choirs/Music Education. Responsible for coordinating and conducting university choral program, teach courses in choral music education and conducting, supervise student teachers and teach applied voice. Contact: Music Search Committee, Music Department. E-mail: kdannessa@clarion.edu

Socio-Cultural Anthropology: PhD/ABD in Anthropology is required. Geographic area: Latin America, Sub-Saharan Africa or Asia. Contact: Dr. Susan Prezzano, Department of Anthropology, Geography and Earth Science. E-mail: sprezzano@clarion.edu

College of Business Administration

Accountancy: Doctorate or ABD in Accounting is required. Teaching in managerial/cost, systems, advanced and/or international accounting. Research and publication required. Appointment at Associate or Full Professor is possible. Contact: Accountancy Search Committee, Department of Accountancy. E-mail: toliver@clarion.edu

Marketing: Doctorate or ABD in Marketing is required. Teaching in marketing management, retailing, principles of marketing, and possible marketing research. Research and publication required. Appointment at Associate Professor is possible. Contact: Marketing Search Committee, Department of Marketing. E-mail: traynor@clarion.edu

College of Education and Human Services

Special Education: Doctorate or ABD required. Teacher certification in special education is required. Three years teaching experience preferred. PA Child Abuse History and PA Criminal History clearances required. Expertise in mild disabilities and/or physical, multiple, or severe disabilities required. Associate Professor possible. Contact: Dr. Mark Kilwein, Department of Special Education and Rehabilitative Sciences. E-mail: mkilwein@clarion.edu

Speech Language Pathology: Earned doctorate in Speech-Language Pathology or related field with CCC-SLP required. Teaching at both undergraduate and graduate level with scholarly development required. Contact: Prof. Kathy Linnan, Communication Speech Disorders Department. E-mail: klinnan@clarion.edu

School of Nursing

Nursing: Doctorate in Nursing preferred. Masters in Nursing with significant active progress toward doctorate required. Clinical and/or teaching experience in OB-GYN preferred. Classroom teaching, clinical supervision, distance teaching, and off-campus/non-traditional scheduling expected. Contact: Prof. Anne Shiley, Department of Nursing, 1801 West First Street, Oil City, PA, 16301. E-mail: ashiley@clarion.edu

Administrative Position

Associate Dean and Director of Field Services: Earned doctorate in a discipline within the College of Education and Human Services required. This is a management position that does not carry rank and tenure. Three years teaching experience in public K-12 education required with three years college/university teaching experience preferred. Evidence of successful collaboration with schools or other agencies, demonstrated knowledge of current trends and issues in education, evidence of effective leadership, communications, and interpersonal skills, sensitivity to current issues in human services, demonstrated experience working with students of diverse backgrounds, and expertise in computer applications required. Contact: Dr. Vickie Harry, Education Department. E-mail: vharry@clarion.edu

BROWN UNIVERSITY

Executive Director of the Leadership Alliance

Brown University invites nominations and applications for the position of Executive Director of the Leadership Alliance.

The Leadership Alliance is a consortium of 29 leading research and teaching institutions, including minority-serving institutions, dedicated to improving the participation of underrepresented students in graduate studies, Ph.D. programs, and, ultimately, research professions in the academic, public, and private sectors. Founded in 1992 and housed at Brown University, the Leadership Alliance has served well over 1,000 students through summer research programs, several hundred of whom have gone on to graduate schools and M.D./Ph.D. programs. It has also facilitated more than 100 faculty exchanges and has supported the professional development of faculty from member institutions.

The executive director works with members of the consortium, staff, the Program Advisory Board, and the External Advisory Board to devise strategic plans and innovative programs that develop a core of outstanding leaders and role models by providing excellent educational opportunities through Leadership Alliance activities and initiatives. She or he provides the leadership and vision to create a unified purpose among the diverse membership of the consortium and works with members of the consortium and staff to raise the revenue necessary to support the program goals. The executive director serves as a highly visible spokesperson for the Leadership Alliance and builds collaborative relationships with research and teaching institutions, funding sources, and other member institutions.

The successful candidate will have a Ph.D. or an equivalent combination of education and experience. He or she will also demonstrate a distinguished record of academic achievement or administrative experience that provides a foundation from which to lead, inspire, and persuade others in influential positions to join the Leadership Alliance in achieving its goals. Additional qualifications include significant leadership experience in higher education, including strategic and financial planning; an established track record in developing, implementing, and evaluating programs and in grantsmanship and fundraising activities; and the ability to bring together diverse groups to support a common cause.

The executive director position is currently a half-time position. The search committee encourages applications from individuals seeking a full-time position with a broader administrative profile and/or with the scholarly and teaching credentials appropriate for a faculty appointment.

Applications should include a curriculum vitae and a cover letter that describes the candidate's interest in the position. Applications and nominations must be received by October 18, 2002, in order to be assured full consideration, but the search will continue until an executive director is appointed. Nominations and applications should be sent to:

Executive Director of the Leadership Alliance Search Committee
Office of the President
Box 1860, Brown University
Providence, RI 02912

An Equal Opportunity/Affirmative Action Employer

Visit our website at: **www.brown.edu**

Assistant Professor, English

Tenure-track position in composition at the beginning Assistant Professor level starting Fall 2003. Applicants must have a Ph.D. in English with Specialization in Composition. Candidates should be willing to teach writing courses in first- and second-year interdisciplinary general education curriculum, including CAP 111-Writing for Cultural Literacy + CAP 211-Writing in the Discipline. Candidate should also be willing to teach undergraduate, master's level, and on-line courses in Rhetoric, the Teaching of Composition, and other courses in his or her field. Preference will be given to candidates with teaching experience at a college or university in these areas. Teaching load is three courses (12 hours) per semester, which includes core courses for Program. Must have potential for contributing to scholarship and service in fields of expertise. The University of Illinois at Springfield is located in the state capital and is the third campus of the University of Illinois. The UIS campus serves approximately 4,600 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and broad engagement in public affairs issues. The campus offers many small classes, substantial student-faculty interaction, and a rapidly evolving technology-enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty consists of committed teachers, active scholars, and professionals in service to society. For more information, please consult our website at **www.uis.edu.** Send letter of application, vita, transcripts, and three letters of reference to **University of Illinois at Springfield, One University Plaza, Composition Search Committee, English Program, Brookens 482, Springfield, IL 62703.** Review of applications begins October 1, 2002 and will continue until position is filled. Applications acknowledged by letter. *The University of Illinois at Springfield is an Affirmative Action/Equal Opportunity employer. Women, minorities, and persons with disabilities are encouraged to apply.*

http://www.uis.edu/~english

WPI

DIRECTOR OF MINORITY AFFAIRS

MINORITY AFFAIRS AND OUTREACH PROGRAMS

WPI is re-opening the search for a full time Director of Minority Affairs. The Director serves as the chief resource, advisor and advocate for WPI's underrepresented African American, Hispanic and Native American students. The Director of Minority Affairs will report to the Associate Vice President for Student Affairs/Dean of Students and will serve as a member of the Student Life team. The Director will work collaboratively with other university staff to improve the quality of life of all students and to promote an inclusive campus community.

The Director will facilitate the academic excellence and retention of underrepresented students; develop and coordinate services and programs designed to enhance the social, educational and cultural experience of students of color; provide leadership to underrepresented student organizations; write proposals and grants and assist with fundraising for scholarships and special programs; work closely with the Admissions staff in the recruitment and enrollment of students of color; and serve as a resource to the campus community in developing programs that promote diversity and pluralism.

Master's degree preferred in Student Personnel, Counseling, Higher Education or related field and 5-7 years of demonstrated progressive experience in program planning, academic support services and multicultural services in an educational environment; demonstrated commitment to advocacy and issues related to diversity; strong interpersonal, communication, advising and organizational skills; team player who can interact successfully with minority and majority students.

WPI offers a smoke free environment. Competitive compensation and an excellent benefits package include health insurance, family tuition reimbursement and generous vacations. Interested candidates should submit a cover letter and resume to **Director of Minority Affairs search committee, WPI, Human Resources, 100 Institute Road, Worcester, MA 01609-2280. You may fax your information to 508-831-5715 or email: human-resources@wpi.edu.** For further information visit our website at http://www.wpi.edu/Admin/HR/. *No phone calls please.*

Worcester Polytechnic Institute

To enrich education through diversity
WPI is an affirmative action, equal opportunity employer.

FACULTY OPENING

The Richard and Rhoda Goldman School of Public Policy invites applications for an appointment to the faculty at the Assistant Professor rank to begin July 1, 2003. The candidate should be equipped to teach a required first-year graduate class in law and public policy. Preference will be given to scholars who have demonstrated through publication the potential to make leading research contributions relevant to the analysis of public policy problems, who have teaching experience, and who have demonstrated through their activities a commitment to public policy. Qualified applicants must hold a doctoral degree or its equivalent at the time of application.

The School seeks an individual whose interests are interdisciplinary and integrative in a manner useful for public problem solving. The School expects to appoint an individual who is broadly conversant with the social and behavioral sciences and who will engage with an intellectually diverse faculty.

Candidates should send (1) a cover letter, (2) a curriculum vitae, (3) an example of an article submitted to or accepted by a refereed journal, (4) a brief summary of professional training, (5) a brief summary of relevant teaching experience, and (6) the names of three references to: **Professor Eugene Bardach, Faculty Search Committee, Goldman School of Public Policy, University of California, 2607 Hearst Ave. #7320, Berkeley CA 94720-7320. The deadline to submit an application is December 16, 2002.** Applications received after the postmark of that date will not be considered. Early applications are encouraged.

The University of California is an Equal Opportunity, Affirmative Action Employer

WASHBURN UNIVERSITY

DEAN, SCHOOL OF BUSINESS

WASHBURN UNIVERSITY invites nominations and applications for Dean, School of Business beginning July 1, 2003. The School offers bachelor degrees in accounting, economics, finance, management and marketing, an International Business minor, and an MBA degree, with 25 full-time faculty serving 600 undergraduates and 140 graduates. The Dean reports to Vice President for Academic Affairs and administers the School with the aid of a professional and administrative staff.

RESPONSIBILITIES: Facilitate positive relations with/among faculty, administrators, staff, students; budget planning; personnel, faculty and curriculum development; represent School; work to enhance University's involvement in business community/economic development; work with faculty to achieve School/University academic goals, including AACSB accreditation.

QUALIFICATIONS: Earned doctorate; teaching, scholarship and service profile commensurate with tenured faculty appointment as professor in one of School's academic areas or related area; experience with AACSB accreditation; successful academic leadership/administration experience demonstrating ability to be a strong advocate for excellence in teaching, scholarly activity, and service; potential to provide leadership in developing external support for School. Salary commensurate with qualifications/experience. Application review begins November 13, 2002, and continues until suitable candidate identified. Submit vita, transcripts, letter of interest, at least 5 references to **Bill Roach or Robert Kerchner, Chair, School of Business Dean Search Committee, Washburn University, 1700 SW College, Topeka, KS, 66621.** To enrich education through diversity, Washburn University is an EOE. Candidates from under-represented groups are encouraged to apply.

For complete job description see
http://www.washburn.edu/admin/vpaa/academicpositions.shtml

Iona College, New Rochelle, NY

ASSISTANT PROFESSORS OF ENGLISH

School of Arts & Science

Iona College announces two full time, tenure-track positions at the level of Assistant Professor, beginning in Fall 2003. PhD is required. The normal teaching load is four courses (12 hours) per semester, including freshmen composition and sophomore-level literature courses.

• LINGUISTICS AND THE HISTORY OF THE ENGLISH LANGUAGE

A secondary expertise in the theory and practice of writing for teachers of composition, at the undergraduate and graduate levels, would be helpful. *Please submit materials, attention: Linguistics Search Committee.*

• MEDIEVAL LITERATURE

Please submit materials, attention: Medieval Search Committee.

Applicants should submit application and vita, and under separate cover, three letters of recommendation and an official transcript. Materials should be postmarked by November 15, 2002.

Department of English

IONA

715 North Avenue, New Rochelle, NY 10801

Iona College is a diverse community of learners and scholars dedicated to academic excellence in the tradition of the Christian Brothers and American Catholic higher education and is an equal opportunity employer.

SOLANO COMMUNITY COLLEGE

SOLANO COUNTY
COMMUNITY COLLEGE
DISTRICT

SUPERINTENDENT-PRESIDENT

The Governing Board invites applications and nominations for the position of Superintendent-President position of Solano County Community College District, which is located halfway between Sacramento and San Francisco at the Gateway to the Wine County and serves one of the fastest growing areas in California.

Over 18,000 full and part-time students enjoy a comprehensive community college which offers instruction in the academic areas, as well as, over 35 vocational fields. The school's lower-division courses parallel those at the University, State and independent college levels, providing students a seamless transition when transferring to universities and colleges. Our dedicated faculty and staff are known for their high-level quality education and commitment to excellence and student success. We seek a recognized educator who will achieve the college's vision of commitment to excellence, innovative teaching and learning and student success through the unified efforts of the campus community.

Review of applications will begin October 18, 2002.

To receive a brochure, contact:

Dr. Tom Van Groningen
Superintendent-President
Search Consultant
516 Barringham Lane
Modesto, CA 95350
Phone: 209-529-8462
Fax: 209-529-7316
E-mail: tvg9047s@aol.com

FORDHAM
University
441 East Fordham Road
Bronx, NY 10458

Fordham University has tenure-track positions open in the following departments:

African & African-American Studies (www.fordham.edu/aaas/)

African Studies, with Ph.D. in political science, history or a social science discipline. Research specialty and teaching experience in Africa; secondary background in interdisciplinary African Diaspora studies desirable. Send letter of application, CV, and three letters of recommendation by December 15 to Dr. Mark Chapman, Chair, African and African American Studies Department. See also listing in the AHA magazine, "Perspectives."

English (www.fordham.edu/english/)

American Literature with an emphasis in race and ethnic studies. Primary area of specialization in either U.S. Latino/a or Asian-American especially welcome. Send letter of application, CV, and dissertation abstract to Chris GoGwilt, Chair, Department of English, by November 1. For this and other openings see MLA Job Information List.

History (www.fordham.edu/history/)

U.S. Latino/a history; other specializations such as native American or borderlands history desirable. Send a letter of application, CV, and three letters of recommendation to Richard F. Gyug, Chair, Department of History by 1 December 2002. For this and other openings see listings in the AHA magazine, "Perspectives."

Modern Languages & Literatures

Spanish, specializing in Latin American Literature with an expertise in colonial and postcolonial studies. Send CV and three letters of reference to Chair of the Search, Department of Modern Languages and Literatures, by November 1. For this and other openings see MLA Job Information List.

All positions are at the Assistant Professor level, and include opportunities to work with interdisciplinary programs such as Latin American and Latino Studies, American Catholic Studies, American Studies, Literary Studies, and Women's Studies.

Fordham is an independent, Catholic university in the Jesuit tradition and welcomes applications from men and women of all backgrounds. Fordham University is an affirmative action/equal opportunity employer.

School of Education

http://education.indiana.edu

The **Indiana University School of Education at Bloomington and Indianapolis** enjoys a core campus relationship. Indiana University is a research extensive institution with a strong University Graduate School. The School of Education is organized into five departments: Counseling & Educational Psychology, Curriculum & Instruction, Educational Leadership & Policy Studies, Instructional Systems Technology, and Language Education. As a function of our long range planning efforts the faculty of the School of Education reaffirmed our commitment to leadership in applications of technology to enhance teaching and learning. Candidates with expertise in the use of technology for research and instruction are encouraged to apply. Our facilities are state of the art with an advanced network environment. The nation's largest university owned supercomputer was placed online this year and operates across the Bloomington and Indianapolis campuses. We are seeking outstanding individuals to join our faculty in August 2003.

Art Education - assistant professor, tenure track, Department of Curriculum and Instruction.

Qualifications: An earned doctoral degree in art education, and a minimum of three years full time teaching experience at the elementary and/or secondary level. Candidates should demonstrate potential for creating a substantial research program, evidence of excellence in teaching, and professional service to art education. **Responsibilities:** The successful candidate will be expected to provide leadership in mentoring undergraduate, masters, and doctoral level students, and to develop a distinguished record of research and publication. **Applications:** Screening of applicants will begin **November 1, 2002** and will continue until the position is filled. Applicants should submit a statement regarding their professional goals and research interests, curriculum vita, representative reprints of publications and/or scholarly writing, evidence of teaching effectiveness, and three letters of recommendation to: Enid Zimmerman, Chair, Art Education Search Committee, Indiana University School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006, Email: zimmerm@indiana.edu or 812.856.8172. Also see: http://www.indiana.edu/~arted/

Elementary Reading/Literacy Education - assistant professor, tenure track, Department of Language Education

Qualifications: An earned doctorate with preference given to candidates with a broad based preparation in literacy education. Candidates should show evidence of an active research agenda and have teaching experience including working with teachers in public school settings. Work in the fields of curriculum and assessment and in technology and literacy education should be clearly delineated. **Responsibilities:** Candidates will be expected to teach reading and language arts methods at the undergraduate level as well as exert leadership in reading and language arts teacher education, with immediate responsibilities to include the supervision of associate instructors in a final course in our undergraduate sequence which focuses on literacy assessment. In addition, candidates will be expected to offer instruction at the graduate level and have an active program of research. **Applications:** Review of credentials will begin **December 15, 2002** and continue until the position is filled. Submit a complete vita, three original letters of recommendation, samples of course syllabi, and publications to: Jerome C. Harste, Chair, Reading/Language Arts Search Committee, Indiana University School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. Email: harste@indiana.edu. Also see http://education.indiana.edu/~langed.

Foreign and Second Language Education - assistant professor, tenure track, Department of Language Education

Qualifications: An earned doctorate in Foreign Language Education, Applied Linguistics, or related area. Expertise in sociolinguistic applications to foreign and second language pedagogy is expected. Candidates should demonstrate a firm grounding in the teaching of language minority students including bilingual and immersion education as well as international teaching of English as a foreign language. **Responsibilities:** to teach foreign and second language methodology courses in our undergraduate and graduate programs; assist with leadership in foreign and second language teacher education; help coordinate masters and doctoral programs and assist in the direction of the program and license areas of foreign language teaching, bilingual/bicultural education, and English as a Second or New Language. **Applications:** Review of credentials will begin **December 1, 2002** and continue until the position is filled. Submit a complete vita, three original letters of recommendation, samples of course syllabi, and publications to: Language Education Search Committee, c/o Inger Nemcik, Indiana University School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. Email: Professor Larry Mikulecky at mikuleck@indiana.edu. Also see http://education.indiana.edu/~langed.

Science Education, Assistant Professor - tenure track, Department of Curriculum and Instruction

Qualifications: An earned doctorate with an emphasis in secondary science education, a strong background in science, and successful experience in integration of technology in secondary science curriculum. **Responsibilities:** Teach and advise a diverse undergraduate and graduate student body; develop/maintain a strong research agenda as evidenced by grant support and refereed publications; supervise graduate student theses and dissertations; and provide national, state and local science education leadership. **Applications:** Screening of applications will begin **November 1, 2002** and continue until the position is filled. Applicants should submit a letter of application explaining how their qualifications fit the position, vita, graduate and undergraduate transcripts, three letters of recommendation, and one to three examples of best scholarly work to: Professor Lee Ehman, Chair, Science Education Search Committee, Indiana University School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. Email: ehman@indiana.edu or 812.856.8139. Also see http://www.indiana.edu/~scied/.

Secondary Education Generalist - Assistant Professor, tenure track, Department of Curriculum and Instruction

Qualifications: An earned doctorate with an emphasis in Curriculum Studies or a related field; a line of research relevant to secondary education, school reform, curriculum theory, teaching methods, and/or teacher education; publications in one or more of the above areas; and experience working with secondary teachers. **Responsibilities:** Develop and maintain a strong research agenda as evidenced by conference presentations and refereed publications; provide national and international leadership in the field of secondary education; teach undergraduate certification courses; teach graduate curriculum studies courses in areas such as feminist or post-modern education thought; the social, ethical, and/or aesthetic theories of education; or on other topics related to contemporary secondary school reform; and advise masters and doctoral students. **Applications:** Review of applications will begin **November 1, 2002,** and continue until the position is filled. Applicants are asked to have three letters of reference sent directly to the search committee chair and to submit a letter of application, current vita, and a sample of scholarly writing to: Dr. David Flinders, Chair, Secondary Education Search Committee, Indiana University School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006, Email: dflinder@indiana.edu. Also see http://www.indiana.edu/~second/

The faculty of Indiana University is committed to achieving excellence through cultural diversity.
The university actively encourages applications and nominations of women, persons of color, applicants with disabilities and members of other underrepresented groups.

MANCHESTER
COMMUNITY
COLLEGE

MCC, a dynamic institution with top-notch staff, state-of-the-art facilities, outstanding educational programs, and a strong commitment to diversity, is seeking candidates to fill the anticipated opening for:

Registrar/Director of Records

For a copy of the vacancy announcement, including minimum qualifications, please visit our Web site at **http://www.mcc.commnet.edu,** or call (860) 512-3610. Please send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Human Resources
Manchester Community College
Great Path
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than October 24, 2002
EOE/AA/M/F

English

Cleveland State
University

Assistant Professor Of English

Cleveland State University, Cleveland, Ohio invites applications and nominations for the position of **Assistant Professor of English.** The closing date for applications is November 1, 2002. **For full details and application process information, see the job posting on our Web Site at www.csuohio.edu/HRD/ or www.HigherEdJobs.com**

VACANCY NOTICE

U.S. AIR WAR COLLEGE

The Air War College (Maxwell Air Force Base, Montgomery, AL) seeks an organizational psychologist for a full time faculty position in the Department of Leadership and Ethics. The Air War College offers a 10-month graduate-level program involving some 265 military and civilian officials from the United States and 45 other countries. Air War College graduates go on to senior positions in the US Department of Defense and the military services of allied nations. The Department of Leadership and Ethics, comprised of scholars and practitioners from a rich diversity of academic and professional experience, teaches the competencies, challenges and ethical context of strategic leadership. This appointment offers an environment with unique opportunities for professional growth and research. It features regular access to high-level military and civilian leaders.

The successful candidate will teach seminars in the leadership core course, will contribute to curriculum development, will offer electives, and is expected to research and publish in areas of personal expertise. A Ph.D. is required. Teaching experience at the graduate level and government or military experience are desirable. The academic rank and salary for this position will depend on the qualifications of the successful applicant. This position will remain open until filled, but screening will begin immediately. To apply, submit vitae or resume; OF Form 612, Optional Application for Federal Employment; or Standard Form 171, Application for Federal Employment, and names and phone numbers of three references to **Ms. Sara Hopkins, 42 MSS/DPCS, 50 LeMay Plaza South, Maxwell AFB AL 36112-6334.** Ms. Hopkins may be reached at (334) 953-3019, fax (334) 953-6040, E-mail: sara.hopkins@maxwell.af.mil. Applicants with previous military or federal service must include appropriate documentation with their application, such as Notification of Personnel Action (SF 50) or member copy (4) of DD-214, Release from Active Duty. For information concerning the application process, contact Ms. Hopkins. For information concerning the duties of this position, contact **Dr. Dan Henk, Associate Professor, Department of Leadership and Ethics, Air War College, 325 Chennault Circle, Maxwell AFB, AL., 36112-6427**; telephone 334-953-1625. E-mail inquiries: dan.henk@maxwell.af.mil mailto:dan.henk@maxwell.af.mil You may visit the Air War College homepage at **www.au.af.mil/au/awc/awchome.htm.**

The Air War College, Air University, is an EO employer and applications from women and minority candidates are strongly encouraged.

UNIVERSITY OF CALIFORNIA

The University of California is an Equal Opportunity Employer committed to excellence through diversity.

The University of California is currently seeking applicants for the **President's Postdoctoral Fellowship Program.** The Program offers postdoctoral research fellowships to outstanding scholars committed to university careers in research, teaching and service that will enhance academic diversity at the University of California. The application deadline for 2003-04 fellowships is **November 15, 2002.** Information and application forms are available at: http://www.ucop.edu/acadadv/ppfp/

The campuses of the University of California provide exciting environments that foster world-class educational and research opportunities. The University of California continuously seeks applicants for faculty positions at each of its ten campuses. Links to campus web sites announcing faculty and other academic appointments can be found at: http://www.ucop.edu/acadadv/aca-jobs.html

Berkeley | Davis | Irvine | Merced | Los Angeles | Riverside
San Diego | San Francisco | Santa Barbara | Santa Cruz

DEAN OF THE COLLEGE OF ARTS AND SCIENCES

Cornell University seeks a Dean of its College of Arts and Sciences, to take office on July 1, 2003. The College is the largest at Cornell, with about 500 tenure-track faculty and 200 non-professorial faculty in 30 departments in the natural sciences, social sciences, arts, and humanities. It enrolls about 4,000 undergraduates of its own, and also provides important elements of the curricula for the University's remaining 9,000 undergraduates enrolled in other colleges such as Engineering and Agriculture and Life Sciences. Graduate enrollment in the College totals about 1,500.

The Dean of the College is responsible for both its academic and financial affairs and must therefore have a distinguished record in scholarship and teaching, as well as the ability to lead a large and complex organization. The Dean must be able to work effectively both with College faculty and administrative staff and also with other deans and the University's central administration. Finally, the Dean must also be capable of effectively representing the College's interests to a wider audience of its alumni and friends.

The University would particularly like to know of candidates who are women or members of other historically underrepresented groups. All nominations, expressions of interest, and inquiries should be directed to:

CORNELL

Provost Biddy Martin, Chair
Search Committee for Dean of
the College of Arts and Sciences
300 Day Hall, Cornell University
Ithaca, New York 14853-2801
Tel.: (607) 255-2364, FAX: (607) 255-9412
E-mail: cam18@cornell.edu

All applications and inquiries will be treated in a strictly confidential manner and should arrive in Ithaca by November 1, 2002.

Cornell University is an Affirmative Action/
Equal Opportunity Employer and Educator.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

Georgia Institute of Technology

Assistant Professor of American Literature. The School of Literature, Communication, and Culture of the Georgia Institute of Technology plans (budget permitting) to hire one or more scholars working in 18th or 19th Century American Literature and the Cultural Studies of Science and Technology (preference for multi-ethnic literatures)

Assistant Professor of Early Modern. The School of Literature, Communication, and Culture of the Georgia Institute of Technology plans (budget permitting) to hire a scholar working in Literature and the Cultural Studies of Science and Technology of the Early Modern period.

Assistant Professor of Post-Colonialism. The School of Literature, Communication, and Culture of the Georgia Institute of Technology plans (budget permitting) to hire a scholar working in Post-Colonial Literature and the Cultural Studies of Science and Technology.

LCC offers an innovative degree in Science, Technology, and Culture with faculty drawn from a broad range of disciplines and specialties. The normal teaching load is 2/2.

Please visit our web site, **www.lcc.gatech.edu** for a detailed description of the curriculum and the research interests of the faculty. We will begin reviewing applications on November 1, and will conduct interviews at the Modern Language Association convention. Please send CV and list of references to **Kenneth Knoespel, Chair, Search Committee, LCC, Georgia Institute of Technology, Atlanta, GA 30332-0165.** *The Georgia Institute of Technology is an equal opportunity/affirmative action employer. Minority candidates are encouraged to apply.*

University of Cincinnati

Associate Vice President for Human Resources

(22UC8113) The Division of Administrative and Business Services at the University of Cincinnati invites applications and nominations for the new position of Associate Vice President for Human Resources. The university seeks an experienced, creative and collaborative leader.

The University of Cincinnati, established in 1819, is a comprehensive state institution with over 33,000 students, 14,000 faculty and staff, 500 undergraduate and graduate degree programs, 17 colleges and $700 million annual budget. It is a doctoral/research university-extensive category with sponsored awards exceeding $150 million. The 200-acre main campus is located just north of downtown Cincinnati, one of the nation's most livable cities. Two branch campuses are located north and east of the city. The university's medical center is one of the nation's largest teaching/research/treatment facilities.

Reporting to the Vice President for Administrative and Business Services, the Associate Vice President will serve as the university's chief human resources officer. Areas of responsibility include university personnel policy and procedures, employment/recruitment services, organizational development and training, benefits/compensation, employee and labor relations, and employee information systems (including payroll and human resources data management).

The Associate Vice President will design, implement and administer a wide range of policies and programs within the mission of the university and in partnership with all members of the diverse university community. In addition, this individual will provide leadership to a staff of 70 with an approximate operations budget of $2.6 million in a team-based environment with a focus on providing quality services in a productive and consistent manner.

Min. Quals.: Master's degree in a human resource or related field or an equivalent appropriate combination of edu./exp.; minimum of 7 yrs. related human resources exp. and at least 3 yrs. managerial/supervisory exp.; demonstrated success in human resource management in a unionized environment and in a complex university setting; and excellent written/verbal communication and interpersonal skills. The ideal candidate will have exp. with a sophisticated computer-based human resource system.

Review of resumes will begin immediately and resume will be accepted until the position is filled.
Send resume and the name of 3 references to: Jim Tucker, Vice President for Administrative and Business Services, University of Cincinnati, PO Box 210080, Cincinnati OH 45221-0080.

UNIVERSITY OF
Cincinnati

The University of Cincinnati is an affirmative action/equal opportunity employer.
UC is a smoke-free work environment.

T·H·E
OHIO
STATE
UNIVERSITY

Director of Utilities
Physical Facilities Department
The Ohio State University – Columbus

The Ohio State University is seeking applicants for the Director of Utilities for the Physical Facilities Department. Reporting to the Assistant VP of Operations, the Director of Utilities will be responsible for the administration and management of all activities related to the operation of the Utilities Division. The Director of Utilities is responsible for ensuring the generation and delivery of consistent, high quality, efficient, reliable, cost effective and environmentally sound steam, heating and domestic hot water, chilled water, compressed air, electrical power, potable water and natural gas for use in the university's facilities. The Director monitors departmental budgets, expenditures, and staffing levels, while working to develop quality-based, customer-focused processes to meet internal and external customer service needs and expectations. Responsibilities involve supervising 60 staff members, administering a $3 million operational budget, participation in the preparation of utilities contracts, and the maintenance of the utilities infrastructure.

Minimum qualifications: A bachelor's degree, preferably in mechanical, electrical, nuclear or industrial engineering, or energy management, is required. Registration as a Professional Engineer in Ohio, or a state with reciprocity, is required. Demonstrated leadership skills in managing organizations with over 30 employees is required. Experience managing a budget of over $2 mil/year or more is required. A minimum of five years' experience in a senior leadership position in the Utilities Division of a university is desired. The ideal candidate will have a master's degree in business administration or related discipline (or equivalent combination of education and experience), experience working with labor unions, and the ability to work with customers and meet their needs in a reduced resources environment. Excellent human relations skills and the ability to impart quality customer service principles to the organization are a must.

Salary: Commensurate with education and experience.
Application Deadline: November 4, 2002

For more information please visit our website: **www.physfac.ohio-state.edu.**

To apply, please submit a letter of interest, salary requirement and resume to: **The Ohio State University, Department of Physical Facilities, Attn: Heather Hudnell, 2003 Millikin Road, Columbus, OH 43210-1268, hudnell.8@osu.edu**

The Ohio State University is an Equal Opportunity/Affirmative Action employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

CAL STATE
FULLERTON

Associate Vice President, Division of Student Affairs

California State University, Fullerton, is a major university located in the Orange County region of Southern California, and one of the fastest growing institutions in the 23-campus California State University system. The Division of Student Affairs is now inviting nominations and applications for the position of Associate Vice President.

This Division of Student Affairs is responsible for services and programs that support the academic mission of the University and provide students with opportunities for personal growth. Please see our website at **www.fullerton.edu/sa/** for a full list of the departments, services and programs in the Division of Student Affairs.

Visit Cal State Fullerton's website for the full job announcement:
http://hr.fullerton.edu/Employment/Post_List.html
Send material to:
Search Committee for Associate Vice President
Student Affairs, Budget and Human Resource Office
(LH-206) Attn: Karen Wall P.O. Box 6830
Fullerton, CA 92834-6830
(714) 278-2591 FAX: (714) 278-5150
E-mail: kwall@fullerton.edu

Cal State Fullerton is an Affirmative Action/Equal Opportunity/Title IX/ADA Employer. Minorities and women are encouraged to apply.

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Tenure Track Faculty Position in Political Science and the U.S. Latino/a Studies Program

The Department of Political Science and the U.S. Latino/a Studies Program seeks qualified candidates for a new joint faculty position on U.S. Latino Politics and American political behavior. The successful applicant will be expected to teach half-time in the Department of Political Science and half-time in the U.S. Latino/a Studies Program. The normal course load is four courses per year. The successful candidate will teach Introduction to U.S. Latino/a Studies and a course on U.S. Latino Politics and two other courses in the areas of minority or interest group politics, electoral behavior, and state/national public policy. The successful candidate may also include a teaching/research interest in immigration/ migration policy or rural community development in order to contribute to the graduate program in public administration.

A Ph.D. in Political Science with evidence of work in Latino studies is required. In addition, the applicant must possess potential for scholarly research and successful teaching. Candidates should forward a statement summarizing interests and skills applicable to the position, curriculum vitae, publications, and letters from at least three references to: **Political Science/Latino Studies Search Committee, Department of Political Science, 503 Ross Hall, Iowa State University, Ames, Iowa, 50011.** Review of applications will begin November 1, 2002 and will continue until position is filled. *ISU is an EEO/AA employer.*

BRYN MAWR COLLEGE

The Center for Ethnicities, Communities and Social Policy at Bryn Mawr College invites applications for two Rockefeller Resident Fellowships for the 2003-2004 academic year. Our Center's three year research project is "Ethnic Identities and Transformations: The Meaning and Experience of Ethnicity in the 21st Century." We are currently seeking applications from candidates at least three years beyond their dissertation in the Social Sciences or the Humanities. Our theme for 2003-2004 is "Cultural Resiliency and Transformation: Construction of New Communities/Coalitions." Applicants should send a letter of application, a 5-10 page prospectus of their research project, a CV, and three letters of reference to:

Karen Sulpizio
Administrative Assistant
Bryn Mawr College
101 N. Merion Avenue, Dolton Hall
Bryn Mawr, PA 19010-2899

Email: ksulpizi@brynmawr.edu. We will begin reading dossiers on January 15, 2003.

For further information consult:
www.brynmawr.edu/ethnicities

Bryn Mawr College is an equal opportunity, affirmative action employer. Minority candidates and women are especially encouraged to apply.

ASSOCIATE DIRECTOR OF PHYSICAL PLANT

The associate director of Physical Plant provides high level administrative and management support for all day-to-day operations of the University's cogeneration and utilities. Assists in planning, policy development, budgeting, staffing and development and overall management of the Physical Plant department. Acts as the primary Physical Plant customer service representative soliciting suggestions from customers and promptly addressing customer concerns. Additional responsibilities include: design and specification review, utility coordination and substantial completion for all new construction and renovation projects and oversight of the Maintenance Management Information System.

Qualifications: Bachelor's degree in mechanical/electrical engineering or related field. Higher level degree or professional license is preferred. Eight years' of administrative and management experience in a diverse, complex organization is required. Experience with personnel issues (hiring, evaluating fostering professional development) is required. Experience in budget development and oversight is essential. Knowledge and experience in a higher education organization, as well as in working with a student service organization is desirable. Must have effective interpersonal and communication skills, and a demonstrated ability to resolve customer service complaints and labor relation issues. Must be highly organized and must have the ability to clearly and effectively communicate both orally and in writing with all university constituents in a collegial manner.

Salary Range: Commensurate with experience.

Starting Date: October 15, 2002, Resumes will be reviewed after September 25 and the position will remain open until filled.

Send letter and resume to: Montclair State University, Box CO316 V#179/HO, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

Colby

FO INTERNATIONAL ECONOMICS

The Department of Economics invites applications for a tenure track position at the assistant professor level in International Economics with a specialization in East Asia beginning in September 2003. The successful applicant will teach courses at the introductory and advanced levels on contemporary issues relating to the countries of East Asia and will share in the teaching of introductory economics. The Department is particularly interested in candidates whose areas of expertise include Japan and/or China. Colby College expects both excellent teaching and published research and provides substantial support for career development in both areas. Candidates should have a Ph.D. in economics completed by August 2003.

To be considered for an interview at the 2003 ASSA meetings, send curriculum vitae, graduate transcript, three letters of recommendation, reprints of published work or a writing sample of current research, and any available official summaries of teaching evaluations by November 30, 2002 to: **Michael Donihue, Chair, Department of Economics, Colby College, Waterville, ME 04901**. Other applications will be reviewed until the position is filled. Candidates are also encouraged to provide a brief statement of teaching philosophy.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu.

MIAMI UNIVERSITY

OXFORD OHIO

Miami University (Oxford, Ohio) invites applications for tenure track faculty positions in various departments in the College of Arts and Science, as listed below, and one departmental chair position. Please refer to the websites indicated or contact the appropriate individuals for a detailed job description. *EOE*

- **Chemistry and Biochemistry:** Biochemistry [http://www.cas.muohio.edu/chm]
- **Communication:** [1] Mass Communication, [2] Speech Communication. Contact Gary Shulman 513/529-7472 or shulmagm@muohio.edu)
- **English:** (1) Assistant/Associate Professor, Composition and Rhetoric, (2) 18th Century British Literature, (3) Creative Writing/Fiction. Contact Keith Tuma [513/529-5221 or tumakw@muohio.edu]
- **Geography:** Geography-teach "Global Forces, Local Diversity," "Global Change," and advanced courses. [http://www.muohio.edu/geography] or contact James Rubenstein [513/529-5010]
- **German:** Specialty open. Contact Robert DiDonato [513/529-2526 or didonar@muohio.edu]
- **History:** W. E. Smith Chair, Full Professor; United States social, cultural, or economic history. [www.muohio.edu/history/pages/news.html]
- **Mathematics and Statistics:** Two positions in Mathematics, any compatible research area; one position, Applied Math preferred. Contact Sheldon Davis [513/529-3527 or davissw@muohio.edu]
- **Microbiology:** Microbial Ecology/Physiology. [http://www.cas.muohio.edu/micro/info/position.html.
- **Physics:** Experimental Physicist [http://www.muohio.edu/physics]
- **Spanish:** (1) Luso-Brazilian/Lusophone literature, any period, (2) Modern Latin American Poetry. [http://www.muohio.edu/spanport] or contact Charles Ganelin [513/529-4500]
- **Speech Pathology and Audiology:** Speech-Language Pathologist. [http:www.muohio.edu/spa/NewsAlumni.htm] or contact Kathleen Hutchinson [513/529-2509 or hutchik@muohio.edu]
- **Sociology/Gerontology:** Two positions in criminology. Contact Barry Chabot [chabotcb@muohio.edu].
- **Zoology:** Developmental Biology. Contact Doug Meikle [513/529-3100]

California State University
Dominguez Hills

2003-2004 ACADEMIC YEAR

California State University, Dominguez Hills (CSUDH), is pleased to invite applications for **tenure-track faculty positions** in several areas for full-time appointment in the 2003-2004 academic year, which begins in late August 2003. **Appointments and starting dates for these positions are subject to the availability of funds.**

POSITIONS: CSUDH is looking for individuals with thorough disciplinary grounding in the following subject areas:

COLLEGE OF ARTS & SCIENCES
- Biology
- Computer Science (2 positions)
- English (3 positions)
- Foreign Languages: Spanish (2 positions)
- History
- Interdisciplinary Studies
- Performing Arts: Music Education
- Psychology
- Sociology

LIBRARY
- Archives/Special Collections

SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION
- Computer Information Systems
- Marketing
- Public Administration

SCHOOL OF EDUCATION
- Graduate Education (3 positions)
- Teacher Education (5 positions)

SCHOOL OF HEALTH
- Health Sciences (3 positions)
- Nursing (3 positions)

Minimum qualifications for these tenure-track faculty positions generally include, but are not limited to, an appropriate doctorate or other terminal degree in a relevant subject area(s) from an accredited institution, a record of effective teaching, and experience with and a commitment to working in a multiethnic, multilingual and multicultural environment.

THE UNIVERSITY: California State University, Dominguez Hills, was established in 1960 and is one of the 23 campuses that comprise The California State University system. CSUDH is an urban, comprehensive public university with more than 300 full-time faculty members that serves a culturally rich, diverse student body of over 12,000 students at the undergraduate and graduate levels, including a significant number of non-traditional, working adult students as well as approximately 2,000 students enrolled in distance learning programs statewide. Located on a 346-acre site in the South Bay portion of the greater Los Angeles metropolitan area, CSUDH is situated in an area characterized by an extraordinary heterogeneity of people and an extensive array of high technology industries and professional services.

SPECIAL NOTE: The foregoing list of full-time tenure-track faculty positions does not provide a description of duties and responsibilities, and it does not describe all of the qualifications that are either required or preferred. Also, other items may need to be submitted in addition to the minimum application materials cited below. For more detailed information, including the appropriate contact person or committee, please go to the "Open Positions" link on the CSUDH Faculty Affairs' web page at http://www.csudh.edu/FacultyAffairs/faffairs.htm. You may also call the Office of Faculty Affairs at (310) 243-3766 for assistance.

APPLICATION PROCESS: Send a letter of application, a current curriculum vita or resume (CV preferred), and at least three (3) recent letters of recommendation to the appropriate contact person or search committee at the following address:

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
1000 EAST VICTORIA STREET
CARSON, CALIFORNIA 90747

Upon appointment all candidates must furnish proof of eligibility to work in the U. S.

EQUAL OPPORTUNITY, SECTION 504, TITLE IX EMPLOYER

Clery Act crime statistics for CSUDH available at http://www.csudh.edu/dhpd/dhpd.htm, or by calling campus Public Safety Department at (310) 243-3639.

www.csudh.edu

ECOLOGY - ASSISTANT PROFESSOR

The Department of Biology, University of Tampa invites applications for a tenure-track position beginning in August 2003 to teach Introductory Biology, Ecology, and Environmental Science. The department is interested in attracting a broadly trained aquatic or terrestrial ecologist to complement the existing faculty in biology (**www.ut.edu**). The candidate is expected to engage in research activities that involve undergraduates. PhD required, prior teaching and research experience with undergraduates desirable.

Send c.v., statement of teaching philosophy, and research interests, official transcripts, and the names, addresses and telephone numbers of three references who are willing to provide letters of recommendation. Review of applications will begin December 1, 2002 and continue until the position is filled. All materials should be addressed to:

The University of Tampa
Human Resources
c/o Ecology Search
401 W. Kennedy Blvd.
Tampa, FL 33606-1490

The University is an EO/AA Employer

THE UNIVERSITY
OF TAMPA

Whittier College

Vice President for Academic Affairs and Dean of Faculty

Whittier College seeks nominations and applications for the position of Vice President for Academic Affairs and Dean of Faculty. As the chief academic officer of the College, the VP/Dean provides vision and leadership for academic programs, participates in evaluating faculty, plays a major role in the recruitment and hiring of new faculty, and prepares and manages the budget for academic programs. The VP/Dean works collaboratively with faculty governance committees and with the chairs of academic departments and inter-disciplinary programs, and serves as liaison to the Academic Affairs Committee of the Board of Trustees. The VP/Dean reports directly to the President of the College; serves on the President's Senior Staff; and, as the second officer of the institution, acts in the absence of the President.

We seek candidates with an earned Ph.D, a substantial record of teaching and scholarship, and demonstrated commitment to education in the liberal arts and sciences, to the primacy of undergraduate instruction, and to diversity in the College community. Candidates should have relevant experience in working with faculty, administrators, and students, as well as the ability to articulate faculty concerns and College priorities to major College constituencies. The ideal candidate will be excited about the opportunities and challenges of developing the liberal arts in ways that thrive in a small college with a diverse student body in a dynamic urban area. Whittier College has just adopted a comprehensive 10-year strategic plan and has recently completed a very successful reaffirmation of accreditation. A $15 million renovation of the College library, to include technology and collaborative learning spaces, is scheduled for completion by the fall of 2003. We seek candidates who can work creatively and effectively with faculty and the College community in implementing the strategic plan with its three areas of focus: promoting distinctiveness, innovation, and excellence in the academic program; strengthening the student experience and enhancing campus culture; and assuring a strong financial foundation through prudent financial management and mission-based fundraising.

Founded in 1887 and nestled in the foothills 18 miles east of Los Angeles, Whittier College is a distinctive, national liberal arts college with selective admissions. It serves a diverse undergraduate student population of about 1,300 with unique, widely praised curricula. It emphasizes small, interactive classes led by full-time faculty members, and requires that students cultivate the analytical, critical, and rhetorical skills that all liberally educated persons enjoy. There is an absolute emphasis on high quality teaching at Whittier. Ninety-eight percent of the faculty hold terminal degrees, and the student-to-faculty ratio is 11 to one. Faculty members engage actively in scholarship, in research in the sciences, and in creative work in the arts. Although the College no longer has a formal affiliation with the Religious Society of Friends, the social values of its Quaker heritage -respect for the individual, freedom of conscience, integrity, justice, and internationalism- strongly influence its ethos. Today the College, like the 21st century society of which it is a harbinger, is undergoing transition, with more than 46 percent of its undergraduates, and three of its four Rhodes Scholars, coming from underrepresented ethnic and international groups.

Applicants will submit the following: a cover letter with a statement of approach to the liberal arts and leadership, a resume, and a list of three references with their addresses, telephone numbers, and e-mail addresses. For fullest consideration, please submit materials by November 15, 2002. Confidential inquiries will be respected. The beginning date for the position is July 1, 2003. Further information about the position and the College may be found on the College website: **www.whittier.edu.**

Please send nominations and applications to: **Professor Greg Woirol, Chair of the Dean's Search Committee, Office of the President, Whittier College, 13406 Philadelphia Street, Whittier, CA 90608, gwoirol@whittier.edu, 562-907-4851**

The applications of women and people of color are particularly encouraged. Whittier College is an equal opportunity employer that affirms the values and goals of diversity.

Colby

INTERNATIONAL ENVIRONMENTAL POLICY

The Environmental Studies Program and the Department of Government invite applications for a tenure track position as assistant professor, effective September 1, 2003. The successful candidate will offer courses in the area of international environmental policy and/or law, and both a senior seminar and a team-taught introductory course in Colby's interdisciplinary Environmental Studies program. S/he must also be able to teach a more broad-based introduction to international relations. The college seeks an individual, broadly trained in international environmental policy and international relations, who is committed to undergraduate teaching and to scholarship. Salary and benefits are highly competitive.

Review of applications will begin on November 15, 2002 and continue until the position is filled. Applications should include a letter of application, letters from three references, statements of teaching and research interests, teaching evaluations if available, and a curriculum vitae. The material should be sent to: **Professors Thomas Tietenberg and Kenneth A. Rodman, Co-chairs, Environmental Policy Search Committee, 5307 Mayflower Hill Drive, Colby College, Waterville, Maine 04901**

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu.

Georgia Institute
of Technology

Transportation Planning Faculty Position
City and Regional Planning
Georgia Institute of Technology

The City and Regional Planning Program at the Georgia Institute of Technology seeks an energetic teacher and researcher for a tenure-track faculty position in the area of transportation planning. The position is at the rank of assistant or associate professor and will begin in August 2003.

We seek an individual who will contribute substantively to coursework in transportation planning and to our program's core (planning theory & process, economic analysis, urban & regional theory, or analytic methods). We are especially interested in candidates who will develop linkages with such areas as social equity, land use, environmental protection, health, urban design, and economic development. Candidates should also have a strong potential for developing a sponsored research agenda. A Ph.D. in planning or related field is required.

Formal review of applications will begin after November 30, 2002. Applicants should forward their curriculum vitae; two writing samples; contact information for three references; and a statement of teaching, professional, and research interests to: Professor David S. Sawicki, Chair; City and Regional Planning Search Committee; City and Regional Planning Program; College of Architecture; Georgia Institute of Technology; Atlanta, Georgia 30332-0155. The position will remain open until filled.

AN EQUAL EDUCATION/EMPLOYMENT
OPPORTUNITY INSTITUTION

TEXAS TECH
UNIVERSITY
HEALTH SCIENCES CENTER

PRESIDENT

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

The Chancellor of the Texas Tech University System invites applications and nominations for the position of President of the Texas Tech University Health Sciences Center (TTUHSC). The President is responsible for TTUHSC operations in Amarillo, Dallas, El Paso, Lubbock, and the Permian Basin, and the activities of its Schools of Allied Health, Biomedical Sciences, Medicine, Nursing, and Pharmacy. Established in 1969 as the state's first multi-campus medical school, and now the major source of health professionals for West Texas, TTUHSC serves an area that is larger than all but three states and which is home to nearly three million people. Offering undergraduate and graduate academic degrees, traditional and innovative professional degrees, and residency training, TTUHSC enrolls approximately 2,000 students and 500 residents. Its annual budget of $400 million and workforce approaching 4,700 make TTUHSC a major economic force in West Texas.

The successful candidate for this position is likely to hold an earned doctorate or terminal professional degree, possess extensive senior professional, administrative and public experience, have demonstrated leadership skills in academic, research, and/or service settings, and offer an exemplary record of scholarly, professional, and individual achievement.

The President's duties and responsibilities include achieving strategic goals for TTUHSC that advance the goals of the Texas Tech University System, ensuring that TTUHSC serves its internal and external constituents, particularly students and patients, developing TTUHSC into a nationally recognized research institution, overseeing the proper administration of institutional financial affairs, actively raising funds for and advocating on behalf of TTUHSC to secure the resources needed to achieve the institution's goals, and providing to the Chancellor and the Board of Regents recommendations on all matters concerning TTUHSC.

Information about the position and the institution can be found at **www.ttuhsc.edu.**

Please direct correspondence to:
Office of the Chancellor
Attention: Leslie Duke
Texas Tech University System
Box 42013
Lubbock, Texas 79409-2013

The Texas Tech University Health Sciences Center is an equal opportunity employer.

CAMPUS MINISTER

Search Reopened

Manhattan College, an independent Catholic coeducational institution in the Lasallian tradition located in the Riverdale section of NYC seeks a CAMPUS MINISTER. Will assist Campus Minister & Social Action Team, develop programming for the spiritual lives of the student and larger community.

Masters degree and experience with retreats, service-learning trips, fund-raising skills, RCIA and liturgy required. Experience developing spiritually based programming for residence and commuter Students is highly preferred. Three years experience as a Campus Minister, Terminal degree and Bilingual Spanish/English is highly preferred.

The position is a full-time, 10-month appointment offering competitive salary and benefits. Please send letter of interest, resume, and list of three references by October 21, 2002 to **Br. Robert Berger, F.S.C., D.Min., Vice President for Student Life, c/o Human Resources Dept.** #H. Search will continue until position is filled.

MANHATTAN COLLEGE
Riverdale, NY 10471
fax: (718) 862-7350
email: vcowan@manhattan.edu

An AA/EO Employer M/F/D/V. Women and minorities are encouraged to apply.
We are committed to a diverse workforce.

AMERICAN UNIVERSITY

WASHINGTON, DC

TENURE-TRACK POSITION ANNOUNCEMENTS

American University is an independent, coeducational university with approximately 11,000 students enrolled in undergraduate, master's, doctoral and professional degree programs. The university attracts students from many different backgrounds, from all 50 states, the District of Columbia, Puerto Rico, and more than 130 countries. Located in the nation's capital, the campus is in a beautiful residential neighborhood, a short distance from the city's centers of government, business, science, research, and the arts.

All inquiries and applications should be sent directly to the academic unit listed below. Applications should include a current curriculum vitae and references. All applicants must possess the appropriate terminal degree, the ability to balance teaching and scholarship, prepare students to live and work in a diverse world, utilize information technology in the classroom, and promote interdisciplinary inquiry and experiential learning. All positions are at the assistant professor level unless indicated otherwise.

Applications are invited for tenure-track faculty positions beginning AY **2003-04:**

COLLEGE OF ARTS AND SCIENCES
Art *(2 positions):* Studio Art, Art History
Biology: Biogeochemistry
Chemistry: Environmental Analytic Chemistry
Computer Science, Audio Technology, and Physics *(2 positions):* Physics, Audio Technology
Economics *(3 positions):* Macroeconomic Theory, International Economics, Monetary/Financial Economics
History: Modern British History, Russian History
Literature *(2 positions):* Comparatist, Creative Writing
Performing Arts *(3 positions):* Dance, Orchestra Conductor (Assistant or Associate Professor), Arts Center Director (Associate or Full Professor)
Sociology: Applied Social Research

KOGOD SCHOOL OF BUSINESS
(position descriptions may be viewed at www.kogod.american.edu/employment)
Accounting: Financial Accounting
Information Technology: Global Information Technology
International Business: International Finance and Capital Markets
Management: Global Business Citizenship
Tarek Omar Chair in Organizational Transformation (tenured full professor)

SCHOOL OF INTERNATIONAL SERVICE
(2 positions)
International Development
Quantitative Research Methodology in International Relations

SCHOOL OF COMMUNICATION
Public Communication
Visual/Media

SCHOOL OF PUBLIC AFFAIRS
Government: Comparative Politics
Justice, Law and Society: Race and Justice
Public Administration *(2 positions):* Policy Analysis, Public Administration (Associate or Full Professor)

UNIVERSITY LIBRARY
Reference/Instruction Librarian

WASHINGTON COLLEGE OF LAW
5 positions

American University is an AA/EEO University committed to a diverse student body, faculty and staff. Minority and women candidates are encouraged to apply.

AMERICAN UNIVERSITY
4400 Massachusetts Avenue NW
WASHINGTON, DC 20016

The private university with a public responsibility.

Executive Liaison for Programs

The **W.K. Kellogg Foundation** is a nonprofit organization, based in Battle Creek, Michigan, whose mission is to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations. We are currently seeking a seasoned professional and effective collaborator to help further the mission of the Foundation.

Working in this senior level role, within the Office of the President, you will act as Executive Liaison for work implementation. Reporting to the Senior Vice President for Programs (SVPP), you will assist with leadership, management, and administrative responsibilities for the Foundation's programming efforts (both program initiatives and general-purpose grantmaking) and serve as key internal and external liaison/coordinator for ongoing programming efforts within the Office of the SVPP.

Utilizing your strong communication and effective facilitation and project management skills, you will provide leadership for core process design and implementation. An essential characteristic of the successful candidate will be the ability to skillfully collaborate and support the success of others. You will provide analysis, develop recommendations and proactively advise and inform the SVPP on a wide range of issues, projects and activities.

We require significant work experience in providing direct, executive management assistance and support and a comprehensive understanding of program design, development, systems and networking. A minimum of a Master's degree in a relevant field is required. The Executive Liaison will demonstrate a high level of interest in and understanding of grantmaking, as well as process and system change. Strong conceptual and analytical skills will be critical for success in this role. This position will require 15-20% travel (some international).

The Kellogg Foundation offers an excellent total compensation/rewards package that includes competitive pay (commensurate with experience, education, credentials, and performance) and a comprehensive benefits program. For immediate and confidential consideration, please forward your resume/vitae and letter of application to: W.K. Kellogg Foundation, Human Resources Department, RE: Executive Liaison for Programs Search Committee, One Michigan Avenue East, Battle Creek, MI 49017-4058. Fax: 269-969-2189. E-mail: Debbie.green@wkkf.org

W.K. KELLOGG FOUNDATION
To help people help themselves

Learn more about us at **www.wkkf.org**
Equal Opportunity Employer

Foothill-De Anza
Community College District

Management Vacancies

Vice Chancellor of Business Services
Dean of Counseling & Matriculation

Faculty Vacancies

Automotive Technology Instructor
Dance Theatre Instructor
Medical Lab Technician Coord/Instruct.

Classified Vacancies

Program Coordinator II

For application materials contact:
Foothill-De Anza
Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

The College of Arts and Humanities at the University of Maryland at College Park invites applications for the following positions to begin in the fall term, 2003.

Art History & Archaeology: Tenure-track or tenured Associate Professor or tenure-track Assistant Professor specializing in the Art of the Italian Renaissance. Application deadline: November 15, 2002, for best consideration.

English: Full or Associate Professor specializing in the Literature of the English Renaissance. Applicationdeadline: November 1, 2002, for best consideration.

History: 1. Associate Professor in Early Modern European History. Application deadline: October 25, 2002, for best consideration. 2. Tenure-track Assistant Professor in Chinese History. Application deadline: October 15, 2002, for best consideration.

School of Languages, Literatures and Cultures: Senior Scholar to serve as Director of the School of languages, Literatures, and Cultures.

Philosophy: Rank open (tenured Full Professor, tenured or tenure-track Associate Professor or tenure-track Assistant Professor). The area of specialization for a senior appointment (Full/Associate Professor) is open; the area of specialization for a junior appointment (Assistant Professor): Theoretical Ethics/Meta-Ethics, or Metaphysics/Epistemology (not philosophy of mind or philosophy of science). Applicants should indicate clearly whether they wish to be considered for a senior or a junior appointment. Application deadline: November 12, 2002, for best consideration.

Theatre: Tenure-track Assistant Professor in Movement and Acting. Application deadline: December 1, 2002, for best consideration.

All searches contingent upon the availability of funds.

A Terminal degree is required for each of these positions. For more information, or to submit an application, contact the Search Committee Chair (relevant department), University of Maryland, College Park, Maryland, 20742.

The University of Maryland, College Park is strongly committed to the principle of diversity. We are especially interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

UNIVERSITY OF MARYLAND

Albuquerque Technical Vocational Institute

VICE PRESIDENT FOR STUDENT SERVICES

TVI COMMUNITY COLLEGE

Albuquerque Technical Vocational Institute (TVI), New Mexico's largest and most comprehensive community college, is seeking a dynamic, creative and sensitive educational leader to serve as its Vice President for Student Services.

The Vice President for Student Services reports directly to the President and provides leadership of support services for more than 20,000 students. The Vice President oversees recruitment, enrollment services, financial aid, assessment, advisement and counseling, student job placement, special services for disabled students, health center, Dean of Student's office, judicial affairs, student activities, experiential learning and several grant programs. The Vice President plays a significant leadership role as a member of the President's Executive Team and President's Council and works closely with other administrators in formulating directives and decisions for the college.

Requirements for the position include:

- Master's Degree in Education, Educational Administration, Student Personnel Management or closely related field
- A minimum of seven years of successful and documented experience in higher education, student services or academic administration, three years of which must be recent student services experience in a community or technical college
- Experience in planning, budgeting, continuous quality improvement and use of data assisted processes
- Experience resolving challenging employee relations issues
- Proven commitment to collaboration with external and internal communities
- Excellent verbal, written, and interpersonal communication skills
- Proven commitment to multi-culturalism and gender equity
- Demonstration of development and support of staff
- Involvement with technological support of student systems

The following qualifications are preferred:

- Doctorate Degree in Education, Educational Administration, Student Personnel Management or closely related field.
- Experience in multi-campus setting, judicial affairs, Web-based student services systems, team building, recruitment and off-site services and demonstration of the ability to understand the academic environment.

Salary will be negotiable, dependent upon experience. Application deadline is November 1, 2002. Anticipated start date will be January 2003.

Candidates should submit a detailed resume, cover letter (not to exceed four pages) which specifically addresses the qualifications sought, plus the names, titles, institutions and business and home phone numbers of 5 references to: Human Resources Department, Albuquerque Technical Vocational Institute, 525 Buena Vista Dr. SE, Albuquerque, New Mexico 87106-4096; phone: 505-224-4600; fax: 505-224-4611; web site: www.tvi.cc/hr

TVI is an equal opportunity institution.
Minorities and women are encouraged to apply.

PRESIDENT

The Board of Trustees of College of DuPage invites applications and nominations for the position of President of College of DuPage.

Applications should be received at the college by Thursday, Dec. 12, 2002. The successful candidate should be available for employment as soon as possible and no later than July 1, 2003.

Campus contact for information: Kay Sylvester, Presidential Search Liaison, e-mail, **presidentialsearch@cdnet.cod.edu.**

ACCT contact: David Pierce, (309) 451-8548; or Narcisa Polonio, cell phone, (202) 276-1983, or at ACCT, (202) 775-4667.

An ACCT Search

For more information, contact the college web site: www.cod.edu/president.

College of DuPage

KENYON COLLEGE
FACULTY POSITIONS

KENYON COLLEGE announces tenure track positions at the Assistant Professor level for the 2003-2004 academic year. For faculty positions the Ph.D. or appropriate equivalent is expected. Candidates should have a strong commitment to teaching undergraduates in a liberal arts context and a well-articulated research plan.

KENYON COLLEGE is a highly selective, independent, national liberal arts college of 1500 students located in the beautiful village of Gambier, 50 miles northeast of Columbus, Ohio. Kenyon welcomes diversity, offers competitive salaries and has an excellent benefits package, including spouse and domestic partner benefits.

CLASSICS. Latin and Greek. Definite tenure-track position with initial appointment of three years, beginning July 1, 2003. Applicants should be able to teach Latin and Greek at all undergraduate levels. The primary research interest of applicants should be Latin literature and Roman civilization. Interest/experience in such related fields as gender studies, archaeology, ancient history, mythology, philosophy, interdisciplinary teaching, or another specialty is welcome. Applicants should hold the Ph.D. by June, 2003 and be able to document effectiveness as a teacher. Teaching load is 3.2. The appointee will be expected to assume usual faculty responsibilities, including academic advising, committee service, and scholarly research and publication. To apply, send to **Professor Robert Bennett, Chair of Search Committee, Department of Classics, Kenyon College, Gambier, Ohio 43022 (740-427-5828); BENNETTR@kenyon.edu; department homepage http://www2.kenyon.edu/depts/classics/classhpg.htm**: **(1)** letter of application, including teaching approaches and interests and research experience and interests; **(2)** complete graduate transcripts; **(3)** curriculum vitae; and **(4)** three letters of reference. Review of applications will begin **October 31, 2002** and continue until the position is filled. Interviews will be conducted at APA annual meeting in New Orleans, **January 2-5, 2003**.

ECONOMICS. Economic Development. This position is for an Economic Development economist with field experience in Asia, Africa, or Latin America, and interest in Economics of Welfare, Poverty and Discrimination, International Economics or Transition Economies. The appointment will be offered at the assistant professor or instructor level. The economics department at Kenyon emphasizes theory, empirical analysis and opportunities to explore public policy applications. Teaching responsibilities include five courses per year including principles, field-specific courses or a small-enrollment seminar in a field or region of interest to the instructor. To apply, send a letter of application, CV, statement of teaching philosophy and effectiveness, graduate transcripts and a research paper to: **Chair, Department of Economics, Kenyon College, Gambier, Ohio 43022.** Please ask three references (or placement office) to send a letter of recommendation by **December 2, 2002.** Interviews at the AEA meetings are prearranged by appointment. CONTACT: **Econsearch@kenyon.edu.**

HISTORY. 20th-century continental Europe (Russia included). A sub field in women's history highly advantageous. Preference will be given to candidates with a Ph.D. in hand by August, 2003, promise of teaching excellence and strong evidence of scholarly potential. Teaching responsibilities include a survey course in modern European history, seminars on topics of interest to the appointee, and participation in the department's honors program. The normal teaching expectation is three courses in one semester and two in the other. To apply, send a letter of application, dossier and three letters of reference to: **Jeffrey Bowman, Department of History, Kenyon College, Gambier, Ohio 43022.** All materials should arrive by **December 2, 2002.**

PHILOSOPHY. Ethics. Duties involve teaching five undergraduate courses per academic year, as well as departmental and collegiate committee work. Possible honors thesis supervision. Since Kenyon places particular emphasis on teaching, evidence of classroom success is required. A Ph.D. and experience with a small liberal arts college are highly desirable. AOS: Contemporary Ethics; AOC: Open, but the department has interests in Asian philosophy, Feminist Theory, Social-Political philosophy and Wittgenstein. In addition to offering courses in areas of expertise, the successful candidate is expected to regularly offer introductory courses, including Applied Ethics. To apply, send a complete dossier including a CV, three letters of recommendation, graduate school transcripts and one brief sample of written work to: **Professor Joel Richeimer, Chair, Department of Philosophy, Kenyon College, Gambier, Ohio 43022.** Faxed materials will not be accepted. Completed applications received before **December 1, 2002** will be considered for an interview at the Eastern Division APA meetings in Philadelphia.

RELIGION. African-American Religions. This position is for a specialist in AFRICAN AMERICAN RELIGIONS with the ability to teach RELIGIONS IN AMERICA, emphasizing the diversity and pluralism of American religious experience. Candidates must also be able to teach our one-semester general introductory course and a course on theory and methodology in the Study of Religion. A Ph.D. in Religious Studies is required at the time of appointment. Send a letter of application, with CV, dossier and three letter of reference to: **Professor Royal Rhodes, Search Committee Chair, Department of Religious Studies, Kenyon College, Gambier, Ohio 43022.** Review of applications will begin November 1, 2002. Applications received through **December 1, 2002,** will be given full consideration. Preliminary interviews will be conducted at the AAR meeting in Toronto.

An EOE, Kenyon welcomes diversity and encourages the applications of women and minority candidates.

Colby

ENGLISH DEPARTMENT
AMERICAN LITERATURE

Colby College announces a tenure-track, assistant professor position in 19th and 20th century American literature, emphasizing drama and prose beginning September 2003. We particularly welcome secondary interests in American and African American drama, or Chicano/a Latino/a literature. Ph.D. needs to be completed by September 2003. Demonstrable teaching experience and excellence is a priority.

To apply, please send a cover letter that includes a brief discussion of your teaching and scholarship interests, curriculum vitae, and three letters of recommendation to **Professor Cedric Bryant, Chair of American Literature search, Colby College, 5260 Mayflower Hill, Waterville, ME 04901.** Review of applications will begin on November 20 and will continue until the position is filled. Dossiers and writing samples will be requested later after the committee's review. Preliminary interviewing will take place at MLA in December. No electronic submissions.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the college, please visit the Colby web site: www.colby.edu

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DEAN
SCHOOL OF BUSINESS

The University of Southern Indiana (USI) invites nominations and applications for the position of Dean of the School of Business to provide vision, leadership, and strategic direction for the school.

Established in 1965, USI has 9,700 students, with 1,800 enrolled in the School of Business. The school offers ten undergraduate and two master's degree programs (MBA & MSA) and has forty-five full-time faculty members. In 1997, the school received AACSB accreditation and will be visited in November for separate AACSB accounting accreditation.

Applicants must have an earned doctorate in a business discipline with an established record of teaching, scholarship, and service to qualify for the rank of full professor. Candidates should have demonstrated experience in building community partnerships, obtaining external funds, and administrative experience at the department level or higher. Applications should include a letter of application, curriculum vitae, and the names, addresses, and phone numbers of three professional references. Nominations are encouraged and should include nominee contact information. Applications or nominations may be e-mailed to **deansearch@usi.edu** or mailed to: **Dr. Nadine A. Coudret, Search Committee Chair, University of Southern Indiana, 8600 University Boulevard, Evansville, IN 47712.**

The position is available July 1, 2003, and the search will continue until the position is filled. Preference will be given to applications and nominations received by **November 15, 2002.** Names of applicants will remain confidential until late in the search. See **http://business.usi.edu/** for more information.

USI is an Affirmative Action/Equal Opportunity Employer

Harvard Divinity School

Early Modern Christianity/ Protestant and Catholic Reformations

Harvard Divinity School announces a search for an assistant professor in Early Modern Christian history and thought. Candidates' particular areas of research may include aspects of the Protestant and/or Catholic Reformations and more broadly of Early Modern Christian religious history, theology, and practice. Candidates should be familiar and engaged with the historiographical traditions and new directions in the field and with conversations about the implications of the period for Western modernity and for the study of religion. Candidates should also be familiar with forms of analysis that address race, gender, and social location.

Applicants should be able to teach at both the doctoral and master's levels and be willing to contribute to the Divinity School's ministerial program. Applicants will also be expected to establish connections with scholars across the University in related fields of Early Modern research, and to participate in interdisciplinary conversations within the Divinity School and University. In addition to working with students in the Divinity School he or she will also teach undergraduates and graduate students who are affiliated with the Faculty of Arts and Sciences through the Committee on the Study of Religion.

Harvard University is an equal opportunity, affirmative action employer and encourages applications from and nominations of women and/or ethnic minority candidates.

Letters of application or nomination, accompanied by a recent curriculum vitae, three letters of recommendation, a writing sample and/or publications should be sent to **Professor Robert A. Orsi, Early Modern Christianity Search Committee, c/o Monica Beatty, Faculty Search Coordinator, Harvard Divinity School, 45 Francis Avenue, Cambridge, Massachusetts, 02138.** Review of applications will begin **November 1, 2002.**

Email: **monica_beatty@harvard.edu** or **robert_orsi@harvard.edu**

PROJECT SPECIALIST

Office of Grants and Sponsored Programs/Title V Cooperative Arrangement

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area, and is one of nine State College/Universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 10,000 students, an extensive cooperative education program, and expanding continuing education program.

The University is currently seeking a Project Specialist to perform advanced professional and support functions on behalf of the Office of Grant and Sponsored Programs/Title V Cooperative Arrangement. He/she will create and maintain record-keeping systems, draft reports, and perform a variety of communication, liaison and other tasks in support of a partnership project including New Jersey City University, Passaic County Community College, and Hudson County Community College. Specifically, the Project Specialist will coordinate the complex communications between institutions and within the many institutional departments. This position requires exceptional organizational and interpersonal skills and the abilities to multitask and work with diverse groups of people. Some travel among the three partner institutions will be required.

Qualified candidates will possess a Baccalaureate Degree, experience with Microsoft applications, and exceptional interpersonal, oral and written communication skills. One year related experience in higher education preferred.

Salary range will be based upon relevant experience.

Deadline for applications: November 1, 2002.

Applications will be accepted via electronic submission (MS Word Document ONLY) and regular mail. Applicants should send a cover letter and resume to:

Mr. Ruddys Andrade, Search and Screen Chair
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305
E-mail: **Randrade@njcu.edu**

New Jersey City University is an Equal Opportunity Employer

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, visit our website at:
www.njcu.edu. Click on Employment Opportunities

BRIDGEWATER STATE COLLEGE

Associate Dean

School of Arts and Sciences

(Full-time, Excluded Position). The Associate Dean reports to the Dean in the overall planning, budgeting and management of the school. The primary duties are to exercise responsibilities for the general education program, respond to students' academic requests, work with academic departments at the college's registrar to coordinate effective course scheduling, monitor faculty workload obligations, develop and implement diversity initiatives (including, but not limited to, faculty recruitment and student retention), strengthen the learning communities program, assist in the management of school budgets (including professional development funds) and oversee annual catalog revisions for the School of Arts & Sciences. The Associate Dean may be assigned additional duties as appropriate.

The School of Arts and Sciences offers baccalaureate degree programs in the fine arts, humanities, natural sciences, social and behavior sciences, mathematics and computer science. Master's degrees are offered in English, Public Administration, Criminal Justice, Psychology and Computer Science. Sixteen academic departments, the college's general education program and several interdisciplinary and area studies programs are located within the School. The School has approximately 180 full-time faculty and an FTE enrollment of approximately 5,800 students.

Required qualifications for this position include a terminal degree in one of the disciplines of the School, substantial college teaching experience, and significant accomplishments as an academic administrator, for example as a department chairperson or program director. Credentials and experience substantially similar to the above may be considered. Applicants should have the ability to communicate clearly, collaborate effectively and maintain good humor.

Review of all applicants will begin immediately and continue until the position is filled. To apply, please submit a letter of interest, resume and the names, addresses and telephone numbers of five professional references to: **Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.** *Bridgewater State College is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its workforce.*

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

DEPARTMENT OF CHEMICAL ENGINEERING

NEW MEXICO STATE UNIVERSITY

NEW MEXICO STATE UNIVERSITY The Department of Chemical Engineering is seeking to fill a tenure-track position available beginning Fall Semester 2003. **Rank is Assistant or Associate Professor based on qualifications.** Applicants must have a Ph.D. in chemical engineering or closely related field in hand by the start date. Candidates with industrial experience and P.E. registration are preferred. Evidence of current contributions to the profession is required. We seek outstanding applicants who have a distinguished academic record, a commitment to excellence in both undergraduate and graduate teaching, and who will conduct a nationally-recognized, externally-funded research program. **All research areas will be considered, but preference will be given to candidates with experience in areas which complement the department's** current research activities. See our home page, **http://chemeng.nmsu.edu** for background information on the department. All applications must include: resume, description of research and teaching interests, and names of three references. Review of applications will begin November 30, 2002. Second review of applications will be January 3, 2003 and will continue until the position is filled. *New Mexico State University is an EEO/AA Employer.* Offer of employment contingent upon verification of individual's eligibility for employment in the United States. Please send applications to **Dr. M. Mitchell, Chair, Search Committee, Dept. of Chemical Engineering, New Mexico State University, Box 30001, MSC 3805, Las Cruces, NM 88003-8001.** Please include a fax number and/or e-mail address where we may contact you. Other contact information: Fax (505)646-7706, Phone: (505)646-1214, E-mail: chemeng@nmsu.edu

KUTZTOWN UNIVERSITY
OF PENNSYLVANIA

RESIDENCE COORDINATOR
(2 vacancies) 10-month position

Kutztown University enrolls approximately 8,200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. The University is very interested in hiring employees who have had extensive experience with diverse populations.

The Housing and Residence Life Team seeks energetic, creative, and experienced Residence Coordinators to assume overall management and administration of a residential area (450-600 students), including: selection, training, and supervision of undergraduate and graduate student staff; implementation of educational programming, community development, and student leadership opportunities; coordination of housing/facilities processes to ensure efficient daily operations; crisis management, and facilitation of educational discipline as it relates to community living standards.

Qualifications: Bachelors degree required, Masters in Student Personnel or Counseling preferred. Experience in Residence Life, or Student Affairs, including supervisory responsibility highly desirable. Demonstrated skills in leadership, communication, administration, programming, and developing effective relationships with students, and campus administrators. Understanding of student development and the connection of residential life and academic programs. Strong appreciation for and commitment to diversity.

10-month Live-in position, August through May, includes full benefits, 12-month furnished apartment and starting salary is [illegible]. ***Review of resumes* will begin October 18, 2002 and continue until position is filled. Please forward cover letter, resume, and the names and contact information of three professional references to Department of Human Resources, Residence Coordinator Search, PO Box 730, Kutztown, PA 19530.**

Successful interview and demonstration of ability are requisite qualifications for all positions. KU is an AA/EOE/member of the PA State System of Higher Education and actively solicits applications from women and minority candidates.

For more information about employment opportunities, visit our website at:
http://www.kutztown.edu/employment/noninst/index.shtml

UNIVERSITY OF DETROIT MERCY

The **University of Detroit Mercy School of Law** invites applications for tenure-track faculty positions.

We are developing a model of legal education that emphasizes ethics, serving justice in the community, comparative approaches to the law and innovative teaching methods. We seek applicants with an enthusiasm for teaching whose interests fit these approaches. [Areas of special interest include comparative law, international law, torts, family law, bankruptcy, tax and criminal law and procedure, but the school will consider strong candidates with interests in other areas.] Minority members, women, and others whose background can contribute to the diversity of the school are especially encouraged.

The University of Detroit Mercy is an Equal Opportunity/Affirmative Action employer.

The University is independent and Catholic with Jesuit and Mercy co-sponsors.

Contact: Professor Alan Saltzman, Chair, Faculty Recruitment Committee, 651 E. Jefferson Ave., Detroit, MI 48226 E-mail saltzman@cac.net.

MILLERSVILLE UNIVERSITY

ASSISTANT PROVOST FOR INSTITUTIONAL PLANNING AND ASSESSMENT

Millersville University of Pennsylvania invites applications and nominations for the position of Assistant Provost for Institutional Planning and Assessment. Millersville University, founded in 1855, is one of 14 institutions of the Pennsylvania State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by *U.S. News and World Report*, Millersville is also listed among *Kiplinger's* 100 "best-value universities" in the nation. The University has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty.

Located in historic Lancaster County, the campus is within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact the Millersville University's Web page at www.millersville.edu.

RESPONSIBILITIES: Leads, facilitates and designs Institutional and Academic Planning. The Assistant Provost reports to the Provost and Vice President for Academic Affairs and provides leadership for the Office of Institutional Research. The Assistant Provost is responsible for serving as the Liaison Officer to Middle States, providing leadership for the University's assessment program and program review process.

The Assistant Provost must be able to assume a university-wide perspective and work effectively with faculty, students, administrators, external organizations and institutions in a diverse community. The Assistant Provost must encourage and promote the University's commitment to building an inclusive University. A capacity and willingness to listen, create consensus and assume responsibility are essential.

QUALIFICATIONS: Applicants must possess a master's degree in a related field from an accredited institution; doctorate preferred. Candidates must also have: Extensive knowledge and experience in: strategic planning and institutional research; program evaluation and outcomes assessment; and statistics and research design and methodology. Additional requirements include demonstrated ability to: Work effectively and collaboratively with faculty and administration; Communicate effectively, orally and in writing; Analyze and interpret data in written reports and by oral presentations; Organize and coordinate special projects. Finally, experience in supervising professional staff is required. Recent professional training and/or certification in planning are highly desirable. College level teaching and/or experience in higher education are preferred. A successful interview is required.

NOMINATIONS AND APPLICATIONS: Applicants must include a letter detailing their experiences relating to the qualifications for the position; a resume; and the names, addresses and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by November 15, 2002. Desired starting date is March 1, 2003. Candidates who are in the preliminary interview stage must submit samples of reports they have written. Electronic submissions will not be accepted. Nominations and applications should be sent to: **Search Chair/[illegible]007, Assistant Provost For Institutional Planning & Assessment, MILLERSVILLE UNIVERSITY, P.O. Box 1002, Millersville, PA 17551-0302.**

An EO/AA Institution

THE COLLEGE OF

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Positions for Fall 2003

Tenure-Track

Biology - Animal Physiologist
Computer Science
Economics - Business
Economics

Visiting

Physics - multi - year

Administration

Dean/Director of Admissions
Start on or before July 1, 2003

See full descriptions at:
http://www.wooster.edu/oncampus/empopp.html
Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail
Linda Farmer — 330-263-2133
or lfarmer@wooster.edu

EXECUTIVE VICE PRESIDENT AND PROVOST

Texas A&M University

Texas A&M University invites nominations and applications for the position of Executive Vice President and Provost. The holder of the position is the chief administrative and academic officer of this comprehensive public doctoral research university comprised of ten colleges, 2600 faculty and 10,000 staff members and over 44,000 students, approximately 20% of whom are graduate or professional degree students. The University main campus in College Station is centrally located among three of the ten largest cities in the nation (Dallas, Houston and San Antonio) and the state capitol (Austin), with a branch maritime campus in Galveston on the Texas coast.

Designated as a land grant, sea grant and space grant institution, the University ranks among the top few institutions nationwide in terms of size, research expenditures ($407M), operating budget ($809M) and endowments valued at approximately $3.4B. It is a member of the American Association of Universities. The University is committed to excellence in teaching, research and service, to enhancing diversity in faculty, staff and students, and to expanding its role to meet the future needs of state, national and international constituencies. The University is the flagship of the Texas A&M University System, which includes nine state research, extension and service agencies, nine universities and a health science center, and has presence throughout Texas.

The Executive Vice President and Provost serves as deputy to the President and acts for him in his absence. He or she must provide visionary leadership to the academic and administrative functions of the University; ensure the recruiting and development of excellent faculty, staff and students; mobilize and allocate resources; and create synergy among the colleges, agencies, peer institutions, and external constituencies. The incumbent serves as a primary communication link with the Texas A&M University System, government agencies and the legislature, as well as various national university organizations and accrediting agencies. He or she will actively contribute to state and national leadership activities that can advance the stature, reputation and financial status of the University, and will assist the President in development activities.

Qualifications include an earned doctorate or equivalent, a distinguished record of leadership in research and education, and a strong record of academic and administrative leadership at the level of department head and dean, preferably in a land grant institution. The candidate should have excellent interpersonal and communication skills, a strong commitment to diversity, and the ability to work effectively with administrators, faculty, students, staff, former students and other external constituencies.

The target appointment date is February 1, 2003. The search will continue until the position is filled, but for full consideration, nominations and applications should be received by November 15, 2002. Under Texas law, only the names of finalists must be disclosed, 21days prior to the appointment. The committee will make every effort to maintain confidentiality. Applications should include a curriculum vitae and names, addresses and phone numbers of five references. Nominations and applications should be sent to:

Dr. Herbert H. Richardson, Chair, Executive Vice President and Provost Search Advisory Committee
Texas A&M University
TAMU 3135, 801 CE/TTI Building
College Station, TX 77843-3135

The Texas A&M University System is an Equal Opportunity and Affirmative Action Employer

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City Colleges of Chicago

BRIDGE THE GAP

For countless Chicagoans, there is a gap between the education level they have, and what they need to achieve their goals. The **City Colleges of Chicago** bridges this gap. As a system of seven community colleges, we provide learning opportunities at an affordable price. The seven city colleges are: Daley, Malcolm X, Olive Harvey, Harold Washington, Kennedy King, Truman and Wright. Help build a brighter future for the thousands of Chicagoans we educate by joining our instructional team.

Full-Time Faculty

The City Colleges of Chicago are seeking candidates for proposed full-time tenure track faculty positions for the **Spring 2003** semester. We offer a competitive benefits package and excellent pay, based on educational degree and experience. Candidates must possess demonstrated excellence in teaching, commitment to integrating new technologies in the learning process, and the ability to inspire, motivate and empower students to succeed.

The following proposed full-time and part-time teaching disciplines are available at the City Colleges of Chicago and require a minimum of a Master's Degree (for technical fields, a Bachelors Degree, professional certificate and/or licensure*) and relevant teaching experience in the field.

Full Time	**Part Time**
Biology	Biology
English	English
Latin American Studies	Mathematics
Math	Psychology
Natural Science	Sociology
Nursing	Spanish
Pharmacy Tech*	
Surgical Tech*	

For employment consideration, please submit curriculum vitae, letter of interest, college transcripts and three letters of recommendation to: Faculty Search Committee-Spring 2003, HR Dept. City Colleges of Chicago, 226 W. Jackson Blvd. 12 Floor, Chicago, IL 60606. You may also email info to jobs@ccc.edu.

Chicago residency is required within 6 months of hire for full-time employees. The City Colleges of Chicago is an equal opportunity, affirmative action employer.

Search Reopened - Program Coordinator for University-Run Executive Programs

Executive Programs seeking an individual that is customer-oriented, friendly, helpful, detail-oriented, quality-conscious, with good phone skills. Able to juggle tasks, manage deadlines, do some lifting and work closely with team in high-energy environment. Strong organizational, computer, and writing skills essential. Bachelors degree required. Must be very flexible on 40-hour week (may incl. eves/Sat/Sun). Salary commensurate with experience plus excellent benefits. Fax resume and one page sample of professional level writing to E.Hinson at 301-405-3737 or mail: **Univ. of MD, School of Public Affairs, 1127 Van Munching Hall, College Park, MD 20742-1821.** As an Affirmative Action Equal Opportunity Employer, the School particularly encourages and welcomes applications from women and minority candidates. Full consideration deadline is October 25, 2002.

Portland State University

Portland, OR 97207-0751

Assistant Professor of Spanish, tenure track. Beginning September, 2003. Qualifications: Ph.D.; demonstrated commitment to scholarship; native or near-native fluency; experience in proficiency-oriented language instruction. Area of specialization: generalist with strong interest in Latin American literature. Duties: teaching a combination of undergraduate and graduate language and literature classes, supervising MA candidates and candidates for secondary certification in Spanish. Send letter, resume, and three letters of reference to **Spanish Search Committee, Department of Foreign Languages & Literatures, Portland State University, PO Box 751, Portland, OR 97207-0751.** Deadline for applications is December 6, 2002. Interviews will be conducted at the MLA Conference in December. PSU is an AA/EO institution and, in keeping with the President's diversity initiative, welcomes applications from diverse candidates and candidates who support diversity.

Colby

ENGLISH DEPARTMENT

COMPOSITION

Tenure-track assistant professor position, pending administrative approval, for a composition specialist with a Ph.D. in Rhetoric and Composition or a terminal degree in another appropriate field with experience and scholarship in Rhetoric and Composition beginning September 2003. Responsibilities would include teaching writing courses, directing our Writers' Center, and taking a leadership role in the Writing Across the Curriculum program. Experience in composition for international students and/or Service-Learning helpful. Ph.D. needs to be completed by September 2003.

To apply, please send a cover letter that includes a brief discussion of your teaching and scholarship interests, curriculum vitae, and three letters of recommendation to **Professor Peter Harris, Chair of the Rhetoric and Composition search, Colby College, 5260 Mayflower Hill, Waterville, ME 04901.** Review of applications will begin on November 20 and will continue until the position is filled. Preliminary interviewing will take place at MLA in December.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the college, please visit the Colby web site: www.colby.edu.

WASHINGTON STATE UNIVERSITY

Assistant/Associate Professor in Comparative American Cultures

DEPARTMENT OF COMPARATIVE AMERICAN CULTURES

QUALIFICATIONS: Ph.D. or equivalent in the social sciences or humanities; demonstrated research and teaching skills; university-level teaching experience desirable; ability to supervise research of undergraduate and graduate students; ongoing record of scholarly productivity.

DESCRIPTION: One tenure-track permanent position to teach Latina/o Studies curriculum. Research areas may include: gender and society, sexuality, identity, literary studies, cultural studies, education, and critical pedagogy.

As a member of the Department of Comparative American Cultures (ethnic studies), duties include teaching introductory and core courses in ethnic studies, as well as developing courses in the candidate's area(s) of specialty and in the broad discipline of ethnic studies. There will also be opportunities to teach graduate courses in the American Studies Program.

APPLICATION PROCEDURE: Applicants should send by November 25, 2002, a cover letter, curriculum vita, selected reprint(s) or writing sample(s), a statement of teaching philosophy, and three letters of recommendation (at least one of which comments on the applicant's teaching) to:

Professor C. Richard King, Search Committee Chair, Department of Comparative American Cultures, Wilson 111, Washington State University, Pullman, WA 99164-4010

Washington State University is an equal opportunity/ affirmative action educator and employer.

The University of Puget Sound

PRESIDENT

The Board of Trustees and the Presidential Search Committee invite nominations and expressions of interest for the position of President of the University of Puget Sound. The search will begin immediately for a successor to Susan Resneck Pierce, who is retiring after 11 successful years of advancing the institution's mission. An appointment date of July 1, 2003 is anticipated.

Founded in 1888, Puget Sound is a national liberal arts college located in a residential neighborhood in Tacoma, Washington, 30 miles south of Seattle. The university is an independent, predominantly residential and undergraduate college with three graduate programs building effectively on a liberal arts foundation. It selectively enrolls approximately 2,600 students from 48 states and 21 foreign countries and is committed to teaching excellence and scholarly engagement.

The University community seeks a leader with a passion for the liberal arts and sciences, outstanding leadership and management skills, an aptitude for fund raising and external relations, and a commitment to educational excellence.

Screening of applications will begin October 15, 2002 and will continue until an appointment is made. Confidential nominations, applications and expressions of interest should be sent **electronically, or in paper form to:**

Dr. Jamie Ferrare, jpf@academic-search.org
Academic Search Consultation Service
1717 K Street NW, Suite 210
Washington, DC 20036
202-263-7472

University of Puget Sound (www.ups.edu) is an Equal Opportunity Affirmative Action Educator/Employer

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BROOKLYN
COLLEGE

BROOKLYN COLLEGE of the CITY UNIVERSITY OF NEW YORK

Brooklyn College is one of the nation's leading public liberal arts colleges and a principal teaching and research institution of The City University of New York. The college is located on a 26 - acre setting, with a faculty of 550, offering undergraduate and graduate degree programs in 31 departments to 15,500 students of culturally, religiously, and socio-economically diverse backgrounds.

DEAN OF RESEARCH AND GRADUATE STUDIES

Brooklyn College invites applications for the position of Dean of Research and Graduate Studies to work closely with faculty to promote and increase research and grant activity.

The Dean will manage the Office of Research and Sponsored Programs and provide leadership; support and increase entrepreneurial revenues via various technology projects including licensing/stock issuance agreements, patent applications, business incubators, Small Business Innovation Research (SBIR) funding; represent the College on appropriate university committees and in national associations and meetings; serve as liaison with CUNY Graduate Center and doctoral programs; participate in campus-wide planning and policy development; take the lead role in planning the construction and renovation of science facilities as per College Master Plan and work closely with the Assistant Dean for Graduate Studies and the Coordinator of Graduate Studies to plan and promote the graduate curriculum.

Candidates are expected to have a commitment to the mission of the College and specifically, to the goals set for research and graduate education; scholarly credentials, including an earned doctorate and a record of significant research and scholarship; must qualify for appointment as a tenured full professor; a solid record of successful grantsmanship; experience in the administration of research or institutional grants and contracts and demonstrated leadership in programmatic and curriculum development. Background in the Sciences highly preferred. Please send current resume, and contact information in confidence to: Assistant Vice President for Human Resource Services, Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York 11210-2889. Review of applications will begin on 10/27/02 and continue until the position is filled.

For additional information please see our web site at
http://www.brooklyn.cuny.edu/bc/offices/personnel/jobs/

Brooklyn College is actively building a diverse academic community that fosters an inclusive environment and therefore, encourages a broad spectrum of candidates including women, minorities, individuals with disabilities, and veterans to apply.

LIBRARIAN

Located on four campuses and two centers in Suburban Atlanta, Georgia Perimeter College provides an attractive and progressive learning environment leading to an associate degree for a motivated, multicultural student body of approximately 16,000. We offer you the chance to become a vital part of this thriving academic community.

The successful candidate will provide reference assistance in library use and research at the reference desk, and will participate in library instruction and selection of library materials.

Master's degree in Library or Information Science from an ALA-accredited program and knowledge of reference sources required; knowledge of GALILEO and a strong public service orientation are desirable. Must have experience with online library systems, electronic resources, and public service/activities; two years public service/reference experience in an academic library preferred.

Salary: $34,549 (commensurate with education and experience) with excellent benefits. This is a twelve-month, non-tenure track faculty appointment. This position is available to start immediately.

Applicants should reference position number (#03-130) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript, and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastonay
Georgia Perimeter College
Dept. of Human Resources
3251 Panthersville Road
Decatur, GA 30034
Fax: (404) 244-5774

Georgia Perimeter College.
An AA/EO/ADA Employer
Georgia is an Open Records State

Review of applications will begin 11/01/02 and may continue until the position is filled.
For more information on Georgia Perimeter College, please visit our website at:

www.gpc.edu

Kennesaw State University

Kennesaw State University, a growing and progressive university in Georgia's public system of higher education, invites applications for 10 nine-month, tenure-track positions in the College of Humanities and Social Sciences. The 10 positions are in the disciplines of Communication, English Education, History, Political Science, Psychology, Sociology and Criminal Justice. For a full list of qualifications and more information, please visit KSU's website at http://www.kennesaw.edu/academicaffairs/ads/joblist.htm or write Dean's Office, College of Humanities & Social Sciences, Kennesaw State University, 1000 Chastain Rd., #2301, Kennesaw, GA 30144-5591.

Southeast

Agribusiness/Ag Economics Position, Assistant Professor at Southeast Missouri State Univ., Dept. of Agriculture. Ph.D. required or nearly completed in Agribusiness. Starting date: January or August 2003. For more information go to www.semo.edu/agriculture/or contact Dr. Wes Mueller at 573/651-2106, wmueller@semo.edu.

Vice President for Academic Affairs

State University of New York at Fredonia is seeking applications and nominations for the position of Vice President for Academic Affairs. An appointment will be made for no later than Summer 2003.

A comprehensive state university awarding both baccalaureate and master's level degrees in over 80 programs, Fredonia is a prominent member of the State University of New York system. A headcount enrollment of 5,400 students reflects a largely residential undergraduate population and a growing number of masters level students. Distinguished by programs in the liberal arts and sciences, in the creative and performing arts, and in selected professional fields, Fredonia has repeatedly been cited as one of America's best colleges in national studies, recently ranking among the top ten institutions in the northeast and thirtieth in the nation.

The Vice President serves as the chief academic officer for the campus and assumes chief executive officer duties in the President's absence. This position reports directly to the President and works closely with other vice presidents. Functional areas reporting to the Vice President for Academic Affairs include Arts and Humanities; Social and Natural Sciences and Professional Studies, School of Music; School of Education; School of Business; Graduate Studies; Interdisciplinary Studies; Library, Rockefeller Arts Center; Continuing Education; International Education; Information Technology Services; Research Services; Institutional Research; Registrar; Academic Advising; Faculty Development; Campus Assessment and Learning Center.

The successful candidate will demonstrate an understanding of the issues that confront a major regional public university and have the ability to ensure high standards of excellence in academic programs and faculty development and recruitment. Candidates should have a commitment to collaborative decision-making, strong communication skills, knowledge of strategic planning, a demonstrated commitment to public higher education, and an ability to accomplish tasks within a diverse public system. Earned doctorate, administrative experience at Dean level or above, and professional qualifications for tenured faculty appointment are required. Public higher education experience and working within a collective bargaining environment are desired.

Letters of nomination or applications with curriculum vitae and three references should be addressed to:

Vice President for Academic Affairs Search
c/o Office of the President, 130 Fenton Hall
SUNY Fredonia, Fredonia, NY 14063

Review of applications will begin on October 20, 2002 and continue until the position is filled. For a description of SUNY Fredonia, please visit our web site: **www.fredonia.edu**

SUNY Fredonia is an affirmative action/equal opportunity employer. We actively seek and encourage applications from minorities, women and people with disabilities.

SUNY FREDONIA

MINORITY STUDENT AFFAIRS DIRECTOR

President's Office

Master's Degree in Education, Human Relations, Psychology, Sociology, Counseling or related field. Must have a minimum of 6 years experience in higher education working with multi-cultural groups. Familiarity with affirmative action theory and practice preferred. Knowledge of grant writing procedures desired. Bilingual helpful. Salary range is $51,973-$60,414 (based on FY03 salary structures). **Application deadline is October 15, 2002.** Applications and inquiries should be directed to:

JOLIET Junior College

Human Resources Center
JOLIET JUNIOR COLLEGE
1215 Houbolt Rd. • Joliet, IL 60431
Fax: 815-729-3331

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College of Arts and Sciences

We are hiring for full-time faculty positions starting August 18, 2003 in the following departments and programs:

- ✓ **Biological Sciences**
- ✓ **Chemistry and Biochemistry - Chemical Education**
- ✓ **Elementary Science Education**
- ✓ **Foreign Languages - French**
- ✓ **Hispanic Studies - Spanish**
- ✓ **Journalism and Mass Communications**
- ✓ **Mathematical Sciences**
- ✓ **Psychology**
- ✓ **Speech Communication, Chair**

For a complete vacancy announcement giving position and application details, please see Vacancies on the College's web site: **http://asweb.unco.edu**. All positions are contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. All positions may include teaching assignments in off-campus programs and/or partnership school activities. For more information about the University of Northern Colorado please visit our home page at: **http://www.unco.edu**

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff.
The Employee Relations Office is located in Carter Hall 2011.

WASHINGTON STATE
UNIVERSITY

Chair/Full Professor or Eligible for Full Professor
DEPARTMENT OF COMPARATIVE AMERICAN CULTURES

QUALIFICATIONS: Ph.D. or equivalent focusing on one of the disciplines in the social sciences or humanities; demonstrated accomplishments in research and excellence in teaching; established departmental-level administrative experience in a multicultural context preferred. An ongoing record of scholarly or creative productivity in ethnic studies and an history of working with female and minority students is desirable. Women and minorities are encouraged to apply.

DESCRIPTION: Full professor to chair the Comparative American Cultures Department (ethnic studies). The Chair is responsible for the short and long-range development of the department including the management of its budgets; administrative responsibility for its curriculum, faculty, and staff development matters; and working with other departments, as well as with college and university committees and organizations. Salary is commensurate with qualifications and experience.

LOCATION: Washington State University is a Carnegie research extensive, land-grant university with approximately 20,000 students, located in southeastern Washington state. Pullman is 75 miles south of Spokane and nine miles west of Moscow, Idaho, where the University of Idaho is located.

APPLICATION PROCEDURE: Applicants should send by November 25, 2002, a cover letter, curriculum vitae, reprints/samples of creative work, and three letters of recommendation to:

Professor C. Richard King, Search Committee Chair, Department of Comparative American Cultures, Wilson 111, Washington State University, Pullman, WA 99164-4010

Washington State University is an equal opportunity/ affirmative action educator and employer.

Northeastern
UNIVERSITY

Located on an attractive campus in the heart of Boston, Northeastern University is a premier research university that is student-oriented, practice-oriented and urban. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor's, Master's and Doctoral degrees to approximately 24,000 full-time and part-time students in seven colleges. Applications are invited for the following faculty positions. Candidates must have a strong commitment to excellent teaching and research. ***For complete position descriptions, please visit our website at www.neu.edu.***

CHAIR POSITIONS

Department of Visual Arts, College of Arts and Science
The Chair will be responsible for providing effective leadership in teaching, scholarship/creative work, and management of an undergraduate department that strongly emphasizes design and the digital arts. The department supports a large major in graphic design, as well as a dual-major (with Music Dept.) in multimedia studies, concentrations in photography and animation, and small programs in art history and studio art. The position of Chairperson will be available as of July 1, 2003. Applications received by January 1, 2003 will be given full consideration. Portfolios, dossiers, and examples of research/creative or published work may be requested at a later date.

Chemical Engineering Department, College of Engineering
Energetic, innovative leader sought. Doctorate required with outstanding research and academic reputation in Chemical Engineering, strong administrative skills and commitment to higher education. Position available immediately.

Candidates for all above positions must have experience in, or demonstrated commitment to, working with a diverse staff and student population. Interested candidates should send letter of intent and curriculum vitae to Patricia Maguire Meservey, Vice Provost for Faculty and Budget, 112 Hayden Hall, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. *Northeastern University is an Equal Opportunity, Affirmative Action Educational Institution and Employer, Title IX University*

http://www.neu.edu

SCC
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Dean of Arts and Sciences
Dean of Business and Information Technology

Seminole Community College is Florida's fastest growing community college, serving more than 31,000 college credit students annually. SCC is a comprehensive, learning-centered institution with divisions of Arts and Sciences, Business and Information Technology, Career Programs, Adult Education, and SCCorporate College, which serves the business community. The College operates two campuses and an instructional center in Central Florida just north of Orlando.

The Dean of Business and Information Technology promotes excellence and provides overall leadership in the planning, development and deployment of business and information technology education programs. Qualifications include: Masters degree (required); MBA or doctorate preferred. Unique experience in industry, government, and/or education will be considered in lieu of MBA and doctoral preference. Evidence of effective teaching in traditional and non-traditional modes strongly desired.

The Dean of Arts and Sciences provides overall leadership and direction for curriculum and programs within the Arts and Sciences division and the Associate of Arts Degree. Qualifications include: Masters degree (required); doctorate preferred. Evidence of effective teaching in traditional and non-traditional modes is required.

Download application and additional information at **www.scc-fl.edu** or contact Human Resources at **hr@mail.scc-fl.edu**; fax 407-328-2425; phone 407-328-2101 for an application packet. All required application materials must be received or postmarked on or before October 17, 2002. Applications received or postmarked after that date might not be eligible for consideration. All application materials are subject to the Florida Sunshine Law. *EA/EO*

Colby

ENGLISH DEPARTMENT

18TH CENTURY/IRISH STUDIES

Tenure-track assistant professor position in 18th century and Irish Studies beginning September 2003. Required teaching expertise in the long 18th century (1660-1800) in England, Ireland, Scotland and Wales. Desirable secondary interests include women's studies. Ph.D. needs to be completed by September 2003.

To apply, please send a cover letter that includes a brief discussion of your teaching and scholarship interests, curriculum vitae, and three letters of recommendation to **Professor Laurie Osborne, Chair of 18th Century/Irish Studies search, Colby College, 5260 Mayflower Hill, Waterville, ME 04901.** Review of applications will begin on November 20 and will continue until the position is filled. Preliminary interviewing will take place at MLA in December.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the college, please visit the Colby web site: www.colby.edu

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HARVARD UNIVERSITY

Faculty of Arts and Sciences

Director, Office of International Programs

The Faculty of Arts and Sciences in Harvard University invites applications for the position of Director of the Office of International Programs. The Director will oversee all operations of the Office, which has been established as part of an important new initiative to expand international study, research, service, and other learning experiences for Harvard College undergraduates. The Director's responsibilities will include strategic planning and policy development, to be undertaken in close association with the Faculty Committee on Out-of-Residence Study; identifying and evaluating outstanding study abroad programs and other educational opportunities; collaborating with the Harvard Summer School to develop, support, and promote summer courses taught by Harvard faculty; budgetary and financial planning; and advising students about international educational programs and helping them to identify and pursue appropriate opportunities. He or she will also work with other administrative offices within Harvard on issues related to international education; coordinate safety protocols; hire and supervise staff; and oversee the development of publications. The position reports to the Dean and Associate Dean for Undergraduate Education.

Requires MA (PhD in Arts and Sciences discipline strongly preferred); 5 to 10 years' experience in international programs, preferably in a college or university setting; demonstrated leadership skills and ability to collaborate effectively with faculty, students and other administrative offices; excellent communication, writing and multitasking skills; and enthusiasm for the mission of undergraduate education and appreciation of the value of international experience for college students.

Send C.V. and cover letter (including list of references) to: Harvard University Resume Processing Center, 11 Holyoke Street, Req. #14890, Cambridge, MA 02138. To apply on-line visit our website at: www.hr.harvard.edu. Review of applications will begin on November 1, 2002.

At Harvard University, diversity is an essential source of vitality and strength.
We are an Affirmative Action/Equal Opportunity Employer.

WELLESLEY COLLEGE

Faculty Tenure-Track Positions For Fall 2003

Wellesley College is a nationally recognized private women's liberal arts college located in a suburban area, twenty miles outside of Boston. We are currently seeking eight tenure-track positions.

(1) **ART DEPARTMENT:** Assistant Professor, Studio Art/Emerging Technology, using technology as a tool to deal with issues of three-dimensional nature (i.e., installation, sculpture, architecture, etc.). Deadline is January 15, 2003. Contact: Department of Art, Jewett Arts Center.

(2) **BIOLOGICAL SCIENCES:** Assistant Professor, Molecular genetics and evolution. Visit the Department's web site (http://www.wellesley.edu/Biology/biodept4.html) for additional details. Deadline is November 1, 2002. Contact: Dr. Barbara S. Beltz, Department of Biological Sciences.

(3) **CHEMISTRY DEPARTMENT:** Assistant Professor, Analytical Chemistry. Review of applications will begin November 1st 2002 and continue until a successful candidate is found. Contact: Dr. Jean Fuller-Stanley, Chair, Department of Chemistry.

(4) **COMPUTER SCIENCE:** Assistant Professor, Computer Science. Will consider candidates in computer systems, architecture, software engineering and AI, and strong candidates in any area. For more information, visit http://cs.wellesley.edu. Deadline is December 1, 2002. Contact: Franklyn Turbak, Chair, Computer Science.

(5) **CHINESE DEPARTMENT:** Assistant Professor, Chinese Language and Pre-Modern Literature/Culture (11th-18th Century preferred). Fluency in Mandarin. Contact: Chinese Search Committee, Chinese Department.

(6) **FRENCH DEPARTMENT:** Assistant Professor, Cultural and media studies, including semiotics of culture related to France's social, political, and economic standing in twenty-first century Europe. Deadline is November 15, 2002. Contact: Venita Datta, Chair, French Department.

(7) **GEOLOGY DEPARTMENT:** Second-level assistant or first-level associate professor. Geological Sciences, with expertise in hydrology, low temperature geochemistry, soil science or civil and environmental engineering. Deadline is December 1, 2002. Contact: Dr. Margaret D. Thompson, Chair, Geology Department.

(8) **SPANISH DEPARTMENT:** Assistant Professor, Modern Literature and Culture of the Spanish-speaking Caribbean. Native or near native proficiency. Contact: Chair, Spanish Department.

For full description of these positions and their specific requirements please contact the individual departments or the Office of Equal Opportunity at Wellesley College. Address applications to the contact person listed above at: **Wellesley College, 106 Central Street, Wellesley, MA 02481.**

Wellesley College is an Equal Opportunity/Affirmative Action educational institution and employer. Successful candidates must be able to work effectively in a culturally diverse environment. Applications from women, minorities, veterans, and candidates with disabilities are encouraged.

CSUCI

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AUBURN UNIVERSITY

INSTRUCTOR IN VETERINARY ANATOMY

DEPARTMENT OF ANATOMY, PHYSIOLOGY AND PHARMACOLOGY

The Department of Anatomy, Physiology, and Pharmacology at the Auburn University College of Veterinary Medicine seeks a highly qualified applicant for a non-tenure-track position at the rank of Instructor. The successful applicant will have a D.V.M. and at least five years of clinical experience. He/She will participate in teaching first year veterinary students in Gross Anatomy as well as participating in appropriate electives. Applicants should submit a curriculum vitae; a letter describing teaching experience; and names, addresses, telephone numbers, and email addresses of three references. Review of applications will begin November 18, 2002 and will continue until the position is filled.

APPLICATIONS SHOULD BE SENT TO:

Dr. Arvie Marshall
Department of Anatomy, Physiology, and Pharmacology
109 Greene Hall
Auburn University, AL 36849-5518

FOR FURTHER INFORMATION:

TELEPHONE: 334-844-6741
EMAIL: marshae@vetmed.auburn.edu

Auburn University is an Affirmative Action/Equal Opportunity Employer. Women and Ethnic Minorities are Encouraged to Apply.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

117 FACULTY VACANCIES FOR FALL, 2003

California State University, Sacramento (CSUS) invites applications from individuals interested in joining our dynamic and growing faculty. With a current student population in excess of 28,000, CSUS, the capital University, is one of the larger campuses in the 23-campus California State University system, the largest system of higher education in the nation. The University is organized around seven colleges. There are approximately 1,700 faculty who provide programs of instruction leading towards bachelors degrees in 60 disciplines and masters degrees in 40 disciplines, and one joint doctoral program.

Forty departments are recruiting for full-time tenure track positions, most at the rank of Assistant Professor to begin Fall, 2003. Additional positions may also become available. As departments make the information available, detailed announcements including the position description, qualifications, and application procedures will be posted on the CSUS website: **http://www.csus.edu** and also on the California State University Electronic Board (CSUEB): **http://csueb.sfsu.edu**. In addition, CSUS has adopted a philosophy of open recruitment for full-time faculty. Qualified individuals are encouraged to apply for any campus department or program, as areas of appointment have not been determined. Information on this program is available at the CSUS website.

CSUS is an Affirmative Action/Equal Opportunity Employer.

THE
OHIO
STATE
UNIVERSITY

ASSISTANT PROFESSOR

AFRICAN AMERICAN AND/OR LATIN AMERICAN HISTORY

The Ohio State University at Newark is seeking applications for a 9-month, tenure-track Assistant Professor in African American and/or Latin American History to begin Autumn Quarter, 2003. The Newark Campus is an extended campus in The Ohio State University system and is located about 30 miles east of the central Columbus campus.

QUALIFICATIONS: Ph.D. in African American and/or Latin American History by September 2003 required. Applicants should have strong teaching ability and demonstrate significant scholarly potential.

SALARY: Commensurate with education and experience; a comprehensive benefits package is included.

APPLICATION PROCEDURES: To assure consideration send a cover letter, curriculum vitae, three letters of professional reference and a writing sample to: **The Ohio State University at Newark, Human Resources, Assistant Professor of History Search, 1179 University Drive, Newark, OH 43055** by October 31, 2002. For further information, contact Richard Shields at **shiels.1@osu.edu**.

The Ohio State University is an Equal Opportunity/ Affirmative Action employer. Women, minorities, Veterans, and individuals with disabilities are encouraged to apply.

NJIT
New Jersey Institute of Technology

A Public Research University

University Heights
Newark, NJ 07102-1982

Vice President

New Jersey Institute of Technology invites applications and nominations from both the academic and corporate sectors for the position of Vice President University Advancement.

Responsibilities: The Vice President University Advancement serves as the chief administrative officer and leader for the University's advancement program and reports directly to the President. Reporting to the Vice President University Advancement are the fund-raising, communications, and alumni relations functions of the University.

Qualifications: A bachelor's degree is required with an advanced degree preferred. Candidates should have at least five years of experience and demonstrated achievement in university or foundation fund raising, capital campaigns, prospect identification and cultivation and the organization of comprehensive programs of major gifts and private foundation grants.

Applications: Consideration of applications will begin on October 1, 2002 and continue until the position is filled. Applications should include a letter, current curriculum vitae and the names, addresses, and telephone numbers of at least five references. **Nominations and applications should be addressed to Ellen E. Brown, Heidrick and Struggles, 303 Peachtree Street, Suite 3100, Atlanta, Georgia 30308: tel. (404)577-1121; fax (404)577-4048; e-mail njit@heidrick.com.**

Founded in 1881, NJIT is a public research university with 9000 students located in Newark, New Jersey. NJIT awards approx. 1,700 degrees annually from the baccalaureate through the Ph.D. in architecture, computing, engineering, liberal arts, management, mathematics, science & technology. NJIT expends over $50 million annually for research & performs a spectrum of public service functions; economic development is a key component of its mission. NJIT is ranked among the most computing-intensive campuses in the nation by Yahoo! Internet Life. *NJIT is an equal opportunity, affirmative action, equal access employer & especially encourages applications from minorities, women & persons with disabilities.*

Vice President for Academic & Student Affairs

New Mexico Highlands University announces the position of Vice President for Academic and Student Affairs. **General Duties:** The Vice President for Academic and Student Affairs is the chief academic and student affairs officer of the University and responsible for overseeing all student services and on-campus student activities. The Vice President reports directly to the President. **Duties and Responsibilities:** The Vice President for Academic and Student Affairs is expected to provide strong leadership and to oversee, coordinate and chart the academic course of the institution including long range planning; budget supervision; formulate academic and student policies; plan and supervise administration of the academic programs, support units and student affairs programs; serve as acting President in the absence of the President; review the selection, tenure and promotion of academic and student affairs staff; provide for the development of research or creative activities and services; and plan, evaluate and implement quality student life programs. **Qualifications:** Qualifications for the position include an earned doctorate and at leave five (5) years experience in academic administration with increasing responsibilities at a Dean's level. The individual should be able to present a distinguished record of teaching, research and scholarly achievement, academic leadership, administrative ability, and demonstrate a commitment to quality undergraduate and graduate education as well as a strong commitment to students. Strong mediation and interpersonal skills are required. Experience and commitment to enhancing diversity and working with a multicultural student population is required. **Salary Range:** Commensurate with experience and qualifications. **Application Deadline:** Postmarked no later than November 4, 2002. **Applications:** A complete application will include a letter of intent, a resume, the names of three (3) professional references including their addresses and phone numbers and three (3) letters of recommendation. Official transcripts of finalists will be requested at a later date. Applications should be sent to: **Wilton Rogers Jr., Director of Human Resources, New Mexico Highlands University, Box 9000, Las Vegas, NM 87701.** For disabled access or services, call (505) 454-3242 or TDD# (505) 454-3003.

NMHU is an AA/EEO Employer.

SUMMER 2003

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For information, **Write or Fax** your request to:

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Tel.: (201) 794-0980 FAX: (201) 794-6019

Also visit our Website:

www.4isa.org

Colby

STATISTICS

Tenure-track assistant professor, starting 9/03. Statistics Ph.D. and familiarity with data analysis desirable; others considered. Competitive salary. Five-course statistics teaching load. Both teaching and research are highly valued. Review of applications will begin on 11/15/02 and continue until the position is filled.

Send CV, statements on both teaching and research, three letters of reference, all in hard copy to: **Statistics Search Chair, Department of Mathematics, Colby College, Waterville, ME 04901.**

Colby is a highly selective, liberal arts college located in central Maine. The college is three hours north of Boston and has easy access to lakes, skiing, the ocean and other recreational and cultural activities. For more information about the position and the department, visit www.colby.edu/math.

Outstanding women applicants may be considered for a Clare Boothe Luce Assistant Professorship.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the college, please visit the Colby web site: www.colby.edu

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FACULTY

TALLAHASSEE COMMUNITY COLLEGE
It's for you.

CONTINUING INSTRUCTORS

Tallahassee Community College announces an opening for continuing instructional positions, beginning January 2003.

NURSING: The position requires a master's degree in nursing (or a BSN with significant progress toward completion of the MSN). Applicants must have a current license to practice in Florida or eligibility for Florida licensure. Expertise in Medical-Surgical, Maternity, Obstetrics, or Psychiatric Nursing is required. Expertise in Medical-Surgical and one specialty area is strongly preferred. Teaching experience in an ADN program is strongly preferred. May be assigned to teach in any area of the curriculum when necessary. Salary range for a two-semester faculty contract is $38,963 to $50,444.

RADIOLOGY: This position requires a bachelors degree with a licensure as a Radiologic Technologist or and Associates degree in Radiology. Applicants must have two years of professional experience in the field. Applicant must have a current license to practice in Florida or eligibility for Florida licensure. Teaching experience in an Associate Radiology Technology program is strongly preferred. Salary range for a two-semester faculty contract is $37,107 to $50,444.

Applicants must also demonstrate commitment to student retention, excellence in teaching, commitment to the mission of a comprehensive community college, and commitment to a participatory collaborative setting.

Positions include teaching in classroom, laboratory and clinical environments. May be required to teach evenings and weekends.

A completed Tallahassee Community College instructional application with supporting documents is required. Résumés are supplemental to the application. Official or unofficial transcripts and letters of reference should be forwarded as outlined on the last page of the TCC application. **Applications must be received no later than Friday, November 1, 2002.**

If you need an accommodation to participate in the application/selection process, please notify Human Resources; **(850) 201-8510, TDD 201-8491 or FL Relay (800) 955-8771.** Obtain mandatory TCC employment application and submit to:

Human Resources, Administration Building, Tallahassee Community College,
444 Appleyard Drive, Tallahassee, Florida 32304-2895.

www.tcc.fl.edu

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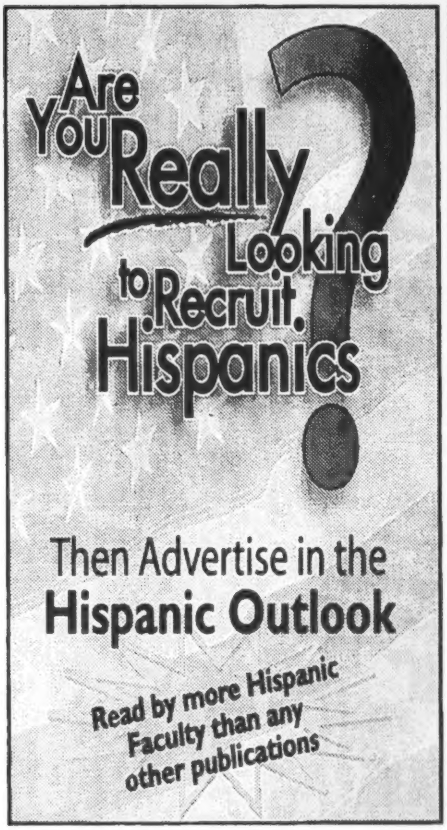
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Imperial Valley College

SUPERINTENDENT/PRESIDENT

Imperial Valley College, located in Imperial, Imperial County, California, invites applications for the position of Superintendent/President. The Superintendent/President is the chief executive officer of the College and reports to a seven-member locally elected Board of Trustees. Serving over 10,000 students, the College provides certificate, two-year diploma and associates degrees, and lower-division transfer programs.

Minimum Qualifications and Experience: A minimum of a master' degree is required, but an earned doctorate or other equivalent terminal degree is preferred. Senior leadership experience is required; senior administrative experience in progressively responsible positions, preferably in education, is preferred. Teaching experience is desirable.

Applications will be accepted until the position is filled. However, the Superintendent/President Search Committee will begin reviewing applications on or about October 4, 2002. Submission of applications is strongly encouraged prior to that date.

For confidential telephone inquiries about the position, contact:

Tom Harris or Al Fernandez, Search Consultants
Community College Search Services
Tom Harris: Phone: (209) 723-7151; Fax: (209) 723-2820
E-mail: harristk@mindspring.com
Al Fernandez: Phone: (805) 650-2546; Fax: (805) 650-8469
E-mail: ccss@sbcglobal.net

To request a written position announcement, contact: Imperial Valley College, (760) 355-6123.

Imperial Valley College is an equal employment opportunity institution.

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¡PUNTO FINAL!

LATINOS AND THE COLLEGE SEARCH

Anh-Kay Pizano, M.Ed., is a regional admissions counselor at the University of South Florida, where she recruits students in 11 southeastern Florida counties. Born in Cuba, she moved to the U.S. at age 2.

As a college recruiter, I meet hundreds of high school students who are eager to embark on their post-graduation journeys. At a typical college fair, students and their parents arrive at the school's gym, questions in hand, with one goal–to gather as much information as possible within a two-hour time frame.

The Latino family is a very tight unit; thus the prospective student's mom, dad, siblings, and grandparents customarily arrive together, and are eager to find a college representative who speaks Spanish! What questions are these families asking? The top five factors that families consider are academics, size, cost, location, and campus resources/extracurriculars.

Academics. The college search can be easily narrowed when students ask if a university they are considering offers the major they are seeking. Some Latino parents place tremendous pressure on their son or daughter about the choice of a major. Some very popular majors among this group are pre-medicine, law, and engineering. Admissions requirements differ for each university. Therefore, it is important to ask what test score and high school GPA the school is looking for. Asking the average test score of the current freshman class can give students an idea of where they would stand among other accepted students. Also, taking honors, advanced placement, and dual-enrollment classes can be advantageous and might reduce the number of classes needed to complete a degree.

Size. Average class size is one of the most frequently voiced concerns at college fairs. Students want to know they will be more than a number in a sea of students in auditorium-sized classes. Some feel they will be lost at a large university. Students must keep in mind that there are advantages and disadvantages to a small private college and a large public university.

Cost. The cost of higher education can be overwhelming for many families where money is an issue. Hopefully, at some time during students' senior year of high school, they will learn about the Free Application for Federal Student Aid, which is available in Spanish. FAFSA deadlines vary by school, but all federal aid is first-come/first-served, making the process stressful for families who apply after the priority deadline. Students and their families need to know that they can search for scholarships via www.fastweb.com or via books on national scholarships, available at bookstores and public libraries, in addition to exploring merit-based scholarships offered by many colleges and universities. And they need to be encouraged to start that process early.

Location. This seems especially important for Latino families. *Las familias* at times seem most concerned with how far the school is from home and whether the residence halls have a curfew. Some high school students I speak with say their parents will not let them "go away" to school. This is unfortunate. In our culture, it is common for the son or daughter to stay at home until marriage, hindering them from attending the school of their choice if it's far from home. This is most common in the case of daughters, of course.

Campus Resources and Extracurriculars. For many freshman students, the high school-to-college transition can be challenging. It is important that students explore their campus resources and extracurricular options. Though academics must come first, an outlet for stress can prevent burnout. Finding an activity or organization in which the student can feel at home can help alleviate homesickness. Most schools have an array of organizations that range from political to culturally oriented groups.

Since Latinos are one of the groups with the lowest rate of college-education completion, it is important that parents support their children in the college selection and planning process. Research indicates that more than 90 percent of Latino parents support their children's ambitions, not only to go to school but to go to college. Often, parents lack understanding because they are ill-informed about the process.

Educating the parents is the key to dispelling the many myths surrounding college life. High schools and colleges can help by addressing the needs of this important student population through financial aid and college planning workshops, including workshops in Spanish. The key is for the students to find the perfect fit for them–a place away from home where they can feel comfortable.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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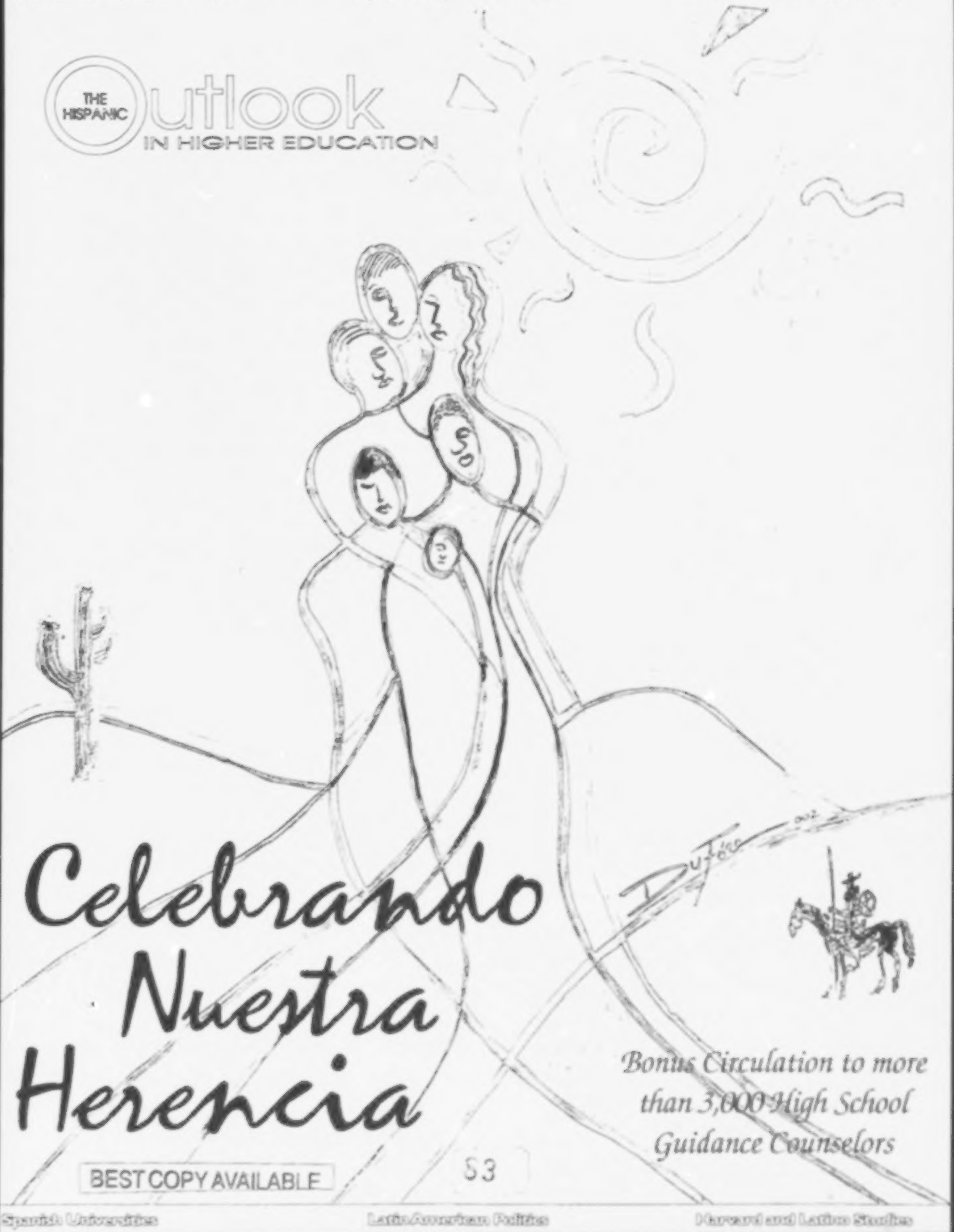

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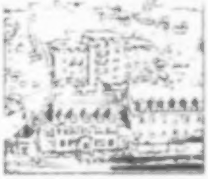

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A Call for Equal Access

Cover Photo: "Hispanic Americans: Strength in Unity, Faith and Diversity." Courtesy of HMS CO.

Esquina Editorial

Dear Colleagues

Many within our present borders were never taught that the Spanish Empire once extended from Canada to Tierra del Fuego, the tip of South America, and included all of today's southwestern and southern and western states from the Rockies to the Mississippi. Or that indigenous peoples throughout Latin America enjoyed cultures of considerable sophistication long before the "New World" became known in Europe. Some don't even know that California, New Mexico, and Texas were once part of Mexico–and not that long ago.

Latinos have been part of what is now the United States for half a millennium and more. So it is a pleasure to see Hispanic Heritage celebrations sprouting up throughout the country. And about time!

It's a pleasure, too, to learn of new scholars and new initiatives to discover, preserve, and present the voices, art, and artifacts of Latin Americans. Do keep us posted.

Our next issue, which spotlights law and law schools, will offer a case-by-case update from a Stetson College of Law conference, describe firing-line activities of law students at California Western, recap a job discrimination study by two Rutgers professors, offer an expert's perspective on immigration law and foreign students, and interview those that NHBA named Latina and Latino Lawyer of the Year in 2001–New Mexico's Attorney General Patricia Madrid and Cuban-born Floridian César Alvarez, who said that when he got wind of the recognition, he demanded a recount! Speaking of which, don't forget to exercise your right to vote.

Hasta noviembre!

Suzanne López-Isa
Managing Editor

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Periodically

Higher Education and the New Demographics: Questions for Policy

Change: The Magazine of Higher Learning, July/August 2002, by Watson Scott Swail, director of The Pell Institute for the Study of Opportunity in Higher Education, Washington, D.C.

by Isis Artze

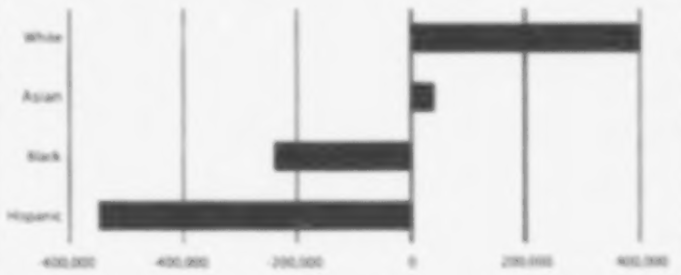
“As Congress prepares for the reauthorization of the Higher Education Act in 2004, its members will likely… focus their efforts even more on institutional accountability and the 'success' side of postsecondary education,” asserts Watson Scott Swail in this nine-page analysis of higher education's new demographics and the ensuing policy implications.

He begins his analysis by citing four factors currently shaping American higher education. First and foremost, the student body is becoming increasingly diverse, and increasingly composed of low-income, first-generation, and minority students who are less likely to attend four-year colleges and secure a degree than their more advantaged peers. Second, the demand for higher education is at an all-time high for students of all ages. Third, for-profit providers and distance education are quickly gaining popularity. And lastly, “higher education is becoming a global commodity traded across political and geographic boundaries.”

In response to these “new players, new pedagogies, and new paradigms,” he says, higher education must 'evolve, adapt, or desist.'”

As he examines the size and nature of the college-age population growth, Swail presents an alarming projection. In 2015, Hispanic students in the undergraduate population will be underrepresented by more than 500,000 students.

Projected Gaps Between 18- to 24-Year-Olds' Population Share and Presence on Campus



Source: Carnevale and Fry, Crossing the Great Divide (2000). Based on analysis of U.S. Census Bureau and Population Projections.

These and other bleak findings lead him to affirm, “While the American system of higher education is perhaps the most accessible in the world, it remains far from equal with respect to educational opportunity. Access to quality learning opportunities is unevenly distributed across the country in our elementary and secondary schools, especially when socioeconomic conditions are taken into consideration.”

Swail admits these problems cannot be mended overnight, but says one key to addressing these gaps is the improvement of our K-12 public schools, citing the well-known fact that minorities are less likely to have access to quality instruction.

What's at stake for our country? Swail quotes a report by the National Task Force on Minority Achievement: “To put it quite simply, America is a diverse society in which educational differences have the potential to become a progressively larger source of inequality and social conflict.”

Another “solution” Swail advocates is the development of “a true K-16 alliance.” He notes that, historically, colleges and universities have not felt responsible for student preparation in pre-college years.

He applauds the recent “Pathways to College” initiative, a government/private/public alliance that forges partnerships among these sectors toward the long-term goal of equity in higher education.

“Just as our nation has an international responsibility to provide strategic support to developing nations, we have a similar responsibility to better address the needs of our own underserved citizens,” he writes. “Higher education's ability and willingness to reach down and work with other agencies early in the education pipeline is critical to future success.”

Another necessary step, according to Swail, is for policy changes to address not only access, but also retention. “We are now coming to the realization that simple access, without a simultaneous commitment to the completion of a program of study, does not guarantee future success or deliverance from poverty,” he states.

In this “Age of Accountability,” our country might do as other nations have done, says Swail, linking funding and financial aid with student completion. He admits this would constitute a “significant cultural shift,” but notes that this might force colleges and universities to provide stronger support services.

Swail notes that first-generation, poor minority students cannot enter and succeed in higher education without increased government funding, and he briefly addresses the alarming policy trend of awarding merit-based over need-based financial aid.

“A society that continues to provide unequal educational opportunity, and that fails to reduce significant barriers to higher education for *all* of its citizens,” writes Swail, “will be at a distinct disadvantage with respect to international competition.”

Each month, this new *H.O.* feature will recap a recently published article or report of interest to our readers. If you wish to submit a piece for our consideration, please send details to: hispanicoutlook@yahoo.com.

Peter Yarrow

Musician, Performer, and Social Activist

by Roger Deitz

Peter's Yarrow's latest project started with a song, proving that a growing chorus of singers has the power to move mountains.

"Don't Laugh At Me" is the song. It is a call for diversity and tolerance sung from the viewpoint of a universally put-upon young soul reaching out to a somewhat oppressive world. "Don't Laugh At Me" is a moving piece sung in concert by Peter, Paul & Mary, and now, because of the vision of Peter Yarrow, it is a grand and growing project, named for that song.

Yarrow says that the song "speaks to our hearts. We must use this song to address something critical that is happening in this country. We have an epidemic of disrespect that comes through the media, that comes from messages in powerful and cruel ways that are not characteristic of the ways they came to us when I was young." Through this song, and his derivative Don't Laugh at Me Project (DLAM), Peter is trying to change the world, not all at once, he points out, but by "changing one child, one classroom at a time."

Yarrow reflects, "If you change one classroom, you change the world...and I firmly believe that. The Don't Laugh at Me school project is more than a program. It is a tool for the elementary and middle school kids to acquire the skills to exchange in a respectful way with one another and adopt a point of view that is respectful even in controversy, so that a natural inclination or impulse is to resolve conflict non violently."

Few champions of diversity have fought as many righteous battles, and been credited for accomplishments on as many fronts, as the talented singer and guitarist Peter Yarrow, best known as a member of the popular musical trio and as the author of the song, "Puff the Magic Dragon."

Every performance of the trio, Yarrow says, has been a project of singing about diversity. It is not just showmanship...Peter Yarrow, Noel Paul Stookey, and Mary Travers, says Yarrow, have performed "for 40 years, believing what they say." Since the trio was first formed, many issues have moved the singer to commit his time and talents. These include equal rights, peace, the environment, gender equality, homelessness, hospice care, and education. Again and again he has relied as much on his organizing skills as on his musical talents. The Civil Rights Movement took the trio to Washington in 1963 to sing for the historic march led by Dr. Martin Luther King, Jr., and the equally historic Selma-Montgomery march in 1965.

Yarrow produced and coordinated numerous events for the Peace/Anti-Vietnam War movement, including festivals at New York's Madison Square Garden and Shea Stadium. Perhaps his crowning achievement was co-organizing the 1969 Celebration of Life, a now famous march on Washington that drew some half-million participants.

Although not a professional educator, Yarrow is making a mark in that realm, gaining support from some of the foremost educators and educational organizations in the nation, giving over 200 presentations of Don't Laugh at Me in song and words this past year alone. This month, he received the Educator of the Year Award from the New York State Association for Supervision and Curricular Development. He was granted an Honorary Doctorate of Letters from National Lewis University in Chicago in May.

As a college student, Peter Yarrow attended Cornell University, where he held an undergraduate instructorship as a senior, and he has taught in his children's classes as "a daddy who cared." As founding director of The Don't Laugh at Me Project of Operation Respect, Yarrow is working to transform schools, camps, and other youth organizations into more compassionate, safe, and respectful environments.

Don't Laugh at Me is based on Peter's passionate belief that music, with its power to build community and catalyze change, can be a powerful organizing tool as well as a source of inspiration for children. The project disseminates educational resources designed to establish a climate that reduces the emotional and physical cruelty some children inflict upon each other by behaviors such as ridicule, bullying, and, in extreme cases, violence.

DLAM has developed three curricula, one for grades 2-5, another for grades 6-8, and a third for summer camps and after-school programs. All of the programs utilize inspiring music and video as well as workbooks and materials based on the well-tested, highly regarded conflict resolution curricula developed by the Resolving Conflict Creativity Program (RCCP) of Educators for Social Responsibility (ESR). Peter points out that DLAM is a gateway program, designed to provide teachers, school administrators, counselors, social workers, and other professionals with an entry point for year-round social and emotional learning (SEL) and character education programs, as well as to interface and inspire similar efforts.

With its move into the Los Angeles Unified School District, Spanish-language editions of the program will be available for use. A closed caption version is already being circulated.

It has been just two years since the inception of Yarrow's brainchild, yet DLAM is in 10,000 schools now, in varying degrees of use, reports Peter, who says he has managed to motivate a majority of America's educational organizations to endorse the program. In addition, on board are more than 100 members from both houses of Congress, and many from the private sector, joining the effort by contributing their time, talent, and funds for the free dissemination of the DLAM program.

The McGraw-Hill Companies led the way in the private sector with critical support right from the beginning, as the project's most important sponsor, says Yarrow. And in August 2001, DLAM made a major breakthrough in the legislative support area. After a year of planning and organizing by Peter Costa, California state senator, and Jim Costa, president of the National Conference of State Legislatures (NCSL), the NCSL and DLAM crafted a resolution, with input from major education associations, subsequently endorsed by the NCSL. The resolution outlines model legislation advocating state initiatives to expand the implementation of social/emotional learning and character education programs. It also encourages funding and other support for related professional development of educators.

"In LA Unified, they have made the determination that there will be 'inclusion,' which is a contemporary way of saying mainstreaming...the inclusion of children in classrooms that have special needs," says Yarrow. "The vast majority of classes will have between 7 and 17 percent special-needs students. In order to prepare for that, they have been asked to deliver plans whereby they can have the 'least restrictive environment.' In common terminology, that means the most embracing environment.

"LA Unified became aware of this program through Cal State Northridge, at which Dr. Philip Rusche, dean of the College of Education, has been a great proponent of the program, even supporting schools–in a remarkable inclusion program–as demonstration sites.

"In Fresno, which has a large Hispanic population, an alliance has grown up that is a very natural one between social and emotional learning and this tool. It's a way you deal with issues, conversation, and conflict in the classroom. It's not a subject to be taught. It is a series of skills in ways of interacting to be learned. It should not be viewed as another subject or an add-on but as social-emotional learning. It's been called 'the other side of the report card.'

"As the national culture and profile changes–including the use of Spanish in everyday exchange, the fact of a large Spanish population of one origin or another that is increasing dramatically–it is up to us to celebrate that. Whatever one is...whatever one is given, a religion or a national origin, customs of food or dress or whatever, the color of one's skin, the sexual identity...all of these things have to be respected by us.

"Diversity is not just an issue of ethnic diversity. It is one manifestation of distinctions among us that have to be looked at in the broadest of terms. It is an issue of celebrating diversity and appreciating diversity. It is a fascinating topic.

"Not only does appreciation of each other lead to a richer society, but to a safer and more loving society, and ultimately it is the key to answering the challenges of 9/11. It is the key to our security and, one day, living in peace.

"If kids are allowed to grow up without these tools, we allow them to kill themselves emotionally and physically...as at Columbine. If they learn to treat themselves respectfully, particularly in conflict situations, and resolve conflict creatively and nonviolently, and they respect themselves not because of the sneakers they wear or the size of their home or the color of their skin, but because of their intrinsic worth, a different person evolves. We must find the tools of acceptance, which means the celebration of diversity. The roots of that are formed when we are young."

> ***"Not only does appreciation of each other lead to a richer society, but to a safer and more loving society, and ultimately, it is the key to answering the challenges of 9/11."***

Antiquity Meets Exigency

Spanish Universities

by Michelle Adam

In May, The Hispanic Outlook was invited to sent representatives to visit schools of higher education throughout Spain. Through the eyes of two of our contributing writers we witness how these schools, while embracing their rich cultural past, are moving beyond their borders and into the 21st century, attracting students from Europe, the Americas, and elsewhere. The following two articles bring a unique perspective on what Spain's bastions of higher education have to offer.

Once inside the 15th century church, we were led toward the tomb of Cardinal Cisnero, the burial place of the Franciscan monk who founded Spain's University of Alcalá. Along the tomb were broken sculptures that represented the various departments of study at the University. Back in the time of the Napoleónic Wars, said our tour guide, the heads had been cut off, except for the one representing theology.

While visiting the second oldest parador in Spain, the same guide pointed toward a location that had been called the "donkey's gate." Students who didn't pass their exams had to walk through the "gate" while dressed in donkey ears. People would spit on them until the students were covered, the guide explained.

Nearly 200 years have passed since stone heads were cut off at the University of Alcalá, and fewer years since students underwent the humiliating consequence of having failed their tests. Today, schools such as the University of Alcalá, steeped in centuries of study that dwarf what we could consider historic depth at a modern university, face the challenge of bringing the richness of their past to a modern world within and beyond Spain.

Although Spanish universities commonly have had agreements with American universities and other international schools for quite some time, changing demographics and new laws originating in the European community and Spain's central government are inspiring the country to open her doors even more to foreign students. The consequence, which we observed, is the unique marriage of centuries of traditional education with the demands of the modern age.

Through scholarship programs, students are offered financial assistance to promote transcontinental study. Spain, which currently receives students from many countries, has been successfully changing its programs in order to become more compatible with the larger continent.

Spain has been experiencing a dramatic population bust. Its current decline in birth rate is the largest of any European country. Schools that formerly could depend on larger numbers of Spanish students are now looking outside their country or province for those eager to learn. Public universities, once required to draw students from within their own province are now, by law, able to receive students from throughout the country. The provincial quality of these institutions is, therefore, becoming more national and global.

During our one-week visit to Spain and her schools of higher education, we toured five institutions. Most were public universities, with extensive histories, but our tour ended with a visit to a private business university in Northern Spain. Whether private or public, old or new, each one of the universities sought to reach beyond its borders with the recognition that studying Spanish language and culture is timely and of great benefit in our increasingly global marketplace.

University of Alcalá

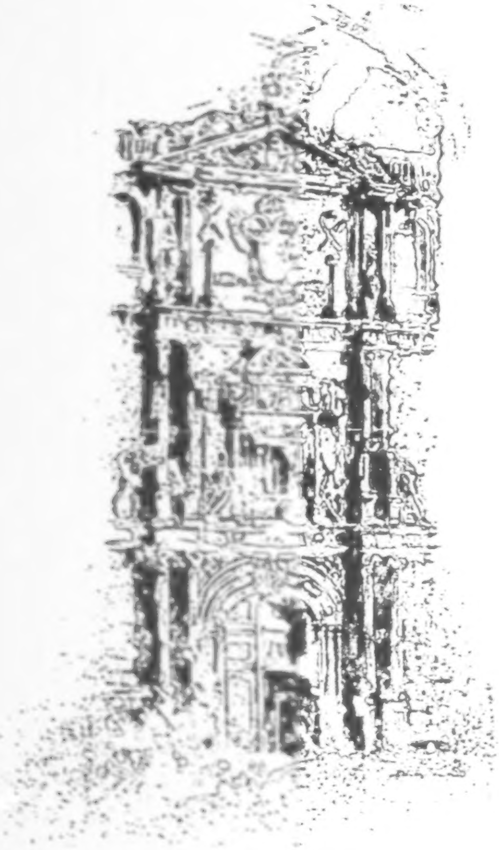
Our first visit was to the University of Alcalá, important as an intellectual center of Europe in the Middle Ages. The University was the first place in Spain to offer a Ph.D. and served as an example across Europe as one of the universities to have a city organized around it.

Located in Alcalá de Henares, only 30 minutes from Madrid, the capital of Spain, the University is the proud host of the Cervantes Prize, understandably, as the city is the birthplace of Spain's famous writer Miguel de Cervantes. From 1499 to 1836, the University of Alcalá played a key role in Spanish higher education. It closed its doors when the monarchy decided to move the University center to Madrid. It reopened at its current site in 1977.

Today, the University attracts 20,000 students; 3,000 of them foreigners. The school's Institute of American Studies alone draws 800 Americans a year. The University maintains three campuses: the old campus of Alcalá, the more modern urban campus, and the Campus Universitario de Guadalajara, in the neighboring city of Guadalajara.

At its modern campus, the University provides studies in Spanish language and culture, under the heading of Alcalingua. The courses vary from short, intensive Spanish language and culture and specialized classes in Spanish business to a master's program in teaching Spanish as a foreign language. All Alcalingua students come from abroad.

"We have grown a lot in the past 10 years, I believe at a good pace, since we have gone from not having had Spanish for foreigners to now being one of the most well-known centers in the field of teaching Spanish, as much as in



Alcalá de Henares

the formation of professors," said Alcalingua Director José Felix Valdavieso.

University of Valladolid

Spanish students tend to congregate at universities in large cosmopolitan centers of Spain, such as Madrid, and in places like Alcalá. Universities in the northwestern rural region of Castilla and León especially have suffered the consequences of Spain's low birthrate. Though only two to three hours from Madrid, schools such as the University of Valladolid have witnessed an increase in students leaving their more rural areas for the cities.

Jesús María Sanz Serna, rector of the University of Valladolid, explained that his school had expanded its facilities since the 1960s to accommodate a growing population, but that lately, with the low birthrates, they are in need of more students. "Now we have built the infrastructure, but do not have that many students around," he said.

When we visited the University of Valladolid, we discovered, however, that the more provincial and small-town quality of the school are what seemed to attract students from abroad to its campus. "Studying in a city this size is a good idea," said Andy Beckstrom, a junior exchange student from University of Wisconsin-Eau Claire. "Hardly any store that I go into will speak English."

Beckstrom was among the 100 U.S. students and approximately 1,000 European students who study Spanish at the University each year. "The number of American students coming here has rapidly increased in the past years," said Javier García Erviti, director of languages for Castilla y León. "We are used to working with Americans."

The University of Valladolid currently enrolls 33,000 students. A large number of its students from abroad are there specifically for its engineering program, and the University seeks to bring in more from South America.

Its School of Engineering stands on firm ground in a city that has developed itself as an industrial center over the past 40 years, especially with the Renault auto industry having moved in, and most recently the creation of a technology park only minutes from the University.

The history of the University of Valladolid dates back to 1250. The school lays claim to holding the oldest book in the country, the Comentarios al Apocalipsis de San Juan, 970 A.D. It sits inside a library that includes 30,000 books of ancient manuscripts whose bindings and pages reveal a history of education far more comprehensive than any modern university could claim.

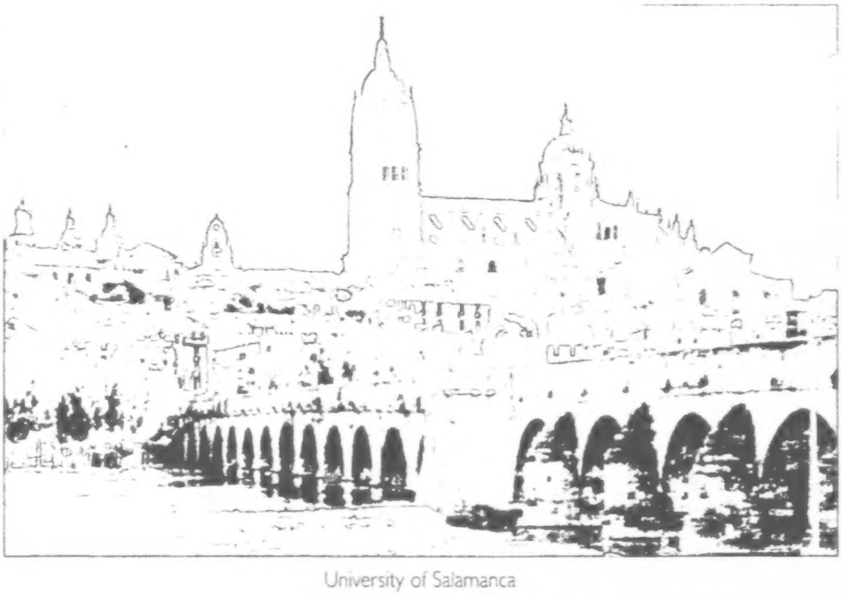
University of Salamanca

Southwest of Valladolid and near the border of Portugal is the University of Salamanca, the most noted of Spanish schools among international scholars. We visited the school on our third day, arriving in the rain that had followed us since our initial day in Spain. Here, up on a hill where the old city of Salamanca towers, is where Europe's first grammar was written, and where proficiency tests by the Ministry of Education for all of Spain are graded.

The University of Salamanca is steeped in a rich tradition that was quite evident to a visitor. It was here that the monarchy sought advice from the philosophy of science department as to whether the proposed journey of Christopher Columbus to the "New World" was feasible and rational.

In the center of the old university town, we visited a room dedicated to the famed poet Fray Luis de León, a priest and professor of theology of the University who was imprisoned during the Inquisition. Well known to many was the story of his return to the classroom, after three years behind bars, with the words, "Como deciamos ayer" ("As we were saying yesterday"). Next door is another room dedicated to a well-known writer.

Miguel de Unamuno, who died during the Spanish Civil War, was a rec-



University of Salamanca

tor and professor at the University.

A politically outspoken and intellectual tradition, mixed with a modern approach to education, has made Salamanca the official European Cultural Capital for 2002, and continues to attract students from across the globe. Sixty percent of Salamanca's students originate from outside the city. More than 25 percent of its postgraduate students come from Latin America. It attracts the largest number of foreign students studying Spanish. Of its annual enrollment of 36,000 students, 6,000 do not practice Spanish as a first language. The school also receives the most students from Europe through the current European scholarship programs.

The University of Salamanca is especially noted for its courses in law (many Latin American students attend legal studies here), language, and for its Centro de Investigación del Cáncer, the only working cancer research center in Spain. Numerous language teachers from the United States have also come here to brush up on their skills.

The University of Castilla-La Mancha (Toledo)

In the 15 years since it reopened its doors, the University of Castilla-La Mancha (Toledo) has focused on creating new programs that attract foreign students. "Spanish language is the hook that draws students here. That is why we are working hard to create a Spanish-speaking program," said Carlos Rubio, director of Español en Toledo.

Located only 45 miles south of Madrid, Toledo has long served as a cultural and tourism center for visitors from abroad. This medieval city, situated on the banks of the Tagus River, was once the capital of Spain. It was once home to the painter El Greco and to the old University of Toledo, which existed from 1200 until 1860, when, as with Alcalá, the educational center was moved to Madrid.

The building that is the site for the language programs was originally a Dominican convent, and once the only place where papal bulls, given to those deemed worthy of going to heaven, were published. This place that now attracts students from across the globe was once home to the courts and prisons of the Spanish Inquisition.

Today, the University offers courses in Spanish for business, medical, military, and legal purposes, as well as classes on mainstream Spanish language and culture and Spanish teaching for American teachers of Spanish. The school has conducted summer classes in Spanish for American teachers and is currently organizing a course for American doctors and nurses in medical Spanish.

The University has watched its young language programs grow during the past five years. In 1997, the school brought more than 40 students from the University of Toledo, Ohio, to its campus during the summer. Last summer, more than 120 students came to the school, most of them from the United States. And, says Rubio, "We are just beginners. We are open to opportunities."

ESADE

Although ESADE, a private nonprofit university, is also a young institution, upon visiting the school, we came across much more than beginners in the field of education.

Located in the northern city of Barcelona, ESADE was opened in 1958 in response to a group of industrialists who saw Spain at that time as undeveloped and in need of an international outlook. The University was thus created, and began as a joint venture in which half of the seats on the board were held by businesses.

ESADE, so different from the other schools we visited, with its modern glass buildings and plush facilities, is one of the first business schools in Europe fashioned after the U.S. business model. The school has since developed a language school, a law school, and a school of tourism, and has become known as one of Europe's top international business schools. Its MBA program was ranked No. 1 in Europe by *The Wall Street Journal* in 2001.

Today more than 100 universities and business schools throughout the world make up ESADE's network of exchange programs. And a total of 750 students come from 49 different countries, 295 from Europe, 324 from Latin America, and about 100 from the United States.

ESADE has made a distinct effort to draw foreign students in. And it has done so after having made language a key component of its curriculum.

"Spanish is the second business language in the world," said Gracia Rodríguez, adjunct director of Spanish Programs. "The language school has always had the awareness that through language you understand culture."

ESADE's full-time MBA program offers students from abroad the opportunity to take classes in English for the first year, yet requires that the second year be all in Spanish.

While we were visiting, 104 students from abroad were there for the MBA program, most of them from the U.S. (65 percent of all MBA full-time students are foreigners). "Many schools in the U.S. do not have hours in Spanish. We are teaching them the importance of building language into the curriculum," said Rodríguez.

Making Spanish language and culture an intricate part of curricula–whether at ESADE or at the University of Salamanca, where they have been practicing this for what seems an eternity–has become a key to attracting foreign students to so many universities throughout Spain.

As the Spanish language continues to garner prominence in international dealings, and as Spain increasingly opens its doors to foreign students, it seems likely to attract more and more students from outside its borders.

Spanish Universities

Reaching Beyond their Borders

Many Have Ties with U.S. Institutions

by Inés Pinto Alicea

In 1960, Spain had 50,000 students attending its universities. Today, it has more than 1.5 million students and has undergone a rapid expansion of its higher education system. But since Spain has one of the lowest birthrates in the world, the country is looking outward to maintain the infrastructure of that rapid growth.

Spain, which has a population of 40 million, was largely focused on Europe for much of its recruiting for its higher education institutions, but it is now part of the Bologna Agreement, which emphasizes the commitment of 33 European countries to creating a uniform system of higher education that offers students and staff free movement between countries. And Spain is looking more closely at colleges and universities in the United States.

Learning languages has never been a high priority among Americans. World War I left Americans suspicious of anything foreign, and the Supreme Court in the early 1920s overturned laws in 22 states that restricted the teaching of foreign languages. In 1979, a report commissioned by President Jimmy Carter declared that Americans' "incompetence in foreign languages is nothing short of scandalous," and many linguists say that not much has improved since.

Fewer than one in 10 students at American colleges major in foreign languages, according to the National Council of Organizations of Less Commonly Taught Languages. Most of those language majors choose French, German, Italian, or Spanish.

But, Spanish officials said that after Sept. 11, they noticed that more students seemed to be interested in learning languages and cultures, and they have wanted to capitalize on that interest.

In Spain, some of that interest of learning languages is being generated by Latino students wanting to improve their Spanish.

At the University of Castilla-La Mancha, located in the medieval city of Toledo, with nearly 40,000 students spread out among several campuses in nearby cities, a Heritage Learners program caters to U.S. Latinos interested in improving their Spanish-speaking and writing skills, enhancing their knowledge of Hispanic culture in the United States, and learning about cultural, historical, societal, and linguistic issues in Spain. The nearly 5-week-long program includes 100 hours of class, class materials, medical insurance, use of university facilities, airport

Ignacio Berdugo Gómez de la Torre, rector of the University of Salamanca

transfers, accommodations in a double room with three meals daily, and two field trips.

Located about 40 miles from Madrid, Toledo preserves the narrow, steep, and cobblestone streets and many Moorish features that reflect medieval times. More than 8,000 students attend the Toledo campus, which was established in 1984. The University's language offerings are very strong, with basic language courses as well as specialized courses for business leaders, who also get experience in a local business, for health practitioners who want to learn medical terminology in a medical setting, for lawyers and military personnel wanting to focus on terms for their specialties, and for people interested in focusing on Spain's literary history while traveling throughout the country.

The University has established ties with a number of universities in the United States for exchange programs; universities such as Northern Illinois University and Kentucky State University are sending business students for programs in Toledo. Gallaudet, a Washington-based university primarily for deaf students, has been developing an exchange program for its students to go to Toledo, a city of about 70,000 people.

Carlos Rubio, director of the University's Spanish courses in Toledo, said he felt the program would appeal to Hispanic-Serving Institutions and universities with large populations of Latino students and faculty.

"It would be lovely for many Hispanic students from the United States to rediscover their cultural roots in a city like Toledo, the ancient capital of Spain in the Middle Ages," said Rubio.

Two universities with roots dating back several centuries–the Universidad de Salamanca, one of the oldest in Europe, and the Universidad de Valladolid–have much to offer U.S. students and faculty members. Both are located in the Castilla y León region of Spain, with Salamanca, a World Heritage City, 125 miles from Madrid. The Universidad de Salamanca, which was established in 1218, is well known for its extensive offerings of Spanish instruction for a wide range of students, from beginners to those who teach the language themselves. More than 150,000 students from around the world have spent time in Salamanca in the past 30 years learning Spanish.

In Salamanca, a four-week summer course involves a family stay. Some dorms like the Colegio Mayor Hernan Cortés give full-time students during the academic year of October to June a reduction in dorm fees if their grades are high.

Salamanca's university has nearly 36,000 students spread among its home campus and schools in Avila, Zamora, and Bejar. It has a large number of exchange programs established with U.S. universities. The University's rector, Ignacio Berdugo Gómez de la Torre, said Salamanca, a city of 170,000, attracts one of the largest groups of foreign students of any university in Spain, with students from the United States representing the majority. Most come through their home universities but Salamanca welcomes students who want to attend independently. One program that it offers is a master's degree in Spanish language and Hispanic cultures.

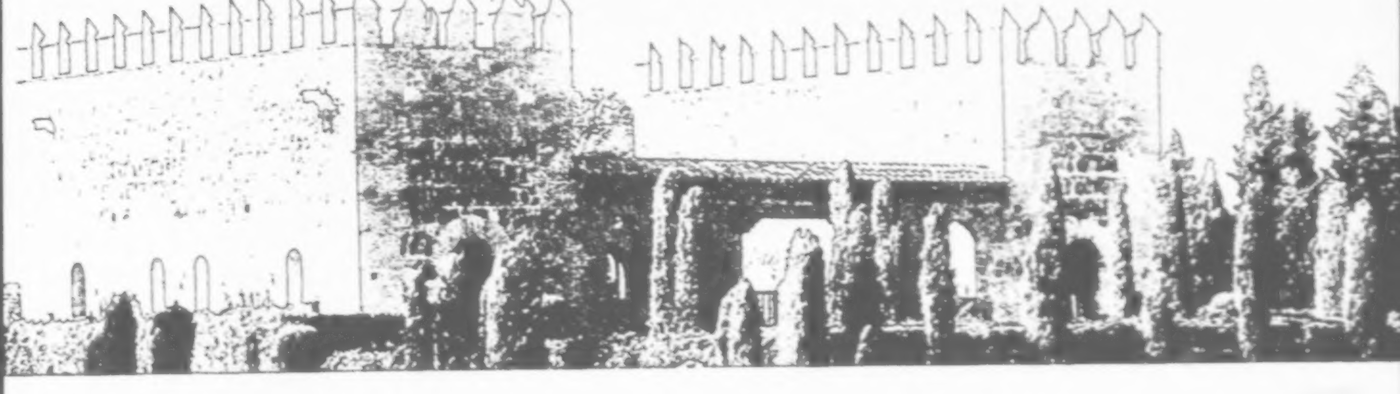
"We have a good success rate with students," he said. "It's a small city, and it's very safe. Students can walk everywhere."

Salamanca boasts some unique programs that attract U.S. students for reasons other than learning Spanish. The University has a strong English department and offers a doctoral program in North American and British literature. Salamanca also is trying to do some outreach with a unique master's degree called the Visiting International Faculty program, which prepares Spanish primary and secondary school teachers to teach the language in the United States for up to 3 years. Currently, students have been going to North Carolina schools to teach.

The University of Valladolid is one of the oldest in Spain, tracing its beginnings to 1293. Like many universities in Spain, the campus is a mix of old and new and its location has much to offer culturally, socially, and historically. While University officials say they welcome students from around the world for study for any of its degree offerings, many foreigners tend to go there to learn Spanish.

Spanish language courses can

Toledo-Spain



vary in length from a few weeks, to a semester or summer or a year. A summer, four-week, Spanish course at Valladolid includes the option of staying with a family. For U.S. teachers of Spanish, the Spanish Ministry of Education and Culture provides scholarships to study in Valladolid as does the University itself. Paul Preston, a sophomore from the United States, who spent a semester in Valladolid, said the experience has changed his career goals.

"Before, I thought I would become a history teacher, but then I saw how much fun it was as people learn a language, so now I want to become a Spanish teacher," said Preston, who lived with a Spanish family during his exchange. He added that he chose Valladolid because he wanted a small town where there were fewer U.S. students than in more popular locations in Spain.

The University of Valladolid, with more than 34,000 students, allows foreign students to sign up for classes independently or through their home universities, a policy to which most Spanish universities adhere. Still, the University of Valladolid has exchanges with many U.S. universities with one of its biggest exchange programs being with the University of Virginia (UVA) in Charlottesville. In the 2000-2001 school year, nearly 2,300 students and faculty members from Valladolid went to UVA while more than 1,500 students and faculty members from UVA spent time in Valladolid.

Different departments at the Spanish University have also established 150 exchanges; the school of engineering, for example, has exchange programs with schools in New York, Texas, Rhode Island, and California. Since Spain has taken strides to make its engineering programs and other higher education offerings conform with U.S. and other European programs and has added remedial classes at many universities to help students along, U.S. students should find a more welcoming environment, said Miguel Angel Villamanan Olfos, director of the University of Valladolid's School of Engineering.

The Universidad de Alcalá, on the outskirts of Madrid, offers a four-week language program and arranged board and lodging with a family. Alcalá also offers Spanish language programs of varying lengths and welcomes foreign students to study in different disciplines. The town of Alcalá is gorgeous with a stone and brick wall surrounding it and with towers dotting the landscape throughout. Alcalá's language offerings are made through Alcalingua.

Alcalá also has exchange programs with American universities, such as the University of California, Georgetown University, Loyola College, and College Park of the University of Maryland.

If a big city like Barcelona is more appealing than some of the smaller towns for people wanting to learn Spanish, then the choice should be la Escuela Superior de Administracion y Direccion de Empresas, ESADE, ranked as one of the top 50 business schools in the world by *The Wall Street Journal* and the top European school (April 30, 2001) and a school that follows the U.S. model for business schools and management education. ESADE's business school has an extensive exchange program allowing students to do part of their training at more than 60 business schools worldwide.

ESADE's business school has an extensive exchange program allowing students to do part of their training at more than 60 business schools worldwide.

Entrance to ESADE Business School

Less known but equally good is ESADE's language school, which offers courses of varying lengths and in English, French, German, and Spanish. Some 4,500 students take classes in the language school, and many courses focus on learning business terminology, but students can just study language and culture as well. Another focus is providing training for professionals who run language-teaching programs.

Gracia Rodríguez, adjunct director of Spanish Programs at ESADE explains, "All students are trained in content matters like how to negotiate, conduct meetings, and cross-cultural transactions," she added. "These things make us different from other language schools."

ESADE, founded in 1958, has more than 10,000 students enrolled at its various centers and departments (business school, law school, school of tourism, and language school.) In the 2001-2002 school year, 104 U.S. students enrolled in ESADE. Though proficiency in Spanish isn't a requirement for admission, students are requested to master three languages to earn an MBA degree.

Another option for learning Spanish is to go through a private institution rather through a university. Carmen Cantariño, director of the U.S. department at don Quijote, a private company offering Spanish language courses throughout Spain, said the company, launched in 1986, provided language instruction and cultural activities for 9,000 students this past year and developed its own textbook for teaching Spanish. The company's strong point is flexibility, she said. "If a U.S. university says it wants a class that lasts this long and teaches this subject, then we can do that," said Cantariño.

Flexibility seems to be the theme no matter where Spanish instruction is offered throughout Spain. In this time of raised awareness of other languages and world cultures, Spain's universities and learning centers have programs to meet a wide variety of educational needs.

New Encyclopedia Provides ABCs of Latin American Politics

Useful Resource from Georgetown's Center for Latin American Studies

Compiled by Adalyn Hixson

Latin America "is generally understood to comprise the 18 Spanish-speaking republics of the Western Hemisphere, together with Portuguese-speaking Brazil and French-speaking Haiti," explains the preface of a new Oryx Press book recently released by Greenwood Publishing, *The Encyclopedia of Latin American Politics*. The 358-page book presents historical and current political developments of the abovementioned nations, and of the commonwealth of Puerto Rico, with a sharp focus on the 20th century.

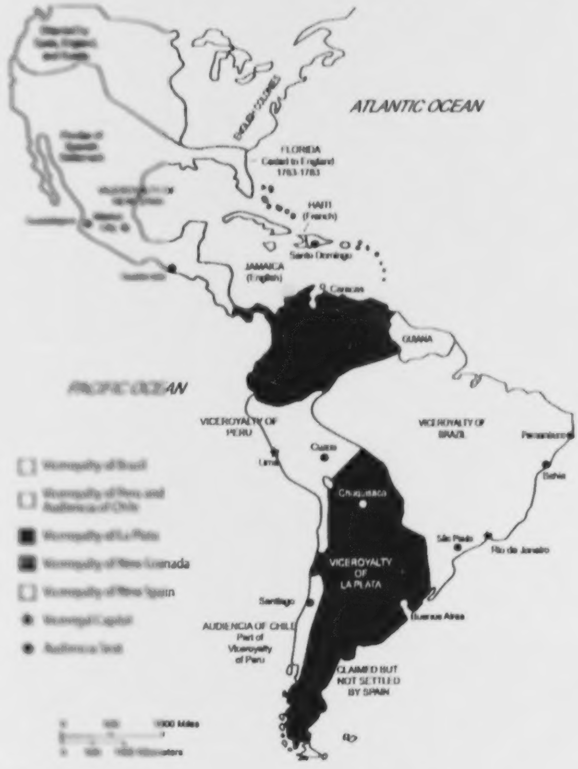
A chapter on each nation includes relevant economic, political, and social data, maps, photos, a list of presidents, a bibliography, and several dozen entries on significant terms, events, and individuals.

The book's editor, Diana Kapiszewski, was director for academic programs at Georgetown's Center for Latin American Studies from 1996 to 2000. She holds a bachelor's degree in Spanish from Dartmouth, a master's in Spanish from Middlebury, a master's in Latin American studies from Georgetown, and a master's in political science from University of California Berkeley. Assistant Editor Alexander Kazan has worked at the G-7 Group, the Inter-American Development Bank, and for the Political Database of the Americas, a project of the OAS and Georgetown University.

An introduction by Jeffrey Taggart offers a succinct overview and a bibliography of print and electronic resources, among them Web sites at New Mexico State University, University of Texas-Austin, Georgetown University, and University of California Berkeley, as well as those of financial, political, and human rights entities.

The encyclopedia's glossary and two appendices, one on U.S. policy in Latin America, the other on multilateral agreements, groups, and wars, are as interesting as the main text.

Following are excerpts selected from the preface, introduction, various chapters, glossary, and indices by a reader who found all very user-friendly and often relevant to current events.



Spanish and Portuguese America, 1780

- Following the Moorish invasion of Spain in A.D. 711, Christians fought to regain control of what would become modern Spain and Portugal (the Iberian Peninsula) from the Moors, followers of Islam from northern Africa. Despite these protracted religious wars, Christians, Muslims, and Jews lived in relative harmony in many parts of the Iberian Peninsula. However, following the final military victory of the Christians over the Moors in 1492, the Catholic Church gained significant authority in Spanish society and subsequently Christian Courts of Inquisition were held to interrogate people about their religious beliefs. Many who came before these courts were forced to renounce their Muslim or Jewish beliefs or face exile from Spain, or possible death. This zeal for Christianity and conquest would be carried to the New World by the Spanish *conquistadores* (conquerors). *p. ix*

- Mexico's early cultures were advanced in many areas, including transportation, irrigation, and art. The Olmecs, the region's earliest occupants, inhabited the area beginning in approximately 1100 B.C. When the Spanish arrived in 1519, indigenous cultures, including the Olmecs, the Teotihuacans, the Maya, the Mixtecs, the Zapotecs, the Tarascans, and the Aztecs, were thriving. Moctezuma II, the ruler of the Aztecs at the time of the Spanish arrival in Veracruz, initially welcomed Spanish conqueror Hernan Cortés, believing that this mysterious foreigner was Quetzalcoatl, the White god of the Aztecs. This misperception, and Cortés' ability to ally with some indigenous peoples against the Aztecs, led to the rapid collapse of the Aztec Empire; Emperor Cuauhtémoc surrendered to the Spanish in August 1521. Mexico City soon became the Spanish capital of the New World. *p. 201*

- Over time, missionaries were sent by the Catholic Church to convert the indigenous population that had survived colonization and the scourge of new diseases brought by the Spanish. Gradually, as the colonizers and indigenous peoples mixed, a new generation of Mexicans emerged, mestizos, who mainly occupied the lower to middle classes of Mexican society, while the indigenous peoples were increasingly marginalized. In September 1810 in the town of Dolores, Father Miguel Hildalgo y Castilla proclaimed the *Grito de Dolores* (Cry of Freedom), which officially began Mexico's struggle for independence from the Spanish crown. Mexico finally gained independence in 1821. *p. 201*

- Mercantilism. An economic conception held by many Spanish and Portuguese colonists in the Americas through the colonial period held that the colonies in the New World existed to enrich Spain and Portugal. As a result of this concept, much of Latin America's wealth was drained away through Spain and Portugal to Europe, where it helped to stimulate the rise of capitalism. *p. 336*

- One of the most advanced civilizations in the Western Hemisphere, with a complex social and political system, the Incan Empire once spanned one-third of the South American continent, including parts of current-day Peru, Argentina, Chile, Bolivia, and Ecuador. When the Spanish colonizers arrived in the early 1500s, the Inca were in the midst of a process of social and political reordering and had been weakened by divided loyalties and years of fighting. Spanish explorer Francisco Pizarro and his men capitalized on the discord within the Incan leadership, allowing the Indians to fight a war of attrition among themselves. Despite continuing indigenous revolts, the Spanish crown, recognizing the extreme wealth available in the area, soon forged ahead with colonization. By the end of the 16th century, the Spaniards had gained control of the entire empire, which became the seat of the Spanish colonies in South America and rivaled Mexico as the more important outpost in the New World. *p. 258*

- Through the Treaty of Guadalupe Hildalgo, signed in 1848, Mexico lost about one-half of its original territory, including all or parts of what are now the U.S. states of Arizona, California, Colorado, Nevada, New Mexico, and Utah. While the Mexican Congress was humiliated by the defeat, the lost territory was sparsely populated, and most found the loss of land preferable to a prolonged occupation by the United States. The United States bought even more Mexican territory in the 1853 Gadsden Purchase. Conflict formed the basis of Mexican suspicion of its northern neighbor and lingering tensions in the bilateral relationship. *p. 215*

Through the Treaty of Guadalupe Hildalgo, signed in 1848, Mexico lost about one-half of its original territory, including all or parts of what are now the U.S. states of Arizona, California, Colorado, Nevada, New Mexico, and Utah.

- Through the 19th century, as increasing numbers of slaves were imported to work Puerto Rico's sugar plantations, the battle to end slavery brewed in both Puerto Rico and Cuba. Spain resisted any ideas of emancipation, and even mandated a system of forced labor for the free population because of the general scarcity of workers. The island inhabitants' anger at such unfair treatment, coupled with a desire for independence (fueled from Cuba), led to a revolutionary uprising (el Grito de Lares) on Sept. 23, 1868. While the Spanish quickly put down the rebellion, dissatisfaction and unrest continued over the next decades as Puerto Rican patriots continued the fight for autonomy. *p. 280*

- Colombia is unique in Latin America in terms of both its stability and its instability. It has one of the longest traditions of democracy in the region and until recently had one of the best economic records, with over 60 consecutive years of positive economic growth since the 1930s. Colombia's remarkable level of violence belies this stable image, however. *p. 73*

- The Platt Amendment (1901-1934) was a clause added to the Cuban Constitution of 1901 that allowed for limited Cuban independence and awarded the United States special privileges and influence in Cuba in political and military matters. After the liberation of Cuba from Spanish colonial rule in the Spanish American War (1895-1898), the United States maintained Cuba as a protected territory, assisting in the elaboration of political institutions and establishing military bases. In 1901, the United States agreed to withdraw troops from the island on the condition that the Platt Amendment, named after U.S. Sen. Orville H. Platt, be added to the Cuban Constitution. The amendment, originally attached to and passed with the U.S. Army appropriations bill of March 1901, limited the amount of foreign debt that Cuba could incur, restricted Cuba from entering into treaties with other countries, and legalized United States intervention in Cuban domestic politics. It also established the Guantanamo Bay base as a legal U.S. military outlet until such time as both Cuba and the United States would agree to its removal. The United States used these privileges to intervene in Cuba on several occasions during the early years of the republic. The Platt Amendment was revoked formally in May 1934, but the United States remained interested and involved in many aspects of the Cuban economy and state. *p. 116*

- Missionary Diplomacy (1913). U.S. president Woodrow Wilson (1913-1921) saw the promotion of democracy in the hemisphere as a moral duty of the dominant power (the United States) and of "good men" in Latin America. Believing that Latin Americans could be "civilized" through democracy, and in a quest to "teach the South Americans to elect good men," in 1913 Wilson announced that he would withdraw or refuse to award U.S. diplomatic recognition to unconstitutional and/or revolutionary governments in Latin America. In reality, this "Wilson Doctrine" was employed selectively. The United States intervened in Latin America, primarily in the Caribbean basin, on many occasions under Wilson, earning the president's policy in the region the nickname "gunboat diplomacy." In many cases, U.S. intervention did more to solidify dictatorial regimes than to encourage the practice of constitutional governance. *p. 329*

- U.S. Occupation. U.S. President Woodrow Wilson sent the U.S. Marines to the Dominican Republic in 1916 to quell domestic unrest. The eight-year U.S. occupation resulted in increased order and the development of infrastructure, but also created an environment conducive to the subsequent rise of dictators and strongmen. *p. 129*

- While others regard Latin America as a 'revolutionary' area, only five Latin American nations have attempted change by revolution in the 20th century (Mexico, 1910-1920; Guatemala, 1944-1954; Bolivia, 1952-1964; Cuba, 1959 to the present; Nicaragua, 1979-1990), *p. vii*

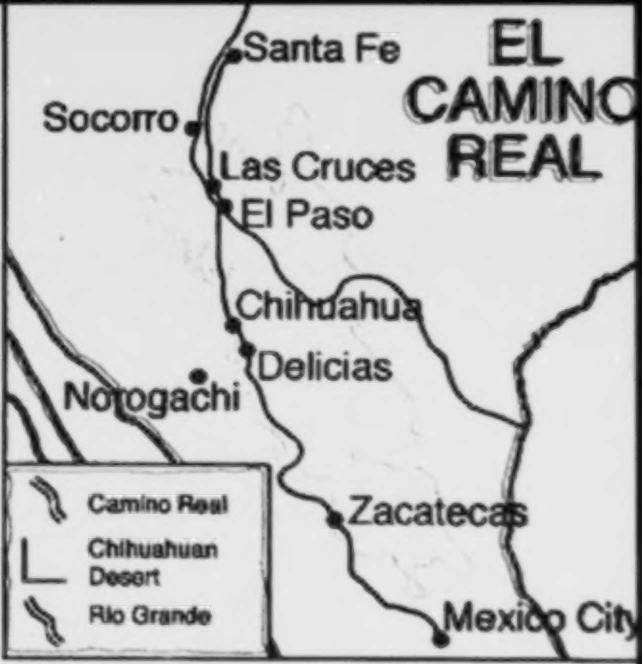
While others regard Latin America as a 'revolutionary' area, only five Latin American nations have attempted change by revolution in the 20th century...

- The Good Neighbor Policy refers to U.S. foreign policy toward Latin America during the administration of U.S. President Franklin D. Roosevelt (1933-1945). The cornerstone of the policy, which brought a new spirit of cooperation to hemispheric relations, was U.S. nonintervention in the internal political affairs of other American republics (even for the promotion of democracy). In fact, Roosevelt's first two administrations were marked by what appeared to be a withdrawal of U.S. interest from the region. World War II forced the U.S. to take a more active stance however, and it begin to openly cooperate with all stable regimes in Latin America, dictatorships and democracies, that opposed the Axis powers. *p. 329*

- School of the Americas. The Latin American Training Center–Ground Division was established in 1946 in the Panama Canal Zone. It was renamed the U.S. Army School of the Americas in July 1963. Under the provisions of the 1977 Carter-Torrijos Treaty regarding the Panama Canal, the school was relocated to Fort Benning, Ga., in October 1984 and designated an official U.S. Army training and doctrine command school. This U.S.-operated and-financed institution trains military forces from Latin America in combat, human rights awareness, marksmanship, civilized interrogation techniques, counterinsurgency, and counter-narcotics. The school is controversial; its critics cite evidence that its graduates or attendees have been heavily involved in human rights abuses upon their return to their home countries, while the school itself insists that since its inception, it has promoted the professionalization of the armed forces in Latin America, including military subordination to civil authority. *p. 330*

- The Cuban Missile Crisis began when the United States discovered Soviet nuclear capacity weapons on Cuba through U-2 spy plane photography in 1962. In October of that year, Cuba found itself in the middle of a standoff between the United States and the Soviet Union. U.S. President John F. Kennedy ordered the Soviets to remove the missiles on Oct. 22. They did not, and by Oct. 24 the United States established a naval blockade around Cuba in order to intercept any incoming weaponry. In the following two weeks, Kennedy and Soviet Premier Nikita Kruschchev negotiated an end of the nuclear crisis: the Soviets agreed to remove the weapons if the United States agreed not to invade Cuba. Fidel Castro Ruz was outraged that the Soviets struck such a deal with the Americans without consulting him. He refused to allow United Nations weapons inspectors onto the island and accused Khruschchev of giving in to the United States. Although U.S.-Soviet relations improved slightly following the incident, Cuba-Soviet relations were strained while Cuba-U.S. relations continued to be tense but militarily nonconfrontational. *p. 110*

El Camino Real Leads to Univ. of New Mexico



University Hosts Coloquio on the Royal Road

by Carolyn Gonzales

Even before 1598, when Don Juan de Oñate led the first group of colonists nearly 800 miles across the Chihuahuan desert to the southern Rockies, pueblo people had used trails that formed the Camino Real de Tierra Adentro–the Royal Road of the Interior–for communication and trade for hundreds of years.

Today, the story of the El Camino Real is being told.

The University of New Mexico (UNM), the National Park Service (NPS), the Bureau of Land Management (BLM) and the Instituto Nacional de Antropología e Historia (INAH) in Mexico recently hosted the VIII Coloquio Internacional de El Camino Real de Tierra Adentro at the UNM campus in Albuquerque, N.M.

UNM is the first university to host the event. The theme of this year's coloquio was "Caminos sin Fronteras: Culture, Commerce, and Community on the Camino Real de Tierra Adentro."

The *coloquio* brings together a binational group of professionals from Mexico and the United States to discuss the Camino Real and its preservation.

"The encroachment of time and poachers have forced us to acknowledge our responsibility to the cultural resources in our midst," said Dr. Joseph Sánchez, director of the Spanish Colonial Research Center, a joint project of the National Park Service and UNM.

Pictured (l. to r.): Omar Rivera, Office of the Mexican Consulate; Dr. Joseph Sánchez, director, Spanish Colonial Research Center; Juan M. Soldaña, Mexican Consulate, and Dr. Eliseo "Cheo" Torres, vice president for Student Affairs, UNM

Since 1995, NPS, BLM, and INAH have collaborated to hold alternating colloquia on the historic Camino Real in the United States and Mexico. Previous sites include Valle de Allende near Ciudad Chihuahua, Zacatecas, Aguascalientes, and Durango, Mexico, as well as Santa Fe and Alcalde, N.M. In 2000, a tri-city *coloquio* was held in Las Cruces, N.M., El Paso, Texas, and Ciudad Juárez, Mexico.

The Prehistoric Route

The prehistoric route stretched from the ancient Aztec capital at Tenochtitlan, now Mexico City, to Paquimé in northwestern Chihuahua. The south-north trade route between Mexico and New Mexico was already well established by 1540, when Spanish missionaries, soldiers, cattlemen, miners, and traders moved north from Mexico City into the silver-rich mountains of Querétaro, Guanajuato. They traveled further north into Zacatecas and Durango.

Oñate and company blazed the route north to Paso del Norte, today's Juárez, and then north to San Juan de los Caballeros, New Mexico's first capital. By 1609, the 1,200-mile road extended from Mexico City to Santa Fe, providing a trail for trade and settlement.

The Spanish Colonial Research Center is designed to assist in the interpretation, preservation, and conservation of Spanish colonial heritage sites. Sánchez and his staff have been involved in a special research project on El Camino Real de Tierra Adentro, or the Royal Road of the Interior.

In 1993, to preserve remaining stretches of

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Pictured (l. to r.): Dr. Joseph Sánchez, director, Spanish Colonial Research Center, and student Elizabeth Camargo

the Camino Real, NPS, and the Spanish Colonial Research Center began identifying historic information on the Camino Real by way of a historical dictionary, documenting places by longitude and latitude along the trail from Mexico City to Santa Fe. In November 1993, Congress directed the NPS to evaluate the Royal Road as a potential candidate for the National Trail System.

Congress designated El Camino Real de Tierra Adentro a National Historic Trail on Oct. 13, 2000. The Trail includes the 404 miles between El Paso, Texas, and San Juan Pueblo, N.M., jointly administered by the National Park Service and the Bureau of Land Management.

In Mexico, José Luis Perea, anthropologist and director of INAH in Chihuahua, says that portions of the road have been declared historic monument zones. Places such as Querétaro, San Miguel de Allende, Zacatecas, Guanajuato, and Durango are protected by presidential declaration.

In the early years following the Oñate expedition, caravans from Mexico City would come to remote New Mexico settlements infrequently. Subsidized by the government and organized by the Franciscans who had established Indian pueblo missions, the caravans were counted on for the basics of life. They brought the Franciscans livestock, spices, cooking utensils, clothing, bedding, medicines, and the things they needed to conduct church ceremonies, including vestments and statues. In Spanish colonial tradition, the caravans usually consisted of 32 mule-drawn wagons, divided into *cuadrillas* of 16 wagons each. Each was supervised by a *mayordomo*. Two sets of eight mules were assigned to each wagon, with one team pulling the wagon while the other rested. The caravan brought spare mules to replace those that died on the journey.

"We looked at modern towns with roots in colonial villages, or *parajes*, colonial sites people passed through between the 16th and 19th centuries," says Sánchez. He says the intent is to preserve the historical integrity of the land as well as to document the trail's cultural continuity.

"We worked with INAH historians to document the communities on the Mexican side of the border," Sánchez says.

Because the Royal Road is significant to both Hispanics and native peoples, two individuals were invited to offer the *coloquio*'s invocation–Father Jerome Martínez, rector of the Cathedral of Santa Fe, and Herman Agoyo of San Juan Pueblo, representing the ancestry of the early Camino Real travelers.

United States National Park Service
United States-Mexico Affairs Office

Opening Doors

"The Camino Real opened doors to exchange when the U.S. Southwest and Mexico were one country. Now, symbolically, it opens doors to ventures between two countries," said Dr. Eliseo "Cheo" Torres, UNM vice president for Student Affairs.

Torres saw the *coloquio* as a means of introducing Latin American students and researchers to UNM and encouraged his colleagues to send students from Mexico. "I insisted that the event be held on the UNM campus. I wanted these students to be exposed to all an American university has to offer," he said.

"We have a good reputation of serving Latin American students through UNM's LAII [Latin American and Iberian Institute] and UNM's ISTEC [Ibero-American Science and Technology Education Consortium], but we need to play a more important role in serving Hispanics from other countries," said Torres.

Torres also saw the *coloquio* as a chance to bring UNM's people together with those from INAH and other groups. "The Rotary Club has a subcommittee addressing the preservation of and economic development along the Camino Real," he said.

Col. Norman Hubbard, Rotary Club, says the organization's goals have been to have the trail clearly identified from Santa Fe to Mexico City. "Our goal has been to educate people about El Camino Real while also working with the state Department of Tourism to increase business and trade along the route," said Hubbard, noting that Rotarians are an economic development group.

All roads led to Santa Fe from outlying settlements and missions in the 17th century. Between 1680, when El Paso grew into a large settlement as a result of the Pueblo Revolt, to the first decade of the 18th century, when Ciudad Chihuahua (1709) was founded, other small settlements between them began to line the Camino Real in New Mexico.

Albuquerque, established in 1706, had long been a primary stopping place. Many of the communities in the city's historic South Valley were *parajes* along the route–Atrisco, Pajarito, Armijo, and Los Chávez. All of New Mexico's capitals have been on the Camino Real–San Juan in 1598, San Gabriel in 1600, and Santa Fe since 1609.

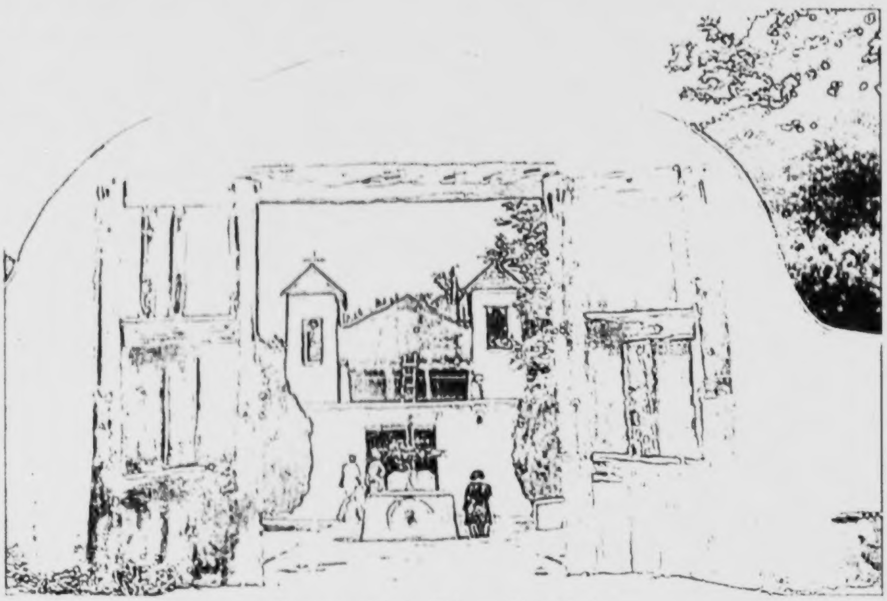
The Charmizal Treaty

NPS Historian Art Gómez spoke in a session on

Mexican Consulate Juan M. Soldaña with students Blas Rodriguez and Rocio Ramos.

towns, places, and land grants of the Camino Real. His presentation, "Old El Paso, 1858-1968: A Vanished Community," focused on downtown El Paso and how it changed as a result of the Chamizal Treaty in 1963. "The U.S. virtually ignored a treaty signed with Mexico in 1911 over lands at the border. At dispute was an area of 465 acres that belonged to Mexico," said Gómez. The U.S., he said, appropriated the land when the Río Grande, the official border between the two countries, shifted. "In 1963, President John F. Kennedy repatriated the land to Mexico at a cost of $495 million. Neighborhoods and industrial facilities had to be moved," said Gómez.

Gómez is currently writing a history of the Chamizal National Memorial. "Chamizal is memorialized because the countries were able to peaceably resolve a 100-year controversy," he said. Both El Paso and Ciudad Juárez have memorials. Mexico's is an arboretum, and the U.S. memorial is a performing arts center.



Chimayo sanctuary, Chimayo, New Mexico

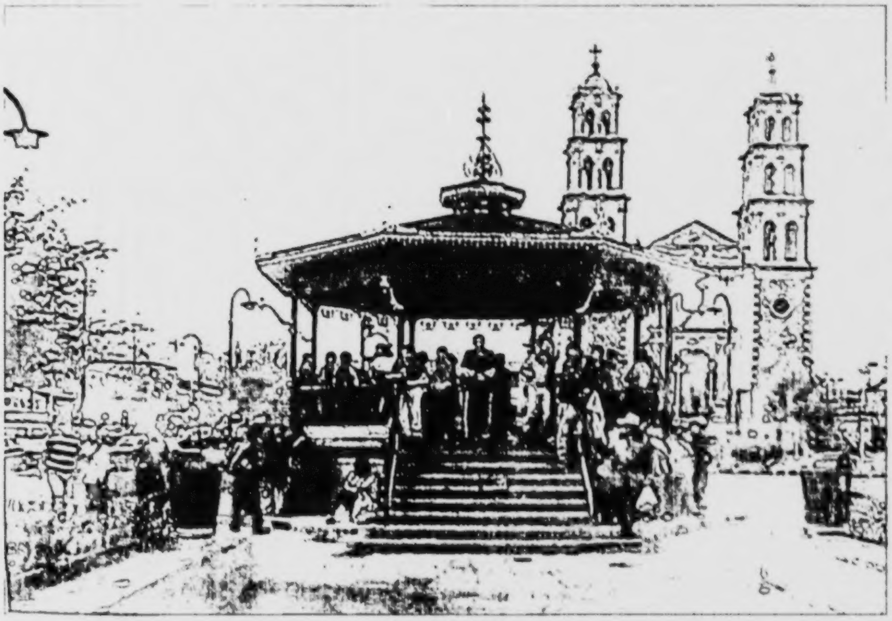
Women Making A Difference

Dr. Tey Diana Rebolledo, chair of the UNM Spanish and Portuguese Department, and her daughter, Dr. Tey Marianna Nunn, curator of Contemporary Hispano and Latino Collections at the Museum of International Folk Art in Santa Fe, were the speakers for the session on women and the Camino Real.

Rebolledo, author of "Las Mujeres Hablan: an anthology of Nuevo Mexicana writers," looked at women during the colonial period, both before and after the Pueblo Revolt in 1680. One tale she shared is the story of the Lady in Blue. The nun, Sister María Jesús Agreda, who was said to fly from Spain to New Mexico during the years 1620 to approximately 1631 on more than 500 occasions. She traveled spiritually to New Mexico where she Christianized the Indians, speaking to them in their own language. An open case of the Holy Inquisition against the nun took place in 1635.

"The first Spanish explorers were amazed by the natives' knowledge of Christianity and baffled by their rosaries and their descriptions of the 'Blue Lady' who had come from afar to preach to them," said Rebolledo.

Rebolledo also spoke about suffragette Nina Otero Warren and said, "Women were working on the Camino Real. They may not have made the history books, but they made communities."



Park in Juárez

Ancient Water Systems

Dr. José Rivera, associate professor in the UNM School of Public Administration, and Dr. Tomás Martínez Soldaña, anthropology professor from the Universidad Autónoma de Chapingo, Mexico, paneled the discussion about water issues on the Camino Real.

Aside from the road itself, rivers, canals, and *acequias* [ditches] were the most important infrastructure in New Mexico, said Rivera. "Water is the lifeblood of any community," he said.

"Permanent settlements didn't occur until 50 years–a half a century after Coronado came to New Mexico in 1540. When Oñate's group came in 1598, the *acequias* became the foundation of the community. The first public works were established with the *acequia madre*. People had to work as a community to decide where to locate diversion dams, using gravity and flow physics. The dams had to be upstream of the valley to expand and extend irrigable land maximally," said Rivera.

Rivera says that water systems were developed collaboratively and cooperatively. "No one could do it alone with wood tools. It had to be a community venture. It was the foundation of the settlement," he said.

Rivera says that as many as 1,000 *acequias* were established in the U.S. and Mexico in the colonial and territorial periods. "Many remain today, especially in northern and central New Mexico," he said. It is no coincidence, he said, that the Camino Real and side trails resemble the lines connecting settlements along the Río Grande. "Early territorial maps are noted for attention to detail for location of water, ponds, *arroyos*, holding tanks–any water source. Settlement is only possible where there are sangrias, blood veins for irrigation," he said.

He said that the *acequia* system is still governed communally. "The corporate village is still responsible for the construction, operation, and maintenance 400 years later. The *mayordomo* is still an elected position. He takes responsibility to establish ditch and cleaning rules as well as to ensure that people take turns in water distribution. It's a civil institution carried over from the Spanish Colonial period on the Camino Real," Rivera said.

In some northern New Mexico villages along and off the Camino Real, people are proud of their Spanish heritage. Life in some villages, such as Chimayó, still revolves around the church. The Plaza of San Buenaventura, now called the Plaza del Cerro in Chimayó, was built around 1740 and is the last surviving Spanish fortified plaza in the southwest. It is a square of adobe buildings with just two entrances. A torreon stands to the south and a small chapel rests on the western side. The *acequia madre*, the main irrigation ditch, the lifeblood of every northern New Mexico rural village, runs through the plaza.

Spanish culture, commerce, and community made their way into New Mexico by way of the Camino Real. Settlement in the state came up from the heart of Mexico, not from the east coast.

The University of New Mexico stands on a cultural crossroads. A resident of the Camino Real and rooted on Route 66, UNM understands, appreciates, and celebrates the diversity of all the people on the road.

LANGUAGE

Don't spell check me out, Amigo!

Advice from a Martinet

by Luis Martínez-Fernández

Recently, I realized that on top of the many forms of discrimination and cultural insensitivity that Hispanics already endure in higher education in this country, spell check programmers also have it against us.

The spell check mechanisms in our computers routinely scold us for misspelling words that we know are correct and even have the nerve to tell us how to write our own names, something we learned back in kindergarten.

Isn't it time for some multicultural sensitivity in the computer world?

When I sit down to write at my computer, Anglo surnames such as "Smith" and "Jones" are never highlighted as spelling mistakes, but Rivera flows back on the screen as "River," and Martínez is rejected in favor of "Martinet" (I had no clue such a word existed; it means rigid disciplinarian). Interestingly, "Bill Gates" does not appear as a mistake either; one could argue that both are real words: a duck's mouth and the plural of gate; but so is rivera, which means brook.

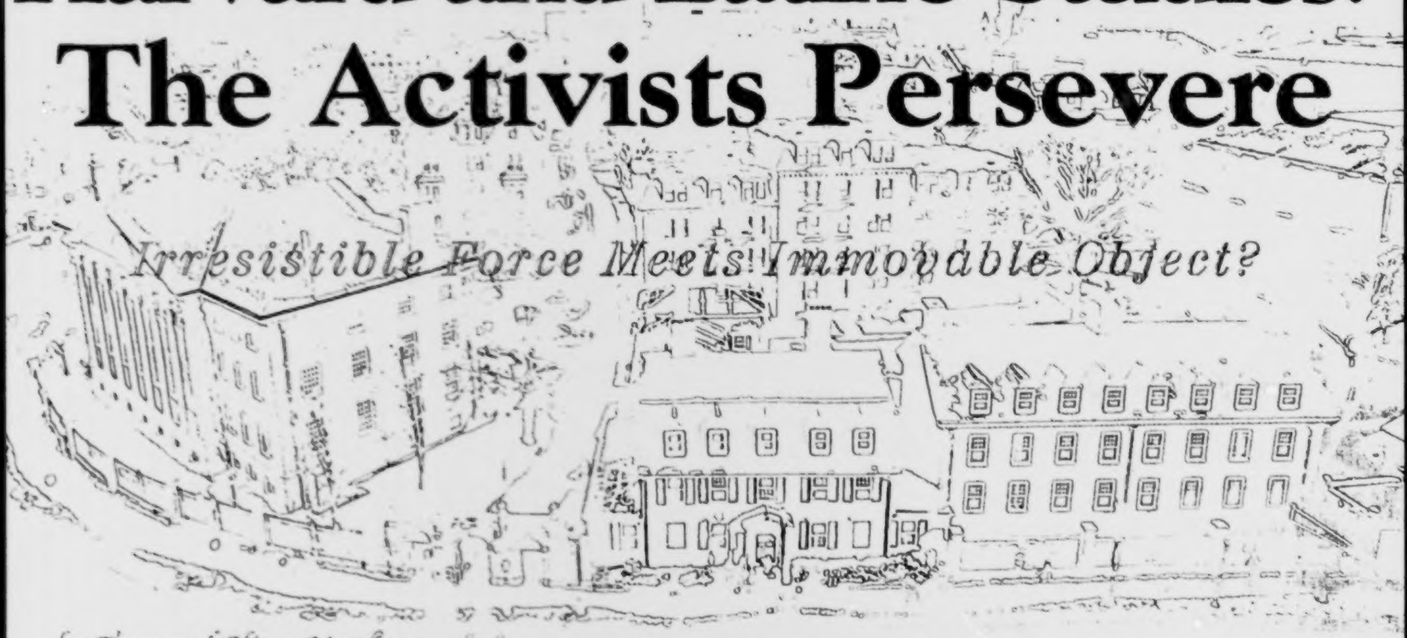
Common Spanish first names endure similar forms of discrimination and abuse. I recently spell checked an e-mail message that I was about to send, and the Spanish name of my colleague Asela flashed as misspelled; the suggested correction "Asleep" appeared as the top alternative. Likewise, the name of another colleague, Isabel, bounced back with a wavy red underscore [shown here as blue]; its alternative suggestion: "Usable" (Elizabeth would have been OK). The machine also offered the option "ignore." Is that why we are routinely ignored in higher education?

In another message the names of another colleague of mine, the novelist Tomás Eloy Martínez, were also signaled as incorrectly spelled. The alternative suggestion was rather unflattering: "Tomes" "Cloy" "Martinet" (It is true that he has written a few tomes–most recently the award-winning "El vuelo de la reina," but they are not disgusting, which is what "cloy" means). His full name in correct cyber form is stubbornly transformed by my computer into "the disciplinarian's disgusting tomes." His book in cyber-speak becomes "Velum Retina," which sounds like an advanced form of cataracts.

I usually close my scarlet marked letters and e-mail messages with a friendly Saludos; only to have my computer scold me again and suggest "salads" as if it were time for lunch. A suggestion of congrí–oops! "conger" is an edible eel–and lechón asado with a side of yucca would have been more culturally sensitive, not to mention more palatable. This is what my Hispanic colleagues and I endure every time we sit down to compose a letter on the computer or check for spelling errors before sending e-mail. Needless to say, a stronger Hispanic presence is urgently needed in the world of computer programming, as is the case in nearly every profession and in higher education. As we work to accomplish those goals, perhaps some radical Hispanic group of cyber-terrorists will let programmers feel our pain by spreading a computer virus that will flash as errors common English words like creative or web and respond with "cretino" and "huevo."

Louis Martinet-no suggestions
(Computer spelling for Luis Martínez-Fernández)
Chair of Puerto Rican and Hispanic Caribbean Studies
Rutgers University

Harvard and Latino Studies: The Activists Persevere



Irresistible Force Meets Immovable Object?

by Tony and Alison Martinez

"There is a strong reservoir of intense and articulate interest at Harvard in...understanding...the emergence of vast Latino communities in the hearts of great American metropolises," says Professor Gary Orfield of Harvard's School of Education.

"My hope is that a few years from now it will be manifest that Harvard has an opportunity as historic and important as that seized by Neil Rudenstein and Henry Louis Gates in creating an unprecedented concentration of scholars concerned with the role of African Americans in American society and culture." Rudenstein was Harvard's president, Gates is chair of the Afro-American Studies Department.

Orfield refers to the strength that Harvard added to its Afro-American Studies Department during the 1990s. Many people share his hopes that the University will build strong departments in Latino studies and other minority studies, but the University's current administration is said to show little interest.

Afro-American Studies at Harvard

In 1969, responding to demands, protests, and sit-ins, the University set up a Department of Afro-American Studies. Chair Henry Louis Gates, Jr., defines the Department's mission as striving "to teach the history of the achievements and struggles, the triumphs and conflicts, affecting persons of African descent in this county since the 17th century, as well as the curious, often tragic role of race and racism in the history of American democracy."

The charismatic Cornel West came to Harvard's Afro-American Studies Department from Princeton's in 1994. West, Gates, Professor Kwame Anthony Appiah, and other brilliant scholars attracted to the department built it into a celebrated program, serving a thousand students annually and offering not only an undergraduate concentration, or major, but an interdisciplinary Ph.D. This department's success encouraged other scholars interested in minority studies.

On July 1, 2001, Lawrence Summers, former chief economist of the World Bank, took office as Harvard's 27th president. He found high energy on campus.

Starting back in 1998, the Harvard Living Wage Campaign had been helping campus blue-collar workers press for increases. Students held teach-ins and rallies and occupied the president's office. In the spring of 2001, the workers signed a contract offering higher wages and protection against outsourcing. When he arrived, Summers instituted stronger office security measures.

Harvard Students Against Sweatshops had negotiated an agreement for information on factories making goods with the Harvard logo. Summers revoked the agreement.

Summers had a talk with Cornel West, and West opted to return to Princeton, an event reported throughout academia and noted by major media. This year Appiah followed him.

Latino Studies at Harvard

Although the example of the Afro-American Studies Department is no longer so encouraging, efforts to set up departments studying other excluded minority groups have gained renewed energy this year.

There has been, however, a long history of rejection by the institution.

In 1971, students had presented a proposal for a Chicano-Boricua (Puerto Rican) Studies Program to Derek Bok, then the incoming president. The Affirmative Action Task Force, a multicultural student coalition, repeated the request in 1977. Two years later, the Harvard-Radcliffe Racial Issues Studies Group called for more courses in Hispanic studies. In 1980, a

Degrees Conferred by Student Ethnicity: Academic Year 2000 - 2001

Head Count	**College**	**GSAS**	**Bus.**	**Dental**	**Design**	**Divinity**	**Edu.**	**Gov't.**	**Law**	**Medical**	**Public Health**	**Ext.**	**Total**
Asian/Pacific Islander													
Male	141	25	41	6	14	3	8	14	20	18	18	12	**320**
Female	151	23	35	7	16	8	43	12	26	21	38	14	**394**
Subtotal	**292**	**48**	**76**	**13**	**30**	**11**	**51**	**26**	**46**	**39**	**56**	**26**	**714**
Percent	17%	6%	9%	23%	13%	6%	8%	6%	7%	23%	14%	5%	**11%**
Black/Non-Hispanic													
Male	50	14	27	1	1	3	13	9	15	8	4	14	**159**
Female	80	12	12	-	1	6	34	5	20	6	14	15	**205**
Subtotal	**130**	**26**	**39**	**1**	**2**	**9**	**47**	**14**	**35**	**14**	**18**	**29**	**364**
Percent	8%	3%	5%	2%	1%	5%	7%	3%	5%	8%	5%	5%	**5%**
Hispanic													
Male	60	19	14	2	6	3	8	10	9	11	6	7	**155**
Female	73	12	7	1	2	1	20	13	9	5	3	14	**160**
Subtotal	**133**	**31**	**21**	**3**	**8**	**4**	**28**	**23**	**18**	**16**	**9**	**21**	**315**
Percent	8%	4%	2%	5%	4%	2%	4%	5%	3%	9%	2%	4%	**5%**
International Students													
Male	63	130	216	8	61	11	24	139	76	10	49	76	**863**
Female	56	75	72	5	35	7	50	72	29	6	51	103	**561**
Subtotal	**119**	**205**	**288**	**13**	**96**	**18**	**74**	**211**	**105**	**16**	**100**	**179**	**1,424**
Percent	7%	27%	34%	23%	42%	11%	11%	45%	15%	9%	26%	32%	**21%**
Native American													
Male	6	2	1	-	1	-	1	1	1	1	1	1	**16**
Female	8	-	-	-	-	-	3	1	2	2	1	2	**19**
Subtotal	**14**	**2**	**1**	**-**	**1**	**-**	**4**	**2**	**3**	**3**	**2**	**3**	**35**
Percent	1%	0%	0%	0%	0%	0%	1%	0%	0%	2%	1%	1%	**1%**
White/Non-Hispanic													
Male	389	114	16	14	49	53	95	85	186	44	75	122	**1,242**
Female	278	70	11	13	32	67	272	71	102	37	86	155	**1,194**
Subtotal	**667**	**184**	**27**	**27**	**81**	**120**	**367**	**156**	**288**	**81**	**161**	**277**	**2,436**
Percent	39%	25%	3%	47%	36%	70%	56%	33%	42%	47%	41%	49%	**36%**
Unknown/Other													
Male	188	148	275	-	7	4	16	24	113	2	15	12	**804**
Female	159	106	126	-	2	5	69	11	75	2	30	18	**603**
Subtotal	**347**	**254**	**401**	**-**	**9**	**9**	**85**	**35**	**188**	**4**	**45**	**30**	**1,407**
Percent	20%	34%	47%	0%	4%	5%	13%	7%	28%	2%	12%	5%	**21%**
TOTAL	**1,702**	**750**	**853**	**57**	**227**	**171**	**656**	**467**	**683**	**173**	**391**	**565**	**6,695**

SOURCE: 2001 INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS) SURVEY

Third World Center was proposed; it would offer study groups, speakers, colloquia, and seminars on subjects including Chicano and Boricua studies.

In 1989, law school students held a "study-in" to protest the lack of Hispanic faculty. In 1993 Concilio Latino, the university-wide Latino organization, proposed a comprehensive plan for student and faculty recruitment and retention, new courses, a Latino Studies Center, and a dean to oversee the needs of Latino students at Harvard.

The Center for Latin American Studies was founded. Its director, Monroe Gutman Professor John Coatsworth, says, "As far as formal support for Latino Studies at Harvard University goes, the David Rockefeller Center is pretty much it." The David Rockefeller Center for Latin American Studies works to increase knowledge of Latin America and topics related to the region at Harvard and beyond by studying its culture, people, politics, and economics.

The Center does not offer instruction directly, but supports the development of new courses. DRCLAS also tries to build relationships between Harvard and institutions in Latin America. The Center funds research, brings in visiting speakers, and publishes books. "Our job is, when we see where support is needed, to help the departments and faculty," Coatsworth explains.

The David Rockefeller Center supported Professors Doris Sommer and Marcelo Suárez-Orozco in the development of a course called "Latino Cultures: Interdisciplinary Perspectives," which will be offered in spring 2003. This year's Harvard University catalog also offers a few broad courses that include Latino elements, and a few courses on narrow aspects of Latino culture, such as borderlands, churches and Brazilian cinema. There is no survey of Asian American or Native American studies.

Degree Student Enrollment by Ethnicity: Fall 2001

Head Count	College	GSAS	Bus.	Dental	Design	Divinity	Edu.	Gov't.	Law	Medical	Public Health	Ext.	Total
Asian/Pacific Islander													
Male	537	118	87	30	25	10	21	31	81	111	19	31	1,101
Female	593	128	72	29	38	13	68	27	89	79	66	36	1,238
Subtotal	**1,130**	**246**	**159**	**59**	**63**	**23**	**89**	**58**	**170**	**190**	**85**	**67**	**2,339**
Percent	17%	7%	9%	28%	12%	5%	8%	7%	9%	24%	11%	6%	12%
Black/Non-Hispanic													
Male	244	51	73	4	3	18	32	18	51	41	13	23	571
Female	267	71	40	-	7	20	57	30	93	45	24	19	673
Subtotal	**511**	**122**	**113**	**4**	**10**	**38**	**89**	**48**	**144**	**86**	**37**	**42**	**1,244**
Percent	8%	4%	6%	2%	2%	8%	8%	5%	8%	11%	5%	13%	6%
Hispanic													
Male	264	57	29	3	9	11	29	15	34	45	9	20	525
Female	254	71	20	4	4	7	61	25	25	20	13	21	525
Subtotal	**518**	**128**	**49**	**7**	**13**	**18**	**90**	**40**	**59**	**65**	**22**	**41**	**1,050**
Percent	8%	4%	3%	3%	2%	4%	8%	5%	3%	8%	3%	4%	5%
International Students													
Male	259	573	426	22	171	28	37	258	163	32	106	79	2,154
Female	220	360	187	18	134	17	87	135	110	12	112	98	1,490
Subtotal	**479**	**933**	**613**	**40**	**305**	**45**	**124**	**393**	**273**	**44**	**218**	**177**	**3,644**
Percent	7%	28%	33%	19%	57%	10%	11%	45%	14%	6%	27%	17%	19%
Native American													
Male	25	3	7	-	-	3	3	6	-	4	1	2	54
Female	23	2	1	-	-	1	7	2	3	5	2	2	48
Subtotal	**48**	**5**	**8**	**-**	**-**	**4**	**10**	**8**	**3**	**9**	**3**	**4**	**102**
Percent	1%	0%	0%	0%	0%	1%	1%	1%	0%	1%	0%	0%	1%
White/Non-Hispanic													
Male	1,652	658	207	50	68	119	128	144	558	166	117	272	4,139
Female	1,318	475	143	43	51	180	406	132	396	186	203	370	3,903
Subtotal	**2,970**	**1,133**	**350**	**93**	**119**	**299**	**534**	**276**	**954**	**352**	**320**	**642**	**8,042**
Percent	45%	34%	19%	44%	22%	66%	48%	31%	50%	45%	40%	61%	41%
Unknown/Other													
Male	560	433	383	6	11	4	52	33	177	23	37	38	1,757
Female	434	358	172	4	15	20	133	25	134	8	86	50	1,439
Subtotal	**994**	**791**	**555**	**10**	**26**	**24**	**185**	**58**	**311**	**31**	**123**	**88**	**3,196**
Percent	15%	24%	30%	5%	5%	5%	17%	7%	16%	4%	15%	8%	16%
TOTAL	**6,650**	**3,358**	**1,847**	**213**	**536**	**451**	**1,121**	**881**	**1,914**	**777**	**808**	**1,061**	**19,617**

SOURCE: 2001 INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS)

What is Ethnic Studies?

Student activist Ethan Yeh, writing in the *Harvard Crimson* (Feb. 2002) follows standard usage in defining "Ethnic Studies" as the collective term that commonly refers to Afro-American, Asian-American, Latino, and Native American studies.

The Harvard administration, however, defines "Ethnic Studies" as any study related to ethnicity.

Thus, the University issues a list of numerous "ethnic studies" courses, ranging from "Survey of Modern Ukrainian Literature" to "Japanese Culture and Society," which Yeh calls Harvard's "imaginary ethnic studies curriculum." Yeh holds that the redefinition of "Ethnic Studies" confuses students, blurs the distinction between area studies and ethnic studies, and deflects attention from the central concern of ethnic studies, which is the perspectives of excluded minorities.

Harvard has an official student-faculty Ethnic Studies Committee, which, among other activities, invites distinguished speakers and scholars to visit the University. For several years, the official student-faculty Ethnic Studies Committee had been working on an Ethnic Studies Certificate, and *HO* was told that in spring 2001, the committee believed that agreement had been achieved. Over that summer, however, the Ethnic Studies Committee got a new chair, who reportedly quashed the certificate and then suppressed their protests.

The Committee has a new chair again this year, Professor Kay Kaufman Shelemay, a nationally known ethnomusicologist who calls Latino studies "one of our major priority areas."

Shelemay notes that she has observed growth in music and artistic expression across the entire spectrum of peoples and cultures in the campus community. And that now Harvard even has a mariachi band.

As for coursework, "there is inclusion of all sorts of Hispanic materials in many courses," she notes, "even in courses where you would not expect to find them."

Latino Activism

Thirty-four percent of Harvard undergraduates are minorities. Eight percent are Hispanic. Apart from Harvard Medical School, 17.5 percent of faculty are minorities, including 10.8 percent of senior faculty.

Still, "Latino students look around and ask, where are all the faculty of color?" says student Luis Hernández. "Why don't they stay? Don't they feel welcome?"

In 2001-2002 Concilio Latino, the umbrella organization of Latino clubs and groups, held a forum attended by about 50 leading students. Each person described his or her own vision for Latinos and Latino studies at Harvard. These ideas were organized into 12 points for presentation to President Summers.

Luis Hernández, co-chair of Concilio Latino, and Maribel Hernández (no relation), campus president of RAZA, volunteered to help write an open letter to Summers that would give the background and rationale for the 12 points. They worked long and hard to draft six pages, dense with facts and arguments, and phrased, they say, with respect.

The letter observed the growth of the U.S. Latino population and the importance of Latino contributions to culture, science, and learning worldwide. It noted that Harvard has numerous area studies programs and one stellar ethnic studies program (the Afro-American Studies Department), so that obviously the University can endorse the concept of ethnic studies. The letter summarized the many requests for Latino studies at Harvard over the years, and concluded that "student intellectual and social needs are not being met. Therefore, we respectfully request that Latino and Latin American studies and support for diversity at Harvard be made a priority of your presidency."

The letter pledged support to African American, Asian American, and Native American fellow students. Recommendations followed: a Latino and Latin American studies degree-granting program; survey courses in college programs and professional schools; interdisciplinary advanced degrees in professional schools; endowed chairs; recruitment, tenure, and promotion of Latino faculty; increased recruitment of Latino students, especially at the doctoral level; visiting scholars and postdoctoral fellows; a research center; a Latino studies fund; a library and other spaces for work and study.

Composing the letter and getting everyone's input for a final draft took time. When the letter was ready, within 24 hours, the students had gathered more than a hundred signatures representing organizations and individuals from every school of the University, and a diverse range of ethnic, religious, and gender groups. (Scores more signed on in following weeks.) Signatures in hand, the proponents put on their "professional interview outfits" and went to see the president.

Summers Meets the Students

The following account of a meeting in March 2002 is based wholly on the observations and recollections of the students who attended, as Summers declined the authors' request for an interview.

Summers invited the students to an informal seating area, away from his desk. Throughout the conversation, he tossed a ball from hand to hand and rested his feet on a coffee table.

The students handed the president their letter, explaining that they came on behalf of the 100-plus signatories and many more, all of whom would appreciate the chance to talk with him. He declined, stating that he has a policy limiting the size of face-to-face meetings.

The students then told him that the letter proposed initiatives for Latino studies, and asked for a written response. He declined. "No. I would give you the same response I am giving you right here. I do not want to engage in debate or dialog on this."

Luis Hernández told *HO*, "I can deal with his saying no. What I find shocking is his not being willing to investigate or engage in dialog." Summers, holding the unopened letter in his hand, said that nothing written in it could possibly change his mind.

Maribel Hernández agreed with Hernández. "We didn't think he was going to say yes, but the least that we wanted was for him to listen to what we had to say and listen with respect. It wasn't just passion we came into that meeting with–though we had a lot of passion–we had facts. We were representing over a hundred people who would have loved to have a meeting with Lawrence Summers. We went on behalf of all those people. The main thing we took back from that meeting was disrespect."

Despite the early rebuff, Luis and Maribel Hernández were at the meeting to outline the points presented in the letter. When they mentioned the example of the Afro-American Studies Department, Summers mused that perhaps its existence was justified by the Civil War. And stated, "I don't like specific groups teaching their own people."

"One reason why we think Latino studies needs to be implemented," Maribel Hernández told *HO*, "is that if the leaders that Harvard is training don't know a thing about Latino issues, they will not be able to lead well."

Luis Hernández added that he has encountered many other students, especially in professional schools, who want Latino studies so that they may serve Latinos among their patients, customers, and parishoners with more insight. "Latino studies is not just for Latinos. Many students realize that they are missing out, and Harvard is cheating them out of an exceptional education when they do not provide a truly diverse education."

The students recall that after 15 minutes, the meeting with Summers ended with his promise to read the letter and respond in writing.

On March 12, Summers responded.

"I agree with the views expressed in your letter regarding the many contributions of Latin Americans and Latinos to the arts, culture, and scholarship," he wrote. "In addition, I believe that questions of racial and ethnic identity, as well as the phenomena of immigration and acculturation, are topics that warrant significant academic attention, including here at Harvard. Harvard is certainly a better university, and a more stimulating educational community, both because of the growing presence of faculty and students from a wide variety of ethnic groups and because of the progress made toward understanding important questions of ethnicity and immigration in a strong intellectual framework."

Summers referred the matter to Jeremy Knowles, then the dean of the Faculty of Arts and Sciences. (William Kirby, who now holds the post, declined our request for an interview.) Summers also praised existing coursework available throughout the University, endorsed the Afro-American Studies Department, and highlighted the David Rockefeller Center. He said that no new administrative or intellectual structures would be created, but that the David Rockefeller Center might get additional funding.

The Harvard Latino Alumni Network represents several hundred alumni working to create "a warmer, more receptive, more welcoming University environment for future generations of U.S. Latino students at

Harvard University." The Network had written to Summers about Latino studies on Feb. 27. On April 22, the president replied, again praising existing coursework, promising new research funds, and again referring the matter to the dean.

"To say yes, we care, but we're not going to study it, seems to me hypocritical," says Maribel Hernández.

Diversity 2002

While the Concilio Latino effort was moving forward, other minority students were working on related issues. Forty-nine students representing ethnic organizations constituted the Student Advisory Committee of the Harvard Foundation for Intercultural and Race Relations. With William Everson as chair and Ethan Yeh as secretary, a subcommittee of 15 worked throughout the spring to survey concerns.

Proposals for action were presented in a 17-page document entitled, "Diversity Package for 2002," endorsed by the full Committee. All recommendations therein were supported with factual findings, and practical steps for implementation were presented in appropriate detail.

Everson had organized a survey of all portraiture and sculpture in buildings easily accessible to and frequented by undergraduate students, as well as the Faculty Room. The surveyors found 204 persons depicted–201 Whites, an unnamed Asian couple, and one Black man (W.E.B. DuBois, the first Black ever to get a Ph.D. at Harvard.) They recommend more portraits and busts of people of color who have made significant contributions to the University and its communities.

The students also found that although each college "House" (dormitory) has a "race relations tutor," the tutors received no training, and their existence was little known. The students recommend training for the race relations tutors and frequent multicultural events in the Houses.

The students noted that ethnic and religious organizations on campus do not have space available for their activities, so they asked for space.

People close to the process indicate they feel somewhat hopeful that the administration will take some action on the Arts Initiative, House-Based Race Relations Initiative, and Space Initiative.

There is less hope, however, for the fourth section of the Diversity Package for 2002, the Academic Affairs Initiative.

The students defined "The mission of ethnic studies...to diversify the academic curriculum to include critical perspectives of marginalized ethnic communities that have been historically neglected by Eurocentric academic disciplines...Afro-American, Asian American, Latino, Native American, and Comparative Race and Ethnic Studies, also...the social construction of race, class, gender, and sexuality." Following activists for 30 years before them, the Committee called on Harvard to "apply its resources toward exploring and examining issues concerning race and ethnicity...(and) provide the best courses, faculty, and curriculum for students to learn and understand these critical issues."

The Committee called for more courses and structured curricula. It called for more faculty, especially minority faculty, with an endowed chair in each presently unserved ethnic-studies discipline–Asian American, Latino, Native American, and Comparative. It called for a Center for the Study of Race and Ethnicity. It called for an Ad-hoc Visiting Committee of distinguished scholars from other Ivy League colleges (most of which already have programs) that would make assessments and recommendations, and it named six potential visitors, to show how feasible the idea would be. Finally, the Committee expressed support for a proposed Center on Migration and Globalization and proposed programs in South Asian Studies and African Studies.

Completing their work as the academic year drew to a close, the students entrusted the Diversity Package to the Harvard Foundation for Intercultural and Race Relations.

What Lies Ahead?

John Coatsworth is offering the David Rockefeller Center as a temporary home for the Interfaculty Committee on Latino and Latin American Studies and for all kinds of initiatives in the field. The Center offers a Latino studies certificate and is working with the professional schools to create certificates for their graduates. Some certificates may be available this year, and more next year.

The second step, Coatsworth hopes, would be to put certificates into the registrar's records as part of the official Harvard transcript.

Coatsworth recognizes some legitimate concern about creating new structures because the University already has so many programs and institutes scattered throughout its decentralized structure. He notes, "because of the politically charged character of Latino studies, some people may hesitate and be more conservative than they otherwise might be."

But in the long term, he believes, "the sensible thing to do when you have such a large number of faculty and students interested in a subject is to create the kind of infrastructure that is needed to get the work done."

Gary Orfield observes, "Minority studies programs have almost always confronted skepticism from those whose roots are in traditional arts and sciences doctoral departments, in part because of a bias against anything that is cross-disciplinary, and in part because the advocates seemed too personally engaged in the issues. Too often the assumption is that anyone who is not a White scholar in a traditional department is suspect of having values that might distort research, while the implicit values of programs that ignore minority issues are not examined.

"Then there is the suspicion that such programs might inflame social divisions in the country. It is very important to be able to explain that the divisions already exist and are dangerous, that the traditional disciplines have very largely ignored the issues, and that we urgently need scholars who have grounded knowledge of the communities to help expand the sphere of scholarly research and identify ways and means to help American society become more effectively multiethnic and offer genuine opportunity."

"It's been inspiring to see students come together and professors be in support," says Ethan Yeh. "I would like to see more professors, more courses, and some kind of concentration or curriculum to guide students in their studies. When the students come back (year after year) to work on the issue, it shows how much students really want ethnic studies and how much it means to them. Harvard is a very conservative place, and it takes a long time for change to happen."

"It's going to be a long, long road," echoes Maribel Hernández. "Even though we know it will be a long road, we're not giving up. Our case is valid, and it is validated by so many people. If it takes coming out to show our strength–always with reasons, and always being respectful–well, our case is valid enough, so that I hope the president will sit down and think about this. Now is the time. Actually, the time was long, long ago."

"He really just made up pathetic excuses," concludes Luis Hernández.

Raices: A Gem in the Big Apple

by Tony Cruz

Preserving and Performing Latin Music and Rhythms

Back in the 1920s, when horses and the then new (and loud) Ford Model T's shared the busy dirt streets of New York City, the birth of a new Latin (or salsa) music began. Entering Latino immigrants, especially from Puerto Rico, the Dominican Republic, and Cuba, brought their culture to the city. Their rhythms and musical forms were slowly adopted and meshed into the music of the Harlem Renaissance, which African Americans were experiencing.

As the sounds and style of great big band orchestras such as Count Basie, Cab Calloway, and Duke Ellington evolved, the fusion of these intricate Latin rhythms into this swinging music created a new entity, the Latin big bands. These orchestras set off a "mambo craze," which some musicologists refer to as the "Palladium Age." It was a time when people would flock to the Palladium and other clubs to dance to the sounds of great Latin big band orchestras such as Machito, Tito Puente, Joe Cuba, Tito Rodríguez, and many others.

Unfortunately, that Latino era in the historical, musical timeline of New York City is not well represented in the history books, but that's about to change.

Situated on the corner of East 104th St. and Fifth Aveue in East Harlem, right next to beautiful Central Park, sits building No. 1, which now houses Boys and Girls Harbor Conservatory for the Performing Arts, a 63-year-old nonprofit, multi-service educational youth agency with a history of service to the children and families of East and Central Harlem. And within the Conservatory is another gem: Raices, a priceless collection of more than 15,000 original music manuscripts, artifacts, artists profiles, instruments, recordings, and photos from the great orchestras of New York's famous salsa era. It is truly a cultural gem, especially for the Latino community.

Louis Bauzo, Latin percussion director/co-founder of Raices, and Ramón Rodriguez, founder of Raices and the director of the Conservatory

HO sat down with Ramón Rodriguez, founder of Raices and the director of the Conservatory, and Nina Olsen, fund-raiser and publicity coordinator for Raices, to discuss their goals, their progress, and Latino culture in general.

From the beginning of our discussion, both Olsen and Rodriguez expressed their concern for the preservation and knowledge of the Latino contribution to this country, and especially to New York City. Olsen expressed their shock over a recent story in *U.S. News and World Report*. "They did a special double issue called America's Music: From Yankee Doodle to Hip Hop," Olsen recalls, "...and there was nothing...nothing on Latin music..."

"It's important for young people [Latino youth] to understand the contribution that their culture has made to this country, and to world music. I mean you can't put on a commercial or TV without hearing Latin rhythms. It has really permeated the culture," says Rodriguez, and he means the American culture.

With Latinos having a strong presence in the five boroughs of New York, it is mind boggling to imagine that there isn't a good representation of the culture. Rodriguez recalls a questionnaire published about seven years ago in which the city of New York was asked about the 100 most influential New Yorkers of the past century, "and not one Latino was mentioned!" With a hearty and sarcastic laugh, Rodriguez rhetorically asks, "Where's Tito Puente?" It seems, as far as society is concerned, "we're still not recognized."

You cannot walk very far in New York City without hearing the infectious rhythms of salsa, mambo, or merengue coming from a passing car, a native's boom box, a street musician, or even a storefront. And yet, "The music is still marginalized," adds Olsen. "It's not seen as an American art form that has had just an amazing impact. . . .I get inquiries from all over the world. There are salsa clubs in London and in Holland, and so it almost appears, which is not uncommon, it's similar to jazz, which was appreciated in Europe before it got the recognition that it's gotten here."

Like it or not, Latino music is deeply embedded in our culture. That is a fact. And Latin music and rhythms, says Rodríguez, "has been used, especially in the rhythm section of bands, to enhance other styles of music for the past 50 years. What was Santana's fame to fortune? Mixing rock with Latin rhythms!"

Under the careful eye of archivist Jorge Arevalo, who holds a Ph.D in ethnomusicology from CUNY's Graduate Center, much of the material in the collection is being catalogued and in some cases restored or repaired. But eventually it will be on display and available for all to see. "If you keep a culture's history buried," says Rodríguez, "you cannot expect one to be familiar with or identify with one's roots."

If Rodríguez's dream is realized, Raices will one day be a museum archive that will function as a "home for research, exhibition, and education on the subject of New York City's Latin music legacy."

The main concern is preserving culture. When asked about culture and the mentality of the students today, Rodríguez adds, "As a whole, most aren't interested in their culture. That has to come from the home first. If you're not taught who you are or where you come from at home, you're not going to feel that identity on the outside, and it doesn't seem to be happening at home.

"How many second- or third-generation Hispanics that are here speak Spanish? Pick 50 kids off the street and ask how many can speak Spanish. Most of them can't. And the few who can cannot read or write it. So if you're not taught to speak your language, you're not taught to eat your traditional foods, how are you going to learn who you are?" Rodríguez asks.

Asked about the early beginnings and how the collecting began, Rodríguez responded, "We didn't start with the intention of making a collection or starting a museum. We started collecting so that we would have instruments to teach with." That strategy was also used in obtaining sheet music. "We started asking our colleagues, other band leaders, musicians, and arrangers, 'hey, lend me a tune you're not playing anymore. . . .lend me a bass part, lend me a percussion part,' or we would sit down, listen to records, and write out a percussion part because years ago, there were no percussion parts; everything was played and learned by ear."

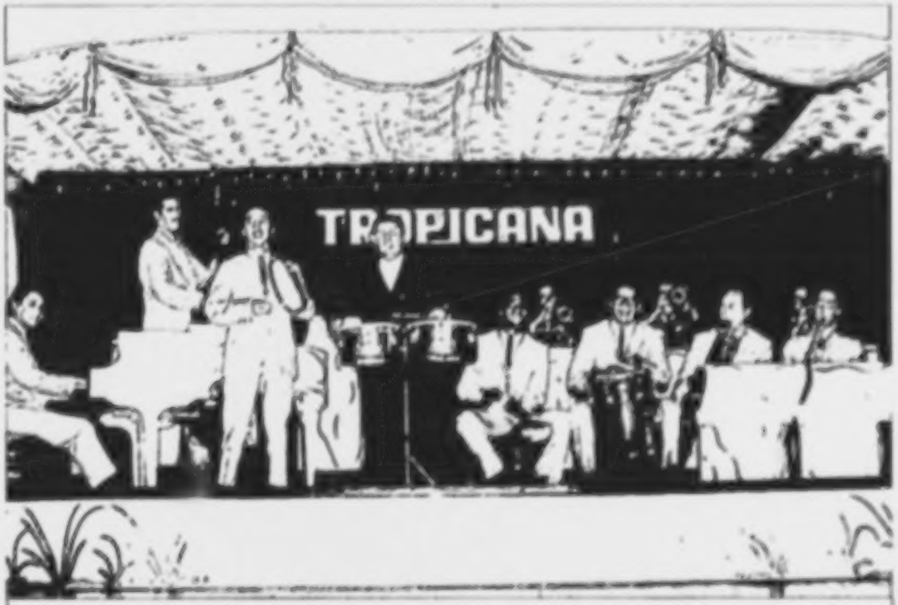
Because the school didn't have much money, Louie Bauzo, Latin percussion director and co-founder of Raices, and Rodríguez would bring their own instruments in to start with. "The little bit of money had gone to pay the teachers. But little by little, we started buying something here and something there."

While we were talking, Rodríguez pointed out an original 1975 set of LP brand Timbales, "donated by one of our board members." Through all the struggle and trying times, Rodríguez tributes his and Bauzo's persistence to a "belief in what we wanted to do."

The Conservatory has also received attention and staunch support from Latin giants such as the late great Tito Puente. "We are annual recipients of the Tito Puente Scholarship Fund. He strongly supported the program despite his wanting to open a school of his own. But a demanding travel and recording schedule never afforded him the opportunity," says Olsen. "We have created many friends and alliances along the way," adds Rodríguez.

Adding to the importance and value of this collection, The National Trust for Historic Preservation and the White House Millenium Council, an initiative created by former President and Mrs. Clinton, has designated this collection as an official project of Save America's Treasures. Raices is also an affiliate of the Smithsonian Institution.

Meeting their annual million-dollar-plus operating budget is no easy task for Nina Olsen, who works diligently. Since Sept. 11, it is harder



Raices is a priceless collection of more than 15,000 original music manuscripts, artifacts, artists profiles, instruments, recordings, and photos from the great orchestras of New York's famous salsa era.

than ever to find support, especially in New York. However, The Upper Manhattan Empowerment Zone (UMEZ), a government-financed local development corporation, has granted more than $950,000 to The Conservatory to preserve the collection and help transform it from a private to a public institution.

Rediscovering Roots

Of Cuban descent, Ramón Rodríguez was a child prodigy on piano who began at age 4. He graduated from the Manhattan School of Music with a degree in performance. He was so gifted that his piano teacher, who was from Vienna, wanted to take him to there to continue his studies. His parents refused to let their son travel to such a distant place. "On my father's side, all the men were musicians who grew up in Cuba," recalls Rodríguez. "My father played the saxophone, and he saw that I liked to play piano." With such a musically rich environment, Rodríguez was able to hone his musical skills at a very early age.

"I played classical music till I was 16.....My teacher had a heart attack when I expressed an interest in rock 'n' roll."

Unbelievably, given his family background, Rodríguez's first experience playing Latin music was at age 16.

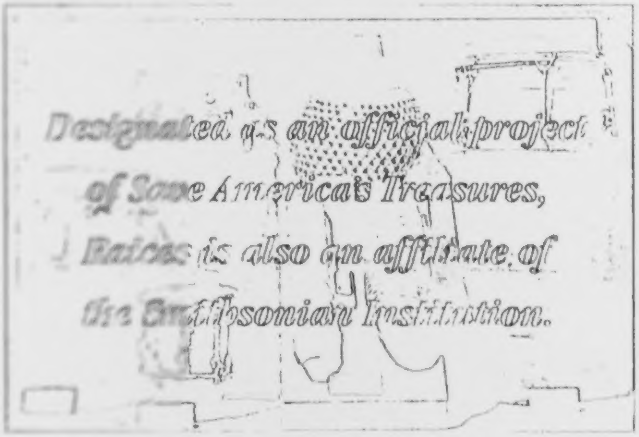
"I had a theory class late at night on a weeknight, and after class I was hanging out asking him a question about something, and he went to the piano and played a *montuno* (a call-and-response musical section that has been called salsa's precursor), and I was fascinated." There it was. He was seeing what he had heard his whole life. After theory class, it became a habit for his teacher to show him some little thing, "and then I would race home and practice it," says Rodríguez.

The Conservatory and Raices complement each other perfectly. Each relies on the other in the quest to educate Latinos about their rich culture. The real beauty in combining Raices' priceless items and the ensembles of the Conservatory is reflected best in the Conservatory's 22-piece big band. This is so that, "we're teaching the music, preserving the music, and playing/celebrating the music," says Olsen. In this way, "we've always been actively using the materials in the collection either through exhibitions or these historical concerts that we do." Rodríguez points out that this is also a way to give thanks to the great artists for leaving this rich history.

"We have to be proud of our treasures and our heroes and be proud of our culture."

More than $36 million will be needed to renovate or build a building to realize this dream, but if motivation and dedication are anything to measure with, this building will stand someday....soon!

Rodríguez and Olsen encourage any readers who may have relevant instruments, recordings, or other related materials to contact them.



Designated as an official project of Save America's Treasures, Raices is also an affiliate of the Smithsonian Institution.

Current Events

With financial support from GOYA Foods, Reed Foundation, the Upper Manhattan Empowerment Zone, and the New York State Council on the Arts, Raices has been painstakingly preparing for its current exhibition, which is at the Museum of the City of New York and will run through Jan. 26, 2003. In addition to the exhibition, generous support from the MetLife Foundation made possible four public programs. The first, a lecture/demonstration on The Roots of Salsa, was held in early October at the Museum of the City of New York. The others are:

Sunday, Oct. 2002, 4:00 p.m.
Panel Discussion/Concert
"Mambo Music" in the Catskills: The Latino-Jewish Connection in Latin Music.
Makor/Steinhardt Center
35 West 67th St., Manhattan

Saturday, Nov. 2002, 2:00 p.m.
Film
"That Latin Beat: A Short History of Latin Music from 1930s to the 1960s."
Museum of the City of New York
104th St and 5th Ave. Manhattan

Sunday, Dec. 2002, 3:00 p.m.
Panel Discussion/Performance
"Dance Mania: The Palladium Ballroom as a Cultural Phenomenon"
Boys & Girls Harbor Gymnasium
One East 104th St. Manhattan

Raices encourages all to take advantage of these presentations. To find out more about Raices, its exhibitions and presentation, or The Boy's and Girl's Harbor, call 212-427-2244.

Mission Statement

Harbor Conservatory for the Performing Arts is committed to providing a complete education in music, dance, and theater. For students possessing the highest artistic aspirations, as well as those seeking to make music, dance, or theater an important and integral part of their lives, the Conservatory offers a strong curriculum leading to a variety of performance experiences and the potential for a career in the performing arts.

In the spirit of innovation, The Conservatory celebrates the cultural contributions of the diverse ethnic makeup of its community. Fundamental to the Conservatory's existence are its outreach programs serving the public schools, community groups, and the economically disadvantaged.

The mission of Harbor Conservatory for the Performing Arts is, therefore, to serve students in a challenging, caring, encouraging environment conducive to the development of a positive self-image, an appreciation of the arts, a potential career, and an understanding of cultural diversity. The acquisition of these qualities will become an important factor as our graduates pursue excellence and success in any profession, field, or branch of higher education.

CNN Reporter *María Hinojosa* Brings Her Heritage to Work Every Day

by Diana Saenger

Like many children of the '60s, María Hinojosa grew up watching the evening news with her family. Little did she realize during those early days of her childhood that years later she would be reporting that news to viewers all over the world.

"At first, I didn't think reporting was the place for me as there weren't many women working as news anchors–especially women of color–so that type of career never entered my mind," said Hinojosa, a 41-year-old CNN correspondent. "My first inclination as an adolescent was to be an actor, dancer, or go into anthropology, because of living in Mexico."

Hinojosa, the youngest of four siblings, was born in Mexico City. Her father, Dr. Raúl Hinojosa, left for Chicago to conduct medical research when she was 11 months old, and brought the family to live there shortly thereafter. "My father was a very determined research medical oncologist studying the ear, nose, and throat, focusing on the inner ear. His work was always very important to him."

After high school, Hinojosa decided to pursue a journalism career. She moved to New York, where she enrolled at Barnard College. She got a start in broadcasting when she became the producer and host of a Latino radio show at the school.

"My sister had worked on a college radio station, and I thought it might be something I wanted to do as well," explained Hinojosa. "I was much more focused on my Latino identity, so when I walked into the station, I told them I wanted to work in a Latino-related field. At the time, there was only a small group of Latinos attending the school, about 35 Chicanos and 25 to 35 Puerto Ricans, but we were very supportive of each other."

Hinojosa earned a Bachelor of Arts in Latin American studies, political economy, and women's studies at Barnard and graduated magna cum laude.

She began her career as a production assistant with the NPR (National Public Radio) New York bureau in 1985.

From 1988-1989, Hinojosa was a producer and researcher for *CBS This Morning*. In 1987, she also worked as a producer for CBS radio. ***Where We Stand***, with Walter Cronkite, ***The Osgood File***, and ***Newsbreak*** were among the shows that Hinojosa helped produce.

In 1990, Hinojosa moved to WNBC-Radio and, in 1991, to WNBC-TV in New York City as a general assignment correspondent.

Hinojosa's determination to do a good job behind the camera and eagerness to learn the trade helped her become an effective reporter.

"I loved my work at NPR," she said. "But I found the idea of learning other TV applica-

Hinojosa earned a Bachelor of Arts in Latin American studies, political economy, and women's studies at Barnard and graduated magna cum laude.

tions beneficial."

In 1991, she became the host of *New York Hotline* at WNYC-TV.

"It was a primetime, call-in, urban-affairs-type show covering subjects such as race, poverty, immigration, violence, crime, and environment, the same stuff that people talk about across the country," Hinojosa explained. "It was fabulous. We had guests in the studio and phone-in questions about serious things, but it was also fun."

How did Hinojosa prepare herself to answer spontaneous questions live on TV? "It's what one does in this business. You learn to think on your feet."

In 1992, she worked on *Visiones*, a Latino public affairs talk show on WNBC-TV. "I did the show for four years, and it was what I call a stepchild, the people-of-color ghetto hour at six o'clock in the morning," she said. "We did the best that we could do. We covered national issues on a local level, local issues, and lots of arts and culture–more than they had ever done before."

Pictured (l. to r.): María Elena Salinas, anchor, Univision Network Evening News; Rose Arce, CNN producer; María Echaveste, White House deputy chief of staff under Clinton; and María Hinojosa

During her tenure at NPR, Hinojosa faced some of the dangerous situations that so many journalists must encounter. Her eagerness and passion for her work fueled her determination.

"I went to Colombia to produce a series on the Narco reality. When I look back, I think, gosh I was young. The guy I was working with had been threatened, and it was a fascinating time. Then I went to El Salvador right after the offensive. But I'm a journalist, and my job is about getting the best interview and the best story. The fact that I could speak Spanish helped me get that extra edge. Times change, and if I was to have that edge now, I would have to speak Chinese and Korean. There is a lot happening with those cultures."

In 1997, Hinojosa became CNN's urban affairs correspondent, based in the network's New York bureau. She admits she was surprised when they approached her for the job. "I loved my job at NPR, but I found TV really appealing. Although I had done live television, I had never really done live reporting, and CNN is really a strong news network.

"I don't think I look like a television correspondent. I'm not perfectly coiffured, that's just not me. A lot about TV is the look and that CNN would put a Latina on camera was pretty brave of them."

Hinojosa recognized that she would be one of the first Latinas on air and rewarded the network's bravery with a goal to make a difference to her peers.

"The position was important," she said. "If there was an opportunity for me to do domestic stories about Latinos and bring more to the story as a Latina, great, but I also bring a lot of other things to the table. If you're a true reporter with the curiosity and a need to know, you're not going to be focused on just one thing but myriad topics."

Her coverage of breaking news stories has taken Hinojosa all over the globe, yet she has delved into important topics close to home as well. She worked on the Amadou Diallo case verdict and covered the struggle of Kosovar Albanians in the United States.

In 2001, Hinojosa reported on a weeklong CNN/TIME series, *The New Frontier/La Nueva Frontera*, which observed the state of the U.S.-Mexican border in a post-NAFTA era. But nothing could prepare Hinojosa, or any news journalist, to face what was probably the most horrific story of their lifetimes–the terrorist attacks on the World Trade Center in Manhattan.

Hours after the Sept. 11, 2001, attack, Hinojosa reported from the streets of New York City with updates on the search-and-rescue mission that included one-on-one interviews with relatives and friends of those who were missing. She continued to report on the families of the victims, sharing her insight in a series of reports called *Up Close*.

"It was the hardest time of my career, and I hope it remains the hardest to cover. If I think about covering anything similar, I'll go into a panic attack. There was such loss, and I felt so helpless even as a reporter. I have seen a lot of loss and even cried in war zones, but nothing like during the September 11th aftermath, especially when it's your city and your children."

Other stories, Hinojosa admits, have also left an impact on her life.

"Every story I do takes me to a deep place," she said reflectively. "I'm in the process of doing two stories of two 13-year-olds who were murdered. One was a girl who met someone on the Internet for sex and ended up dead. The other was about a 13-year-old boy who was beaten with a bat, stabbed, and stuffed in a closet. When I do those stories, they get into my head, and I'm a wreck."

How does Hinojosa escape the overwhelming subjects she covers everyday? "Suck it up," she said. "When I walk in my door, I can't walk in and start crying. Oftentimes when I'm with my husband, I still can't talk about my stories. We don't have that much time together. We go to the country a lot so I can get in touch with my family. I also run. It's my meditation."

Her hard work and dedication to Latino causes has garnered Hinojosa numerous awards and honors. In 1995, *Hispanic Business* magazine named her one of the 100 most influential Latinos in the United States. In 1999, *Working Mother* magazine named her one of the 25 Most Influential Working Mothers in America. In 2002, she captured the Latino Heritage Award from Columbia University and the Ruben Salazar Award from the National Council of La Raza, which recognizes a journalist's outstanding body of work.

Other awards include an Associated Press Award, the Robert F. Kennedy Award, the National Association of Hispanic Journalists Radio Award, the New York Society of Professional Journalists Deadline Award, the Unity Award, and the National Association of Hispanic Journalists' Top Story of the Year Award. She has also been nominated for multiple Emmy awards.

"And I always want more," she said with a laugh.

"For a Latino to win an award, you know that means you've worked three times as hard as everyone else. When I get an award from a high profile media organization, it means I'm being recognized for my work. It's the highest of recognition. When my own community recognizes me, they give you the strength to keep the battle going. Every day most journalists feel strong about their issues, and it's a battle everyday to get those stories out there. So that recognition is important, but it also keeps you grounded."

Hinojosa's nurturing by her father to be a good learner and a mentor has kept her active in many educational endeavors. She loves to lecture when she can.

"My father taught me that your work is a very important thing. My mother, Berta, was a social worker and also worked hard. I looked up to a lot of strong women growing up, but I would say my first mentor was Sandra Rattley, the first African American vice president at NPR, a Peabody Award-winning producer, and an extraordinary human being."

Hinojosa has continued her affiliation with NPR, anchoring *Latino USA*, a weekly national program reporting on news and culture in the Latino community. She penned a column for *Time* magazine, "Living La Vida Latina," in which she addressed Mexico/U.S. border issues and her life as a Mexican-American. Hinojosa is the first Mexican-American to write a column for *Time*. "I only wrote one column, but I would like to write more," said Hinojosa.

Maria Hinojosa and CNN colleague Christiane Amanpour

"Writing and reading have always been important to me, since I was young. My father has been reading *Time* magazine since the day he arrived in this country, and sometimes these mainstream publications don't realize they have a real connection to the Latino population. More columns would strengthen that connection."

Hinojosa believes that being a Latina adds to her coverage of important issues for the Latino community. "I've brought a sensitivity and certain perspective to my stories. I bring my experience growing up in a Mexican family, traveling to Latin America and seeing the relationship between the United States and Mexico, and becoming more informed about the diverse Latino immigration living in New York. I became part of the Latino community and their reality. That experience helped me learn what it's like to be a Latino across the country, because I grew up in the Midwest and know what it's like to be one who comes from the outside.

"There were very few Mexicans in New York, so I know what the minority experience is about. All of that and my cultural baggage–the relationship between men and women in the Latino community–the issues of race, sex, and class. I bring all these diverse experiences to my work, and I'm proud of that. Not many people have had that gift in life to experience those opportunities."

Hinojosa has added another culture to her life experiences through her marriage to Gérman Pérez, a well-respected, highly collected artist from the Dominican Republic. "I was fascinated by him as a person, and when I saw his artwork, I fell in love," said Hinojosa. "He is an extraordinary man." The couple have two children, Raúl, 8, and Yurema, 4.

Her work has reached yet another medium. She has written two books, the critically acclaimed memoir *Raising Raul: Adventures Raising Myself and My Son*, which is about her own trek in life, and *Crews–Gang Members Talk with Maria Hinojosa*, a book that grew out of an award-winning story about gang members.

Hinojosa would like to write more books. "The need to express myself and the stories I want to tell compel me to want to write more, but I just don't have the time right now. I would never see my family."

Hinojosa's contributions in her career and other endeavors reveal her to be a visionary in both her personal life and her work.

"I believe it's our responsibility–one human being to the next," she said, "to share what we know about our world with the people around us."

New Report Finds Minorities Shunning Business Careers

DIVERSITY
PIPELINE
ALLIANCE℠

FORMED TO COMBAT DECLINING NUMBERS

by Marilyn Gilroy

Hoping to find strength through unity, a group of leading organizations has banded together to address the problem of declining minority enrollment in business and management education. In an unprecedented step, these organizations, which have often represented competing interests, agreed to work together in a new coalition, the Diversity Pipeline Alliance. Their goal is to leverage previous individual efforts to attract more African Americans, Hispanic Americans, and Native Americans to pursue careers in business.

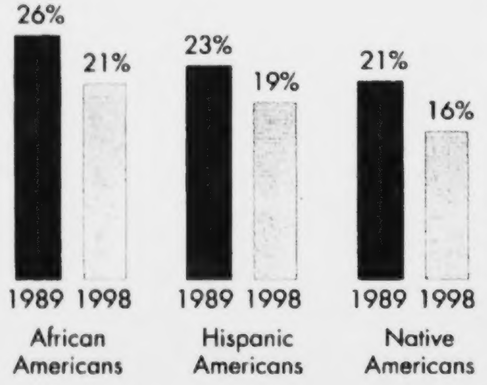
The Alliance members include 11 of the nation's most prominent academic institutions, foundations, and nonprofit organizations committed to increasing interest in management education and careers among students of color. They are:

Citigroup Foundation
Consortium for Graduate Study in Management
Graduate Management Admission Council
KPMG Foundation
Leadership, Education, and Development in Business, Inc.
Management Leadership for Tomorrow
National Black MBA Association, Inc.
National Society of Hispanic MBAs
The PhD Project
The Robert A. Toigo Foundation
Sponsors for Educational Opportunity

The Alliance has been formed on the heels of a startling report indicating that despite an emphasis on diversifying business personnel and despite aggressive recruiting efforts in the last decade, minority undergraduate students "walked away in droves" from earning business degrees.

Specifically, the report, entitled *The Pipeline Report: The Status of Minority Participation in Business Education*, shows that in 1998, 21 percent of bachelor's degrees earned by African Americans were in business; 19 percent of those earned by Hispanics, and 16 percent of those earned by Native Americans. And all those percentages had dropped since 1989, when there were 26 percent for African Americans, 23 percent for Hispanics, and 21 percent for Native Americans.

Decline in percentage of African Americans, Hispanic Americans, and Native Americans, respectively, receiving a business bachelor's degree relative to all bachelor's degrees



SOURCE: Diversity Pipeline Alliance

The falloff comes at a time when minorities' attendance in college has increased, and their participation in other fields such as life sciences, health, education, and social sciences has soared. Even more disturbing, the decrease occurred at a time when business was booming and corporations were getting serious about diversity. And several prominent appointments of minority CEOs had made the news.

"In the 1990s, minority undergraduates should have been flocking to study business, but they weren't," said Nicole Chestang, chief operating officer of the Graduate Management Admission Council (GMAC) and the driving force behind the alliance.

"If corporate America is to have the educated, diverse workforce it needs, we need to understand why its message isn't getting through to minority students. And we need to do something about it."

With so many groups working to increase minority representation in business, why have the numbers declined?

Some suggest that while individual organizations may have managed to successfully channel small numbers of minority students to management careers, there has been no broad structure that permeated all segments of affected institutions and participants. None of the organizations have been able to reach out to parents, students, and educators in a comprehensive way through ad campaigns or other national media exposure. The formation of the Alliance creates hope that solidarity will advance the goal of supplying business with minority talent.

"By bringing together all the dedicated organizations already working toward that goal, the Diversity Pipeline Alliance can tell that story with one voice–more effectively and powerfully than ever before," said Bernard J. Milano, president of the KPMG Foundation and the PhD Project, a founding member of the Alliance. "The Diversity Pipeline Alliance is a powerful effort and opportunity to enact some true change in the diversity of tomorrow's workplace."

The Alliance has been formed on the heels of a startling report indicating that despite aggressive recruiting efforts in the last decade, minority undergraduate students "walked away in droves" from earning business degrees.

The first step in building the new coalition occurred almost two years ago and was initiated by the Graduate Management Admission Council, which has been monitoring the low numbers of minorities (14.8 percent in 1999-2000) taking the GMAT test, an admissions requirement for most graduate schools of business management. The number of minorities taking the test dropped 24 percent from 1995 to 1999. Concerned by this trend, GMAC's Nicole Chestang convened a Leadership Summit to address issues of how to get more African American, Hispanic, and Native American students into business. Thirteen organizations participated. It was the first time in recent history that many of them had sat across the same table to discuss how to address key issues in a strategic, collaborative manner.

"Each of the Alliance's founding organizations has successfully but separately been communicating the business-as-career message to students at various levels of the educational system, from elementary school to Ph.D. programs," said Chestang. "It is clear we can have even greater impact by working together."

The organization draws its name from the pipeline that carries potential management students from success in middle school to the MBA and beyond. The Alliance's goal is to increase the flow of talented students through that pipeline.

Over the last two years, the Diversity Pipeline Alliance has worked to build synergy among its partners, while sharing resources about graduate business education with undergraduates and strategies for continuing success with minority business professionals. Among the recent fruits of its efforts is The Pipeline Report, which was prepared by analyzing government statistics and was released earlier this year.

As the report indicates, the educational pipeline already exists, but it will take the efforts of all 11 organizations to reach students at various entry points. For example, the Sponsors for Educational Opportunity (SEO) begins working with students in grade six while the PhD Project taps minority corporate professionals who may want to earn a Ph.D. and join the ranks of business school professors.

"The PhD Project and other organizations have shone a light on the fact that there are a lot of talented minorities out there–some of them are in mid-career," said Chestang. "If we could just explain the importance of a Ph.D. and help them to get one, it would be a great accomplishment."

Officials at the Pipeline Alliance say that unless efforts succeed, the future impact on corporate diversity could be devastating.

"What this report does is illustrate how small the pipeline is–and if we don't do something, 10 years from now, the situation will be even worse," said Chestang. The report does not ignore the current economic downturn but says that this is no time to shrink from diversity goals. It urges corporations to continue investing in minority business education efforts, even in difficult economic times. "Because of far-reaching demographic and economic trends that override short-term factors such as the current recession, this next generation will be needed desperately over the long term–by the very employers that are now laying off workers," the report states. It emphasizes that today and increasingly in the future, business as usual will be business without borders or geographical limits, and the success of American business depends on building a workforce reflective of that diversity.

To deal with these challenges and create a unified, comprehensive approach, the Alliance hired its first executive director, Karen Johns, formerly vice president of advancement at SEO, who assumed her new responsibilities this month. She is enthusiastic about the task before her and is full of praise for Chestang.

"It was her brainchild. She was the visionary and driving force behind it," said Johns. "She's done an admirable job of keeping this movement going for the past few years."

Johns has begun working on her short-term goals while also looking at the long-term picture.

"My immediate goal is to re-connect with each member organization," said Johns. "All of these organizations have done a remarkable job individually, but at the end of the day, there are too many constituents who are underserved."

For example, said Johns, SEO generally receives about 2,000 applications from minority college students who are interested in its annual Wall Street internship program. But SEO can place no more than 300 students in slots during any given year.

"That leaves behind a lot of talented individuals that we weren't in a position to help," said Johns.

Johns said she will spend time trying to establish a benchmark number of potential clientele by examining current efforts and asking "how many are we serving? How many could we serve?"

She will also be examining the membership of the Alliance.

"Are we representative of all the people who should be at the table in this effort?" asks Johns. If there are gaps, she hopes to fill them by attracting partners and affiliates, organizations that may not be directly involved in recruiting minorities but could play a role by boosting efforts somewhere along the pipeline.

One of the challenges, says Johns, is getting minorities to think differently about what it takes to enter business.

She says that many minorities often take a narrow view of business education; that is, they feel they must declare their major early and remain focused if they are to have a career in business.

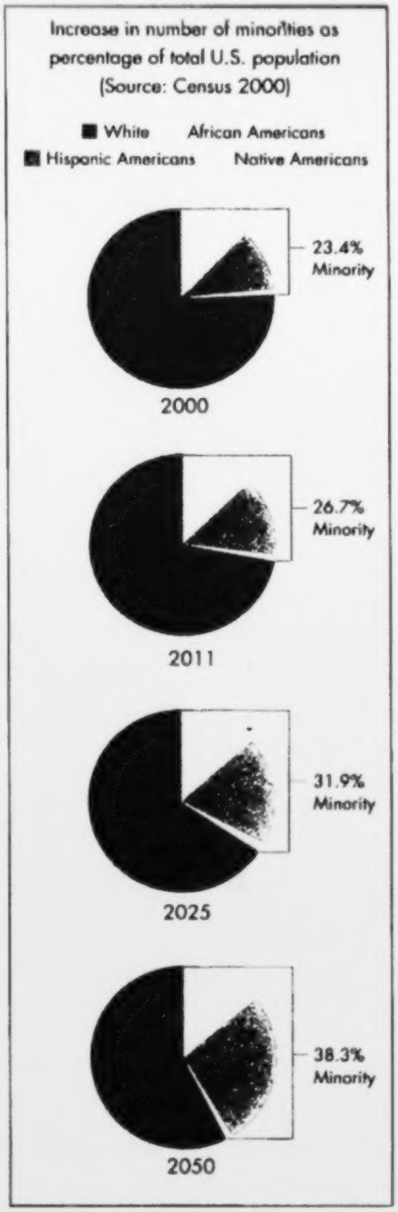
"That's not really true," says Johns. "There are many business professionals who have a strong background in liberal arts or who came to business through other pathways."

Johns says minorities need to think more creatively about choosing careers in business.

"Sometimes I think that students of color feel that they have to be more focused than their White counterparts," she said. "By thinking this way, they are not able to take advantage of the full range of opportunities available to them." Johns points to the work of Management Leadership for Tomorrow, an alliance member that targets college students who are liberal arts majors, showing them the advantages of earning an MBA and helping them find fellowships.

And yet, Johns acknowledges that increasing the numbers of minority business majors is still of primary importance.

"The problem of the shrinking numbers of business majors among minorities is compounded because it is still the most direct path to a business career for this segment of the population," said Johns. "Unlike White students, who often have a family member or friend urging them into the corporate world, minorities have few business role models and mentors. If the network of minority business professionals gets smaller, that critical part of the pipeline decreases."



As for long-term goals, Johns will be looking at marketing the Alliance's message. One of the initiatives developed under Chestang's guidance called for an aggressive marketing campaign to show minorities aged 12 to 24 how studying business can open exciting career opportunities. The campaign will aim to identify and debunk myths or misperceptions that may now be dissuading minority students from studying business. It will also show how studying business can bring career success in the professional, nonprofit, and government sectors.

"Business is a career and educational choice rich with opportunity for young African Americans, Hispanic Americans, and Native Americans," said Chestang. "Minority students need to hear that message and to know that higher education and business want to see them in the classroom and the executive suite."

Karen Johns is quite comfortable with that segment of her job. She spent 8 years working in college admissions at Tufts University, which gave her a pretty good idea of how to talk with 18- to 22-year-olds about education and careers. She is also convinced that the Alliance already offers many opportunities and that, acting cooperatively, they will begin to close the gaps as they steer students toward one another's existing programs.

"We have so many wonderfully talented students who could benefit from our programs," said Johns. "We need to direct these students to each other and find ways to bridge the gaps."

At this point, she does not envision the need for a lot of new services.

Alliance members "are already doing a good job of serving clients," said Johns. "But I want to make sure that we are avoiding replication. I am not convinced that we need a bunch of new programs. I think that there are many best practices out there that need to be studied. Our challenge is to use our resources to convince young African American, Hispanic, and Native American students that going to business school opens up a world of career options."

Note: the Diversity Pipeline Alliance is located in McLean, Va. Telephone (703) 749-0131 or visit the Web at www.diversitypipeline.org.

PROMISING YEAR for Latino Candidates in Major Elections

New Mexico Sure to Elect First Latino Governor

by Sandra Gardner

With Latinos, the nation's fastest growing minority, everyone's courting their vote these days.

"Latinos are the new 'soccer moms,'" says Marcelo Gaete, senior director of programs for the National Association of Latino Elected and Appointed Officials (NALEO). "They're changing the political geography in many communities, and they tend to swing vote. Both parties are working hard for their votes."

The Latino community is hoping that its new political clout will result in a couple of governorships, a U.S. Senate seat, and an increased number of Congressional seats in the November elections. New Mexico **will** have a Latino governor, as both candidates are Latino; with luck, the right strategy, and a good-enough turnout, California could also have a Latino governor, and New Mexico, the first Latina member of the U.S. Senate.

More Latinos are running serious campaigns–and are being taken seriously. Just last year, Latinos running for mayor in New York City, Los Angeles, and Houston lost by only a small number of percentage points.

And, though the strategy has long been to run Latino candidates in large Latino population districts that, too, is changing. Latino candidates are now campaigning in some of the most unlikely places.

"There are candidates like never before throughout the U.S., everywhere, it's amazing–in the Carolinas, Georgia, West Virginia, in Washington, Oregon," says F. Chris García, president of the University of New Mexico and a political science professor.

"If Latinos are moving into the next stage of political development, they will have to move into new areas," says Louis Desipio, associate professor of political science and Chicano/Latino studies at the University of California at Irvine. "In 1990, the strategy was to build majority Latino districts. Now, the logic is that over the decades, the increase in Latino population in (new areas) can elect Latinos to office."

Whether or not candidates are running in a heavily Latino district, the majority of them can't win without the White vote and, in areas with a considerable African American and/or Native American population, that vote, also.

"In any race, if you say you just have the Latino vote, you're lost," says Richard López, finance director of Building Our Leadership Diversity Political Action Committee (BOLD PAC), which assists Latino Democratic Congressional candidates.

There are currently Latino elected officials in 33 states, but Latinos hold fewer than two dozen Congressional seats and lack any representation in the U.S. Senate and at the gubernatorial level. Come November, that fact will change–at least at the governor's level in New Mexico, the state with the highest percentage of Latinos, at 42 percent. Both Democrats and Republicans have chosen

Louis Despio, UC Irvine

Chris García, UNM President

Richard López, Bold Pac

Candidate John Sánchez, (R), New Mexico

Rodolfo de la Garza, Tomás Rivera Institute

Candidate Gloria Tristani, (D), New Mexico

Latino candidates to slug it out on Election Day: Bill Richardson (D) and John Sánchez (R).

"There's going to be a Latino governor of New Mexico for the first time in 20 years, a point that deserves some note," says Desipio. (The last one was Toney Anaya, 1983-86.) "It's important that both parties nominated serious Latino candidates."

Richardson, who was born in Mexico, is a former Congressman from New Mexico, served as ambassador to the United Nations, and was secretary of energy under President Clinton.

"Most people think Richardson's in the driver's seat. He's more experienced, has more political resources, is more known, and is a member of the majority party in New Mexico," says García.

Rodolfo de la Garza, a political science professor at Columbia University and vice president of the Tomás Rivera Policy Institute, says, "Richardson doesn't need more than 15-20 percent of the Anglo vote, since Latinos are such a large proportion of the electorate." But he allows that New Mexico is an unusual case. "It's always had more Republican Latinos than other states, other than Florida," he says.

That long tradition of Republicanism among New Mexican Latinos probably stems from the fact that in territorial times, Republicans were the "out" party and could take positions more aligned with the Latino community, whereas the new migrants represented a more anti-Latino position. Since FDR and the New Deal in the 1930s, most Latinos have voted Democratic and continue to do so.

"Though as more Latinos become more affluent and move to the suburbs, they're more attracted to the Republican Party," García says.

Sánchez's family's political history harks back to 1860, when his great-great-grandfather served as a territorial legislator. His grandfather was a Republican state representative in the 1930s.

Elected to the state Legislature in 2002, Sánchez is counting on that long strain of Latino Republican tradition in New Mexico. His goal is to lead New Mexico's Latinos back to their Republican roots. Though their attitudes and voting patterns have changed, he maintains that most Latinos in New Mexico are "closet Republicans," whose vote he believes he'll capture.

"Latinos were Republicans in the past because they are naturally conservative, prize family values and personal responsibility," he says. He also points out that the last time New Mexico had two Latino candidates running for governor, the Republican, Octaviano Larrazola, defeated the Democrat, Felix Vigil. That, however, was in 1918.

New Mexico's Democratic candidate for U.S. Senate, Gloria Tristani, is used to "firsts." She was the first (and to date, the only) woman elected to the Federal Communications Commission, appointed by President Clinton in 1997. Before that, in 1995, she was the first woman elected to the New Mexico State Corporation Commission.

Tristani was inspired to enter public service by her late grandfather, U.S. Sen. Dennis Chávez, who served New Mexico from 1935-1962–one of three Latinos, all from New Mexico, to serve in the U.S. Senate. Tristani hopes to be the fourth, as well as the first Latina.

However, Tristani has taken on a formidable opponent, 30-year veteran, Republican Pete Domenici, who is popular in the Latino community.

Tristani isn't fazed. "He has not had a strong candidate challenge in 24 years," she says. "And because of that, there are a lot of misconceptions about his voting record," such as voting repeatedly against raising the federal minimum wage; against additional funding for smaller classrooms; and he's a leading proponent for privatization of Social Security, among other issues."

She doesn't feel that being a Latina candidate for the U.S. Senate will be a handicap, though she admits that the hardest group to reach will be Anglo males. On the upside, she sees her candidacy as a plus for young Latinas. "It's important to have role models that look and sound like you," she says. "It means a lot to Latinas in New Mexico that I'm campaigning for U.S. Senate." Tristani is the second Latina to be a major party nominee for U.S. Senate. The first was Linda Chávez, the Republican nominee in Maryland, who lost the general election in 1986.

Most experts believe that Tristani's candidacy is a long shot against the powerful Domenici, but he's taking the challenge seriously. Domenici has been aggressively going after the Latino community, running commercials in Spanish on Univision, the national Latino media network.

"Domenici has tenure, money, status, influence, name recognition. And he gets a lot of the Latino vote because he does a good job," says de la Garza.

But García has hopes for the seat, if not for this year, then in the next campaign. "Domenici has to be the odds-on favorite, but she's very serious and is running a strong campaign. We think he'll retire in six or eight years, which will give a Latino candidate a chance at that seat."

Some people are hailing Texas's Democratic slate of a Latino, Tony Sánchez, for governor, and an African American, Ron Kirk, for U.S. Senate,

Candidate Linda Sánchez, (D), California

Henry Cuellar (D), Texas

Candidate Dario Herrera, (D), Nevada

as a "rainbow dream ticket. "But it remains to be seen if leftover racial and ethnic resentments from the primary will have an effect on getting out the votes needed to elect the "dream ticket."

In the run-off primary contest for the Democratic nomination for U.S. Senate, Kirk, a former mayor of Dallas, defeated Victor Morales, a geography teacher.

López doesn't think it will matter. "People will forget about the primary," he says. "Sánchez and Kirk will support each other."

Larry González, Washington, D.C., director of NALEO, believes that in the Texas campaigns of Sánchez and Kirk, there is a possibility of energizing both the Latino and African American electorates. According to González, in New York City, Latinos and African Americans were able to develop a coalition behind the candidacy of Fernando Ferrer for mayor, in exchange for the promise of Latino backing of an African American candidate for governor of New York, Carl McCall.

But de la Garza feels that it's not clear that either Sánchez or Kirk can deliver votes for the other. And he predicts that the Democratic candidate for lieutenant governor, John Sharp, an Anglo, will win; Kirk may or may not win in a close race; and Sánchez will lose.

"White Republicans can vote for Kirk easier than Sánchez. Kirk is moderate, more mellow. As mayor of Dallas, he was the kind of man who could win over Republicans, he's been making deals with influential Anglos in Dallas," says de la Garza, adding that Sánchez, on the other hand, poses more of a threat. "He's much more combative, aggressive, and represents the 'continuing takeover of Texas by Mexicans.'"

According to Desipio, it's the moderate Whites who won't vote for three Democrats. "But even if Sánchez loses, it will be a victory for Mexican-Americans, because the next tier will learn that they can have a candidate who can potentially win. It's important because it will get a much higher turnout in heavily Latino areas and will show future candidates the Latino community can be mobilized."

Sánchez's Republican opponent, Rick Perry, the lieutenant governor who stepped in when George W. Bush became president, has the advantage of incumbency, a Republican-leaning state, and trading in on Bush's popularity.

But Perry doesn't have Bush's charisma and has made mistakes, says López. "He vetoed the "Prompt Pay Bill," which would have allowed doctors and hospitals to be paid in a timely manner." This may be a factor as to why Sánchez, and not Perry, has been endorsed by the Texas Medical Association.

And a fact that hasn't been "harped on" enough by Democrats, says López, is that as attorney general, John Cornyn, the Republican running against Kirk, stated that hospitals giving free health care to illegal immigrants should be fined and their administrators punished.

One Latino candidate from Texas who is confident of corralling Republicans as well as Democrats is Henry Cuellar. Cuellar was one of two statewide Latino officials in Texas and one of only two Latino secretaries of state in the U.S., appointed by Gov. Perry in 2001. Cuellar, who as chairman of the education committee in the Texas Legislature spearheaded the creation of Texas A&M International University, is now the Democratic candidate for the 23rd Congressional District.

He's confident of getting the Independent and some Republican votes. "I've always been able to work with both parties. My motto has always been, put people before politics." He adds, "In fact, I've been criticized in the past for doing that."

Cuellar's race against another Latino, Republican Henry Bonilla, the incumbent congressman who is completing his fifth term, is expected to be very tight.

On the other hand, the contest between two California Latinos, Democrat Linda Sánchez and Republican Tim Escobar, is expected to be a shoo-in for Sánchez. Sánchez's district, the newly created 39th in California, is overwhelmingly Democratic. She and her older sister, Congresswoman Loretta Sánchez, D-46th, would be not only the first "sister act" in Congress, but the first time in congressional history that two women related in any way would serve simultaneously.

"It's a very powerful symbol of where Latino women are headed in politics," says Sánchez, an attorney raised by Mexican immigrant parents who sent all seven of their children to college. "The idea that you can come to this country with nothing and see your daughters become congresswomen, it's the perfect example of the American dream in action."

BOLD PAC, which happily supports candidates like Tristani, Richardson, Linda Sánchez, and Tony Sánchez, is in a bind over the Democratic primary in Arizona's 7th Congressional District. Five Latino candidates are competing for the seat: Raúl Grijalva, Luis Armando Gonzales, Jaime Gutiérrez, Lisa Otondo, and Jesús Romo.

"Our rule of thumb is if multiple Latino candidates are running in the primary, we'll hold off until after the primary," says López, adding, "There are so many candidates dividing the Latino vote, they could hand it to Elaine Richardson (an Anglo candidate)."

Grijalva, a former chair of the Pima County Board of Supervisors, says that his polling shows that the race is between him and Richardson. He also maintains that his campaign is not based on splitting the Latino community.

"I was willing for the lead person to stay in and the others get out, but nobody was willing to get out," he says.

If Grijalva does emerge as the leader of the pack, he'll be up against yet another Latino, Republican Al Piña.

About that possibility, Grijalva says, "That would be fun. We'd be promoting a real choice within our own community."

Although many Latino candidates in the past ran solely in districts with a high Latino population, the times, they are a-changin.' Witness the candidacy of Dario Herrera, the son of Cuban immigrants, running as a Democrat in the 3rd Congressional District in Nevada–a district with only a 15-20 percent Latino population. Herrera is currently chairman of the Clark County Commission, the largest county in Nevada. At 23, he was elected as one of the youngest officials in the state's history to the Nevada state Assembly. Two years later, he repeated the feat, as the youngest person–and the 2nd Latino–to hold a seat on the County Commission.

"The 3rd Congressional District could be the least Latino district in all of America," Hererra says. "We expect less than 10 percent of the electorate to be Latino."

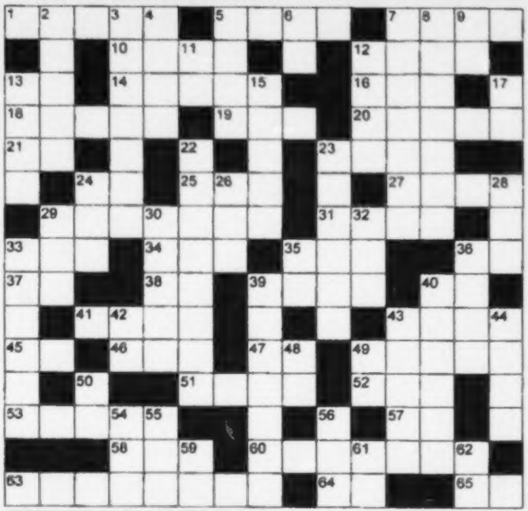
Already familiar with being in the "minority," Hererra doesn't find this prospect daunting. "It's no different than when I was running for state Assembly or county commissioner. I campaigned on issues important to the whole community, such as health care, good jobs, improving the educational system."

Hererra's balancing act is a good example of the "tightrope" Latino candidates, like other minority candidates, have to walk in simultaneously appealing to their ethnic base and the larger community.

"When I first started my career, people said, 'he's a one-issue candidate. I don't hear it anymore," says Grijalva. "People are discovering that Latino candidates and elected officials can be very good representatives not only for their base, but for the general community."

Across

1 Hispanic Heritage award winner
5 Baseball heritage award winner
7 Some Hispanic roots go back to this culture
10 Musical instrument
12 Extra
13 Santa ____
14 Rose up
16 Period
18 Spanish laws
19 Move your feet
20 Cried like a cat
21 One
23 Hi!
24 Music
25 Environmental help group
27 Approve
29 Classic Hispanic dish
31 Fish
33 Shooter
34 Boat mover
35 Tender loving care
36 Identification number
37 Light
38 Right handed
39 Warmth
40 Large city with Hispanic name
41 ____ Pena
43 Mexican beach has plenty
45 Concerning
46 July 4 was the __ of Independence
47 Carry out
49 Hispanic dance
51 Winged
52 Ancient
53 Ancient peoples of Mexico
57 Direction
58 Car club
60 Home of the Alhambra
63 Liberator of Mexico
64 Hispanic roots go deep in this state
65 Siesta action?



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Down

2 Martin ___ was heritage awardee
3 Isabelle ____ was another
4 Regrets
5 Hispanic heritage month
6 California town with Hispanic name
7 Revolutionary leader
8 Some Hispanic roots go back to these people
9 You
11 Thanks
12 Note
13 Off key
15 Mexican dish
17 Southern California town with Hispanic name
22 Great boxer
23 Spanish speak
24 Is able
26 Usual golf score
28 Agreed
29 Place
30 Spanish revolutionary poet
32 Do something
33 Singer who won Hispanic Heritage award
35 Note
36 Communicated with music
39 He made the "grito de dolores"
40 Arrived
42 Promotion
43 Hispanic dance
44 Bird of peace
48 Northwestern state
49 In the direction of
50 State with Hispanic name
54 Listener
55 Transport
56 Computer
59 TV show
61 Nope
62 South west state with Hispanic name

Puzzle Solution located at end of PPP section

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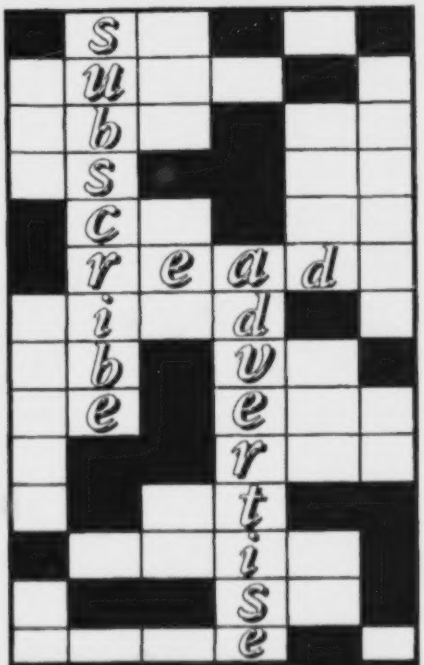

The Hispanic Outlook

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President

Orange County Community College is a fully accredited community college with approximately 6,000 students and off-site centers in Orange County, 70 miles north of NYC and 90 miles south of Albany.

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c/o Ms. Maryann Raab, Presidential Search Liaison/HHO
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FYI...

College Board Releases SAT Scores; FairTest Objects to Emphases on Small Score Changes

WASHINGTON, D.C.

The College Board released the SAT scores for the 1.3 million students bound for college this year.

On the math front, said College Board officials, scores show that the increased national emphasis on math education is yielding gains.

Consistent with a decade-long trend, SAT math scores have continued to rise. In 2002, the average SAT math score rose two points to 516, the highest level in 32 years. Of particular import to the Board is the result for female test-takers: a 35-year high score of 500. While the average SAT math score of 534 for male test-takers remains higher than that of females, the gap is closing.

"This year's scores confirm that the efforts that have been made to improve math education in the United States are paying off," said Gaston Caperton, College Board president. "It is time to put that same kind of concerted energy behind ensuring that students reach their potential as skilled readers and writers."

The College Board said that increased averages over the past decade have corresponded to increased participation of high school students in more advanced mathematics course work. 45 percent of this year's college-bound seniors took precalculus in high school, up from 33 percent a decade ago. Participation in calculus also increased, from 20 percent in 1992 to 25 percent today.

At the same time that The College Board released its data, the National Center for Fair and Open Testing (FairTest) accused the Board of turning a "blind eye" to institutions that make eligibility decisions based on whether one additional SAT question was answered correctly. "The College Board's annual focus on small differences in SAT scores encourages admissions and financial aid offices to misuse test results, thus undermining educational equity," said a FairTest spokesperson.

The number of colleges that use SAT minimum cutoff scores for admission and financial aid is not known because few schools publicly admit the practice, but FairTest says that The College Board puts out a handbook that lists nearly two dozen.

The College Board continues to tout the SAT, calling it a "substantial and significant" predictor of test-takers' first-year grades in college.

Sallie Mae Campaign Awards $100,000 in Scholarships

RESTON, Va.

The Sallie Mae Fund, the philanthropic arm of Sallie Mae, announced the winners of the first college scholarships to be issued as part of the First in My Family campaign. The program is geared to raise awareness among the Hispanic American community that higher education is valuable and affordable.

Through a grant to the Hispanic College Fund, Sallie Mae has awarded 51 scholarships to Hispanic American students who are first in their family to attend college and wish to pursue a career in business. The scholarships range from $500 to $5,000. A total of $100,000 will be distributed for the upcoming academic year.

"Today only 12 percent of Hispanic Americans earn a college degree. We can and must do better," said Fernando Barrueta, president, Hispanic College Fund.

The First in My Family initiative also includes a public service radio and print campaign and a book in Spanish on paying for college, *Ayuda Financiera para su Educación Superior: Aprovecbe Todas las Opciones que están a su Alcance* (*Financial Aid for College: Take Advantage of All Your Options*). The first 40,000 copies were underwritten by the Latino Education Achievement Project (LEAP). The Fund has distributed the book to college and financial aid officers across the country and has made the book available, at no cost, to the general public through a toll-free number: 1 (866) 858-7166.

Applications for the 2003 First in My Family scholarships will be available in December online at www.thesalliemaefund.org and www.hispanicfund.org.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com October 21, 2002

AFSCME President to Latino Labor Activists: We Need Each Other

DETROIT, Mich.

Gerald W. McEntee, president of the American Federation of State, County and Municipal Employees (AFSCME), told delegates to the annual meeting of the Labor Council for Latin American Advancement (LCLAA) that his union is expanding its efforts to attract more Latino members, train and elect more Latino leaders, and work with the community to educate and mobilize more Latino voters in the 2002 and 2004 elections.

"AFSCME is seriously committed to the future of the Latino community. We need you–and we believe you need us. Because all workers deserve a seat at the bargaining table, and all workers deserve decent pay and good benefits and job security and job safety," McEntee said.

McEntee is not only the leader of AFSCME–the largest public service and healthcare union in the country, with 1.3 million members–but also chair of the AFL-CIO's political arm. He sharply criticized the Bush administration and Republican leadership in Congress for their anti-worker and anti-Latino policies and asked the Latino activists to work closely with AFSCME to elect officials at all levels who support their common agenda–good jobs, education, health and safety, housing, immigration, and civil and voting rights.

"We must find a way to tilt the balance of power in our favor so that workers who need better jobs, economic growth policies, better schools, and increased health care get them," he said, adding, "And the Bush administration should be praising the heroism you displayed in both world wars, in Korea, in Vietnam, in Desert Storm, and now in Afghanistan, not persecuting you in the name of "homeland security."

AFSCME is one of the fastest-growing unions in the labor movement, and much of its growth is a result of the large numbers of Hispanics who have joined over the last few years. Recent organizing victories for the union include 20,000 university employees and home healthcare workers in California, 4,000 employees at 11 University of Maryland campuses, and 20,000 public servants in nine agencies of the government of Puerto Rico.

Higher Education Policy Institute Explores Federal Influence over College Choice

WASHINGTON, D.C.

A new national study, a primer for understanding college choice in a public policy context, advocates reexamining federal aid policies at a time when "choice" at the K-12 level is being hotly debated as a result of a Supreme Court decision upholding the constitutionality of the Cleveland school choice program. The new report, ***The Policy of Choice: Expanding Student Options in Higher Education***, from the Institute for Higher Education Policy (IHEP), explores the extent to which federal policy has influenced choice at the college level, and suggests that this up-to-date information will be critical as Congress prepares to reauthorize the Higher Education Act in 2003.

The Policy of Choice, which IHEP says is the first major study of its kind in more than a decade, urges policymakers to take a fresh look at federal, need-based financial aid policies, sharpen the definition of college choice, and clarify how federal policies should be used to enable choice in higher education.

The report notes that choice is critical to students and parents, representing one of the most important life decisions. The report shows a clear movement over the last 10 years towards lower-priced institutions, especially community colleges, for many groups of students. Moreover, with growing gaps between two-year and four-year tuition, and public and private tuition, federal policies may be consistently missing the mark for disadvantaged students, nontraditional students, and other groups, whether policy goals intended to promote choice or not.

The findings suggest that existing public policies enhance, but do not equalize, college choice for certain groups of students. A high proportion appears to enroll at their first or second choice of institutions, but enrollment patterns also suggest that a student's options may be constrained earlier in the process by a combination of factors. Given today's increases in institutional alternatives and the availability of information, some well-informed groups of students may have experienced increased college choice at the same time that other groups faced a decline.

People-Places-Publications-Conferences

PEOPLE & PLACES

Celebrating Hispanic Heritage Month

Each year brings about a wide variety of events in celebration of Hispanic Heritage Month.

- The University of Miami School of Music opened its Festival Miami 2002, a musical extravaganza featuring international and local artists. It began late last month and ends Oct. 26.
- Sears is sponsoring a concert series aimed at its more than 20 million Hispanic customers. Rocío Dúrcal will perform solo in Miami Oct. 25 and San Antonio Oct. 27; and with Marco Antonio Solís in Houston Oct. 26, San José Nov. 15, and Chicago Nov. 17. Gilberto Santa Rosa will play in Miami Oct. 26. Carlos Vives will be in San Juan, Puerto Rico, March 9.
- The Smithsonian Institution sponsored many events, including a performance by Anamer Castrello and her band, the National Portrait Gallery's "The Daytime Dreams of Esperanza," "Conjunto Folklórico Cutumba," and "Mariachi Madness," all at the National Museum of Natural History. The National Museum of American History hosted its ENCUENTROS program, premiering the film "Almost a Woman", Reel Americans, presenting the film "Señorita Extraviada", and the exhibitions "Fiesta Dress" and "Great Masters of Mexican Folk Art from the Collection of Fomento Cultural Banamex."
- The National Puerto Rican Forum presented the "Sí, Se Puede" Annual Award luncheon at the Council of the Americas in New York City.
- "Celebra la Ciencia (Celebrate Science)" took place at the New Mexico State Fair.
- Latin and Caribbean foods and crafts were in abundance at the 19th annual Fiesta Hispana in Kansas City, Mo.
- Ballet Folklórico de México de Amalia Hernández recently concluded a monthlong U.S. tour.
- The Association of Hispanic Arts, in collaboration with *The New York Times* and Brooklyn Public Library, presented the "Maestro Cine Film Series."
- The Hispanic Heritage Council hosted the Hispanic Heritage Gala Ball in Miami, Fla., presenting the prestigious "Don Quixote Award."
- The Congressional Hispanic Caucus Institute, Mexican American National Association, and United States Hispanic Leadership Institute all held conferences.

The 16th Annual Hispanic Heritage Awards

The Hispanic Heritage Awards Foundation (HHAF) presented Hispanic Heritage Awards to five Hispanic men and women who serve as an inspiration to the Hispanic community and all Americans, at its 16th annual ceremony, at the John F. Kennedy Center for Performing Arts in Washington, D.C. Six students also were honored with Hispanic Heritage Youth Awards, first offered in 1998.

2002 Hispanic Heritage Award recipients include:

- Ricky Martin, The Arts–Martin, of Puerto Rican descent, is an internationally acclaimed recording artist and entertainer whose album "Ricky Martin" has been certified platinum in 33 countries. He is active in many social causes, including the Pediatric AIDS Foundation, the Luciano Pavarotti & Friends Fundraising Concerts, the Carousel of Hope, the Rainforest Foundation, and others.
- Derek Parra, Sports–This speed skater became the first Mexican-American to compete in and medal during the 2002 Winter Olympic Games. He won the Silver Medal in the 5,000 meter race and the Gold Medal and world record in the 1,500 meter event.
- Father Virgilio Elizondo, Education–A Mexican-American theologian from San Antonio, Texas, he has had a worldwide impact upon Hispanic religion through writings, lectures, and internationally televised bilingual worships.
- Julia Alvarez, Literature–This best-selling author has had a successful career as a tenured professor and writer in residence at Middlebury College (Vt.). She is recognized for her resonance and explication of the complex Dominican immigrant experience.
- Lisa Quiroz, Leadership–Of Puerto Rican and Mexican descent, Quiroz received both her undergraduate and master's degree from Harvard University (Mass.) and founded *People en Español*, giving voice to the great contributions and achievements of the Hispanic community.

Youth Award-winners include: Brandon García from Dallas, Leadership/Community Service; Jesse Rodríguez from Miami, Literature/Journalism; Karen Sosa from Washington, D.C., Academic Excellence; Leslie Sánchez from Chicago, Science and Technology; Linda Moreno from San Diego, Sports; and Nancy Fernández from New York, Mathematics.

Sánchez Wins Prestigious World Food Prize

Dr. Pedro Sánchez, professor emeritus of soil science at North Carolina State University, was selected to receive the 2002 World Food Prize of $250,000 for his contributions to improving the world food supply. His efforts have reduced hunger and malnutrition throughout the developing world, including Latin American countries such as Peru and Brazil.

Among Sánchez's many achievements in agriculture have been: the transformation of depleted tropical soils into productive agricultural lands, alternatives to slash and burn farming that has threatened rain forests, and driving efforts to establish agroforestry, which not only replenishes soil nutrients naturally and inexpensively but reduces global warming.

Sánchez graduated from Cornell University and was in N.C. State's Department of Soil Science from 1968 to 1991. He currently chairs the United Nations Global Millennium Development Project's Taskforce on Hunger and is a visiting professor of tropical resources at the University of California-Berkeley.

Bush Administration Unveils Bilingual Web Site

In Washington, D.C., the White House Initiative on Educational Excellence for Hispanic Americans posted a bilingual Web site that equips Hispanic families with the tools necessary in making a college education a reality for their children. The site is part of a nationwide grassroots effort, which includes a national public awareness campaign with the Hispanic Broadcasting Corporation on its 55 Hispanic-focused radio stations, to make college-based information available to parents, teachers, and community leaders. It was launched in response to a study by the Tomás Rivera Policy Institute, which concluded that many Hispanic families lack the information needed to send their children to college.

U.S. Treasurer Rosario Marín and Latin recording artist Jon Secada announced the Web site at the Puente Technology Center. The Web site can be accessed at www.YesICan.gov or www.YoSiPuedo.gov.

Montoya Appointed to Colorado Education Commission

Colorado Gov. Bill Owens appointed Congressman Pres Montoya of Colorado to the Colorado Commission on Higher Education. The only Hispanic on the Commission, Montoya works with 10 other commissioners on state policy and coordinating decisions on education.

Montoya has worked in educational policy for more than 20 years. Since being appointed, he has created and chaired a special task force to adopt a statewide policy for access, retention, and graduation at colleges and universities of minority and low-income students.

Montoya, also a real estate agent, received a bachelor's degree in political science from the University of Northern Colorado.

San Diego State Adopts New Athletic Logo

San Diego State University (Calif.) unveiled its new sports logo and began a seven-year, $100,000 phasing out of the former logo of an Aztec warrior.

San Diego State (SDSU) decided to change the logo following complaints made by Native American and Latino student organizations that the logo and the school's mascot, "Monty Montezuma," were culturally offensive. The new logo of the letters "S" and "D" backed by a spear have been printed on uniforms, equipment, and at University sports venues.

Although the campus community has come to terms with the logo, a proper mascot has yet to be selected. According to reports, SDSU President Stephen Weber suspended the mascot search indefinitely stating, "A mascot is intended to be an appropriate, unifying, spirit-raising symbol of the University. We have been unable to develop a mascot that meets these criteria."

UTPB Grant to Increase Preparation, Retention, and Graduation

The University of Texas of the Permian Basin (UTPB) received a five-year U.S. Department of Education Hispanic-Serving Institution grant expected to exceed $2 million to increase student preparation, retention, and graduation rates. The grant was funded through the Department's "Strengthening Institutions–Hispanic-Serving Institutions Program."

Noting UTPB's growing Hispanic, low-income, and first-generation student populations and their need of student services, the grant will establish a Career Development Center, student career placement services, faculty development, and bring in minority doctoral candidates to serve as student mentors. The grant also will provide faculty and staff with materials and resources to better prepare students for specialized and proficiency tests, develop outreach programs for high school students, and offer parents bilingual seminars on financial aid.

EMU Grad Student Elected to National Board

Eastern Michigan University (EMU) graduate student in social work Norma Viola Cantú was elected to a two-year seat on the board of the National Association of Social Workers (NASW). As a national representative, Cantú advocates for basic human rights and for the enhanced lives of underprivileged and homeless families and children.

She also was appointed a board trustee with NASW's Political Action Candidate Election (PACE), which endorses candidates running for U.S. House and Senate seats.

Cantú is president of EMU's Welfare Rights Union, vice president of the master's of social work student organization, and member of the Latino chapter of the EMU Alumni Association. She is affiliated with the Welfare Rights Union, Organization of Latino Social Workers, and AmeriCorps.

South Carolina Coordinates Mexican Exchange

The University of South Carolina's Latin American Studies Program received a federal grant to host a leadership exchange program with Mexico.

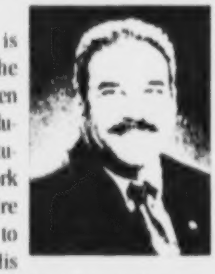
The $166,000 grant, administered through the Department of State's Bureau of Educational and Cultural Affairs, is part of a program designed to give Mexican leaders the opportunity to observe economic planning and policy development and South Carolina leaders the opportunity to learn about Mexican culture.

Ten Mexican leaders have already made their trip to South Carolina. They studied the economic recovery from the closing of a naval base and shipyard, international investment, the management of land preservation, and population growth.

In February 2003, 10 South Carolina leaders will travel to Southern Mexico to make personal contacts and study Mexican culture firsthand. Since many of the state's immigrant newcomers have come from this region, the exchange will help the leaders better understand the state's changing demographic.

Ohio State Appoints Minority Affairs Official

The Ohio State University (OSU) named José Simón Villa assistant vice provost of the Office of Minority Affairs.



Villa said he is encouraged by the direction OSU has taken in recruiting and graduating more minority students and plans to work closely with the entire campus community to attract even more. His priorities include developing a mentoring program for undergraduates, creating academic programs that focus on ethnic studies, and increasing the number of Hispanic faculty and students.

Villa, the son of migrant workers, faced problems such as language barriers while growing up in the 1950s and hopes to use his personal experiences to help other Hispanic and minority students at OSU pursue their professional dreams.

Villa earned a bachelor's degree and master's at the University of Oregon and a doctorate in higher education administration at OSU. He worked for more than a decade as an adviser with OSU's Office of Developmental Education and became coordinator of its Office of Hispanic Affairs. After taking positions in the Ohio Department of Education, he worked as an education program specialist for the U.S. Department of Education, serving as an expert on migrant education.

Auburn's Camp War Eagle Puts Out Record Numbers

Auburn University's (Ala.) award-winning Freshman Year Experience Camp War Eagle 2002 was host to a record number of student and parent participants. According to camp director Mark Armstrong, as many as 4,106 students attended one of the eight sessions, accompanied by about 5,400 parents. "It just seems that Camp War Eagle gets bigger every year," he said.

This year featured some changes, the most significant being the Learning for Life program centering on diversity. This program put participants, including faculty and staff, into small groups to discuss diversity issues.

"Nine times out of 10 there are more similarities than differences and those differences reach across lines of race, culture, and religions," said Nancy McDaniel, assistant vice president for student affairs. "Our goal is to sow a seed–to establish in each student's mind that it is Auburn's expectation that diversity matters, is important, and that we want to encourage a diverse student body to interact and represent Auburn."

NTID'S CEO Appointed to National Council

The U.S. Senate confirmed Dr. Robert R. Davila, CEO of the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (N.Y.), to serve on the National Council on Disability (NCD), an independent federal agency that makes recommendations to Congress and the president about issues affecting the 54 million Americans with disabilities. He works with 14 other NCD members to study the implementation and enforcement of the Americans with Disabilities Act and other civil rights laws.

A recognized leader in disability advocacy, Davila is the first deaf leader of NTID and in 1989 became the first and only deaf person appointed assistant secretary for Special Education and Rehabilitative Services. He has also traveled and made presentations to governments and education leaders around the world.

Davila received his bachelor's degree in education from Gallaudet University, master's in special education from Hunter College, and doctorate in educational technology from Syracuse University.

NACME Joins Engineering and Science Coalition

The National Action Council for Minorities in Engineering, Inc. (NACME), became one of a group of 11 national engineering and science organizations to join The National Coalition of Underrepresented Racial and Ethnic Advocacy Groups in Engineering and Science (NCOURAGES).

NCOURAGES was formed to advance efforts to bring more African Americans, Native Americans, and Latinos into engineering and science fields, two of the nation's fastest-growing career fields. Each organization will align its individual efforts and focus on dramatically increasing the participation of underrepresented racial and ethnic groups in science and technology.

Former Mexican President Directs Yale Center

Yale University (Conn.) appointed former Mexican President Ernesto Zedillo the new director of its Yale Center for the Study of Globalization. In his six years as Mexican president (1994-2000), Zedillo orchestrated the country's first transfer of power following 71 years of uninterrupted rule by a single party and is credited with strengthening democratic institutions in Mexico, reforming domestic economy, promoting political stability, and expanding Mexico's foreign ties.

Zedillo (pictured l. with Yale University President Richard C. Levin) received a bachelor's degree in economics at Mexico's Instituto Politécnico and doctorate in economics at Yale. He then taught in Mexico and later joined Banco de Mexico, where he became widely recognized as a proponent of economic modernization. He has lectured extensively on the effects of globalization and recently led a United Nations panel on finance and development. He is a member of the Trilateral Commission and the Institute for International Economics.

The Center brings together Yale faculty and students and outside policymakers to address major global issues through teaching, conferences, and publications.

Stanford Professor of Latin American Studies Passes Away

The *Stanford News Service* reported that John D. Wirth, the Gildred professor of Latin American studies at Stanford University (Calif.), died while delivering a lecture in Toronto. He was 66.

Photo © Linda Cicero
Stanford News Service

Wirth is remembered for his scholarly work involving Latin America. His research examined the Inca and Aztec states, urban growth in São Paulo, and Pan American environmental politics. His first book, *The Politics of Brazilian Development, 1930-1954*, won the Bolton Prize in 1971, and his second, *Minas Gerais in the Brazilian Federation, 1889-1937*, won honorable mention in 1978.

Wirth, born in New Mexico, received a bachelor's degree from Harvard University and doctorate in Latin American history from Stanford. Wirth had a connection to New Mexico's northern region, and his newest work, soon to be released, tells of the Los Alamos Ranch School, which was displaced during efforts to build the nuclear bomb. He was co-founder and president of the North American Institute in Santa Fe, N.M.

Wirth is survived by his wife Nancy Meem Wirth, three sons, and four brothers and sisters.

News from UTPA

- The University of Texas-Pan American (UTPA) announced the offering of an endowed scholarship for a cooperative pharmacy program with the University of Texas-Austin. The John Villarreal Endowed Scholarship, founded by Nidia Villarreal, president and owner of Med Aid Pharmacy/Medical Equipment, in memory of her late husband, helps qualified students in the pharmacy program.
- UTPA hosted a forum, "Sending and Receiving Countries in a World of Migration," led by Dr. Juan Hernández, senior advisor to Mexican President Vicente Fox for the Office for Mexicans Living Abroad. More than 20 experts in migration attended to discuss migration issues such as dual citizenship, voting rights and citizenship among immigrants, and guaranteed rights.
- UTPA faculty credits: Dr. Etzel Cardeña, Department of Psychology and Anthropology Department chair, became president of the Society for Clinical and Experimental Hypnosis; Dr. Hilda Medrano, dean of the College of Education, is one of six members of the Hispanic Association for College and Universities responsible for shaping the Association's course of action; and Dr. Salma Ghanem, chair of the Department of Communication, received the "Educator of the Year" award from the 10th District of the American Advertising Federation, which includes Texas, Louisiana, Oklahoma, and Arkansas.

SFSU Granted Nearly $900,000 for Gay Youth Study

Researchers at San Francisco State University (SFSU) in California were given a three-year, $876,965 grant from The California Endowment to conduct the first-ever study of physical and mental health outcomes of lesbian, gay, and bisexual youth who disclose their sexual orientation to family members during adolescence.

Conducting the study are Caitlin Ryan, director of policy studies at SFSU's Institute on Sexuality, Inequality, and Health, and Rafael Díaz, SFSU professor of human sexuality studies and ethnic studies. They are working with agencies such as the Gay Straight Alliance Network and Adolescent Health Working Group to study White and Latino teenagers and their families.

The study is the first to comprehensively explore sexual orientation in Latino families. Díaz's previous research of Latino gay men concluded that family acceptance is a critical factor in reducing risk for HIV infection and in promoting resiliency, or survival, among the youth. The study's results will be used to develop training materials and assessment tools for health and mental health providers and school practitioners, as well as a guide for health providers on family care and support for lesbian, gay, and bisexual youth and a resource directory for lesbian, gay, and bisexual youth.

Princeton Director Receives Honorary Doctorate

Marta Tienda, director of Princeton University's (N.J.) Office of Population Research, received an honorary doctorate in social science from The Ohio State University. Her research explores diversity in higher education, race and gender inequality, the sociology of economic life, youth employment and labor market dynamics, the economic and social consequences of immigration, and the consequences of eliminating race-sensitive admission policies for Blacks and Hispanic youth.

Tienda is the Maurice P. During '22 Professor of Demographic Studies at Princeton and a Professor of Sociology and Public Affairs. She has written myriad papers, book chapters, and articles and co-wrote and co-edited several books. She is president of the Population Association of America, a member of the American Academy of the Arts and Sciences, and sits on several philanthropic boards.

Tienda received a bachelor's degree from Michigan State University and a master's and doctorate in sociology from the University of Texas-Austin.

Stetson Law Recognizes López

Stetson University College of Law (Fla.) recognized St. Petersburg attorney Karen López with its 2002 William Reece Smith Jr. Public Service Award for exemplary achievements.

López works as a sole practitioner in personal injury law and is the first female president of the St. Petersburg Bar Association, in which she is an active volunteer. She is on the board of trustees of the Community Law Program, Inc., a local nonprofit organization that provides pro bono legal service to those who cannot afford an attorney. She received the Florida Bar President's Pro Bono Service Award for the Sixth Circuit in 1992.

Sandoval Performs at DuPage

Arturo Sandoval, celebrated Cuban trumpeter and founder of the Grammy award-winning group Irakere, gave a one-night performance at the College of DuPage (Ill.). Sandoval's explosive mixture of jazz, classical, rock, and traditional Cuban music has made him one of the world's most acknowledged players of jazz trumpet and flugelhorn.

Sandoval began studying classical trumpet at age 12. After studying at Cuba's National School of Arts, he earned a place on the national all-star band. He was drafted into the military and played with the Orquesta Cubana de Musica Moderna.

After his discharge, he co-founded Irakere with saxophonist Paquito D'Rivera and pianist Chucho Valdés. The group split in 1981, and Sandoval formed his own band. He has since been granted political asylum from Cuba and nominated for 12 Grammys, winning four times.

Palo Alto Announces Tejeda Scholars, Receives HEP Grant

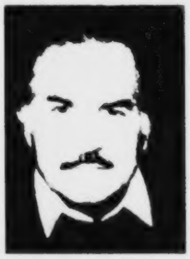
PALO ALTO COLLEGE

Palo Alto College (Texas) announced the 10 winners of The Frank M. Tejeda/Palo Alto College Scholarship for the 2002-2003 school year. Open to high school seniors planning to attend PAC and to current students, the scholarship awards $1,000 to full-time and $600 to part-time students. The winners, selected for academic achievement, leadership, extracurricular activities, and community service, are Lorraine L. Casillas, Gene Porto III, Laura Lynn DuQue, Desiree Maldonado, Jessica Calvillo Muñoz, Kimberly Jett Bohnenblust, Myrella González, Julie Ann Rodriguez, Consuelo Vargas, and Martha M. Villaseñor.

The U.S. Department of Education awarded the College a five-year High School Equivalency Program grant totaling $15 million that will provide GED instruction to individuals from migrant and seasonal farmworker backgrounds. The award, expected to help 125 students annually, offers comprehensive academic support services to participants in southern San Antonio and eight outlying rural counties of south central Texas. The program will include outreach and recruitment, assessment, student success orientation, GED instruction, career development, and evaluation.

California Lutheran Honors Garza, Welcomes Fuentes

The 2002 senior class at California Lutheran University (CLU) selected Dr. Blas Garza (pictured l.), an assistant professor of education, for the Diversity Professor of the Year Award. Students sought a professor whose curriculum, teaching style, and role modeling furthered their own appreciation of diversity.



Garza, director of CLU's Bilingual Education Program, teaches introductory courses to students preparing for careers in education. He came to CLU after an extensive career as a teacher, principal, and superintendent in the Santa Barbara, Calif., school system. He received a bachelor's degree at the University of Texas-Austin, master's at the University of Houston, and doctorate at the University of Southern California.

Carlos Fuentes (r.), one of Mexico's leading novelists and a major Latin American author, historian, and scholar, spoke on "History and Imagination" at CLU. The former ambassador to France also read from his latest bestseller, *Inez*, and his historical epic, *Old Gringo*. His visit was sponsored by CLU's departments of English, Spanish, and political science.

Moraine Valley Receives Help for Low-Income Students

A five-year, $950,000 grant from the U.S. Department of Education will enable Moraine Valley Community College (Ill.) to help more than 600 low-income students receive a college education through the TRIO–Talent Search Project.

The program is designed to encourage low-income students, grades six through 12, to complete high school and enroll in a postsecondary education program. To ensure academic success, Moraine Valley's Division of Student Development offers participants support and assistance such as career exploration and guidance, tutoring, counseling, parent activities, exposure to college campuses, and special cultural events. Students from five area elementary and high schools will benefit from the grant.

Moraine Valley secured the grant with the assistance of U.S. Reps. Judy Biggert and Jesse Jackson, Jr.

News from CSU-Domínguez Hills

- California State University-Domínguez Hills (CSUDH) hosted a United States Hispanic Chamber of Commerce Foundation "BizFest" workshop. BizFest, which travels the country, is designed to help Latino youth learn what it takes to become an entrepreneur. It is aimed at closing the digital divide, increasing economic awareness, encouraging alternative learning methods, and positively impacting the Latino youth's self-image.
- The Association of Fundraising Professionals, the largest community of professional fund-raisers in the world, awarded its highest professional certificate, the Advanced Certified Fundraising Executive, to CSUDH Vice President of University Advancement Alphonce J. Brown, Jr., the first and only person in the 23-campus CSU System to receive the award.
- CSUDH's School of Education received a $799,970 U.S. Department of Education grant to prepare teachers of students with disabilities. The funds provide candidates with full tuition, college fees, and books for a special education teaching program at one of the Los Angeles Unified School District Professional Development Centers.
- CSUDH gained approval from the Western Association of Schools and Colleges to offer an online bachelor's degree in Quality Assurance (QA), complementing its existing master's program. QA is an interdisciplinary profession utilized in all areas of management in manufacturing, service, government, and healthcare organizations.
- CSUDH honored five young women from Chávez-Tubman High School in Compton who graduated from the PROWESS (PartneRship of Women Emerging as Scientists and Scholars) program with $1,000 scholarships. PROWESS, a collaborative effort between the University and Chávez-Tubman, provided the young women with the support and resources needed to pursue a career in the sciences and technology.

Blanton Museum Appoints Curator of Latin American Art

After an international search, the University of Texas-Austin's Jack S. Blanton Museum of Art selected Dr. Gabriel Pérez-Barreiro as curator of its renowned collection of Latin American art. He comes to the Museum from the Americas Society in New York, where he was director of visual arts.

Earlier, Pérez-Barreiro led an ambitious exhibition program of Latin American artists at the Casa de América in Madrid, Spain, and before that was the founding curator of the University of Essex Collection of Latin American Art in England. He lectures on Latin American art and has authored numerous essays, articles, and catalogues.

Born in Spain and reared in London, England, Pérez-Barreiro specializes in abstract art of Argentina and Uruguay from 1944-1950. He has a master's degree with honors in art history from the University of Aberdeen in Scotland and doctorate in art history and theory from the University of Essex.

NJCU Receives Funding for Collaborative Project

New Jersey City University (NJCU) announced its selection for a $571,129 grant to cover the first year of the U.S. Department of Education's Strengthening Institutions-Hispanic-Serving Institutions (HSI) Program.

The project, "Improving the Pipeline for Latinos in Education: A Systematic Collaborative Among Three Urban HSIs," consists of NJCU and the Passaic County and Hudson County community colleges working together to address the low performance rates of Latino and other minority, low-income, urban students in postsecondary environments.

The program is intended to increase the number of Latino students who enter the transfer/baccalaureate "pipeline" from two-year colleges to four-year colleges and universities, and to improve their academic performance.

CU Parents Association Selects LEAD Scholar

Ana Gutiérrez, a junior at Aurora Central High School in Colorado, was presented with this year's $10,000 four-year LEAD Scholarship (Leadership, Excellence, Achievement, and Diversity) from Ed Burns (pictured r. with Gutiérrez), president of the University of Colorado (CU) Parents Association, after successfully completing CU-Boulder's Pre-Collegiate Development Summer Residential Program.

Gutiérrez, who plans to major in chemical engineering, is ranked second in her class with a 3.9 cumulative GPA. She is a member of the National Honor Society, the varsity choir, and volunteers at two senior citizen centers.

The LEAD scholarship is designed to help both students of color and first-generation college students achieve higher education. Recipients must meet certain academic and economic criteria and be enrolled in CU-Boulder's Pre-Collegiate Development Program, which is structured to ensure that students are academically prepared to enroll.

UNC Releases Study On Football Deaths

A University of North Carolina (UNC) study shows that 23 football players died nationwide during the 2001 season: eight from direct injuries on the field, three from heatstroke, and 12 in ways not directly tied to the game but more from natural causes provoked by rigorous exercise. All football leagues were accounted for in the study, ranging from Pop Warner to the National Football League.

Dr. Frederick Mueller, professor and chair of physical education, exercise, and sports science at UNC, conducted the study, compiling data from newspaper reports around the U.S., information volunteered by monitors of sports accidents, and data from the National Collegiate Athletic Association and the National Federation of State High School Associations. Of the eight direct deaths, he found that six came from brain injuries, one from a fractured neck, and one from a ruptured spleen. There were also six cases of permanent paralysis and two permanent brain injuries.

Mueller, chair of the American Football Coaches' Committee of Football Injuries and director of the UNC-based National Center for Catastrophic Sports Injuries, recommended that to prevent football-related deaths, players should avoid direct contact to the head. In addition, coaches should watch the temperature and humidity during practice, and pre-practice physicals should be administered because they may reveal hazardous health conditions. He also recommended that parents insure their children against catastrophic injury.

Pomona Welcomes Carrasco

Photo © Andrea Sanderson

Salvador Carrasco, screenwriter and director of *The Other Conquest*, one of Mexico's highest-grossing feature films, was named the 2002-2003 Moseley Fellow at Pomona College (Calif.). He will teach an advanced screenwriting workshop.

Carrasco, who has worked in the film industry since 1986, spent close to 10 years working on the independently funded film, which premiered in Mexico in 1999. The movie, a portrayal of the Spanish conquest of the Aztec nation from the perspective of the Aztecs, was invited to many international film festivals and garnered Carrasco three nominations, best Director, Screenplay, and First Film, at the Ariel awards, Mexico's equivalent to the Academy Awards.

Carrasco studied at the National Autonomous University of Mexico's Center for Film Studies, at Bard College, and earned a bachelor's degree from New York University's Tisch School of the Arts. He is co-director of Carrasco & Domingo Films.

Arizona Health Sciences Center Addresses Border Issues

Minority participants in MMEP, the University of Arizona Health Sciences Center Minority Medical Education Program, toured health clinics in Nogales, Ariz., and Nogales, Sonora, Mexico, to discuss border health issues with American and Mexican doctors and healthcare administrators.

The transborder trip was part of The Robert Wood Johnson Foundation's nationally recognized six-week program that offers premedical educational experiences to help motivated minority college students gain admission to medical school. Christina Roman and Jesús Kataura, program coordinators at Southeast Arizona Area Health Education Center, provided students with English translation and cultural interpretation.

The MMEP program at Arizona has worked with more than 300 participants since its inception in 1994. About half have applied to medical school.

Red Cross Honors University of Minnesota Teaching Specialist

The University of Minnesota's Academic Health Center announced an award by the Red Cross to one of its constituents.

Carolyn García, a teaching specialist in the University of Minnesota's School of Nursing, received the "Emergency Services Volunteer of the Year Award" from the Greater Minneapolis Chapter of the Red Cross. García was recognized for contributing her expertise and time at Ground Zero in New York City following the Sept. 11 terrorist attacks.

Cal State L.A. Students Earn NASA/MAES Scholarships

Three students in California State University-Los Angeles's Mathematics, Engineering, Science Achievement Program were selected to be NASA/Society of Mexican American Engineers and Scientists (MAES) Undergraduate Scholars for 2002. The honor includes four years of tuition coverage, a 10-week paid internship at NASA, and a $1,000 cash stipend for school-related activities at Cal State L.A.

This year's recipients are Brenda Valdovinos, Miguel Rubio, and Michael Wilson. Criteria include a 3.0 or better GPA, active membership in MAES, and a declared major in a NASA-related discipline such as mathematics, science, engineering, or computers.

Distinguished Scholars Join Huston-Tillotson

Noted authors and researchers Drs. Steven Edmond and Janice L. Sumler-Edmond, who are husband and wife, joined the Huston-Tillotson College (Texas) faculty as business studies and history professors, respectively.

Steven Edmond recently completed research on the *The Mexican Family Business-Coping in the New Millennium* and published *Visiting the Mexican Family Business, Proyecciones: Publicación Electrónica de la División de Administración y Ciencias Sociales de la Rectoria Zona Sur* while on assignment as an international business and accounting adjunct professor in Mexico City, Mexico. He received a bachelor's degree from the University of Louisiana-Lafayette, master's from Texas Southern University, and doctorate from the University of Sarasota.

Sumler-Edmond received a bachelor's and master's from the University of California, doctorate from Georgetown University, and jurisprudence degree from the University of Southern California School of Law. She has lectured at Clemson and Howard universities, the University of Georgia, and Albany State College and prior to arriving at Huston-Tillotson was interim associate dean of the School of Arts and Sciences at Clark Atlanta University. She is a member of the Bar of the Supreme Court of the United States and the American Bar Association.

News from CSUN

• California State University-Northridge's (CSUN) Alumni Association elected as its president Irene Tovar, executive director of the Latin American Civic Association (LACA) in San Fernando, Calif. Tovar, who received a bachelor's degree in social science at CSUN, helped establish LACA while a student at the University. She received the CSUN Distinguished Alumni Award in 2000.

• CSUN College of Health and Human Development recently created three new academic departments–environmental and occupational health, child and adolescent development, and physical therapy. College Dean Helen M. Castillo was elected to the board of directors of the Mexican American Opportunity Foundation and the American Lung Association of Los Angeles County. Before joining CSUN, she was dean of the College of Health Sciences and Human Services at the University of Texas-Pan American.

• The CSUN library was awarded a five-year $1.6 million grant from the U.S. Department of Education to strengthen outreach to the Latino community.

The project, "Improving Student Success through Strengthening Library Collections," is designed to demonstrate that students who utilize library resources and develop research skills write better papers and achieve greater success in school.

Sacramento City Transfer Program to Help Statewide Teacher Shortage

Sacramento City College (Calif.) announced a partnership between itself, the Los Ríos Community College District, and California State University-Sacramento (CSUS) that will help curb California's teacher shortage. A new transfer program, funded by a $250,000 grant, targets students looking to become K-8 teachers.

Structured around strict CSUS requirements, the program gives participants their required state teaching credentials faster and requires them to take two field experience classes. The 70 SCC students currently enrolled in the program must transfer credit to CSUS.

Gloria López, SCC professor of early childhood education, spearheaded the program after realizing that the teaching program at the College only prepared students for work at the preschool level. She said the program gives students a "clear picture of how to become a teacher."

South Mountain Charter School Names New Principal

The Arizona Agribusiness and Equine Science Charter School (AAEC) on the South Mountain Community College campus named Dr. William Ralph Conley its new principal. Conley replaces Don Krug, who became AAEC principal at Chandler-Gilbert Community College.

The Charter School is also located on the Paradise Valley Community College and Mesa Community College campuses. The school attracts students who are interested in agribusiness, biotechnology, veterinary technology, and equine science.

Conley has a master's degree in secondary education/substance abuse counseling and a doctorate in educational leadership and policy studies.

Columbia Theology Bids Farewell to González

Catherine G. González, Columbia Theological Seminary (Ga.) professor of church history and director of the Master of Arts in theology studies program, has retired after nearly three decades of service to the institution. Faculty, family, friends, and several generations of students celebrated her retirement at a special dinner in her honor.

González played a central role in the development of Columbia's international program and was elected to a board of trustees committee for her fairness and wisdom. Her expertise included the history of Christian spirituality, which she was asked to teach in Columbia's doctor of ministry program. She wrote a study of Popes Leo and Gregory and many articles on liturgy and preaching.

González collaborated with her husband, Justo González, on a revision of *The Worship Book*, a bible study for the women of the church, and she joins him in retirement.

UC-Santa Barbara Border Arts Project Receives Grant

Scholars at the University of California-Santa Barbara (UCSB) received a $15,000 grant from the University of California Institute for Mexico and the United States for a UCSB University Libraries one-year project, "Border Arts Cultural Heritage." The grant mission is to organize, describe, and catalog three San Diego-Mexico border-related cultural arts archives in the California Ethnic and Multicultural Archives (CEMA).

The grant will also process the personal collections of two Chicano visual artists, Roberto Torres and Victor Ochoa, and the organizational records of an internationally renowned San Diego cultural arts center, the Centro Cultural de la Raza, which they helped found. The collections are currently in a variety of print and media formats. The Border Arts Cultural Heritage Project will help transfer the materials to a format that is readily accessible to the research community and the broader public. It also will create guides to each of the collections to be added to the UCSB Libraries Web site and the online archive of California of the California Digital Library.

Moya Heads Stanford Program on Race and Ethnicity

Stanford University (Calif.) named Paula Moya director of its undergraduate program in comparative studies in race and ethnicity and chair of the program's major. She succeeds History Professor Albert Camarillo, who was appointed the Miriam and Peter Haas Professor in Public Service.

Stanford News Service reports that Moya is an authority on modern theories concerning identity and experience, drawn in part from her own experiences growing up and living in New Mexico and Texas.

She worked for the University of Houston-Downtown as an admissions counselor and, while there, went back to school, receiving a bachelor's degree in English, and later completing graduate studies at Cornell.

Since arriving at Stanford in 1996, Moya co-edited *Reclaiming Identity: Realist Theory and the Predicament of Postmodernism*, and wrote the recently published *Learning from Experience: Minority Identities, Multicultural Struggles*.

Arizona Professor's Book Selected "Best of the Best"

A book by Charles M. Tatum, University of Arizona College of Humanities dean and professor of Spanish, was selected by the American Association of University Presses (AAUP) for its "Best of the Best from the University Presses: Books You Should Know About" list. The book *Chicano Popular Culture: Que Hable el Pueblo* was one of 35 books, from a group of about 500, selected to recognize the contributions that university presses make to both public and secondary school libraries. The American Association of School Libraries collaborated with AAUP on the selection process.

Tatum's book explores the complex arena of popular culture among Americans of Mexican descent and reviews a range of expressive arts such as music, cinema, broadcast media, literature, and celebrations to show how Chicano arts reflect people's traditions and heritage.

PUBLICATIONS

Latin Jazz: The Perfect Combination/La Combinación Perfecta

By Raúl Fernández

Published in cooperation with the Smithsonian Institution, this fully bilingual book traces the roots and routes of Latin jazz from its early beginnings to its worldwide popularity today. With a rich narrative history, fresh interviews with the greats, and more than 100 rare images–Cándido Camero, Israel "Cachao" López, Beny Moré, and Miguelito Valdés are just a small sampling of those included–this book could be the definitive celebration of this exciting musical fusion. Foreword by Andy González.

2002. 144 pgs. ISBN 0-8118-3608-8. $22.95 paper. Chronicle Books. (800) 722-6657.

An Unlikely Conservative: The Transformation of an Ex-Liberal

{Or How I Became the Most Hated Hispanic in America}

By Linda Chávez

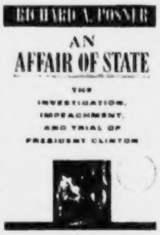
Linda Chavez

The rich and revealing story of a tumultuous journey from poverty to prominence–and from left to right–by one of the most influential female conservatives in the country, Linda Chávez.

2002. 256 pgs. ISBN 0-465-08903-8. $26.00 paper. Basic Books. (800) 386-5656.

An Affair of State: The Investigation, Impeachment, and Trial of President Clinton

By Richard A. Posner


RICHARD A. POSNER
AN AFFAIR OF STATE
THE INVESTIGATION, IMPEACHMENT, AND TRIAL OF PRESIDENT CLINTON

President Clinton's year of crisis began when his affair with Monica Lewinsky hit the front pages in January 1998, endangering a host of important questions of criminal and constitutional law, public and private morality, and political and cultural conflict. This book sets a foundation for those interested in understanding Clinton's impeachment trial. A *New York Times Book Review* editors' choice for "Best Book of 1999."

2002. 352 pgs. ISBN 0-674-00391-8. $16.95 paper. Harvard University Press. (800) 448-2242.

Moving from the Margins: A Chicana Voice on Public Policy

By Adela de la Torre

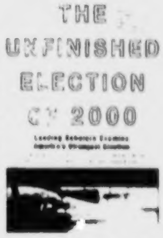
Moving from the Margins

With the population of Mexican-Americans becoming the majority in Southern California, their views on issues such as immigration reform, bilingual education, and affirmative action can no longer be ignored. Adela de la Torre provides a distinctly Chicana perspective on these and other issues and challenges the mainstream readers and voters to move away from their own frame of reference and consider new points of view.

2002. 150 pgs. ISBN 0-8165.1991-9. $16.95 paper. University of Arizona Press. (800) 426-3797.

The Unfinished Election of 2000: Leading Scholars Examine America's Strangest Election

Jack N. Rakove, ed.

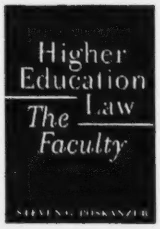


Leading political scientists, historians, and constitutional lawyers offer an invaluable look at the unprecedented events of the 2000 election. Starting with the close race itself, the contributors look at all sides of the hard-fought battle for the presidency. Winner of the Pulitzer Prize in history.

2002. 266 pgs. ISBN 0-465-06838-3. $17.50 paper. Basic Books. (800) 386-5656.

Higher Education Law: The Faculty

By Steven G. Poskanzer



Drawing on his experience as university counsel, administrator, and teacher at a number of institutions, Steven G. Poskanzer explains the law as it pertains to faculty activities both inside and outside the academy.

2002. 352 pgs. ISBN 0-8018-6749-5. $15.95 paper. Johns Hopkins University Press. (800) 537-5487.

Empire and Revolution: The Americans in Mexico since the Civil War

By John Mason Hart

Revolution

This sweeping and unprecedented chronicle of the economic and social connections between the United States and Mexico opens a new window into history from the Civil War to today and brilliantly illuminates the course of events that made the United States a global empire.

2002. 677 pgs. ISBN 0-520-22324-1. $39.95 cloth. University of California Press. (800) 822-6657.

American Pentimento: The Invention of Indians and the Pursuit of Riches

By Patricia Seed

AMERICAN PENTIMENTO

This examination of colonization's ongoing legacy looks at how European countries, primarily England, Spain, and Portugal, differed in the colonization of the Americas and how they are responsible for current representations and treatments of Native Americans.

2002. 344 pgs. ISBN 0-8166-3766-0. $29.95 cloth. University of Minnesota Press. (800) 621-2736.

Welfare Reform: The Next Act

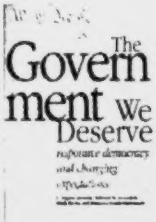
Alan Weil and Kenneth Finegold, eds.

Welfare Reform: The Next Act examines all facets of the new welfare system created since passage of the 1996 Personal Responsibility and Work Opportunity Reconciliation Act.

2002. 272 pgs. ISBN 0-87766-710-1. $26.50 paper. Urban Institute Press. (877) 847-7377.

The Government We Deserve: Responsive Democracy and Changing Expectations

By C. Eugene Steuerle, Edward H. Gramlich, Hugh Heclo, and Demetra Smith Nightingale

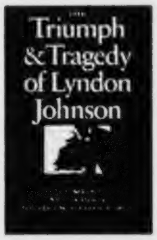


Offering a truly fresh perspective on the most important issues in American government, the authors of this book examine the state of the nation through hardheaded, detailed snapshots of our national economy, our population, our government, and our political process.

2002. 206 pgs. ISBN 0-87766-678-8. $18.95 paper. Urban Institute Press. (877) 847-7377.

The Triumph and Tragedy of Lyndon Johnson: The White House Years

By Joseph A. Califano, Jr.



Lyndon B. Johnson's top domestic advisor, Joseph A. Califano, Jr., reveals the controversial giant in this intimate portrait of the former president. He captures LBJ's lively, driven, irascible spirit as he puts the reader in the White House during the trauma of the Vietnam War and the creation of the Great Society.

2000. 422 pgs. ISBN 0-89096-960-4. $17.95 paper. Texas A&M University Press (800) 826-8911.

VIDEOS

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P.O. BOX 2053
Princeton, NJ 08543-2053
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Web site: www.films.com

Flor de Cacto: Poesia Y Poetas de Mexico

These four programs explore the roots of contemporary Mexican poetry by bringing together Mexico's finest poets for a series of in-depth discussions about poetic form, technique, and the poetry life. Programs include:

Para Empezar...¿Qué es la Poesía?

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What are the characteristics of poetry that differentiate it from all other kinds of writing? Three of Mexico's leading contemporary poets–Elisa Ramírez, Vicente Quirarte, and David Huerta–answer the question through stimulating discussions about the content and formal elements of poetry.

(Spanish, 30 min., color) #FFH 30137

La Imagen

Mexican poets Eduardo Langagne, Javier Sicilia, and Ricardo Castlillo discuss the creation of the poetic image. They address the ways they are inspired and how an almost mystical transformation of reality occurs through poetic representation.

(Spanish, 31 min., color) #FFH 30138

La Metáfora

La Metáfora

In poetry, metaphors unite disparate objects and ideas, resulting in a new perception of reality. In this program, poets Alberto Blanco, Luis Cortés Bargalló, and José Luis Rivas discuss the creation and use of the metaphor in their own poetry and in the poetic traditions of their homeland.

(Spanish, 30 min., color) #FFH 30139

Más Allá de Las Palabras

Más Allá de Las Palabras

Being a poet is a commitment that truly goes "beyond the words." Three contemporary Mexican poets–Antonio Deltoro, Jorge Esquinca, and Francisco Hernández–discuss the catalysts that led them to write poetry and how their admiration for the art continues to grow.

(Spanish, 30 min., color) #FHH 30140

Many publications and videos featured in this section are available through amazon.com.

CONFERENCES

MAES 28th International Symposium & Career Fair

October 23-27

The Society of Mexican American Engineers and Scientists invites you to "The Pipeline to Success," its 28th Annual International Symposium and Career Fair. At the Anaheim Marriott & Convention Center, Orange County, Calif.

Web site: www.maes-natl.org/symposium2002/index.html

14th Annual Southwest Seminar for Great Teaching

October 24-26

A unique seminar for college teachers based on the premise that the real experts are those who teach. "What's My Style: Exploring Teaching Philosophies and Techniques" invites all to share their knowledge; thus the participants will provide much of the context for the workshops. At Sagebrush Inn, Taos, N.M.

Contact: El Paso Community College, Faculty Development Office, (915) 831-2201; fax, (915) 831-2738; e-mail, anar@epcc.edu; Web site, www.epcc.edu/Faculty/Facdev/facdev.htm

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

HACU's 16th Annual Conference

October 26-29

The Hispanic Association of Colleges and Universities hosts its annual conference, focusing attention on the college and career needs of the nation's youngest and largest population. "Hispanic Empowerment: America's Key to Prosperity" will feature the latest trends, research, and issues of importance to Hispanic higher education. At the Adam's Mark Hotel, Denver, Colo.

Contact: (210) 692-3805; Web site, www.hacu.net

9th National Conference on Students in Transition

October 26-29

Any educator interested in college students, the collegiate curriculum, and co-curricular programs designed to enhance the undergraduate experience is welcome to attend this event, sponsored by the University of South Carolina's National Resource Center for The First-Year Experience and Students in Transition. In Pittsburgh, Pa.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fye@gwm.sc.edu; Web site, www.sc.edu/fye

37th Annual Conference of the NCHC

October 30-November 3

The 2002 conference of the National Collegiate Honors Council, with the theme "Peaks and Valleys in the Honors Experience," provides a wide array of opportunities for college and university administrators, faculty, and students to share ideas on honors colleges, honors programs, and honors education. At the Grand America Hotel, Salt Lake City, Utah.

Contact: Dr. Earl B. Brown, Jr., NCHC executive secretary/treasurer, (540) 831-6100; fax, (540) 831-5004; e-mail, nchc@radford.edu; Web site, www.radford.edu/~nchc

2nd National Conference on Outcomes Assessment for Program Improvement

October 31-November 1

2002 ABET Annual Meeting. Speakers from academe will discuss successful approaches to outcomes assessment and new assessment techniques, explore how outcomes assessment is fostering cooperation and innovation on college campuses, and determine whether outcomes assessment is helping create students who are better prepared for the real world. In Pittsburgh, Pa.

Web site: www.abet.org/conferences.html

International Conference on New Concepts in Higher Education

November 3-7

The International Council for Innovation in Higher Education sponsors this event, with the theme "International Education and Lifelong Learning." This gathering will focus on but is not limited to: Traditional vs. Nontraditional Learning; Exporting Higher Education and Lifelong Learning; The Increase in Foreign Based Education and Lifelong Learning. In Honolulu, Hawaii.

Contact: (888) 508-7642; fax, (416) 360-6863; e-mail, cvanduel@c-s-m.org; Web site, www.icie.net

CIEE Annual Conference on International Exchange

November 6-9

The theme of this event is "Underrepresented Faces and Nontraditional Places." In Atlanta, Ga.

Contact: (800) 40-STUDY ext. 2782, (212) 822-2782; e-mail, conference@ciee.org; Web site, www.ciee.org/conference

7th Annual Conference on Learning Communities and Collaboration

November 7-8

"Best Practices for Learning" is sponsored by Delta College, William Rainey Harper College, Metropolitan Community Colleges of Kansas City, and Indiana University-Purdue University Indianapolis. In Traverse City, Mich.

Contact: Nancy Boudreau, (989) 686-9091; Web site, www.delta.edu/lcc

28th Annual AMATYC Conference

November 14-17

The American Mathematical Association of Two-Year Colleges invites you to attend its yearly gathering. In Phoenix, Ariz.

Contact: AMATYC Office, Southwest Tennessee Community College, (901) 333-4643; fax, (901) 333-4651; e-mail, amatyc@stcc.tn.edu; Web site, www.amatyc.org

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1500s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artrec@jetson.uh.edu

National MultiCultural Institute Conference

November 14-17

This National MultiCultural Institute (NMCI) conference, "Building Personal and Professional Competence in a Multicultural Society," includes workshops for professional development on diversity and training; special events for networking and relationship-building in the field; and dialogue on the critical issues of multiculturalism in our society.

Contact: (202) 483-0700; fax, (202) 483-5233; e-mail, nmci@nmci.org; Web site, www.nmci.org

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

NASPA "Spirituality on Campus" Conference

December 5-7

This conference of the National Association of Student Personnel Administrators, with the theme "Spirituality on Campus: Reflection and Practice," will provide an opportunity to delve deeply into the spiritual dimension, a critical, but often unarticulated, aspect of ourselves and of our work in higher education. NASPA is particularly eager to sponsor dialogue between student affairs administrators, faculty, chaplains, and others who may be thinking about how work intersects with spirituality. At Omni Royal Orleans Hotel, New Orleans, La.

Contact: NASPA, Leah Ross, (202) 265-7500, ext. 3003; fax, (202) 797-1157; e-mail, lross@naspa.org; Web site, www.naspa.org

IEEE Deans Summit II

January 9-12, 2003

The educational activities board of IEEE presents "Deans Summit II: Fostering Campus Collaborations." Share your effective strategies for collaborative programs on community outreach, future teacher preparation, and pedagogical practices for engineering education. At Biscayne Bay Marriott Hotel & Marina, Miami, Fla.

Contact: Douglas Gorham, d.g.gorham@ieee.org; Web site, www.ieee.org/eab/fcc

89th Annual Meeting of AAC&U

January 22-25

The academy is rethinking what should be expected from college education. While the new century irresistibly invites stark–and usually artificial–calls to question foundational ideas, we are, in fact, standing at a social and educational crossroads. The need for deep questioning is genuine. Pre-conference symposium, "Shared Futures: Diversity, Inequality, and the Challenge of Global Citizenship." At Sheraton Seattle, Seattle, Wash.

Contact: AAC&U, (202) 387-3760; e-mail, meetings@aacu.org; Web site, www.aacu.org

LA CHISPA 2003 Conference

January 23-25

LA CHISPA is a refereed international conference on Hispanic languages, literatures, and cultures sponsored by Tulane University and held in New Orleans in alternate years since 1981. At the Monteleone Hotel, New Orleans, La.

E-mail: lachispa@tulane.edu

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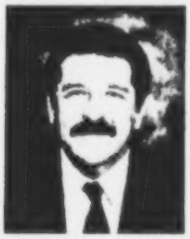

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Book Review

By Gwenelle S. O'Neal

***Soledad*, by Angie Cruz.** 237 pages. New York: Simon and Schuster (1-800-456-6798), 2001. ISBN# 0743212010. $23.00 Cloth.

Soledad is the first novel by Angie Cruz. The book begins with acknowledgements that indicate broad support of her work, and the contents bear their predictions on target. Cruz describes a vivid scenario set in Washington Heights, New York, the East Village, and the Dominican Republic. As a new writer, she brings an interesting perspective.

"Soledad" is a name that means loneliness in Spanish. The reader discovers that her mother chose this name thinking it would open people's hearts and result in her daughter's never being alone. Yet, we get the impression that she is struggling with making connections with her family and her future. The novel reveals Soledad's efforts within her family and its resources to escape the boundaries that her mother's life has formed for her. Her father's role has also contributed to who she is, yet the maternal influences have considerable significance.

Soledad has left home to escape its emotional tension and is working to develop her talent as an artist. A receptionist in an art gallery, she considers how to get her work exhibited despite gallery rules against displaying the work of employees. The rules are different for the owner's family.

Responding to her aunt's call to help her mother, she is ambivalent. It will interfere with her goals. She does not want to return to the daily struggles of her neighborhood. The initial scene describes her trip back home, the train ride, the antics of the men on the street, and, as she makes her way through the streets, her mixed feelings about being home.

Not only does this novel express the impact of the vicissitudes of life upon a person's individual development; it also demonstrates the family's capacity through love, connections, and spiritual influences to fight the realities that have resulted in her mother's emotional coma. Through the tension of emotional crisis and the coping strategies that culture, family integrity, and mysticism create, Gorda, Soledad's maternal aunt, leads the family response to help her sister overcome the emotional crisis. From the cleansing of Olivia's home to orchestrating her return to the Dominican Republic and enlisting family there to help uncover and resolve the tensions, Gorda assumes a leadership role. She uses her own personal strengths, her awareness of ghosts, family love, and willingness to work against the forces that triggered Olivia's withdrawal. Gorda also struggles with how the ghosts affect her, as she works to identify and understand the dynamics of her own life. Simultaneously, she watches her daughter Flaca's growth. She is vigilant in monitoring Flaca's physical development, the peer influences, and her participation in the activities of the street.

Soledad supports understanding alternative paradigms of interpretation of individual and family growth and development. The novel illustrates a phase of resolution that occurs outside the traditional chronological framework of human behavior theory. A traditional paradigm suggests that late adolescence through early adulthood involves autonomy from parents and initiating intimate relationships between individuals, working to explore and negotiate potential sexual intimate relationships. Soledad and her family bring to life the influence of memories, remembered events, of expectation, love, pain and suffering, and the quest for resolution of these ghosts during this developmental passage. It is a journey that many of us travel. The path, options, and resources vary within the cultural context.

Soledad depicts the elements involved in negotiating and resolving reality within interpersonal familial relationships as well as in developing new interpersonal ones. "When I look at my mother, I realize that the more I discover about her and the more time I spend with her, the freer she becomes. I was selfish for shutting her out after she'd gone through so much....Maybe everything got so out of hand because we never talked about it." This process of talk and communication about their secrets must occur before Soledad can go on to new relationships.

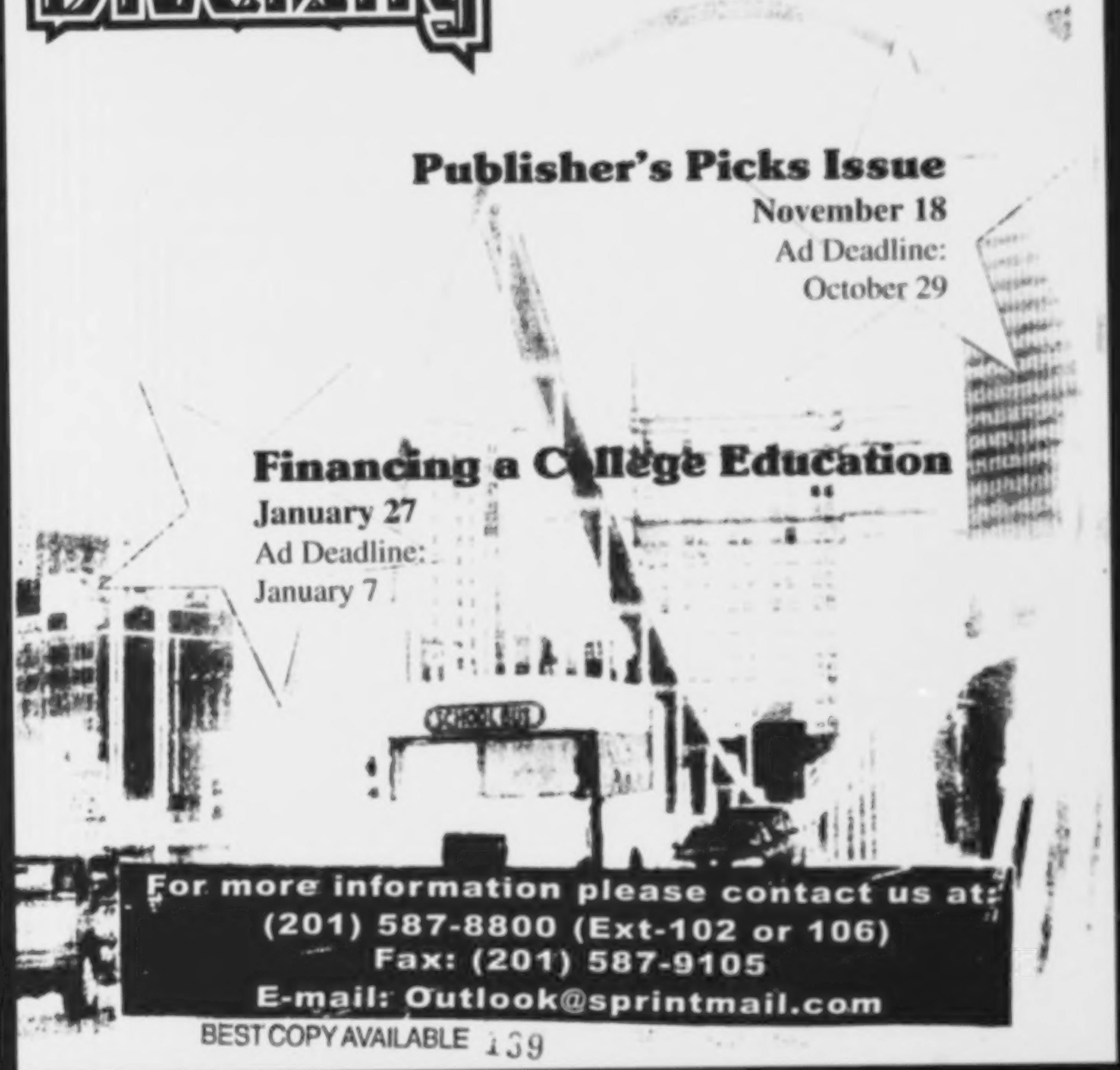
Soledad's experiences can help students of human behavior to comprehend and respond in more sensitive ways to needs in communities. Cruz's novel brings attention to the dynamics of engagement in interpersonal relationships and the dimension of individual and family issues that many people have to handle. Gender issues within the Hispanic culture are presented with a full range of variations and a twist to the usual constructivist view. Ritchie, a male character, for example, was more sensitive to Soledad's personal issues than the typical profiles might suggest.

The relevance of cultural literature for illustrating human behavior in the social environment is enormous. As professionals from the helping disciplines strive to become more understanding of the variables and dynamics that affect human survival and impinge on perspectives, reading a variety of writers from different cultures is required. Cruz is a welcome presence.

Dr. O'Neal is an associate professor at the West Chester University Graduate Department of Social Work in West Chester, Pennsylvania. Her areas of interest include accountability and community practices that respond to cultural and economic influences on behavior.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Bridging the Issues on Diversity



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Alice Bourke Hayes has provided exemplary leadership since 1995 as President of the University of San Diego. Dr. Hayes has decided to retire at the end of the 2002-03 academic year. The University's Board of Trustees announces a nationwide search to recruit a successor to Dr. Hayes who demonstrates commitment to academic excellence, Catholic values, and continuation of the University's remarkable growth and development.

The University of San Diego, an independent Roman Catholic, coeducational, Doctoral II university, was founded 53 years ago. Today USD comprises the College of Arts and Sciences, School of Business Administration, School of Education, School of Law, and Hahn School of Nursing and Health Science. The University welcomes those who come to us from diverse backgrounds and faith traditions, acknowledging the importance of their contributions to our pluralistic campus and to the atmosphere of open discussion it considers essential to the rigorous pursuit of excellence.

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R. William (Bill) Funk
Consultant to the Board and Search
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2100 McKinney Avenue, Suite 1800
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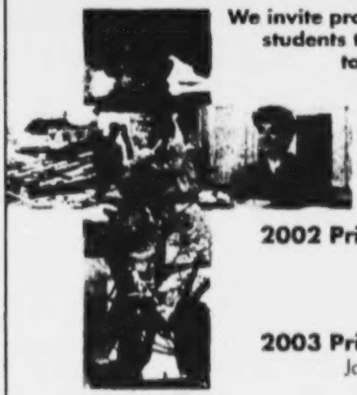

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The Minority Scholar-in-Residence will receive a stipend equal to the typical salary for beginning instructors (dissertation fellows) or assistant professors (post-doctoral fellows) at the host institutions. Scholars will be expected to do some teaching and research, and to participate in other activities under the supervision of a mentor. It is hoped that the scholars will, upon completion of their residency, be strong candidates for tenure-track positions at member institutions of the consortium or at similar institutions.

Scholars must be citizens of the United States and have had no more than five years of teaching or relevant work experience before receiving the award. Ideally, applicants for the dissertation fellowship program should have completed their research before the beginning of the fellowship year.

Among the member institutions of the Consortium, the following offer to sponsor minority scholars during the 2002-03 academic year: Bowdoin College, Bryn Mawr College, Carleton College, Claremont-McKenna College, Coe College, Colorado College, DePauw University, Gettysburg College, Grinnell College, Hamilton College, Haverford College, Juniata College, Luther College, Macalester College, Mount Holyoke College, Oberlin College, Occidental College, Pomona College, Rhodes College, Skidmore College, Southwestern University, Swarthmore College, Union College - NY, University of the South, Vassar College, Wellesley College, Wheaton College - MA, Whitman College, Willamette University.

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Assistant/Associate Professor for Design and Technology Positions

The University of Maryland, School of Architecture invites applications for Two positions in the areas of Design and Building Technology (Construction/Structures/etc.) The positions are full-time and tenure track. Rank will be according to experience. Candidates must demonstrate an understanding of architecture as an academic discipline and as practice. Candidates for the design position will be expected to teach architectural design studios and seminar/lecture courses in their area(s) of expertise, to supervise graduate theses and pursue an area of research and/or practice. Candidates for the technology position will be expected to teach in our five course structures' requirement, with emphasis on the technical integration aspects of design.

Applications must include a curriculum vitae, a statement of interest and expertise, a portfolio of work, and three references. The review of applications will continue until the positions are filled. Submissions before 1 November 2002 will be granted preference. The University of Maryland is an equal opportunity employer. Send Applications to: **Associate Professor Carl Bovill, Faculty Search Chair, School of Architecture, University of Maryland, College Park, Maryland 20742.**

EOE/AA

EXECUTIVE VICE PRESIDENT AND PROVOST

Texas A&M University

Texas A&M University invites nominations and applications for the position of Executive Vice President and Provost. The holder of the position is the chief administrative and academic officer of this comprehensive public doctoral research university comprised of ten colleges, 2600 faculty and 10,000 staff members and over 44,000 students, approximately 20% of whom are graduate or professional degree students. The University main campus in College Station is centrally located among three of the ten largest cities in the nation (Dallas, Houston and San Antonio) and the state capitol (Austin), with a branch maritime campus in Galveston on the Texas coast.

Designated as a land grant, sea grant and space grant institution, the University ranks among the top few institutions nationwide in terms of size, research expenditures ($407M), operating budget ($809M) and endowments valued at approximately $3.4B. It is a member of the American Association of Universities. The University is committed to excellence in teaching, research and service, to enhancing diversity in faculty, staff and students, and to expanding its role to meet the future needs of state, national and international constituencies. For information on the University's vision, please see www.tamu.edu/vision2020. The University is the flagship of the Texas A&M University System, which includes nine state research, extension and service agencies, nine universities and a health science center, and has presence throughout Texas.

The Executive Vice President and Provost serves as deputy to the President and acts for him in his absence. He or she must provide visionary leadership to the academic and administrative functions of the University; ensure the recruiting and development of excellent faculty, staff and students; mobilize and allocate resources; and create synergy among the colleges, agencies, peer institutions, and external constituencies. The incumbent serves as a primary communication link with the Texas A&M University System, government agencies and the legislature, as well as various national university organizations and accrediting agencies. He or she will actively contribute to state and national leadership activities that can advance the stature, reputation and financial status of the University, and will assist the President in development activities.

Qualifications include an earned doctorate or equivalent, a distinguished record of leadership in research and education, and a strong record of academic and administrative leadership at the level of department head and dean, preferably in a land grant institution. The candidate should have excellent interpersonal and communication skills, a strong commitment to diversity, and the ability to work effectively with administrators, faculty, students, staff, former students and other external constituencies.

The target appointment date is February 1, 2003. The search will continue until the position is filled, but for full consideration, nominations and applications should be received by November 15, 2002. Under Texas law, only the names of finalists must be disclosed, 21days prior to the appointment. The committee will make every effort to maintain confidentiality. Applications should include a curriculum vitae and names, addresses and phone numbers of five references. Nominations and applications should be sent to:

Dr. Herbert H. Richardson, Chair, Executive Vice President and Provost Search Advisory Committee
Texas A&M University
TAMU 3135, 801 CE/TTI Building
College Station, TX 77843-3135

The Texas A&M University System is an Equal Opportunity and Affirmative Action Employer

BOSTON COLLEGE
LYNCH SCHOOL OF EDUCATION
THREE TENURE-TRACK POSITIONS

The Department of Counseling, Developmental and Educational Psychology is searching for three tenure-track positions to begin September 2003, to contribute to our graduate (doctoral and masters') and undergraduate programs. Applications are especially encouraged from persons who would enhance the ethnic, linguistic, and cultural diversity of the Lynch School. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and (p)reprints to: The Respective Search Committee Chair, Lynch School of Education, Boston College, Campion Hall, Chestnut Hill, MA 02467. The department's Program in Applied Developmental and Educational Psychology is searching for two positions: **1. Senior Scholar in social-emotional development** (Search Cmt. Chair: Dr. Jacqueline Lerner). This position carries the possibility of appointment as a **tenured professor in a named endowed chair.** Areas of interest include the study of social cognition, connection to schools and communities, social/peer relations, social competence, self regulation, and prosocial behavior in early or middle childhood or adolescence; **2. Assistant professor in cognitive development** with a focus on early or middle childhood (Search Cmt. Chair: Dr. Joan Lucariello). Areas of interest include the study of cognitive development in relation to learning, sociocultural context, and the application of theory to children in urban contexts, including schools. **Deadline for applications for these two positions is December 15.** The department's APA-accredited Counseling Psychology Program seeks to fill one position: **3. Assistant professor from counseling, clinical, or community psychology** (Search Cmt. Chair: Dr. Lisa Goodman). Areas of interest include community research with clear social policy implications, and the public practice of psychology focusing on children, youth, and families in urban settings. Applicants should be licensed or license-eligible. **Deadline for applications for this position is Dec 15.** *Boston College is an Equal Opportunity, Affirmative Action Employer.* More information on the Lynch School of Education is available at www.bc.edu/lynchschool.

THE NATIONAL ACADEMIES

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Postmark Deadlines: February 1, May 1, August 1, November 1.

Further information and application materials at:
www.national-academies.org/rap

For questions or assistance, contact:
TEL: (202) 334-2760
FAX: (202) 334-2759
EMAIL: rap@nas.edu
MAIL: Associateship Programs
NATIONAL RESEARCH COUNCIL
500 Fifth Street NW, GR322A
Washington, DC 20001

Qualified applicants will be reviewed without regard to race, religion, color, age, sex or national origin.

FACULTY
Full-Time, Tenure Track

Community College of Philadelphia anticipates full-time faculty tenure track positions in the following disciplines for the 2003-2004 academic year: Art, Biology, Chemistry, Clinical Laboratory Technology, Design Technologies, Early Childhood Education, English (2), Spanish, Music, Nursing, Psychology, and Sociology. The College seeks applicants who meet specific discipline qualifications listed on our Web site as well as a demonstrated commitment to the following institutional priorities: 1. working effectively with students from diverse backgrounds; 2. using alternative course delivery strategies, particularly technology, to enhance learning; 3. being actively involved in the life of the College; and 4. using assessment for continuous improvement. Please visit our Web site at http://www.ccp.edu/ and click on Employment for specific requirements and information on how to apply for each position and for other available employment opportunities. Deadline for responses: December 9, 2002. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under representedgroups. AA/EOE.

Community College of Philadelphia

Teachers Academy for Mathematics and Science

The Teachers Academy for Mathematics and Science is an autonomous alliance of leaders from education, government, mathematics, science, business and the community.

As a non-for-profit organization, we provide professional development to teachers, principals and parents, within the elementary school communities.

Our mission is to create and facilitate a continuous improvement process that ensures excellence in teaching and learning mathematics and science, so that every child is equipped with knowledge, skills and competencies to function in and contribute meaningfully in a global society.

PROFESSIONAL DEVELOPER
Mathematics/Science

The Teachers Academy for Mathematics and Science is currently seeking full and part-time Professional Developers (Math & Science) to develop, deliver and evaluate stimulating programs for teachers (Pre-k thru 8th grade).

Position requires a MA or MS in math or science, respectively 5 yrs. teaching exp. 2 + yrs. exp. as curriculum coordinator and/or professional developer. Must be flexible to work occasional Saturdays and/or evening classes and have reliable transportation.

Additional information on this position is available on our website: www.tams.org. Please, forward your resume to Attn: Human Resources.

TEACHERS ACADEMY
FOR MATHEMATICS AND SCIENCE
3424 S. State Street, Chicago, IL 60616
Email: webmaster@tams.iit.edu

Equal Opportunity Employer

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Shippensburg
University

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

Shippensburg, Pennsylvania

Shippensburg University, a member of Pennsylvania's State System of Higher Education, has the following tenure-track faculty positions available beginning August, 2003.

Qualifications and requirements (unless otherwise noted): Successful candidates must have a commitment to effective teaching and evidence of ongoing scholarly activity in an appropriate field. A demonstration of teaching effectiveness will be required as part of the on-campus interview. All positions require an earned doctorate or appropriate terminal degree. Candidates who are ABD at the time of hire may be considered. A terminal degree from an accredited institution is required for tenure. Other qualifications specific to the department are noted below.

Shippensburg University offers a highly competitive salary and excellent benefits package. Standard teaching load is twelve credit hours per semester. For more information about Shippensburg University, see **http://www.ship.edu**.

All applicants must send a letter of application, current curriculum vitae, unofficial undergraduate and graduate transcripts, three letters of reference and any required supporting materials to the appropriate search committee chairperson. Official transcripts will be required prior to the on-campus interview. Applications will not be reviewed unless all supporting material is submitted. Review of credentials will continue until positions are filled unless otherwise noted. Candidates must furnish proof of eligibility to work in the U.S. upon appointment.

Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257-2299.

Shippensburg University is an Equal Opportunity Employer

COLLEGE OF ARTS AND SCIENCES

ART

Digital Graphic Artist - The successful candidate will be able to teach Page Composition, Computer Illustration, Photomanipulation, Digital Painting, Web Page Design, Multimedia, and Art Appreciation. Additional responsibilities include working closely with studio art and computer science faculty, advising art majors, participating in departmental and university activities and committees, sharing responsibilities for overseeing and maintaining the Art Department's Golden Apple Computer Lab and Art Department Webpage. Involvement in scholarly research and exhibitions is expected. Knowledge of Macintosh computer operations will be required as part of the interview. Required: Master of Fine Arts or other terminal degree in Graphic Design. Preferred: University level teaching experience or five years of professional experience in Graphic Design.

In addition to above-listed materials, please send a statement of teaching philosophy, 20 slides of your professional work and 20 slides of your students' work (CD or Webpage form) to: Professor Jan Ruby, Search Committee Chair, Art Department. Phone: (717) 477-1530; Fax: (717) 477-4049. Review of applications begins November 15, 2002. Personal materials will be returned to applicants upon request.

BIOLOGY

Toxicologist - Responsibilities include teaching toxicology, introductory biology courses and an additional upper division course in an area of specialty. Ability to teach other courses such as mammalogy or icthyology preferred. Requires doctorate, a strong commitment to undergraduate instruction and teaching experience at the college level. A scholarly seminar will be required as part of the on-campus interview. Review of applications begins January 10, 2003. In addition to above-listed materials, please send a statement of teaching philosophy and research interests to: Biology Search Committee.

ENGLISH

Writing - Course load includes first-year writing and introductory courses in literature, as well as upper-level writing courses and/or participation in our secondary English Education program. Requires Ph.D. in English or Composition, course work in the teaching of writing, and evidence of a research agenda in the teaching of writing. Preference given to candidates who bring cross-cultural perspectives to the teaching of writing and literature. Review of applications begins November 8, 2002. Send materials to: Kim van Alkemade, Search Committee Chair, Department of English.

ENGLISH

Nineteenth-Century British Literature - Course load includes British literature survey, composition, introductory courses for non-majors, and courses in the candidate's field. Requires Ph.D. and must have dissertation or strong record of scholarship in Romanticism and experience teaching composition. Prefer secondary specialization in world Anglophone literatures. Review of applications begins November 8, 2002. Send materials to: Deborah Montuori, Search Committee Chairperson, Department of English.

GEOGRAPHY/EARTH SCIENCE

Geographic Information Science and related techniques - Candidates will be expected to teach General Education courses in an area of expertise. Requires Ph.D. in Geography; prefer broadly trained candidates with evidence of commitment to undergraduate teaching. Review of applications begins November 1, 2002. Send material to: Dr. William Blewett, Acting Chairperson, Department of Geography and Earth Science. Phone: (717) 477-1685. Fax: (717) 477-4029.

HISTORY

Middle Eastern or Islamic World History - Course load includes at least one specialized upper-level or graduate course and two or three sections of a required world history sequence for first year students. Requires Ph.D., evidence of ability to teach introductory world history courses and commitment to approaching history from a global perspective. Candidates invited for an interview will be required to demonstrate world history teaching effectiveness and give a research presentation. Review of applications begins November 1, 2002. In addition to above-listed material, please include course syllabi, student evaluations, and publications or a writing sample which will be returned upon request. Send material to: Dr. Catherine B. Clay, Chair, Search Committee, Department of History and Philosophy. E-mail: **Cbclay@ship.edu**; Phone: (717) 477-1728; Fax: (717) 477-4062

MATHEMATICS

Mathematics Teacher Preparation - Teach undergraduate mathematics education and/or mathematics courses, advise students, supervise student teachers, conduct research, and contribute to the academic climate of the department through writing grants, reviewing curriculum, serving on committees, and interacting with regional mathematics teachers. Requires Ph.D. in Math or Mathematics Education. Preference to candidates demonstrating ability to teach graduate Mathematics Education courses and to those demonstrating potential for teaching, research and service. At least one letter of reference must address the candidate's teaching ability. The letter of application should address how the candidate will contribute to the activities of the department. See **http://www.ship.edu/~math/** for more details. Review of applications begins December 2, 2002. Send material to: Search Committee, Department of Mathematics; Phone 717-477-1431.

MODERN LANGUAGES

Spanish/Foreign Language Methodology - Responsibilities include teaching Spanish language and culture at all levels, Foreign Language Methodology, and supervision of student teachers. Requires a Ph.D. in Applied Linguistics, Second Language Acquisition, Foreign Language Education (or related area). Candidates should have native or near native command of Spanish and a strong commitment to undergraduate teaching and expertise in proficiency-oriented instruction and computer-assisted language learning. Experience and interest in distance learning, design of Foreign Language curriculum, and assessment are preferred. Review of applications begins November 18. Send material to: Dr. Agnès Ragone, Chair of Search Committee, Department of Modern Languages.

POLITICAL SCIENCE

The Department seeks broadly trained candidates who are qualified to teach courses in both American political institutions and political behavior (to include at least one of the following areas: political parties, public opinion, campaigns and elections, and media). The successful candidate will teach at least one of the Department's General Education courses each semester. Requires Ph.D. Candidates invited for an interview will be required to give a research presentation and participate in a general interview. Interested persons must forward, in addition to above-listed material, a detailed description of teaching, research and professional experiences and the names of three references who the committee may contact. All applications must be submitted by November 15, 2002. Send material to: Dr. Sara A. Grove, Chairperson, Department of Political Science, 424 Grove Hall.

PSYCHOLOGY

Applied Research Psychologist - Area of specialty open. The position involves teaching introductory psychology and undergraduate and graduate courses in the area of specialty. Examples of possible areas of specialty include but are not limited to: Tests and Measurement, Human Factors, Health Psychology, Program Evaluation, or Prevention. A faculty member in the department of Psychology will be expected to be an available advisor to psychology majors, involve students in scholarly activity outside the classroom and contribute substantial professional service to the department and university. Requires Ph.D. in Psychology; strong quantitative skills preferred. Review of applications begins December 1, 2002. Send material to: Dr. Scott Madey, Chairperson, Applied Psychology Search Committee

PSYCHOLOGY

Developmental Psychology - The position involves teaching introductory psychology and undergraduate and graduate developmental courses. A faculty member in the department of Psychology will be expected to be an available advisor to psychology majors, involve students in scholarly activity outside the classroom and contribute substantial professional service to the department and university. Requires Ph.D. in Psychology; area of specialty should be related to child and or adolescent psychology. A cognitive developmentalist or developmental psychopathologist is preferred. Review of applications begins December 1, 2002. Send material to: Dr. Adrian Tomer, Chairperson, Developmental Psychology Search Committee.

SOCIOLOGY/ANTHROPOLOGY

The department is seeking candidates for two positions. Various combinations of secondary specializations considered. Candidates for both positions must be prepared to teach Introduction to Sociology. **Position one** requires a Ph.D. in Sociology with a specialization in criminology and deviance. **Position two** requires a Ph.D. in Sociology with a specialization in social organization and leadership studies and will teach undergraduate and graduate courses. Candidates invited for an interview will be required to teach a class and participate in a general interview. In addition to the above-listed material, please send copies of course outlines. Review of applications begins January 6, 2003. Send material to: Dr. Walter Konetschni, Chair, Department of Sociology and Anthropology, 430 Grove Hall, Phone: (717) 477-1735.

COLLEGE OF BUSINESS

The John L. Grove College of Business is fully accredited at the undergraduate level by AACSB International.

ECONOMICS

Requires a Ph.D. Prefer candidates with a specialization in either Labor or Health Economics who provide evidence of successful teaching and a scholarly agenda. Review of applications begins November 15, 2002. Send materials to: Chair, Search Committee, Department of Economics, John L. Grove College of Business. E-mail: hbasti@ship.edu.

FINANCE

Primary responsibilities include teaching undergraduate finance courses for majors and non-majors. Finance specialties desired are insurance and personal financial planning. Requires a Ph.D. or D.B. A. in Finance. Consideration of an appointment at the Associate level may be given, depending on qualifications and experience. Priority will be given to candidates with demonstrated excellence in communication and teaching skills in addition to a record of successful research (or great research potential). Professional service and scholarship in line with our mission are expected. Review of applications begins October 1, 2002. Send material to: Dr. Hong K. Rim, Search Committee Chair, Department of Finance and Information Management & Analysis. Email: hkrim@wharf.ship.edu; phone: 717-477-172; Fax: 717-477-4067.

INFORMATION MANAGEMENT AND ANALYSIS

Primary teaching responsibilities include undergraduate and MBA courses in the areas of operations management, statistics, supply chain management, and/or the modeling of quantitative and informational business systems.

Qualifications include Ph.D. or D.B.A. in Job Management or Decision Science; evidence of a strong interest in teaching and advising undergraduate students; commitment to continuing professional development; ability to teach a broad range of courses related to the area of operations management/decisions sciences; interest in developing innovative teaching methodology; and, an excellence in written and oral communication skills. Consideration of an appointment at the Associate level may be given, depending on qualifications and experience.

Review of applications begins November 1, 2002. Send materials to: Dr. Jonathan Kohn, Search Committee Chair/Department of Finance and Information Management & Analysis/John L. Grove College of Business.

MANAGEMENT AND MARKETING

Marketing - Primary responsibilities include effective teaching at the undergraduate and graduate levels (including distance education delivery) in a variety of subject areas such as marketing research, sales/sales management, e-marketing, and other courses depending on demand and the applicant's interest; engaging in research/publications (appropriate for graduate level AACSB International accreditation if seeking associate level rank); and providing appropriate service to the university, department, and business community.

Qualifications include a doctorate in marketing or related discipline from an AACSB International accredited university; a current research/publications record (appropriate for graduate level AACSB International accreditation if seeking associate level rank); demonstrated teaching effectiveness; and instructional technology capability. Review of applications begins October 1, 2002. In addition to above-listed material please send official student evaluations. Send materials to: Dr. Thomas Verney, Chair, Department of Management and Marketing, Grove 224, The John L. Grove College of Business.

COLLEGE OF EDUCATION AND HUMAN SERVICES

CRIMINAL JUSTICE

Courses to be taught include undergraduate and graduate Criminal Justice courses in procedural and substantive law, structure and function of the court, and criminal evidence. The position entails undergraduate student advising, active participation in department, college, and university committees, and involvement in scholarly activities. Requires J.D. or Ph.D. in Criminal Justice or related field. Review of applications begins December 15, 2002. Send materials to: Robert M. Freeman, Chair, Criminal Justice Department.

COUNSELOR/PSYCHOLOGIST; COUNSELING CENTER

The Shippensburg University Counseling Center, accredited by the International Association of Counseling Services, seeks Counselor/ Psychologist for a tenure-track Assistant Professor position.

Primary responsibilities include the provision of individual and group counseling, outreach programming, consultation, and crisis intervention for the University community, as well as training and supervision of graduate student trainees. Occasional teaching of graduate courses in the Department of Counseling on a rotating basis may also be possible for successful candidate with earned doctorate. Requires Masters in Counseling, Counselor Education, Counseling Psychology, Clinical Psychology or related area, and a current license/certification as a counselor or psychologist. (Doctorate preferred.) Also requires demonstrated clinical skills and commitment to the college counseling model. Preference to Ph.D. and candidates already licensed in Pennsylvania.

This position will be a 9-month contract. Send application material to: Dr. Beverly Mustaine, Search Committee Chair, Shippen Hall 109. Review of applications will begin December 15, 2002.

TEACHER EDUCATION

Reading/Literacy Education - Teach undergraduate and graduate literacy related classes, supervise student teachers, work cooperatively with local schools; serve on department and university committees, advise students, and work on departmental and academic and non-academic initiatives. Require doctorate and teaching experience in an upper elementary/middle grades /high school level or as a reading specialist. Credentials leading to certification to teach in the State of Pennsylvania are expected. College level teaching experience, evidence of scholarly abilities, experience with technology and involvement in publication, research and curriculum development are preferred qualities. Review of applications begins December 15, 2002. Send materials to: Dr. Mary Jane Urbanowicz, Reading/Literacy Search Committee Chairperson, Teacher Education.

TEACHER EDUCATION

Education Generalist - Teach undergraduate and graduate teacher education classes, supervise student teachers, work cooperatively with local schools; serve on department and university committees, departmental and academic and non-academic initiatives. Seeking candidates with a doctorate in an appropriate education related field. Emphasis on elementary education curriculum, instruction, and assessment and general education learning theory and teaching experience in an elementary classroom. Credentials leading to certification to teach in the State of Pennsylvania are expected. Prefer college level teaching experience, evidence of scholarly abilities, experience with technology and involvement in publication, research and curriculum development. Review of applications begins January 15, 2002. Send materials to: Dr. Randall Pellow, Search Committee Chair, Teacher Education Department.

THE UNIVERSITY OF MICHIGAN

Vice President for Development

The University of Michigan in Ann Arbor, one of the nation's premier research universities, is seeking a Vice President for Development to serve in the highly visible role as the senior administrative officer with overall leadership responsibility for a comprehensive development program. The Vice President works collaboratively with the academic, administrative, and volunteer leadership to increase philanthropic support for the University; manages all programs and operations within central development; and coordinates all fundraising efforts across the academic and administrative units of the campus. As part of the administrative leadership team, the Vice President works closely with other senior administrators and deans in defining University fundraising priorities and recommending courses of action to achieve them.

The Vice President for Development reports to the President of the University and oversees the activities of the University Development Office that includes two associate vice presidents, executive directors for corporate and foundation relations and for external relations, and 125 professional staff.

The Vice President for Development should be an experienced development professional with a demonstrated track record as a creative fundraiser, leader and manager, and strategist. Experience at the leadership level in a significant comprehensive campaign within a large, dynamic, complex institution is critical.

Rebecca Blank, Chair, Vice President for Development Search Advisory Committee, and Dean, Gerald R. Ford School of Public Policy, requests that nominations and applications be directed to the University's consultant:

Paula Carabelli
Spencer Stuart
2020 Main Street, Suite 350
Irvine, CA 92614
949.930.8017
pcarabelli@spencerstuart.com

The Committee plans to complete its work within the next few months. Individuals from historically under-represented groups are encouraged to apply.

The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

WWW.UMICH.EDU

FRANKLIN COLLEGE

Director of Pulliam School of Journalism

The Pulliam School of Journalism at Franklin College is seeking a director. PSJ is a fully endowed undergraduate journalism school with 150 majors in a four-year, private liberal-arts college of 1,000 students offering sequences in news-editorial, advertising-public relations, broadcast journalism and visual communications. Located in the Indianapolis metro area, PSJ also houses the Indiana High School Press Association.

The ideal candidate will have practical experience in the field of journalism and will bring evidence of innovative and creative leadership to the position. Additionally, this person will possess experience in the following areas: administration/management, classroom teaching, and fund-raising. The successful candidate must be comfortable with new media and media convergence as well as the small college, liberal-arts environment. The successful candidate must be able to represent the Pulliam School of Journalism to internal and external constituents, help raise the visibility of the program and work collaboratively with six FT faculty and support staff of three. Teaching students is the first priority of the faculty, but PSJ strongly supports research and professional development. The director will teach one course per semester in some area of journalism and will work with the college's other division heads. This is a tenure-track position. Master's required. Ph.D. preferred. See our Web site: http://psj.franklincollege.edu.

We would like for the director to assume duties in August. Applications received by Nov. 1, 2002, will receive full consideration. Send letter of interest, curriculum vitae, three letters of reference, and graduate transcripts to **Professor Susan Fleck, Pulliam School of Journalism, Franklin College, 501 E. Monroe Street, Franklin, IN 46131.**

Franklin College, an AA/EOE employer, is committed to diversity and equality in education and employment.

PRESIDENT

IOWA

The University of Iowa

The Board of Regents of the State of Iowa invites nominations and applications for the position of President of the University of Iowa.

Founded in 1847, the University is a major center for undergraduate education, graduate and professional education and scholarship. The University includes Colleges of Business, Education, Engineering, Dentistry, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, Public Health, a Graduate College, a Division of Continuing Education, one of the nation's largest and finest university-owned teaching hospitals, and several other statewide health service units. The University enrolls approximately 29,000 students, employs nearly 14,000 faculty and staff, and has an operating budget in excess of $1.8 billion.

The University is an AAU and Carnegie Commission-designated Doctoral/Research University-Extensive institution and is recognized as one of the nation's premier public research institutions. It is a diverse institution, proud of its historic and continuing commitment to providing education and opportunity to all.

The President is the chief executive officer of the University and reports directly to the Board of Regents.

Review of nominations and applications will begin immediately. The search committee is fully committed to maintaining confidentiality. Confidential correspondence, including resumes and references or requests for further information, should be sent to:

University of Iowa Presidential Search and Screen Advisory Committee
c/o R. William Funk
2100 McKinney Avenue, Ste. 1800
Dallas, Texas 75201
[email: krisha.creal@kornferry.com] [fax: 214/954-1849]

To obtain further information abut the search, go to **www.uiowa.edu/presidentialsearch.**

~The University of Iowa is an equal opportunity and affirmative action employer. Women and minorities are encouraged to apply ~

DEPAUW
UNIVERSITY

Uncommon success begins at DePauw

Founded in 1837, DePauw is nationally recognized for a distinctive liberal arts approach that links intellectual rigor with life's work through extensive internship opportunities and study abroad.

Our prize-winning faculty prepares graduates to creatively address the challenges of the world.

We invite you to join our multicultural campus with a student enrollment of about 2300 and a student-faculty ratio of 10:1.

Tenure-track positions to begin in the fall of 2003:

Department	Specialty Area
Biology	Cell Physiology
Chemistry	Biochemistry
Communication Arts and Sciences	Rhetoric and Debate
Economics and Management	Labor Economics
Education	Elementary and Math Education
English	American Literature
Music	Piano
Philosophy	Ethics/Metaphysics/ Philosophy of Mind

One-year term position to begin in the fall of 2003:

Department	Specialty Area
Modern Languages	French

For information about these and other positions that will become available, visit our web site: **www.depauw.edu/admin/acadaffairs/facpositions.htm**

If you have other skills and credentials which might strengthen our curriculum and faculty and wish to inquire abcut other appointment opportunities or to leave your resume and letter of interest on file, please contact **Neal B. Abraham, Vice President for Academic Affairs and Dean of the Faculty, DePauw University, Greencastle, IN 46135. nabraham@depauw.edu**

DePauw University, in affirmation of its commitment to excellence, endeavors to provide equal opportunity for all individuals in its hiring, promotion, compensation, and admission procedures. Institutional decisions regarding hiring, promotion, compensation and admission will be based upon a person's qualifications and/or performance without regard to race, color, creed, religion, national origin, sexual orientation, disability, age, gender, gender identity or gender expression, except where religion, gender, or national origin is a bona fide occupational qualification.

ASSOCIATE VICE PRESIDENT/ DEAN OF STUDENTS
The University of Toledo

The Division of Student Affairs at The University of Toledo invites applications and nominations for the position of Associate Vice President/Dean of Students. This position reports directly to the Vice President for Student Affairs and has leadership responsibility to direct and develop programs to enhance the quality of student life on the campus of the University of Toledo. The Division of Student Affairs is responsible for programs, services, research, and assessment initiatives that support the academic mission of the University and provide students with opportunities for life experiences and personal development. In this management position, the Associate Vice President/Dean of Students will supervise the directors of specific units within the Division of Student Affairs, and assist in planning and implementing programs, budgets, personnel and policies. The units consist of the Office of the Dean of Students, Student Judicial Affairs, Student Activities, Student Leadership, Student Organizations, Student Union, and Facility Reservations.

Qualifications: A Doctorate degree in a relevant field. Preferred area of emphasis: Student affairs administration, counseling, psychology or higher education. Competitive candidates will have seven to ten years of higher education experience (at least five years of mid-level to senior administration experience) including both supervisory and budgetary responsibilities; an extensive knowledge of higher education, student affairs philosophy/viewpoint and the policies and procedures of a higher education institution; a thorough knowledge of emerging trends and needs of students; management/administrative, analytical, writing and interpersonal skills; and experience working with ethnically and culturally diverse student populations.

Skills: Applicants must demonstrate a sound understanding of contemporary theory and practice in student affairs. Candidates must demonstrate the ability to provide leadership and guidance for personnel in several significant reporting lines that foster collaboration and effective teamwork. Demonstrated ability to articulate a strategy for developing community among the various University constituencies is desired.

Applications received by November 1, 2002 will receive full consideration, but review of applications will continue until the position is filled. Submit application packets including a letter of interest summarizing experience and qualifications, resume/curriculum vitae, and names, addresses/e-mail addresses and telephone numbers of three professional references to: The University of Toledo, Human Resources Department, AVP/Dean of Students Search, Toledo, OH 43606-3390 or Fax 419/ 530-1490 or E-Mail: acarder2@utnet.utoledo.edu. Please use only one method of application. The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

THE UNIVERSITY OF
TOLEDO

ASSISTANT PROFESSOR IN SPORT MANAGEMENT

Applications are invited for a tenure track faculty position with a 9-month appointment in the Department of Health and Kinesiology at Texas A&M University. Candidates should have the doctorate in sport management or a related field. Responsibilities will include teaching undergraduate and graduate classes in sport finance, sport management/leadership, or related areas, conducting research and publishing in high impact journals, directing graduate students in their research, and seeking extramural funding to support the research and graduate students. Send a letter of application, statement of research and teaching interests, curriculum vitae, and names, addresses and telephone numbers of three references to **R.B. Armstrong, Ph.D., Sport Management Search Committee, Department of Health and Kinesiology, Texas A&M, College Station, TX 77843-4243.** Review of candidates will begin on November 1, 2002.

Texas A&M is an Equal Opportunity Employer.

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

[redacted]

Westmont College is a national select liberal arts college in the Protestant evangelical tradition. With a limited enrollment of 1200 students, the College is selective in admissions and emphasizes excellence in undergraduate teaching and scholarship. Faculty are expected to wholeheartedly embrace the mission of the College, relating their faith to their teaching, to their scholarship, and to their lives. More information is available at **http://www.westmont.edu**.

Applicants should send their CV, cover letter, statement of research and teaching interests, a two-page statement of philosophy of education, and names of three or four references to the **individual department chair, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108.** *Westmont College is an equal opportunity employer, seeking to be diverse in people and programs consistent with its mission.*

Westmont College would like to announce the following open tenure-track faculty positions:

Biology

Cellular/Molecular Biologist. Asst./ Assoc. Professor. The biology department seeks an individual for a tenure-track position to begin in August 2003. A Ph.D is required, and post-doctoral research and teaching experience are preferred. The person's courses include genetics and molecular biology, and the individual will also involve undergraduate students in a vigorous research program. We are particularly interested in applicants with expertise either in neuroscience or in developmental biology. Queries about the position, as well as electronic submission of application materials may be addressed to perciva@westmont.edu. Review of applications will commence October 15, 2002. **Department Chair: Frank Percival.**

Theatre Arts

Assistant Professor, tenure-track position in Theatre Arts, with expertise in Acting, Directing, and international or multi-cultural theatre is available for fall, 2003. Principle responsibilities include: teach courses in Acting, Introduction to Theatre, and World Theatre; direct one production per year in the department season; oversee student projects; and work collaboratively within a dynamic program that includes tracks in both Theatre Arts and Dance. Qualifications: Ph. D. or MFA in Theatre Arts. Applications should be received by January 15, 2003. The search will remain open until the position is filled. **Department Chair: John Blondell.**

Music Education

Nominations and applications for a tenure-track position in Music Education at the assistant or associate professor level to begin fall, 2003 are currently being accepted. Responsibilities: Duties will include overseeing the music education and credentialing programs, teaching related courses, recruiting music education majors, and directing the chamber instrumental program. Qualifications: Applicants for the appointment at the rank of assistant professor should hold the Ph.D. Successful public school music teaching experience and expertise in general classroom music are highly desirable. Review of applications will begin November 1, 2002 and continue until the position is filled. **Department Chair: Grey Brothers.**

Psychology

Applications are invited for a clinical psychology tenure-track position in a science-oriented department, with a start date of August, 2003. Rank is open; assistant or associate level preferred. We are looking for a competent, dedicated teacher, who is a productive clinical scholar and subscribes to the scientist-practitioner model. Ph.D. required; licensed or license-eligible in California. Will teach general, abnormal, clinical/counseling, personality, psychological testing; others possible, based on need and interest; supervise students in practica; and develop own scholarship. **Department Chair: Ray Paloutzian.**

Kinesiology

Nominations and applications are invited for a tenure-track position in Kinesiology to begin Fall, 2003. Applicants for the appointment should hold the Ph.D. Teaching responsibilities will include exercise physiology lecture and/or lab, cardiac dynamics, nutrition, physical education activity courses and supervision of senior research projects. In addition, administrative experience at the department level is preferred. Review of applications will begin on October 15, 2002 and will continue until the position is filled. **Department Chair: Chris Milner**

Religious Studies

There are two open-rank, tenure-track positions available in the religious studies department effective Fall, 2003. The first is in World Religions. Applicants should have primary expertise in world religions and secondary expertise in either New Testament or theology. The second position is in History of Christianity. Applicants should have primary expertise in history of Christianity and secondary expertise in world religions, New Testament or theology. Selected applicants will be interviewed at the AAR/SBL meeting in Toronto. Review of applications will begin on October 15, 2002 and continue until the position is filled. **Department Chair: Tremper Longman**

Modern Languages

A tenure-track, assistant professor position in Spanish is available beginning August, 2003. Native/near-native fluency in Spanish and a Ph.D. is required. Demonstrated excellence in teaching is required, with promise of scholarly research desired. The applicant should have broad training in Spanish language (all levels), pedagogy, and linguistics and knowledge and experience in foreign language Computer Assisted Instruction, and/or ability to teach German language a plus. The application deadline is November 4, 2002. **Department Chair: Mary Docter**

History

The history department invites applications for a tenure-track assistant professor position in modern European history to begin in Fall, 2003. Specialization outside of Great Britain and France preferred. A secondary field in Latin American desirable. Teaching responsibilities will include upper-level courses in modern European history and a core curriculum course on world civilizations. The successful candidate will hold a Ph.D by date of appointment and will demonstrate a strong commitment to undergraduate teaching, a program of scholarly activity, and Christian higher education. The application deadline is November 15, 2002. **Department Chair: Richard Pointer**

Computer Science

Nomination or applications are invited for a tenure-track position in computer science to begin fall, 2003. Applicants for the appointment should hold a Ph.D. in computer science, computer engineering, or a closely related field. Rank will be determined based on experience. Duties will include teaching a variety of undergraduate computer science courses, research, and advising of students. Review of applications will begin January 31, 2003, and continue until the position is filled. **Department Chair: Russell Howell**

WESLEY
THEOLOGICAL
SEMINARY

POSITION ANNOUNCEMENTS

Vice President for Development-
The VP for Development coordinates all development activities at WTS with responsibilities for the Annual Fund, publications, and prospect management. They coordinate appeals; recruit new supporters; fundraise; and develop ties to key churches. Experience at an upper level in an institution of higher education or a church is a plus as is some knowledge of planned giving, seminary education, special events, public relations, or publications. Hiring - ASAP.

Director of the Library-
The Director oversees the development and quality of collections and services, manages the financial and material resources of the library, and coordinates the role of the library with the educational programs and faculty research needs of the seminary. WTS seeks applicants with graduate degrees in library science and theological studies and demonstrated competence as a library director or administrator. Hiring - July 1, 2003.

More information is available at www.wesleysem.edu.

Applications should be sent to - **Director of Personnel, Wesley Theological Seminary, 4500 Massachusetts Ave., NW, Washington, DC 20016.** Fax (202) 885-8605. E-mail - bwatts@wesleysem.edu

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Manager, Accounts Receivable

College seeks individual who will be responsible for managing Accounts Receivable operations including cash receipts, financial aid, investments, invoicing, general ledger and subsidiary ledgers, cash flow, collections, and supervising staff in carrying out daily functions. Must have proven leadership skills and be able to direct the related A/R implementations and handle student related inquiries/problems; provide analyses and reports for year-end closing process; other duties as assigned. Position reports to Director of Accounting/Risk Manager. Successful candidate will have a Bachelor's Degree in Accounting or equivalent combination education/experience, as well as 4 to 5 years experience in general accounting operations, two of which must be in a supervisory capacity. Must be proficient in online accounting systems and computer literate with proficiency in Excel. Position may require occasional travel, and additional hours may be necessary as determined by workload. Annual Salary $53,009 with full benefits.

Send resume attention: Human Resources, **Job Number 02-86,** or you may apply in person at the Human Resources Office, 8:30am to 5:00pm, Mon-Fri., or send via FAX to (732) 224-2970, or via email:
hrdept@brookdalecc.edu
Resumes must be received no later than November 1, 2002. Our Job hotline number is (732) 224-2281, and our web address is:
www.brookdalecc.edu

**BROOKDALE
COMMUNITY COLLEGE**
**765 Newman Springs Road,
Lincroft, NJ 07738**

An Equal Opportunity/Affirmative Action Institution.

George Mason
University

Sociology and Anthropology Chair

Department of Sociology and Anthropology invites applications for the position of Chair with a starting date of Fall 2003. We are a strongly interdisciplinary department with a tradition of democratic governance and a broad array of research interests. We are seeking a full professor or someone whose record of scholarship and teaching warrants appointment at the full professor level. Administrative experience is desirable. Areas of specialization are open. The department consists of 12 sociologists and 10 anthropologists, and it offers an M.A. and B.A. in Sociology and a B.A. in Anthropology. Applicants should submit a letter of interest, curriculum vitae and the names of three references. The application period will remain open until the position is filled; however, review of applications will commence on December 6, 2002, with the intent of filling the position as quickly as possible. All materials should be sent to:

Chair, Search Committee
Department of Sociology and Anthropology, MSN 3G5
George Mason University
4400 University Drive
Fairfax, VA 22030

George Mason University, located 15 miles from the nation's capital, is a young, dynamic, growing state university of 25,000 students, who constitute one of the most diverse student bodies in the nation. AA/EOE. Women, minorities, and persons with disabilities are strongly encouraged to apply.

www.gmu.edu/departments/soci

ASSISTANT PROFESSOR AFRICAN AMERICAN LITERATURE/MINORITY LITERATURE

Bryant College invites applications for a tenure-track position in English/Humanities at the Assistant Professor level beginning Fall 2003. Applicants should have earned a doctoral degree English or an appropriate field, or anticipate the completion of the dissertation prior to August 2003, as well as demonstrate excellence in teaching and research consistent with the requirements of an AACSB International-accredited school.

The ideal applicant should have evidence of specialization in post-1900 African/American literature. The teaching load for this position would be divided between upper-level courses in minority literature and freshman seminars. The English and Humanities Department stands out as a dynamic component in a strong liberal arts program at Bryant College.

Applicants should submit a letter of interest, a current vitae, references, and a demonstration of recent scholarly work to Human Resources Office THO-#271, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917. Inquiries should be made to Mary Prescott at mprescot@bryant.edu. Preliminary interviews will be held at MLA in New York in December.

Bryant College is a four-year, AACSB International-accredited institution, located minutes from Providence and one hour from Boston.

Bryant College is an Equal Opportunity/Affirmative Action employer, and an institution committed to diversifying its faculty and student body. Women and people of color are especially encouraged to apply.

Colby

SOCIAL PSYCHOLOGY, ASSOCIATE OR FULL PROFESSOR AND DEPARTMENT CHAIR

The Department of Psychology at Colby College invites applications for an associate or full professor in social psychology who will serve as department chair, beginning September 1, 2003. Area of specialization open. A strong record of teaching and research is required, including a background in quantitative methods and research design. Annual teaching load for this position is four courses per year (a one-course release from the normal five-course load) plus a stipend while serving as chair. Teaching responsibilities would most likely include social psychology, an advanced course in the candidate's specialty area, research methods and statistics or a course in an area related to social psychology, participation in our team-taught introductory psychology course, and supervision of students conducting research in the candidate's areas of expertise. The successful candidate will be expected to maintain a productive research program; a record of excellence in conducting rigorous empirical research is more important than any specific area of scholarship.

Colby is a highly selective liberal arts college (with approximately 1800 students) recognized for excellence in undergraduate education and for close student-faculty interaction. The College has a generous sabbatical policy, and offers funds for research and professional travel as well as for start-up. Applicants should send a curriculum vitae, reprints, statements of teaching and research interests, and three letters of recommendation to: Professor Diane Winn, Chair, Department of Psychology, Colby College, Waterville, ME 04901. Review of applications will begin on January 6, 2003 and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the college, please visit the Colby web site: www.colby.edu

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USC
UNIVERSITY
OF SOUTHERN
CALIFORNIA

New Position in Communication and Technology Policy

School of Communication
Annenberg School for Communication

The School of Communication at the USC Annenberg School for Communication seeks a Social Scientist focused on the study of information and communication technologies to fill a tenure-track faculty position. Rank is open, and will be based on the candidate's qualifications and experience. The candidate should have strong interest in the use of new communication technology for civic engagement, democracy, and governance, and have strong theoretical and methodological grounding in communication and/or one or more of the social sciences (such as economics, sociology, psychology, political science, policy studies, anthropology). The candidate should also be eager to take advantage of research and teaching opportunities with our sister School of Journalism which focuses on new technologies and the press; our online journalism and communication program; USC's Interactive Media Systems Center (IMSC); and/or with multidisciplinary teams including faculty in engineering, law, and the social and policy sciences.

Applicants should send an up-to-date curriculum vitae, three letters of recommendation, and two samples of their work to **Dr. Abigail Kaun, School of Communication, Annenberg School for Communication, University of Southern California, 3502 Watt Way, Los Angeles, CA 90089-0281.** Applications will be reviewed beginning November 1, 2002 until the position is filled.

USC is an AA/EO employer,
and is seeking to create a diverse community.

The **Columbia University School of Social Work** invites nominations and applications for three

ENDOWED PROFESSORSHIPS

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

SCHOOL OF SOCIAL WORK

The Sylvia D. and Mose J. Firestone Centennial Professorship in Clinical Social Work

The appointee to the Firestone Professorship must have a distinguished record of teaching, research and practice in clinical social work. Candidates must have a master's and a doctoral degree in social work or a related field.

The John Smart Centennial Professorship

The first appointee to the Smart Centennial Professorship must have a distinguished record of teaching, research and practice about programs that promote independent and autonomous functioning. Preference will be accorded to candidates with a master's and/or a doctoral degree in social work.

The Marion Kenworthy Professorship of Psychiatry in Social Work

The appointee to the Kenworthy Professorship must have a distinguished record of teaching, research and practice in psychiatry and must be able to relate this expertise to social work education, particularly regarding human behavior and the social environment. Candidates must have an M.D. degree and advanced training in psychiatry.

Successful candidates must have nationally or internationally recognized research and publications in the above areas as well as a continuing record of exceptional teaching and innovation in the classroom. The candidates should be able to mentor students and junior faculty in ways that enhance the profession. Endowed Professors will exercise a leadership role in the School, particularly in procurement of major grants, collaborative research, and curriculum development in the cited areas.

Nominations and applications should be forwarded to:

Jeanette C. Takamura, Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the positions are filled, those submitted early are best assured of receiving full consideration.

COLUMBIA UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER. MINORITY CANDIDATES ARE ESPECIALLY URGED TO APPLY.

THE UNIVERSITY OF IOWA

Faculty Position
Urban and Regional Planning

Tenure-track position at the assistant professor level beginning in August 2003 in environmental planning, preferably combined with transportation, GIS or land use planning. Initial review of applications will begin November 15. Program details can be found at **www.uiowa.edu/~urp**. Applications should be directed to: **Heather MacDonald, Chair, Graduate Program in Urban and Regional Planning, 347 Jessup Hall, University of Iowa, Iowa City, IA 52242. Ph: 319-335-0033, fax: 319-335-3330.**

The University of Iowa is an affirmative action/equal opportunity employer. Women and minorities are encouraged to apply.

MOTOR BEHAVIOR

The Department of Health and Kinesiology at Texas A&M University invites applications for a tenure track position (rank open, tenure negotiable, start date negotiable). The applicant should have strong credentials in motor control, behavioral neuroscience, psychology, physical therapy, or related fields with a strong research program aimed at understanding sensory/motor disorders. Laboratory facilities and start up package available. Preference will be given to individuals with the following: post-doctoral research experience; extramural research funding. Application material, including a letter of application, vita, concise description of research goals, and the names, addresses, and phone/FAX numbers of at least three references should be sent to: **Dr. Charles H. Shea, Department of Health and Kinesiology, Texas A&M University, 4243 TAMU, College Station, TX 77843-4243. Phone: (979) 845-5002, FAX: (979) 847-8987, Email: cshea@tamu.edu**. Review of applicants will begin on December 9, 2002 and continue until the position is filled.

Texas A&M University is an affirmative action/equal opportunity employer.

The University of Michigan

Department of Communication Studies

FACULTY OPENINGS BEGINNING FALL 2003
ASSISTANT/ASSOCIATE/PROFESSOR OF COMMUNICATION STUDIES

Communication Studies — The University of Michigan Department of Communication Studies seeks applicants for four tenure track/tenured faculty positions. Growing department emphasizes mass communication as a social phenomenon and the study of mass media systems, processes, contexts, and effects.

Positions available, and possible areas of research and teaching, are as follows.

Position 1: Information and Communications Technologies, including specializations in the social and economic impact of new media, impact of new media on patterns of work and collaboration, new media and intellectual property rights, and privacy. Appointment is likely at the assistant professor level, but more advanced candidates will be considered.

Position 2: Media, Culture, and Society, including specializations in audience studies, press history, history of advertising, entertainment culture and history, or media theory. Appointment is likely at associate or full professor level. The successful candidate should have a distinguished record of teaching, research, and service with national or international recognition.

Position 3: Media Effects, including specializations in the behavioral impact of the media; effects on social values and attitudes; identity formation; children and the media; gender and the media; or educational effects of the media. Appointment is likely at the assistant professor level, but more advanced candidates will be considered.

Position 4: Comparative Media Systems, including comparative studies of media institutions, media content, and media effects, as well as trends in the consolidation of media organizations across national boundaries and as a result of globalization. Appointment is likely at the assistant professor level, but more advanced candidates will be considered. This position is pending authorization.

Anticipated starting date for all positions is September 1, 2003. Applicants should identify position of interest and send a vita, scholarly writing sample, and evidence of teaching excellence. Junior applicants should also send three letters of recommendation.

SEND APPLICATIONS TO:
Search Committee
Department of Communication Studies
The University of Michigan
2020 Frieze Building
105 South State Street
Ann Arbor, MI 48109-1285

DEADLINE: Evaluation of applicants will begin immediately and continue until positions are filled.

The University of Michigan is a non-discriminatory/affirmative action employer. Women and minorities are encouraged to apply. The University is responsive to the needs of dual career couples.

The University of Kansas

Announces Tenured and Tenure-Track Faculty Positions

The University of Kansas is a major research and training university and is the only Kansas Regents university to hold membership in the prestigious Association of American Universities. The University of Kansas offers the highest quality undergraduate, graduate, and professional programs, as well as outstanding libraries, museums, and technology. The university fosters a multicultural environment in which the dignity and rights of individuals are respected. A city of approximately 80,000, Lawrence is located in the rolling hills of eastern Kansas 35 miles west of the Kansas City metropolitan area and 20 miles east of Topeka, the state capital. Home to Haskell Indian Nations University as well as KU, Lawrence offers many cultural opportunities of a university town.

SCHOOL OF SOCIAL WELFARE

Seeking applicants who bring professional commitment, passion, intellectual curiosity, initiative, and high standards to join us in shaping a vision of social work education devoted to: Maximizing individual and collective strengths; achieving cultural diversity; creative supportive environments; developing community-based research; exploring new conceptions of practice and inquiry. Two full-time tenure track positions beginning 8/18/03:

Asst Prof : teach in core curriculum area, particularly human behavior or clinical practice (contingent on funding). Required: one earned grad degree in social work from accredited social work program, to teach practice MSW + 2 yrs post-masters practice exp., ability to teach in core curriculum area consistent with School's vision; ABD with dissertation defense completed by 10/31/03.

Asst or Assoc Prof. BSW Program Director : teach in undergraduate program. Required: one earned grad degree in social work from accredited social work program,successful exp as BSW program administrator, academic record of teaching, scholarship and service meeting KU tenure standards. Additionally, for the Assoc level: earned doctorate in social work or related discipline; tenured in current institution; demonstrated ability to produce scholarship contributing to practice of social work. Send CV, writing sample, ask 3 references to send recommendations directly to Alice Lieberman, Chair, Search Committee, School of Social Welfare, University of Kansas, 1545 Lilac Lane, Lawrence, KS 66044-3184. Review begins on receipt of application. Visit our website for complete description: www.socwel.ku.edu.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Anthropology - Assoc. Prof. & Assoc./Sr. Scientist (KS Geological Survey) geoarchaeology & Quaternary Scientist.
Biology, Ecology & Evolutionary Biology - Asst. Prof. systematic herpetology.
Communication Studies - Asst. Prof. East Asian communication.
East Asian Studies - Asst. Prof. East Asian politics or society.
Economics -Oswald Distinguished Prof. of Microeconomics.
English - Asst. Prof. fiction writing.
Geology - Distinguished Prof. sedimentology/stratigraphy (start date: 8/04).
History -Ahmanson Murphy Chair in Medieval History.
Linguistics - Asst. Prof. phonology.
Philosophy - Asst. Prof. 19th and 20th Century continental philosophy.
Public Administration - Asst. Prof. budgeting and financial management.
Religious Studies - Asst. Prof. religion in America; emphasis upon indigenous religions.
Slavic Languages & Literatures - Asst. Prof. Slavic linguistics, specialization in Bosnian or Croatian standard language; Russian.
Spanish & Portuguese - Asst/Assoc Prof. 19th & 20th century Spanish peninsular studies.

For the above positions: Start date is August 18, 2003, unless otherwise indicated. Candidate must have the Ph.D., other appropriate degree, or the equivalent in hand at the time of appointment. In searches for Asst. Profs., exceptional candidates at higher ranks may in some cases be considered. Candidates must present evidence of scholarly or creative productivity and effective teaching. For a complete position announcement, please refer to the CLAS website at www.clas.ku.edu. Or, you may contact the department of interest through KU Directory Assistance (785) 864-2700, or email Brendan Cope, clasdean@ku.edu, CLAS, 1450 Jayhawk Blvd., Rm. 200 Strong Hall, Lawrence, KS 66045. FAX: (785) 864-5331.

SCHOOL OF EDUCATION

The School of Education invites applications for the following three **Department Chair** positions with a starting date in July or August of 2003. Review of applications will begin October 28, 2002, and continue until the positions are filled.

Department of Psychology and Research in Education (PRE). Ph.D. in one of the department's graduate program areas (educational psychology and research, counseling psychology, school psychology); qualifications for appointment as an associate or full professor; established record of teaching, research, and service; evidence of excellence in teaching; eligibility for certification or licensure if in counseling or school psychology.

Department Special Education (SPED). Qualifications for appointment as a full professor with an earned doctorate and administrative experience in an academic setting; strong scholarly contributions to the field; record of service to the profession; commitment to and experience in securing external support; knowledge of educational structures and regulatory processes; and competence in developing interdisciplinary approaches to the education of infants, toddlers, children, youth, and adults with special needs.

Department of Teaching and Leadership (T & L). Qualifications for appointment as an associate or full professor with an earned doctorate in one of these areas of specialization: Elementary, Middle Grades, or Secondary Education, Educational Administration, Foundations, or Higher Education, and administrative experience in an academic setting.

For each position, please send a letter of application, curriculum vitae, three current reference letters (PRE and T & L) or references (SPED), copies of two recent publications (PRE only), and a statement of research interests and teaching philosophy to the Chair of the Search Committee for (position seeking), J. R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045-3101.

SCHOOL OF JOURNALISM

The William Allen White School of Journalism has 830 undergraduates in two tracks, Strategic Communications and News & Information in Lawrence, and 80 master's degree students on two campuses. The School is known for preparing students to work in converged media and for its commitment to the basics of writing and editing. Visit our web site <www.ku.edu/~jschool to learn more about the School.

Three assistant professor positions have a starting date of August 18, 2003. The three positions are listed by principal teaching areas. In addition, faculty will teach other courses as assigned, advise and perform research or creative activity.

Teach Media Sales and Management in cross-media curriculum. Required qualifications: master's degree, 5 years experience in U.S. media, demonstrated ability to teach in college or professional setting and ability to perform scholarly or applied research.

Teach Editing, traditional and across media platforms. Required: master's degree, 5 years experience on daily newspaper, and research agenda. Appointment as Associate Professor may be possible.

Teach introductory course, Media & Society with emphasis on teaching methods of critical thinking and cross-media development. Required: Ph.D., a combination of media and teaching experience and a record of research.

First priority given to applications received by November 1, 2002. Contact Mary Wallace, School of Journalism, University of Kansas, Stauffer-Flint Hall, 1435 Jayhawk Blvd., Lawrence, KS 66045-7575, or (mwallace@ku.edu) for position description and to apply. Send letter specific to the position sought, vita or resume, and a list of three professional references. All positions are contingent upon funding.

THE UNIVERSITY OF KANSAS IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.
THE UNIVERSITY ENCOURAGES APPLICATIONS FROM UNDERREPRESENTED GROUP MEMBERS.
VISIT THE UNIVERSITY OF KANSAS WEBSITE: www.ukans.edu. VISIT THE EQUAL OPPORTUNITY WEBSITE: www.ukans.edu/~equalop. FOR DETAILED POSITION ANNOUNCEMENTS OF ALL VACANCIES SEE: www.ku.edu/%7Ekuhr/work/index.shtml.

West Chester University

Position Announcement
Associate Provost/Deputy to the Provost

West Chester University of Pennsylvania invites applications and nominations for the position of Associate Provost and Deputy to the Provost.

Qualifications: Doctorate in a suitable discipline required, at least 8 years' experience as a University faculty member, and a minimum of 5 years' experience as an academic affairs administrator. Preference given for experience with enrollment management issues, data conversion processes, strategic and curricular planning, and experience in a collective bargaining environment.

Responsibilities: This is a management position that reports directly to the Provost. Direct reports to this position are the Dean of Graduate Studies and Extended Education, the Dean of Undergraduate Studies and Student Support Services, the Director of Admissions, Director of Financial Aid, Registrar, and the Special Assistant to the Associate Provost. Position includes the supervision of 4 support staff and leadership for General Education, Honors Program, Assessment Office, and the Institute for Women.

Primary responsibilities include:

- ✓ Provide leadership for the Division of Academic Affairs in meeting State System of Higher Education (PA) Initiatives, the University's System Accountability Plan, and implementing the University's strategic Plan for Excellence.
- ✓ Provide leadership and coordination for university-wide advising issues.
- ✓ Liaison with Division of Student Affairs regarding Student Success Initiatives.
- ✓ Work with the Office of Planning & Analysis and Institutional Research on academic reporting issues.
- ✓ Serve as liaison with the State System for curricular academic policies and related issues.
- ✓ Participate in internal governance by serving as a member of Deans' and President's Councils, Curriculum and Academic Policies Committee, Institutional Marketing Team, and others as needs arise.
- ✓ Work in collaboration with faculty curriculum body to develop, implement and monitor new academic policies.
- ✓ Work with Department Chairs, Deans and other University offices to enhance academic programs.
- ✓ Provide leadership and advocacy to support the views and concerns of the direct report managers.
- ✓ Articulate institutional perspectives to relevant constituencies.
- ✓ Exercise fiscal responsibility within an environment of distributed leadership.
- ✓ Implement personnel processes and perform evaluations in alignment with collective bargaining agreements and University policies.
- ✓ Provide leadership for the implementation of the Peoples oft student administration modules.
- ✓ Respond to unexpected events and external needs.
- ✓ Serve as Deputy to the Provost, assume duties in the absence of the Provost.

To Apply: Applicants must submit a letter of interest and a description of relevant professional accomplishments, a current resume, and names, addresses, e-mail addresses and telephone numbers of at least five professional references to:

Human Resource Services
c/o Associate Provost Search Committee
201 Carter Drive
West Chester University
West Chester PA 19383
610-436-2800

Applications will be handled confidentially. Priority consideration for applications received by November 16, 2002; position will start on July 1, 2003. No faxes or electronic mail applications accepted. The entrance salary is in the range of $ 87,000 - $113,000 and is dependent on qualifications and experience, and includes an excellent fringe benefits package. To be considered as a finalist, candidates must successfully complete the interview process.

About the University: West Chester University is a public, regional, comprehensive University and one of fourteen campuses of the Pennsylvania State System of Higher Education. WCU has an enrollment of 12,000 students and is supported by 1400 faculty and staff operating under collective bargaining agreements. The University is located 25 miles west of Philadelphia, 17 miles north of Wilmington, and strategically located in the center of the mid-Atlantic corridor between New York City and Washington, DC, and its major cultural and commercial institutions and recreational activities.

West Chester University is actively building a culturally diverse academic community that fosters an inclusive environment and encourages a broad spectrum of candidates, including women, people of color and people with disabilities to apply. For more information about the University, see our web site at http://www.wcupa.edu.

Dean
Counseling and Matriculation

Foothill-De Anza
Community College District

The Dean will provide vision and organizational leadership for the Counseling Division. Plan, administer, and evaluate the division's programs; organize and oversee the matriculation process. This position will also provide coordination of crises intervention counseling and consultation services to the college. Participate in the development and implementation of policies and procedures; and supervise, coordinate, and evaluate a diverse staff of faculty and classified employees. Our excellent benefits package includes full cost medical coverage for employee and eligible dependents, dental, vision care, employee assistance program, long-term disability, retirement benefits and basic life insurance.

For application materials contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

Complex Coordinator

Northeastern University, nationally recognized for its cooperative education program, is a private, nonsectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and is highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty and staff and is proud of its diverse student/resident population.

Direct responsibility for student development functions and the effective administration of a diverse residential community. The housing population ranges from 750 to 1100 students with 15 to 24 staff members (professional, paraprofessional, and graduate). The primary purpose of this position is to develop and maintain an environment conducive to students' academic success through social and intellectual growth. Responsibilities include behavior management, judicial administration, building and security management, and staff supervision. This live-in position assumes full responsibility for the safety and well-being of the students and the complex. Must be capable of excellent autonomous judgment. Required: Master's degree in College Student Development, Higher Education Administration or a related field; two to five years of experience as a full-time, live-in residence hall professional; excellent written and oral communication skills; effective administrative, supervisory, and organizational skills; experience in conflict mediation and resolution; evidence of excellent decision-making skills.

Candidates must have demonstrated understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds. These are live-in positions that include a full meal plan, tuition benefits and university health plan.

Please send cover letter, resume and the names of 3 references to: Rosemary Colucci, Assistant Director, 6 Speare Hall, Northeastern University, 360 Huntington Avenue, Boston MA 02115. For best consideration, please submit materials by October 30, 2002. Northeastern University is an Equal Opportunity/Affirmative Action/Title IX educational institution and employer.

Northeastern
UNIVERSITY

USF University of South Florida

The College of Arts and Sciences, Tampa Campus, is excited to announce recruitment for more than 50 ranked faculty positions during recruitment year 2002/2003. For specifics about each position, including position qualifications, application deadlines and department contacts, see the USF Faculty Vacancy Listing at **http://usfweb.usf.edu/usfpers/vacancy.html**. All positions are contingent upon final funding.

The faculty of the College of Arts and Sciences strives to instill in its students an understanding of the history of human ideas, a sense of love for learning, and an appreciation of the means that scholars have used in their search for order and beauty in the natural and social worlds. The College has more than 15,000 students, 500 faculty, 43 bachelor's, 35 master's, and 14 doctoral programs.

USF is a Carnegie Foundation Doctoral/Research Extensive University, the second largest recipient of extramural funding in the state university system, and one of Florida's three designated Research I universities. Founded in 1956, USF is now the largest metropolitan university in the Southeastern United States, serving 36,000 students in ten colleges on four campuses. USF offers degree programs in 79 undergraduate disciplines, 89 master's and specialists programs, and 26 doctoral programs, including the M.D. The faculty numbers more than 2,000 members.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations, please contact the individual departments at least five working days in advance. According to Florida law, applications and meetings regarding them are open to the public.

Information Technology

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and serve 10,000 students. The University offers a complete benefit package including health, dental, prescription and pension; tuition waivers, state of the art fitness center and paid vacations and holidays.

The Information Technology Services Department at New Jersey City University is currently recruiting for the following position:

- **Associate Director of Information Technology Services**

STUDENT ADMINISTRATION

Deadline for applications: November 15, 2002

NEW JERSEY
CITY
UNIVERSITY

EOE

For more details and/or to apply online, visit our website at: www.njcu.edu. Click on Employment Opportunities.

UNIVERSITY *of* PENNSYLVANIA

CHAIR OF THE DEPARTMENT OF ELECTRICAL AND SYSTEMS ENGINEERING

Recommendations and applications are invited for the Chair of the Department of Electrical and Systems Engineering. The accompanying faculty appointment is at the tenured professorial level and includes a scholarly chair designation. The Committee is seeking candidates with distinguished research backgrounds interested in leading a significant department selected for growth in size and scope.

The Department has outstanding programs and research facilities as described at http://www.seas.upenn.edu/ese. The Department emphasizes excellence in teaching and research with close connections to departments across the School of Engineering and Applied Science and other schools including the Wharton Business School and the School of Medicine. Further information about the School can be accessed electronically at http://www.seas.upenn.edu.

The search will remain open until the position is filled. Applications/recommendations should be accompanied by a CV and appropriate supporting materials and sent to:

Penn

Professor David Pope
Chair of the Search Committee
c/o Department of Materials Science and Engineering
School of Engineering and Applied Science
University of Pennsylvania
Philadelphia, PA 19104-6272

The University of Pennsylvania is an Affirmative Action/ Equal Opportunity Employer.

MALONE COLLEGE - FACULTY POSITIONS

- **COMMUNICATION ARTS**
- **EDUCATION**
  - **MIDDLE CHILDHOOD EDUCATION**
  - **SPECIAL EDUCATION**
- **FINANCE**
- **FORENSICS/DEBATE**
- **MUSIC**
- **NURSING**
- **SOCIAL WORK**

Additional information about the above positions is available at the Malone website www.malone.edu. Candidates for all positions must have a Christian faith commitment consistent with the mission of Malone College, which is to provide quality education for students seeking to integrate faith and learning within a Christian worldview and in the context of the liberal arts. Preference will be given to candidates with college teaching experience and a commitment to scholarly research. In most departments, a doctorate is required for tenure consideration.

The application deadline is November 1, 2002. Candidates should send a letter of application, curriculum vitae, a statement of Christian beliefs, a statement about the integration of faith and learning in the academic discipline, and the names and addresses of three references to:

Dr. Robert Zwick, Provost
Malone College
515 - 25th Street NW
Canton, Ohio, 44709

Malone College is an Equal Opportunity employer and encourages applications from women and minorities.

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000+ students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Christos M. Cotsakos College of Business

Department of Marketing and Management

Susan Godar, Chairperson

The Christos M. Cotsakos College of Business invites applications for a tenure-track position beginning September 1, 2003. Specialization in at least two of the following areas: supply chain management, integrated marketing communications, marketing strategy, or B2B marketing. An earned doctorate from an AACSB accredited University, evidence of teaching excellence, and an established record or promise of research and significant achievement in scholarly activity commensurate with rank are required.

This position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment.

Send a letter of interest, curriculum vitae and three letters of recommendation to **Chairperson, Department of Marketing and Management, William Paterson University, 1600 Valley Road, Wayne, NJ 07470.** Review of applications will begin immediately and continue until the position is filled. Women, minorities, and under represented groups are encouraged to apply. William Paterson University is an Affirmative Action/Equal Opportunity Institution. Additional information about the University can be found at http://www.wpunj.edu

William Paterson University
WAYNE, NEW JERSEY

CARLETON COLLEGE

Carleton College has tenure-track positions open in the following departments for Fall 2003:

English

- Restoration/eighteenth-century British literature
- Colonial and nineteenth-century American literature

Mathematics and Computer Science

- Computer Science

All positions are at the Assistant Professor level (with Ph.D. completed or substantially completed by time of appointment). In extraordinary cases, higher rank will be considered. Carleton is a highly selective liberal arts college with 1800 undergraduates located 40 miles south of Minneapolis and St. Paul.

Carleton College is an affirmative action/equal opportunity employer. We are committed to developing our faculty to better reflect the diversity of our student body and American society. Women and members of minority groups are strongly encouraged to apply.

For full descriptions of these positions, visit Carleton's web site at http://www.carleton.edu/campus/DoC/tenureindex.html.

COUNCIL FOR

OPPORTUNITY IN EDUCATION

The Council for Opportunity in Education, a nonprofit organization whose mission is access to higher education for low-income students, announces the following employment vacancy:

Director of Educational Services - Oversees the administration, management, and evaluation of Education Department (ED) training grants as assigned; coordinates the Council's National Student Leadership Congress; provides technical assistance to TRIO professionals regarding TRIO legislation, regulations, and ED reporting requirements; and disseminates information about the Council and TRIO Programs at appropriate meetings and conferences of outside organizations. A Master's degree and fluent Spanish are preferred. The ability to work in and outside of the Council effectively, ability to travel periodically, excellent written and verbal communication skills, familiarity with educational needs of low-income students, and at least three years of management experience in TRIO or Educational Opportunity Programs are required. Salary range of $45,000-$65,000 annually, commensurate with qualifications and experience.

The Council considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, disability, marital, political or veteran status, sexual orientation or any other legally protected status.

Send cover letter and resume with email address (if available) to Council for Opportunity in Education, 1025 Vermont Avenue, N.W., Suite 900, Washington, D.C., 20005, Attn: Human Resources, or fax to 202.347.0786. Send email inquires to mailbox@hqcoe.org. Subject line: Resume for Educational Services position. For more information, go to http://www.trioprograms.org. Absolutely no phone calls.

Director, Counseling Center

New York City Campus

Search Re-Opened

Pace University, a private multi-campus university with enrollment of 13,500 students, is seeking candidates for the position of Director, Counseling Center, NYC Campus.

In this dynamic role, you will manage the overall administration, including supervising all counseling activities; providing direct counseling to students, faculty and staff members; policies and procedures; planning and managing budgets; maintaining referral services; evaluating staff performance; leading weekly staff meetings; and supervising a professional staff of psychologists and interns. You will also be responsible for the maintenance of the internship program and the coordination of campus consultation and outreach services. To qualify, you must have a doctoral degree in counseling psychology, clinical psychology or a related discipline, NYS psychologist licensure, post-doctoral training in psychology and/or specialty certification, and 5+ years of related experience in counseling, supervision and administration.

We offer a competitive salary and benefit package. Please mail or fax resume and cover letter addressing position requirements and indicating salary range to: **Diana Kristona, HR Services, Pace University, One Pace Plaza, New York, NY 10038, 212-346-1036.** Please visit our web site: www.pace.edu EOE/AA M/F/D/V. Pace University is committed to a diverse learning and work environment. Women and minorities are encouraged to apply.

PACE
UNIVERSITY

Counseling - Specialization in School Counseling

Tenure Track Faculty Position Counseling Program

USD University of San Diego

Position: Tenure-track counseling position in School Counseling in the Counseling Program, School of Education, University of San Diego.

Effective Date: August 25, 2003

Minimum Qualifications: Earned doctorate in Counselor Education, Counseling Psychology, Counselling and Guidance, or closely related field (doctoral candidates with one year or less to the completion of the degree may apply); possession of or eligibility for the California Pupil Personnel Services Credential with the School Counseling Specialization; experience as a school counselor; a record of, or potential for, scholarly activity appropriate to rank; significant experience working with culturally and racially diverse populations; involvement with professional counseling associations.

Preferred Qualifications: Teaching experience in counseling or counseling-related programs at the university level; Knowledge and experience in the profession,(e.g. design, implementation, administration and supervision of comprehensive counseling and guidance programs, individual and group counseling, ability to work collaboratively with school staff and parents); clinical instruction experience, (e.g. practicum instruction and fieldwork supervision).

Duties: Teaching graduate level courses and supervising fieldwork in school counseling; assisting in the recruitment, advisement, and retention of culturally and racially diverse students; develop program relations with local school districts; maintain a program of scholarly activity; develop and manage program related grants; participate in service to the university, the larger community, and the profession.

Salary Range: Commensurate with academic rank (Assistant-Associate)

Application Deadline: Review of applications will begin October 14 and continue until the position is filled. Candidates are encouraged to submit complete files as early as possible.

Interested applicants should send a letter of application describing how you meet the qualifications for the position, curriculum vitae, three letters of recommendation, transcripts, and documentation of teaching ability (if available).

Letter of application and required documentation should be addressed to:

Chair, Counseling Search Committee
Counseling Program
School of Education
University of San Diego
5998 Alcala Park
San Diego, CA 92110

Requests for further information should be addressed to:

Dr. Lonnie Rowell
Program Director and Associate Professor
(619) 260-4212
lrowell@sandiego.edu
OR
Dr. Ronn Johnson, Associate Professor
(619) 260-4702
ronnjohn@cts.com

ASSOCIATE DEAN FOR RESEARCH

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

SCHOOL OF SOCIAL WORK

Nominations and applications are invited for the Associate Dean for Research at Columbia University School of Social Work.

The Associate Dean for Research will provide leadership to the School in developing and overseeing an infrastructure for faculty development in the areas of research and scholarship. Responsibilities will include, but are not limited to:

- consultation to faculty members regarding the development of scholarly research agendas;
- identification of appropriate funding opportunities and assistance with proposal development, critique, and submission;
- development of a faculty mentoring system, workshops, and seminars; and,
- facilitation of interdisciplinary research collaborations.

The successful candidate must have nationally or internationally recognized research and publications consistent with appointment to tenure; experience in mentoring social work faculty in the development of research projects and the procurement of governmental and foundation grants; and strong administrative and supervisory skills. Preference will be accorded to candidates with a master's and/or doctoral degree in social work. Minority and women candidates are especially urged to apply.

Nominations and applications should be forwarded to:

Jeanette C. Takamura,, Dean
COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the position is filled, those submitted early are best assured of receiving full consideration.

Columbia University is an affirmative action/equal opportunity employer

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DSC DALTON STATE COLLEGE

DIRECTOR, CENTER FOR CONTINUING EDUCATION

Bachelor's degree or higher in an appropriate business or education-related field is required. Extensive programming and administrative experience in continuing education or equivalent experience in a business/industry environment, proven interpersonal, managerial, entrepreneurial, and leadership skills, and a firm commitment to workforce development and educational outreach. Salary is commensurate with qualifications and experience. The position is available July 1, 2003. Applications must be postmarked no later than November 18, 2002. Send a letter of interest, current resume, and three current letters of reference to:

Dr. John Black, Vice President for Academic Affairs
Dalton State College, 213 North College Drive, Dalton, GA 30720-3797
EEO/AA

Eastern Michigan University

Comparative Politics/International Relations

The Department of Political Science invites applications for a tenure track position at the rank of Assistant Professor in Comparative Politics and International Relations, beginning August 2003. The Department has 18 tenure lines supporting major programs in Political Science, Public Law, Public Administration, and an MPA. Candidates should have the Ph.D. by the time of appointment (though advanced ABDs will be considered), and demonstrate a strong commitment to both teaching and research.

Field of specialization is open, but strong preference will be given to the politics and foreign policies of Western Europe and/or Post-Soviet Eastern Europe and Russia. We particularly seek candidates able to teach foreign policy, international conflict, and transnational issues (such as regional integration, ethnic and gender issues). In addition to upper division courses, teaching responsibilities will include introduction to Comparative Government and/or International Relations, and American Government. Full review of applications will begin December 1, and the position will remain open until filled. A complete application should include: curriculum vitae, graduate transcripts, at least three current letters of reference, samples of scholarship, course syllabi, and student evaluations.

EMU is a regional comprehensive university enrolling approximately 24,000 students, located in Ypsilanti, MI, adjacent to Ann Arbor in Southeast Michigan. The university is an Equal Opportunity employer and particularly welcomes applications from women and members of minority groups. For additional information, contact: **Comparative Search Committee Chair, Department of Political Science, Eastern Michigan University, Ypsilanti, MI 48197, 734/487-3113 or email: Rhonda.Kinney@emich.edu.** All application materials should be mailed to: **Comparative Politics Posting F0319, Academic Human Resources, 202 Boone Hall, Eastern Michigan University, Ypsilanti, MI 48197.**

Additional information on the University is available at our Web site www.emich.edu

Eastern Michigan University is an equal opportunity employer. Minorities and women are encouraged to apply.

Ball State University.
Muncie, Indiana

TENURE-TRACK FACULTY POSITION POST-1900 AMERICAN POETRY DEPARTMENT OF ENGLISH

Tenure-track position in post-1900 American poetry available August 22, 2003. Responsibilities include teaching and developing undergraduate and graduate courses in post-1900 American poetry.

Minimum qualifications: earned doctorate in English by August 1, 2003; record of effective teaching at the college or university level; record of publications and/or presentations in area(s) of specialization. **Preferred qualification:** secondary specialization in ethnic American literatures. Competitive salary and benefits package.

Send letter of application featuring evidence of scholarship and effective teaching, curriculum vitae, dissertation abstract or prospectus, graduate transcripts, and three letters of recommendation to: **American Literature Search Committee, Department of English, Ball State University, Muncie, IN 47306. (Fax: 765.285.3765; www.bsu.edu/english).** Review of applications will begin November 1, 2002, and will continue until the position is filled.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

THE UNIVERSITY of WISCONSIN MADISON

Director of the Gaylord Nelson Institute for Environmental Studies

The University of Wisconsin-Madison, a major land-grant university committed to excellence in teaching, research and public service with a budget of $1.6 billion, student body of approximately 40,000 and faculty/staff of 20,002, invites nominations and applications for the position of director of the Gaylord Nelson Institute for Environmental Studies.

The director of the Nelson Institute, a member of the Deans' Council, reports to the chancellor and the provost, and provides general leadership and coordination in the broad area of environmental studies through the promotion of faculty collaboration and initiatives in interdisciplinary environmental scholarship and instruction.

The Nelson Institute, established in 1970, is an independent division of the university with the mission to promote understanding of the environment and to define and solve environmental problems and issues through leadership in interdisciplinary instruction, research, and outreach at all levels, from campus to global. Approximately 150 faculty members from more than 50 natural and social science, engineering, and humanities departments across the campus are affiliated. Besides offering more than 100 courses in partnership with the university's schools and colleges, the Nelson Institute administers four graduate degree programs (in conservation biology and sustainable development, environmental monitoring, land resources, and water resources management), two graduate-level certificate programs (in air resources management, and energy analysis and policy) and an undergraduate certificate program (in environmental studies). Total enrollment in the graduate programs is approximately 200 students; enrollment in the undergraduate program averages approximately 300. The Nelson Institute is the administrative home for three interdisciplinary research centers (the Center for Climatic Research, Environmental Remote Sensing Center, and Center for Sustainability and the Global Environment), and conducts a variety of outreach activities.

Please see the following web sites for information about UW-Madison and the Nelson Institute:

http://www.ies.wisc.edu/ **http://chronicle.com/jobs/profiles/3964.htm**

http://www.wisc.edu/

Candidates will be evaluated on the following professional and personal characteristics: commitment to the institute's mission, as well as to maintain and extend the scholarly values, academic breadth, and the diverse missions of a public research university through interdisciplinary scholarship and teaching; outstanding leadership qualities including a record of successful leadership in higher education; collaborative leadership style; commitment to shared governance with faculty, staff and students; desire and ability to advance interdisciplinary environmental teaching, research, and public service; commitment to pursue and secure funding from public and private sources; ability to work with external constituencies including state and federal government, business, non-profit agencies, and community; a commitment to public service through dissemination of research results, support of the state's environmental interests, and support of the Wisconsin Idea. Candidates must possess a record of academic scholarship and teaching that qualifies them for tenure at the level of full professor at UW-Madison. In keeping with the university's goals and objectives, candidates will also be evaluated on their demonstrated commitment to the diversity of students, faculty and staff, to equal employment opportunity, affirmative action and non-discriminatory practices, and to advancing an inclusive climate that stimulates diversity.

Applications and nominations must be received by 30 November 2002 to ensure consideration. Later applications and nominations may also be considered. The committee strongly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vita and a comprehensive cover letter that addresses how their strengths and experience match the qualifications for the position, and what they would see as challenges and opportunities of the position, as well as the names, addresses, e-mails, and telephone numbers of five references. Candidates will be informed before references are contacted. Please note that in accordance with Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names and titles of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor Brent McCown, Chair
Gaylord Nelson Institute for Environmental Studies Director Search and Screen Committee
133 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706-1380

608-262-1677; Confidential FAX: 608 265-7806

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer

MONMOUTH
UNIVERSITY

Dean, Wayne D. McMurray School of Humanities and Social Sciences

Applications and nominations are invited for the position of Dean of the Wayne D. McMurray School of Humanities and Social Sciences at Monmouth University. Monmouth University, a teaching university, is a private, comprehensive student-oriented institution enrolling 4,200 undergraduate students and 1600 graduate students. The University offers 26 baccalaureate degree programs and 18 graduate degree programs and is staffed by over 200 full-time faculty. The Wayne D. McMurray School includes the following departments: Art and Design, Communication, Criminal Justice, English, History and Anthropology, Interdisciplinary Studies, Music and Theater Arts, Political Science, Psychology, Romance Languages and Literatures, and Social Work. In addition, the School is the center for some special programs and University objectives such as Experiential Education, Perspective Courses, Critical Discourse Courses, Geography Studies, Cross-Cultural Studies, and Gender Studies.

The Dean should possess vision, creativity, and ability to work with a faculty with diverse needs and expectations. Of particular importance is the ability to effect compromise and to foster unity and focus within the School. Also, the successful candidate will be expected to possess the intellectual breadth and flexibility that will facilitate the support for diverse pedagogical models, displaying particular support for emerging models of technology infusion.

The Dean reports directly to the Provost/Vice President for Academic Affairs and is a representative of the School to the Administration. The successful candidate will exercise leadership within the School, facilitate growth and development, and when necessary, develop plans of effective compromise to fit within fiscal constraints. Excellent interpersonal, organizational, and communication skills are required, along with a willingness to work with other School Deans and faculty on strategic academic planning at the University. A complete job description is available at http://mathematics.monmouth.edu/hss/Deanjob.htm

The successful candidate must possess at least 3 years of progressive administrative experience (5 or more years is preferable) within a higher education academic setting, a terminal degree in an appropriate field, a minimum of 6 years teaching at the collegiate level, and a strong record of scholarship, publications, and professional activity consistent with appointment at the full-professor level.

Monmouth University is located in Monmouth County along the Central Jersey shore one mile from the Atlantic Ocean, approximately one hour driving time south of New York City and 1.5 hours east of Philadelphia. The University is located on a 147 acre campus in a quiet residential area. The campus features 53 buildings, including state-of-the-art facilities and several historic landmarks. Prospective applicants are invited to consult the University web site: http://www.monmouth.edu/. Applicants should send **(a)** cover letter, **(b)** resume, **(c)** educational vision statement, and **(d)** a list of 5 references to:

Chair, HSS Search Committee
c/o Kathy Snedden, Assistant to the Provost
Monmouth University
West Long Branch, NJ 07764-1898

Applications and supporting materials must be postmarked on or before December 1, 2002 to assure full consideration.

MONMOUTH UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

Texas A&M University

Department of English

Assistant or Advanced Assistant Professor of English in US Latino/a literature and culture (tenure-track) to begin in Fall 2003. Expertise in Mexican American studies expected, but candidates with broader interests in Latino literatures/cultures and ethnic studies preferred (e.g. Afro-Caribbean). Ancillary interests in any of the following especially welcome: American Studies, Comparative Literature, Discourse Studies, Film Studies, Gender Studies. The English Department houses *Callaloo*, a leading journal of African American and Diaspora Arts and Letters.

Salary and teaching load are competitive. Faculty teach both undergraduate and graduate courses in their specialty and receive considerable research support, including personal computers and travel funds.

Candidates must demonstrate a strong commitment to excellence in teaching and research and have the dissertation completed by August 2003. Interviews will be conducted at MLA.

Minorities and women scholars are strongly encouraged to apply. Texas A&M is an AA/EEO employer. Check our website at http://www-english.tamu.edu/ for more information about the department and University.

Applications must be postmarked no later than November 8. Send letter, curriculum vitae, three letters of reference, and a writing sample to: **Pamela R. Matthews, Chair, Latino/a Literature Search Committee, Department of English, Texas A&M University, 4227 TAMU, College Station, TX 77843-4227.**

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Assistant or Associate Professor of English in Rhetoric and Discourse Studies (tenure-track). We invite applications from candidates at the advanced assistant or associate level for two open positions in rhetoric and discourse studies to begin in Fall 2003, pending administrative approval. Expertise in one or more of the following: history and theory of rhetoric and composition, literacy studies, applied linguistics, sociolinguistics and language diversity, multicultural approaches to rhetoric and literacy, African American or US Latino/a rhetorics and literacies, writing program theory and design, literacy and literature, literacy and rhetoric. Applicants should hold the PhD in English or Linguistics, and have some background in literary as well as rhetorical or linguistic studies. The English Department houses *Callaloo*, a leading journal of African American and Diaspora Arts and Letters.

Salary and teaching load are competitive. Faculty teach both undergraduate and graduate courses in their specialty and receive considerable research support, including personal computers and travel funds.

Candidates must demonstrate a strong commitment to excellence in teaching and research and have the dissertation completed by August 2003. Interviews will be conducted at MLA.

Minorities and women scholars are strongly encouraged to apply. Texas A&M is an AA/EEO employer. Check our website at http://www-english.tamu.edu/ for more information about the department and University.

Applications must be postmarked no later than November 8. Send letter, curriculum vitae,three letters of reference, and a writing sample to: **Robert Boenig, Chair, Rhetoric and Discourse Studies Search Committee, Department of English, Texas A&M University, 4227 TAMU, College Station, TX 77843-4227.**

THE UNIVERSITY OF
ALABAMA

President

One of the nation's leading flagship public institutions, The University of Alabama seeks a leader who will guide UA's dynamic trajectory as:

- A U.S. News "Top 50" public university
- Home of the Carnegie Foundation National Professor of the Year for 2002
- A national frontrunner in alumni giving for student scholarships
- The destination of choice today for 300+ National Merit/National Achievement Scholars
- #1 in Southeast region for Minority Doctoral Fellowships
- A student-centered research university where 1 of 7 freshman students participates in: the University Honors Program, the Computer-Based Honors Program, the International Honors Program or the Blount Undergraduate Initiative
- A vital partner in global economic development expansion
- A majestic residential campus
- One of history's most acclaimed athletics traditions

Located in the All-America City of Tuscaloosa, The University of Alabama enrolls more than 19,000 students in 11 schools and colleges, including top-50 schools of communication, business and law. Situated midway between pristine Gulf Coast beaches and the foothills of the Appalachians, UA has earned the fiscal support of its strong Congressional delegation and is located in one of the few states to receive increased state funding support in 2002. Total operating budget for the campus exceeds $400 million.

The search committee will begin reviewing applications in early November and will continue until the position is filled. Applications, nominations, and inquiries may be submitted, in confidence, to:

Ann Hayes Die, Ph.D.
Managing Director
Academic Search Consultation Service
1717 K Street, NW, Suite 210
Washington, D.C. 20036
Phone: 202-332-4049
Fax: 202-234-7640
ann.die@academic-search.org

Electronic submissions (MS Word format) are encouraged.
For more information about The University of Alabama, see **www.ua.edu**

The University of Alabama System is an equal opportunity, affirmative action employer.

University of California, Santa Cruz
Baskin School of Engineering

Seeks qualified applicants for faculty positions in:

- **Bioinformatics & Biomolecular Engineering**
- **Computer Engineering**
- **Computer Science**
- **Electrical Engineering**
- **Information Systems and Technology Management**

Positions available at the Assistant, Associate andFull Professor level.
For complete information on allpositions, see **http://www.soe.ucsc.edu**
UCSC is an EEO/AA/IRCAEmployer

Berry College

Faculty Positions In Finance And Information Systems

The Campbell School of Business at Berry College invites applications and nominations for the following positions:

A tenure track Assistant/Associate Professor of Finance:
Finance specialization in the areas of corporate finance, investments, and institutions will be considered. Candidates should have an earned doctorate from an accredited program or be an ABD near completion.

A tenure track Assistant/Associate Professor of Information Systems:
Special consideration will be given to candidates with flexibility regarding teaching assignments within the Information Systems area or with relevant business experience. Candidates should have an earned doctorate from an accredited program or be an ABD near completion in Information Systems or a related field.

The Campbell School desires excellent teachers who will maintain active research agendas consistent with our goals of attaining AACSB accreditation in the next few years. The teaching responsibilities are primarily in the undergraduate program, but may also include our MBA program. Senior appointments require credentials consistent with rank. Salary is competitive and commensurate with credentials and experience. Screening will begin on November 1st, 2002, and will continue until the position is filled. The preferred starting date is August of 2003.

Located on 28,000 acres in northwest Georgia, Berry College is a comprehensive liberal arts college with an enrollment of approximately 1,900 undergraduates; it offers an education that stresses academic excellence, practical work experience, and an interdenominational religion-in-life program. The school is located 65 miles northwest of Atlanta, Georgia, and 65 miles south of Chattanooga, Tennessee. Berry offers a living and learning experience in a setting of natural and unspoiled beauty.

To be considered, applicants should send a letter of application, current vitae, evidence of current teaching effectiveness, the names and addresses of at least three references, and other relevant supporting documents to:

The Office of the Dean
Campbell School of Business
Berry College
2277 Martha Berry Highway NW
Mount Berry, GA 30149-5024

Berry College is an Equal Opportunity employer

GEORGIA - Faculty Position

Department of Medical Technology
Medical College of Georgia

Twelve month, tenure track position in the School of Allied Health Sciences, Department of Medical Technology (MT). Responsibilities include teaching didactic and laboratory courses (graduate and undergraduate) and coordinating clinical internships; planning curricula; assisting with recruitment, admissions, and advisement, and evaluation for graduate and undergraduate students; scholarly activity (to include research and publication); and service.

Applicants must have a Masters Degree (enrollment in a doctoral program expected), doctorate preferred, certification as a clinical laboratory scientist (and/or MT), with specialty certification desired. Requirements are minimum of five years clinical laboratory experience to include either hematology, immunology, immunohematology, or microbiology (with all preferred), and at least two years of teaching clinical laboratory science within the last five years. Computer literacy is required and experience with internet (WebCT) and other distance learning platforms is strongly recommended. Applicants must have demonstrated interpersonal, technical, and educational skills to effectively design and implement training and education of clinical instructors and students at satellite campuses as well as in the distance learning environment.

Applications will be received until position is filled with a start date as soon as possible. Salary and rank are commensurate with education and experience.

The Medical College of Georgia is an equal opportunity employer.

Send letter of intent and Curriculum vitae to **Elizabeth Kenimer, EdD, MS, CLS, MT(SBB), Department of Medical Technology, AL-106, Medical College of Georgia, Augusta, GA 30912-0500, FAX: (706) 721-7631, EMAIL: ekenimer@mail.mcg.edu.**

LE MOYNE
COLLEGE

Academic Year 2003-2004

Le Moyne College, a diverse learning community that strives for academic excellence in the Catholic and Jesuit traditions through its comprehensive programs rooted in the liberal arts and sciences, invites applications for the following tenure track positions for the 2003-04 academic year:

Arts and Sciences

Drama (Acting/Directing)
English Literature
History (Modern East Asian)
Chair of the Education Department
Literacy Education
Special Education
Peace and Global Studies (Latin Americanist)
Religious Studies (Eastern Religions)
Sociology (Human Services)

Management

Finance
Information Systems

Detailed position requirements and additional information about applying is available on the Le Moyne College, Office of Human Resources website at: **http://www.lemoyne.edu/human_resources/facpos.htm**.

Le Moyne College has an attractive suburban campus on the edge of Syracuse, New York. This Central New York area offers a full range of educational, cultural and social activities as well as ready access to the recreation areas of the Finger Lakes, Lake Ontario and the Adirondack Mountains. The College has a student body of approximately 2,100 full-time undergraduates and 450 part-time undergraduates as well as 850 part-time graduate students. The College has a growing enrollment and is committed to further growth, in part through both the development of new programs and the expansion of existing programs.

Le Moyne College is an equal opportunity employer and encourages women, person of color, and Jesuits to apply for employment.

NASSAU COMMUNITY COLLEGE
Faculty/Administrative Positions Fall 2002

MUSIC

F/T Instructor:
Conduct college concert chorus and chamber choir; additional duties based on expertise and interests. Doctorate and prior college teaching preferred, master's required. **(Reply Box J; Deadline 10/16/02)**

OFFICE OF COLLEGE FINANCE

F/T Director of Finance:
Responsibilities include preparing and monitoring annual departmental budgets; analysis and forecasting of financial data; monitoring detailed personnel and financial data; developing financial reports as needed by management, presentation of various information to administrative bodies; cost benefit analysis; possible supervision of staff. **Qualifications**: 10 years financial experience with a minimum of 5 years in government and/or school administration including 2 years in supervisory capacity. **CPA and/or MBA highly desirable**; computer financial system knowledge in a large complex organization; aptitude for PC based spreadsheets and report writing; familiar with labor union contracts and negotiations; effective written and verbal communication skills; effective critical thinking skills. **(Reply Box 1)**

CONTINUING EDUCATION/ COMMUNITY SERVICES

F/T Assistant to the Director:
The Assistant to the Director will assist in planning, implementation and evaluation of a large and varied Continuing Education/Community Services program which includes adult non-traditional programming, credit in extension programs, the English Language Institute, test preparation programs, GED, and special programs for programs for business, government and industry. Direct responsibilities will include supervision of registration office staff, data collection and analysis, preparation and tracking of instructional contracts, room assignments, and other duties as assigned. **Qualifications**: Bachelor's required. **Masters strongly preferred.** Significant, direct experience working in non-credit programs with non-traditional students. Applicant must have a high energy level, excellent computer skills, and excellent communications skills. This position requires some evening and weekend work. (Longer work hours required during peak registration periods.) **Salary**: $50,000-$55,000 **(Reply Box 2)**

OFFICE OF THE VICE PRESIDENT ACADEMIC/STUDENT SERVICES

Dean of Students:
The Dean serves as the administrator for the following: Educational, Personal, Career, Transfer and Job Placement Counseling, Disabled Student Services, Student Activities which are apart of the Department of Student Personnel Services, and the College Center. Assists the Vice President with the supervision of managerial personnel. The Dean maintains a very close working relationship with students, student leaders, faculty and administration in both academic and nonacademic matters, advocating student concerns. The office is concerned with the needs and the continuing improvement of student life in general, and the coordination of enhancement of the activities of the various student services' units. **Qualifications:** Master's Degree required in Student Personnel Counseling, or related administration. **Community College experience preferred.** The successful candidate should have: strong, relevant experience in student life administration (5 years); demonstrated administrative ability, including supervision and budget management; ability to work effectively with students, faculty, and staff in an open and collaborative way; excellent skills in communication and conflict resolution; a clear commitment to diversity, multi-cultural and pluralistic issues; a vision for the role of student life in promoting student success and retention; demonstrated evidence of creative problem solving. **(Reply Box 3)**

STUDENT PERSONNEL SERVICES

Educational Counselor:
F/T 12 Month Position -
Tenure Track Instructor - Step 1.
Provide counseling for students in all areas that effect academic success; provide counseling for students experiencing academic difficulties and for students on academic probation; develop and conduct group programs designed to help students achieve academic success, including support programs; provide exit counseling for students withdrawing from college and promote awareness of this service through direct contact with students and faculty; provide outreach for remedial students; to contact remedial students for counseling and related academic support services; conduct outreach activities that promote educational counseling and the use of the services; teach one section of department seminar courses (SPS 093) each semester, other duties as assigned by P&B. **Qualification:** Master's Degree in Student Personnel Service, Counseling or related Behavioral Science. Two years counseling experience with college aged population. Demonstrated skills working with academically at-risk college students. **Classroom teaching experience and second language proficiency preferred. (Reply Box 4)**

STUDENT ACTIVITIES OFFICE

P/T Technical Assistant:
Responsibilities include maintenance of records on student clubs/organizations, event set-ups, production of student manuals, publications and publicity materials, assist with purchasing, use and maintenance of activities equipment, building coverage and event supervision. Twenty hours per week: Monday, Wednesday, Thursday, 11:30am-7:00pm. $17.62/hr. **Qualifications**: Bachelor's degree with strong interpersonal and organizational skills. Minimum of two years experience in Student Activities or related field. **(Reply Box 5)**

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

F/T Assistant Dean for Funded Programs:
Serves as College Grants Officer. Responsibilities include distributing information on grants availability to the College; meets individually with College faculty prior to grant proposal preparation; checks with Department Chairperson and Dean of Instruction to ensure grant proposals are in compliance with College policies; assists College faculty/staff in preparation of grant proposals; completes Perkins III (VATEA) proposal; reviews and approves grant purchase and personal requisitions; coordinates grant program progress reports; attends County Legislature meetings to discuss grants received by the College; participates in monthly meetings of two local workforce investment boards (mandatory); other duties as assigned. **Qualifications**: **Masters degree required, doctorate preferred. Five years previous grant experience required,** preferably at a higher education institution. 12 month position. **Salary**: $65K-$75K. **(Reply Box 6)**

OFFICE OF THE VICE PRESIDENT ADMINISTRATION

F/T Director of Special Programs/Project Administrator:
Under the supervision of the Vice President for Administration, will coordinate new construction of existing campus facilities. Responsibilities include coordination of construction projects to assure compliance with plans, specifications, schedules; meets with department representatives to discuss space planning; remodeling, construction change requisitions. Confirms compliance with building safety codes; **inspects all work-in-progress at construction sites**; acts as problem solver to contractors; prepares requests for proposals for architect/consultant selection. **Qualifications**: Bachelor's degree in architecture, engineering or construction project administration; **minimum 5 years experience in construction administration in a college setting**; experience in administration of public bidding and project managing; knowledge of local building codes and standards; excellent interpersonal skills and commanding oral and written communication skills; user familiarity with Word, Excel, Suretrack and AutoCAD. **(Reply Box 7)**

Salaries Commensurate with Experience where not listed.

POSITIONS SUBJECT TO BUDGET APPROVAL

Send cover letter, indicate Reply Box number, resume postmarked no later than November 7, 2002 to:
Mr. Harold Bellinger, Nassau Community College, One Education Drive, Garden City, NY 11530-6793
Affirmative Action/Equal Opportunity Employer

Montclair State University • Openings • Fall 2003

Founded in 1908, Montclair State University was awarded university status by the state of New Jersey in 1994. As the second largest university in New Jersey – with approximately 14,500 students, undergraduate and graduate — Montclair State is a comprehensive institution characterized by a cadre of teacher-scholars committed to teaching excellence, program diversity and student access.

Montclair State University is organized into the following colleges and schools: College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts, School of Business School of Graduate, Professional and Continuing Education. Montclair State awards the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Science, Master of Fine Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, and applied Doctoral degrees.

All positions are Assistant Professor, tenure track, unless otherwise noted and are subject to available funding. *Selected appointments negotiable to higher rank depending on qualifications. Screening begins immediately and continues until position is filled. For more information, go to our Web site at www.montclair.edu.

COLLEGE OF EDUCATION AND HUMAN SERVICES

The following positions require computer literacy and evidence of a commitment to education for social justice, democratic practice, critical thinking and a diverse society.

Counseling, Human Development and Educational Leadership-Three positions. (V-F2) Two positions in graduate programs in educational administration. Earned doctorate in Educational Administration or related field. Five (5) years of experience in progressively responsible public school administration or supervisory positions, preferably in urban settings. Knowledge of current legislation and trends in instructional leadership. Record of research and publication. **(V-F3)** Counseling/Addiction Studies. Earned doctorate in Counseling, Psychology, Education or related Human Service field. Five (5) years of experience in teaching/counseling. Teach courses in graduate programs in counseling with a primary focus on addiction studies in school/agency/ higher education counseling and business/industrial settings. Applicant should be qualified to teach addiction studies, counseling theories/techniques, group dynamics, multicultural counseling and career counseling with emphasis on issues of diversity. Record of research and publication.

Curriculum and Teaching. (V-F4) Teacher Education. Teach undergraduate and graduate teacher education courses, including field-based courses, and advise and supervise students in one of the nation's premier teacher education programs. Assignment includes work in public schools through the Center of Pedagogy and the New Jersey Network for Educational Renewal. Doctorate in Curriculum and Teaching or related discipline and successful urban public school teaching required.

Early Childhood and Elementary Education – Two positions. (V-F5) Early Childhood Education. Teach undergraduate and graduate courses focused on early childhood education. Knowledge and expertise in one or more of the following areas: childhood literacy, social studies, the arts, urban education, second language learners, inclusion, curriculum development and assessment. Mentor teacher candidates in diverse and inclusive settings and build strong partnerships with schools and school faculty. Doctorate in early childhood education, or related field and successful public school/ community-based teaching at the early childhood level are required.**(V-F6)** Elementary Education. Teach a range of undergraduate and graduate courses focused on general elementary education and elementary math education; mentor teacher candidates in diverse and inclusive settings, pursue a research agenda, build strong partnerships with schools and school faculty. Doctorate in elementary education, mathematics education, or curriculum and teaching with a focus on elementary and middle childhood, or related field and successful public school teaching at the upper elementary/middle school level are required. Knowledge and expertise in elementary math is preferred, and experience with general elementary content and methods is required.

Educational Foundations. (V-F7) Research/Testing and Measurement. Earned doctorate with a professional focus on empirical research methodology including quantitative design, testing and assessment. Teach graduate courses in research methods, with an emphasis on quantitative research, as well as related courses in testing and measurement. Teaching experience required. Mentor doctoral dissertation students. Record of research and publication. Experience in some areas in which the department offers graduate degrees including Philosophy for Children and Critical Thinking will strengthen the candidacy.

Health Professions, Physical Education, Recreation, and Leisure Studies. (V-F8) Motor Learning. Teach undergraduate and graduate courses in Motor Learning. Earned doctorate in Motor learning or related field, focusing on human performance research. Work with colleagues in developing a Motor Learning Laboratory. Demonstrated record of teaching, research, and industry involvement.

Human Ecology-Three positions. (V-F9) Foodservice Management. Teach graduate and undergraduate courses in Foodservice Management and Food Technology, with emphasis in quantity foods purchasing/production, organization and management of foodservice systems, foodservice equipment, facility design, specialized food production and meal design and management. Record of research and publication. Earned doctorate in foodservice/industrial/hotel management or related area. **(V-F10)** Food, Nutrition and Dietetics. Teach graduate and undergraduate courses in Food, Nutrition, and Dietetics. Commitment to global outreach and international experience are desirable. Earned doctorate in nutrition, food science, epidemiology, public health or related field. Record of research and publication. Industry and/or food service management experience desirable. **(V-F11)** Family/Child Studies. Teach undergraduate and graduate courses in Family and Child Studies, with expertise in one or more of the following areas: family relations, child development, life span development, and family policy. Earned doctorate in family studies, human development or related field required. Record of research and publication and college level teaching are required.

Literacy and Educational Media – Three positions. (V-F12) Two positions in Literacy. Teach a range of undergraduate and graduate courses focused on literacy development, language acquisition, emergent literacy, and reading. Urban teaching experience is desirable. Assignment includes work in the public schools through the Center of Pedagogy and the New Jersey Network for Educational Renewal. Earned doctorate in reading, language acquisition, literacy or related field. **(V-F14)** Educational Technology. Teach graduate and undergraduate courses in instructional technology, teacher education, and educational media, with expertise in two or more of the following areas: Educational computing, instructional systems design, emerging technologies, multimedia design/development, distance education or web-based instruction, interactive technologies, and/or integrating technology into the curriculum. Earned doctorate in educational/instructional technology, instructional systems design, or related field. College or school teaching experience required.

For a complete job description of these positions, please contact Dr. Perry Greene (Greenep@mail.montclair.edu), Associate Dean, College of Education and Human Services.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Demonstrated success or strong potential in research, teaching, scholarship, and ability to obtain external funding is required for all tenure track positions.

Include C.V., letter of interest, names, phone numbers and e-mail addresses of four references.

Anthropology-Two positions. Teach introductory and upper division courses for majors and for general education. Teach Master's level seminars and supervise Master's treatises in applied anthropology program. Develop new courses appropriate to the needs of the department. **(V-F15)** Policy Formulation/Program Evaluation. Expertise in policy formulation and program evaluation are preferred. Candidates with interests in the peoples and cultures of South Asia are especially encouraged to apply. Ph.D. required **(V-F16)** Urban Anthropology/Public Policy. Expertise in urban anthropology with a focus on public policy issues. Must be committed to public engagement and to involving students in applied urban research. Candidates with interests in the peoples and cultures of the United States or Europe are especially encouraged to apply. Ph.D. required.

Communication Sciences and Disorders. (V-F18) Clinical Supervision. Half-time position. Teach courses and supervise practica in an ASHA accredited graduate program in speech-language pathology. Courses include, but are not limited to, clinical processes and procedures, the organization and administration of speech-language pathology programs, and basic human communication processes. Doctorate in speech-language pathology, ASHA CCC-SLP.

English-Five positions. Teach undergraduate and graduate courses. **(V-F19)** 19th century Comparative literature. Primary expertise in 19th century European literature and a secondary interest in 20th century literature. Familiarity with at least three of the following literatures essential: French, German, Russian, British. Must be able to teach the major works of 19th and 20th century European literature. Solid knowledge of the history of literary criticism and contemporary theory expected. Doctorate degree required. **(V-F20)** English Romantic literature. Secondary expertise in continental Romanticism. Teach undergraduate and graduate courses. Solid knowledge of the history of literary criticism and contemporary theory expected. Doctorate degree required **(V-F21)** Modern British literature and British cultural studies. Primary field must be 20th century with secondary expertise in late 19th century. Solid knowledge of the history of literary criticism and contemporary theory expected. Familiarity with developments in post-colonial theory and related fields desirable. Doctorate degree required. **(V-F22)** Creative Writing. Primary expertise in the writing of fiction and secondary expertise in the writing of poetry. Record of fiction publication essential. Doctorate or MFA in creative writing. **(V-F23)** Shakespeare/Early Modern Drama. Secondary expertise in Renaissance non-dramatic literature. Solid knowledge of the history of literary criticism and contemporary theory expected. Doctorate degree required.

History-Two positions. Ph.D. required. **(V-F25)** European Women's History. Teach undergraduate and graduate courses in the areas of early modern Europe, French History (through the Revolution), and gender. Successful applicant will teach 50% in the History Department and 50% in the Women's Studies Program. **(V-F26)** Medieval/ Renaissance/Reformation Europe. Teach introductory level courses in Medieval and Early modern Europe and ability to teach and develop courses at the advanced undergraduate and graduate levels. Ph.D. required.

Philosophy and Religion. (V-F27) Islam. Primary area of specialization on the history and varieties of Islam. Secondary specialization: Islamic origins, medieval studies, mysticism, or non-Islamic African religions. Teach general education Religions of the World along with upper division courses. Ph.D. in religious studies.

Psychology-Six positions. (V-F28) and **(V-F29)** Experimental Psychology. Desirable areas of expertise and publication include learning, perception, quantitative methods, psychophysiology and cognition. Teach undergraduate and graduate courses in experimental psychology, research methods, statistics, and content courses in specialty areas. Ph.D in Experimental Psychology required. **(V-F30)** Industrial and Organizational Psychology. Teach undergraduate and graduate courses in I-O Psychology. Area of specialty is open, but the successful candidate will have expertise in traditional areas of I-O psychology including personnel selection, training and development, leadership, motivation, work attitudes and appraisals. Active research program to engage students in research and application of I-O principles to workplace settings is desirable. Ph.D. in Industrial/Organizational Psychology required. **(V-F31)** School Psychology. Minimum two years experience as a school psychologist in the schools and New Jersey Psychology Certification or eligibility. Teach undergraduate and graduate courses in School Psychology Certificate Program such as assessment, consultation, and psychopathology. Supervision and advise students. Doctorate in School Psychology required. **(V-F32)** Educational Psychology/Psychometrics. Teach undergraduate and graduate courses in Educational Psychology as well as courses related to statistics, methodology, testing, and other areas of expertise. Supervision of thesis projects is expected. Ph.D. in Educational Psychology, with expertise and publications in psychometrics. **(V-F33)** Applied Psychology. Teach undergraduate introductory courses and undergraduate and content courses in the area of specialization at he undergraduate and graduate levels. Desirable areas of expertise and publication include, but are not restricted to, the following areas: decision sciences, health psychology, legal/forensic psychology. Supervision of undergraduate honors research projects and Master's theses projects is expected. Ph.D is required.

Sociology. (V-F34) Statistics coupled with other areas of department need. Teach undergraduate and graduate courses in Department that includes a Justice Studies major and an M.A. program in applied sociology. Candidates must be able to teach statistics at the graduate and undergraduate level. Ph.D. before September 2002 required.

Spanish/Italian (V-F35) Italian Language. Expertise in Italian language teaching methodology/Applied Linguistics. Experience in Italian language program development, especially for heritage speakers, and/or business- or technically-oriented curricular development. Native or near-native fluency is required. Ph.D. required.

For a complete job description of these positions, please contact Dr. William Rosa (Rosaw@mail.montclair.edu), Associate Dean, College of Humanities and Social Sciences or college webpage.

COLLEGE OF SCIENCE AND MATHEMATICS

Biology and Molecular Biology. (V-F36) Aquatic biology. Teach graduate and undergraduate courses in aquatic biology, participate in other biology courses as appropriate, and develope extramurally funded research program that involves students. Help in developing a new interdisciplinary program in aquatic and coastal science. Ph.D. required. Post-doctoral experience preferred.

Chemistry and Biochemistry. (V-F37) Analytical/Bioanalytical Chemistry. Teach general chemistry, analytical chemistry, and/or bioanalytical chemistry courses, and develop a strong, externally-funded research program. Ph.D. in analytical or bioanalytical chemistry, significant research experience and a strong commitment to teaching required.

Computer Science. (V-F38) Informatics. Candidates must have interdisciplinary research or significant experience in computer science and science, e.g., biology, chemistry, or earth and environmental sciences. Work with Object Oriented technology with C++ or Java, modern architecture (RISC), UNIX, commitment to teach a rich variety of computer science courses. Ph.D. in Computer Science or closely related area.

Earth and Environmental Studies-Two positions. (V-F39) Environmental Analytical Chemistry or Geochemistry. Teach major and graduate courses related to environmental studies, geology, geochemistry and/or analytical environmental chemistry as well as expanding our programs and course offerings in this area. Doctorate in appropriate field prior to September 2003. ***(V-F40)** Environmental Geophysics/Aquatic Systems. Assistant or Associate rank as appropriate. Teach major and graduate courses related to geology and geophysics as well as expanding our programs and course offerings in this area. Experience should include environmental applications of one or more of the following geophysical techniques: resistivity profiling, shallow seismic exploration (refraction and reflection), ground-penetrating radar, gravity and/or magnetics. A field-oriented research program is preferred, with additional expertise in digital processing and analysis of field data required.

Mathematical Sciences. (V-F41) Science Informatics. Teach graduate and undergraduate courses in mathematics and applied mathematics. Research interests in science informatics and/or mathematical biology; provide leadership in developing and overseeing an undergraduate program in Science Informatics. Ph.D. in Mathematics or Applied Mathematics.

For a complete job description on these positions, please contact Dr. Michael Kruge (Krugem@mail.montclair.edu), Associate Dean, College of Science and Mathematics.

SCHOOL OF THE ARTS

Art and Design-Two positions. Teach undergraduate and graduate courses in a progressive Art and Design program. Advisement of students and service on departmental, school and university committees is also required. **(V-F42)** Video/Multimedia. Extensive professional experience in video/multimedia is required, including knowledge of all applicable software programs and computer technology. Development of Video/Multimedia area and lab. M.F.A. in Video/Multimedia, or related area with extensive professional experience required. **(V-F43)** Film. Specialist in Film. Professional experience on all applicable film editing and production equipment including software programs and current computer technology is required. Development of Filmmaking program. M.F.A. in Film, or related area with professional experience required.

Communication Studies. (V-F44) Public Relations. Teach and assist with the department's core communication courses and also a combination of graduate and undergraduate courses in Public Relations. Direct Master's theses, participate in curriculum development and other department activities and pursue a rigorous research agenda. Ph.D. in Communication with background/training/experience in Public Relations. Minimum three years of college/university teaching.

Music – Two positions. (V-F45) Director of Choral Activities. Responsibilities include directing University Choir and selected chamber choir, teaching conducting, choral literature, and other courses at the undergraduate and graduate levels, as well as recruiting students to this NASM-affiliated institution with 250 music majors. Doctorate required and teaching experience highly desirable. **(V-F46)** Vocal Literature and Vocal Pedagogy. Teach applied vocal literature and vocal pedagogy. Possible secondary areas to include expertise in music theater, opera and vocal diction. Doctorate or M.M. with significant professional and educational experience and strong secondary area required.

For a complete job description on these positions, please contact Dr. Ronald Sharps (Sharpsr@mail.montclair.edu), Assistant Dean, School of the Arts.

SCHOOL OF BUSINESS

Accounting. *(V-F47) Accounting, Law & Taxation. Teach all levels of accounting at both the undergraduate and graduate level with an emphasis on international/government/not for profit. Responsibilities include research in area of specialization, student advising, and service to the school and community. CPA and Ph.D. required.

Information and Decision Sciences- Two positions. Applicants should have a record of publications, strong interest in pursuing meaningful research and have a demonstrated commitment to excellence in teaching. ***(V-F48)** Computer Applications. Teach undergraduate and graduate MIS courses. Responsibilities will include research in area of specialization, student advising, and service to the school and community. Ph.D. in Information Systems or a related field is required. ***(V-F49)** Quantitative Methods. Teach all levels of Quantitative Methods in Business in both undergraduate and graduate degree programs. Emphasis is on creative teaching and experimentation in courses such as business statistics, operational analysis, and quantitative decision making for business. Extensive use of computers in these courses is anticipated. Ph.D. in Business Administration is required, with a major Business Statistics, Quantitative Methods or a related field.

Management-Two positions. Teach a wide range of management courses at the undergraduate and graduate level. Responsibilities will include student advisement, research/publication in area of specialization, service to professional organizations, departments, school and university, and establishment and maintenance of industry relationships. ***(V-F50)** General Management. Teach courses including Principles of Management, Organizational Behavior, Contemporary Issues in Management, and Business Policy. Ph.D. in Management. ABD's will be considered. ***(V-F51)** Entrepreneurship. Teach courses including Entrepreneurship and Small Business Management, Contemporary Issues in Management, and Business Policy. Ph.D. in Management. ABD's will be considered or M.B.A. with a demonstrated high-level entrepreneurial success record, and senior level entrepreneurial involvement.

For a complete job description on these positions, please contact Dr. Kathryn Martell (Martellk@mail.montclair.edu), Associate Dean, School of Business.

ADJUNCTS/VISITING SPECIALISTS

Montclair State University is seeking an applicant pool of adjunct/visiting specialist faculty for University departments across all Schools and Colleges for Fall 2003, Spring 2004.

Montclair State University has a long history of commitment to cultural diversity in its programs, faculty and students. To foster this multicultural environment, the University encourages applications from minority group members for its faculty openings.

Complete job descriptions will be mailed upon receipt of application. Screening of applications begins immediately and continues until position is filled.

Send separate letter and resume for each position. Include c/o name, job title and the position's V- or AV- number.

Montclair State University, Box C316—V-# /HOHE or AV-#001/HOHE, Upper Montclair, New Jersey 07043

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

BEST COPY AVAILABLE

GLCA

Great Lakes Colleges Association, Inc

Director of Program Development

The Great Lakes Colleges Association, Inc., seeks a Director of Program Development. The Director is primarily responsible for coordinating a calendar of faculty and professional development programs, identifying and recommending new areas of initiative, and assessing the quality and effectiveness of ongoing programs. Working chiefly with two Program Officers and an Event Coordinator, the Director makes sure that GLCA programs are timely, well-planned, publicized, well-implemented, and documented.

From its office in Ann Arbor, the GLCA develops and supports collaborative efforts involving twelve private liberal arts colleges in Michigan, Ohio, and Indiana. Primary areas of initiative are teaching and learning, educational equity, instructional technology, and international education. More information about the organization and its work may be found at www.glca.org.

Qualifications: The successful candidate will have at least five years' experience in non-profit or educational organizations or in a position with relevant programming responsibility. A bachelor's degree is required; an advanced degree is preferred. Experience on the campus of a liberal arts college is desirable. An understanding of liberal education and the ability to work with faculty and academic administrators is necessary. Excellent communication skills are required, as is the ability to work with standard word processing, database, spreadsheet, and web applications. Excellent attention to detail, the ability to organize and manage multiple tasks, flexibility, and a sense of humor are also essential.

The position requires collaborating with both a small office staff and a dispersed group of colleagues on participating campuses. Seasonal travel and occasional night and weekend events are required. Salary is commensurate with qualifications and experience. GLCA offers excellent benefits, and a collegial and team-centered working environment.

GLCA seeks a diverse pool of applicants and encourages expressions of interest from people of color and members of other groups underrepresented in higher education.

Nominations, inquiries, and expressions of interest may be addressed to:

Marcia Hancock
Vice President for Operations
Great Lakes Colleges Association, Inc.
535 West William St., Suite 301
Ann Arbor, Michigan 48103
734.761.4833 (ph) 734.761.3939 (fax)
hancock@glca.org

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000+ students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

ASSOCIATE DIRECTOR • Planning, Research And Evaluation

The selected candidate will provide leadership and direct assistance in carrying out an active program of institutional research, including: conducting quantitative and qualitative research; preparing the Factbook and other information resources; meeting external reporting requirements; preparing and presenting reports that synthesize information from a variety of sources; assisting academic and administrative units in assessing their effectiveness; and overseeing the day-to-day operations of the Office of Planning, Research and Evaluation.

This position requires a Master's degree from an accredited college in a field requiring expertise in social science or educational research and advanced statistics; five years of work experience, including a minimum of two years of full-time higher education experience directly related to institutional research; expertise in carrying out research projects from concept to presentation of final results and their implications; expertise in survey research, and in working with student information data bases, spreadsheets, graphics, word processing and statistical software packages; ability to communicate complex ideas and research findings clearly and concisely in writing as well as orally; the ability to work well with people at all levels in teams, committees and on a one-to-one basis; and excellent organizational skills. Preferred qualifications include a Doctoral degree in a relevant discipline, experience with Web applications, research experience related to student recruitment and retention in higher education.

This position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment. Salary is commensurate with expertise and experience.

Please forward cover letter and resume with a detailed description of accomplishments related to institutional research, and the names, addresses and telephone numbers of three references to: **Dr. Marc Schaeffer, Search Committee Chair, Office of the President, William Paterson University, 300 Pompton Rd., Wayne, NJ 07470-2103**. Review of applications will begin immediately and continue until position is filled. William Paterson University is an Affirmative Action/Equal Opportunity Institution. Women, minorities, and under-represented groups are encouraged to apply. Additional information about the University can be found at **http://www.wpunj.edu.**

William Paterson University
WAYNE, NEW JERSEY

Leadership roles.

State Center Community College District, overseeing 18 unified and high school districts in a region of more than 5,500 square miles, serves approximately one million people throughout Fresno, Madera, Kings and Tulare counties. With estimated annual full-time enrollment at 23,500 students and a total operating budget that in 2001 exceeded $125 million, SCCCD is well-situated to provide exceptional educational resources to the individuals who will lead our region through the challenges of tomorrow.

Associate Dean of Instruction, Humanities Division

Fresno City College

You will prepare/manage budgets, create instruction schedules, lead curriculum development, coordinate faculty hiring, serve as liaison between faculty and administration, and mediate between students and faculty. Requires a master's in the humanities, and documented successful experience as a teacher, supervisor, and/or administrator. Also requires demonstrated budget management skills, and strong leadership and communication abilities. **Position #2582 and deadline for application is Monday, October 28, 2002.**

Deadline for application is indicated above at 4:00 p.m. (PDT). For an application package, please contact SCCCD's Academic Human Resources Office, referencing Position # as indicated above, at: **1525 E. Weldon Avenue, Fresno, CA 93704-6398; Phone: 559-226-0720; Fax: 559-229-7039. Visit our Web site at: www.scccd.com.** EOE

SC CCD State Center Community College District

TRINITY COLLEGE
Hartford, CT

THE ANN PLATO FELLOWSHIP

The Ann Plato Fellowship, named for a 19th-century African-American poet, essayist, and teacher, supports a minority doctoral student who is an American citizen and is engaged in writing his or her dissertation. Applicants from historically underrepresented groups, including African Americans, Asian Americans, Native Americans, Pacific Islanders, and US Latinos, are especially encouraged to apply. Preference will be given to candidates working in fields currently supported by the College. The Fellow enjoys faculty status, delivers a formal, public lecture in the fall semester, and teaches one course in the spring semester. The fellow is expected to be in residence during the fellowship tenure and to become engaged in the Trinity College community. The Fellowship provides a $32,000 stipend; a campus apartment; an office; a computer; library privileges at Trinity, including the Watkinson Library, and our consortial colleges, and ready access to Hartford-area archives, including the Connecticut Historical Society, the Wadsworth Atheneum, the state library, the Cities Data Center, and the Harriet Beecher Stowe Center. Appointment is for one academic year with the possibility of renewal for a second year.

Applicants should send a letter of interest, curriculum vitae, a copy of their dissertation proposal, a 10-20 page writing sample, and three letters of recommendation to the **Ann Plato Search Committee, c/o Janet Marotto, Williams 232, Trinity College, Hartford, CT 06106 by December 16, 2002.** Applications are reviewed by an interdisciplinary faculty committee.

Trinity College is an Equal Opportunity/
Affirmative Action Employer

CHAPMAN University

Orange, California 92666

Chapman University seeks applications for the following full-time academic positions:

WILKINSON COLLEGE OF LETTERS AND SCIENCES

Department of Biological Sciences: Plant Ecologist

Department of Languages: Spanish with emphasis in linguistics and methodology

Department of Physical Sciences: Food Chemist with interest in international food issues

Department of Physical Therapy: P.T., PhD in systems physiology or neurophysiology

Department of Psychology:
Clinical Psychologist with expertise in marriage and family therapy
Clinical Psychologist (area of expertise open)
Experimental/Cognitive/Physiological Psychologist

Department of Sociology:
Sociologist with specialization in stratification/race, class and gender
Sociologist with specialization in comparative society and culture; areas open)

All positions are tenure track, assistant professor rank, with the exception of Physical Therapy (tenure track at a senior level). Complete position descriptions and application deadlines may be found on the Chapman University web site at http://web.chapman.edu/Jobs/jobs.aspx?cat=3

Chapman University, an independent, comprehensive university, is located in Orange, California, a culturally diverse community close to Los Angeles. The University has an enrollment of over 4,000 students and offers a full complement of undergraduate degrees as well as graduate professional programs. *U.S. News and World Report* has ranked the academic quality of Chapman in the upper quartile of all four-year colleges and universities in the Western United States.

Chapman University values diversity and is committed to providing equal career opportunities to all individuals.

Foothill-De Anza Community College District

Management Vacancies

Vice Chancellor of Business Services
Dean of Counseling & Matriculation

Faculty Vacancies

Automotive Technology Instructor
Dance Theatre Instructor
Drama Instructor
Graphic Design Instructor
Medical Lab Technician Coord/Instructor

Our excellent benefits package includes full cost medical coverage for employee and eligible dependents, dental, vision care, employee assistance program, long-term disability, retirement benefits and basic life insurance.

For application materials contact:

Foothill-De Anza
Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

Education

DIRECTOR OF ACADEMIC ADVISING AND COUNSELING

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College is currently seeking candidates for our Director of Academic Advising and Counseling. This position administers the general operations of the Academic Advising/Counseling and New Students/Orientation Centers; provides leadership, supervision and budget management; plans, coordinates and participates in the hiring, scheduling and evaluation of staff in both Centers; and provides special emphasis on the direction of at-risk programs.

A Master's degree in College Student Personnel, Counseling or related field is required, with three years experience in Student Development/Academic Advising/Counseling/Orientation at the college level. Supervisory experience preferred.

For additional information, visit our Jobs section at **www.harpercollege.edu/jobs.** To apply forward a cover letter, resume, copies of undergrad and grad transcripts, a statement of contribution, and 3 letters of recommendation to: **Harper College Attn: Employment Specialist-daac, 1200 W. Algonquin Road Palatine, IL 60067 or via e-mail to jobs@harper.cc.il.us.**

EOE

www.harpercollege.edu

Gettysburg COLLEGE

ANTHROPOLOGY

The Department of Sociology and Anthropology invites applications for a tenure-track position in cultural anthropology at the Assistant Professor level beginning August 2003. The successful candidate must be committed to undergraduate teaching and have a strong research program. We seek a broadly trained cultural anthropologist to teach theory, ethnographic methods, introduction to cultural anthropology, and topical courses. Applicants should be engaged in research that speaks to some combination of the following issues: expressive culture, power, transnationalism, globalization, ethnicity and identity. Geographic specialization should complement existing strengths in Latin American and Southeast Asia. Teaching experience is preferred; a Ph.D. in anthropology is required. The successful candidate will join a combined Department that currently has an anthropology/sociology major and is in the process of developing an anthropology major. Gettysburg College is a highly selective liberal arts college located within 90 minutes of the Baltimore-Washington metropolitan area. Established in 1832, the College has a rich history and is situated on a 220-acre campus with an enrollment of 2,400 students. Gettysburg College is committed to creating a more diverse campus environment. As a part of that process, the College gives strong consideration to candidates from historically underrepresented groups. Applicants should send a letter describing teaching interests and experience, research interests, a curriculum vitae, and the names and addresses of three references, at least one of whom is able to speak to the candidate's teaching abilities, to **Sandra K. Gill, Chair, Department of Sociology and Anthropology, Box 412, Gettysburg College, Gettysburg, PA 17325.** Applications received by November 15 will be given fullest consideration.

Please view our website at www.gettysburg.edu.

Established in 1856, Auburn University is one of the South's premier land-grant institutions. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, First Professional, Master's, Educational Specialist, and Doctor's degrees, Auburn University has over 1,100 full-time faculty and enrolls approximately 23,260 students from all fifty states and nearly one-hundred countries. The University is widely recognized for the quality of its graduate and undergraduate educational programs, the effectiveness of its research and outreach programs, and the innovative use of information technology. You are invited to visit the University's web site at www.auburn.edu to learn more about the University, its vision and mission, and to take a virtual tour of the campus.

AUBURN UNIVERSITY

Auburn, Alabama

Auburn University is committed to diversity among its administrators, faculty, staff, and students. The University is an equal opportunity educational institution and employer, holding that every person has worth as an individual and is entitled to dignity and respect. It is the policy of Auburn University to provide educational and employment opportunities without regard to race, color, national origin, religion, gender, age, or disability. Of 122 faculty successfully recruited for the current academic year, fifty-six are female and thirty-nine are minorities.

Recruitment for faculty positions is most often at the tenure-track Assistant Professor level, although those with faculty experience at other institutions may be recruited at the Associate Professor level. These are usually 9-month appointments, with an opportunity for summer employment. Several units also offer 12-month non-tenure-track positions as Clinical Assistant Professors and Research Assistant Professors. Limited term appointments as Interns, Residents, and Postdoctoral Fellows may be available in some units. Visiting faculty appointments are often available in some units.

Each of the University's colleges and schools has its own web site, which includes information about its departments and programs and faculty positions available within each unit. The areas of recruitment listed below may not include all available positions. You are encouraged to visit the college or school web site which includes your discipline to determine position availability and the requirements for those positions.

COLLEGE OF AGRICULTURE – www.ag.auburn.edu
Recruitment for AY 2004 includes positions in the Departments of Biosystems Engineering and Poultry Science. In Biosystems Engineering, recruitment is being conducted for a Department Head as well as for an Assistant Professor in machine systems engineering. In Poultry Science, two positions are being recruited for the Peaks of Excellence program. The rank for both positions is open depending upon the qualifications of the selected candidates. Food microbiology and food safety will be the areas of interest for one position. Pre-harvest animal health and food safety will be the areas of interest for the second position. Recruitment is also being conducted by Poultry Science for an Assistant or Associate Professor in the area of fundamental food microbiology and/or safety.

COLLEGE OF ARCHITECTURE, DESIGN AND CONSTRUCTION
www.cadc.auburn.edu
Recruitment for AY 2004 includes positions in the School of Architecture and in the Department of Industrial Design. In Architecture, recruitment is being conducted for an Assistant Professor in beginning design. Four positions at the Assistant or Associate Professor rank are being recruited in the areas of architectural design, urban design, digital design and architectural/landscape history. An Associate Professor is being recruited in the area of community planning. A Visiting Assistant or Associate Professor is being recruited for landscape design. Industrial Design is recruiting for an Assistant or Associate Professor.

COLLEGE OF BUSINESS – www.business.auburn.edu
Recruitment for AY 2004 includes Assistant Professor positions in the School of Accountancy and the Departments of Aviation Management & Logistics, Economics (specialization in micro economics), Finance (specialization in financial institutions), and Marketing. The Management Department is recruiting for two positions at the Assistant or Associate Professor rank. One position will be in the area of operations management or decision sciences, with the second position in the area of strategic management.

COLLEGE OF EDUCATION – www.auburn.edu/academic/education
Recruitment for AY 2004 includes four Assistant Professor positions in the Department of Curriculum & Teaching, with specializations in secondary social science education, elementary science education, early childhood education, and elementary social studies education. The Department of Rehabilitation & Special Education will be recruiting an advanced Assistant, Associate, or full Professor in the area of vocational rehabilitation. The Department of Counseling & Counseling Psychology is recruiting a Program Director for Counseling Psychology. The rank for this position is open depending upon the qualifications of the selected candidate.

SAMUEL GINN COLLEGE OF ENGINEERING – www.eng.auburn.edu
Recruitment for AY 2004 includes positions in the Departments of Aerospace Engineering, Chemical Engineering, Civil Engineering, Computer Science & Software Engineering, Electrical & Computer Engineering, and Industrial & Systems Engineering. Aerospace is recruiting a Department Chair as well as an open rank position with specialization in modeling and simulation codes and methods. The open rank position in Chemical is in process design. Civil is recruiting an Assistant or Associate Professor in structural engineering and an Assistant Professor in construction engineering and management. Computer Science & Software is recruiting three positions in the areas of simulation, computer and communication networks, wireless engineering, information assurance and security, real-time and embedded systems, operating systems, human-computer interaction, database systems, programming languages, and software engineering. Rank is open depending upon the qualifications of the selected candidates. Electrical & Computer is recruiting three positions, with one at the Assistant Professor rank (computer architecture, computer networking, hardware description languages, rapid prototyping, VLSI design, design verification), a senior faculty member (microelectronics, MEMS, packaging, emerging materials), and one open rank position (electronics manufacturing and packaging). Industrial & Systems is recruiting for a senior Associate or full Professor in production and manufacturing systems, logistics, or operations research.

SCHOOL OF FORESTRY AND WILDLIFE SCIENCES
www.forestry.auburn.edu
At this time, no faculty recruitment is anticipated for AY 2004.

COLLEGE OF HUMAN SCIENCES – www.humsci.auburn.edu
Recruitment for AY 2004 includes two positions in the Department of nutrition & Food Science: an Assistant Professor (nutrition, biochemistry, physiology, molecular biology, or related field) and a Department Head at the rank of full Professor.

COLLEGE OF LIBERAL ARTS – www.frontpage.auburn.edu/cla
Recruitment for AY 2004 includes several positions. The Department of Art is seeking two Assistant Professors in art history and in art/studio fundamentals. This second position will serve as exhibition and lectures coordinator. The Department of Communication & Journalism is recruiting an Assistant Professor in journalism and an Assistant Professor in public relations. The Department of Communication Disorders is recruiting for an Assistant Professor in audiology. The Department of English will be recruiting for one to three open rank positions in creative writing, technical and professional communication, and African-American literature and culture. The Department of Foreign Languages & Literatures is recruiting an Assistant Professor in French and Instructor positions in German and Spanish. The Department of History is recruiting a Visiting Eminent Scholar in religion and one to four visiting positions in world history and technology and civilization. The Department of Music is recruiting one or more visiting faculty to teach music appreciation and other foundation courses. The Department of Philosophy is recruiting an Assistant Professor to teach ethics as well as one to three visiting faculty. The Department of Political Science is recruiting one or two Assistant Professors (American politics, Southern politics, public administration, healthcare policies/administration). The Psychology Department is recruiting a Director of Practicum Training. This is a non tenure-track position. The Department of Sociology, Anthropology & Social Work is recruiting an open rank position with the potential to direct the undergraduate program in social work and an Assistant Professor with specialization in criminology, sociology, and/or statistics for behavioral sciences. The Department of Theatre is recruiting an Instructor to teach foundation courses.

SCHOOL OF NURSING – www.auburn.edu/academic/nursing
Recruitment for AY 2004 includes two positions in the area of adult health. One position is at the Assistant professor rank, while the other is at the Associate or full Professor rank.

JAMES I. HARRISON SCHOOL OF PHARMACY
www.pharmacy.auburn.edu
Recruitment for AY 2004 includes Assistant and Associate Professor positions as well as Clinical Assistant and Associate Professor positions in the Departments of Pharmacy Practice (various specialties), Pharmacal Sciences (pharmacology/ pharmaceutics), and Pharmacy Care Systems (social and behavioral sciences). An Associate Dean for Research and an Assistant Dean for Education are also being recruited.

COLLEGE OF SCIENCES AND MATHEMATICS
www.auburn.edu/academic/science.math
Recruitment for AY 2004 includes Assistant Professor positions in the Departments of Chemistry (organic), Discrete & Statistical Sciences (statistics), and Mathematics (pure and applied). The Department of Physics is recruiting two faculty at the Assistant or Associate Professor rank: one in solid state and one in AMO. Recruitment is also being conducted for a Department Chair in Biosystems Engineering.

COLLEGE OF VETERINARY MEDICINE – www.vetmed.auburn.edu
Recruitment for AY 2004 includes two Postdoctoral Fellows in the Department of Anatomy, Physiology & Pharmacology (cardiovascular physiology and the effects of disease on expression of novel genes). That department is also recruiting a Research Assistant Professor in cardiovascular physiology and two Instructor positions in gross anatomy. The Department of Clinical Sciences will be recruiting one or more positions at the Visiting Assistant or Associate Professor rank, at the Clinical Assistant or Associate Professor rank, and at the Assistant or Associate Professor rank (medicine, surgery, neurology, emergency critical care, ophthalmology, dermatology, theriogenology, oncology, cardiology), as well as one or more Interns and Residents. The Department of Pathobiology is recruiting two Assistant or Associate Professors in microbiology and pathobiolgy, two Residents in anatomic or clinical pathology and microbiology or parasitology, and a Postdoctoral Fellow in microbiology.

UNIVERSITY LIBRARIES – www.lib.auburn.edu
Recruitment for AY 2004 includes two faculty positions at the rank of Librarian II: a social sciences reference librarian and a document delivery services librarian.

Auburn University is an Affirmative Action/Equal Opportunity Employer. Minorities and Women are Encouraged to Apply to Auburn University. Auburn University is committed to diversity.

MOUNT UNION
COLLEGE

Tenure-track Position in Writing

Mount Union College, a private, liberal arts institution of 2,300 students, seeks candidates for a **Tenure-track Position in Writing beginning August 2003.** Primary teaching responsibilities include composition and business/technical writing. Areas of expertise and interest should include composition, rhetoric, professional writing, and writing & technology. The successful candidate will also be expected to develop new writing courses.

Secondary areas of interest can include publishing and editing, service learning in writing, discourse analysis, or literacy studies. Doctorate required for tenure/promotion. ABD candidates will be considered. Preference will be given to candidates with teaching experience, professional writing experience outside of academe, and/or training or study in writing and technology. For more information, visit www.muc.edu

Send a letter of interest, resume, and three current letters of reference to:

Dr. Kelly Lowe, Search Chair
Department of English, Mount Union College
Alliance, OH 44601, E-mail: lowekf@muc.edu

Consideration of applicants will begin immediately; interviews conducted at MLA.

Mount Union College is an equal opportunity employer

CENTRAL MICHIGAN
UNIVERSITY

Associate Dean
College of Communication and Fine Arts

Provides administrative support to Dean and department chairs. Required qualifications for this position include: possession of terminal degree; tenurability at senior faculty level in one of the college's departments; effective communication skills; demonstrated success with shared governance; knowledge of and experience with curricular issues; record of excellent teaching and research/creative endeavors; demonstrated commitment to diversity; and previous administrative experience in higher education. Preferred qualifications include: experience with budgeting, planning, mediation and conflict resolution. Duties will include some or all of the following: supervision of faculty searches, affirmative action, space and remodeling, student and faculty grievances, assistance in planning, program development; faculty review; recruitment of students. Send application letter, vita, list of 3 references with addresses, telephone numbers to **Chair, College of Communication and Fine Arts Associate Dean Search Committee, Central Michigan University, Moore Hall 129, Mount Pleasant, MI 48859.** Screening will begin on November 8, 2002 and will continue until position is filled. Position begins July 1, 2003.

The College of Communication and Fine Arts is made up of the Department of Speech Communication and Dramatic Arts; the Department of Broadcast and Cinematic Arts; the Department of Art; the Department of Journalism, the School of Music, and three interdisciplinary councils.

Established in 1892, Central Michigan University has an enrollment of more than 28,000 students, with 19,400 students on the university's main campus. Recently classified by the Carnegie Foundation as a doctoral/research-intensive university, CMU is recognized for strong undergraduate education and a range of focused graduate and research programs. CMU is a student-focused university with opportunities for leadership and involvement for an energetic team.

Central Michigan University, an AA/EO institution, strongly and actively strives to increase diversity within its community (**http://www.cmich.edu/aaeo/**). URLs also include;
http://www.cmich.edu; **http://www.ccfa.cmich.edu**.

PSYCHOLOGY/EDUCATION INSTRUCTOR

Washtenaw Community College

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Psychology/Education Instructor. The primary assignment would be to teach general psychology plus human development and learning as well as foundation of education courses. The College is located in the city of Ann Arbor, MI, a community of over 100,000. The successful candidate will possess a Master's degree in Psychology with education or learning theory psychology courses (preference will be given to candidates with a Master in Educational Psychology or substantial graduate work in education), a record of teaching excellence and an elementary or secondary teacher certification. Anticipated appointment is the Fall 2003 semester. Current initial annual salary range is $42,990 - $56,090 (faculty salaries for 2003-2004 TBD). Resumes will be accepted until position is filled. Interested persons should submit letter of interest, resume, all college transcripts (student copies acceptable), two letters of recommendation, copies of first-day course handouts, and copies of student evaluations (completed application will be required if selected for interview) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr. PO Box D-1, Ann Arbor, MI 48106.** (734) 973-3497. Job Hotline (734) 973-3510

For job postings see our web site at:
http://www.wccnet.edu/jobs
AA/EEO/ADA employer.

EDUCATIONAL TECHNOLOGIST
Assistant Director I

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and serve 10,000 students. The University offers a complete benefits package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

The Educational Technologist (Assistant Director I) is responsible for assisting and supporting faculty in transforming courses from a face-to-face to a web based format. This will include working with faculty on an individual basis as well as developing and conducting workshops for groups of faculty. Other requirements include assisting students in gaining familiarity with the on-line learning environment, assisting in maintaining the Continuing Education Distance Learning website, and performing tasks associated with transferring information from PeopleSoft, NJCU's student administration system, to the WebCT course management system.

Required skills include the ability to use an HTML editor to develop web pages. Experience with a course management system, particularly WebCT, is a plus. The successful candidate will be well versed in emerging technologies affecting distance learning and higher education. A minimum of a Bachelor's Degree is required; Master's Degree is preferred.

Salary Range: $49,035 - $73,563.

Interested candidates should send a letter of interest, resume and the names, addresses and telephone numbers of three (3) references to:

Ms. Marie A. Fosello, Director of Special Programs
Continuing Education Department
NEW JERSEY CITY UNIVERSITY
2039 Kennedy Boulevard, Jersey City, NJ 07305

Applications will be accepted until position is filled.

New Jersey City University is an Equal Opportunity Employer

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, visit our website at:
www.njcu.edu. Click on Employment Opportunities.

Associate Registrar

MINNESOTA STATE UNIVERSITY
MANKATO

Mankato, MN 56001

Responsibilities: The Associate Registrar will report to the Registrar and will be in charge of the Office of the Registrar in the Registrar's absence. This position will supervise advising activities primarily with the computerized advising program called DARS and will direct the project management to completing and integrating DARS. The Associate Registrar will supervise the graduation evaluators and the Athletic Certification Officer. The Associate Registrar will handle appeals regarding graduation evaluation. This position will work with the Deans, Department Chairs and Academic Affairs regarding graduation evaluation and DARS.

Qualifications: Master's degree; Bachelor's degree will be considered provided Master's degree is completed within probationary period at MSU.

Salary: Commensurate with qualifications and experience, excellent benefit package.

Application Deadline: Review of applications will begin November 7, 2002, and will continue until the position is filled.

Date of appointment: February 1, 2003, or negotiable.

Application: Submit a letter of application, resume, and the names, addresses and phone numbers of three professional references to: **Associate Registrar Search Committee Chair, Minnesota State University, Mankato, 132 Wigley Administration Center, Mankato, MN 56001.** *AA/EEO*

ASU ARIZONA STATE UNIVERSITY WEST

Assistant Professor of Rhetoric and Composition

Arizona State University West, a campus of Arizona State University, seeks to make an appointment of a tenure/tenure-track assistant professor position in rhetoric and composition to begin August 2003. Teaching duties will include first-year college composition and upper-division rhetoric and composition courses. A Ph.D. in Rhetoric and Composition or related area is required by the time of the appointment as well as experience in teaching composition, and an active research agenda in one or more of the following areas: WAC, literacy, technical writing, ESL, or pedagogy. Experience in the administration of a rhetoric and composition program is desirable. The successful candidate is expected to contribute to the development of upper-division rhetoric or composition courses, provide service to the department, college, campus and community, and maintain a research agenda appropriate to the appointment in an interdisciplinary teaching and research environment.

To apply, please send cover letter, curriculum vitae, and names, addresses, and phone numbers of three (3) references by **December 2, 2002**. Initial contacts will be made at MLA. If not filled, applications will be reviewed on the 1st and 15th of each month or until the search is closed.

Submit to: **Rhetoric and Composition Search, College of Arts and Sciences, Dr. Akua Duku Anokye, Search Chair, Arizona State University West, PO Box 37100, Phoenix, AZ 85069-7100.**

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students at its modern, growing campus in Phoenix, one of the country's most dynamic multi-cultural and economic environments. ASU West is an urban, commuter campus with a focus on learner-centered education. The University is committed to a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. ASU West is dedicated to increasing the diversity of its campus community, and encouraging an environment that offers students knowledge about local, national, and global communities. ASU West is an AA/EO employer in policy and practice.

Vice Chancellor Of Business Services

Foothill-De Anza Community College District

The Foothill-De Anza Community College District is currently accepting applications for the position of Vice Chancellor of Business Services. This position is responsible for developing, coordinating, and implementing complex business policy and procedures; making business related decisions within District policy, law, or existing practice; and advising the Chancellor and the Board on fiscal matters. The District offers an excellent benefits package, which includes full cost medical coverage for employee and eligible dependents, dental, vision care, employee assistance program, long-term disability, retirement benefits and basic life insurance.

For application materials contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

DSC DALTON STATE COLLEGE

Dalton State College, a member of the University System of Georgia enrolling 4,100 students and accredited to award the Associate and Bachelor's degrees, invites applications for the following academic year positions.

INSTRUCTOR/ASSISTANT PROFESSOR OF SPEECH *(Tenure Track).* Ph.D. preferred, master's required in Speech (18 semester/30 quarter graduate hours in field). Credentials to teach in a second field may be given preference. Responsible for nine, three-semester-hour courses per academic year.

ASSISTANT PROFESSOR OF ENGLISH *(Tenure Track).* Ph.D. in English (18 semester/30 quarter graduate hours in field). Credentials to teach in a second field may be given preference. Responsible for nine, three-semester-hour courses per academic year.

INSTRUCTOR/ASSISTANT PROFESSOR OF NURSING *(Tenure Track).* Master's degree in Nursing required. Two years clinical experience required, teaching experience desirable. Licensure or eligibility for licensure in Georgia.

The above positions are available August 1, 2003. Review of applications will begin on November 18, 2002. Classes may be on and/or off campus and may be day and/or evening.

A complete application must include letter of interest, current resume (with a separate statement of teaching philosophy), three current letters of reference and transcripts of all college work. Send all materials to:

Dr. John Black
Vice President for Academic Affairs
Dalton State College
213 N. College Drive
Dalton, GA 30720-3797
jblack@em.daltonstate.edu

Dalton State College is an Affirmative Action Program Institution and is committed to the concept and reality of cultural diversity.

Northeastern
UNIVERSITY

Founded in 1898, Northeastern is a national research University that is student centered, practice oriented and urban. The University is composed of eight schools and colleges with a total enrollment of approximately 20,000 students, and it is the world leader in cooperative education. Northeastern has undertaken an award-winning master planning program that has transformed the physical campus and enabled the University to become residential in character. The quality and competitiveness of its student body steadily improves, and research funding has doubled in the last five years.

VICE PRESIDENT FOR PUBLIC AFFAIRS

Reporting to the President, the Vice President will have lead responsibility for all aspects of the University's relations with federal, state and municipal agencies and officials, as well as local community representatives. S/he will set strategic direction for and represent the University in advancing its legislative interests, seek public support and funding for major university initiatives, and secure governmental approvals necessary to advance the University's agenda. S/he will supervise the Office of Government Relations and Community Affairs, as well as the Center for the Study of Sport in Society.

The new Vice President will bring demonstrated success in a senior level public affairs role with particular emphasis on expertise at the federal level. The successful candidate will have the stature and presence to represent the University with a wide range of constituencies, and win the trust and respect of policy makers and community leaders. S/he will have a keen understanding of cities, as well as the role of academic institutions in both contributing to and capitalizing on urban locations. Outstanding management and planning skills are required, including the ability to work collaboratively in a complex, decentralized environment. A powerful attraction and commitment to the purpose and values of Northeastern is required; familiarity with Boston and local community affairs is a plus.

Inquiries, applications and nominations should be directed via email to: Regan Gough, Senior Associate, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA, 02116-3805 at neu.2528@imsearch.com. Please email applications in lieu of hard copies.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX University and seeks a diverse pool of candidates. Women and minorities are encouraged to apply.

http://www.neu.edu

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www.salemstate.edu

Salem
STATE COLLEGE

Tenure Track Faculty Positions (Fall 2003)

Salem State College is seeking to fill several tenure track faculty positions for fall of 2003. These positions carry full state benefits with tuition remission for self and family. All positions are advertised pending funding.

School of Arts and Sciences

- Art - Graphic Design **(Refer to: 03-AA-F-ATR-GD)**
- Communications - Journalism **(Refer to: 03-AA-F-COM-JOU)**
- English - Professional Writing **(Refer to: 03-AA-F-ENG-PW)**
- Geography - Economic Geography/Travel and Tourism **(Refer to: 03-AA-F-GGR-EGTT)**
- Music - Piano/Theory **(Refer to: 03-AA-F-MUS-PT)**
- Psychology - Developmental **(Refer to: 03-AA-F-PSY-DEV)**
- Sport, Fitness and Leisure Studies - Athletic Training **(Refer to: 03-AA-F-SFL-AT)**
- Theatre and Speech Communication - Performance/Stage Movement **(Refer to: 03-AA-F-THE-PSM)**

School of Business

- Accounting/Finance **(Refer to: 03-AA-F-ACC-FIN)**
- Management **(Refer to: 03-AA-F-MAN-BP)**
- Marketing **(Refer to: 03-AA-F-MKT-MKT1)**
- OM/MIS **(Refer to: 03-AA-F-MIS-MIS1)**

Schools of Human Services

- Criminal Justice **(Refer to: 03-AA-F-CRJ-CJ1)**
- Education - Educational Leadership **(Refer to: 03-AA-F-EDU-EL)**
- Education - Reading **(03-AA-F-EDU-RD)**
- Education - Special Education **(Refer to: 03-AA-F-EDU-SPED)**
- Nursing - Women's Health/Maternity/Obstetrical **(Refer to: 03-AA-F-NUR-OB)**

Application review will begin on some positions as early as mid-November and continue until a satisfactory pool is achieved. Please send applications immediately.

To apply, send letter of application specifying department, reference number, and position for which you are applying, resume, appropriate transcripts and three letters of reference to: **Office of Human Resources and Equal Opportunity**, Salem State College, 352 Lafayette St., Salem, MA 01970; FAX: (978) 542-6163; E-MAIL: eo-hr@salemstate.edu (Word or Word Perfect Attachments only)

SALEM STATE COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. PERSONS OF COLOR, WOMEN AND PERSONS WITH DISABILITIES ARE STRONGLY URGED TO APPLY.

For further information, see our website.

UNIVERSITY OF THE PACIFIC

The University of the Pacific, the first chartered institution of higher education in California (1851) is a growing comprehensive university with a commitment to excellence in teaching and scholarship. It enrolls approximately 5,800 students into a diverse academic setting which comprises a College of Arts and Sciences, a Conservatory of Music, a Graduate School, and Schools of Business, Dentistry, Education, Engineering, International Studies, Law, and Pharmacy and Health Sciences, along with University College, a school of adult re-entry.

The University is currently conducting searches for full-time faculty beginning August 2002.

To apply, send letter of application, resume and three reference contacts to the ***Chairperson, appropriate department, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211.***

University of the Pacific is an equal opportunity/affirmative action employer encouraging excellence through diversity.

FACULTY POSITIONS
Start Fall 2003

CONSERVATORY OF MUSIC

- Possible openings in the area of opera, voice, music therapy, and jazz studies

These positions will be open pending budget approval

EBERHARDT SCHOOL OF BUSINESS

- Management Information Systems, assistant/associate professor, tenure track

BENERD SCHOOL OF EDUCATION

- Educational Resource Center Developmental Mathematics, instructor, non-tenure track
- Department of Educational Administration and Foundations, K-12 Administration, assistant professor, tenure track
- Department of Educational and School Psychology two positions, assistant/associate professor, tenure track, professor, tenure track
- Department of Curriculum and Instruction, Special Education (Mild/Moderate), assistant professor, tenure track

SCHOOL OF ENGINEERING

- Joint Position Electrical and Computer Engineering and Computer Science, assistant professor, tenure track
- Department of Mechanical Engineering, assistant professor, tenure track

THOMAS J. LONG SCHOOL OF PHARMACY AND HEALTH SCIENCES

- Department of Medicinal Chemistry, assistant professor, tenure track
- Department of Pharmaceutics/Pharmaceutical Sciences, assistant professor, tenure track
- Department of Pharmacy Practice, two assistant professors, tenure track
- Department of Physical Therapy, assistant professor, tenure track

Southern Connecticut State University

The University: SCSU is a comprehensive metropolitan public university. Located in historic New Haven, Southern affords access to cultural and educational advantages in one of the highly - rated living areas of the nation. Enrolling some 12,000 students, SCSU is one of four campuses of the Connecticut State University system. SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level.

School of Arts & Sciences

ASSISTANT PROFESSOR OF ANTHROPOLOGY (LINGUISTICS)

The Department of Anthropology of Southern Connecticut State University announces a tenure-track assistant professor in linguistic anthropology beginning in Fall 2003. We are seeking candidates interested in building the linguistic segment of a small but growing undergraduate program that emphasizes the four-field approach. Candidates should be able to teach introductory and advanced courses in linguistics and introductory cultural anthropology in addition to creating new interdisciplinary courses. Geographic area is open.

Qualifications: Candidates must hold a Ph.D. by Fall 2003 and show a record of academic publication. Formal application screening will begin Dec. 9, 2002, but candidates are encouraged to submit application materials at least two weeks before the AAA Annual Meeting for possible interviews there.

Send cover letter, curriculum vitae, three letters of reference and evidence of teaching skills to: **Chair, Anthropology Search Committee, Anthropology Department, Fourth Floor, Seabury Hall, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515.**

ASSISTANT/ASSOCIATE PROFESSOR OF BIOLOGY

The Biology Department at Southern Connecticut State University in New Haven, Connecticut, invites applications for a full-time tenure track assistant/associate professor position starting in Fall, 2003. We seek a general zoologist, cell/molecular biologist with a strong commitment to teaching and research on both the undergraduate and graduate levels. The candidate will teach undergraduate courses in general zoology, cell biology, developmental biology and graduate courses in cell physiology, and molecular and developmental genetics. In addition, the candidate is expected to pursue an active research program that provides opportunities for undergraduate students and students working towards their M.S. in biology.

Qualifications: Minimum requirements include a Ph.D. in Biology or Cell/Molecular Biology with a strong commitment to teaching undergraduate and graduate studies. The successful candidate will teach 12 weighted contact hours a week, hold 5 office hours, actively participate in our general biology program, engage in continued professional development, and assist with department and university service.

Applicants should submit: (1) letter of application highlighting relevant experience (2) a resume (3) letters of recommendation from 3 professional references. Please have all materials mailed to: **Dr. Dwight G. Smith, Chairman, Biology Department, Southern Connecticut State University, New Haven, CT 06515.** Closing date for applications is December 15, 2002.

ASSISTANT/ASSOCIATE PROFESSOR OF GEOGRAPHY

The Department of Geography seeks applicants at the Assistant/Associate Professor level (Tenure Track). Ph.D. required at time of appointment (August 2003) with specialization in Geographic Education. Research and teaching interests in geographic education is expected. The ability to bridge to one or more of the department's strengths is desirable. Of particular interest in GIS or Urban Studies though not exclusively. Expected to introduce new courses at the undergraduate and graduate levels, to strengthen ties with other departments, particularly with those in the School of Education. The successful candidate will demonstrate strong research and teaching potential, and is expected to contribute to the department's program at all levels, from introductory courses to graduate advising. Applicants with secondary teaching specializations, especially in political geography, economic geography and/or a regional expertise in areas other than Latin America, and Anglo America that meet the needs of the department will receive particular attention.

Send letter of application including statement of teaching and research interests, evidence of teaching ability, curriculum vita, and contact information for at least three referees (name, telephone number and email address) by 20 December, 2002, to: **Christopher Lukinbeal, Chair, Search Committee, Department of Geography, Morrill Hall, Room 118, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515-1355 (lukinbealc1@southernct.edu).**

ASSISTANT OR ASSOCIATE PROFESSOR OF PHYSICS

We seek a dedicated teacher and creative scientist with research experience in condensed matter who will join four active experimentalists in building a growing undergraduate program. Preference given to theoretical or computational physicists interested in collaborating with current faculty whose interests include ferroelectrics, semiconductor/ insulator interfaces, superconductivity, optics and physics education; experimentalists interested in these areas also considered. Responsibilities include: teaching introductory and upper-level courses for physics and other science majors, and elementary core courses for other undergraduates; mentoring majors; scholarly research, preferably involving student participation; scientific interaction with departmental faculty; professional/collegial activities. Position to begin August 24, 2003.

Qualifications: Candidates should have a Ph.D. in Physics or closely related field at the time of hire and a demonstrated commitment to undergraduate education, with evidence of teaching effectiveness. To insure full consideration, materials must be received by January 15, 2003.

Send to: **Dr. James Dolan, Chairperson, Department of Physics, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515.** Include: CV with publication list, letter describing professional goals, statement of teaching perspective and scholarly interests. Identify at least three references with phone numbers. **E-mail: dolanj1@southernct.edu.**

ASSISTANT OR ASSOCIATE PROFESSOR OF SOCIOLOGY

The Department of Sociology invites applications for a full-time, tenure-track position at the level of assistant or associate professor starting August 2003. The successful candidate is expected to teach in the areas of race/ethnicity and family. The ability to teach quantitative methods is a plus. The department offers undergraduate degrees with the following areas of specialization: race/ethnicity, family/gender, criminal justice/criminology and urban community and a Master's program.

Southern Connecticut State University is situated in New Haven, a highly diverse urban community. Candidates should submit: 1) a letter outlining their qualifications; 2) a curriculum vitae; 3) a sample of their scholarly work; 4) evidence of teaching effectiveness (i.e., course syllabi, student evaluations, and statement of teaching philosophy); and 5) three letters of recommendation.

Send materials to: **Chair, Search Committee, Department of Sociology, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06516.** Review of applications will begin on December 2 and will continue until the position is filled.

SOUTHWESTERN
COLLEGE

Biology

Southwestern College invites applications for a tenure-track position in biology to begin August of 2003. Applicants with a completed Ph.D. are preferred. We seek candidates with a background in the areas of cellular and/or molecular biology who also have expertise in either plant biology or microbiology. A commitment to undergraduate teaching is required and participation in undergraduate research is welcomed. Southwestern has a new science facility and an innovative integrative studies program. The program features greenhouse facilities, a biological field station, and an active Tri-Beta chapter. Winfield is a community of 12,000 in the tallgrass prairie region near metropolitan Wichita. More information is available at [illegible].sckans.edu/biology/listing.htm. Review of applications begins Nov. 11, 2002, and continues until a candidate is selected. Send a current vita, undergraduate and graduate transcripts, three reference letters, a statement of teaching philosophy and evidence of teaching effectiveness to **David A. Nichols, Dean of Faculty, Southwestern College, Winfield, KS. 67156.** E-mail dnichols@sckans.edu. Phone: 620 229-6205. *An EEO/AA employer*

University *of*
Hartford

Dean, College of Arts and Sciences

The University of Hartford invites applications and nominations for the position of Dean of the College of Arts and Sciences. A complete job description and application procedures are located at:

www.hartford.edu/jobs/dean.asp

EEO/AA/M/F/D/V

Southern Connecticut State University

Communication, Information and Library Science

ASSISTANT/ASSOCIATE PROFESSOR OF COMMUNICATION – SEARCH #02-123A

The Communication Department at Southern Connecticut State University is seeking a talented colleague to teach our core curriculum in Interpersonal, Small Group, and presentation skills and to teach advanced courses in Organizational Communication. Applicants must demonstrate experiential teaching expertise. In addition to teaching responsibilities, student advisement and committee work are required. This is a tenure-track position at the Assistant Professor or Associate Professor level beginning August, 2003.

Qualifications: Ph.D. in Communication plus 2-3 years teaching experience required. Professional experience is desirable.

ASSISTANT/ASSOCIATE PROFESSOR OF COMMUNICATION – SEARCH #02-123B

The Communication Department at Southern Connecticut State University is seeking a talented colleague with dual interests and abilities in the areas of organizational communication and corporate media. Applicants should be able to teach both basic and advanced courses in Organizational Communication, as well as courses requiring design software (such as PageMaker, Illustrator, PhotoShop, and PowerPoint). Applicants must demonstrate experiential teaching expertise. In addition to teaching responsibilities, student advisement and committee work are required. This is a tenure-track position at the Assistant Professor or Associate Professor level beginning August, 2003.

Qualifications: Ph.D. in Communication required; 2-3 years teaching experience desirable. Professional experience in corporate media design is desirable. This position is an anticipated opening dependent on funding.

Send a letter of application (include Search # of position desired), summary of teaching philosophy, CV, and three letters of reference to: **Dr. Mark Orner, Search Committee Chair, Department of Communication, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.** *Application review begins on November 10, 2002.*

ASSISTANT/ASSOCIATE PROFESSOR OF COMPUTER SCIENCE

The Department of Computer Science at Southern Connecticut State University invites applications for a tenure track position at the Assistant/Associate level beginning in the Fall 2003. Applicants must hold a Ph.D. in computer science or a closely related field. ABDs will be considered if degree completion is expected within one year of hiring. The successful candidate should be able to teach both undergraduate and graduate courses and should demonstrate proficiency in teaching and research.

Applications including a cover letter, a curriculum vitae, a statement of research and teaching interests, graduate transcripts, and three letters of recommendations should be sent to: **Dr. John DuPonte, Search Committee Chair, Department of Computer Science, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.** Review of applications will begin on December 16, 2002 and will continue until the position is filled.

DEPARTMENT OF INFORMATION AND LIBRARY SCIENCE OPEN RANK

The Department of Information and Library Science seeks applicants for a tenure-track position to begin Fall 2003, pending funding.

Qualifications: Earned doctorate in information science, library science, or related field; demonstrable (or potential for) highly effective teaching; demonstrable record of or potential for research, scholarship, and service. Preference will be given to candidates who teach and publish in the area of Information Science and Information Technology. Applicants near dissertation completion will be considered for one-hear appointments.

Interested candidates should send a letter of application, C.V., and names of three references to: **Dr. Mary Brown, Chair, Department of Information and Library Science, Buley 416, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.** Review begins December 1, 2002 and continues until the position is filled. Faculty will be available at ALISE 2003 to answer questions about Southern and about the department and to conduct formal interviews. Information about the program is available at **www.southernct.edu/departments/ils**

Health and Human Services

ASSISTANT/ASSOCIATE PROFESSOR OF COMMUNICATION DISORDERS

Department of Communication Disorders at Southern Connecticut State University invites applications for 9-mo. F/T tenure-track position. Responsibilities include clinical supervision, graduate and undergraduate teaching, and enhancement of interdisciplinary education and practice. Areas of interest may include one or more of the following: Voice disorders, speech science, stuttering, multicultural issues.

Qualifications include earned doctorate in Speech-Language Pathology or related area, CCC-SLP, eligibility for state licensure. Salary is competitive and commensurate with experience.

Send letter of interest, curriculum vitae, transcripts, and three letters of recommendation to: **Dr. Robert Jirsa, Chair Search Committee, SCSU, Dept. of Communication Disorders, 501 Crescent Street, New Haven, CT 06515.** *Applications must be received by 12/1/02.*

ASSISTANT/ASSOCIATE PROFESSOR OF NURSING

The Department of Nursing invites applications for a full-time faculty position at the Assistant/Associate Professor rank beginning Fall 2003. The department is seeking a dynamic and talented individual with expertise in baccalaureate and higher degree programs, experience in curriculum development, and evidence of professional and scholarly accomplishments. Specific teaching responsibilities will depend on candidate's areas of expertise. Preference will be given to candidates pursuing doctoral studies who meet other criteria.

Send materials to: **Dr. Cesarina Thompson, Chairperson, Department of Nursing, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515 or Fax (203) 392-6493.**

SCSU is an equal opportunity, affirmative action employer and actively seeks to enhance the diversity of the faculty. The university encourages women and minorities to apply.

TUFTS UNIVERSITY

U.S. Food Policy

Tufts University Friedman School of Nutrition Science and Policy Faculty member to take a leadership role in graduate teaching, research, and program development in the area of U.S. food and nutrition policy. Possible areas of research focus: vulnerable populations, child nutrition, behavior change. The faculty member would join the Food Policy and Applied Nutrition (FPAN) academic program as well as play a significant role in the work of the school's research centers. Rank open. For more information about the Friedman School see www.nutrition.tufts.edu For additional information about this position see **www.nutrition.tufts.edu/school/jobs.shtml**. Send application letter and curriculum vitae to **Dr. Beatrice Lorge Rogers, Dean for Academic Affairs, Tufts University, Friedman School of Nutrition Science and Policy, 132 Curtis Street, Medford, MA 02155.** Review of applications will begin on November 1, 2002 and continue until the position is filled. *Tufts University is an AA/EEO.*

WASHINGTON STATE UNIVERSITY

Dean of Graduate School

Washington State University, Pullman, WA. Provides leadership in developing & sustaining a broad range of graduate programs at a level of quality & excellence expected of a nationally recognized research institution.

EEO/AA employer

For info. & application procedures, **http://www.chr.wsu.edu;**
search #3192 or email: **boyan@wsu.edu**

Education

Illinois Community Colleges'

FACULTY JOB FAIR

Hosted by OAKTON COMMUNITY COLLEGE

Co-sponsored by the Hispanic Alliance for Career Enhancement (HACE), Illinois Committee on Black Concerns in Higher Education (ICBCHE), Illinois Latino Council of Higher Education (ILACHE), National Association for Asian American Professionals (NAAAP), and the National Association for the Advancement of Colored People (NAACP).

Community Colleges from Chicago, Northern and Central Illinois are recruiting full-time and part-time faculty positions.

The Faculty Job Fair will be held:

Thursday, November 7, 2002 from **3:00 p.m. - 8:00 p.m.** at **OAKTON COMMUNITY COLLEGE**, **1600 East Golf Road, Des Plaines, IL** in the **TenHoeve Center, Room 1610. Park in Lot A or D.**

A complete list of positions by discipline is available at **www.oakton.edu/jobfair**. Please bring copies of your resume.

Can't attend?

Submit application online at **www.oakton.edu/jobfair.** Please call **Oakton Community College's Human Resources Department** at **(847) 635-2191** with questions.

EOE M/F/D/V

UMASS

ASSISTANT PROFESSOR IMMUNOLOGIST

The University of Massachusetts is located in a college town in Western Massachusetts within 3 hours drive to New York and 2 hours drive to Boston. The region houses Amherst, Smith, Hampshire and Mount Holyoke Colleges and is recognized nationally as both a center of higher education and a scenic treasure offering extensive opportunities for summer and winter recreation.

The Department of Veterinary and Animal sciences at the University of Massachusetts, Amherst invites applications for a Tenure-Track faculty position at the Assistant Professor level. Applicants are required to have a Ph.D., or Ph.D./DVM, or a Ph.D./MD, post-doctoral training and to have developed an independent creative research program in molecular immunology with a focus on T cell development and maturation.

The candidate will be expected to teach an undergraduate course in immunology and immunological techniques and a graduate course in his/her area of expertise.

Applicants should send a letter of intent, statement of research interests, current curriculum vita and the names and contact information of three references to: **Dr. Samuel J. Black, Department of Veterinary and Animal Sciences, 314 Paige Lab, University of Massachusetts, Amherst, MA 01003.**

Review of applications will begin November 1, 2002 and continue until the position is filled.

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

NEW MEXICO STATE UNIVERSITY

Faculty Positions in Science, Technology, Engineering and Mathematics

NMSU is a public land-grant university, 40 miles from the U.S./Mexico border. Recognitions include:

- Doctoral/Research University-Extensive university (Carnegie Foundation for the Advancement of Teaching)
- One of the nation's best universities for Hispanic students (Hispanic Magazine and the Hispanic Outlook in Higher Education)
- "Best value for your tuition dollar" (Kaplan Newsweek College Catalog)
- 11th nationwide in federal funds received for engineering (NSF)
- 2000-2001 research expenditures exceeded $135 million

The city of Las Cruces is within two hours of national forests and state parks. The Forbes/Milken Institute ranks Las Cruces as the #1 small metro area in which to do business.

NMSU was awarded an NSF-funded ADVANCE Institutional Transformation Program grant to promote gender equity for faculty in STEM (science, technology, engineering, and mathematics) via a range of programs to recruit, develop and retain faculty. STEM searches for faculty are in progress in the following departments:

Agronomy and Horticulture
Animal and Range Science
Astronomy
Biology
Chemical Engineering
Chemistry and Biochemistry
Computer Science
Electrical and Computer Engineering
Entomology, Plant Pathology and Weed Science
Industrial Engineering
Mathematical Science
Mechanical Engineering
Physics

For more information, visit http://www.nmsu.edu/~advprog/faculty.html or contact the ADVANCE office at : (505) 646-2583 or pamhunt@nmsu.edu

NMSU is an EEO/AA employer.

DEPAUW UNIVERSITY

Uncommon success begins at DePauw

Join us as an:

Assistant Director of the Annual Fund

and be responsible for direct solicitations of $1,000-plus donors and prospects to DePauw's Annual Fund. For details about this position visit the DePauw University website at:

www.depauw.edu

DePauw University is an affirmative action and equal opportunity employer. Women and members of underrepresented groups are encouraged to apply.

UIS

UNIVERSITY OF ILLINOIS AT SPRINGFIELD
ABRAHAM LINCOLN PRESIDENTIAL CENTER FOR GOVERNMENTAL STUDIES
EXECUTIVE DIRECTOR

The University of Illinois at Springfield invites applications and nominations for the position of Executive Director of the Abraham Lincoln Presidential Center for Governmental Studies. The Presidential Center is the academic arm of the new Abraham Lincoln Presidential Library and Museum. Please visit our website for additional information: **http://alpcgs.uis.edu.**

The Presidential Center includes several new operations that are carried out in partnership with the new Abraham Lincoln Presidential Library and Museum in Springfield. These activities are: a Lincoln Leadership Academy, Lincoln Legacy Lecture Series, Public Policy Summit, dissertation support, short-term grant, research fellow, and intern programs, summer programs on Lincoln for high school students and teachers, and institutes for literacy and technology in public service. The Presidential Center also includes existing units of the former Institute for Public Affairs, including the following: an Office of Policy and Administrative Studies and its Graduate Public Service Internship Program; Center for Legal Studies; Illinois Legislative Studies Center and its Legislative Staff Internship Program; Survey Research Office; and the three major campus media units - Illinois Issues magazine, WUIS/WIPA public radio, and the UIS Television Office. The Presidential Center has an annual budget of about $14 million and a staff and faculty of over 100.

Located in the state capital, the University of Illinois at Springfield is the third campus of the University of Illinois. The UIS campus serves approximately 4,500 students in 18 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. Springfield is located between Chicago and St. Louis. It has a well-diversified economic base and an approximate population of 113,000 people and serves as headquarters for 12 nationally known insurance companies and more than 165 state, regional, and national associations. The community is recognized as a leader in the health care industry. The location offers historic small town charm with large city advantages.

The Executive Director has chief responsibility for the development of external funding, day-to-day operations, and financial management of the Presidential Center, its units, and activities and reports to the Provost of the University of Illinois, Springfield. The ideal candidate will have a minimum of four years successful administrative, supervisory, and fiscal experience; substantial experience in higher education and public affairs; qualify for an appointment as a full professor in an academic department at UIS, including a terminal degree and scholarly credentials; and have evidence of successful grant seeking and fundraising, strategic planning, oral and written communication skills, a collaborative, team-building leadership style, and the ability to lead and work with university, government, and other external constituencies. The salary and an appointment as a tenured faculty member are negotiable.

Review of applications will begin immediately and will continue until an appointment is made. For best consideration, materials should be submitted prior to December 4, 2002. Application materials should include a letter addressing how the candidate's experiences match the position requirements; a curriculum vita; and the names, titles, email and business addresses, and business and home telephone numbers of at least five references, which include faculty, administrators, students, and government and community leaders. Submission of the application and materials as an MS Word document is strongly encouraged. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Confidential requests for information, written nominations, and application materials should be sent to:

Chair, Executive Director Search Committee
Office of the Provost, PAC 528
University of Illinois at Springfield
One University Plaza
Springfield, Illinois 62703-5407
Fax: 217-206-7623
Email: gill.deborah@uis.edu

The University of Illinois, Springfield is an Affirmative Action and equal opportunity employer.
The Executive Director Search Committee is being assisted by A. T. Kearney

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ST. CLOUD STATE
UNIVERSITY
A tradition of excellence and opportunity

Director of Alumni Relations and Annual Fund
St. Cloud State University–Minnesota

St. Cloud State University offers an opportunity for a dynamic individual to join the advancement team as Director of Alumni Relations and the Annual Fund. This position has responsibility for the Alumni Relations effort for the university's 80,000 alumni as well as planning, organizing and implementing a comprehensive Annual Giving program, including telephone, direct mail and personally soliciting gifts of $1,000 and above.

We seek a candidate with the ability to think creatively and negotiate skillfully. The successful candidate will have the ability to manage multiple projects, work with volunteers, and solicit gifts. A bachelor's degree and at least at least 4 years of experience in fundraising and alumni relations, non-profit administration, or volunteer management are required. Higher education experience preferred (but not required). The successful candidate will have demonstrated ability to work with persons from culturally diverse backgrounds.

SCSU is a regional comprehensive university of over 15,000 students, and is a member of the Minnesota State Colleges and Universities system.

Review of applications will begin **November 1, 2002** and continue until the position is filled. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities, GLBT and veterans.

Applicants should send a letter of application, resume, transcripts (copies accepted for initial screening), and the names, addresses, and telephone numbers of three professional references to:

Director of Alumni Relations and Annual Fund
Search Committee Chair
Alumni House
St. Cloud State University
720 4th Avenue South,
St. Cloud, Minnesota 56301-4498

BROWN UNIVERSITY

Developmental Biology Faculty Position
Assistant or Associate Professor
Brown University
Division of Biology and Medicine

The Department of Molecular Biology, Cell Biology and Biochemistry at Brown University (http://www.brown.edu/Departments/Molecular_Biology/) announces the opening of a tenure track position in Developmental Biology to be appointed **July 1, 2003**. The appointment may be made at the level of Assistant or Associate Professor depending on the qualifications of the candidate selected.

Qualifications include a Ph.D. or M.D. degree and a demonstrated track record of excellence in research. The applicant will be expected to pursue an independent, vigorous, externally-funded research program in developmental biology of multicellular organisms, and to be an active member of the NIH-funded predoctoral training program in Molecular Biology, Cell Biology and Biochemistry. The applicant will also be expected to participate in graduate and undergraduate teaching.

The Search Committee will give full consideration to applications received by **December 1, 2002** that include a curriculum vitae, description of research interests, and at least three letters of reference (or 5 letters for senior applicants). Application materials should be sent to: **Dr. Gary M. Wessel, Developmental Biology Search Committee Chair, c/o Mary Martinez, Department of Molecular Biology, Cell Biology and Biochemistry, Brown University, Box G-115, Providence, RI 02912.** Letters of reference should be sent under separate cover to the same address.

Brown University is an EEO/AA Employer and invites applications from women and minorities.

BEST COPY AVAILABLE

ORLANDO, FLORIDA

Provost

VALENCIA COMMUNITY COLLEGE, a large, diverse, multi-campus institution, seeks a new, executive-level academic leader with an effective collaborative style to guide us in achieving extraordinary learning outcomes. The Provost reports directly to the district Chief Learning Officer (CLO). The Provost is responsible for Valencia's academic and administrative leadership over a large diverse campus enrolling 13,000 students annually, and for administrative processes and strategic decisions made in concert with the shared governance teams of the college.

Valencia Community College has been designated a Vanguard Learning College by the League for Innovation in the Community College, and is committed to a transformation based on the learning paradigm.

For more information and/or to apply, visit our Web site:

valenciacc.edu/jobs/provost

Applications must be submitted via the Web site
by 5 p.m. Eastern Standard Time, November 26, 2002.
For questions, contact Jennifer Page at 407-582-1231.

VALENCIA

An equal opportunity employer

ASSOCIATE VICE PRESIDENT for DEVELOPMENT

The University of Toledo

The University of Toledo seeks an Associate Vice President for Development.

The University of Toledo is a Carnegie Doctoral/Research Extensive state-supported university in northwest Ohio with approximately 3,000 full-time and part-time faculty and staff and approximately 20,000 students.

The Associate Vice President for Development has primary responsibility for the design and implementation of a comprehensive fund-raising program. In cooperation with the college Deans and the Directors of Development, the Associate Vice President will provide coordination and communication of fund-raising goals and objectives. In conjunction with the University President and the Vice President for Institutional Advancement, the Associate Vice President will coordinate the identification, cultivation and solicitation of institutional prospects and will maintain an active portfolio of prospects.

The Associate Vice President for Development will have a minimum of seven to ten years of experience and demonstrated skill in strategic planning, capital campaigns, planned giving and major gifts solicitation, as well as excellent communication skills and a team-oriented management style. An undergraduate degree is required; graduate degree preferred.

Additional information about The University of Toledo is available on the website: www.utoledo.edu.

Interested candidates should submit a cover letter addressing stated responsibilities and qualifications, a resume, and the names of five references, with contact information, to: The University of Toledo, Human Resources Department, Toledo, OH 43606-3390 or Fax 419/530-1490 or E-Mail: acarder2@utnet.utoledo.edu. Please use only one method of application. Review of applications will begin November 8, 2002, but the position will remain open until filled.

THE UNIVERSITY OF TOLEDO

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

Colorado State University

Knowledge to Go Places

POSITION DESCRIPTION

DEAN, COLLEGE OF LIBERAL ARTS

Colorado State University invites applications and nominations for the position of Dean of Liberal Arts. This is an exciting opportunity for an outstanding individual to provide the visionary leadership necessary for the University's largest college. For a complete job description please see our website at http://jobs.colostate.edu/. If you need further information, please contact Dr. Nancy Hartley, Dean, College of Applied Human Sciences, Colorado State University, phone (970) 491-5841, Nancy.Hartley@colostate.edu.

Education

Reference Librarian/ Social Science Liaison

(Search # 02A363)
(Librarian II/III - UCP V/VII)

University of Connecticut, Stamford Campus
Jeremy Richard Library

For full ad, see:

http://www.lib.uconn.edu/jobopps/Stamfrd.htm

EEOE

WILLIAMS COLLEGE FACULTY POSITIONS

Williams College has openings in several fields. Unless otherwise noted, the positions are at the assistant professor level for three-year terms, beginning academic year 2003-2004, with possibility of reappointment and consideration for tenure, although advanced candidates with exceptionally strong records of teaching and research are also invited to apply. Candidates should have the Ph.D. in hand or dissertation completed by time of appointment (exceptions and/or other terminal degrees so noted). Name of department chair or contact and application deadline follow name of field. Hard copy application required.

- **ANTHROPOLOGY** (David Edwards; **Nov. 30**) One tenure-track position in U.S. Latino/a Studies. See **http://www.aaanet.org**.
- **ASIAN STUDIES** (See Chinese, Japanese, and Korean)
- **BIOLOGY** (Heather Williams; **Dec. 5**) One tenure-track position in molecular and cellular neurophysiology. One tenure-track position in plant growth and development. Postdoctoral experience required. See *Science*, **http://recruit.sciencemag.org/jobsearch.dtl**. and **http://www.williams.edu/Biology**.
- **CHINESE** (George Crane; **Jan. 15**) One one-year visiting position in Chinese language.
- **ECONOMICS** (David Zimmerman; **Dec. 6**) One or more tenure-track positions, field open but special interest in economic development, finance, environmental and natural resource economics, industrial organization, and economic history. One or more tenure-track positions at the advanced assistant professor level, Ph.D. and 3 or more years teaching experience at college/university level, field open. One senior-level position, Ph.D. and strong record of scholarship and evidence of effective teaching required, and interest in active role with Center for Development Economics. See JOE, **http://www.eco.utexas.edu/joe**.
- **ENGLISH** (Christopher Pye; **Nov. 11**) One tenure-track position in U.S. Latino/a literature. One one-year visiting position in cultural theory. One three-year part-time senior visiting position in fiction writing, either semester. See *MLA Job Information List*, **http://www.mla.org**. and **http://www.williams.edu/English**.
- **ENVIRONMENTAL STUDIES** (Henry Art; **Dec. 1**) One one-semester visiting position, preferably spring 2004, for one course in international environmental issues, for candidates in arts and humanities. See **http://www.williams.edu/CES**.
- **GERMAN/RUSSIAN** (Bruce Kieffer; **Dec. 1**) One visiting position in Russian language and literature. See *MLA Job Information List*, **http://www.mla.org**. and **http://www.aatseel.org**.
- **HISTORY** (William Wagner; **Nov. 25**) One tenure-track position in middle eastern history since 1500. One tenure-track position in American colonial/North Atlantic history. One one-year visiting position, renewable for a second year, in African-American history. See *AHA Perspectives*, **http://www.theaha.org/** and History *H-Net* Job Guide, **http://www.matrix.msu.edu/jobs/**.
- **JAPANESE** (George Crane, **Dec. 1**) One tenure-track position in Japanese language and culture. See **http://www.aasianst.org**.
- **KOREAN STUDIES** (TBA) One one-year visiting position, at associate or professor level, for candidates in a variety of disciplines. Participating departments to be announced.
- **LATINO/A STUDIES, U.S.** (See Anthropology, English, Political Science, and Sociology)
- **LINGUISTICS** (Julie Cassiday; **Nov. 30**) One tenure-track position in theoretical linguistics, specialization open, for candidates in anthropology and sociology, Asian studies, classics, computer science, German and Russian, psychology, philosophy, and romance languages. See **http://www.mla.org** and **http://www.lsadc.org/web2/jobsfr.htm**.
- **MATHEMATICS & STATISTICS** (Olga Beaver, **Nov. 25**) Two tenure-track positions in mathematics. See **http://www.ams.org**. One tenure-track position in statistics. See **http://jobs.amstat.org**.
- **MUSIC** (David Kechley) One tenure-track position in theory and analysis (**Dec. 1**). One one-year visiting position in theory/composition/music technology (**Dec. 15**). One one-semester, fall 2003, visiting position for musicologist specializing in 20thc music (**Jan. 24**). See **http://www.williams.edu/Music**.
- **PHILOSOPHY** (Alan White; **Dec. 2**) One tenure-track position in ethics. See *Jobs for Philosophers*, **http://www.udel.edu/apa**.
- **PHYSICS** (Kevin Jones; **Dec. 1**) One tenure-track position in physics with preference for candidates with computational or theoretical research interest. Postdoctoral experience preferred. See *Physics Today*, **http://aip.jobcontrolcenter.com**, and **http://www.williams.edu/physics/**
- **POLITICAL SCIENCE** (Gary Jacobsohn) One tenure-track position in American politics (**Nov. 29**). One tenure-track position in U.S. Latino/a politics (**Dec. 13**). One anticipated tenure-track position in political theory (**Nov. 29**). See *APSA Newsletter*, **http://www.apsanet.org**.
- **PSYCHOLOGY** (Al Goethals; **Nov. 1**) One two-year visiting position in developmental clinical psychology. See *APA Monitor*, **http://www.apa.org** and *APS Observer*, **http://www.psychologicalscience.org**.
- **RELIGION** (Georges Dreyfus; **Oct. 20**) One tenure-track position in religion, philosophy, and culture. See OPENINGS, **http://www.aarweb.org/openings/current.asp**.
- **ROMANCE LANGUAGES** (Leyla Rouhi; **Nov. 30**) One tenure-track position in 19thc. and/or 20th c. French literature in the area of prose fiction and literary criticism. One tenure-track position in Francophone literature, area open, Franco-Caribbean or Franco-African preferred. See *MLA Job Information List*, **http://www.mla.org**.
- **SOCIOLOGY** (James Nolan; **Nov. 30**) One tenure-track position in U.S. Latino/a Studies. See *ASA Employment Newsletter*, **http://www.asanet.org**.
- **THEATRE** (David Eppel; **Open**) One senior position as chair in theatre. See *THEatreJOBLIST* at **http://www.theatre-service.com** or *ArtSEARCH* at **http://www.tcg.org**.

Further inquiries concerning any of these positions should be directed to the appropriate department; general inquiries regarding hiring at **Williams College, to the Dean of the Faculty, Hopkins Hall, Williams College, Williamstown, MA 01267.**

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, and the Center for Environmental Studies as well as extensive library and museum collections, a center for information technology, and well-equipped laboratories. See also Williams College website (**http://www.williams.edu**). *An Affirmative Action/Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.*

KENYON COLLEGE

Visiting Assistant Professor of German

Kenyon College seeks a Visiting Assistant Professor of German to teach language, literature and culture at all levels. Beginning in the fall 2003, this will be a year-long sabbatical replacement position with a 3:2 teaching load. Specialization in eighteenth and nineteenth century literature preferred. Cultural studies background is also desirable. Native or near-native fluency and evidence of teaching excellence is required, Ph.D. preferred.

To apply, send a letter of application, CV, graduate transcripts and three letters of recommendation to: **Evelyn Moore, Chair of German Search Committee, Department of Modern Languages and Literatures, Kenyon College, Gambier, Ohio 43022.** Review of dossiers will begin November 30th.

Kenyon College is a highly selective, independent, national liberal arts college of 1500 students located in the beautiful village of Gambier, 50 miles northeast of Columbus, Ohio. Kenyon welcomes diversity, offers competitive salaries and has an excellent benefits package, including spouse and domestic partner benefits.

An EOE, Kenyon welcomes diversity and encourages the applications of women and minority candidates.

STATE UNIVERSITY OF NEW YORK COLLEGE OF TECHNOLOGY AT ALFRED

ASSISTANT/ASSOCIATE PROFESSOR BUSINESS TECHNOLOGIES – TENURE TRACK

Ph.D. in management, law, business, or related field required. Professional licensure or certification in accounting, financial planning, and/or law also desired. Possession of the CPA, CMA, CFP or ChFC certificate and college-level teaching experience will be viewed favorably. Responsibilities include teaching, curriculum development, academic advisement, student recruitment and service to the college.

Starting January 2003. Salary is commensurate with qualifications and experience. For full description, see web site: www.alfredstate.edu. Review of letters of interest will begin immediately and continue until position is filled. Send letter of interest with resume, and names, addresses, and telephone numbers of at least three references to:

Director Human Resources, Pioneer Center
SUNY College of Technology at
Alfred State College, Alfred, NY 14802

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply.

Alfred State
SUNY College of Technology

BEST COPY AVAILABLE

Loyola Marymount University

OPENINGS FOR 2003-04

Loyola Marymount University is currently seeking applicants for the following faculty positions, which will be available in the Fall 2003. All positions listed are tenure track and at the Assistant Professor level unless specified. Salaries are competitive and commensurate with background and experience.

BELLARMINE COLLEGE OF LIBERAL ARTS

African American Studies is an interdisciplinary department. Candidates from all social science disciplines are encouraged to apply, however, special consideration will be given to candidates with a Ph.D. degree in Africana/African American Studies. The Ph.D. is required at the time of the appointment. Position requires teaching three classes per semester which may include teaching in American Cultures and a strong commitment to research. Experience in teaching research methods is also preferred. An emphasis on some aspect of African American Culture (e.g. Hip Hop, Rap music, the Civil Rights Movement, Jazz, Black folktales, etc.) is desirable. Send application, curriculum vitae (including email address), three letters of reference, sample syllabi and evidence of effective teaching effectiveness and research potential to Dr. John A. Davis, Chair, African American Studies, UH Suite 4319, MS 8410. Review of applications will begin on November 1, 2002 and continue until the position is filled. **Economics.** Appointee will be expected to teach and conduct research in Industrial Organization. One other field of teaching and research expertise should include Experimental Economics, Econometrics or Finance, whereby preference will be given to Experimental Economics in order to help build a departmental specialty in that area. The successful candidate should be able to teach lower and upper division undergraduate courses effectively and to carry out research publishable in respected, refereed journals. For best consideration please submit the following materials by October 25, 2002: letter of application, current curriculum vitae, sample(s) of research, teaching evaluations, and three or more letters of reference to Chair, Search Committee, Department of Economics, UH Suite 4200, MS 8410. **History.** Two positions. **(1) Nineteenth-Century American History 1850-1900** (excluding American West and Borderlands). Applicant must be able to teach Civil War and Reconstruction. Preference will be given to candidates who can teach courses in one or more of the following areas: the South, Industrialization, Gender, and Economic History. Teaching responsibilities include survey courses in Modern American History. Ability to teach survey course in Western Traditions 1500-present is desirable. Ph.D. is required. By November 12, 2002, applicants should send letter of application, curriculum vitae (including email address), academic transcripts, three letters of recommendation and evidence of teaching ability and research/publication potential to Dr. Joseph Tiedemann, Chair Search Committee, Department of History, UH Suite 3500, MS 8415. **(2) History of Russia.** Desired topics of specialization include one or more of the following areas: state building, rebellions, religious conflicts, minorities, and socio-economic developments. Teaching responsibilities include survey courses in western civilization and world history and upper division courses in areas of specialization. Ph.D. is required. By November 12, 2002, applicants should send letter of applications, curriculum vitae (including email address), academic transcripts, three letters of recommendation and evidence of teaching ability and research/publication potential to Dr. John H. Grever, Chair Search Committee, Department of History, UH Suite 3500, MS 8415. **Modern Languages.** Successful candidate will have a knowledge of and expertise in the application and assessment of foreign Language pedagogy and proficiency. A working knowledge of CAS/CAI, multimedia and other technologies for foreign language learning essential, as well as experience in teaching foreign languages at the undergraduate level. The candidate will direct the Language Center in addition to teaching classes in our French, Spanish, German or Italian programs. Applicants should have a Ph.D. in applied linguistics, linguistics or in French, German, Italian or Spanish. Evidence of strong scholarship or scholarly potential in areas consistent with the requirements of the position is necessary. Interviews will be held at the MLA convention in New York. By November 15 send letter of application, dossier, and three letters of recommendation to Aine O'Healy and Veronique Flambard-Weisbart, Co-Chairs of the Search Committee, Department of Modern Languages and Literatures, MS 8160. Philosophy. Two positions available. (1) AOS: **Metaphysics or Epistemology in the Analytic Tradition.** AOC: Logic. Applicants should have an interest in contributing to the broad Catholic tradition of philosophical inquiry. Send dossier, including curriculum vitae, three confidential letters of recommendation, evidence of teaching effectiveness and a writing sample (not to exceed 25 pages), by November 22, 2002, to Dr. Timothy Shanahan, Search Committee Chair, Department of Philosophy, MS 8415. (2) AOS: **20th Century French Continental.** AOC: Open/American Pragmatism preferred. Applicants should have an interest in contributing to the broad Catholic tradition of philosophical inquiry. Send complete dossier, including curriculum vitae, three confidential letters of recommendation, evidence of teaching effectiveness and a writing sample (not to exceed 25 pages), by November 22, 2002, to Dr. Elizabeth Morelli, Search Committee Chair, Department of Philosophy MS 8415. Pre-arranged interviews for both positions will be conducted at the meeting of the Eastern Division of the APA in Philadelphia. **Sociology.** Candidates for the position are expected to have completed the Ph.D. by August 2003. Teaching responsibility will include courses in two or more of the following areas: occupations and work, comparative urbanization, and; media and society. A successful applicant will also be expected to teach research methods and introduction to sociology. Ability to teach effectively at the undergraduate level is essential. Applicants should send a letter of application, curriculum vitae (including email address), academic transcripts, three letters of recommendation, evidence of teaching ability, research and publication to Dr. Jim Faught, Chair Search Committee, Department of Sociology, MS 8410. Completed applications must be received by December 2, 2002. **Theological Studies.** Two positions available. **(1) Christian Ethics:** applicants should have an expertise in the Catholic moral tradition and be able to reach courses in social ethics, e.g., Catholic social thought, environmental ethics, feminist ethics, or liberation ethics. Interested applicants are invited to send curriculum vitae, statement of teaching and research interests, three letters of recommendation and transcripts by November 1, 2002 to Dr. Christopher Key Chapple, Christian Ethics Search Committee Chair, Department of Theological Studies, MS 8400. **(2) Early Christianity:** Competence in both the theology and the various social contexts of the Christian literature of the first five centuries is required. Interested applicants are invited to send curriculum vitae, statement of teaching and research, three letters of recommendation and transcripts by November 1, 2002, to Dr. Douglas Burton-Christie, Early Christianity Search Committee Chair, Department of Theological Studies, MC 8400. BOTH positions involve a strong commitment to both undergraduate and graduate education in a Catholic university marked by significant cultural diversity. Candidates must show promise in research and in teaching. The Ph.D. or equivalent is required.

COLLEGE OF BUSINESS ADMINISTRATION

Finance. Two positions available. **(1) Management Information Systems:** applicants should expect to receive or already have a Ph.D. or D.B.A. in Management Information Systems or a closely related field by Fall 2003 and be able to demonstrate a strong potential for quality teaching and research. Must be able to teach introductory and advanced courses in computer information systems and technology at both the undergraduate and MBA levels. Prior teaching experience is highly desirable. By December 15, 2002, candidates should send letter of application, curriculum vitae, three letters of recommendation and a sample of recent research to: Dr. Dolphy Abraham, Hilton Center for Business, MS 8385, e-mail: **dabraham@lmu.edu. (2) Finance:** applicants should expect to receive or already have Ph.D. or D.B.A. in Finance Fall 2003 and be able to demonstrate strong potential for quality teaching and research, ability to teach corporate finance and other finance courses at both the graduate and undergraduate levels. Prior teaching experience and/or an interest in international finance and/or financial markets and institutions are a plus. Candidates should send letter of application, curriculum vitae, three letters of recommendation and sample of recent research to: Dr. Larry Tai, Hilton Center for Business, MS 8385, e-mail: ltai@lmu.edu. **Management.** Seeking to fill position within its nationally recognized Entrepreneurship area with a strong interest in Strategic Management. Responsibilities include teaching at the undergraduate and MBA levels within the Entrepreneurship Programs and in the Management Department's required courses. Significant research activity in Entrepreneurship is also required as well as service to the institution and the profession. Requirements include a commitment to educational excellence with evidence of high quality teaching performance and significant potential for important scholarly contribution to the field of Entrepreneurship. An earned Doctorate in Business Administration is also required. The College of Business Administration is AACSB accredited awarding both BA and MBA degrees. Application deadline is December 15, 2002. Send application to Dr. Jeffrey Gale, Management Department, MS 8385 or jgale@lmu.edu.

COLLEGE OF COMMUNICATION AND FINE ARTS

Communication Studies. Two positions available. **(1) Organizational Communication:** The successful candidate will teach qualitative research methods, and advise senior thesis projects. Candidates are also expected to teach the basic course in organizational communication and are encouraged to develop coursework in specialized advanced organizational communication coursework in areas of their expertise. The successful candidate must have a Ph.D. in Organizational Communication at the time of appointment, demonstrate the potential for teaching excellence and have an active research program in organizational communication. **(2) Rhetorical Theory and Criticism:** The successful candidate will teach rhetorical theory and criticism and supervise student research projects. Additional areas of competence should include one or more of the following: rhetorical research methods, media studies, social movements, and critical rhetoric. Applicants are encouraged to develop other specialized areas of their expertise. Applicants must have a Ph.D. in Communication with an emphasis on rhetorical studies at the time of appointment, demonstrate the potential for teaching excellence and have an active research program in rhetorical studies. For either position please send letter of application, curriculum vitae, evidence of teaching effectiveness, representative publications, and three letters of recommendation to Dean Scheibel, Ph.D., Acting Chair, Communication Studies Department, MS 8230. Review of applications will begin on December 1, 2002; applications will be accepted until the positions are filled.

COLLEGE OF SCIENCE AND ENGINEERING

Computer Science. Ph.D. in computer science or related field is required. The successful candidate will possess excellent teaching skills, the potential to develop undergraduate and graduate courses, and the ability to develop a strong research program in the area of computer science. **Electrical Engineering.** Ph.D. in electrical engineering or related field is required. The successful candidate will possess excellent teaching skills, the potential to develop undergraduate and graduate courses, and the ability to develop a strong research program. **For either of these positions,** qualified applicants should submit a cover letter, curriculum vitae, three references, and a statement addressing the applicant's ability to excel in teaching, be productive in research and contribute to the mission of the University to Barbara Marino, Ph.D., Chair, Department of Electrical Engineering and Computer Science, MS 8130, or bmarino@lmu.edu. The committee will begin reviewing the applications January 10, 2003, and will continue until the position is filled. The Department of Electrical Engineering and Computer Science offers Bachelor and Master degrees in computer science and electrical engineering. Mechanical and civil engineering programs and programs in computer engineering, pure and applied mathematics also reside in the College of Science and Engineering.

SCHOOL OF EDUCATION

Three positions available: (1) Curriculum (2) Second Language Acquisition (3) Special Education/Inclusion Teaching Methodology. The desired qualifications for these positions are as follows: Earned Doctorate in Education by August 2003; experience in K-12 multicultural urban education settings; evidence of the ability to teach at Graduate/Doctoral levels; evidence of the commitment to conduct research leading to publication; competency in integrating technology into instruction; potential to contribute to the University/School of Education Mission and Goals; compatibility with the School of Education Conceptual Framework. A letter of application, current curriculum vitae and three letters of reference, with phone numbers, should be submitted no later than November 15, 2002 to: Shane P. Martin, Ph.D., Associate Dean/Chair, Search Committee, MS8425.

SCHOOL OF FILM AND TELEVISION

Three positions available: (1) Animation. Teach animation production/ aesthetics/ philosophy in the Animation major. Teach undergraduate students beginning, intermediate and advanced animation with professional level of competence in a variety of traditional animation and digital animation courses (both 2D and 3D skill sets). Assist Program Coordinator to develop and implement curriculum. Comprehensive knowledge of traditional methodology and knowledge of tools, techniques and process are required. Candidate must have excellent computer and software competency in both Macintosh and PC environments. Advising, in addition to other administrative duties, is a required part of the faculty's responsibility. **(2) Cinematography**. The successful candidate must have a clear understanding of the entire film production process and related equipment. The candidate must demonstrate expertise in both traditional Cinematography and Electronic Cinematography. An important responsibility of this position is teaching lighting on the sound stage and televisions studio, as well as location. The candidate will teach cinematography and production classes at both the undergraduate and graduate levels. **(3) Television Production.** The successful candidate must have a strong background in television production and experience teaching storytelling through multi-camera studio production, single-camera video production, non-linear editing, and television directing at both the undergraduate and graduate levels. Participate in guiding the development of the television major to keep pace with changes in the television field. **For either of these positions,** the deadline for applications is December 15, 2002, or until position is filled. Applicants should send the following materials: letter of application, which includes a description of the applicant's experience and a vision statement; curriculum vitae; three references, including names, addresses and telephone numbers; and the applicant should clearly indicate which position is being sought to: Office of the Dean, Coordinator of Search Committees, School of Film and Television, MS 8230.

Application, curriculum vitae, evidence of scholarly and/or professional activity or teaching effectiveness, letters of recommendation, or requests for more information should be sent to:

(Person and Department indicated)
Loyola Marymount University
One LMU Drive
Los Angeles, California 90045-2659
MS-0000 (as indicated)

For additional information regarding the University, please visit our web site: www.lmu.edu

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty-housing assistance. Women and Minorities are strongly encouraged to apply. All applicants are expected to have authorization to work in the US (U.S. Citizen or Permanent Resident).

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, Graduate Programs in Education, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

OHSU

Director Research Support Office

Oregon Health & Science University is located in Portland, Oregon, one of the most livable cities in the US. OHSU is comprised of OHSU hospital, Doernbecher Children's Hospital, School of Nursing, School of Medicine, School of Dentistry, GI School of Science and Engineering and numerous primary care and speciality clinics, multiple research institutes and several outreach and public service programs.

Responsible for monitoring all sponsored project applications/proposals for compliance with federal, agency, and University regulations. Supervise staff. Act as Institutional Official (as delegated by the Vice President for Research) in all pre award grants management areas. Analyze and evaluate the impact of changes in federal and state regulations on the policies and directions of RSO. Work collaboratively with other Research Administration units (Sponsored Projects Administration, Technology and Research Collaborations, Research Compliance). Serve as a resource and advocate on behalf of Principal Investigators, campus departments, and OHSU Senior Management. Develop, implement and maintain overall pre award ERA/grants management system for submission and tracking of sponsored project proposals. Educate campus research community about research guidelines and compliance requirements. Ensure that the Policy & Procedure manual and other information about requirements and operations are current. Prepare reports to OHSU and regulatory agencies. Work collaboratively with other research entities both locally and throughout the country.

Requires bachelors degree. Masters degree preferred. Minimum 5 years research/sponsored projects administration related experience required, preferably in an Academic Medical Center/Health Sciences environment. Demonstrated ability to provide efficient, effective management in a research administration environment. Experience in pre award required. Experience in post award preferred. Minimum 5 years of proven management experience required. Demonstrated working knowledge of grants management related regulations and guidelines including federal Cost Accounting Standards (CAS), and federal regulations related to sponsored projects administration (A-21 and A-110), all applicable laws and regulations related to human and animal subjects, and technology transfer.

Please submit resume to seitsk@ohsu.edu referencing position UPAR 850010812KS

Visit our web site at www.ohsu.edu for more information.

OHSU is an equal opportuntiy and affirmative action employer.

SENIOR DIRECTOR for HEALTH and WELLNESS

The University of Toledo

The Division of Student Affairs at The University of Toledo invites applications for the position of Senior Director for Health and Wellness. This position will be responsible for leadership, direction, management, and all aspects of hiring and personnel issues of two major programs, which include the Student Medical Center and University Counseling Center. The Senior Director will also develop the annual budget and administer operations to assure compliance with providing services, which cultivate healthy living and healthy choices on campus. Applicants must have a Master's degree in Business or Public Health; a current license or appropriate certification in a primary practice discipline, i.e., licensed professional nurse; five to seven years of administrative leadership experience; and three to five years of administrative and supervisory experience in college health and psychological services. Applicants should also demonstrate knowledge, skills, and abilities that promote and provide excellent and advanced level of services to areas of health and wellness. This position reports to the Vice President for Student Affairs.

Applications received on or before November 8, 2002 will receive full consideration. Interested applicants should submit a cover letter (including position title and Job #3140), a resume and the name and telephone numbers of three professional references to: The University of Toledo, Human Resources Department, AVP/Dean of Students Search, Toledo, OH 43606-3390 or Fax 419/530-1490 or E-Mail: acarder2@utnet.utoledo.edu. Please use only one method of application.

THE UNIVERSITY OF TOLEDO

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

Roosevelt University is a thriving independent metropolitan institution with 7,400 students enrolled at campuses in downtown Chicago and northwest suburban Schaumburg, Illinois. Five colleges offer an extensive array of dynamic programs in the arts and sciences, business, education, performing arts, and adult education and professional studies. All professorial positions are full-time and tenure track.

College of Arts and Sciences

Economics. Asst Professor. Teach macroeconomics and one other field. PhD by 8/15/03 required; teaching experience, active research program.

English. Asst Professor. British lit; 18th century preferred. Teach lit and comp. PhD by 8/15/03 required; teaching experience; research.

English. Asst Professor. African-American lit. Teach lit and comp. PhD by 8/15/03 required; teaching experience; research and/or creative publications.

Geography/Environmental Science. Asst Professor. Teach; supervise student research. PhD; commitment to teaching; research or employment in environmental science.

Public Administration. Asst Professor. Strong interest in health administration. ABD required; doctorate preferred.

Telecommunications/EET. Asst/Assoc Professor. Network engineering and design, data communications, or network management. PhD in computer science, telecommunications or closely related field; teaching experience; research.

Walter E. Heller College of Business Administration

Dean. Chief academic and administrative officer for the college; leadership in academic life, external financial resources, and growth and development; planning, governance, and budget. Doctorate preferred; master's required. Demonstrated leadership and management skills; planning and budgeting experience.

Real Estate. Professor, with tenure. Teach, develop programs, research, nurture relationships with businesses. Doctorate in real-estate related field; minimum 10 years' teaching and research.

Chicago College of Performing Arts

Keyboard Pedagogy. Asst Professor. Teach elementary class piano and keyboard skills for undergrad music majors; may include secondary piano and piano pedagogy. Doctorate in performance of pedagogy required for tenure; university-level teaching required.

Music Education. Asst Professor. Specialty in elementary/general music. Teach, supervise student teachers, outreach to public schools. Doctorate in music ed; five years' public school experience; scholarship.

Music History and Literature. Asst Professor. Teach undergrad and master's courses, advise theses. Doctorate required for tenure track; evidence of excellence in teaching and scholarship.

Piano. Asst Professor. Teach undergrad and grad performance majors. Master's degree required; doctorate preferred; teaching experience, high level of professional achievement.

Theatre/Movement. Asst/Assoc Professor. Professional artist/educator; teach and coach undergrad and grad movement. MFA or doctorate required; professional theatre and university-level experience.

College of Education

Teacher Preparation. Assoc Professor/ Dept Chair. Direct five teacher prep programs; budget, scheduling, assessment, faculty leadership. Doctorate, scholarship, teaching experience in public schools.

For more detailed information on particular openings and search timelines, see our web site at **www.roosevelt.edu/jobs**, or contact the sponsoring college directly.

Applications for each position should include a cover letter, curriculum vitae and names of three references, and should be addressed to: Faculty Search Committee, c/o **Dr. Louise Love, Associate Provost, Roosevelt University, 430 S Michigan Ave, Chicago IL 60605, llove@roosevelt.edu.**

True to its founding heritage of principled commitment to tolerance and opposition to discrimination, Roosevelt University is an equal opportunity/affirmative action employer.

WAYNE STATE UNIVERSITY

WAYNE STATE UNIVERSITY'S-AACSB- International accredited School of Business Administration invites applications for the following positions:

- **Management**-Associate Professor/Professor and Department Chairperson;
- **Information Systems & Manufacturing**-Assistant Professor/Associate Professor/Professor;
- **Accounting**-(2 positions) Assistant Professor/Associate Professor;
- **Finance**-Associate Professor/Professor and T. Norris Hitchman Endowed Chair of Finance;
- **Marketing**-Associate Professor/Professor Kmart Endowed Chair of Marketing.

Salaries are highly competitive with a comprehensive benefits package. Review of applications will begin on November 1, 2002 and continue until the positions are filled. Send letter and resume to: **Assistant Dean of Administrative Affairs, School of Business Administration, Wayne State University, Detroit, MI 48202.** *Wayne State University is an equal opportunity/affirmative action employer.*

California State University Channel Islands

CSUCI seeks applicants for full-time tenure-track faculty positions in 29 subject areas.

See our website for more information and to apply on-line:

www.csuci.edu

(805) 437-8455

AN EQUAL OPPORTUNITY/TITLE IX EMPLOYER

HARVARD DIVINITY SCHOOL

Harvard Divinity School announces a search to fill two positions in New Testament and Early Christian Studies at the assistant or associate professor rank (non-tenured). Candidates should be familiar with current theories of religion and demonstrate methodological sophistication regarding communities of interpretation, both ancient and contemporary. The areas of specialization are open and could include, for example, Gospel or Pauline studies, sociological approaches, feminist studies, history of early Christian theology, archaeology, the interaction of Judaism and Christianity, or the context of Christianity in the Roman Empire. Candidates should be familiar with forms of analysis that address race, gender, and social location.

Applicants should have the doctoral degree as of June, 2003, be competent in the necessary research languages, be able to teach at both the doctoral and master's levels, and be able to further the school's mission, namely, to foster critical scholarship and imaginative teaching, to prepare persons for professional ministry, and to develop religious leaders who contribute to the public discussion of contemporary issues. In addition to working with students in the Divinity School, he or she will also teach undergraduates and graduate students who are affiliated with the faculty of Arts and Sciences through the Committee on the Study of Religion.

Harvard University is an equal opportunity, affirmative-action employer and encourages applications from and nominations of women and/or ethnic minority candidates.

Letters of application or nomination, accompanied by a recent curriculum vitae, three letters of recommendation, a writing sample and/or publications should be sent to **Professor Karen L. King, New Testament Search Committee, c/o Monica Beatty, Faculty Search Coordinator, Harvard Divinity School, 45 Francis Avenue, Cambridge, Massachusetts 02138.** Review of applications begins October 15. Email: monica_beatty@harvard.edu or karen_king@harvard.edu.

RICE

Rice University invites applications and nominations for the position of Dean of the School of Humanities. The dean is expected to demonstrate a clear vision for the humanities, an intellectual engagement in the diverse humanistic fields, and excellent interpersonal skills including the ability to lead. The dean must also have a strong grasp of the challenges and opportunities confronting the humanities in order to represent the School of Humanities to a variety of constituencies, and participate in University fund-raising initiatives. The dean will report to the provost.

Rice University is an independent, coeducational, nonsectarian, private university dedicated to undergraduate and graduate education, research, and professional training in selected disciplines. Located in Houston, Texas, Rice has an undergraduate student population of 2700, a graduate and professional student population of 1667, and a full-time faculty of 481. The School of Humanities consists of 11 departments and other degree granting programs with 120 full-time faculty members. There will be opportunities to recruit faculty for humanities positions.

Applicants must have a strong record of scholarship commensurate with a tenured appointment at Rice University. Prior experience in academic administration is preferred. Salary is commensurate with experience and qualifications. To ensure full consideration, applications and nominations should be submitted by November 15. Rice University is an affirmative action/equal opportunity employer; women and minorities are encouraged to apply.

If you are interested in this position, please send a letter discussing your qualifications, including current curriculum vitae to:

Heidrick & Struggles, Inc.
Lyndon A. Taylor
1221 McKinney, Suite 3050
Houston, TX 77010
ricedean@heidrick.com
Phone: 713-751-3048
Fax: 713-751-3018

UTEP

The University of Texas at El Paso

Tenure-Track Faculty Positions, Fall 2003

- **College of Business Administration**
  - Accounting
  - Economics and Finance
  - Information and Decision Sciences
  - Marketing and Management
- **College of Education**
  - Educational Leadership & Foundations
  - Educational Psychology & Special Services
  - Teacher Education
- **College of Engineering**
  - Civil Engineering
  - Computer Science
  - Electrical & Computer Engineering
  - Mechanical & Industrial Engineering
- **College of Health Sciences**
  - Health Sciences
  - Occupational Therapy
  - Physical Therapy
  - Nursing
- **College of Liberal Arts**
  - Art
  - Communication
  - English
  - History
  - Languages and Linguistics
  - Philosophy
  - Political Science
  - Psychology
  - Social Work
  - Sociology
  - Theatre Arts
- **College of Science**
  - Biology
  - Mathematical Sciences
  - Physics

All positions are open until filled. Contact the department for information at **UTEP, 500 W. University Ave., El Paso, TX 79968, (915) 747-5000,** or visit our Web site at www.utep.edu.

The University of Texas at El Paso is an Equal Opportunity/ Affirmative Action Employer. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or sexual orientation in employment or the provision of services.

DEAN
JOHN COOK SCHOOL OF BUSINESS
SAINT LOUIS UNIVERSITY

Saint Louis University, a Catholic, Jesuit institution dedicated to education, research and healthcare, is seeking applicants for the Dean of the John Cook School of Business. Founded in 1910, the John Cook School of Business is the 15th oldest business school in the nation. The School's international business program is one of 22 comprehensive international programs in the United States, and its entrepreneurship program ranks in the top 30 according to U.S. News and World Report. The School is fully accredited by the AACSB and offers undergraduate, master's and Ph.D. degrees to more than 1,700 students per academic year. In the summer of 2000, the University completed a 60,000-square-foot, $15 million addition doubling the size of the Business School, which includes an inspiring atrium and state-of-the-art *classrooms, meeting areas, offices and auditorium. More information about the John Cook School of Business may be* found at **http://www.slu.edu/colleges/business/**.

The next Dean will be the John Cook School of Business' academic leader and chief executive officer responsible for all aspects of management, leadership, and advancement of the School. The Dean will be instrumental in moving the John Cook School of Business to an excellence commensurate with the institutional positioning in the top tier of business schools.

The successful candidate must have proven leadership and communication skills demonstrated in complex or challenging situations. The candidate must also possess an earned doctorate from a school of business and an outstanding record in teaching, scholarly activity and service. A nationally recognized figure in business or government with a distinguished record of achievement would also be considered.

The Dean Search Committee will begin reviewing nominations immediately. This position will remain "Open Until Filled." Please send nominations and applications including vita and name/addresses/phone numbers/e-mail addresses of professional references to the following:

Professor Roger Goldman
Chair, CSB Dean Search Committee
Saint Louis University School of Law
3700 Lindell Blvd., Room 202
St. Louis, Missouri 63108

Fax: (314) 977-3332
Email: goldmanrl@slu.edu

Ronald J. Zera
Spencer Stuart
1717 Main Street, Suite 5600
Dallas, Texas 75201

Fax: (214) 672-5299
E-mail: rzera@spencerstuart.com

Saint Louis University is an affirmative action, equal opportunity employer, and encourages nominations of and applications of women and minorities.

SWC
SOUTHWESTERN COLLEGE

Southwestern Community College District is accepting applications for the position of:

Director of Center Operations
Education Center at San Ysidro
Southwestern College

Administrative position at the Education Center at San Ysidro. Must be able to: plan, coordinate & direct Instructional & Student Affairs programs for the Center; supervise academic and classified staff; assume responsibility for activities & programs in the Provost's absence. Must have master's degree, or equivalent. Desired qualifications: Bilingual English/Spanish. Xlnt salary & benefits.

For application materials contact: **Southwestern College, Human Resources Office (Bldg. 1650), 900 Otay Lakes Road, Chula Vista, CA 91910; (619) 482-6395. www.swc.cc.ca.us. Application deadline: 10/25/02.** EOE.

Colby

DIRECTOR OF LIBRARIES

Colby College invites applications and nominations for the position of Director of Libraries to start July 1, 2003. Reporting to the Dean of Faculty, the Director is responsible for operations, services and collections for the main library and two branches serving the Arts and Music, and the Sciences. The Director oversees a budget of $3 million and a staff of nine librarians and fourteen administrative/support staff. We seek a creative leader who will combine respect for the traditional role of the library with an appreciation of information technologies and their transformational role in the academic library, and who will bring strong interpersonal and financial management skills to the position.

Colby, a residential liberal arts school in central Maine, has an enrollment of 1800 and a teaching faculty of 175. The libraries' collections number over 870,000, with subscriptions to some 2000 periodical titles, and access to numerous electronic databases and online services. The library participates with Bates and Bowdoin Colleges in a consortium to plan and share programs, services and collections. Additional information about the College and the library can be found at www.colby.edu.

Qualifications: Master's degree from an ALA accredited library school, with a second graduate degree highly desirable; demonstrated leadership in an academic library environment; a comprehensive understanding of the technology-driven information environment and the ability to work in cooperation with Information Technology Services; strong management skills; and the ability to communicate and work effectively with staff, faculty and administration. The library has a strong reputation for service to students and faculty, and the ability to advocate for the library, its programs, services, users and staff will be essential.

Review of applications will begin January 6, 2003, and will continue until the position is filled. Applications should include a letter of interest; a complete statement of qualifications; curriculum vitae and the names and addresses (mail; e-mail; and phone numbers) of three references. Please submit application materials to: **Office of the Dean of Faculty, Chair, Director of Libraries Search Committee, Colby College, 4781 Mayflower Hill, Waterville, ME 04901-8847.**

Colby is an Equal Opportunity/Affirmative Action employer committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the college, please visit the Colby web site: **www.colby.edu.**

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Positions for Fall 2003

Tenure-Track

Religious Studies

Visiting

Geology - 2-year

See full descriptions at:
http://www.wooster.edu/oncapus/empopp.html
Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail Linda Farmer — 330-263-2133 or **lfarmer@wooster.edu**

DE PAUL UNIVERSITY
College of
Liberal Arts
and Sciences

DePaul University's College of Liberal Arts and Sciences has a number of tenure track faculty positions at the assistant professor level, and three department chair positions at the full professor level available for the 2003-2004 academic year. Candidates for each position must have a doctorate (ABD will be considered), or appropriate terminal degree in the relevant field, an active scholarly agenda, and a strong demonstrated commitment to excellent teaching at the undergraduate level, both in their discipline and in DePaul's general education and interdisciplinary programs. They will have an opportunity to work with DePaul's many institutes and programs including the African and Black Diaspora Studies, the Center for Latino Research, the Humanities Center, and the Women's Studies Program. The College is committed to recruiting a diverse faculty to complement the diversity of its student body and the City of Chicago. Applications from women, people of color, and other under-represented groups are particularly encouraged. Applications are also sought from candidates with scholarly and teaching interests that extend beyond traditional disciplinary boundaries.

African and Black Diaspora Studies.
www.depaul.edu/~abds

Area of specialization is open. Scholarship and research program should explore the processes and forms that link or differentiate the experiences of those in the African diaspora. ABDS enables students to critically examine the experiences of Black peoples of African descent in Africa and the diaspora through the lenses of culture, history, social movements, philosophy, and politics. Send vita, letters of recommendation, and a writing sample, to Dr. Darrell Moore, Search Committee, African & Black Diaspora Studies, 2320 N. Kenmore Ave., Chicago, IL 60614-3298. Applications will be considered through December 31, 2002 or until the position is filled.

American Studies.
www.depaul.edu/~american

Position requires teaching broad historical range (from 1860 to the present) in interdisciplinary program courses, using various methodologies and disciplines and covering multiple groups (including racial and ethnic groups). Send vita, credential file (or 3 letters of reference), sample of American Studies syllabi and assignments and a cover letter addressing how background and teaching experience evidence broad historical range, variety of methodologies, use of primary materials, and coverage of diverse groups. Send application to John Burton, Director, American Studies Program, DePaul University, 990 W. Fullerton Ave., Suite 2100, Chicago, IL 60614. Applications received by October 15 will be considered for interviews at ASA.

Anthropology Program. (2 positions).
www.depaul.edu/~anthro

Opportunities to contribute to new undergraduate curriculum with a strong applied component and innovative and experiential pedagogies.

Applied Position. Demonstrated record of teaching excellence, experience in two of three areas of applied practice: client-based, community-based, and NGO/development-based, and ability to develop courses with experiential learning opportunities in the Chicago area a plus. Send vita and cover letter to: Jane Baxter, Applied Search Committee Chair, Department of Anthropology, DePaul University, 990 West Fullerton Ave., Chicago, IL 60614.

Cultural Position. Research and teaching interests should focus on contemporary themes and practice with secondary interests in race, gender, and/or language. Send a vita and cover letter to Robert Rotenberg, Chair, Department of Anthropology, DePaul University, 990 W. Fullerton Ave., Chicago, IL 60614. Applications received by November 1, 2002 will be considered for initial interviews at AAA in New Orleans.

Art and Art History. (2 positions).
www.depaul.edu/~art

Graphic Design/Art & Design. MFA in graphic design/digital media and minimum one-year of teaching experience preferred, as is a dual approach to design, both as a professional and fine arts activity; knowledge of traditional and contemporary issues in graphic design, digital media and fine arts, and expertise with Macintosh Photoshop, Illustrator, Quark, and web design software. Send introductory letter, vita, teaching philosophy, 20 examples in slide form or CD format of professional work, 20 examples of student work in slide or CD format, and 3 letters of recommendations to: Chair, Art & Design Search Committee, Department of Art & Art History, DePaul University, 1150 W. Fullerton Ave., Chicago, IL 60614. Applications received by January 10, 2003 will be considered for initial interviewing at CAA.

Modern and Contemporary Art Historian. Expertise in 19th and 20th century (early 20th century and contemporary Europe) art history preferred. Ability to teach classes on women and art. Send cover letter, CV, writing sample, SASE to acknowledge receipt of application, and 3 letters of recommendation. Two-thirds of course load will be offered at the University's Barat College Campus, which is about one hour north of the main Lincoln Park campus in Chicago. One quarter in residence at Lincoln Park campus. Address all communications to: Art History Search Committee Chair, Department of Art and Art History, DePaul University, 1150 W. Fullerton Ave., Chicago, IL 60614. Review of applications begins December 13, 2002.

Chemistry.
www.depaul.edu/~alchemy

Tenure-track position in chemistry education at the assistant professor level. Position requires a Ph.D. in chemistry or chemical education. Inquiries may be sent to wwolbach@condor.depaul.edu. Send resume, undergraduate and graduate transcripts, a statement of teaching philosophy, an outline of research interests, and three letters of reference to: Dr. Wendy S. Wolbach, Chair, Dept. of Chemistry, DePaul University, 1036 W. Belden Ave., Chicago, IL 60614. Review of applications will continue until position is filled.

Communication. (2 positions).
www.depaul.edu/~comweb

Advertising Specialist. Position requires a thorough grounding in Communication (or related discipline) and the ability to teach both skills-based and conceptual/theoretical approaches to Advertising. Teaching responsibilities include courses in advertising principles, copywriting, and advertising campaigns. The capacity to teach graphic design/production for advertising is beneficial. Candidates with work experience in professional advertising, a desire to create connections between the University and working professionals in the Chicago land area, and a commitment to ongoing research in advertising are strongly encouraged to apply.

Journalism Position. Professional experience in journalism and a graduate specialization in mass communication or a related field preferred. Teaching experience and the ability to teach in the rapidly changing online world that is integrating elements of print and broadcast journalism required. Course topics will include Advanced Reporting, Mass Media Law, Journalism Ethics, Broadcast Journalism, Editing, and Feature Writing.

Send a letter of application specifying the position for which you are applying, CV, three letters of recommendation, copies of unedited teaching evaluations (including student comments), sample syllabi, official transcripts, and writing samples to Search Committee, Department of Communication, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298. Applications must be postmarked by December 1, 2002 for full consideration.

English. (2 positions).
www.depaul.edu/~english

American Literature. We seek a candidate with broad expertise in nineteenth-century American literature and related interests in such topics as urban literature, Caribbean literature, world literature, or print culture and history of the book.

Creative Writing M.F.A. or Ph.D. with significant publications and expertise in creative non-fiction required. The responsibilities of the position include both graduate (M.A.) and undergraduate courses in creative writing, composition, and literature.

Send a letter of application that specifies the position for which you are applying and a CV to Helen Marlborough, Chair, Department of English, 802 West Belden, Chicago, IL 60614. Applications must be postmarked by October 30, 2002 for consideration.

Geography.
www.gis.depaul.edu

Human Geography. Specializations may include cultural, economic, political, or urban geography, critical planning, or spatial justice. In addition to courses that serve the general education curriculum, the successful candidate will be expected to develop courses in his/her area of specialization and partner interdisciplinary programs such as international studies, public policy studies, and the honors program. We welcome applications from scholars competent in GIS/visualization. Send a cover letter that addresses teaching experience, teaching philosophy, and research interests, CV, and three academic recommendation letters to Personnel Committee-GEO Search, Department of Geography, 990 W. Fullerton Ave., DePaul University, Chicago, IL 60614. Electronic applications are welcomed. Send email inquiries to gmichaff@depaul.edu. Review of applications begins on December 2, 2002 and continues until the position is filled.

History.
www.depaul.edu/~history

Department Chair. Applications invited for established scholar with proven administrative and undergraduate teaching experience to chair department of 23 full-time faculty lines plus adjunct staff. Credentials must be suitable for appointment at the level of Full Professor with tenure. Scholarship area open. Faculty also teach in interdisciplinary programs including Latin American and Latino Studies, American Studies, Women's Studies, the African and Black Diaspora Studies, Catholic Studies and the Honors program. The department offers a terminal MA in History. Send letter of application, CV, 3 letters of reference (one if possible should speak to administrative record), and a sample of recent scholarship to: Warren C. Schultz, Chair, Search Committee, History Department, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614. Review of applications begins November 1, 2002. Preliminary interviews will be held at the AHA in Chicago in January 2003.

Mathematics. (2 positions).
www.depaul.edu/~math

Mathematical Statistics. The department offers Master's degree programs in Applied Statistics and Applied Mathematics with a concentration in Actuarial Science. A Ph.D. in statistics and evidence of potential for excellence in teaching and research in core or applied areas of statistics are required. Candidates with backgrounds and interests in the actuarial sciences are especially encouraged to apply. Curriculum includes core probability and statistics courses, as well as, applied courses, such as categorical data analysis, linear and non-linear models, time series and forecasting, survival analysis, sampling methods, design of experiments, clinical trials, and longitudinal analysis.

Mathematical Analysis. We seek candidates actively engaged in a high-quality research program and interested in teaching, developing, and overseeing a broad range of mathematics courses. Preferred areas of research are partial differential equations, ergodic theory, dynamical systems, and harmonic analysis.

Send CV, transcripts, 3 letters of recommendation, and a letter describing applicant's teaching and research goals to either Statistics Search Committee or Analysis Search Committee, Department of Mathematics, 2320 N. Kenmore Ave., Chicago, IL 60614. Applications received by December 20, 2002 will be considered.

Modern Languages.
www.depaul.edu/~mol

Department Chair. Applications and nominations are invited for the position of chair of the Department of Modern Languages. Candidates should have a Ph. D. in a modern language or literature, or a related field such as comparative literature or linguistics; distinguished research credentials commensurate with the rank of full professor; an excellent teaching record; and a history of university and professional service, with strong interpersonal skills and demonstrated administrative abilities.

Send CV, a statement of academic leadership philosophy that addresses the role of a modern languages department in a comprehensive urban university and includes ideas on the effective teaching of language and literatures, and arrange to have four letters of recommendation mailed to: Chair of Search Committee, Department of Modern Languages, McGaw 303, 802 W. Belden, Chicago, IL 60614. Applications received by November 15, 2002 will be considered.

Philosophy. (2 Positions).
www.depaul.edu/~phildept

Our main emphases are on 19th through 20th century Continental Philosophy, history of philosophy, political and social thought, and critical race and feminist theories. Curriculum includes full range of courses from undergraduate liberal studies courses to Ph.D. seminars.

Kant and German Idealism. The ability to teach graduate courses from source language texts is required. Send CV, letters of recommendation, and a writing sample to Department of Philosophy, Search Committee One, Byrne Hall, 2219 N. Kenmore Ave., Chicago, IL 60614.

Critical Race and/or Feminist Theories. Applications from women and other underrepresented groups are especially encouraged. Send CV, letters of recommendation, and a writing sample to Department of Philosophy, Search Committee Two, Byrne Hall, 2219 N. Kenmore Ave., Chicago, IL 60614.

Applications received by November 8, 2002 will be considered for interviews at the APA Eastern Division Meeting.

Political Science.
www.depaul.edu/~psc

Public Law. Teaching responsibilities include a combination of courses on the judicial process, the criminal justice system, constitutional law and civil liberties, African-American politics, and an introductory American government course. Send a letter of application, CV, writing sample, sample syllabi, comprehensive set of course evaluations, and three current letters of recommendation to Public Law Search Committee, Department of Political Science, DePaul University, 990 W. Fullerton Ave., Chicago, IL 60614-3298. Please do not send applications by email. Application review will continue through October 21, 2002 or until position is filled.

Psychology.
www.depaul.edu/~psych

Department Chair. Applicants should have credentials suitable for appointment at the Full Professor level. Area of scholarly expertise is open but a successful candidate is expected to contribute to one or more of the Department's doctoral programs in Clinical, Community, I/O, and Experimental Psychology. Candidates are expected to have and maintain an active research program that involves undergraduate and graduate students, a strong commitment to teaching undergraduate students, and relevant administrative experience and skills. Send CV, personal statement, three letters of recommendation, and recent publications to: Chair Search Committee, Department of Psychology, DePaul University, 2219 N. Kenmore Ave., Chicago, IL 60614-3504. Review of applications will begin on December 31, 2002 and will continue until the position is filled.

Public Services Program.
www.depaul.edu/~pubserv

The Public Services Graduate Program offers the Master of Science degree with eight concentrations such as public policy, public administration, and nonprofit management. The position requires either a background in nonprofits (such as fundraising, association management, or philanthropy) or in public policy analysis, a commitment to teaching, and an active applied research agenda. Send a letter of interest, CV, and a summary statement of teaching experience and research to Susan F. Bennett, Ph.D., Public Services Graduate Program, 1 E. Jackson Blvd., Suite 1250, Chicago, IL 60604-2302. Inquiries by email may be directed to sbennett@depaul.edu. Review of applications will begin December 1, 2002.

Religious Studies. (2 positions).
http://condor.depaul.edu/~religion

Islam. Specialization in Qur'anic Studies preferred. Teaching experience and record of scholarship required. Send cover letter, CV, writing sample, no longer than 20 pages, and three letters of recommendation to: Aminah McCloud, Search Committee Chair, Department of Religious Studies, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614.

Religion and Violence/Conflict Resolution. Sub-discipline in religious studies is open, but the candidate must focus on interactions of religion and culture. Teaching experience and record of scholarship required. Send cover letter, CV, writing sample, no longer than 20 pages, and three letters of recommendation to: Teresia Hinga, Search Committee Chair, Department of Religious Studies, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614.

Course syllabi and evidence of teaching effectiveness also welcome. Applications received by November 1, 2002 will be considered for interviews at AAR/SBL.

Sociology. (2 positions).
www.depaul.edu/~soc

Medical Sociology, Public Health, and Social Services as well as general sociology and research methods. One-third of teaching load will be offered at the University's suburban Barat College Campus, which is about one hour north of the main Lincoln Park campus in Chicago. Review of applications begins October 21, 2002.

Social Work, MSW Program Director will oversee the development of an accredited MSW program. The position is a twelve-month, tenure track faculty appointment with rank open. Initial responsibilities will include curriculum and program development and teaching classes in areas as appropriate, such as in sociology, public administration, community psychology, and non-profit management. Applicants must have an MSW from accredited program, a doctorate in social work or related field preferred, a minimum of two years of post-MSW professional practice experience, and demonstrated teaching experience at the graduate level. Review of applications begins November 11, 2002.

Send a letter describing teaching and research interests along with a CV and three letters of reference to Richard T. Schaefer, Chair, Department of Sociology, DePaul University, 990 W. Fullerton Ave., Chicago, IL 60614, phone: 773-325-7833, fax: 773-325-7821, e-mail rschaefe@depaul.edu. Supporting materials demonstrating teaching and scholarly achievement should accompany the application.

More information on any of these positions may be found at **www.depaul.edu/~dpules/faculty/03ads.html**

DePaul University is committed to diversity and equality in education and employment.

USC

UNIVERSITY OF SOUTHERN CALIFORNIA

New Position in Health Communication

School of Communication
Annenberg School for Communication

The School of Communication at the USC Annenberg School for Communication seeks a social scientist specializing in the uses of media to promote and evaluate health communication strategies. The School seeks an individual who is an expert in the design and evaluation of health communication strategies using diverse media (popular media, news media, or campaign strategies) to reach diverse audience members and to assess media outcomes. The position is open-rank. The candidate should have strong theoretical and quantitative methodological grounding in communication and/or one or more related fields (e.g., anthropology, journalism, psychology, public policy, social marketing). Candidates eager to bridge interdisciplinary and transdisciplinary boundaries in health promotion or prevention (e.g., international health; health and entertainment; health and new communication technologies; community capacity building, etc.) and those focused on diverse and at-risk populations are particularly encouraged to apply.

Applicants should send an up-to-date curriculum vitae, three letters of recommendation, and two samples of their work to **Health Communication Search, Abigail Kaun, Assistant Director, School of Communication, Annenberg School for Communication, University of Southern California, 3502 Watt Way, Los Angeles, CA 90089-0281.** Applicants may also contact one of the Co-Chairs: Professor Michael Cody (cody@usc.edu, 213-740-3936; (fax) 213-740-0223) or Professor Lynn Miller (lmiller@usc.edu, 213-740-3948) for additional information. Applications will be reviewed beginning November 1, 2002 until the position is filled.

USC is an AA/EO employer,
and is seeking to create a diverse community.

WPI

The University of
Science and Technology.
And life.

HEAD OF ELECTRICAL AND COMPUTER ENGINEERING DEPARTMENT

Worcester Polytechnic Institute (WPI) invites applications for the position of Head of the Department of Electrical and Computer Engineering to be filled by Fall 2003. The department boasts a collegial and energetic faculty with deep commitments to both research and pedagogy. Currently 20 tenure-track faculty strong, the department is growing rapidly in research quality. The department provides undergraduate and graduate education through the doctorate; current enrollment is approximately 600 undergraduate and 80 full and part-time graduate students. The department has research thrusts in biomedical sensors and neuro-imaging, information networks and security, machine vision, mixed IC and RF electronics, navigation, power, ultrasonics and wireless communications. The department's website (http://www.ece.wpi.edu/) provides additional information.

Candidates must have a Ph.D. in Electrical Engineering or a closely related field. The department's ideal candidate will be a highly respected scholar and educator with strong leadership abilities, administrative competence, a distinguished research record, and demonstrable teaching credentials. The new Head will be expected to build upon the department's strengths, recruit outstanding faculty, promote scholarly initiatives, foster corporate relations, and steer the department through an exciting period of growth and change in this field to lead the department to a new level of excellence and visibility. The university is in the final year of a major capital campaign that will significantly benefit the department through related initiatives in the institution's strategic plan.

WPI is an elite national university in Worcester, MA, with an enrollment of 3,700 and a core focus on engineering, science and the management of technology. It grants bachelor's, master's and doctoral degrees in more than 30 disciplines. Widely recognized for its project-oriented curriculum, its global perspectives program, and for integrating societal elements with technology in the curriculum, WPI fosters a spirit of constructive experimentation in educational development.

Candidates should send a cover letter, curriculum vitae, and names, addresses, telephone numbers and email addresses of five references to: **WPI, Human Resources, 100 Institute Rd., Worcester, MA 01609, or e-mail to human-resources@wpi.edu, or fax to 508-831-5715. Full consideration will be given to candidates whose complete applications arrive before February 15, 2003;** however the search will continue until the position is filled.

Worcester Polytechnic Institute

To enrich education through diversity, WPI is an affirmative action, equal opportunity employer; qualified women and minorities are strongly encouraged to apply.

Business

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000+ students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Christos M. Cotsakos College of Business

The Christos M. Cotsakos College of Business invites applications for possible tenure-track positions at the Assistant/Associate rank in each of the following departments beginning September 1, 2003. An earned doctorate from an AACSB accredited University, evidence of teaching excellence, and an established record or promise of research and significant achievement in scholarly activity is required.

Department of Accounting and Law
Muroki Mwaura, Chairperson
Specialization in auditing is preferred.

Department of Economics, Finance, and Global Business
Cho Kin Leung, Chairperson
Familiarity with financial datafeeds and databases (e.g. Reuters, Datastream, CRSP, Compustat).

Department of Marketing and Management
Susan Godar, Chairperson
Specialization in either Business Ethics, MIS, or Operations Management, Planning, and Control.

These positions offer a comprehensive benefits package including tuition
waiver for dependent children after one year of full time employment.

Send a letter of interest, curriculum vitae and three letters of recommendation to the respective chairperson, **William Paterson University, 1600 Valley Road, Wayne, NJ 07470.** Review of applications will commence upon approval for funding and continue until the position is filled. WPUNJ is an affirmative action/equal opportunity employer. Women, minorities, and under-represented groups are encouraged to apply.
Additional information about the University can be found at **http://www.wpunj.edu.**

William Paterson University
WAYNE, NEW JERSEY

ROCKHURST

Rockhurst University-Department of Education

Assistant Professor of Education.-Generalist

The department seeks a colleague whose professional interests are in the area of teacher preparation, broadly defined. The candidate will teach courses in undergraduate and graduate education programs, supervise clinical experiences, advise students, engage in scholarly activities, and work collaboratively with faculty on the development of new masters degree programs. The candidate will teach courses in general methods, curriculum and instruction, or foundations of education. Expertise in one or more of the following areas is also highly desired: special education, technology, educational psychology, mathematics, or bilingual education. An earned doctorate in education or a related field is required. Candidates should have experience in K-12 schools and demonstrate potential to contribute to the intellectual vitality of the Department of Education through scholarship and service. Experience working with diverse populations is highly desired. Review of applications will begin on January 10, 2003 and continue until the position is filled. Please send letter of interest, curriculum vitae, three letters of recommendation, and samples of recent scholarly work to:

Dr. Amy McAninch
Chair, Search Committee
Rockhurst University
1100 Rockhurst Rd.
Kansas City, Missouri 64110
Phone: (816) 501-4848
e-mail: amy.mcaninch@rockhurst.edu

Rockhurst University is an Equal Opportunity Employer that values diversity.

THE UNIVERSITY OF
ARIZONA.
TUCSON ARIZONA

Comptroller

The University of Arizona Financial Services Office (FSO) is recruiting a Comptroller to transform and lead FSO and the University of Arizona into the future. This leadership position oversees the daily accounting activities ensuring compliance with Board of Regents, and State and Federal regulations. In addition, this position is responsible for and supervises the preparation of the University's annual financial reports and audits, in accordance with generally accepted accounting principles. The Comptroller, as an internal executive management team member, will utilize their creative and leadership skills by participating in business process improvements, fostering communication with all stakeholders and maintaining a positive environment. For specific duties and qualifications, see posting at www.hr.arizona.edu/jobs. Review of materials will begin **Monday, November 18, 2002** and continue until position is filled. To apply, please submit a cover letter and resume to:

Charles E. Ingram
Assistant Vice President for Financial Services
Financial Services Office
The University of Arizona
P.O. Box 3310
Tucson, AZ 85722-3310

The University of Arizona is an
EEO/AA Employer - M/W/D/V

USF

Director of Admission

The University of San Francisco seeks an experienced Director of Admission, a senior level position, to report to the Dean of Academic Services, who oversees a comprehensive enrollment management program at USF. The Director has overall responsibility for the direction and management of undergraduate admission. The Director of Admission will work with faculty and administrators, as well as the other departments in Academic Services, to develop and implement University Admission strategy, policies and procedures.

For complete job description/ requirements, please visit our web page at:

www.usfca.edu/hr/employment.

To apply, please submit a resume and cover letter to: **Mary Lahti, Lahti Search Consultants, 286 Jefferson Street, Meadville, PA 16335.** Phone: (814) 332-2993 or email to: mary@lahtisearch.com

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AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

FACULTY POSITIONS

KENAN PROFESSOR OF CHEMISTRY

The ACS-approved Department of Chemistry at Agnes Scott College invites applications for the William Rand Kenan, Jr. Professorship in Chemistry, to begin Fall 2003, with appointment at the full professor rank. Applicants should have an outstanding record of scholarship and a demonstrated commitment to excellence in undergraduate teaching. The successful candidate will teach sophomore-level organic chemistry, introductory and advanced biochemistry courses, and will contribute to the undergraduate research programs in chemistry and those associated with the interdisciplinary major in Biochemistry and Molecular Biology. Candidates with specialties in biochemistry, organic or bioorganic chemistry are encouraged to apply. Agnes Scott College will inaugurate a $36.5 million state-of-the-art science building in February 2003. Candidates should send a C.V., statement of teaching philosophy, and research plans and arrange for three letters of reference to be sent to **Dr. Lilia C. Harvey, Chair, Department of Chemistry.** Applications will be considered beginning **October 20, 2002.**

EDUCATION (TEACHER PREPARATION)

The Department of Education invites applications for a tenure-track position at the level of associate professor. While the area of expertise is open, candidates should be able to teach a wide range of education courses within a liberal arts environment. The position will include significant administrative responsibilities, including service as Director of Teacher Education Programs. Agnes Scott offers teacher certification in early childhood and secondary education, and the M.A.T. in secondary English. An earned doctorate with teaching experience in both school and college settings (including supervising student teachers) is required. Familiarity with NCATE standards is desirable. Interested candidates should send a letter of application, including a current CV and teaching statement, and the names, addresses, phone numbers and email addresses of three references, to **Dr. Myrtle Lewis, Search Chair.** Application deadline: **November 1, 2002.**

ENGLISH RENAISSANCE LITERATURE

The English Department invites applications for a tenure-track assistant professorship starting August 2003. Candidates must have completed the Ph.D. by July 1, 2003. We seek someone committed to undergraduate liberal arts learning who will teach courses in the sixteenth and seventeenth centuries. Position includes the teaching of first-year composition and first-year seminars. Applications should be received by **November 15, 2002.** Send letter, CV, and dossier or three letters of reference to **Dr. Steve Guthrie, Chair, English Department.**

FRENCH

Agnes Scott College announces a tenure-track position at the assistant level in one of the following fields: Medieval French literature and culture, Renaissance French literature and culture, or Francophone literature and culture of West Africa and the Caribbean. Applicants must have the Ph.D. in an appropriate area of French studies, a native or near-native command of French, and a demonstrable commitment to both teaching and scholarship. Interviews will be conducted at the MLA convention in New York. Please send letter of application, dossier with three letters of recommendation, and a short writing sample to **Dr. Rosemary Eberiel, Department of Modern Foreign Languages and Literatures.** To ensure full consideration, materials should be postmarked by **Monday, December 6, 2002.**

APPLICATION PROCESS

Unless otherwise noted in a specific listing:

- Positions begin August 2003.
- Candidates are expected to have completed the appropriate Ph.D. by July 1, 2003.
- Candidates for all programs are expected to have an ongoing program of scholarly work and publications appropriate to one's areas of concentration, and to demonstrate evidence of excellent teaching.
- To ensure full consideration, applications should be received by the stated deadline.
- Send required application materials to the search chair listed at **Agnes Scott College, 141 E. College Avenue, Decatur, Georgia 30030.**

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Preferred: Candidates demonstrating prior experience with instructional leadership or "teacher as leader" initiatives; familiarity with NCATE and related national standards.

Application Process: Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts, three current letters of reference and evidence of research and scholarship to: Dr. Thomas A. Cordy, Chair, Education and Educational Psychology Department, WCSU, 181 White Street, Danbury, CT 06810. Screening will begin immediately and will continue until the position is filled.

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U.S. LATINO/A STUDIES

WILLIAMS COLLEGE
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Williams College invites applications from entry level and advanced candidates for one or more tenure-track positions in 2003-2004 in U.S. Latino/a Studies in the following departments:

ANTHROPOLOGY, ENGLISH, POLITICAL SCIENCE, AND/OR SOCIOLOGY

Expertise in one of these disciplines and specialization in U.S. Latino/a Studies are required. Entry level candidates must have the Ph.D. or completed dissertation by time of appointment; advanced candidates must have the Ph.D. and established record in teaching and research.

The person(s) hired will have the opportunity to participate with three current faculty members whose scholarship and teaching focus on Latino/a Studies in developing an interdisciplinary and comparative program that will provide undergraduates with an opportunity to concentrate in the field. The courses presently offered address Latino/a visual culture, contemporary art, media studies, urbanism, performance theory, sound and movement in the Afro-Latin diaspora, the aesthetics of resistance in theatre, Latino/a migration histories, economic incorporation, community building, and social movements.

Send application materials to participating departments by the following deadlines:

- **Anthropology:** (David Edwards, ***November 30***) CV, detailed cover letter, list of references. www.williams.edu/AnthSoc
- **English:** (Christopher Pye, ***November 11***) CV, application letter, dossier or recommendations, and writing sample of 25pp or less. www.williams.edu/English
- **Political Science:** (Gary Jacobsohn, ***December 13***) CV, letter detailing current research interests, three letters of reference. www.williams.edu/PoliSci
- **Sociology:** (James Nolan, ***November 30***) CV, detailed cover letter, list of references. www.williams.edu/AnthSoc

••••••••

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students, approximately one-quarter of whom represent U.S. minority populations. Among the facilities Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, and the Center for Environmental Studies as well as extensive library and museum collections, a center for information technology, and well-equipped laboratories. See also Williams College website (http://www.williams.edu).

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¡PUNTO FINAL!

A CALL FOR EQUAL ACCESS

Ana Huerta-Macias, Ph.D, associate professor in the Department of Curriculum and Instruction at New Mexico State University, has numerous publications in border education, sociolinguistics, and ESL. **Workforce Education for Latinos: Politics, Programs, and Practices** *is now in press.*

Census 2000 statistics indicate that Hispanics now number 35.3 million and are growing 53 percent faster than the total U.S. population. A large segment is Hispanic adults with low levels of formal education who are at the bottom of the educational and economic ladders.

The picture is currently very bleak in terms of the types of positions that they occupy–dead-end jobs that provide no opportunity for advancement. The majority have found themselves in low-paying agricultural, manufacturing, or service-industry jobs that are the most prone to layoffs, abolishment, and segregation from advancement opportunities. Not surprisingly, many in this segment have found themselves unemployed over the past five or six years due to large-scale layoffs. Some of those layoffs result from our economy's transition from manufacturing to technology, others from increased globalization–industrial companies moving their operations to other countries.

One outcome is that unemployed Hispanics are now seeking education as a means of job attainment.

This same group has been underserved by postsecondary educational institutions unresponsive to their needs and interests. The issue is a lack of equal access to education by the population that is largely Spanish-monolingual or Spanish-dominant.

This is not a new issue. It was this same language issue and lack of equal access, in fact, that formally brought about the first Spanish-English bilingual education programs in Florida in the '60s. Students needed to be taught in a language that they could understand. However, virtually all of the attention with respect to meeting the needs of linguistically and culturally diverse students has been placed on public school education and, to a lesser extent, on students attending traditional four-year colleges or universities.

Hispanics who have opted for a two-year degree or a comparable credential from a postsecondary institution such as a community college seem to be the forgotten group–again falling through the cracks in the educational system, much as many of them did during their public school years.

Many of these Hispanics have successfully maneuvered their way through social systems with minimal levels of English, kept a job for years or even decades, placed their children in school, and developed networks to call on in time of need. However, as they look for reemployment, they find they now must upgrade their skills in order to find a job with sustainable wages in the new economy. Thus, they have turned to community colleges, institutes, and other educational entities that will take them through a GED and into some type of postsecondary training.

This journey has been made doubly difficult for them. As they struggle to transition into life as students, they face an educational system that often demands high levels of proficiency in English before acceptance into relevant training programs. They have to learn not only new skills but a second language *before* they are admitted into the "content" courses that offer occupational credentials. These programs essentially marginalize the very people they are supposed to serve, making English language proficiency a prerequisite.

Many become discouraged and turn away–understandably so, given the time, energy, and money that they are asked to invest in ESL programs, which, additionally, often lack the instructional standards that will help the students develop proficiency for the workplace.

The time is long overdue for community colleges and other postsecondary institutions to offer bilingual instruction to the Spanish-speaking workforce as a means of providing equal access. This should be done, moreover, not as part of a "special" program for displaced workers, as it has been done in some colleges; rather it should be institutionalized. Bilingual instruction will allow Hispanic adults to enroll in occupational courses while simultaneously taking English-language courses focused on the workplace. Thus, they allow a student to progress towards a credential without having first to take English classes for a year or more.

It is time that postsecondary institutions recognize that knowledge and skills acquired in Spanish are as valid as knowledge and skills acquired in English.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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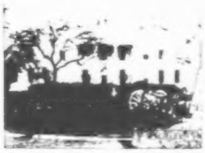

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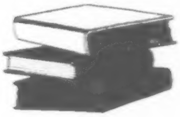

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¡PUNTO FINAL! back cover

Social Organizations Play an Important Role in Retaining Latino Students

Cover Photo courtesy of Latino Leaders magazine

Esquina Editorial

Dear Colleagues

Camilo José Vergara was out shopping for a mattress when he retrieved a cellphone message from the president of the John D. and Catherine T. MacArthur Foundation. Vergera, a documentary photographer, soon learned he'd been named a 2002 MacArthur Fellow, *un honor* that awards him $500,000, no strings attached.

MacArthur Fellows are chosen for their new knowledge and ideas, courage to challenge the orthodox, and willingness to take risks. And because they "lift our spirits, illuminate human potential, and shape our collective future."

The "Genius Grant" comes in five checks for $100,000, paid over five years.

Still breathless from the news, the Chilean-born 58-year-old told *The New York Times* he just plans to use the money to live on. "I have two kids in college," he said–six words that speak volumes.

The MacArthur Foundation calls his photographs a "rare and important cache of American history."

Vergara, who holds degrees from Notre Dame and Columbia, told the *Times* that for the first time, he can look ahead and say, "I have enough to get through the year."

We salute you, Camilo José Vergara, and hope you continue to reap the success and respect that you deserve–and the *dinero*.

Other high-achieving Hispanics we spotlight herein are six White House staffers and the first female federal judge from Puerto Rico.

Our next issue will feature our Publisher's Picks 2002–a list of colleges and universities that do a great job of educating Hispanics.

Election Day is November 5. Let's hope that after the votes are counted–and recounted–we have much reason to rejoice.

Hasta Pronto!

Suzanne López-Isa
Managing Editor

THE HISPANIC Outlook IN HIGHER EDUCATION
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First Impression

by Isis Artze

INSIDE ADMISSIONS

Religious recruiting?

Recruiters from the University of California are using religious groups to find prospective students, the ***Los Angeles Times*** reported recently. Jacqueline Mimms, the University's assistant vice president of school-university partnerships, says she hopes to recruit more low-income students, many of whom are minorities, from community groups such as faith-based organizations. The Rev. Mark Whitlock, president of a Southern California group that represents more than 600 Black, Latino, and Asian churches, said minority students and their parents might feel more welcome at UC–especially since many of them have felt "unwanted" since the elimination of affirmative action. The idea must be approved by either the UC president's office or the board of regents, and a decision is expected in roughly one year. Another recent ***LA Times*** article reports that an Education Department team is "quietly traveling the country helping religious groups compete for more than $1 billion in federal grants for after school and tutoring programs." More information is available from the Department of Education: http://www.ed.gov/offices/OIIA/faithandcommunity/index.html

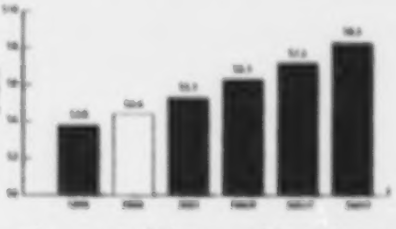
QUOTABLE

This June, the *Chronicle of Higher Education* asked eight current or former college presidents how they would spend a $1-billion gift. Charles Jennett, president emeritus of Texas A&M International, said he would use the funds toward, among other things, these insightful goals:

"Encourage young people to enter the University by providing culturally sensitive incentives to complete the admissions and enrollment processes; give them what they need, from computers to child care, and help them to graduate in a reasonable amount of time. Hire quality faculty members to develop not only the classical educational programs, but to shape new programs that would be relevant to living in a bilingual, multicultural community."

Market Watch

Projected Revenue Growth
Postsecondary Education Market (1999 - 2004)



The postsecondary sector, with total revenues of $16.5 billion (in 2001), will be the fastest-growing sector in the education industry for the next several years, according to a recent report by Boston-based research and consulting company Eduventures Inc. This market is composed of for-profit, postsecondary educational institutions, the majority of which are degree granting. According to the report, these schools "have been particularly successful in tailoring their academic programs to meet student demand and workforce needs in catering to working adults with convenient campus locations and flexible class times."

RICE UNITES HISPANIC PROFESSIONALS

On Aug. 2, more than 200 Latinos gathered at Rice University for the fifth annual Hispanic Professionals' Leadership Day to discuss critical issues for excelling in today's multicultural, technical, and global business economy. One of the most remarkable event features was that all panel topics were derived from Hispanic professional organizations, as opposed to the University selecting them, said Diane Summers, director of operations and marketing, Rice Executive Education. Julie Stav, host of the PBS show "How to Fund Your Future" and best-selling author, and Deborah Rosado Shaw, author, speaker, and entrepreneur, were keynote speakers, and topics included "Leveraging Your Ethnicity" and "Houston Demographics." Hosted by Rice's Jesse H. Jones Graduate School of Management and the National Society of Hispanic MBAs, the event has convened more than 800 professionals and managers since its inception in 1998.

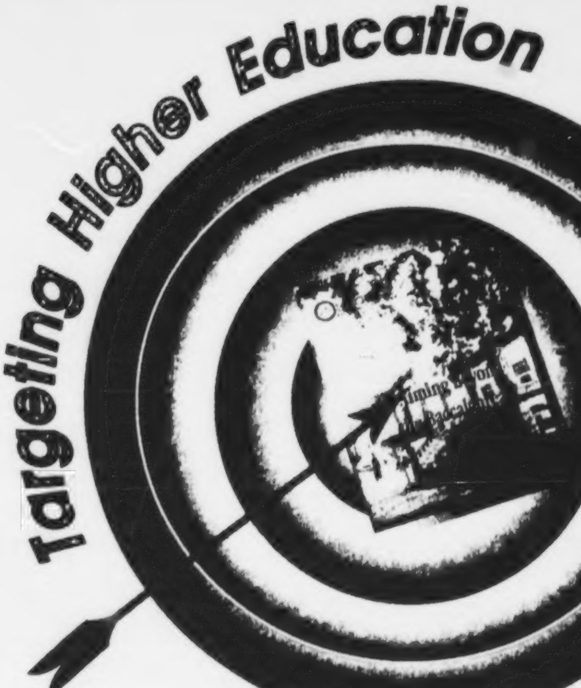
Title: Perspectives on Technology & Culture
(Advanced Conversation and Composition)
College: Massachusetts Institute of Technology (MIT)
Department(s): Spanish
Professor: Margarita Ribas Groeger
Conducted in: Spanish

The course focuses on expository and journalistic writing that examines the social and cultural impact of science and technology in Hispanic societies. Topics considered include how technology affects family structure and community, personal identity, gender relations, relationship to natural world, value systems and religion, education, and work life. Also examined and compared are diverse attitudes toward technological and scientific innovation as they are expressed in the media, public debates, literature, and art of the Hispanic community. In addition to several texts, class components include films such as *Hombres armados*, and audio and visual materials available online.

Every month, this section will profile a unique course pertaining to Hispanics, drawn from a wide range of departments in colleges and universities across the country. If you would like to submit a "1st Class" course, please email the details or syllabus to **hispanicoutlook@yahoo.com.**

University Helps Educated Immigrants

When Mexico native Sandra Ferguson moved to the U.S. two years ago, she had more than 20 years of teaching experience in Mexico, but her first job was in a fast-food restaurant, according to *The San Diego Union-Tribune*. This July, Ferguson graduated from National City, Calif.-based InterAmerican College with a degree that took her less than two years to complete because of the coursework she had taken in Mexico. She is now qualified to teach at California elementary schools, and still plans to secure a master's degree in speech therapy. Her experience is common among Latino immigrants to the U.S., arriving with college degrees, but not knowing how to validate their studies here. Reymundo Marin, president of InterAmerican, said he and his wife Maria Viramontes set out to change this five years ago when they opened the private, nonprofit, state-licensed College that caters to educated immigrants and community college transfer students. Marin also said the College encourages students to consider education careers because of the demand for their bilingual and bicultural skills.



More K-16 Collaboration, Content Knowledge, and Accountability

by Gustavo A. Mellander

A few years ago high school counselors were encouraging students not to enter education for there were few jobs. That has changed and changed dramatically. Today the need for teachers, be it in higher education or in K-12, is in an accelerated growth pattern.

The reasons are mostly demographic. Millions, yes, millions of teachers will retire in the next 10 years. Secondly, there is a bubble of students attending our middle and high schools right now. They are the children of late child-producing baby boomers and of parents who waited before having children. These boomlets are lined up and will impact our society almost as much as the boomers did. Lastly, immigration to this country continues, although abated by 9/11. Recently arrived immigrants usually have larger families than the norm and invariably more school age children as well. To be crass- the market forces are already there.

Teacher Recruitment, Preparation, and Development

Hispanics have historically gravitated toward service professions such as teaching. From the data we have, that trend is continuing and actually growing. Given the new realities just mentioned, many young Hispanics will find teaching and faculty opportunities not heretofore available.

Recent studies offer compelling evidence that the quality of the teacher is one of the most significant determinants of student learning. The question is: are our teachers being well trained in our colleges and universities? It is generally agreed that the answer is no.

President Bush's fiscal year 2003 budget request for the Office of Postsecondary Education has a section specifically devoted to teacher recruitment, preparation, and development.

The Challenge

There are serious obstacles to improving teacher quality and enhancing the teaching profession to meet the needs of all students. Teachers have never had to be as well prepared as they must be today. Now they have to be able to work effectively with diverse students, enhance their teaching through technology, and help their students meet more challenging academic standards.

Moreover, because of demographic trends noted earlier, America's colleges and schools will need to hire more than 2 million teachers over the next decade. More than half will be first time teachers.

Teacher shortages are particularly acute in high-poverty areas and in academic fields such as mathematics, science, special education, and bilingual education. States and school districts face the dual challenge of attracting more people into the teaching profession while improving teacher quality.

Teacher Preparation and Support

For these reasons, the nation's attention has focused increasingly on the roles of institutions of higher education and the states in ensuring that new teachers have the content knowledge and teaching skills needed to help all students reach high academic standards.

Bush's proposed budget addresses these issues in three ways: by providing teachers with the training and support they need and deserve; by attracting capable individuals into teaching; and by holding institutions of higher education accountable for the quality of the teachers that they produce.

Universities have been accused of being fiefdoms. It may not be true in every case, but it is certainly a reality at many. A lack of collaboration between teacher preparation programs (where students learn how to teach) and colleges of arts and sciences (where students secure the content of what they are going to teach) is very well documented. It has to change.

But it goes beyond that. There is frequently a communication and a service-commitment gap between institutions of higher education and the school districts they serve. The result is too many new teachers unprepared for the realities of today's classroom. Lacking an effective system for holding higher education institutions accountable for the quality of the teachers they graduate has meant few consequences for those that fail to improve and reform the way in which they prepare teachers.

Too often, new teachers enter the classroom with inadequate knowledge of the subjects and skills they are assigned to teach. Compounding the situation, in too many cases, new teachers receive only minimal professional support in their early years of teaching. They are left to flounder. The university does not feel a continuing obligation and even their local school district, for a variety of reasons, does not provide them with the in-service assistance they need.

As a result, it is not surprising that 22 percent of new teachers quit the profession in their first year, and between a third and half of those entering the teaching profession leave before the end of five years. Research also shows that the teachers most likely to leave the profession after only a few years tend to be the most qualified ones.

To address these shortcomings, the Administration has requested $90 million in fiscal year 2003 to continue support for the Teacher Quality Enhancement program. This program is designed to increase student achievement by improving the way we recruit, prepare, license, and support teachers. It achieves these goals by providing incentives, encouraging reforms, and leveraging local and state resources to ensure that current and future teachers have the academic content knowledge and teaching skills they need.

States will be provided $33.9 million to enable them to continue developing innovative ways to improve the quality of the teaching force and to hold teacher preparation programs accountable for preparing competent teachers. States may use these funds to reform teacher licensing and certification requirements, provide alternative routes to state certification, develop mechanisms to ensure the effective recruitment and payment of highly qualified teachers, address the problem of social promotion, and award scholarships to prospective teachers.

Awards have already been made to 31 states. Seventy-nine percent of them are for reforming teacher preparation curricula, 95 percent are for increasing professional development activities, and 65 percent are to hold teacher preparation programs accountable for the quality of their graduates.

The 2003 budget request would also provide $46.7 million for partnerships consisting of at least one institution of higher education preparing teachers, a college of arts and sciences, and one high-need local school district. Funds must be used to implement reforms to hold such programs accountable for preparing highly competent teachers, provide high-quality clinical experience, and create opportunities for professional development.

Funds may also be used to prepare teachers to work with diverse student populations, involve parents in their children's education, disseminate information on effective practices, coordinate with state activities, implement mechanisms to provide administrators with managerial and leadership skills, and award scholarships to prospective teachers.

FIPSE

The Department administers several other programs to strengthen teaching colleges. The 2003 budget includes $39.1 million to continue support for competitive FIPSE projects.

FIPSE supports locally developed projects that are models for innovative reform and improvement in a broad range of postsecondary education areas. In fiscal year 2002, priority is being given to projects that propose reforms in five designated categories, one of which is improving the preparation of teachers.

HSIs and Foreign Languages

Bush also requested $462.9 million–a $15.8 million increase over fiscal year 2002, for programs designed to strengthen the academic quality, institutional management, and fiscal stability of Historically Black Colleges and Universities (HBCUs), and Hispanic-Serving Institutions (HSIs), among others. Funds may be used to support a wide variety of activities, including establishing or enhancing teacher preparation programs.

The President also proposed a total of $102.5 million for the International Education and Foreign Language Studies (IEFLS) programs, an increase of $4 million over fiscal year 2002. Of this amount, $13 million is for Overseas Programs that support study, curriculum development, and other academic activities in foreign countries by teachers and prospective teachers. The goal of the program is to improve language skills and cultural awareness and promote and improve modern foreign language training and area studies in K-12 and institutions of higher education. The Overseas Programs focus specifically on teacher preparation and development, ideally creating a significant educational "ripple effect" as each teacher or faculty member trained under an IEFLS overseas program takes the experience back to the classroom.

Recruitment and Scholarships

Research indicates that if states would open up the teaching profession to well-educated, highly qualified individuals from other fields, and to well-prepared liberal arts graduates, we could dramatically reduce shortages while increasing teacher quality. States are encouraged to establish partnerships and other groups to increase alternative and innovative routes to teacher certification. Programs such as Troops to Teachers and Transition to Teaching, open up the teaching profession to talented individuals and provide them the training and support they need to become high-quality teachers.

In addition, the 2003 budget for the Teacher Quality Enhancement program would provide $8.9 million specifically to support recruitment efforts. These funds would support innovative efforts by states and collaborative partnerships to respond to shortages of mathematics, science, special education, bilingual, and ESL teachers.

Local educational agencies could use these funds to recruit highly qualified teachers, award scholarships for candidates to complete teacher preparation programs, support scholarship recipients, and provide follow-up services to former scholarship recipients. Scholarship recipients are required to teach in a high-need local educational agency for a period of time equal to the period for which they received scholarship assistance. To date, 28 grants have been made to agencies in 17 states. Further, 63 percent of recruitment grant recipients are supporting other innovative strategies to ensure that high-need school districts are able to recruit qualified teachers.

The federal student financial aid programs play an important role in the recruitment and preparation of teachers. In 1999-2000, nearly half (45.1 percent) of the individuals enrolled in postsecondary education majoring in education or related fields received federal student aid averaging nearly $5,300. In that year, a quarter of those majoring in education or a related field received a Pell grant and a third received a Stafford loan.

Offering student-loan forgiveness in exchange for service is one way to recruit and retain qualified undergraduates majoring in education. In 1999-2000, two-thirds of all graduating seniors who majored in education had received Stafford loans at some point in their undergraduate career. For those with Stafford loans, the average debt was approximately $15,500.

Currently, all teachers who were new borrowers as of October 1998 and who teach for five consecutive years in qualified low-income schools are eligible for up to $5,000 in loan forgiveness. The president has proposed substantially increasing the maximum amount of loan forgiveness–up to $17,500–for mathematics, science, and special education teachers at qualified low-income schools.

Accountability

There is a determination in Washington to hold institutions of higher education that prepare teachers accountable for the quality of their graduates. In the past, some have been indifferent to the success of their graduates in passing state teacher assessments. State certification and licensure requirements also need to be reexamined to make sure that what they demand of prospective teachers is supported by scientific evidence as to what makes for effective teaching. In too many states, requirements are light on attributes research has shown to matter–such as content knowledge–and heavy on regulations research has shown not to matter–such as requiring education school courses.

In order to promote accountability, Title II of the Higher Education Act requires that all institutions of higher education with teacher preparation programs report annually to the state and the general public on the percentage of their program completers who pass state teacher certification or licensure assessments. This public disclosure creates a positive incentive for institutions to focus on important, performance-based outcomes, and for the entire institution to take responsibility for graduating well-prepared teachers.

Latinos in the

by Thomas G. Dolan

Alberto Gonzales regularly puts in 14-hour days and is considered one of President Bush's closest advisors.

Ruben Barrales, first in his family to go to college, attended the University of Southern California in Riverside, then went back home to work in the family business.

As U.S. Treasurer, Rosario Marin's responsibilities are far-ranging, but she also sees her post as a vehicle to help others to achieve the types of dreams she has.

White House

As board chairman of the Latin Business Association, Hector Barreto doubled membership and revenues and created a national awareness of that organization through his forming the highly successful Latino Business Expo.

Ten percent of those currently serving in the White House who required Senate approval for their jobs are Latinos. There are many more in other positions. Moreover, the large number of latinos now working in the White House is a reflection of an administration that is proactively dedicated to meeting the needs of the Hispanic people. And beyond the natural synergy of a president who was previously governor of Texas, in which the majority of the population is Hispanic, is the trait that President Bush shares with the Latinos working directly with him, and that is a passion for education for all Americans, but with a special emphasis on the needs of Latino youth.

Two of the six Latino White House officials featured in this article are working in education; four were attracted to Bush because of his stance on education, and believe that education is the key to future Hispanic successes, just as it has been for them.

LESLIE SÁNCHEZ, executive director, White House Initiative on Educational Excellence for Hispanic Americans

"One out of every three latinos drop out of high school, and in some states the number is much higher," says Sánchez. "Not only does President Bush have a strong legacy toward educational reform, especially for the disadvantaged, he has a businesslike approach to the problem. He wants solutions that will work."

To this end, last fall, Bush signed an executive order reauthorizing the commission that Sánchez leads to close the education gap for Hispanics and achieve the goals established by the No Child Left Behind education reform initiative. The commission's other tasks are to develop a monitoring system that holds executive branch departments accountable to ensure participation of Hispanics in federal education programs; to identify methods to increase parental, state, local, and private sector involvement in improving education for Hispanics, and determine how federal programs can be applied to ensure Hispanic parents successfully prepare their children to attend postsecondary schools.

On tours across the country to meet with community leaders and discover best practices programs, Sánchez says that commission members were struck by the fact that "Hispanics do not represent a monolithic population, but rather there is a tremendous diversity from recently arrived immigrants to families who have been here four to five generations." While there have been pockets where programs have done well, the intent is to achieve a national, integrated, long-term effort that unites parents with educators and community leaders and the federal government. Among the first results are two comprehensive interactive Web sites: yesican.gov and yosipuedo.gov, over 350 pages of tool kits, with everything from the animated Pablo the Eagle who guides small children through bilingual nursery rhymes to aids that help parents prepare their children for college.

Sánchez looks at her career as "a typical Latina journey." Her grandfather emigrated from Mexico, and she started to help support her family at age 16. She sold encyclopedias door-to-door to work her way through college, graduating from George Washington University and receiving a master's from Johns Hopkins. Sánchez held a number of marketing and media positions before becoming involved in several congressional activities. In October 2001, *Hispanic Business* named her one of the "100 Most Influential Hispanics."

"As Latinos, we bring nuances of our culture and struggle to the White House," Sánchez says. "Working in government provides a tremendous amount of opportunity and power through which we can benefit our community."

ALBERTO GONZALES, White House counsel

"I firmly believe that President Bush has a special place in his heart for the Hispanic community," says Gonzales. "I remember one of my earliest meetings with him when he was governor. It was a budget meeting, and we were trying to decide how to spend billions of dollars in Texas, and there was a great cry for additional prisons. I remember the governor saying he didn't want to spend a single dime on additional prisons so long as you had poor Hispanic kids not being able to go to good schools along the border because there wasn't enough money."

Gonzales understands kids like that, for he was one of them. He was born of Mexican immigrant parents who met as migrant workers in Texas, and he grew up in a two-bedroom house as one of eight children. His mother had a sixth-grade education and his father, a second-grade education, and he recalls little discussion in the home about politics or issues, only his parents' struggle to provide food for their family.

The fact that he graduated from high school was considered by his family a big accomplishment. He enrolled in the Air Force with no intention of going to college. But he early impressed some officers who encouraged him to apply to the Air Force Academy, which he did. From there he moved to Rice University, Harvard Law School, and then the Houston law firm of Vinson & Elkins, where he stayed from 1982 to 1995, starting as an associate and resigning as a partner.

Starting in the early 1990s came increasing recognition and rapid advancement. In 1992, he was chosen as the state's Outstanding Young Lawyer by the Texas Young Lawyers Association; in 1994 he was selected as one of the Five Outstanding Young Texans by the Texas Jaycees; and from 1995-97 he served as general counsel to Gov. Bush. From 1997-99, he was the Texas secretary of state, in 1999 he was nominated Latino Lawyer of the Year by the Hispanic National Bar Association and served as justice of the Supreme Court of Texas; and in 2001 he was commissioned to White House counsel.

Gonzales regularly puts in 14-hour days and is considered one of Bush's closest advisors. He is obviously proud of his heritage and that his vantage point allows him to serve as role model. But he also says, "Most Americans probably don't care that I'm a Hispanic doing my job. What they care about, as they should, is that the job gets done."

MERCY VIANA, director of the Specialty Media Office of Media Affairs

"I was attracted to President Bush's compassionate conservative agenda," Viana says. "You have to help, but you also need to set standards of personal accountability and results."

Viana was born and raised in Miami, Fla., with a Cuban father and a mother born in Spain. She spoke Spanish at home and learned English in kindergarten. "I always wanted to work in public service so I could help others," Viana says. She studied political science at Florida International University and public administration in graduate school at George Washington University. She served in a number of congressional roles, especially in promoting Hispanic opportunities in higher education. She was press secretary in Bush's presidential campaign. Her current job is communicating the president's messages that have to do with language, religion, and other issues that arise in the media.

In terms of what Bush has actually done to close the Hispanic educational gap, Viana points to his submitting more than $89 million to Hispanic-Serving Institutions, $1 billion to initiatives to help students learn to read by the third grade, and $125 million for programs to reduce the dropout rate in 2003. She mentions that Bush has also provided $200 million in grants to help first-time home buyers with down payments and closing costs. "He not only speaks Spanish, Viana says, but also "is the first president to conduct a radio address to Hispanics in their own language."

RUBEN BARRALES, deputy assistant to the president and director of Intergovernmental Affairs

Both of Barrales' parents emigrated from Mexico in the late '50s, were very entrepreneurial, and started a family business. Barrales, first in his family to go to college, attended the University of Southern California in Riverside, then went back home to work in the family business.

"I became interested in community issues and began supporting and volunteering for nonprofit organizations," he recalls. "It was important to me that I made a contribution and help others." Barrales was the first Latino to be elected to the San Mateo County Board of Supervisors in 1992. He was reelected in 1996 and became president. It was at this time that he met Gov. Bush, who was traveling through California before his presidential run.

"I was impressed by his commitment to close the educational gap for all minority children and to hold all academic institutions accountable," Barrales says. "I had worked to form one of the first charter schools in California, which state law allows a community to run more independently than public schools, with more community leadership."

Barrales was asked to join the president's staff, and his job is serving as a liaison between the administration and federal programs and governors, mayors, and other local officials. Barrales likes his job for, as he says, "I am drawn to those who are action oriented and want to get results. I like to know that I am making a difference, that I am involved in the important issues of the day, and am helping people solve their problems."

HECTOR BARRETO, administrator of the U.S. Small Business Administration

Barreto comes to his present position from an extensive business background. After graduating from Rockhurst University, he worked for the Miller Brewing Company, then in 1986 started Barreto Insurance and Financial Services, and in 1995 Barreto Financial Services. In 1998, he was elected chair of the Latin Business Association, in 1999 elected to the U.S. Hispanic Chamber of Commerce Board of Directors; and in 2000 became its vice chair.

Barreto was instrumental in forming the New America Alliance, and as chairman of the board of the Latin Business Association, doubled both membership and revenues and created a national awareness of that organization through his forming the highly successful Latino Business Expo.

"I invited Gov. Bush to come and speak at the Latino Business Expo," Barreto recalls. "He came and gave the first major speech of the campaign–the education speech. It was a great, great speech. He had 3,000 of our members in the audience. It was standing room only. And there was a lot of excitement and a lot of enthusiasm for this new leader." Bush was pleased with the event, subsequently invited Barreto to become a part of his team, and then appointed him to his present position.

Barreto refers to the 50 successful years of the SBA, but says, "Now we need to prepare for the next 50 years and welcome the new round of entrepreneurs from the African American, Asian, and Latino communities, and from the community of women business owners."

ROSARIO MARÍN, treasurer of the United States

As a child in the late 1950s in the working class borough of Iztapalapa in Mexico City, Marín's dream was to become an airline stewardess. That might have been an impossible dream had her family remained there, but they emigrated to Huntington Park, Calif., when she was 14 years old. She earned a high school diploma, and, while working full time, attended night school in a seven-year effort to achieve a college degree. And expanded her dream.

Marín received very little in the way of advice or encouragement, certainly not scholarships or financial aid, and this struggle has shaped her views. "There are many reasons why Latinos don't graduate, even from high school. And that's a huge concern because we know, statistically, that if you don't even graduate from high school, the chances of your making it financially are very low. That's why I put so much *empeño* (perseverance) in the education of Latinos."

Marín worked many years in banking. But the turning point in her life was when her oldest son, Eric, was born with Down syndrome, which led her into a life of advocacy for those with that disability. She received awards and was instrumental in changing laws that helped people, especially Latino families, who have children with Down syndrome. This advocacy led to posts in the state government, including chief of legislative affairs for the Department of Developmental Services and chair of the State Council on Developmental Disabilities. She was also twice elected mayor of Huntington Park.

As U.S. treasurer, Marín's responsibilities are far-ranging, but she also sees her post as a vehicle to help others to achieve the types of dreams she has. "Everybody talks about the American Dream," Marín says. "God has blessed me so much that I am living the American Dream. In my role as the treasurer of the United States, I have a duty to ensure that as many people as possible achieve financial independence. And I'm taking on financial literacy as the initiative for the Treasury and the White House, to ensure that more people are able to achieve their American Dream."

Rochester Institute of Technology

DIRECTOR

North Star Center for Academic Success and Cultural Affairs

GENERAL SUMMARY:
Director will be responsible for development, organization, direction and implementation of all initiatives of the center; manage program initiatives to deliver a system of support for the development of African, Latino/a and Native American students; and direct and assist program staff in the development and implementation of activities, programs, and projects relevant to the mission of the Center.

MAJOR RESPONSIBILITIES:
a. Program and curriculum development
b. Service to students
c. Administrative

EDUCATION/EXPERIENCE:
Masters degree required, Doctoral degree preferred
4-5 years of experience in Higher Education working with underrepresented African American, Latino/Hispanic American and Native American students
Applicants are encouraged to apply electronically to Resumes@rit.edu
For more information, please visit website: http://www.rit.edu/ritbbs/ritjobs/
The application review process will begin February 1, 2003

RIT is an equal opportunity employer

UNIVERSITY OF MINNESOTA

FACULTY AND ADMINISTRATIVE POSITIONS
UNIVERSITY OF MINNESOTA, TWIN CITIES
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These positions have starting dates of August 25, 2003 and are tenured or tenure-track. Salary offers will be competitive and commensurate with experience and level of appointment. These positions will remain open until filled, but review of application materials will begin as noted for each position.
Agricultural Education (Assistant or Associate Professor) to engage in research, teaching and advising, service, and administration related to the practice of agricultural education. Application review begins in early December 2002.
Science Education (Assistant Professor) to provide leadership to science education programs in the Department of Curriculum and Instruction and provide leadership in our efforts to investigate and support excellent science education in multicultural urban settings. To receive fullest consideration, please submit applications no later than December 13, 2002.
Special Education-Mild Cognitive and Academic Disabilities (Assistant Professor) will focus on instructional interventions and adaptations of instructional strategies for students with mild cognitive and academic disabilities. We seek persons with expertise in one or more of the following areas: urban education, functional academic skill development, transition, assessment, language development, ELL/special education. Application review is on-going.
Sport Management Studies, 2 positions available (Assistant or Associate Professor) to make significant contributions to teaching and research in sport management and sports studies. To receive fullest consideration, please submit applications no later than November 15, 2002.

An administrative position is also available in the college. Department Chair with faculty rank, Department of Work, Community, and Family Education. Nominations and applications are invited for this 12-month, full-time position. Candidates must currently hold, or be eligible for, a tenured position at the rank of full professor and must provide evidence of expertise in one of the department's academic areas: Adult Ed; Agricultural, Food, & Environmental Ed; Business & Industry Ed; Comprehensive Work, Community, & Family Ed; Family Ed, & Human Resource Development.

Complete position descriptions containing specific qualifications and application processes are available on the College Web Page: http://www.education.umn.edu under the Employment heading.

The University is an equal opportunity educator and employer

Hispanic Students Drawn by Law School Diversity

The Deans Talk to HO

by Mary Ann Cooper

Law school selection and admission can be daunting tasks for any student. But for Hispanic students, economic and cultural considerations can complicate the process. Deans from the following five law schools recently told *The Hispanic Outlook* how their schools simplify that process and promote diversity by attracting and nurturing Hispanic students.

St. Mary's University Law School is located in picturesque San Antonio, and reflects the cultural rebirth of this Texas city in recent years. The school boasts that its Hispanic graduates have gone on to become state and federal judges and members of Congress. "The culturally rich environment in San Antonio and South Texas is perhaps the most important factor in attracting Hispanic students to our school," says dean Bill Piatt. "Hispanics are the majority of the population in San Antonio, and in the undergraduate school at our University. Many of our administrators at the law school are Hispanic, and I am one of only two Hispanic law school deans in the U.S."

An impressive 39 percent of St. Mary's graduate enrollment is Hispanic students, 272 of 705 law students. And the success ratio of Hispanic students there is identical. Of the 240 J.D. degrees earned at St. Mary's, Hispanic students earned 93 (or 39 percent).

Piatt credits the follow-through success of Hispanic students to the hands-on cultivation of each student who passes through its doors. "Mentoring by other students and by our Hispanic alumni has been of benefit to our students," explains Piatt. "Perhaps the greatest challenge facing our Hispanic students is that many of them are first-generation college students, as was my experience. Learning the law is a challenge, but learning the culture of the study and practice of law is also sometimes difficult for students who must compete for grades with others whose families have a long tradition of participation in the legal profession."

Elsewhere in the Lone Star State, **The University of Texas at Austin** boasts more than 1,300 Hispanic alumni among its law school graduates, who include the Texas secretary of state and federal judges. "The singlemost factor that distinguishes UT as an institution that embraces Hispanic students is our wonderful and talented current group of Hispanic students–and a very supportive faculty and administration. Close behind is our curriculum, which emphasizes Latin American law," says UT dean Bill Powers. UT's graduate enrollment in its school of law stands at 10 percent or 142 of its 1,457 total graduate enrollment. The percentage of J.D. degrees earned by Hispanics is virtually the same. Of 461 J.D. degrees earned at UT, 9 percent or 40 were earned by Hispanics. According to Powers, UT is committed to making the transition from undergraduate to graduate school for its students as smooth as possible. Just like Piatt at St. Mary's, Powers is mindful of the special needs. "For many of our Hispanic students, the greatest challenge is that they are the first in their families to attend law school." UT offers mentoring programs as well as "outreach programs, starting with the Pre-Law Institutes we have at University of Texas at El Paso, University of Texas at San Antonio, and University of Texas-Pan American."

A warm and welcoming Web site message from **University of Illinois College of Law** Dean Heidi M. Hurd sets the tone for its College of Law's outreach program for minority students. "We take enormous pride in our Hispanic students," says Hurd. "Our deeply felt sense is that we are all of one community–united by a passion for law's power to redress social and economic injustices and to give voice to those who would otherwise live in silence. I think that when diverse communities share fundamental values, they can celebrate their diversity while being and feeling united at the core."

Established more than a century ago, UI's most recent figures show that the number of Hispanic students earning J.D. degrees is 10 percent of the total J.D. degrees awarded. Currently, UI's law school has a total enrollment of 677, of which 48 (or 7 percent) are Hispanic students.

Instilling pride and confidence are important to UI, according to Hurd. "We work hard to make the study of law an empowering experience; to make the acquisition of lawyering as a profession a noble one; to make our students feel that they are in fact the successes that they go on to be." Evidence of diversity also shows the Hispanic student the relevance of what they are learning at UT. "All law students, whatever defines their identities, need to see reflections of themselves on the pages of their textbooks and in the corridors of their buildings. They need to feel that they belong to the professional enterprise; that they can master the law and use it to good purpose; that they are the stewards of justice within our society."

Community involvement due to its ideal geographic setting has shaped **The University of Miami Law School's** mission and purpose. Dennis Lynch, its dean and professor of law, explains, "UM's location in Miami and its talented and highly diverse student body make it a welcoming place for Hispanic students. With first-rate programs in international law, business law, tax, professional skills training, and public interest law, UM is the best place in the country for law firms to hire bilingual graduates with superb legal skills and a solid grounding in civil and comparative law." An impressive 24 percent of UM's J.D. degrees was earned by Hispanic students. Of the 292 degrees awarded, 71 went to Hispanic students. UM's total J.D. enrollment stands at 1,183 and 208 (or 18 percent)of those enrolled are Hispanic students. Placement opportunities are seen as a challenge as well as a selling point for UM, according to Lynch.

"The biggest challenge for Hispanic students at UM is one facing all our students: keeping up with a rich and demanding curriculum while taking full advantage of the wealth of clinical placement and clerking opportunities that an urban center like Miami offers. Our student support programs and an active Hispanic Law Students Association help keep our students focused on making the most of their education."

The University Of New Mexico prides itself on the way the flavor of Hispanic tradition and custom has woven itself into life at UNM. The school's associate dean, Peter Winograd, points out, "We have a significant minority enrollment. We have a very diverse faculty as well. This is important in creating a familiar and welcoming atmosphere for our minority students. The Hispanic influence has become, in every way, an important part of the life and fabric of the University as a whole." UNM has a total enrollment of 330 and 23 percent of those students (76) are Hispanic. The percentage of J.D. degrees earned by Hispanics at UNM is even more significant–a full 25 percent of the 117 J.D. degrees earned (29).

UNM, according to Winograd, sees myriad challenges for Hispanic students and stands ready to help in any way it can. "Minority students frequently come to us having overcome educational, cultural, and social hurdles. They include a lack of available funds, being the product of poor public schools, and using English as a second language. We provide supportive academic services for all our students, including minority students, to assist in meeting many special challenges. We provide tutors in all first-year sections. We have a ratio of 5 or 6 students to each tutor. We also have a four-week summer program for students we admit and recognize may need to better prepare themselves to begin their studies here."

There's a wealth of information about what each of these schools has to offer Hispanic and other minority students. Visit their Web sites to learn more about their diversity programs and practices:

St. Mary's University
School of Law
One Camino Santa María
San Antonio, TX 78228
(866) 639-5831
www.stmarytx.edu

University of Illinois
College of Law
504 E. Pennsylvania
Champaign, IL 61820
(217) 244-6415
www.law.uiuc.edu

University of Miami
School of Law
1311 Miller Drive
Coral Gables, CA 33146
(305) 284-2339
www.law.miami.edu

University of New Mexico
School of Law
1117 Stanford Drive, NE
Albuquerque, NM 87131
(505) 277-2146
www.unm.edu

University of Texas at
Austin-School of Law
727 E. Dean Keeton Street
Austin, TX 78705-3299
(512) 232-1200
www.utexas.edu

SCHOLARSHIP INFORMATION

Hispanic students face economic challenges to meet the cost of postgraduate education. A check of each school's Web site will uncover many opportunities for financial aid specific to that school. Here are some other law school scholarship opportunities available to minorities and, in some cases, specifically Hispanic students.

MALDEF
Law School Scholarship Program
634 S. Spring Street
Los Angeles, CA 90014
(213) 629-2512
www.maldef.org

Go online to check out the Mexican American Legal Defense and Educational Fund. Applications for several scholarships are available there for Hispanic students in their first, second, or third year of law school. The requirements for these scholarships include demonstrated financial need, service to the Hispanic community, and an academic background indicative of postgraduate success.

Fredrikson & Byron Minority Scholarship
Greta Larson
4000 Pillsbury Center
200 South Sixth Street
Minneapolis, MN 55402
(612) 492-7000
glarson@fredlaw.com
www.fredlaw.com

This scholarship has been awarded since 1990 and is available to minority students in their first year of law school. In addition to the scholarship awards, this downtown Minneapolis law firm offers internships at its offices for minority students who have successfully finished their second year of law school.

Florida Minority Participation in Legal Education Program
Law Scholarship
The Florida Education Fund
15485 Eagle Nest Lane, Suite 200
Miami Lakes, FL 33014
(305) 364-3111
www.fl-educ-fd.org/mple.pdf

Minority residents of Florida who plan to take the Florida Bar exam and practice law in the state may be eligible for a scholarship for all three years of law school. Applicants must be full-time students and U.S. citizens. The scholarship is awarded to students attending participating law schools, including Florida State University, Nova Southeastern University, St. Thomas University, Stetson University, University of Florida, University of Miami, and Florida Coastal University.

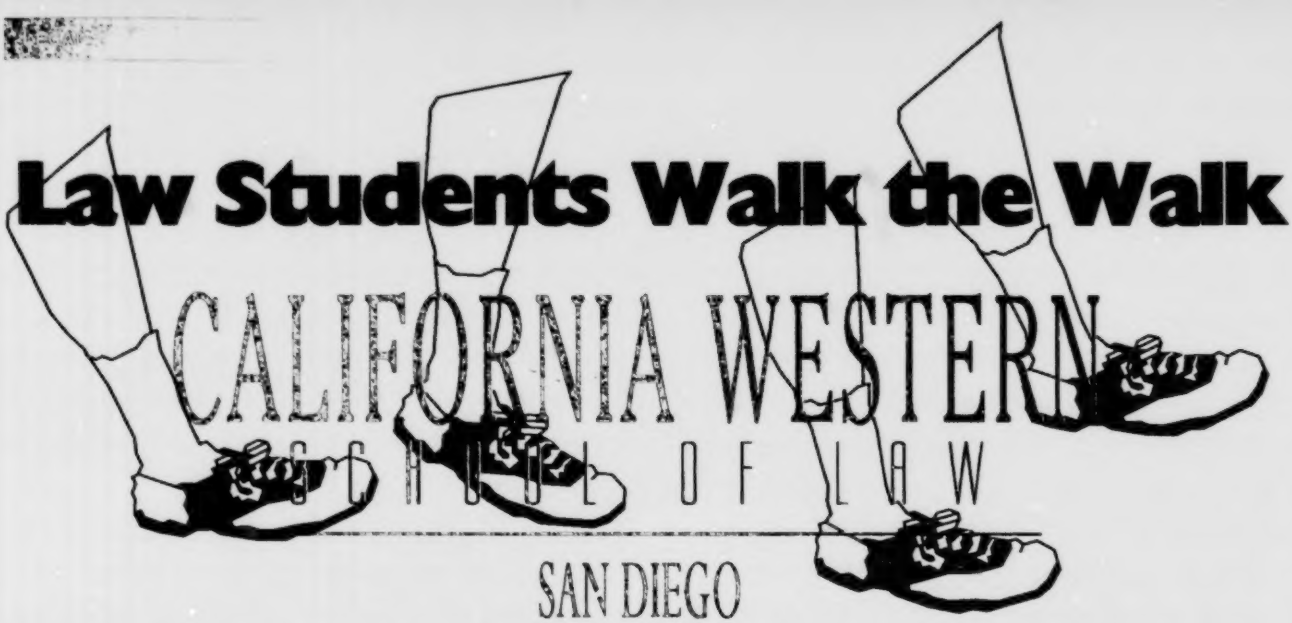
Hispanic Scholarship Fund
55 Second Street, Suite 1500
San Francisco, CA 94104
(877) HSF-INFO
scholar@hsf.net
www.hsf.net

Full-time graduate students of Hispanic heritage are eligible to apply for awards of $1,000 to $3,000. Those who apply must be either U.S. citizens or permanent residents and have a minimum GPA of 2.7. In addition, HSF has many outreach programs and has partnered with corporations and other nonprofit groups in developing scholarship programs.

Paul and Daisy Soros Fellowships for New Americans
400 West 59th Street
New York, NY 10019
(212) 547-6926
www.pdsoros.org

These fellowships are open to legal resident aliens or naturalized citizens of the U.S., or the offspring of parents who are naturalized citizens. First- or second-year law school students, 30 years of age or younger, are eligible to apply. They can also apply in their final year of undergraduate school or after they obtain their bachelor's degree.

Law Students Walk the Walk



Interview Arrestees, Help Free the Innocent

by Inés Pinto Alicea

Since 1924, the California Western School of Law (CWSL) has been a leader in preparing California students to become lawyers. Three of its programs are giving students hands-on experience and supervised training that once was offered at law practices and seldom seen today, yet is critical to the development of young lawyers.

The programs–Proyecto ACCESO, the Bail Project, and the Innocence Project–give the students encounters in the legal world they could not garner from textbooks or exams–concrete, real-life exposure to what life is really like for our nation's lawyers.

"Learning to actively listen to people that have major life decisions to face and being the person that helps in those decisions is what the law is really about," said California Western graduate and Bail Project participant Felicia Huberman in a recently published essay. "Experiencing so many different kinds of people with different reasons as to why they are there–standing in front of you with a county jail outfit on–has created a reality that is not taught in law school."

Proyecto ACCESO

Social pressure and public demand are resulting in judicial reform throughout the world. This is particularly true in many Latin American countries, where more open approaches are supplanting the traditional modes.

CWSL developed a rule of law training program to help Latin American countries in their efforts. The program, Proyecto ACCESO, is under the auspices of CWSL's McGill Center for Creative Problem Solving, a think tank and training institute that provides students, lawyers, judges, and society with collaborative approaches to communication, conflict resolution, and problem solving.

Many Latin American countries have called on Proyecto ACCESO, (a Spanish acronym for Creative Lawyers Collaborating to Find Optimal Solutions), to teach their lawyers, prosecutors, public defenders, and judges the skills needed for a fair oral trial. In response, Proyecto ACCESO, founded in 1998, has held oral advocacy workshops in countries, such as Chile and Costa Rica, which have been attended by representatives from more than 17 Latin American countries. The hands-on oral advocacy training helps Latin American lawyers learn how to use expert witnesses, prepare opening and closing statements, and conduct cross-examinations while also teaching judges how to hear oral testimony.

Chad E. Grunander, a law student at CWSL from Spanish Fork, Utah, who traveled with Proyecto ACCESO to Costa Rica, said the experience erased misconceptions he had about the legal systems in Latin America. Grunander, who developed a manual for future workshops as one of his projects while there, said he had expected to encounter lawyers and judges in Latin America with underdeveloped legal skills because of the underdeveloped legal systems in those countries.

"Before ACCESO and Costa Rica, I was skeptical about the future of the rule of law in Latin America," said Grunander, who graduates in 2003. "The news continually portrays a state of lawlessness throughout much of the region. My experience, however, revealed a bright future for Latin America. The participants I met are talented and committed to improve the system of justice in their respective countries."

The oral advocacy workshops use a learning-by-doing format in which the Latin American lawyers practice their oral trial skills and are critiqued by seasoned trial lawyers. ACCESO faculty demonstrate specific oral lawyering skills that the participants exercise through a videotaped mock trial. Following faculty critique, each participant views the videotape with another faculty member, obtaining personal feedback on technique, style, and strategy. Many of the participants argue their first court case at ACCESO workshops.

Lilia Velásquez, professor of immigration law at CWSL and an instructor with Proyecto ACCESO, said two CWSL law students travel to each of the workshops to aid professors and participants in the program. Velásquez noted that the public in some of the Latin American countries undergoing penal reforms are skeptical of the changes. Some fear that the reforms benefit the criminal and not victim, and they are unsure of the role of prosecutors because prosecutors have been uncommon.

"Most of the countries of Latin America are transforming their legal systems from the inquisitorial to the adversarial model," said Velásquez. "It gives me great satisfaction to see we are contributing to the democratic process and in constructing new legal systems. But we're not going into Latin America as judicial imperialists."

Marcos Libedinsky, justice of the Supreme Court of Chile, praised the work of Proyecto ACCESO, saying that the training it provides is vital to the country as it creates a more just legal system. He explained how most Latin American countries tried typical cases under the inquisitorial system, prior to reforms. Judges would make decisions regarding guilt or innocence without ever questioning the accused or the witnesses in person, he said.

"Verdicts are usually based on written testimony, with the judge never hearing witnesses and the accused never having the opportunity to cross-examine witnesses or confront accusers," said Libedinsky in an article in CWSL's publication *Res Ipsa*, Spring 2002 issue.

Lilia Velásquez, professor of immigration law at CWSL and an instructor with Proyecto ACCESO

CWSL Professor Laurence Benner developed the Bail Project in conjunction with the San Diego Public Defenders office.

The Bail Project

The Bail Project is a CWSL course in advanced criminal law in which students, after receiving specialized training, security clearances, and certification from the California State Bar, act as pre-arraignment representatives of the San Diego Public Defender's Office. The program was developed by Professor Laurence Benner, in conjunction with that in conjuction with that office. Benner ran a public defenders office in Michigan, thus he knows the realities confronted in carrying out the job of public defender.

Through the program, second- and third-year law students gain hands-on, real-world experience and the opportunity to represent actual clients in court. Law students contact clients within hours after their arrest.

Students conduct initial jail interviews with actual clients, represent clients at bail hearings, and, in some cases, argue on the client's behalf at the arraignment for a bail reduction or release on their own recognizance. The student then has the option of following any client's case through the system to disposition. The students receive specialized training in client interviewing, ethics, and bail representation.

Students go in three-hour shifts to cover the jail and identify recent arrestees who have not made bail. They conduct an initial interview to obtain information for bail representation, provide advice as to their rights, and address concerns arising from their incarceration. About 20 students participate in the bail project each term.

"It teaches students to be problem solvers," said Benner. "I would like to see more law schools and public defenders offices working together. Public defenders generally don't have the manpower or budget, so by working with the students, it's a symbiotic relationship."

Benner credits San Diego County Chief Public Defender Steven Carroll with getting the project started by overcoming the administrative hurdles that arose and getting judges and sheriff's representatives to agree to the effort. The sheriff made students part of the booking process so that his personnel would not have to go to extraordinary lengths for the students' work to be completed.

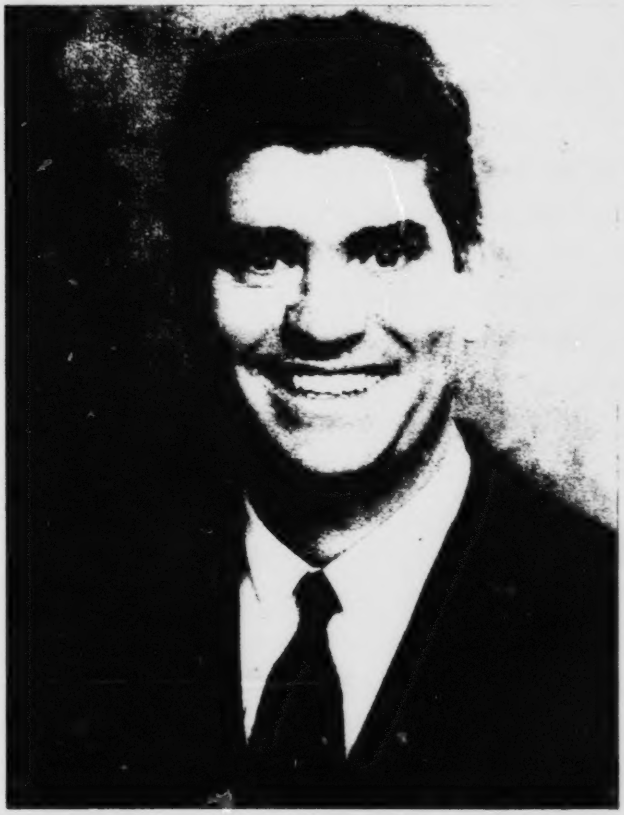
Prior to the Bail Project, a person who was too poor to hire a lawyer or make bail normally had no access to legal assistance or even advice about basic rights for several days following arrest. Sometimes, if arrested just before a holiday, an indigent accused could remain in jail without access to counsel for up to five days. This was because the public defender's office had no access to eligible clients or even official standing to represent them until formal appointment at the arraignment. Also, due to the high volume of cases, the deputy defender handling felony arraignments had no opportunity to verify factual information important to the judge's bail determination.

Now students are able to verify such information, including the defendant's length of residence, ties to the local community, and current employment. Not only do the clients benefit from the law students' advocacy on their behalf, but judges can make bail decisions based on reliable information. This also can reduce government expenses since clients who would have otherwise remained in jail are not warehoused, do not lose their jobs, and do not see their families go on welfare.

"Our students are making a difference in people's lives and at the same time are learning, from the inside out, how our criminal justice system operates," said Benner.

California Innocence Project

The California Innocence Project operates out of CWSL's Institute for Criminal Defense Advocacy. Twelve second-year law students spend two semesters working alongside practicing criminal defense lawyers to seek the release of wrongfully convicted prisoners in California. The law students assist in the investigation of cases where there is strong evidence of innocence, write briefs in those cases, and advocate in all appropriate forums for the release of the project's clients.



Justin Brooks, executive director of the California Innocence Project

The primary goal of the project is to seek any and all ethical and legal avenues for the release of the wrongfully convicted. The California Innocence Project is co-taught by Justin Brooks, executive director of the institute and project director, and Professor Jan Stiglitz.

"It's a slow process, and it is hard to undo a case at the post-conviction phase," said Brooks. "The problem with the criminal justice system is that 95 percent of the cases are resolved by plea bargaining, so most cases are not investigated."

As longtime observers of the criminal justice system, both Brooks and Stiglitz know the system often breaks down, and sometimes that breakdown can result in innocent people going to prison. The Innocence Project cites 300 documented cases of wrongful convictions in the U.S. More than half of those cases were the result of erroneous identification by the victim and nearly one-third involved false testimony from jailhouse informants. "Unfortunate as it is, there are innocent people in prison," said Brooks.

"There is no doubt about it, no denying it. The 'burden of proof beyond a reasonable doubt' is not 100 percent. Some people slip by, whether it is the innocent going to prison or the guilty walking on the street."

In the past two years, students and faculty pored over 2,000 queries from inmates. About 700 queries were rejected, 500 are being investigated, and 12 are at the litigation stage. Students spend about 20 hours each week on the project and receive a great deal of supervision, along with an initial three-day training retreat. Students may not see a case resolved at year's end, and must pass on their investigations to the next class. One person has been released from prison and another had his sentence reduced due to the students' work on the project.

Students learn to conduct investigations themselves, to work with investigators, and to evaluate cases in a logical way. These are skills that they often do not acquire even when they start out at law practices.

"When people go to law practices, they are given huge caseloads, and they need to resolve cases quickly," said Brooks, adding that the large number of cases can lead to wrongful convictions if they are handled too hastily. "It's a serious problem in our profession."

About CWSL

CWSL is located in San Diego and has 815 students, about a third of them minorities. The school boasts that its programs and classes really prepare students for legal work. On the rigorous California Bar Exam, California Western graduates have averaged an 80 percent passage rate over the years. Throughout the other states, including the challenging examinations in New York, Massachusetts, and Florida, California Western students consistently exceed the average passage rates.

Job Bias Against Minorities Still Thriving

Rutgers Law Professors Share Results of Four-Year Study

by
Sandra Gardner

Report concludes that Hispanics, Blacks, Asian Pacific workers, and White women are intentionally discriminated against between a quarter and a third of the time.

If you are a Latino planning a career in management, you'll face about a 22 percent chance of discrimination, according to a new report from Rutgers Law School. African Americans confront even higher rates of nearly 27 percent, and Asian Pacific workers, nearly 25 percent. For non-Hispanic White women, the figures are 18 percent.

Variations on this theme apply to jobs as officials, professionals, technical workers, salespersons, office and clerical workers, skilled crafts persons, semi-skilled operatives, laborers and service workers, with rates of discrimination dependent upon the job. All told, two million minority and female workers are affected by intentional discrimination.

That's the crux of the report on discrimination of minorities and women, *The Reality of Intentional Job Discrimination in Metropolitan America–1999*, authored by Alfred and Ruth Blumrosen. Alfred Blumrosen is a Thomas A. Cowan Professor of Law and director of the Intentional Discrimination Project at Rutgers Law School. Ruth Blumrosen is an adjunct professor of law and served as general advisor on her husband's project.

Alfred Blumrosen, Thomas A. Cowan Professor of Law and director of the Intentional Discrimination Project at Rutgers Law School

The study identifies intentional employment discrimination by applying legal standards to statistics of the race, sex, and ethnic composition of large and medium size employers in the private sector. The basic legal principle is that when an establishment falls so far below the average utilization of minorities or women in the same labor market, industry, and occupation that it is not likely to be accidental; the law will presume intentional discrimination and require employers to justify their conduct.

The Blumrosens' report and individual state reports can be found on their Web site, http://www.EEO1.com; an abridged version of the study will be published later this year in the *Rutgers Law Review*. The Web site also includes a discrimination calculator, an interactive tool that will give people their risk of employment discrimination in a particular field in a geographic area.

"For example," says Ruth Blumrosen, "if a Hispanic woman in Buffalo wants to be a professional in a particular industry, she can go to the discrimination calculator and put in the demographics, and it will tell her the chance of discrimination in that industry in that area." She adds, "It could also be useful after the fact, if you think you've been discriminated against but you're not sure, before you pro-

> ***"For example, if a Hispanic woman in Buffalo wants to be a professional in a particular industry, she can go to the discrimination calculator and put in the demographics, and it will tell her the chance of discrimination in that industry in that area."***
>
> RUTH BLUMROSEN IS AN ADJUNCT PROFESSOR OF LAW AND SERVED AS GENERAL ADVISOR ON THE INTENTIONAL DISCRIMINATION PROJECT AT RUTGERS UNIVERSITY

ceed with a complaint. Data is like radar. You can see where you're going, what's out there."

The database consists of employers' annual reports filed with the U.S. Equal Employment Opportunity Commission (EEOC) from 1975 to 1999. Since 1966, private employers of 100 or more employees and government contractors of at least 50 employees have had to file annual reports, on a form called EEO-1, with the EEOC and the Office of Federal Contract Compliance Programs (OFCCP) in the Department of Labor, respectively.

The data doesn't differentiate between various types of employment discrimination, whether it was found in hiring, promotion, or layoffs. Each occupation is evaluated separately and measured against the average for similar positions.

The Blumrosens' view the study as a tool to inform the public about the current extent of intentional job discrimination. "No one has ever done this kind of analysis," says Alfred Blumrosen.

The four-year study of the race, color, and sex of employees in large and mid-sized private businesses analyzes 160,000 businesses employing 37 million workers in metropolitan statistical areas. A metropolitan statistical area is defined by the Census Bureau as a core area containing a large population nucleus, together with adjacent communities that have a high degree of social and economic integration with the core.

The Blumrosens found that intentional job discrimination continues to exist on a major scale. Hispanics, Blacks, Asian Pacific workers, and White women are intentionally discriminated against between a quarter and a third of the time. The numbers of Native Americans were too small to be included in the study.

Another category not included was that of Afro-Latinos. "There wasn't any way from the data to determine whether a person was Afro-Latino," says Ruth Blumrosen. The EEO-1 forms did not list that group as a separate category: Whites and Blacks are categorized as not of Hispanic origin. Asian or Pacific Islander is defined as having origin in the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. To avoid a double count, White women are listed as a separate category.

Despite major progress in civil rights over the past 40 years, intentional employment discrimination is still very much alive and well in every part of the country. Many White Americans, though, think it's a thing of the past. According to a 2001 report published by the *Washington Post*, the Kaiser Family Foundation, and Harvard University, Whites believe that minorities are now just as well off as they are in terms of jobs. This perception may be a result of a combination of factors–segregated living, media emphasis, personal experience, and the fact that minority and female job opportunities have, in fact, improved in the past quarter of a century under the civil rights laws of the '60s. Between 1975 and 1999, minority representation in the workforce increased by 4.6 million beyond the rise resulting from economic growth, and female representation, by 3.8 million–and all groups increased their share of higher-paying jobs.

To qualify as an intentional discriminator, you don't have to be a practicing bigot whose raison d'être is to oppress minorities and women. In 1991, Congress confirmed that intentional discrimination was established when a complaining party demonstrates that race, color, religion, sex, or national origin was a motivating factor for any employment practice, even though other factors also motivated the practice. That means if you're an employer with both legitimate and discriminatory reasons for your practices, you're guilty of intentional discrimination.

The Blumrosens determined whether an employer was intentionally discriminating by using the statistical measurement of two standard deviations below the average numbers of minorities or women in each metropolitan statistical area, industry, and occupation. Two standard deviations, a measurement developed by the U.S. Supreme Court in 1977, means that there was one chance in 20 it would have occurred by chance.

A major flaw in the Blumrosens' study, however, according to Alan Hyde, professor of law and Sidney Reitman Scholar at Rutgers Law School, was that businesses in which there were few or no minorities or women employed couldn't be measured, since employers were evaluated against the average utilization of minorities/women in the same metropolitan area, industry, and occupation.

"It doesn't target the worst cases of discrimination," says Hyde. "They're showing discrimination because the employer is in a labor market where others have not discriminated. How do you show the ones that don't have any minorities or women at all? For the study to show discrimination, an applicant has to not only apply for a job but also get one somewhere else. That's why most discriminating employers under their study are not in high-tech firms, who don't have any minorities, but in hospitals, which do. I find that strange."

The Blumrosens acknowledge this gap. "If a whole industry is discriminating, there's nothing we can do with the data we have," says Alfred Blumrosen. The couple hopes to eventually find a way to identify and study entire industries that discriminate.

> ***"Another problem is that the study's comparisons are made across very broad job categories, without a breakdown into more detailed job descriptions."***
>
> ALAN HYDE, PROFESSOR OF LAW AND SIDNEY REITMAN SCHOLAR AT RUTGERS LAW SCHOOL

Hyde also maintains that lawyers have never liked basing a case on statistical proof of intentional discrimination. "Is the report legally significant, are you going to get a lot of discrimination suits out of this? Probably not. The facts are significant only under a legal theory that is hardly ever used. Employers could probably produce satisfactory explanations as to their hiring practices," he says. "However, the statistics are important for people to know. Maybe they'll be a wake-up call for employers."

The Blumrosens address the possible legitimate explanations employers may produce when faced with statistics of discriminatory practices. These include: happening by chance–countered by the fact that 90 percent of the discriminating businesses were at least 2.5 standard deviations below the average utilization by their peers; labor markets differing in participation of minorities/women–establishments were compared only with others in the same metropolitan statistical area; residential segregation and transportation presenting difficulties–preferences for work locations near residence are mixed and could work both ways; the data spanning a much larger area than that from which an employer may recruit–the businesses in the study have at least 50 employees and most have more than 100; and, dragging out the often-repeated mantra: there are no qualified minority/women candidates–belied by the fact that similarly situated employers have been able to find qualified applicants.

Another problem, Hyde says, is that the study's comparisons are made across very broad job categories, without a breakdown into more detailed job descriptions.

"For example, a hospital may say, 'we don't hire hospital "professionals," we hire nurses, dieticians, etc.,'" he says.

Linda Krieger, professor of law at the University of California at Berkeley School of Law, praises the Blumrosens' report as a good first step. "It's useful within the limitations of the data they're analyzing, and it makes a valuable contribution to a dialogue that's often dealing with competing unsupported claims. But," she adds, "you can't stop with the broad categories."

> *"Their 'diversity' model isn't about civil rights; it's about people with different lifestyles–for example, those who play tennis and those who go to the opera. It's diversity as a 'salad bar.'"*

LINDA KRIEGER, PROFESSOR OF LAW AT THE UNIVERSITY OF CALIFORNIA AT BERKELEY SCHOOL OF LAW

Contrary to Hyde, Krieger maintains that the two standard deviations measurement has been the centerpiece of many successful class action lawsuits and is a powerful tool. The problem, she says, comes in with the question of whether you were using proper comparison groups.

"For instance, if only .01 percent of engineers hired in the Silicon Valley are African American, and there are a total of 15 percent of African Americans employed in the area, Silicon Valley employers will say, 'We're hiring people with Ph.Ds in electrical engineering,'" she says. She notes that another limitation of the study is the fact that the EEO-1 form lists jobs such as engineers and managers in the same broad categories.

"You could have electrical engineers and managers at Macy's, so you're comparing apples with oranges," she says. "If we want a better study, we need better data."

She cites as an example that if a Latino just out of business school wants to go to a firm with the best opportunities, he or she can only get a ballpark figure to make a decision regarding discrimination in that firm from the study. This, she says, is not a criticism of the Blumrosens, since they used the best data available.

Rather, she is pointing the finger at American law and reporting requirements, saying that to get more useful data, companies have to be required to provide it. She also criticized the changes that have weakened the area of civil rights enforcement in the past 20 years.

After the passage of the Civil Rights Act of 1964, the EEOC, the OFCCP, civil rights organizations, and progressive corporations, and state and local governments developed a model of how to successfully implement the act's Title VII, meant to eliminate discrimination from American labor markets–by virtue of a combination of self analysis and affirmative action. Additionally, the EEOC had a systemic program of investigation and enforcement regarding compliance at that time. The self analysis/affirmative action model withered and died during the Reagan administration, under EEOC Chairman Clarence Thomas and Civil Rights Chairman William Bradford Reynolds, and hasn't been resuscitated as yet.

"Both the EEOC and the OFCCP became paper tigers," Krieger says.

At the same time, the concept of affirmative action came under assault. Most companies that had offices of equal employment opportunity/affirmative action have since dispersed these functions into their human resources diversity programs.

Says Krieger, "Their 'diversity' model isn't about civil rights; it's about people with different lifestyles–for example, those who play tennis and those who go to the opera. It's diversity as a 'salad bar.'"

Thomas and Reynolds proposed making intentional employment discrimination a crime. "Think how hard that is to prove," Krieger says. "You practically have to find a Klan member. The body of law has changed to be less about institutional practices that systemically discriminate against minorities and women to looking for particular persons who had deliberate intent to subordinate women and minorities."

Krieger holds that though the Blumrosens did the best that could be done with the information that's now available, that information is not what it needs to be. What is needed, she says, is to require companies to start providing meaningful information, the same way publicly held companies are required to disclose financial information to the Securities and Exchange Commission (SEC).

The Blumrosens' prescriptions against employment discrimination include encouraging and continuing effective affirmative action programs, in addition to enabling employers to know where they stand in comparison with similar establishments in the employment of minorities and women.

"Because enforcement can't be done on a widespread basis–the EEOC would need a budget twice the size of the Defense Department–we need affirmative action," says Ruth Blumrosen.

Making Sense of it All: Higher Ed's Legal Dilemmas

Speakers at Stetson Hope Supreme Court Will Rule

by Michelle Adam

Our nation lacks clear federal guidelines for pivotal issues currently facing higher education. This became clear at Stetson University College of Law's 23rd Annual National Conference on Law and Higher Education, held in February at a resort in Clearwater Beach, Fla. Stetson School of Law was founded in 1900, but the issues discussed were right up to the minute.

From affirmative action and free speech to admissions and scholarship procedures, the more than 600 people attending from schools throughout the country heard speaker after speaker address the need for the U.S. Supreme Court to offer a clear, modern-day benchmark to help higher education better navigate the hazy legal dilemmas facing today's campuses.

Lawrence White, program officer of The Pew Charitable Trusts Venture Fund, in a speech titled "The Supreme Court, Congress, and Higher Education," reviewed the lower and higher courts' history on race-based affirmative action in college admission and financial aid decision making, among other issues. "Overhanging everything," he said, "is the possibility that the Court, this term or next, will finally wade into an issue of unsurpassing importance to the higher education community: the legality of race-based affirmative action in college admission and financial aid decision making.

"For a quarter-century, perhaps even longer, the legal status of affirmative action has been uncertain," said White in his speech. "The last time the Supreme Court addressed it in the higher education context was in 1978, when a badly splintered Court decided *Regents of the University of California v. Bakke, 438 U.S. 265 (1978)*. In upholding an affirmative action program adopted by the medical school of the University of California at Davis, Justice Lewis Powell described "the attainment of a diverse student body" as "a constitutionally permissible goal for an institution of higher education."

> ***"Administrators, awake. Courts that can barely articulate a persuasive rationale for their judicial rulings expect you to make sense of it all."***
>
> ALLISON PAIGE LANDRY,
> ASSISTANT ATTORNEY GENERAL OF VIRGINIA

White proceeded to review lower court cases that have since followed the Supreme Court decision, including the following:

Hopwood v. Texas. A departure in affirmative action law, the Fifth Court of Appeals ruled that diversity was "no longer a sufficiently compelling justification for race based affirmative action." The Supreme Court denied review of the case. (Cheryl Hopwood was a White applicant denied admission to the law school at the University of Texas. Her standardized test scores and grade-point average were higher than those of some African American and Mexican-American applicants whom the law school accepted under its race-based affirmative action program. While the first court found the school's affirmative action program necessary to remedy the effects of past discrimination, and that the plan was "narrowly tailored" to serve this purpose, Hopwood appealed and ultimately won the case.)

The University of Georgia Litigation. A group of students arguing reverse discrimination by the school's dual track method of enrollment (Black applicants received automatic admission with lower test scores than Whites) won their case against the University.

The University of Washington Litigation. The same lawyers of the *Hopwood* case filed a lawsuit against UW's law school, alleging that admission standards were different for minorities than for Whites, but their arguments were rebuffed. The lawyers appealed to the Supreme Court but were denied review.

The University of Michigan Cases. The lawyers of the *Hopwood* case filed two more lawsuits against U-M. In the case against the law school's affirmative action plan, the judge concluded, "under the Supreme Court's post-*Bakke* decisions, the achievement of…diversity is not a compelling state interest because it is not a remedy for past discrimination." In the case against the undergraduate admissions policy, its judge ruled that "under *Bakke*, diversity constitutes a compelling governmental interest in the context of higher education justifying the use of race as one factor in the admissions process…" Both decisions originally were appealed to the Sixth Circuit Court of Appeals. The plaintiffs have since petitioned the U.S. Supreme Court to review the case, even though the lower appellate court has not yet ruled on it.

In reviewing the lower court decisions, White concluded that the cases "address inconsistencies in lower court decisions and unresolved interpretive questions concerning the meaning of statutes enacted by Congress." He then asked: "What might the Supreme Court do with an affirmative action case if the court were to accept one (or two) for review later this year?" White cited the likelihood that the court, as with *Bakke*, would be split, with Justice Sandra Day O'Connor deciding the swing vote.

Conference speaker Benjamin E. Rawlins, director of legal services for the Oregon University System, looking closely at legal cases surrounding admissions and scholarship, gave three factors that affect administrators working within such programs.

"First, there is conflict and confusion from the nation's court system. The Supreme Court's pronouncement in *Regents of the University of California v. Bakke* produced six opinions and lacked an accepted majority view…this lack of consensus on *Bakke*'s holdings has led to selective acceptance and rejection by lower courts," said Rawlins.

"Second, the ability to fashion a definitive admissions and scholarship program is confounded by the efforts of a growing number of states, via the initiative process, to proclaim a state's right to oversee the very mechanisms of implementation. Third, the expectation of consistent executive branch enforcement has been diverted by shifting political positions on the legality of the use of race in selection criteria. As a result, the guidelines of the U.S. Department of Education's Office of Civil Rights are in a state of debate and uncertainty."

Rawlins went on to detail the specific conflict that exists today when it comes to administering scholarship programs. While in 1994, the U.S. Department of Education–Office of Civil Rights issued a policy statement that endorsed consideration of race in student aid programs ("the department advised that race may be considered if the financial aid is needed to overcome the effect of past discrimination"). During the same year, the U.S. Court of Appeals for the Fifth Circuit declared the consideration of race in scholarship programs unconstitutional.

Lawrence White, program officer of
The Pew Charitable Trusts Venture Fund

Said Rawlins, "Here, the University of Maryland scholarship program for African American undergraduates, Benjamin Bannaker Scholarships, was struck down. The challenge was initiated by an unsuccessful White Hispanic student who claimed a violation of his Fifth Amendment Equal Protection Rights and a violation of Title VI. Ironically, the University had established the program in response to a governmental finding that the University was in violation of Title VI."

While the situation at hand may appear laughable, "the absence of clear, definitive guidelines from the Supreme Court has invited and permitted individual states to issue their own rules on the permissibility of considering race," said Rawlins. At the same time, more than 3,600 colleges and universities receive federal financial assistance, and it is exactly the Department of Education's Office of Civil Rights that is required to enforce the federal civil rights laws that allow schools to take race and national origin into account in awarding financial aid.

Perhaps, as White suggested, the Supreme Court will revisit the issue of affirmative action in regard to admissions and scholarships after 23 years of absence on this matter. Meanwhile, another area of concern addressed at the conference, and facing equal levels of confusion, is the topic of professorial speech and academic freedom.

Allison Paige Landry, assistant attorney general of Virginia, spoke to the case of academic freedom and expressed the following conclusion: "Administrators, awake. Courts that can barely articulate a persuasive rationale for their judicial rulings expect you to make sense of it all." She cited a work by Karen C. Daly, saying, "The Supreme Court has yet to squarely address what level of protection, if any, should be accorded to teachers' in-class speech. The Supreme Court's abstention has fostered divergent approaches in the lower courts, as well as a lack of general clarity about the parameters of teachers' free speech rights."

Speakers George M. Shur, general counsel of Northern Illinois University, and Jonathan Mitchell, third year law student at its College of Law, also recognized that the Supreme Court has not taken a clear stand on what constitutes academic freedom. Beyond that, they illustrated how the history of lower court rulings has shifted during the past 50 years, away from teachers' free speech and toward that of the institutions themselves.

"From the mid-1950s onward, the balance has shifted from affording greater protection to academic freedom under the First Amendment to affording greater protection to the educational institution itself to administrate policies that affect academic freedom and free speech rights," said Shur. And he explained that recent court decisions have adopted a "more pragmatic or 'politically correct' analysis designed to protect the listener and/or the institution/employer more than the faculty speaker."

Shur and Mitchell illustrated these changes by offering a historical overview of the past 50 years. Some of the cases they mentioned are as follows:

Pickering v. Board of Education, 1968. "One of the most important decisions in the twentieth century regarding education law," which recognized that a teacher has constitutional rights against his or her employer. "Pickering was a teacher who had been dismissed for sending a letter to the local newspaper criticizing the school board for mishandling school funds. The school board dismissed him…" But in court, Pickering's right to free speech was upheld "on the grounds that the board's alleged mishandling of funds was a legitimate public concern."

George M. Shur, general counsel, Northern Illinois University and Jan Majewski, assistant dean, Stetson College of Law part-time program

Mt. Healthy City Board of Education v. Doyle, 1977. A public school teacher contacted the local radio station and publicly complained about the school's dress code. He was dismissed from his position and was told that his public statement was the reason. Although the courts agreed that the school had violated the teacher's constitutional rights, it allowed his termination to stand because it reasoned that the school would have reached the same conclusion on other grounds.

Levin v. Harleston, 1992. Levin, a professor, made in-print, out-of-class comments, arguing his opinion that Blacks were typically inferior to Whites. The university president convened an ad hoc committee to investigate Levin and created "shadow sections" for prospective students of Levin's classes in case they should be offended by his speech. Levin brought a federal suit against the school, arguing an intrusion upon his right to conduct classes, and a violation of his First Amendment rights. Although the district court agreed with Levin, it did nothing to stop the university from further action.

Jeffries and Harleston, 1994. Jeffries, chair of City College of New York's African Studies Department, made off-campus anti-Semitic remarks, arguing Black racial superiority. The college president limited Jeffries' term as chair and found a replacement. "Jeffries brought a federal suit which the lower court upheld in finding that the decision to replace Jeffries was based on external pressure to limit what was essentially extramural speech....The Supreme Court, however, overturned the decision, reasoning along the lines of the contemporary case...in which public employers are given the benefit of the doubt in regulating their employees."

Bonnell v. Lorenzo, 2001. Bonnell, who had taught English at Macomb Community College since 1967 and had a reputation for using vulgar language in the classroom, primarily in order to underscore gender bias in language, received an administrative warning for his behavior. "Eight months later, a formal sexual harassment complaint was issued complaining of the atmosphere of hostility formed by Bonnell's general use of profane language. In response, Bonnell posted the complaint on a billboard, and circulated copies to all his students and to over 200 faculty members, with an eight-page attachment of a satirical essay lambasting the complaint entitled, "An Apology: Yes, Virginia, There is a Sanity Clause." The College suspended Bonnell for three days. He sent a copy of the "Apology" to two media outlets, and then was suspended for a semester. Bonnell brought an action for reinstatement, arguing that his First Amendment rights had been violated. While the appellate court agreed that his right to free speech had been violated, "this right was trumped by the interest of the College in regulating the academic environment."

Said Shur, "Eliminating harassment and maintaining non-hostile learning environments are significant actions. The broader question is how far should professional rights to free speech be constricted, and the definition of academic freedom stretched, in order to realize these goals?"

In looking at the Bonnell case and those prior, he concluded, "the court reasoned that academic freedom is not solely a professional right, but one that extends to the institution itself. The court states that 'the term academic freedom is used to denote both the freedom of the academy to pursue its end without interference from the government...and the freedom of the individual teacher to pursue his ends without interference from the academy....To a certain extent, the decisions handed down from Pickering to Bonnell reflect a winnowing down of the rights of free speech for professors and state employees under the guise of institutional administrative efficiency."

Just maybe, as White suggested, the upcoming sessions of the Supreme Court will offer educators and institutions of higher learning a welcome relief. It is certainly unlikely that any of its decisions will please all within and without academia.

This annual law conference was, once again, "very well attended," said Kristen Mory, assistant director of the Continuing Legal Education program at Stetson. Hundreds of administrators, professors, and attorneys attended its 25 workshops and discussion groups, which addressed issues of affirmative action, admissions, First Amendment rights, campus violence, cyberspace law, academic freedom, and sexual harassment.

The conference was chaired by Stetson University Law Professor Robert D. Bickel, who recently coauthored, with Stetson Professor Peter Lake, a book entitled, ***The Rights and Responsibilities of the Modern University: Who Assumes the Risks of College Life?***

Among the speakers was Dr. Jack Bass, critically acclaimed author, who discussed his book, ***Unlikely Heroes***, a look at the federal judges who implemented ***Brown v. Board of Education***.

Stetson, Florida's first law school, has educated lawyers for more than 100 years, and offers continuing legal education programs for regional, state, national, and international audiences. It is consistently ranked by ***U.S. News and World Report*** as one of the top law schools in the U.S. for advocacy training.

Sonia Sotomayor Reflects on Her Success

First Puerto Rican Woman to be a Federal Judge

by Joe Beck

United States Court of Appeals Circuit Judge Sonia Sotomayor is a living legend in America. Her life reads like a how-to manual for living the American dream through hard work and perseverance.

Growing up in a South Bronx housing project, Sotomayor was no stranger to struggle. Her father, a tool and die maker, passed away when she was 9, leaving her mother to fend off penury on a nurse's salary. Still, her mother made sure that Sonia and her brother received a Catholic school education.

By her mother's example, Sotomayor learned the value of hard work. Her philosophy and her actions have more than paid off. Today, she is the only Puerto Rican woman who holds a position as a federal judge.

Sotomayor says her education started early. "We were the only kids I knew in our housing project to have an Encyclopedia Britannica."

Although education played an important part of her early life, her first aspiration was to be a detective. She loved Nancy Drew mysteries. Later, watching Perry Mason on television, she thought highly of him. The show cast the legal profession in a favorable light. "I watched how every time Perry wanted to do something, he had to ask the judge for permission," she remembered.

At the age of 10, she knew what her career would be. Determined to achieve her dreams, she graduated from high school in the spring of 1972 as class valedictorian and entered Princeton in the fall on a full scholarship.

The transition from a Bronx high school to an Ivy League college was not an easy one. She often felt like an outcast. Characteristically for Sotomayor, this challenge only strengthened her resolve. Being that her first language was Spanish, she needed to learn more about the structure of English. Again, her persistence paid off.

Three years later, she graduated summa cum laude and became the first Latina at Princeton to receive the Pyne Prize, an award given for academic excellence and outstanding overall achievement.

Yale Law School was next. Typically Sotomayor, she rose to the challenge there, too, editing the *Yale Law Journal* before graduating in 1979.

Her first job was with the Manhattan District Attorney's Office, where she developed a reputation as a remarkable criminal prosecutor. Four or so years later, she joined the law firm of Pavia & Harcourt. She pushed the envelope there as well and made partner in the fourth year and remained with the firm another five years.

However, a higher calling beckoned her back to public service. President Clinton brought her candidacy for the Court of Appeals to the attention of the Senate in 1997. Her confirmation was anything but easy. Although she was appointed in 1998, it was only after nearly 18 months of legal wrestling that she was confirmed a winner. Again, she overcame an obstacle that would have stopped a lesser person.

Reflections on Academia and Achievement

"I had enough natural intelligence to get myself through my early education, but at Princeton I found out that my earlier education was not on par with that of many of my classmates. When my first mid-term paper came back to me in college, I found out that my Latina background had created difficulties in my writing that I needed to overcome."

Although independent and smart, she also knew when to seek academic help. During her years at Princeton, she found the help she needed.

"At that time in my life, as I was meeting all these new and very different people, taking reading classes, and relearning writing skills, Princeton was an alien land for me. I felt isolated from all I had ever known, and very unsure about how I would survive. The Puerto Rican group on campus, Accion Puertorriquena, and the Third World Center provided me with an anchor I needed to ground myself in that new and different world."

Again, her perseverance paid off. "Because of my work with Accion Puertorriquena, the Third World Center, and other activities in which I participated, like the University's Discipline

Committee, I was awarded the Pyne Prize in my senior year. The kid who didn't know how to write her first semester was honored for academic excellence and commitment to university service with that award. When accepting the prize, I said then, and I repeat today, that it was not me who earned or deserved the prize that day; it was the third-world students who preceded me and those who had supported me while I was at Princeton who had created a place for me there and had given me comfort to grow there.

"In my years there, Princeton taught me that we people of color could not only survive there, but that we could flourish and succeed. More important, I learned that despite our differences from others at Princeton, we, as people of color with varying ethnic experiences, had become a permanent part at Princeton. It gave much to us, but we gave back to it as well.

"Princeton changed us, not just academically, but also in what we learned about life and the world. At the same time, we changed Princeton by our presence there."

Sotomayor readily admits that some things did not change about her position in society as a whole.

"The differences from the larger society and the problems I faced as a Latina woman didn't disappear when I left Princeton. I have spent my years since Princeton, while at law school and in my various professional jobs, not feeling completely a part of any of the worlds I inhabit."

Sotomayor believes that wherever one lives, it's the internal neighborhood–what makes us tick–our collective experiences–that shape us and define where we live privately. She revealed some of her private territory in an acceptance speech at her induction proceedings in the Ceremonial Courtroom, 9th Floor, U.S. Court House, 500 Pearl Street, Manhattan, back in 1998.

"I do not live in the Latina world of my youth. Instead, I have a lovely apartment in a yuppie neighborhood of Manhattan. I have worked in job environments that have been challenging, stimulating, and engrossing, but none of them are controlled by Latinos. As accomplished as I have been in my professional settings, I am always looking over my shoulder wondering if I measure up and am always concerned that I have to work harder to succeed."

She explains the impact of growing up with little money. "This is the pathology of successful Latinos and other successful individuals who come from economically deprived populations. It is hard to enjoy your success and wear it comfortably when the world we have grown up in is filled with friends and sometimes relatives who don't make it in our society at all."

At the same time, she believes one must never forget the Latin heritage. "I have also taken solace and comfort and received continued support from keeping myself anchored in my Latina heritage. Despite working and succeeding in non-Latino environments–the Manhattan DA's Office, a private firm doing international work, a district and now circuit court judge–I have remained connected to and integrally involved in community activities–Latino and non-Latino groups devoted to serving the underprivileged of our society."

Sotomayor also gives us a glimpse of challenges that different groups face. In the future, she believes some of these challenges will make it harder and harder to hold on to ethnic identities.

"Growing up, all of my family, except those that remained in Puerto Rico, lived in the Bronx within miles of each other. From technological advances, our children will have more opportunities to enjoy, but it will be harder for them to hold on to their ethnic identities. But hold on to them we must because Latinos and all minority and women's groups, despite what part of the country we live in, face enormous challenges in this society. Affirmative action, human rights, and civil liberties permeate our societal discussions," she said.

She's firm in her resolve to keep her identity intact.

"In this time of great debate, we must remember that it is not politics or its struggles that creates a Latino or Latina identity. I became a Latina by the way I love and the way I live my life. My family showed me by their example how wonderful and vibrant life is and how wonderful and magical it is to have a Latina soul.

"They taught me to love both being a puertorriqueña and to love America and value its lesson that great things could be achieved if one works hard for it. Princeton and my life experiences since have taught me, however, that having a Latina identity anchors me in this otherwise alien world, and that achieving happiness as a professional had depended on my valuing and nurturing both the Latina and American parts of who I am by giving as much as I can to those in need in our society," she finished.

Sotomayor not only has a passionate heart and belief in what she is doing as a public servant, she also does her homework and knows the score. She quoted some numbers during her acceptance speech.

"The needs of our community, the Latino community, are extraordinary–Latinos represent the fastest-growing segment of the U.S. population. Since 1980, the Latino population has grown about five times as fast as the non-Latino population, and Latinos are expected to be the largest ethnic minority in the U.S. in the 21st century. We number about 20.1 million out of 243.7 million Americans, excluding the 3.5 million people of Puerto Rico," she said.

Sotomayor herself best articulates her mission. "We educated, privileged lawyers have a professional and moral duty to represent the underrepresented in our society–to ensure that justice exists for all–both legal and economic justice. Lawyers should do so not only because it is a part of our membership in our bar but also because doing it is a part of doing justice. It is important to interact with the poorest of our society in order to ensure that the richest do not forget from whence we came and to which we could return unless the principles we espouse are protected for all."

REQUIRED READING...

Hispanic Success and the Higher Education Act: A Call to Action

by Maritza Vega

The Higher Education Act (HEA) has been referred to as the cornerstone of American education. Enacted in 1965 and last amended in 1998, it authorizes the major federal programs that support postsecondary education. The HEA, which is reauthorized every five years, is due for revision in 2003.

What will be the impact of this upcoming reauthorization on Hispanics?

What thought has been given to the burgeoning Hispanic population (confirmed by the U.S. Census), which, in many cases, does not have access to information about higher education or the resources required to adequately prepare for it?

How can institutions of higher education, using a K-16 approach, link with "Hispanic-Serving Schools" (K-12 schools with high Hispanic enrollment) to enhance and ensure academic preparation, achievement, and access to higher education?

Half of the Hispanic college students attend Hispanic-Serving Institutions (HSIS) and the other half attend non-HSIs. How can all institutions of higher education be encouraged to expand their efforts to reach out to Hispanic K-12 students?

"The importance of ensuring support for Hispanic higher education has become a national imperative," according to the New York State Board of Regents. Its recommendations to the 107th Congress for consideration in the 2003 reauthorization of the HEA include one on Hispanic Higher Education. (The full text of the recommendation is available online at www.regents.nysed.gov.)

The Regent's recommendation calls for two things:

1. The creation of a new Pre-K- 16 program to help state education and higher education agencies develop collaborative programs among institutions of higher education, schools, and community-based organizations that will improve Hispanic educational achievement by:
   a. Increasing Hispanic access to preschool and early childhood programs
   b. Increasing English language acquisition and proficiency
   c. Eliminating the achievement gap
   d. Eliminating the high school completion gap
   e. Increasing postsecondary completion

2. An increase in Title V funding for Hispanic-Serving Institutions

The significance of this Congressional recommendation was underscored at a statewide event, "A Forum on the Future of Hispanic Education in New York State," held in March 2002 and featuring as keynote speaker Sarita E. Brown, president and CEO of the Hispanic Scholarship Fund Institute.

Brown applauded the Regents for their efforts to put forth a timely legislative recommendation with such far-reaching implications.

Similar in its intent to the privately funded Kellogg Initiative, ENLACE (Engaging Latino Communities In Education), the Regent's recommendation would enable stakeholders to focus efforts specifically on Hispanic issues, approaches, and solutions.

The new K-12 national education agenda promises to "Leave No Child Behind." That remains to be seen, given that data confirms that for decades Hispanic children have been left way behind. Evidence of this is the fact that on every indicator used to measure academic success, Hispanics across the nation appear at the lowest level.

The U.S. Census has confirmed the unprecedented growth of the Hispanic population, and nowhere is the Hispanic presence felt more than in our nation's schools. Although the potential exists for this huge Hispanic presence to carry over into our nation's colleges and universities, sadly it does not. Hispanic students are significantly underrepresented on college campuses nationwide. The time has come to turn this around.

Board of Regents' position is that "Now more than ever, it is vital to the nation's economic future and social stability that we focus on the specific educational pipeline issues that impede Hispanic academic success and implement effective solutions to accelerate progress and eliminate the achievement gap."

New York, the third highest Hispanic-populated state, has sent a clear message to Congress. The Regents have set a precedent by calling for a national commitment to address the unmet educational needs of the Hispanic community at a time when, according to the U.S. Bureau of Labor Statistics, one of every three emerging workers is Hispanic. The recommendation articulates a framework for creating a productive, prosperous Hispanic community which will, in turn, support the nation's overall economy.

There exists at this time an opportunity to foster Hispanic success through the reauthorization of the Higher Education Act. The HEA is a national law, and amending it will require a national effort. New York cannot do this alone. The effort, goodwill, advocacy, and support required to make this very necessary change occur exists within each of us and amongst all the states in this nation.

The United States in general, and Hispanics in particular, cannot afford to wait until the next reauthorization in 2008 to assess the level of improvement in Hispanic higher education and/or to support legislation that will specifically address Hispanic higher education. The time to make your interest and support known for this congressional recommendation is now.

Maritza Vega is an associate with the N.Y.S. Education Department's Office of Higher Education, Office of K-16 Initiatives and Access Programs. She coordinates The Compañeros Education Collaborative Initiative. Further information is available online at www.highered.nysed.gov/kiap/.

Expert Speaks on Immigration Law and Foreign Students

Professor at Hostos and UCLA Shares Concerns

by Tony P. Martínez and Alison P. Martínez

"Immigration is about society-building," says Allan Wernick, activist, attorney, and professor now based in New York City. "The process of migration is a self-selecting process which brings the most adventurous people to the United States. We need a country that is comfortable and friendly to foreign businesses and foreign individuals.

"It is problematic to view immigration as a homeland security issue. We don't consider international trade in goods as primarily a security issue, although we do try to collect tariffs and stop bombs and contraband. People should flow like goods. We want the U.S. to be able to participate in the global economy. For that we need the foreign-born. They provide not only workers but also cultural variety and the entrepreneurial spirit."

The Making of an Advocate

After growing up in San Diego and graduating from Stanford University, Allan Wernick earned his J.D. from Loyola University of Los Angeles. A law school housemate was working at Bert Corona's Centro Acción Social Autonomo. A volunteer lawyer there, who had in his youth fought Franco with the Lincoln Brigade, funded a summer internship for young Wernick at $25 a week.

"My first day, the INS arrested a thousand people in a dragnet," Wernick remembers. "I saw the injustice."

From that day forward, the attorney has been working for the rights of immigrants, not only as an immigration lawyer in private practice but also through social justice organizations.

Allan Wernick, activist, attorney, and professor now based in New York City

In New York, Wernick helped found the Northern Manhattan Coalition for Immigrants' Rights, the Women's and Immigrants' Center at Hostos College, and the New York Center for Immigrants' Rights.

His fluency in the Spanish language and his friendships with Chicano leaders have naturally drawn Wernick into work with Hispanic people and organizations, but he helps others also. He aided Haitian refugees through the Lawyers' Committee for Human Rights. In the city Bar Association and the American Immigration Lawyers Association, he volunteered for committees on Asian immigrant concerns, as well as employer sanctions and foreign student issues.

Now Wernick is professor of public administration and criminal justice at Hostos College, City University of New York (CUNY), and chair of CUNY's Naturalization and Citizenship Project. Summers he teaches immigration law and policy at the University of California-Los Angeles' (UCLA) César Chávez Center.

The CUNY Naturalization and Citizenship Project gives free advice and assistance with residency, citizenship, and foreign-student problems. Wernick estimates that CUNY has as many as 40-50 percent foreign-born students.

This percentage of foreign born may be typical of public colleges and universities in large New York, California, and Texas cities. It includes not only traditional "foreign students" but also legal permanent residents and the undocumented. (See "DREAM" below for more about undocumented college students.)

Traditional "foreign students" or "international students" are those who come to this country temporarily for educational purposes through F-1 (academic student), J-1 (exchange visitor), or M-1 (vocational student) programs. Wernick says, "I'm concerned about the future of these international education programs" in today's political climate.

Value of Foreign Students

The Institute for International Education (IIE) compiles an annual census of foreign students at U.S. colleges and universities. For academic year 2000-2001, the total is 547,867. This number represents 3.9 percent of the country's entire postsecondary enrollment of close to 15 million, a percentage that has been climbing almost without pause ever since the Institute first began counting in 1954-55.

"Baby boomers' children are going to college now, but they are fewer in number than their parents were. That's one reason why the foreign-born will be an important source of students," Wernick predicts. "Already they represent an important source of income, especially for public institutions and especially in certain graduate programs."

The National Association of Foreign Student Advisors backs up the observation. NAFSA estimates that foreign students and their dependents contributed more than $11.04 billion to the U.S. economy during the academic year 2000-2001–not counting any possible multiplier effect.

The three states with the most foreign students are California, New York, and Texas, in that order. In the top 25 institutions (led by New York University with 5,399 foreign students), each serves more than 3,000 international students, which typically represents more than 10 percent of their student bodies, according to the IIE census.

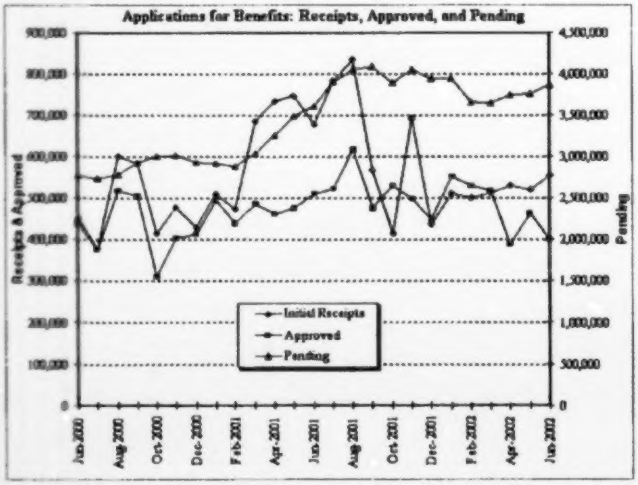
International students are important to many smaller schools also. The American Council on Education and the Carnegie Corporation of New York have honored eight institutions, large and small, as models of promising practices in international education (see www.acenet.edu). Each honoree demonstrates creative ways to integrate international education into its mission, curriculum, and student life. The variety of model institutions (two big state universities and two small ones, two private colleges, and two community colleges) shows the importance of international education to all sectors of higher education.

INS Policy

After the attacks of Sept. 11, 2001, Congress and the INS refused to stop all international education programs, but they tightened rules governing foreign students, academic visitors, and their colleges and universities.

All young men (and many others) applying for nonimmigrant visas are now required to fill out a supplemental form with detailed information about jobs, schools, memberships, and military service.

Natives of countries that the U.S. considers "state sponsors of terrorism" may no longer come and go from Mexico and Canada unless all paperwork is up-to-date.



All foreign students must now have F-1 or M-1 status actually approved before they begin attending classes. Students may no longer file the visa application and start school while it is being processed.

New visitors to the U.S. who decide to attend school after arriving can no longer get student visas here. While some may get student visas in Canada or Mexico, most will probably have to go back and apply in their home countries.

No one yet knows exactly how much these and other strict requirements for students will reduce their numbers on U.S. campuses.

The biggest reduction may come due to major new demands that are being placed on colleges and universities.

SEVIS

For years, the law has required institutions to gain INS approval before enrolling foreign students, and to maintain certain data on each student, available to the INS upon request.

This year, each institution must gain INS approval all over again. In addition, the INS is implementing an online student data system, and putting the responsibility for data entry on the schools.

The Student and Exchange Visitor Information System (SEVIS), an Internet-based computer system, requires Institutions of higher education to transmit information to the INS and the U.S. Department of State all during the international student's or exchange visitor's stay in the United States.

"It's a very complicated, expensive system," Wernick says. Although the INS provides the SEVIS system itself online, institutions must make their in-house databases compatible with SEVIS. Wernick says private vendors are selling compatible software for as much as $25,000.

The INS has suspended free SEVIS training. Accordingly, that cost also falls on colleges.

"It's a huge burden on the colleges," Wernick says, "and there will be a big ongoing cost for data input."

"Nevertheless, if SEVIS works, it could be better," he continues. "Let's say a student needs employment authorization or wants to transfer to a different school. A lot of times with today's paper system, the papers get mucked up."

INS figures show that the agency is not coping with paperwork. From Oct. 1, 2001, through June 30, 2002, although the incoming flood of immigration applications and petitions had slowed somewhat, the number pending had grown to 3,860,092 (up from 3,615,738 on June 30, 2001.)

"Just look at residence reporting," Wernick says. "Anyone who has been in the United States 30 days or more is now supposed to report all changes of residence. 20 million people! Can the INS keep track?

"At present, if I'm working with a client who has a change of address, and I notify the INS, the office in their new area will not routinely request their file, so it will be in limbo.

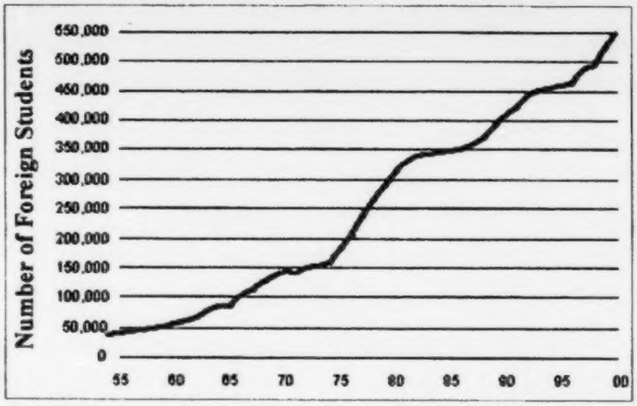
"What is the INS going to do with all the information that will be coming in?"

This August, the Associated Press revealed that two million documents submitted to the INS over the past several years have simply been shipped to a warehouse outside of Kansas City. The papers include perhaps 300,000 citizenship applications and 200,000 change of address notices.

The INS announced plans to hire 10,000 instead of 8,000 new employees this year, and says that most of the warehoused papers should be processed by December.

Meanwhile, Congress set January 2003 as the deadline for full implementation of the SEVIS data system.

SEVIS does not yet have batch-processing capability. Data must be entered one student at a time. Big



institutions with thousands of foreign students can't do that; they need batch processing.

"What will happen if schools cannot get SEVIS operational by January?" Wernick asks. "Will colleges discourage foreign students for fear of being considered noncompliant?

"I'd like to see radical change at INS. The idea of dividing the agency in two (separate agencies for benefits and enforcement) is worth trying," Wernick says. "They need to shake things up."

Changes

More than a quarter of a century has passed since Wernick began working in immigration law. "The biggest change is the increase in immigrants, both in numbers and as a percentage of the population, especially in certain cities and states," the attorney observes.

"The other big change is in how society deals with immigration," he continues. "A fundamental liberalization has happened. See how the AFL-CIO has turned around! They used to oppose immigration. Now they are leading the charge for immigrant rights.

"The Democrats, the Republicans, the corporations, the labor unions, the churches–who doesn't support immigrants now?

"During economic crises, we tend to see more restrictions on the foreign-born. But this time it's not that bad compared to the past.

"In isolated areas and specific sectors, there has been displacement of native workers. I'm sympathetic with people who have to go through rapid social change. But on a macro scale, the juggernaut can't be stopped. The demographic and economic forces are way too strong."

What changes would the attorney ideally like to see in immigration law?

"The United States should decide which categories of immigrants we want, then eliminate the quotas," Wernick suggests. At present, even after qualifying, many wait years for a visa, depending on nationality. "For example, if we want to admit certain professions, or family members of permanent residents, why should they wait?

"Another thing I'd like to see is some form of amnesty, because we have many undocumented people now living fearful lives. No good can come from a situation where many people live outside the law.

"And we need a temporary worker program that protects the rights of workers."

DREAM Act

For now, rather than granting blanket amnesty to undocumented immigrants, Congress may legalize certain categories considered especially deserving.

The DREAM Act would essentially fulfill the agenda outlined in "Amnesty for undocumented students?" *Hispanic Outlook*, Oct. 22, 2001. It would give permanent residence to undocumented high school and college students within specified age cohorts.

Sen. Orrin Hatch, Utah's "Mr. Conservative," introduced the "Development, Relief, and Education for Alien Minors Act," and Sen. Ted Kennedy, the liberal leader from Massachusetts, signed on as co-sponsor. These two senators rarely see eye to eye, but the DREAM Act brings them together.

The Act targets undocumented youth who came here before age 15 and hold a U.S. high school diploma or GED. The Act would let them apply for permanent residency, and work legally while attending college and awaiting approval.

The Act would affirm states' rights to let undocumented youth pay in-state tuition at public colleges and universities. It would also let these students get federal education loans.

As we go to press, the DREAM Act is moving through Congress, and Wernick gives it perhaps a 50-50 chance of passage.

The Future

"Let's be optimistic in the long run, and vigilant in the short run," Wernick concludes. "Given the demographics and the needs of our economy as it expands, in the long term, immigration will be viewed favorably by institutions, government, and our society as a whole.

"In the short term, we must be vigilant. It is always easy to make immigrants the scapegoats in difficult times. There is a danger that over a short period of time immigrants will be unfairly punished for things that are not their fault, but these bad times will pass."

HELP FROM WERNICK

Allan Wernick writes a syndicated column, "Immigration and Citizenship Law," which appears in *The New York Daily News* and elsewhere. The column answers questions submitted by readers.

Wernick also writes books about immigration law, the latest of which is the third edition of *U.S. Immigration and Citizenship: Your Complete Guide*, released in May by Prima/Random House. The book includes definitions of State Department and INS terminology and an alphabetical list of every kind of visa there is. He writes about the best ways to achieve such goals as permanent residency (the "green card") and citizenship. He warns which violations (such as fraudulent marriage) carry serious consequences. He identifies complex situations in which an attorney can make the difference.

One section of *Your Complete Guide* is directed to people who come to the United States not intending to stay, including tourists and exchange visitors. The chapter on students describes how post-completion practical training and temporary work statuses such as H-1B may let a foreign student stay longer in the United States.

Immigration law is complex, but Wernick makes it easier to understand with stories of people who travel, learn, work, marry, and go about their business, sometimes forgetting INS paperwork for a while. The attorney tells each person's story with warmth and goodwill.

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony is a former educator, Alison, a research librarian.

Zero Tolerance Policies Unfairly Applied, A Pipeline Issue

Jails, Mental Institutions, and Public Schools

by Myrka A. González J.D., Ed.D.

The Columbine killings and earlier multiple killings did not take place in inner-city schools where violence, drugs, gangs, broken homes, and minorities could be blamed. But it is in the minority districts that zero tolerance disciplinary policies are adopted.

Laws require mandatory attendance. Any infraction of rules while attending will be punished. Entry by non-personnel is strictly controlled and permitted only with a pass. Security measures to keep population in and the rest of the world out exist at entrances. Guards patrol the halls. Those within the institution do not have constitutional rights except due process as procedurally determined by the institution.

There are only three institutions in the United States in which all of the above is true–penitentiaries, mental institutions, and public schools. Students who do poorly in school often wind up in one of the other two. Do we really treat our children the same way we treat criminals and mental patients?

In the 1999-2000 school year, 3.1 million children were suspended for five days or more in the United States. An additional 89,000 students were expelled. Over the past 20 years, the number of suspensions has been increasing every year. The majority of suspensions are for behavior that is not dangerous to anyone, but rather for disrespect, tardiness, and disruptive behavior. These are, for the most part, subjective categories.

Zero tolerance disciplinary policies have been a primary cause of the increase in suspensions. These policies punish students for committing an act or omission regardless of circumstances. This rule is similar if not identical to the rules and treatment of convicts and mental patients. In schools, the reason given for instituting disciplinary policies is to make schools safe by preventing injury, guns, or drugs in schools. Studies, however, indicate that zero tolerance policies are racially biased, have not reduced campus shootings involving multiple people, and are not applied equally. Still, schools are adopting these disciplinary rules for an ever-growing list of behaviors.

Even those rules which attempt to deal specifically with drugs, guns, and violence are so arbitrary and extreme as to be irrational and abusive. Throughout the nation, children have been suspended for bringing a toy gun, drawing a picture of a gun, or bringing Tylenol to school.

In a report, entitled *Violence and Discipline Problems in U.S. Public Schools, 1996-1997* the National Center for Education Statistics (NCES) found that referrals for drugs, weapons, and gang-related behaviors constituted a minority of referrals leading to suspensions.

Russ Skiba, director of the Institute for Child Study, and Reece Peterson, vice president of the National Council for Children with Behavioral Disorders, joined together to study zero tolerance policies and their effects on students. They found that fighting was the most frequent reason for suspensions, but a significant number were for minor incidents that did not threaten school safety. Disrespect and disobedience were most common in the middle school, along with tardiness and truancy.

Skiba and Reece argued that zero tolerance policies were causing a near epidemic of suspensions and expulsions that ultimately encouraged students to drop out of school altogether. Another study showed that poor academic skills were a strong predictor of school exclusion. In 1998, the United States Department of Education and the United States Department of Justice released a joint Annual Report on School Safety. The report indicated that most schools were safe. The 1999 Annual Report reached the same conclusion. Among the findings: in 1996, about 10 of every 1,000 students ages 12 through 18 were victims of serious violent crimes at school or on the way to or from school. In 1997, the number was 8 of every 1,000 students. Between 1993 and 1997, the overall school crime rate declined, from about 155 school-related crimes for every 1,000 students ages 12 to 18 in 1993 to about 102 such crimes in 1997.

According to the Justice Policy Institute, youth homicide arrests declined by 68 percent between 1993 and 1999 and were at their lowest rate since 1996. The youth violent crime rate was at the lowest since 1988.

After the shooting at Columbine High School, the National Conference of State Legislatures created a School Violence Project to "provide information and technical assistance to legislative staff on school violence issues; assisting legislators in developing comprehensive approaches to school violence issues; facilitating communication between state legislative committees, policymakers, state and local leaders, and national policy experts. . . ."

The Columbine killings and earlier multiple killings in schools did not take place in inner-city schools where violence, drugs, gangs, broken homes, and minorities could be blamed. None of the old standby excuses such as poverty, broken homes, anti-social behavior, race, or poor grades could be used to explain away what happened. It is, however, in the minority districts that zero tolerance disciplinary policies are adopted–a policy which is also disproportionately used against minority students.

After Columbine, 11 states proposed bills to lower the age at which a youthful offender would be eligible for the death penalty. Other states changed their laws to require schools to notify police of any "assault," "harassment," "threats," or other possible illegal activity by a student. The social climate continued to change toward harsher, stricter laws against youngsters. Children who state they are unhappy, or draw pictures or write about death or killing are reported to the police and/or removed from school until the parent obtains a psychiatric evaluation. Children as young as 7 have been removed from class because they have expressed unhappiness or thoughts about death.

In 2000, Connecticut became the first state to gather and release a disciplinary offense report. It was designed to replace the existing data collection for the Safe and Gun-Free Schools Act and state expulsion reporting. During the 1998-1999 school year in Connecticut, there were 74,083 students who committed a total of 125,185 offenses. Offenses were defined as "any incident leading to suspension or expulsion." Of the 125,185 total offenses resulting in suspensions and expulsions, 84,432 (67 percent) were for "other" offenses defined as "truancy, insubordination, profanity, and class cuts." Skiba and Reese's studies of 1997, which found that students were suspended most often for nonviolent acts, continued to prove true in the Connecticut report. The Gun-Free School Act of 1994, created to stop guns and later drugs in schools, has come to be used primarily to remove troublesome students. The Connecticut report further indicated that of the 1,559 weapon-related offenses, a majority (54 percent) of the weapons reported were defined as "any object used to implement threat, force, or endangerment of others."

By August 2000, "The School Discipline Advisor," a newsletter for educators reporting on discipline strategies, programs, and legal issues, took a second look at zero tolerance policies in light of evidence by the Civil Rights Project at Harvard University on racial discrimination. The article brought to light some of the more absurd consequences of zero tolerance policies, such as a kindergarten boy in Pennsylvania being suspended for bringing a toy ax to school as part of his Halloween costume.

On Sept. 7, 2000, the Federal Bureau of

Investigation released its report on school shootings and urged school administrators to investigate students making threats, but warned against profiling or checklists to identify potential shooters. The report argued against the use of zero tolerance policies that automatically suspend or expel students: "Disciplinary action alone...may actually exacerbate the danger–for example, if a student feels unfairly or arbitrarily treated and becomes angrier and more bent on carrying out a violent act."

There are a disproportionate number of minority, especially Black, males in the criminal justice system. There are a disproportionate number of minority students suspended in public schools.

When the Supreme Court in *Brown* desegregated public schools in the United States, it stated that separate but equal is inherently unequal. With these words, it heralded in the age of civil rights. Almost a half-century later, race is still a factor in a student's ability to obtain an education. Studies conducted on the use of zero tolerance where race has been used as a variable have found a disproportionate implementation of suspensions and expulsions of Black males, followed by Black females, and Hispanics. For the 1979-1980 school year, of 1,684,009 suspensions, 725,677 or 43.1 percent of students were minorities. By 1986, the United States Department of Education was reporting that Black students were twice as likely to be suspended or physically punished as White students. By 2000, testimony before the United States Commission on Civil Rights stated that in some districts African American students were expelled or suspended at three times their proportion in the school, and Latino students were expelled or suspended two to four times their proportion of the school population.

Although none of the multiple murders in schools that caused the expanded use of zero tolerance policies were carried out by minority students, they are more likely to be disciplined, suspended, and/or expelled. They are also more severely punished outside of school. None of the White male students who shot others in schools, including the two White males who killed four students and one teacher in Arkansas in 1998, were tried as adults. The one Black male who shot his teacher in Florida in 2000 was tried as an adult and received a 28-year sentence.

The Harvard report and the United States Department of Education data confirmed that a disproportionate number of Black students were being suspended for 10 days or more and many of these were not receiving out-of-school tutoring. Separate but equal is inherently unequal. To repeatedly suspend or expel a student and not give him or her any education is inherently disastrous. Race is as much, if not more, a factor in 2000 in one's ability to get an education than it was in 1950. Zero tolerance rules mislead people into a belief that the rules are fair, when in fact they are not.

Only in prisons, mental institutions, and public schools do we place people in a building without their consent, often against their will, refuse them the right to leave, implement rules they have no say in, and punish them without a jury of their peers. Even the language and tactics used in our public schools has become identical to that of prisons.

In Sioux Falls, S.D., a principal announced that the school was in "lockdown" and that students could not leave their classrooms. Police and federal officers then took a German Shepherd into classes and walked up and down. A few days later this procedure was repeated. The school was an elementary school and the classes inspected included kindergarten. Parents have brought a lawsuit against the school district. The school district has a 40 percent minority Indian population. What are we teaching our children in school when we treat them the same way we treat criminals and mental patients?

Character education, a healthy, positive school environment, and teachers who know students personally, give them responsibility, and treat them as individuals work much better to improve learning and reduce violence in schools. These things also create good citizens able to interact in society as opposed to tuning the skills needed to survive in a prison.

"I have represented children for years and am seeing the results firsthand," concludes author Myrka A. González. She has lectured and published on zero tolerance, and has taught both at the college level and in K-8 systems. She holds a B.A. in political science from SUNY at Stony Brook, a J.D. from Hofstra University School of Law, and an Ed.D. from the Dowling School of Education.

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TWO AT THE TOP

Patricia Madrid

César Alvarez

Latina and Latino Lawyer of the Year-2001

by Michelle Adam

In October of 2001, The Hispanic National Bar Association named two highly influential, engaging, and community-spirited people the Latina and Latino Lawyer of the Year. New Mexico's Attorney General Patricia Madrid and César Alvarez, president and CEO of Greenberg Traurig law firm, were honored with this award at the organization's annual convention in Philadelphia in October 2001.

"I was thrilled," said Madrid. "It is somewhat the pinnacle of one's legal career. To stop and reflect on it, as I did when I went to Philadelphia, was overwhelming."

Alvarez, a Cuban-born Floridian, was equally honored and taken aback by the recognition. "I demanded a recount," he said, laughing. "I thought it was a very nice honor. I think the message that this can send to young kids and minorities is for them to realize that it can happen, that you can get there. There is hope for anyone who wants to try hard enough."

Since naming Alvarez and Madrid Latino lawyers of the year, HNBA has since honored others. However, as Alvarez made clear, it is the example that each recipient of the award brings to the table that offers a glimpse into what it takes to become an influential lawyer in a field that still remains poorly represented among Latinos and minorities.

The Hispanic Outlook interviewed both lawyers in an effort to discover how each achieved his and her success, and how each stands alone among Latinos in law as an example for future generations.

New Mexico's Patricia Madrid

Patricia Madrid doesn't take no for an answer. As New Mexico's attorney general and the first Latina attorney general in the country, this mindset clearly has served her well.

Raised within a large and poor Spanish-speaking family of Las Cruces, N.M., Madrid decided to study law as a practical means of making a living upon graduating.

She soon discovered that law was not only practical but perfect for her. "It suits my personality. I certainly argue a lot. Growing up I spent a lot of time arguing at the dinner table about politics and issues, about things we cared about, about civil rights, and how Indians and minorities were being treated," she said. "I loved law school, and I did very well."

No matter how well Madrid did in law school, however, she faced the challenges of being a woman and a minority upon graduating. This young 5-foot-tall woman with long brown hair was turned down for a job practicing labor law for a company because, as they put it, she would be representing men that use foul language. "I kept going back and insisting that they hire me. I would not take no for an answer," she said.

Ultimately, Madrid got her way. She worked for this company, Kool, Bloomfield & Eaves, P.A., for four years, representing all labor unions in New Mexico. Then, in 1978, at 30, Madrid decided to run for district court and defeated a very powerful incumbent judge. She became the first woman elected to this position in New Mexico.

"I was young. I didn't know better. I was a very energetic candidate. I multitask and am always over-prepared. Those same men that they said could not accept me as their lawyer were carrying my briefcase. They helped me. And I opened the door for women to go into the judiciary in New Mexico. Now it is accepted," she said.

"My opponent took me for granted. He never thought this young woman could beat him. People underestimated me. But, in truth, I've had to be tougher and more prepared to get where I am than most people. I had to prove competence every day, and I still have to prove it every day."

After serving on the bench for six years–presiding over a court that decided on criminal cases, business, tort, malpractice, worker's compensation, probate, and domestic relations–Madrid was elected chief presiding judge of the Second Judicial District by her male colleagues.

Later, Madrid went into private practice, becoming a partner for the Albuquerque law firm of Messina, Madrid & Smith. She then ran for attorney general in 1998 and won, but only after her characteristic persistence and perseverance. Her first attempt at attorney general was in 1990, when she came in second. She also lost another race, for lieutenant governor, in 1994.

"I had no role models. I had to make it up as I went along," said Madrid. "I got to fail publicly. It's hard. You get a tough personality going through these years."

As the first Latina attorney general in this country, "this is an amazing job," said Madrid. She represents all consumers and the environment, protecting her state's citizens and the average person against careless corporations. Most recently, she has been working hard to counter crime and domestic violence in her state. "I have tremendous powers to do what is right," said Madrid, whose office prosecuted a Texas company that was dumping animal renderings into New Mexico ditches.

Madrid summed up her modus operandi as follows: "I read the newspapers every morning, and I look at a problem on the front page, and then I see whether I have the power to do something about it. That's exciting, since I went into politics because of issues I cared about."

Madrid also recognizes her value as a role model for other women and Hispanics. "I do parades all over New Mexico, in some counties where 80 percent of the population is Hispanic," she said. "Young Hispanic women look up to me and do the thumbs up. It's very gratifying to know that I represent them and that I am a hero to them. When I am in those crowds, I realize it is all worth it."

Madrid was campaigning for a second term during the time of our interview. The election will take place as this *Outlook* issue is coming off the press. "I think I am doing very well," she said about the campaign.

If re-elected, Madrid hopes to continue being an advocate for her people, and, as she has done for years now, speak to the younger women and students who may one day follow in her footsteps. "I say to young people, as early as junior high, that education is the key to all of this. If you cannot communicate, write, and think, you can't change things," she said. "If you want to make a difference, you have to be educated."

Cuban-American César Alvarez

Alvarez has his hands full. He is often on the road, visiting Greenberg Traurig's offices and clients throughout the world. When we interviewed him, he called us from Spain, in between meetings and business appointments.

In 1997, when Alvarez first became president and CEO of the Miami-based law firm, Greenberg Traurig had about 300 lawyers and eight offices. Through hard work and business savvy, Alvarez helped expand the firm into a legal empire of more than 840 lawyers in more than 18 cities worldwide. Today, he commands the 25th largest law firm in the country, and is thus far the only Latino at the helm of a law firm of this size.

"I think the key to my success is that I will work with any obstacle that you put in front of me. I will not allow artificial barriers to be deterrents," said Alvarez. "The ability not to give up is key, and the willingness to work hard."

While Alvarez may make standing at the top appear as easy as a stroll in the park, his own story is one of breaking barriers and pushing ahead while few others like him were doing the same.

Born in Cuba, but arriving in Florida in 1960 at age 13, with his parents and siblings, Alvarez never expected to be carving out a life for himself in the United States. "When we first came over from Cuba, we didn't know we were going to stay. I thought we were coming on vacation," said the lawyer. "I didn't understand why my parents loaded me up with silverware and jewelry."

It didn't take long before his father explained to him that they would be staying in Florida, in northern Miami. "My father said, 'don't forget your roots, but this is your new country,'" said Alvarez. Unable to speak the language, and being only one of perhaps five students who were Cuban among a school population of 5,000, Alvarez set out to assimilate.

"My parents viewed education as the most important asset. Education, education is all that we ever heard of," he said.

Alvarez and his three siblings were expected to go to college, but in the meantime he delivered newspapers to earn cash. "It probably taught me more about business than anything else. I knew how to hustle around to get those collections," he said.

That business experience opened the doors for Alvarez to consider studying business, which he did as an undergraduate, followed by an MBA at the University of Florida. His brother then inspired him to follow up his business education with law school, which Alvarez completed in less than two and a half years. "I thought that it would be a pretty good education to have, whether you use the degree or not," he said.

Upon graduating from law school, opportunity knocked. With the growing population of Cubans in Miami, Greenberg Traurig was specifically looking for a Cuban lawyer to join its firm, and asked a professor of Alvarez's to recommend someone to them. Although Alvarez was offered an interview and the job, "I immediately told them that I had no intention of working for a firm," he said. He and his brother wanted to hang out their own shingle as one of the first two bilingual Cuban lawyers.

It didn't take long, however, for Greenberg Traurig to convince Alvarez that it would be difficult to "do sophisticated work" when starting your own company, and to join them instead. In [illegible], he became the 13th lawyer to join the company.

Alvarez began with real estate law, but soon moved into corporate and securities law, where about a third of his clients were Latino. "I was pretty determined to make sure that I was viewed as an all-American lawyer. I didn't want someone to pigeonhole me," he said.

Alvarez was not only breaking new ground as a Latino or minority lawyer, but as a Florida lawyer as well. At that time, he was busy helping take companies public, an expertise that was then practiced largely in New York City. "When you were out from New York, you were not allowed in the game," he said. "But we were able to take it and do quite well with it. I had something that the New York firms did not have. I was here in Florida in touch with these companies."

While Alvarez was breaking through the New York City wall, he never met another Hispanic lawyer. "We have come a long way. In those days, I didn't see an African American lawyer or a Latino lawyer," he said.

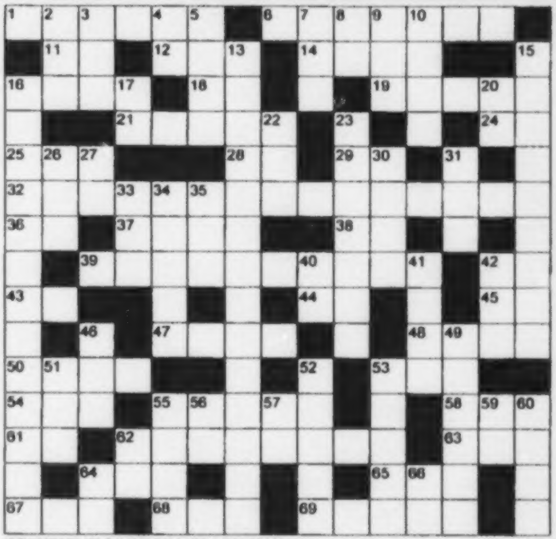
Back then, Alvarez recalled how he would be working out a deal as his company's counsel, and yet, when the other company's counsel had a concern, they would address his company instead of him (which is not the way work was supposed to be handled). "In those days it was almost like they wanted to let them know that, 'you know, you are being represented by X, and maybe X is not of the same caliber.' I survived it all. It just made you sharper, made you more willing to get into that fight and win. Although there were hurdles, I almost view them as positive hurdles. It challenged me more. It didn't discourage me."

Alvarez had the fortune of joining a company that recognized the value of diversity, but he has also added diversity to the pool since taking the helm in [illegible]. "If your CEO is Hispanic, I don't know what better signal can be sent. It tells you that what we have is a very open firm. Diversity feeds on itself," he said.

Today, the company has about 65 Hispanic lawyers among a total of 840 and does business in places such as Venezuela, Panama, Colombia, and other Latin American countries.

Unlike Alvarez's earlier days, a much larger population of diverse students is graduating from law school. But, said Alvarez, "The part that doesn't look good is the overall number of minority lawyers. I don't think we have a significant number of lawyers at a higher level to participate in the economy of this country. That is a disadvantage that is difficult to overcome. I don't see a significant emphasis being placed on those numbers by politicians."

As an immigrant, Alvarez believes strongly in giving back to his community and all communities, and has done so by speaking with students and others coming up in the ranks. His advice: "Life is not 100 percent fair, and you will come across obstacles. At that time you have a choice–to say that life is unfair and give up on it, or decide that nothing is going to deter you and you are going to move forward and overcome that obstacle. My view of life is that when you are a Hispanic or an African American or a woman, the more good things that get done by these individuals in the marketplace, the more they level the playing field." HO



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Across

1 Latino rights defense group
6 What all peoples want
11 District Attorney
12 Legal profession
14 Nice top material
16 Disputes
18 In absentia
19 Not criminal
21 Ultimate weapon to enforce laws
24 North western state
25 Water barrier
28 Indiana
29 Teaching Assistant
32 Major legal issue
36 Spelling
37 Two-fold
38 Writ of right (abb)
39 On the edge- of a country or a law?
42 Los Angeles
43 Concerning
44 Old English
45 Alien who made millions
47 Bad housing
48 Great lake
50 If it is on a shoulder, can lead to legal action
53 Mexican party
54 Expression of rebuke
55 (Goes with 62 across) Describes the way education should be for different peoples
58 Drink for the car
61 You need it for everything
62 (see 55 across)
63 Head cover or job?
64 Western (abb)
65 Test -is it correct to base scholarships on it?
67 Difference in opinion or stance
68 Today!
69 Uniform

Down

2 Difficulty
3 Rules of conduct
4 Eastbound
5 Just
7 Unwell
8 Degree
9 Church matter (abb)
10 Check
13 Fundamental right
15 Refugee help group
16 Voting issue for Latinos
17 San Francisco
20 Insertion order (abb)
22 Inside (prefix)
23 Having many levels
26 Electrical current measure
27 Tiny distance
30 Anonymous
31 Tried for office
33 Wedding vow
34 Wise men
35 Cool
40 __ and behold!
41 Long time
42 Wreath
46 Suited for
49 Basic freedoms
51 Housing agency
52 Employed
53 Emotions and feelings of a people
55 A lot
56 Underlined
57 French you...
59 Car group
60 Hold
62 Volume measure
64 Operation
66 While

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American Council on Education

Latino Leaders Share Strategies for Professional Advancement

by Marilyn Gilroy

Are Latino academicians being held to different standards than other groups when it comes to professional advancement? This question continues to surface as many Hispanics find themselves in a holding pattern, vying for upper-level administrative positions or senior faculty ranks and falling short of being selected.

When it comes to competing for top-level executive positions, Hispanics often find that they make the final round but never reach the stage of being offered an appointment. For those seeking advancement through the faculty ranks, it can take years to find the right combination of research and teaching accomplishments that will result in recognition by majority peers.

These trends have not gone unnoticed. The American Council of Higher Education (ACE) addressed this topic just last month at a special conference entitled "Standardized Expectations or Unexpected Standards? Professional Advancement and the Dilemma for Latino Leaders in the Academy."

Through its Office of Minorities in Higher Education, ACE invited a group of scholars and administrators to examine some of the biases that can work against Latino candidates who seek executive roles in higher education, especially at the most selective institutions.

The participants, who included 50 top-level academic executives (chancellors, presidents, provosts, vice presidents, and deans) as well as senior faculty members from various disciplines, met recently in Tempe, Ariz.

Richard Chavolla, associate director of the Office of Minorities in Higher Education, said the conference idea was partly a response to several articles written by Robert Haro, professor of ethnic studies at San Francisco State University. Haro has written frankly and critically about the challenges faced by Hispanics as they are screened for high-level positions. In publications such as the *Chronicle of Higher Education* and *HO*, he has railed against a process of "subtle bias and internal colonialism" that ultimately allows search committees to pass over talented and qualified Latinos for leadership roles.

"A Latino candidate can have incredible credentials and experience but there is still a perception that he or she will not be an effective leader," said Chavolla. "There is a misperception that Latino presidents will be partial to serving their own special interest group instead of the entire institution."

The conference agenda also included an examination of issues affecting faculty, such as research and tenure. Panelists shared insights into the assimilation and acceptance of minority scholars into the academy, identifying experiences that are commonly shared by Latino educators because of their group identity.

"When a Latino faculty member is hired, he/she is pulled in many different directions," said Chavolla. "They are often asked to advise a club or be a dissertation advisor to Latino doctoral students because there are no other role models on campus. They may be asked to be a link to the Latino community or to help with a K-12 initiative.

"But tenure is not based upon these activities. Latino faculty face the choice between the roles they would like to play in mentoring others versus the teaching and publishing they must do to get tenure."

Most conference participants agreed that there needs to be a transformation of the university culture in order to promote change for Latinos in the administrative and faculty ranks.

Raymond V. Padilla, professor of education policy at the University of Texas, San Antonio, said that the tenure model should be revised.

"The standards and the process for getting tenure are well known. They have been consistent," said Padilla. "But we need to ask: do those criteria work for Hispanics?"

As for advancement of Latinos in the executive ranks, several conference presenters called for more advocacies on the part of the Latino community in selecting academic leaders.

"Colleges and universities, especially public ones, need to be responsive to the community," said Zulma Toro-Ramos, dean of the school of engineering and applied sciences at the University of New Haven. "We are the community and the demographics who support that. We can no longer make a distinction between "the public" and Latinos.

"Everybody who has expectations of the educational system has the right for their voice to be heard. Latinos need to be heard the same way that other constituencies, such as alumni, athletic departments, and politicians make their preferences known in the selection of college presidents."

There was also an acknowledgement that lobbying on behalf of Latinos in academia would have to go to the next level.

"Policymakers don't seem to have a sense of urgency about the issue of advancement for Latinos, so we need to do more," said Chavolla. "We have provided the statistics on demographics and expected a response, but it hasn't happened. We have to influence the people who identify the pool of candidates and make recommendations, such as search firms and consultants to governing boards."

The rapid growth of Hispanics in the general population makes the ACE conference agenda more critical than ever.

"Society is going to be transformed by our demographics, and our institutions are not ready for this change," said Chavolla.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com November 04, 2002

Hispanic Scholarship Fund Awards $22 Million in 2001-2002

SAN FRANCISCO, Calif.

The Hispanic Scholarship Fund (HSF) announced that it awarded a record $22 million in college scholarships during the 2001-2002 academic year.

This figure represents $12,165,085 in scholarships from HSF combined with $9,973,751 million awarded by the HSF Institute, HSF's sister organization, and through the Gates Millennium Scholars Program. The funds awarded during this academic year enabled more than 6,700 students in the United States, Puerto Rico, and the U.S. Virgin Islands to further their college education. In its first year, HSF awarded $30,000 in scholarships to 115 HSF scholars.

"This recent academic year marked another record year for HSF in the number of students helped, in the amounts awarded, and in the creation of new programs in support of Hispanic parents and students across the country," said Sara Martínez Tucker, HSF president and CEO. "Corporate partners and private foundations that recognize the importance of investing in HSF's mission, as well as the hard work, dedication, and commitment of our team and board members, have created our organization's success."

To learn about HSF's College Scholarship Program, go to the HSF Web site at www.hsf.net, or call 1 (877) 473-4636.

HSF also launched and extended programs to increase the number of Latinos in the college education pipeline. These programs reinforce the importance of higher education in the Hispanic community and provide the tools for students and parents to become familiar with the college application and financial aid processes.

During the 2001-2002 academic year, HSF opened on-campus Student Scholar Chapters, establishing a presence for the organization at leading universities across the country, and hosted more than 15 town hall meetings in 11 cities to inform Hispanic students and parents about college and financial aid processes. It also opened regional offices in Dallas, Chicago, New York, and Los Angeles, and began the California Central Valley Outreach Project.

The Civil Rights Project Examines Merit Scholarships

CAMBRIDGE, Mass.

New research by The Civil Rights Project at Harvard University examines publicly funded scholarships in the United States.

Who Should Help? The Negative Social Consequences of Merit Scholarships, edited by Donald E. Heller and Patricia Marín, foreword by Gary Orfield, studies four of the country's largest merit scholarship programs to assess the impact on their respective states. The report looks at whether these programs promote college access and attainment in each state, and how well the programs serve the needs of students from different income and racial and ethnic groups.

Upon release of this research, Orfield, project co-director, said, "We are in the midst of a destructive set of federal, state, and local changes in higher education policy that limit the ability of minority and low-income families to go to college, damage their future and the future of their communities, and sacrifice too much of the human potential of a society where soon half of all school-age children will be non-White. In our society, individuals and families who have not benefited from attending postsecondary education are far less successful financially, earning less in real terms than they did a generation ago. More than ever before, occupational mobility is related to higher education. Therefore, our goal must be to develop policies and programs that increase access to those students who have been overlooked in the past."

The authors found that state merit scholarships are being awarded disproportionately to populations of students who historically, and today, have the highest college participation rates. This includes students from middle- and upper-income families, as well as White students. The evidence in this report indicates that the programs analyzed do little to provide financial assistance to the students who need it most.

. . . FYI

FairTest: ACT Test-Taker Increase Boosted by Score-Abuse

IOWA CITY, Iowa

ACT, Inc., recently announced that the national average composite score for the 2002 ACT Assessment is 20.8, a drop from previous years, in a year when a record 1.1 million students took the test.

According to ACT, an expanded pool of test-takers results in greater opportunity for students to consider attending college. Scores point to the importance of rigorous, college-prep coursework. Males and females earn equivalent composite scores in states where all students take the ACT.

But according to FairTest, the National Center for Fair and Open Testing, the ACT Assessment is misused for school ratings, accreditation, and accountability.

Through what ACT deems to be bold initiatives in Colorado and Illinois, all 11th-graders in both states were required to take the ACT beginning last year as part of their statewide achievement testing programs.

FairTest says that the ACT scores are part of Colorado's "accountability" reports rating public schools, despite a state Board of Education study concluding that the test is a poor gauge of what is taught in classrooms.

Illinois, says FairTest, includes the ACT in its Prairie State Achievement Exam battery–used to award honors on high school diplomas. Also, the Illinois Board of Education has even tried to link ACT scores to auto insurance rates.

"The ACT has been validated solely for undergraduate admissions and placement, though it is at best a weak predictor of college performance," explained FairTest Public Education Director Bob Schaeffer. "Additional applications are not justified by independent research. Programs that rely on ACT results for other purposes amount to test score abuse."

FairTest charges that the ACT is also misused in Missouri, where scores are part of the school accreditation system, and in Oklahoma, where it is a component of the state's school ranking formula.

Several states require students to exceed ACT score hurdles in order to be eligible for taxpayer-funded college scholarships– another use FairTest says is unjustified. "Responsible test manufacturers have an obligation to stop improper uses of their products by refusing to send scores to institutions that misapply them," Schaeffer concluded.

INS Issues Certification Rule for SEVIS Enrollment

WASHINGTON, D.C.

The Immigration and Naturalization Service (INS) is immediately implementing regulations governing the review and certification of schools for enrollment in the Student and Exchange Visitor Information System (SEVIS).

SEVIS is an Internet-based computer system that will enable schools and program sponsors to transmit electronic information and event notifications to INS and the Department of State throughout the stay of a foreign or exchange student in the United States. To date, more than 2,000 schools are currently in various stages of SEVIS, with more awaiting approval to use the system.

The new regulations, implementing Phase II of the transition to SEVIS, provide that all schools not already approved to use SEVIS must undergo a certification review. Phase I enrollment or preliminary enrollment had allowed schools that were INS-certified for at least three years and were accredited by the Department of Education to enroll without paying the certification fee and in advance of a full review. The new rule's major requirements include:

- All schools currently approved for attendance by nonimmigrants are required to apply for INS review for continuation of approval and access to SEVIS no later than Jan. 30, 2003. The present approval of any school that has not filed for enrollment in SEVIS by that date will automatically be withdrawn on Jan. 31, and the school will not be allowed to accept foreign students.
- Schools must electronically complete a Form I-17 (*Petition for Approval of School for Attendance by Nonimmigrant Student*) in SEVIS and submit a certification fee of $580 at least 75 days (by Nov. 15, 2002) prior to Jan. 30, 2003. Any school wishing to admit new foreign students or issue new forms for existing students must be using SEVIS by Jan. 30, 2003. Schools that file petitions in less than 75 days may hamper the review process.
- Schools that were approved for preliminary enrollment by the INS must complete the certification review process, including required fee, prior to May 14, 2004.
- The INS will review the approval of a school every two years.

People-Places-Publications-Conferences

PEOPLE & PLACES

Paige Announces $15.3 Million in Grants to HSIs

U.S. Secretary of Education Roderick Paige announced the award of $15.3 million in new grant aid to 33 Hispanic-Serving Institutions (HSIs) to improve academic programs, student services, and facilities. Of the 33 grants, 21 institutions received $8.3 for five-year development grants and 12 institutions will get a total of $7 million for five-year cooperative arrangement development grants.

HSIs, funded under Title V of the Higher Education Act of 1965, are colleges and universities in which Hispanics represent at least 25 percent of the student population. In addition, at least half of those Hispanics must be low-income. HSIs confer more than 45 percent of associate's degrees and 50 percent of bachelor's degrees awarded to Hispanics and educate a large number of students from other racial and ethnic backgrounds.

"More Hispanic students than ever before are pursuing postsecondary education," Paige said. "These grants will help them prepare for rigorous academic studies and help them stay in college and complete their degrees."

An additional $70.7 million will be distributed to 157 HSIs to fund the continuation of existing grants.

Connecticut LPRAC Honors ASPIRA Director

At its Fifth Annual Gala-Awards Banquet, the Connecticut Latino and Puerto Rican Affairs Commission (LPRAC) named Alma Maya its "2002 Latina Citizen of the Year." Maya, executive director of ASPIRA of Connecticut since 1995, is involved in other civic organizations as well. LPRAC's Toastmasters Club, said to be the only bilingual Toastmasters Club in Connecticut, was honored with the "President's Distinguished Club" recognition award by the Toastmasters World Headquarters. LPRAC's Toastmasters Club provides an environment in which people can learn to master their speaking skills in both English and Spanish.

University of North Carolina Stands Firm in Book Controversy

The University of North Carolina (UNC)-Chapel Hill and Chancellor James Moeser withstood heavy pressure to eliminate a summer reading assignment on the Quran, the Muslim holy book, following a federal lawsuit on behalf of a conservative Christian group.

The Family Policy Network claimed that UNC violated a constitutional law that bars public institutions from forcing students to submit to religious teachings or practices, and that the University failed to maintain "neutrality" toward religion, as required by another Supreme Court decision. Lawyers for the University claimed that the reading was not a "requirement," and strictly voluntary. Said Moeser, "Our goal is to create an early expectation among students that they will think critically and discuss different points of view throughout their time at UNC."

The 4th U.S. Circuit Court of Appeals in Richmond, Va., ruled in favor of the University's reading assignment on the condition that it not be a "requirement." The decision cleared the University to conduct follow-up discussions on the controversial book, *Approaching the Qur'an: The Early Revelations*, by Michael A. Sells, a professor of religion at Haverford College.

"It is precisely in times like these in our history that it is important to reaffirm a university's role in addressing controversial subjects," said Moeser.

Pataki Ensures CUNY/SUNY Immigrants Affordable Tuition

New York Gov. George Pataki signed into law legislation he proposed allowing undocumented immigrants attending the City University of New York (CUNY) and State University of New York (SUNY) to be charged the resident tuition rate.

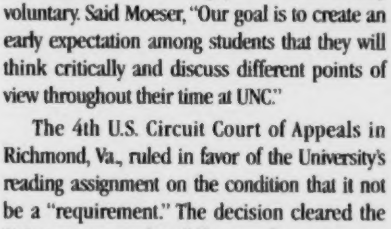


Photo © Andre Beckles

The legislation allows immigrants to save thousands of dollars per year since out-of-state rates for the public college and university system can be almost double the resident rate. Similar laws have been enacted in California and Texas. All are consistent with the 1996 Federal Illegal Immigration Reform and Immigrant Responsibility Act.

"New York has been a beacon of freedom and opportunity for generations," said Gov. Pataki at the bill's signing at CUNY's City College. "This legislation reinforces New York's proud legacy as a bastion of hope and opportunity by ensuring access to a high-quality, affordable higher education for hard-working immigrants."

Several Hispanic state officials, including Sens. Olga Méndez and Pedro Espada and Assemblymen Adriano Espaillat and Peter M. Rivera, hailed the governor's legislation. It is estimated that approximately 3,000 undocumented immigrants attend CUNY and SUNY schools.

Pictured: Gov. George Pataki (l.) greets City College student Folassayo Fadahunsi (r.) at the signing ceremony, joined by Assemblyman Peter Rivera (c.).

INS Reverses Decision on Mexican and Canadian Commuter Students

The Immigration and Naturalization Service (INS) reversed a decision that would have prevented part-time Mexican and Canadian students from attending border colleges and universities. The change was made to protect the educational interests of students living on both sides of our border as well as the economic integrity of these border communities.

In July, it was reported that the INS, in its effort to tighten border security following the Sept. 11 attacks, was to ban all part-time commuter students from Mexico and Canada from attending U.S. border schools. Several institutions in states such as New York, Texas, Arizona, and Michigan reported that the legislation, if enacted, would have cost them millions of dollars in tuition revenue.

According to the INS, the highly regulated interim rule allows properly documented part-time students who regularly cross the border for study purposes to do so at schools that are INS-approved and located within 75 miles of the U.S. border. The INS will require the approved schools to register their foreign students in SEVIS, its Student and Exchange Visitor Information System, when it is in place.

UCLA Linguist Studies Negative Metaphors about Latinos

A book by University of California-Los Angeles (UCLA) linguist Otto Santa Ana argues that the negative metaphorical stereotypes used in 1990s media coverage of Latinos led to the victories of three key ballot propositions that targeted Latino and immigrant populations.

Santa Ana wrote in his book *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse* that the metaphors "produce and sustain a negative public perception of the Latino community and its place in American society," and they "primed the pump for the passage of Prop. 187 (against state-sponsored assistance for immigrants), Prop. 209 (against affirmative action), and Prop. 227 (against bilingual education)."

Santa Ana, an associate professor in UCLA's César Chávez Center for Chicano Studies, tabulated and analyzed metaphorical language used by the *Los Angeles Times* in its coverage of the propositions between May 1, 1992, and July 31, 1998. He found that though proponents of the propositions made many of the negative comments, the comments had worked their way into the reporting of the journalists. According to Santa Ana, "Reporters unwittingly adopted and perpetuated language and biases of proponents" of the proposition.

Ohio State Program Targets Migrant Students

The Ohio State University received a five-year $1.5 million U.S. Department of Education grant to recruit and retain students from migrant working families.

José Villa, interim director of Ohio State's residential College Assistance Migrant Program (CAMP) and vice provost for the Office of Minority Affairs, said that the program will give aspiring students a better opportunity for earning a college degree. It will provide students with educational and residential expenses and support for needs such as academic counseling and tutoring. Additional funds will be set aside to make available personal, leadership, and cultural opportunities as well as health, vision, and dental care. Villa said that Ohio State is the only institution in the state to have this type of program.

The son of migrant workers, Villa earned his doctorate from Ohio State. He plans to use his experience to help students and form relationships with the students' parents to ease concerns.

Olmos Speaks at National University Commencement

Edward James Olmos, celebrated actor, director, and producer, delivered the 2002 commencement address at National University (Calif.) and was presented with an honorary doctorate by University System Chancellor Jerry C. Lee. Olmos' comments on unity, diversity, and the value of education were well received by those attending. He emphasized the importance of his Hispanic heritage.

Olmos, a two-time Golden Globe Award and Emmy Award winner, plays a starring role in the PBS television series "American Family" and has a development project with the ABC network.

"I know very well what it is to be Latino in the United States of America," said Olmos. "I'm 100 percent Chicano. I live by the understanding of my culture. It gives me my essence, my roots."

Lee commended Olmos for the motivation he has given people through the characters he has portrayed. He stated that each of Olmos' characters "brings a fresh perspective to our common concerns for the advancement of the human family."

National University topped all other California colleges and universities on *The Hispanic Outlook*'s May 6 list of "Top 100 Schools" awarding master's degrees to Hispanics.

Tomás Rivera Studies Latino Parents

The Tomás Rivera Policy Institute Center for Latino Educational Excellence released a study about Latino parents, Latino children, and higher education.

The study, *College Knowledge: What Latino Parents Need to Know and Why They Don't Know It*, was based on a telephone survey of more than 1,000 Latino parents in Chicago, Los Angeles, and New York and detailed case-study interviews of 41 of those parents. The report found that 65.7 percent of those interviewed failed a mini-test on factual college knowledge. It also found a significant lack of knowledge among parents from lower incomes and educational backgrounds as well as among first-generation immigrants. Yet, according to the Institute, 96 percent of the parents surveyed expected their children to attend college.

The Institute recommends, among other things, making college knowledge a priority among Latino advocacy, political, and cultural organizations and launching increased and focused college knowledge outreach to Latino parents in low socio-economic status communities.

UNC-Chapel Hill Hosts Civil Rights Conference

The University of North Carolina (UNC)-Chapel Hill's Center for Civil Rights held the conference "The Resegregation of Southern Schools? A Crucial Moment in the History (and the Future) of Public Schooling in America," examining the legal and social problems and demographic trends that suggest resegregation is occurring in public schools.

The conference, attended by national experts in civil rights and educational policy, lawyers, policymakers, and school administrators, identified strategies that may further the racial diversity in the nation's public schools, according to Professor John Charles Boger, the Center's deputy director.

Juan Williams (pictured), a senior correspondent with National Public Radio's "Morning Edition," was a guest luncheon speaker. Williams, author of the nonfiction bestseller *Eyes on the Prize: America's Civil Rights Years, 1954-1965"* and the critically acclaimed biography *Thurgood Marshall–American Revolutionary*, spent 21 years at *The Washington Post* as an editorial writer, op-ed columnist, and White House reporter.

Boston College Studies Abroad in Costa Rica and Spain

Boston College's (Mass.) Center for International Partnerships and Programs organized study abroad trips to Madrid, Spain, and Monteverde, Costa Rica. The trips were intended to expand students research opportunities abroad and extend the College's global presence and influence.

During the trip to Spain, led by Spanish Professor Irene Mizrahi, 18 students took part in a 48-hour intensive Spanish-language and culture class coordinated by faculty at the Estudio Sampere in Madrid. The students stayed with local families and took cultural field trips to the cities of Toledo and Segovia over a four-week period.

In Costa Rica, a team of 15 students and two professors–Dr. Marc Landy, political science professor, and Chris Hepburn, professor of geology and geophysics–participated in two academic courses, "Political Economics of Sustainable Development" and "The Natural History of Costa Rica." The Monteverde Institute handled all of the logistics and arranged a number of lectures, workshops, and seminars by Costa Rican experts and scientists, including Rodrigo Carazo, former president of Costa Rica.

NJIT's Hernández Co-Authors *Cubans in America*

New Jersey Institute of Technology faculty member Roger E. Hernández collaborated with filmmaker Alex Antón to write the book *Cubans in America* (Kensington Books), a companion volume to the documentary of the same title produced by Antón for the Public Broadcasting System.

According to Hernández, the book, which features more than 200 black-and-white photos, "contains stories of the heroes and celebrities of the past and present and is a testament to the ordinary people...whose lives and passion contributed to making the Cuban-American community what it is today." The documentary tells the story of Cubans in what is now the United States, beginning in the 16th century with the settlement of St. Augustine and encompassing the 20th century's exodus of Cuban refugees seeking asylum from Fidel Castro's regime.

Hernández, a journalist, writes a weekly syndicated column for King Features.

The Latino Coalition Releases Survey Results

The Latino Coalition's (TLC) 2002 National Hispanic Survey reveals that despite growing concerns about our public education system, healthcare programs, and immigration issues post Sept. 11, Latinos have hope in the future and believe that things will be better in the months and years ahead.

"This survey shows very positive signs," said TLC President Robert de Posada. "Nearly 70 percent of Latinos believe their children will have a better quality of life than they did; only 12 percent said 'worse.'"

The survey shows that neither the Republican nor the Democratic parties has a tight hold on the Hispanic vote. Of the 1,000 people interviewed, 48 percent identified themselves with Democrats, and 23 percent with Republicans. But President Bush's effort to reach out to Hispanic voters has increased his popularity among Hispanics–a 68 percent approval rating, 74 percent among non-registered voters. Republicans in Congress have also gained popularity–a 42 percent approval rating, up from 23 percent last year–leaving a much more competitive environment for the Hispanic vote.

"Hispanics are becoming more and more independent when it comes to politics," said de Posada. "The results of this survey are clearly a wake-up call for both major political parties."

Maná Ticket Sales Benefit HACU

Maná, a multi-Grammy Award-winning Mexican band, announced that a percentage of the proceeds from ticket sales for its 2002 Revolución de Amor World Tour will go to benefit the Hispanic Association of Colleges and Universities (HACU) CLASE Scholarship Fund.

The legendary band is donating 50 cents from every ticket sold during its 13-city U.S. tour. The Coors Brewing Company–Coors Lite is the official sponsor of the tour–will match the band's contribution. It is estimated that more than $200,000 in scholarship funds will be raised.

Maná, which has sold more than 16 million albums worldwide, has put to good use its success on stage, benefiting environmental and humanitarian causes in the global arena, among them Greenpeace, Amnesty International, the Selva Negra (Black Forest) Foundation, which protects various endangered species, and 24 Chiapas communities in Mexico.

MALDEF and FairTest: Florida Scholarship Program Discriminates

MALDEF & FairTest

The Mexican American Legal Defense and Educational Fund (MALDEF), a Latino civil rights organization, and FairTest, an advocacy group for fair and open testing, filed a legal complaint against the state of Florida's "Bright Futures" scholarship program, charging that its use of college admissions tests such as the SAT I and ACT discriminates against minority students.

Other groups such as the Hispanic Coalition, Inc., the Hispanic American Alliance, the League of United Latin American Citizens, and the Florida NAACP joined in the complaint, which was filed with the Office for Civil Rights of the U.S. Department of Education.

The groups claim that the high school achievements of many Black and Hispanic students have gone unnoticed in the scholarship granting process because they have failed to meet the necessary scores of 1,270 in the SAT I and 28 in the ACT that the state requires for a full-tuition scholarship to a Florida public university. The groups ask that the selection process take into account other factors such as class rank, GPA, or extracurricular activities in determining which students receive awards.

The "Bright Futures" program annually receives $164 million in federal funds.

NJCU Assistant Director Honored

Hugo Morales, assistant director of publications at New Jersey City University (NJCU), was honored by Hudson County for his work as an artist, civic leader, and promoter of Ecuadorian and Latin American culture.

Morales, chair of NJCU's Council on Hispanic Affairs, is known for his paintings and graphic designs and was recently awarded the Equinox Gold Medal for his work. His art has been displayed at the Newark Museum of Art and the Harold B. Lemmerman Gallery and has appeared in many education journals and commercial publications. He is currently pursing a master's degree in fine arts at NJCU.

Wisconsin-Whitewater Program Bridging the Language Divide

With the number of trained ESL teachers failing to keep pace with the thousands of students who have limited English proficiency, Wisconsin, like many states in the Midwest, South, and Northwest, is in desperate need of bilingual teachers.

To offset this disparity, the University of Wisconsin (UW)-Whitewater, with the help of three U.S. Department of Education grants, implemented Project Sweett (Southeastern Wisconsin Excellence in Education through Teacher Training), a five-year program expected to train as many as 500 ESL-certified teachers for Wisconsin schools.

The program, which aims to become a national model, is providing emergency certification for teachers in several Wisconsin school districts in dire need and is also training a support staff of teacher aides and community members who have a command of both English and Spanish to become tutors, translators, and troubleshooters. High-achieving Latino high school students are offered scholarships to enroll in UW-Whitewater's School of Education and encouraged to return to their communities to help bridge the language divide.

California Wellness Foundation Promotes Beltrán-del Olmo

The California Wellness Foundation (TCWF) named Magdalena Beltrán-del Olmo vice president of communications. She had been communications director.

Earlier, Beltrán-del Olmo was director of public affairs and communications for two Kaiser Permanente Medical Centers in the Los Angeles area. She was also vice president at Coronado Communications, associate director at the California Chicano News Media Association, and a newspaper reporter for the *Orange County Register* and *Salinas Californian*. She received bachelor's degrees in journalism and Mexican-American studies at California State University-Northridge and has been recognized by the state of California and the county and city of Los Angeles for her work in communications and community advocacy.

Princeton Alumni Contribute $36.4 Million

Princeton University (N.J.) reported that it raised $36.4 million from alumni, parents, and friends during its 2001-2002 Annual Giving campaign, the second-highest total in campaign history.

"Annual Giving is the fuel that fires Princeton's excellence," said its president, Shirley M. Tilghman. "All of us here on campus are deeply appreciative of this wonderful expression of support."

Annual Giving is Princeton's yearly appeal for unrestricted funds to meet its most important needs and opportunities and is said to account for about 10 percent of Princeton's overall budget for education and general expenses.

Cal State Fullerton Targets International Trade

California State University-Fullerton (CSUF) received U.S. Department of Education funding for a program designed to help businesses tap global markets.

The International High Technology Business Partnership Project (INTERTECH) will provide the University region's 2,000 biomedical, pharmaceutical, environmental, information, and telecommunication technology firms with the practice-oriented, microeconomic expertise they need to expand their activities to specific countries and regions of interest.

The initiative was developed by Gustavo A. Vargas (pictured r.), CSUF professor of management, and Joséph F. Greco (l.), director of CSUF's Center for the Study of Emerging Markets.

INTERTECH's centerpiece is a database of information on cultural and business practices for Mexico, South America, and Asia. Background information on countries' specific governmental policies directed to the high-tech sector will be gathered, analyzed, and distributed to interested businesses. INTERTECH also will provide expertise and educational opportunities for students and faculty members to work with the country's high-tech firms.

Brooklyn College Student Earns Journalism Scholarship

UNITY: Journalists of Color, Inc., awarded Brooklyn College (N.Y.) journalism major Luis Pérez a 2002 Founders Scholarship of $2,500. He received the honor for demonstrating a track record of experience and excellent potential in the field of journalism, an interest in and commitment to understanding multicultural issues, and a solid academic record.

"As a journalist, it is exciting to be part of the social conscience of American society," said Pérez. "As a Latino journalist and a Dominican-American, I believe I can present a portrait of the Latino community that more accurately portrays the Latino community than one attempted by my non-Latino colleagues."

Pérez was editor-in-chief of Brooklyn College's student newspaper, staff writer for the *Legislative Gazette*, and editorial intern for Courier Life Publications, and has been interning with the *New York Daily News*.

Also receiving UNITY Founders Scholarships were: Nzinga Moore, San Francisco State University; HongDao Nguyen; Biola University; and Jessica Delos Reyes, Bemidji State University.

Westminster Appoints Minority Recruiter

Westminster College (Pa.) hired Dawn M. Chapman as an admissions counselor specializing in minority recruitment.

Chapman earned an undergraduate degree from Grove City College (Pa.) and master's from the University of Texas-San Antonio. She comes to Westminster from Verizon Wireless, where she was a customer relations specialist. She also conducted classification interviews for the U.S. Air Force.

Doug Swartz, dean of admissions and enrollment management, reports that Westminster has had a 30 percent increase in minority enrollment. "We look forward to Dawn joining our team and providing even more attention to prospective students from diverse backgrounds," he said.

SUNY-Westchester Welcomes Flamenco Olé!

State University of New York-Westchester Community College celebrated the spirit and excitement of Spain with a performance by the Spanish dance troupe Flamenco Olé.

The performance included authentic dances, songs, and musical arrangements reflecting the joy and tragedy of life.

Featured was choreographer Luis Montero's version of Ravel's "Bolero," a riveting tour that took the audience through the ancient times of the gypsies, the Classical period of 18th-century Spain, and into today's modern flamenco.

CSU Opens New Campus

Classes are now in session for the fall 2002 semester at California State University-Channel Islands (CSUCI), the CSU System's new campus in Ventura County and the only public, four-year university in the nation to open this year. While the University's grand opening welcomed 2,300 upper-division transfer students, it will enroll its first freshman class in fall 2003.

The 670-acre campus, located near the California coast, will offer marine-related activities and curriculum. Providing a blend of rich cultural history and progressive academia, the University expects a multifaceted faculty and student body. It is home to an impressive collection of Spanish architecture-style buildings dating back to the 1930s and '40s and makes good use of the area's natural surrounding flora, waterways, and open spaces–a pleasant learning environment.

ACUTA Appoints President, Bestows Member Awards

The Association for Communications Technology Professionals in Higher Education (ACUTA) recently named Jeanne Jansenius its new president. Jansenius, director of telecommunications at the University of the South, held board positions of president-elect and director-at-large at ACUTA and has worked on and chaired its Bylaws and Policies and Program committees. At the University, Jansenius chairs the Computer Technology Training, Campus Directory, and Campus ID committees.

ACUTA's 31st annual Conference and Exhibition showcased some of the outstanding contributions its individual members made to the field this year. Honorees were Corinne Koch of Columbia University for her work at the World Trade Center disaster site and Pat Nelson of Cornell University for her contributions to ACUTA and the telecom community. Member institutions recognized included Harvard University, Bridgewater State College, and Berklee College of Music.

FIU Inaugurates College of Law

Florida International University's College of Law held a special ceremony in August celebrating the convocation of its inaugural class. Florida Gov. Jeb Bush, Sen. Mario Díaz Balart, and Rep. Gaston Cantens were featured speakers. Florida Supreme Court Chief Justice Harold Anstead delivered the keynote address.

The special ceremony welcomed the 117 lawyers-to-be–67 full-time students and 50 part-time students–to the newly established College. An astounding 44 percent of the class is Hispanic, 43 percent is White, and 8 percent is Black.

"FIU has waited a long time for this," said University President Modesto A. Maidique.

De los Santos Helps Transform Brookdale

Brookdale Community College (BCC) in New Jersey recently recognized Vivian de los Santos, senior office assistant, for her dedication to helping renovate the school's image.

According to de los Santos, BCC is going to become a more "today" -feeling school with an emphasis on a "just ask and we're here" attitude. "My current priority is a smooth transition from the past Brookdale to the new Brookdale," said de los Santos.

De los Santos is the only individual on campus to operate the College's Maximo maintenance system, a specialized computer program for creating, tracking, and confirming completion of campus-wide, work-order requests. She also works a seven-line phone system, e-mail, and two-way radio to maintain communication with staff.

NCTE Researchers Discuss Literacy Teaching

A National Council of Teachers of English (NCTE) research team met at Michigan State University to discuss how to find new data about literacy teaching and learning.

A group of about 30 accomplished researchers from across the country began laying the groundwork to interpret the results they will see from schools that have enrolled as Centers of Literacy Education Achievement, Research, and Networking (CoLEARN).

The CoLEARN program will provide resources and guidance for elementary, middle, and senior high school educators to look more closely at how they teach reading, writing, and the English language arts and how their students grow in these disciplines.

Results from the program's first year will be published in fall 2003.

Cisneros Receives Award Sponsored by Continental Airlines

Gilbert M Cisneros, president and CEO of the Denver, Colo.-based Chamber of the Americas and the Chamber of the Americas Foundation, was presented with *Hispanic* magazine's U.S.-Latin America Friendship Award at the 2002 Hispanic Achievement Awards, sponsored by Continental Airlines. He was among seven Hispanic honorees who, according to Continental, "have made lasting significant contributions that have positively impacted the Hispanic community."

Cisneros, who is also president of Grupo Cisneros Internacional, an international consulting firm that helps U.S. companies develop Latin American markets, received the Aztec God of Commerce Award from the

Mexican government in 2000 for his initiatives to promote increased trade between Mexico and the U.S. He also co-founded the U.S.-Mexico Chamber of Commerce, Rocky Mountain Region; was an administrator for the U.S. Small Business Administration, Rocky Mountain Region; was executive director for the Denver Minority Business Development Center; and co-founded and co-directed the Denver-based Chicano Education Project.

Cisneros received a bachelor's degree in business administration at Adams State College and a master's in urban and regional planning/community development from the University of Colorado.

Guatemalan Human Rights Atrocities Discussed at John Jay

Nobel Peace Prize Winner Rigoberta Menchú Tum was among the human rights leaders at the John Jay College of Criminal Justice (N.Y.) who spoke at a conference addressing human rights violations against the indigenous population of Guatemala.

The conference took place a few days after an accountant for the Rigoberta Menchú Foundation was murdered in Guatemala City and four forensic anthropologists who helped expose genocide against thousands of victims during the country's 36-year civil war were forced into exile. The John Jay event, sponsored by the College's Puerto Rican/Latin Studies Department, included a dramatic photo exhibit of skeletal remains unearthed in Guatemala.

Cal State San Marcos Receives Grant for Migrant Program

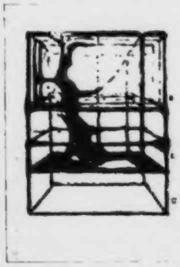
The College of Education at California State University-San Marcos received a five-year, $1.98 million grant from the U.S. Department of Education to operate a program aimed at increasing the number of migrant or seasonal farmworker students at the College.

The College Assistance to Migrants Program (CAMP) grant, *Senderos Universitarios*–Pathways to College, will help students successfully complete their first year of college and provide support and mentoring opportunities during their second year, preparing them for completion of their bachelor's degree and subsequent teaching credential.

"Northern San Diego County, specifically Cal State San Marcos, has a tremendous need for CAMP services," said Dr. Juan Necochea, associate professor of education and program co-administrator.

Necochea listed three major reasons: the concentration of farmworkers employed in the University's service area; the large number of CAMP-eligible students who reside in the area; and the absence of CAMP projects in Southern California.

Union County Presents Acevedo Exhibition



Union County College (N.J.) hosted the exhibition "Altered Sites 2002," by artist and photographer Manuel Acevedo, a native of Newark, N.J. The exhibit, photographic images and visionary drawings, expresses the transformation of Newark's environment.

Acevedo said that he took notice of the city's vast urban landscape, especially large, abandoned, neglected, and disowned lots, and began revisiting the area, making visionary drawings using photographic images as his foundation.

"The drawings are a variation on a theme, bird sanctuaries, and others are a photographic reconstruction of space, where I fabricate an imaginary structure made of concrete, brick, and trees," Acevedo explains. "It is very common to experience a number of species of birds (crows, sparrows, pigeons, seagulls) in urban environments. The structures are nests–homes for these birds–which metaphorically represent the human spirit and are symbols of thought, of imagination, and of ascension."

Pictured: Acevedo's "untitled" ink on rag paper (2001).

CampusCares Seeks to Promote Campus Volunteerism

A broad coalition of national higher education associations launched CampusCares, a project created to identify, recognize, and encourage volunteer service and civic engagement activities on college campuses by students, faculty, administration, and staff.

The initiative identified up to 50 different institutional efforts that stood out as exemplary and posted them on its Web site, www.CampusCares.org, for campus leaders, the news media, and policymakers. The Web site provides a description of the efforts and media contact information. Organizers hope that the initiative can showcase those campuses forming long-term partnerships with their communities and boost the burgeoning involvement of campuses in their communities, which, according to CampusCares, is "the most underreported story in higher education."

The participating associations represent every one of the 3,600 colleges and universities in the U.S.

Fort Lauderdale Art Institute Exhibits Latin American Artists

The diverse styles of two Latin American fine artists were recently on display at The Art Institute of Fort Lauderdale (Fla.). The exhibition "Syntheses" combined the surrealist style of Armando Chacon of Guatemala and the impressionist style of Enrique Moncada of Colombia.

Chacon's work has been displayed in The Tampa Museum of Art, The Shacknow Museum of Fine Arts, the Consulate of Guatemala in Miami, and the Florida Museum of Hispanic and Latin American Art. He has had one-man shows at both the Alexander Patrick Gallery and the Sunrise Civic Center Gallery and is a featured artist in the 2001 *Contemporary Artists Dictionary* and Casa & Estilo "Arte–Contemporary Latin Expression" of 2001.

Moncada's work has been featured in many public and private museum collections throughout Latin America and the U.S., including the National Museum in Colombia and the Houston Museum of Fine Arts. He has been a professor of architecture for the Universidad La Gran Colombia, professor in the School of Fine Arts in Cucata, Colombia, and regional director at the Instituto de Credito Territorial (social housing program) de Colombia.

ACT and SmartForce Team Up for e-Learning

ACT, Inc., a provider of assessment, certification, and workforce development programs and services for education and business, and SmartForce, one of the world's largest and most experienced e-Learning companies, signed a multi-year deal, agreeing to provide SmartForce e-Learning through a nationwide network of ACT Centers, located primarily at community colleges. The agreement boosts the range of training options offered through the ACT Centers, expanding the number of available courses to nearly 2,500.

According to ACT, more than 250 two- and four-year colleges across the nation will be hosting ACT Centers to provide state-of-the-art electronic and online testing and training services that can be accessed by business, government, and not-for-profit entities. ACT Center users will have access to SmartForce learning solutions, which cover information technology, business, interpersonal, and management skills.

Trujillo Wins Curbstone's Miguel Mármol Prize

Curbstone Press announced that author Carla Trujillo won the 2003 Miguel Mármol Prize for her debut novel *What Night Brings*, the story of a young girl discovering her lesbian identity and striving for freedom while contending with physical abuse at home and prejudice in her larger community.

Photo ©Tee A. Corinne

"Carla Trujillo writes with such a light touch that you will be surprised at the thoroughness and solid construction of her characters," said this year's judge, Jack Agüeros, upon awarding the prize.

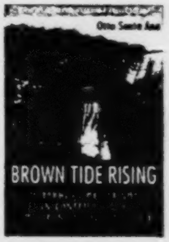
Curbstone awards the Miguel Mármol Award each year for the best first work of fiction by a Latino/a writer.

Trujillo earned a bachelor's degree in human development at the University of California-Davis, and a doctorate in educational psychology at the University of Wisconsin. She is currently an administrator in diversity education at the University of California-Berkeley.

PUBLICATIONS

Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse

By Otto Santa Ana



Using hundreds of articles from the *Los Angeles Times* and other media, Otto Santa Ana reveals how metaphorical language portrays Latinos as invaders, outsiders, burdens, parasites, diseases, animals, and weeds. His book argues that far from being figures of speech, such metaphors produce and sustain negative perceptions of the Latino community and its place in American society. Foreword by Joe R. Feagin.

2002. 402 pgs. ISBN 0-292-77767-1. $24.95 paper. University of Texas Press. (800) 252 3206.

In Defense of American Higher Education

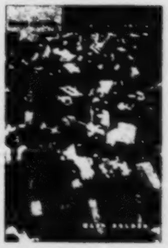
Philip G. Altbach, Patricia J. Gumport, and D. Bruce Johnstone

Though characterized by fiscal constraint and increased demands for productivity, higher education is still expected to meet both the demand of changing demographics and the requests for research and service from government and industry. This collection of essays carefully analyzes, with a critical eye for constructive reform, what we have inherited throughout the history of higher education.

2002. 368 pgs. ISBN 0-8018-6655-3. $19.95 paper. Johns Hopkins University Press. (800) 537-5487.

Blood and Fire: *La Violencia* in Antioquia, Colombia, 1946-1953

By Mary Roldán



Beginning in 1946, there was a surge of violence in Colombia that left 200,000 dead in one of the worst conflicts the hemisphere has ever experienced. This is one of the first studies to analyze intersections of ethnicity, geography, and class to explore the genesis of Colombian violence.

2002. 400 pgs. ISBN 0-8223-2918-2. $21.95 paper. Duke University Press. (888) 651-0122.

Once Upon a Time in Texas: A Liberal in the Lone Star State

By David Richards

DAVID RICHARDS
A Liberal in the Lone Star State

In this fast-paced, humorous memoir, Texas civil rights lawyer David Richard remembers the players, the strategy sessions, the legal and political battles, and the wins and losses that brought significant gains in civil rights, voter rights, labor law, and civil liberties to the people of Texas from the 1950s to the 1990s.

2002. 300 pgs. ISBN 0-292-77118-5. $39.95 cloth. University of Texas Press. (800) 252-3206.

El Puente/The Bridge

By Ito Romo

El Puente
THE BRIDGE

A novel about 13 women, their stories, and their simultaneous voyage toward the bridge from either side of the Mexico/U.S. border on the day the river mysteriously turns red.

2002. 128 pgs. ISBN 0-8263-2253-0. $12.95 paper. University of New Mexico Press. (800) 249-7737.

The Graduate School Funding Handbook, 2nd edition

By April Vahle Hamel, Mary Morris Heiberger, and Julia Miller Vick

The Graduate School Funding Handbook

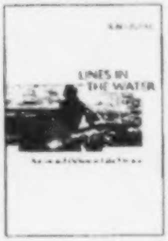
This comprehensive up-to-date guide is for students seeking financial support and information on applying to graduate school at the master's, doctoral, and postdoctoral levels in the United States or abroad.

2002. 176 pgs. ISBN 0-8122-1810-8. $17.95 paper. University of Pennsylvania Press. (800) 445-9880.

Lines in the Water: Nature and Culture at Lake Titicaca

By Ben Orlove

Ben Orlove brings to us the fishermen, reed cutters, boat builders, and families of the



remote indigenous villages on the shore of Lake Titicaca, high in the Peruvian Andes. He shows how these indigenous people have found ways to maintain their cultural autonomy while protecting their fragile environment.

2002. 329 pgs. ISBN 0-520-22959-2. $19.95 paper. University of California Press (800) 822-6657.

Anti-Racist Scholarship: An Advocacy

James Joséph Scheurich, ed.

This thought-provoking and challenging book offers discussion and examples of how White scholars can use anti-racist scholarship as part of the long-term civil rights struggle to create real equality in the United States.

2002. 384 pgs. ISBN 0-7914-5360-X. $21.95 paper. SUNY Press. (800) 666-2211.

Business Spanish Dictionary

P.H. Collin, Lourdes Melcion, Jorge Díaz-Cintas, Maite Echart, and Robert Sutcliffe, eds.

BUSINESS SPANISH DICTIONARY

This fully bilingual edition has been revised and updated to provide accurate translations and comprehensive coverage of more than 50,000 legal terms. Each entry includes part of speech and example sentences (that are also translated) to show how words are used in context.

2000. 680 pgs. ISBN 0-901659-23-2. $19.95 paper. Peter Collin. (708) 366-9553.

Civil War in the Southwest: Recollections of the Sibley Brigade

Jerry Thompson, ed.

CIVIL WAR SOUTHWEST

Few soldiers of the Civil War suffered as much as the men of the Sibley Brigade during their campaign to go westward and create a Confederate empire in the Southwest. This collection of 18 episodes, written by members of the brigade, provide colorful accounts of the battles they fought as well as their grueling day-to-day activities.

2001. 256 pgs. ISBN 1-58544-131-7. $24.95 cloth. Texas A&M University Press. (800) 826-8911.

VIDEOS

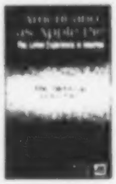
Films for the Humanities & Sciences
P.O. Box 2053
Princeton NJ 08543-2053
(800) 257-5126
Web site: www.films.com

A Hazy Transparency: Peru's 2000 Elections

The lack of procedural transparency and the blatant corruption in Peru's 2000 elections prompted the Organization of American States (OAS) to wage a campaign to keep voters informed of irregularities. This program provides a detailed account of the elections and shows how the OAS observation mission set a controversial precedent by contributing to the resignation of quasi-dictator Fujimori.

(27 min., color) #FFH 29913

The Blending of Culture: Latino Influence on America



Recent U.S. Census figures provide testimony to the growth of the Latino population. This program looks at the "Three Houses of Latino Culture" –Cuban, Puerto Rican, and Mexican-American–and their widespread influence from entertainment to politics to economics.

(30 min., color) #FFH 11895

Issues of Latino Identity: The Yearning to Be...

Though Hispanic people journey to the United States from different homelands, do they all share the same heritage and concerns? This program takes a detailed look at the fastest-growing minority in the U.S. and what it means to be Latino. Includes interviews with leaders stepping up to the roles of leadership in the Hispanic community.

(30 min., color) #FFH 11896

Many publications and videos featured in this section are available through amazon.com.

CONFERENCES

CIEE Annual Conference on International Exchange

November 6-9

The theme of this event is "Underrepresented Faces and Nontraditional Places." In Atlanta, Ga.

Contact: (800) 40-STUDY, ext. 2782, (212) 822-2782; e-mail, conference@ciee.org; Web site, www.ciee.org/conference

7th Annual Conference on Learning Communities and Collaboration

November 7-8

"Best Practices for Learning" is sponsored by Delta College, William Rainey Harper College, Metropolitan Community Colleges of Kansas City, and Indiana University-Purdue University Indianapolis. In Traverse City, Mich.

Contact: Nancy Boudreau, (989) 686-9091; Web site, www.delta.edu/lcc

International Leadership Association Annual Conference

November 14-16

The International Leadership Association, the global network for people who practice, study, and teach leadership, presents "Bridging Boundaries and Borders in Leadership." Keynote speakers include Mary Robinson, U.N. high commissioner for human rights; David R. Gergen, director of the Center for Public Leadership at Harvard; and Arun Ghandi, co-founder of the Center for Social Unity in India and the M.K. Gandhi Institute for Nonviolence in Tennessee. At the Westin Hotel, Seattle, Wash.

Contact: Shelly Wilsey, (301) 405-5218; fax, (301) 405-6402; e-mail, swilsey@academy.umd.edu; Web site, www.academy.umd.edu/ila

28th Annual AMATYC Conference

November 14-17

The American Mathematical Association of Two-Year Colleges invites you to attend its yearly gathering. In Phoenix, Ariz.

Contact: AMATYC Office, Southwest Tennessee Community College, (901) 333-4643; fax, (901) 333-4651; e-mail, amatyc@stcc.tn.edu; Web site, www.amatyc.org

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1500s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artrec@jetson.uh.edu

National MultiCultural Institute Conference

November 14-17

This National MultiCultural Institute (NMCI) conference, "Building Personal and Professional Competence in a Multicultural Society," includes workshops for professional development on diversity and training; special events for networking and relationship-building in the field; and dialogue on the critical issues of multiculturalism in our society.

Contact: (202) 483-0700; fax, (202) 483-5233; e-mail, nmci@nmci.org; Web site, www.nmci.org

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

NASPA "Spirituality on Campus" Conference

December 5-7

This conference of the National Association of Student Personnel Administrators, with the theme "Spirituality on Campus: Reflection and Practice," will provide an opportunity to delve deeply into the spiritual dimension, a critical, but often unarticulated, aspect of ourselves and of our work in higher education. NASPA is particularly eager to sponsor dialogue between student affairs administrators, faculty, chaplains, and others who may be thinking about how work intersects with spirituality. At Omni Royal Orleans Hotel, New Orleans, La.

Contact: NASPA, Leah Ross, (202) 265-7500, ext. 3003; fax, (202) 797-1157; e-mail, lross@naspa.org; Web site, www.naspa.org

IEEE Deans Summit II

January 9-12, 2003

The educational activities board of IEEE presents "Deans Summit II: Fostering Campus Collaborations." Share your effective strategies for collaborative programs on community outreach, future teacher preparation, and pedagogical practices for engineering education. At Biscayne Bay Marriott Hotel & Marina, Miami, Fla.

Contact: Douglas Gorham, d.g.gorham@ieee.org; Web site, www.ieee.org/eab/fcc

89th Annual Meeting of AAC&U

January 22-25

The academy is rethinking what should be expected from college education. While the new century irresistibly invites stark–and usually artificial–calls to question foundational ideas, we are, in fact, standing at a social and educational crossroads. The need for deep questioning is genuine. Pre-conference symposium, "Shared Futures: Diversity, Inequality, and the Challenge of Global Citizenship." At Sheraton Seattle, Seattle, Wash.

Contact: AAC&U, (202) 387-3760; e-mail, meetings@aacu.org; Web site, www.aacu.org

LA CHISPA 2003 Conference

January 23-25

LA CHISPA is a refereed international conference on Hispanic languages, literatures, and cultures sponsored by Tulane University and held in New Orleans in alternate years since 1981. At the Monteleone Hotel, New Orleans, La.

E-mail: lachispa@tulane.edu

TACHE 2003 Conference

January 29-31

The Texas Association of Chicanos in Higher Education, a professional association committed to the improvement of education and employment opportunities for Hispanics in higher education, holds its annual event. At the Omni Hotel-Downtown, Austin, Texas.

Web site: www.tache.org

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ROWAN UNIVERSITY

Associate Provost for Research and Dean of The Graduate School

The Associate Provost for Research and Dean of The Graduate School is the academic officer responsible for the promotion and administration of graduate education and research at Rowan University. In collaboration with the deans of the academic colleges, the Associate Provost for Research and Dean of The Graduate School provides leadership for graduate programs at the University. The Associate Provost/Dean oversees the operations of the Graduate School office and the Office of Government Grants and Sponsored Projects. The Associate Provost/Dean reports to the Provost of the University and serves on the College Deans Council and the Academic Affairs Council. The Associate Provost/Dean chairs the Graduate Council and provides administrative oversight for the University Institutional Research Review Boards.

Duties and Responsibilities

The Associate Provost for Research and Dean of The Graduate School is a visionary leader who can function in an expanding research environment and who:

- Works closely with graduate faculty, academic deans, and the university administration to provide high quality graduate education and support for research
- Works with graduate programs to enhance the recruitment of graduate students regionally, nationally, and internationally
- Administers the graduate assistant program in collaboration with the academic colleges
- Provides supervision for the Graduate School Office and the Office of Government Grants and Sponsored Projects by administering and monitoring policies and regulations
- Develops and presents short-term and long-term plans for graduate education and research and related scholarly activities
- Promotes graduate education and research both within and outside the university community
- Demonstrates a commitment to fairness and diversity in graduate education and research opportunities

Qualifications

- A terminal degree and professional record warranting a tenured professorship in one of the University's academic departments
- A record of leadership and administrative experience in a university setting
- Experience with research development, management, and funding
- Familiarity with sponsored projects and contracts and the policies and regulations relating to research activities including institutional review boards and intellectual property
- Excellent organizational, interpersonal, and advocacy skills
- Excellent written and oral communication skills
- A commitment to diversity of students, faculty, and staff, to equal employment opportunity, affirmative action, and non-discriminatory practices

Starting Date: July 1, 2003

Salary: Competitive

Procedure: Review of applications will begin November 15, 2002 and continue until the position is filled. The applicant should submit a letter of interest, curriculum vita, and names and telephone numbers of five references to:

Associate Provost/Dean Search
Office of Academic Affairs
Bole Administration Building
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

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February 10	Jan. 21		
February 24	Feb. 4	• Women in Higher Education	☐
March 10	Feb. 18	• Community College Issue	☐
March 24	March 4		
April 7	March 18	Graduate School Issue	☐
April 21	April 1		
May 5	April 15	• HO Colleges for Hispanics	☐
May 19	April 29		
June 2	May 13	• Community College Issue	☐

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HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO's* readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000**.

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Book Review

By Martha García

***Un corazón dividido/A Split Heart*, by Maricel Mayor Marsán.** 65 pages. Gaithersburg, MD 20878-2067: Hispamérica, 1998. ISBN 0-935318-26-7. $10.00 paper.

Maricel Mayor Marsán, born in Santiago de Cuba, has honored literature with incalculable riches. Her works include *Lágrimas de papel, 17 Poemas y un saludo, Rostro Cercano*, and, more recently, *Un corazón dividido/A Split Heart* and *Errores y borrores*. This last work has an impressive book cover by the Cuban artist Juan Pablo Villar Alemán, resident of Mexico since 1987. Readers find themselves with an extraordinary contemporary feminist writer endowed with the literary gifts of grand sensibility and a simplicity synonymous with authenticity. In her poems, she illustrates her lifetime ideals of commitment and loyalty.

The first section of *Un corazón dividido/A Split Heart* is a collection of poems in Spanish, the author's native language. The second is the homogenous English version, the language of her adopted country. "*Un corazón dividido*," the first poem, baptizes this excellent collection. It is here where Mayor Marsán shapes her true feelings with the following: "En la transpiración de mi olor caribeño encima de la superficie de mi gel norteamericano." This simple sentence allows many semantic interpretations. The noun "*gel*" manifests and, at the same time, allegorizes the colloidal dispersion when both worlds are separated: her own and the foreign. This sentence stipulates with humility her ethnic origin despite the barrier of the United States atmosphere that might overshadow her real "*YO*."

In the next poem, "*Pedazos sueltos*," this "*YO*" is presented with all its impetus and rules before the external foreign forces that suffocate it. This leads the reader to experience an exodus within the exodus of a sheltered heart in "*La palma redescubierta*." Mayor Marsán offers in this poem the process of "rediscovering" what has not been lost. It invites reconciliation with one's past by accepting and recognizing it as part of an intrinsic daily living. In a diachronic form, little by little, the reader becomes an active participant in rediscovering what takes place on her lovable island. Independent of ideology and philosophy of life, the reader has no choice but to surrender before the rediscovery that the author transmits in a grand poetic demonstration.

Finally, "*Una mujer observaba detras de su ventana*" functions almost like an epitaph, describing in vivid form the complete tearing of the past due to the communist infrastructure that reigns on the island: "*Las canciones moribundas no poseían el poder del convencimiento ni el tono de épocas ajenas*." In sum, Maricel Mayor Marsán utilizes her poems like an incessant detonator, provoking in the reader the need to comprehend the depths of the incomprehensible, to appreciate what one repeals, and to shout at what one keeps quiet. It expresses the sentiments of the woman, the Cuban, the exile, and the poet in her.

Also, in the classroom, this book can be used with its homogenous version of the text in audiocassette (*Recital de poesía*) by Master Control Productions, Inc., 1998. This audio aid can complement many exercises. In addition to discussions and conversations about Hispanic topics, this combination of text and cassette can provide opportunities for the student to listen and practice the subject in noncollaborative, purposeful listening. Students take information and then transform it into their own words and thoughts. For example, it is a great tool for vocabulary preparation. This simple task helps students to understand unfamiliar words and expressions that will be either useful or necessary for the listening excerpt. The goal is to make learners recognize these expressions and attach meaning to them based on the appropriate context when they hear them. This task–with students performing and demonstrating comprehension–makes it an excellent "linguistic response" learning tool. A review of existing knowledge about the topic will help students reflect on what they already know about the Hispanic subject. After reading the book and listening to the cassette, students could write a summary and share it orally with the rest of the class to initiate discussions. If the professor/instructor desires, this exercise could lead to a brief examination of issues related to the content (topic and subject domain) and language (performance and comprehension).

Thus, this work is a valuable tool for the classroom because it shows the hybrid character of the author due to her exile. The audiocassette can be used to take steps toward maximizing class time for the development of listening and comprehension. In this way, we combine Hispanic issues with the linguistics of both languages (Spanish and English).

Unquestionably, by its poetic caliber, authenticity, and academic value, *Un corazón divido/A Split Heart* is a solid work to commence a new millennium, when the destiny of today's island still represents a theme full of controversies, political divisions, and social repercussions.

Martha García teaches Spanish at Vanderbilt University, where she is a Ph.D. candidate. She taught at the University of Central Florida-Orlando and was coordinator's assistant with its Spanish master's program. She has published many book reviews and articles in academic journals and is currently working on her first book, based on her master's thesis.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Abstracts, not to exceed two (2) pages, should be submitted that relate to any aspect of the Hispanic and Latino American experience. Subjects may include, but are not limited to: literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes or 45 minutes).

ABSTRACTS WITH HOME AND COLLEGE/AGENCY ADDRESS *MUST* BE POSTMARKED BY: SATURDAY, November 15, 2002.

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Margarita Pillado
Chair, Department of Spanish
Grinnell College
Grinnell, IA 50112
Phone: 641 269 4290 or 641 269-4803
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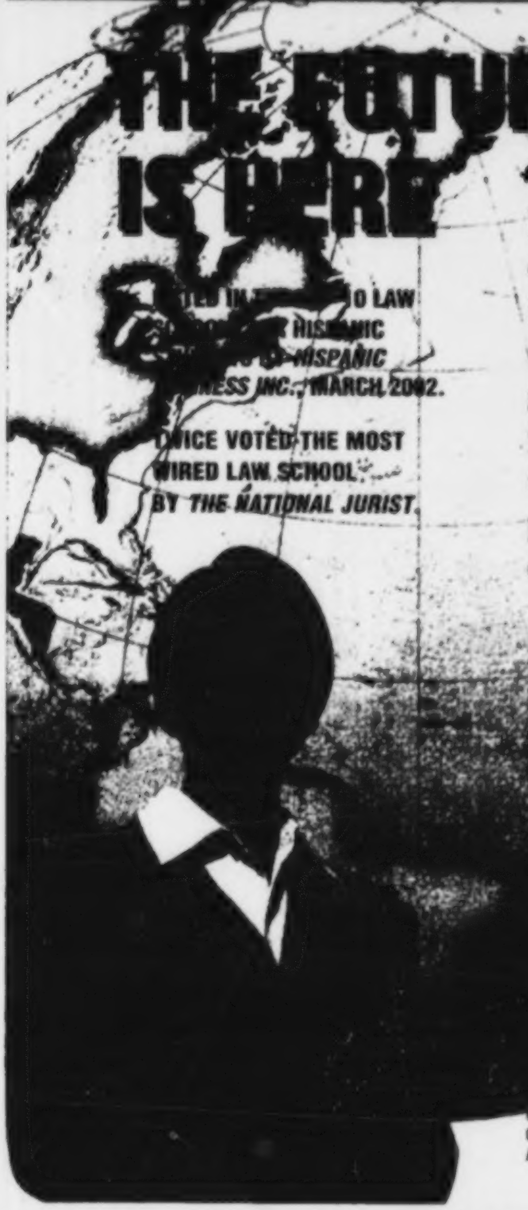

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The UNIVERSITY OF
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Latin America. The University of Toledo invites applications for a full-time, tenure-track position in Latin American history at the assistant professor level. Minimum qualification is a PhD in history. Applications from any area of specialization within the field are welcome. Applicants will be expected to teach undergraduate classes and direct graduate students in colonial and modern Latin American history. Send application, c.v., and three letters of recommendation to **William Henry Longton, Chair, Latin American Search Committee, Department of History, The University of Toledo, Toledo, Ohio 43606.**

AA/EOE. Women and minorities are encouraged to apply. Review of applications will begin on December 1, 2002.

Kenyon College

Dissertation/Teaching Fellowship for Minority Scholars

One of the most significant challenges confronting small liberal arts colleges in the United States today is how to increase the relatively small number of minority faculty teaching at such institutions. Creating a diverse and representative group of teachers benefits students, faculty, and administrators alike, by enriching the nature of the education experience for all. We recognize, though, that young scholars who are members of underrepresented groups frequently choose to pursue their careers as teachers and scholars at research universities rather than at small liberal arts colleges. In order to encourage such scholars to consider college rather than university teaching, Kenyon College offers the Kenyon College Dissertation/Teaching Fellowship for Minority Scholars. The program aims at minority scholars in the final stages of their doctoral work who need only to finish the dissertation to complete requirements for the Ph.D. We hope the experience of living and working for a year at Kenyon will encourage these fellows to consider a liberal arts college as a place to begin their careers as teachers and scholars. In the past, fellowships have been awarded in: African and African American Studies, American Studies, Anthropology, Art History, Biology, English, History, Math, Modern Languages and Literatures(Spanish), Music, Religious Studies and Sociology.

Kenyon will provide a stipend of $32,500, plus health benefits, housing, and a small moving allowance. The College will also provide an allowance to cover travel to conferences or for consultation with the dissertation director. Kenyon will assist the Fellow in finding college housing. The Fellow will be provided an office, a networked computer, and secretarial support services. Faculty colleagues at Kenyon recognize and embrace the opportunity to welcome and mentor new faculty members.

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  - ✔ Mexican Americans/Chicano
  - ✔ Native Pacific Islanders (Polynesian or Micronesian)
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- ☐ Individuals who are enrolled in a research-based PhD program in one of the following fields: African and African American, American Studies, Anthropology, Art History, Asian Studies, Biology, Classics, Dance, Drama, Economics, English, Environmental Studies, History, Humanities, International Studies, Math, Modern Languages and Literature, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Women's and Gender Studies.
- ☐ Individuals who aspire to a teaching and research career.
- ☐ Persons who have not yet earned a doctoral degree at any time and in any field.

Please send a letter of application, vita, and three letters of references (including the dissertation advisor) to the **Office of the Associate Provost, Kenyon College, Gambier, OH 43022.** The Search Committee will begin consideration of the dossiers on January 6, 2003. *Kenyon College is an Equal Opportunity Employer and, in particular, encourages the applications of women and minority candidates.*

Southwestern University

ASSISTANT PROFESSOR

The Department of Art, within the Sarofim School of Fine Arts, at Southwestern University is seeking a broadly trained historian of East Asian art, with a primary or substantial research focus in Chinese Art. This is a full-time, tenure track position beginning August 2003. This position is responsible for teaching introductory through seminar level courses in area of specialty and introductory level courses in other areas of East Asian art history. The teaching load is three courses per semester. The successful candidate will complement an Art History program which currently consists of an architectural historian/classicist and a modernist and will also support the University's Asian Studies program. The department encourages applications from candidates who also could teach in a secondary field other than Classical, Renaissance, Baroque, Modern, or Latin American art and architectural history. PhD in art history is required. Candidates must be committed to teaching within an undergraduate liberal arts setting as well as actively pursuing excellence in scholarship. Position includes competitive salary and benefits and provides funds for program development in East Asian art history. For additional information concerning the position, please contact Lacy Vain, staff secretary, at 512-863-1504.

Located in The Sarofim School of Fine Arts, the Art Department offers a major and minor in studio art and art history, as well as a minor in Architecture and Design. Southwestern University is a selective, undergraduate institution committed to a broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has over 1,250 students and a history of stable enrollment. Southwestern's endowment of more than $280 million ranks among the highest per student of undergraduate institutions in the country. The University is located in Georgetown, Texas, 28 miles north of Austin. For information concerning the university, visit our web site at **www.southwestern.edu.**

Interested persons should send a letter of interest, CV, three letters of reference, and a sample of recent scholarship to:

Southwestern University
Faculty Recruitment Office
Department of Art
P.O. Box 770
Georgetown, TX 78627-0770

Application deadline is ***January 10, 2003.*** *Southwestern University is an Equal Opportunity Employer and strongly encourages applications from women and minorities. EOE/M/F*

AMHERST COLLEGE

VISITING ASSISTANT PROFESSOR

The Department of Political Science seeks applications for a Visiting Assistant Professor in Comparative Politics for the academic year 2003-2004. Candidates with expertise in Asia, Africa or the Middle East, who are trained in critical and interdisciplinary approaches to the study of gender, nationalism, ethnic politics, social movements, human rights and globalization are particularly encouraged to apply. This position requires teaching two courses a semester and supervising senior honors theses. Applications, including a cover letter, curriculum vitae, three letters of recommendation and a writing sample, should be submitted by January 15th to **Kristin Bumiller, Chair, Department of Political Science, Amherst College, Amherst, MA. 01002.**

Amherst College is a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. For all faculty positions, completion of the Ph.D. or appropriate equivalent, is expected. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context, and a well-articulated plan for sustained research.

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THE OHIO STATE UNIVERSITY AT LIMA

The Ohio State University invites nominations and applications for the position of Dean of The Ohio State University at Lima. The Dean reports directly to the Executive Vice President and Provost of the University.

Qualifications for the position include a distinguished record in research and teaching plus demonstrated leadership and administrative ability and a strong commitment to success in building diversity. Candidates must qualify for a tenured appointment in one of the departments in the University. Candidates who qualify for an appointment of full professor are preferred. The Ohio State University at Lima is one of five campuses of The Ohio State University, with an enrollment of 1,400 students, and a faculty of roughly 100 in all departments. Ohio State Lima offers the first two years of the General Education Curriculum required of most of the 180 majors available at The Ohio State University, nine baccalaureate programs, and graduate degrees in Education and Social Work. For additional information on Ohio State Lima view **http://www.lima.ohio-state.edu/** and **http://www.laccoc.com/**. For additional information on The Ohio State University and its Academic Plan view **http://www.osu.edu/index.php** and **www.osu.edu/academicplan/**.

The position is available July 1, 2003. Salary and other considerations will be competitive and consistent with the University's commitment to recruiting the best-qualified individual. To assure full consideration, applications and nominations should be received by November 1, 2002. The Search Committee will begin screening dossiers on that date and will continue to receive applications until the Dean is selected.

Applications and nominations should be addressed to:

Dean Nancy H. Rogers, Chairperson, Lima Dean Search Committee, Moritz College of Law, The Ohio State University, Drinko Hall, Room 220, 55 W. 12th Ave., Columbus, OH 43210-1391

For further information, please contact Molly Davis,
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PROFESSOR AND HEAD

Biosystems Engineering Department
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Auburn, Alabama

Description: Auburn University seeks a visionary and energetic individual to provide leadership in teaching, research and extension missions of the Department. The Department Head will provide leadership for developing extramural funding, planning and implementation processes, be responsible for coordinating budget and personnel management, and provide leadership for teaching, research and extension programs in Biosystems Engineering. This person will work closely with Agricultural Experiment Station, Cooperative Extension System, Samuel Ginn College of Engineering, College of Agriculture, and School of Forestry and Wildlife Sciences personnel to build a strong, competitive program. Opportunities exist and are encouraged for multidisciplinary collaboration with other units on campus. Women and ethnic minorities are encouraged to apply.

Qualifications: At least one degree in Biosystems/Agricultural Engineering and an earned doctorate in one of the engineering disciplines. Must have demonstrated record of scholarly achievement in a land-grant institution in teaching, research, and/or extension commensurate with the rank of full professor. Must have a demonstrated record of successfully acquiring extramural funding. Professional engineering registration in the United States or Canada is highly desirable. Must possess outstanding leadership, communication, and interpersonal skills. Candidates must be knowledgeable and committed to the unique mission of the land grant university. The candidate selected for this position must be able to meet eligibility requirements for work in the United States.

Salary: Highly competitive and commensurate with qualifications and experience.

Department Profile: The Biosystems Engineering Department has a strong history of interaction with other Colleges and Schools within Auburn University and other Universities. The University, College, and Department are committed to building and sustaining a premier Biosystems Engineering program. Departmental information can be found at: www.eng.auburn.edu/department/an/

Application Procedure and Deadline: Review of applications will begin January 6, 2003 and continue until a successful candidate is identified. Applicants must submit original application material to include: (1) a letter of application stating interest and qualifications, professional goals, and philosophy of leadership, (2) curriculum vitae, (3) transcripts, and (4) name, address, and telephone number of at least 5 references to: **Dr. Richard W. Brinker, Search Committee Chair, 110 Comer Hall, Auburn University, Alabama 36849. Additional questions can be addressed via telephone: 334-844-1004, or e-mail: brinkrw@auburn.edu.**

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Tenure Track Positions

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Assistant/Associate Professor (Pedagogy). Candidate should be prepared to teach and conduct research in the pedagogy area with a special emphasis on curriculum and teaching physical education K-12. Contact: Dr. Virginia Chadwick (559) 278-7094; virginia@csufresno.edu

Nursing

Assistant/Associate Professor - 2 positions: Department needs expertise in pediatric nursing and medical surgical nursing. Contact: Dr. Michael Russler (559) 278-2429; michaelr@csufresno.edu

Physical Therapy

Assistant/Associate Professor: Seeking expertise in the areas of either physiological aspects/ pathophysiology/ management of wounds; cardiopulmonary and vascular conditions or biomechanics/ anatomy/ physical therapy management of musculoskeletal conditions is preferred. Contact Dr. Janet Duttarer (559) 278-2065, janetd@csufresno.edu

Boston College
Lynch School of Education

THE DEPARTMENT OF TEACHER EDUCATION, SPECIAL EDUCATION, AND CURRICULUM AND INSTRUCTION

The following openings are for tenure-track positions in the Department of Teacher Education, Special Education, and Curriculum and Instruction at the Lynch School of Education at Boston College. Please send a Curriculum Vitae, letter of interest, samples of scholarly writing and three letters of reference to the designated Search Committee Chair at the Lynch School of Education, Boston College, 211 Campion Hall, Chestnut Hill, MA 02467. Review of applications will begin December 1, 2002, until the positions are filled. Boston College is an Equal Opportunity, Affirmative Action Employer. More information on the Lynch School of Education is available at www.bc.edu/lynchschool.

Early Childhood/Learning

The Lynch School seeks an Early Childhood Educator with applied experience in educational settings relevant to preparing students for work with young children. Applicants should provide evidence of a program of research in early childhood education with special strengths in the areas of learning and cognitive processes. We seek candidates whose work demonstrates a comprehensive understanding of early development, is methodologically strong, and is applicable to low-income and culturally and linguistically diverse populations. Candidates should have a strong interest in the field-based preparation of early childhood educators and leadership abilities related to program development. Search Committee Chair: Dr. Michael Schiro; e-mail: schiro@bc.edu.

Reading/Language Arts

The Lynch School seeks a Reading/Language Arts Educator whose qualifications include an earned doctorate in reading/language arts and evidence of commitment to social justice. Elementary or middle school teaching experience is desirable. Preference will be given to candidates whose scholarly and research interests focus on the reading abilities of upper elementary through middle school children and the diagnosis and remediation of reading difficulties. Responsibilities include teaching and advising undergraduate and graduate students including teaching reading/language arts methods courses, helping to prepare reading specialists, supervising doctoral students, and maintaining an active program of research and scholarship. Search Committee Chair: Dr. Dennis Shirley; e-mail: shirleyd@bc.edu.

Technology/Science

We seek a faculty member with expertise and experience in Educational Technology/Science and their implications for learning, instruction and educational policy. A successful applicant should have experience with teaching science at the elementary or secondary levels, expertise with technology in various educational contexts, and an active program of research and scholarship. Search Committee Chair: Dr. Richard Jackson; e-mail: jacksonr@bc.edu

Special Education

The successful candidate for this position in Special Education will have demonstrated research and practitioner expertise in the areas of assessment and instruction of students with moderate special needs (especially learning disabilities and mild/moderate mental retardation). A focus on elementary education, and additional expertise in early childhood is preferred. In addition, the individual will evidence a commitment to collaboration with general education faculty, an understanding of issues and challenges presently confronting teacher education, and a clear research agenda. Search Committee Chair: Dr. Alec Peck; e-mail: peck@bc.edu.

THE DEPARTMENT OF EDUCATIONAL RESEARCH, MEASUREMENT, AND EVALUATION

TENURE-TRACK FACULTY MEMBER (RANK OPEN): The Department of Educational Research, Measurement, and Evaluation (ERME) is searching for one tenure-track position (rank open) to begin September, 2003. Candidates will be expected to show excellence in teaching undergraduate and graduate students as well as expertise in statistical and psychometric topics such as Hierarchical Linear Models, Structural Equation Modeling, or Item Response Theory. The successful candidate will be expected to develop a long-term research program with external funding and will have the opportunity to be associated with the internationally acclaimed Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP).

Please send current Curriculum Vita, letter of interest, samples of scholarly writing and three letters of reference to Dr. Larry Ludlow, Chair, Search Committee, Lynch School of Education, Boston College, 336C Campion Hall, Chestnut Hill MA 02467. (E-mail: ludlow@bc.edu). Review of applications will begin November 15, 2002, until the position is filled.

The Earth Institute
AT COLUMBIA UNIVERSITY

COLUMBIA'S EARTH INSTITUTE DIRECTOR
JEFFREY D. SACHS SEEKS OUTSTANDING SCHOLARS
TO APPLY TO BECOME

EARTH INSTITUTE FELLOWS

The Fellows Program is the premier program in the world for those dedicated to better understanding critical scientific and social issues to meet global sustainable development goals. Fellows will be guided by a multidisciplinary team of outstanding, committed senior scientists from a diverse group of Earth Institute research units and departments across Columbia University.

The Earth Institute is the world's academic pioneer in mobilizing the sciences and public policy in pursuit of a sustainable future, especially for the world's poor. More than 800 scientists are applying their expertise to reduce hunger, disease, and environmental degradation, particularly in nations ravaged by the AIDS pandemic, climate change, and extreme poverty.

The Fellows Program has significantly expanded. Designed to provide young, innovative scholars with the opportunity to build a foundation in one of the core disciplines represented within the Earth Institute (i.e., any of the social sciences, Earth sciences, biological sciences, engineering sciences, or health sciences), the program offers a unique intellectual surrounding that fosters cross-disciplinary interaction, research, and education.

Senior scientists interested in redirecting their career paths may also apply to the program. Specifically, candidates are sought who have demonstrated intellectual excellence and commitment and who desire a research career, within or across disciplines, that addresses sustainable development. Applicants are encouraged to visit www.earth.columbia.edu/postdoc/. Earth Institute fellowships will ordinarily be granted for a period of 24 months.

Candidates should submit a proposal for research based in one of the core disciplines mentioned above. The proposal should indicate how the research will contribute to the goal of global sustainable development. Applicants should also indicate the general direction of the disciplinary, multidisciplinary, or interdisciplinary training and research that they would like to pursue at the Earth Institute. This may represent the candidate's novel ideas or indicate interest in existing Earth Institute projects. Successful applicants will have the opportunity to engage in a modest amount of teaching, if they so desire.

Proposals will be evaluated by the Earth Institute Academic Committee on the basis of the strength of the research proposal and relevance to the Earth Institute's goals.

Application forms may be completed on line or printed from the Web:

http://www.earth.columbia.edu/postdoc/.

They can also be obtained by contacting:

Postdoctoral Fellows Selection Committee
The Earth Institute at Columbia University
535 West 116th Street, Mail Code 4335
New York, NY 10027
Telephone: (212) 854-3893 Fax: (212) 854-1993

Applications submitted by January 17, 2003, will be considered for fellowships starting in the summer or fall of 2003, and fellowship offers will be made early in March 2003.

Columbia University is an affirmative action/equal opportunity institution.
Minorities and women are encouraged to apply.

UNIVERSITY OF HOUSTON
Cullen College of Engineering

Faculty Positions

Electrical & Computer Engineering www.egr.uh.edu/ece

The Cullen College of Engineering, Department of Electrical and Computer Engineering, University of Houston, seeks entry level (Assistant Professor) faculty positions in the following areas.

Applied Electromagnetics: Areas of primary interest include the following: RF and microwave circuits and components, millimeter-wave circuits and devices, antenna design and analysis, computational electromagnetics, and other areas of applied electromagnetics.

Computer Engineering: All areas of research are will be welcomed; however candidates must have a clear vision of how an electrical and computer engineering department at a major university should be positioned for excellence in light of the computing and software issues and industries in the global environment.

Micro-Electronics: Areas of primary interest are nano-technology, micro-electronics processing, opto-electronic materials and devices, micro/nano-electromechanical systems.

Neuro-Engineering: While all areas of neuro-engineering will be considered, candidates with research expertise in neural implants are especially encouraged to apply.

Successful candidates will have an earned doctorate in electrical engineering, computer engineering, computer science or a closely related discipline. The appointment will commence August 16, 2003.

Successful candidates can expect a highly competitive start-up package and numerous opportunities for collaboration. The latter include working with various Houston institutions such as HP-Compaq, NASA, and the Texas Medical Center. Extensive resources are available from research centers on campus which include 1) a NSF Materials Research, Science, and Engineering Center, 2) a Neuro-Engineering and Cognitive Science Center, 3) the Texas Center for Superconductivity and Advanced Materials, and 4) the Texas Learning and Computation Center. In addition, a "state of the-art" Science and Engineering Building has recently been funded and is scheduled to open in 2005.

The University of Houston is a public university with 24,000 undergraduate and 9,000 graduate students located in a park-like campus a few minutes from downtown. The ECE department has 30 tenure track faculty, 900 undergraduate and 300 graduate students.

Candidates should send a curriculum vita, cover letter that includes research interests and teaching preferences, and the names of at least three references to:

Fritz Claydon, Professor and Chair of the Search Committee
Department of Electrical and Computer Engineering
University of Houston
N308, Engineering Building 1
Houston, Texas 77204-4005

The University of Houston is an equal opportunity/affirmative action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply. To ensure full consideration, applicants should respond by Jan. 15, 2003, though review will begin immediately and continue until the positions are filled.

MID-PLAINS
COMMUNITY COLLEGE
AREA

PRESIDENTIAL SEARCH

Located in West-Central and Southwest Nebraska, the Mid-Plains Community College Area is seeking applications and nominations for President.

For more information, and to view qualifications and challenges, please visit our Website at www.mpcca.cc.ne.us or contact: MPCCA Search Committee, % Karen Osborn, Search Liaison, 1101 Halligan Dr., North Platte, NE 69101, (308) 535-3720, e-mail to: osbornk@mpcca.cc.ne.us, or Dr. Dan Moriarty, ACCT Search Consultant, (941) 745-9602, dfmoriarty36@aol.com, or Narcisa A. Polonio at (202) 276-1983 or e-mail to: npolonio@acct.org.

We encourage all applicants to submit a complete application prior to January 24, 2003.

An ACCT Search. MPCCA is an Equal Opportunity Employer/Educator.

University of Colorado at Boulder
DEAN, SCHOOL OF LAW

The University of Colorado at Boulder invites applications and nominations for the position of Dean of the School of Law.

The University. Located at the foot of the Rocky Mountains, the University of Colorado at Boulder is the flagship institution of a four-campus system. The mission of the Boulder Campus is to advance and impart knowledge across a comprehensive range of disciplines to benefit the people of Colorado, the nation, and the world by educating undergraduate and graduate students, discovering new knowledge through research and creative work, and fostering critical thought, artistic creativity, professional competence, and responsible citizenship. The Boulder campus includes five colleges, four schools, and seven interdisciplinary research institutes, with an enrollment of nearly 27,000 students and 1,300 faculty.

The School. The mission of the School of Law is to prepare students to become competent and responsible members of the bar; to engage students in legal scholarship; and to advance the general purposes of the university. The School of Law is comprised of 44 faculty and approximately 500 students. The School's faculty is widely recognized for exceptional teaching and outstanding legal research in a number of fields including constitutional, corporate, criminal, family, governmental/public policy, and environmental law. Its alumni are leading members of the bar representing public and private practice. The School's graduates are well represented in the federal and state judiciary. As a complement to the juris doctor (JD) degree, the School offers two certificate programs, the Tax Emphasis Program and the Graduate Certificate in Environmental Policy. Concurrent degree programs with the Graduate School of Business Administration, the Department of Political Science/International Affairs, and the Graduate School of Public Affairs on the Denver campus also are available.

The Position. The Dean, who reports to the Provost, serves as the chief academic and administrative officer for the School of Law. The Dean's responsibilities include recruiting and retaining outstanding faculty, students, and staff; representing the School of Law within the university community; effectively managing the financial resources of the School; strengthening the School's relationships with the profession it serves; and engaging in successful fundraising activities. The anticipated starting date for the position is July 1, 2003.

Qualifications. The successful applicant will possess outstanding academic and professional credentials. Preference will be given to applicants with demonstrated leadership and management skills, a strong academic and research record, demonstrated commitment to diversity, and experience in major fundraising efforts.

Applications. Applicants should submit curriculum vitae, a statement of relevant experience, and the names, addresses, phone numbers, and email addresses of three professional references. Applicants should have their application on file with the committee by December 13, 2002. Review of applications will begin immediately and will continue until the position is filled. Please send applications to:

Chair, Law Dean Search Committee
c/o Office of the Provost
University of Colorado
40 UCB
Boulder, CO 80309-0040

Name and contact information for nominations may be sent to the same address or may be emailed to Bernadette.Langbein@Colorado.edu

Please find more information about the School of Law by visiting www.Colorado.edu/law/

The University of Colorado at Boulder is committed to diversity and equality in education and employment.

Kennesaw State UNIVERSITY

DEPARTMENT CHAIR POSTIONS

Kennesaw State University, a growing and progressive university in Georgia's public system of higher education, invites applications for two twelve-month, tenure-track administrative faculty positions in the College of Humanities & Social Sciences beginning Summer 2003.

Psychology Department Chair. Psychology has twelve full-time faculty who serve 550 majors in an undergraduate program in Psychology and coordinate a graduate certificate program in Gerontology.

Foreign Languages Department Chair. This department currently offers a B. A. in Spanish, a B.A. in French, a B.S. in Spanish Education, and a B.S. in French Education, and courses in other languages such as German, Italian, and Latin. However, to enhance the recruitment and retention of students in the study of foreign languages and to address the statewide demand for certified foreign language public school teachers, the department is in the process of revising its undergraduate program offerings and is working on a proposal for a new Master's program in Hispanic Studies.

For a full list of qualifications and more information on each position, please visit KSU's website at **http://www.kennesaw.edu/academicaffairs/ada/joblist.htm** or write **Dean's Office, College of Humanities & Social Sciences, Kennesaw State University, 1000 Chastain Rd., #2301, Kennesaw, GA, 30144-5591.**

SARAH LAWRENCE COLLEGE

DIRECTOR

Sarah Lawrence College
Early Childhood Center

The Early Childhood Center, a progressive/ developmental preschool, seeks a Director effective June 2003. The ECC serves approximately 135 children from families in a variety of communities in Westchester and northern New York City, who attend classes led by a highly professional early childhood faculty. The ECC provides a fieldwork setting for graduate and undergraduate students of child development and education, and a laboratory for the carrying out of developmental observations and studies.

Highly desirable credentials and qualifications for this position include: early childhood classroom teaching and administrative experience; college teaching; a graduate degree in education; commitment to a progressive philosophy of education; interest and skill in working with parents as well as children, teachers, and college students; strong writing skills; and an interest in actively reaching out to a broad cross-section of the families who might be interested in joining the ECC community.

Please send resume, cover letter, and names, addresses and phone numbers of three references, by **December 15, 2002**, to: **ECC Search, c/o Rosemary Weeks, Faculty Assistant, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708.**

For further information please see posting at
http://www.slc.edu/hr/.

Sarah Lawrence College has a strong commitment to the principle of diversity. In that spirit, we especially welcome applications from under-represented groups.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate/Professor *(4 positions)*-	Radiology -	OPEN
Assistant/Associate/Professor-	Radiology (Breast Radiology)-	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Assistant/Associate Professor-*(Surgical Oncologist)*	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Vice President for Research & Professor-	Office of Research-	OPEN
Inspector General *(Director)*	Audit & Compliance Svcs-	OPEN
Assistant Professor-	Humanities/Amer. Studies-	11/15/02
Assistant Professor-	Psycholgy-	11/15/02
Assistant Professor *(Program Director)*-	Graduate Studies (Master's Prg)-	11/15/02
Professor *(Director)*-	David C. Anchin Ctr.(EDU)-	11/15/02
Instructor-	Communication Sci & Disorders-	11/19/02
Assistant Professor-	Criminology-	11/22/02
Assistant Professor *(Advanced)*-	Criminology-	11/22/02
Assistant Professor-	History-	11/22/02
Assistant Professor *(2 positions)*-	Biology-	11/27/02
Assistant/Associate Professor-	Finance-	11/30/02
Associate or Assistant Professor *(2 positions)*-	Philosophy-	11/30/02
Assistant Professor-	Management Info Systems-	12/01/02
Assistant Professor-	Management-	12/02/02
Counselor/Advisor/Instructor-	Student Affairs-	12/02/02
Instructor-	Management (Business)-	12/02/02
Assistant/Associate Professor-	Mathematics-	12/06/02
Associate Professor-	Geography-	12/06/02
Assistant/Associate/Professor *(3 positions)*-	Aging & Mental Hlth-	12/09/02
Assistant/Associate Professor *(2 positions)*-	Industrial Engineering-	12/10/02
Assistant Professor-	Mass Communications-	12/10/02
Assistant/Associate Professor-	Economics-	12/15/02
Assistant Professor-	Anthropology-	12/15/02
Assistant Professor-	Africana Studies-	12/16/02
Assistant Professor-	Anthropology-	12/31/02
Assistant Professor-	Mathematics (Algebra)-	12/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

California State University, Sacramento
College of Education
Department of Special Education, Rehabilitation, and School Psychology

Ad for Position No. 81
(Moderate/Severe)

Tenure-track Assistant Professor in Special Education, Position No. 81 in the Dept. of Sp. Ed., Rehab., and Sch. Psych. At California State University, Sacramento. Earned doctorate in Special Education or a related field. Knowledge of and experience with programs and methodologies for teaching persons with moderate to severe disabilities. Ability to work in a program preparing teachers to work in inclusive school environments. Ability to teach methods courses including adaptations, strategies, and modifications. Direct experience with students and families from diverse cultures. Position open until filled. Screening of applications begins **November 4, 2002.** For application procedures, visit our website at **[http://edweb.csus.edu]** or call (916) 278-5558.

CSUS is an AA/EO employer.

John Jay College of Criminal Justice
The City University of New York

announces (23) positions for Fall 2003 (subject to financial availability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship/artistic achievement, who may participate in both graduate and undergraduate education. Doctorate required for professorial rank. For appointment as Instructor, master's degree required; ABD and teaching experience preferred. Instructors are limited to five one-year appointments. Salary commensurate with experience.

Department of Art, Music and Philosophy
Assistant Professor/Instructor in Philosophy

Area of specialization: open, with preference for applied ethics, moral, legal or political philosophy. Area of competence: critical thinking. Preference for candidates with experience and interest in teaching courses using non-Western sources or background in criminal justice.

Department of Counseling and Student Development (two positions)
Assistant Professor/Instructor
Assistant Professor/Director of Women's Center

Ph.D. degree in Counseling or related field. 1) provide academic, career and personal counseling with diverse multicultural population; teach freshman orientation course, and coordinate and develop projects for targeted student group 2) provide counseling, develop and provide supervision for group counseling, develop program for Women's History Month, and teach an undergraduate course in counseling and gender studies.

Department of English (two positions)
Assistant Professor/Instructor

Ph.D. in English or related field required. 1) Specialty in film history and criticism, and 2) specialty in Romantic literature. To teach undergraduate literature and writing courses.

Department of Foreign Languages and Literatures
Assistant Professor of Spanish

Ph.D. in 20th century Peninsular Literature to teach Spanish and Literature courses. Experience in computer-base instruction.

Department of Government
Assistant Professor/Instructor

Public Law/Judicial Process and Politics. Successful candidate should be prepared to teach the Federalism/Separation of Powers course in constitutional law and the Seminar in Judicial Process and Politics, and to develop other courses.

Department of Law, Police Science and Criminal Justice Administration (3 positions)
Assistant Professor/Instructor

1) Ph.D. in criminal justice, police studies or related discipline. A research interest in the areas of international applications of law enforcement, cultural diversity, and/or police/community partnerships encouraged. 2) Ph.D. or J.D. in legal research or both. Experience in clerking or research a plus. Interested in teaching and pursuing an active research program in an area concerning justice and crime.

Department of Mathematics (2 positions)
Assistant Professor of Computer Science

Ph.D. in Computer Science. Specialty in computer security; forensic analysis of computer crimes of particular interest.

Department of Psychology
Instructor/Assistant or Associate Professor (four positions)

Ph.D. in Psychology. Four positions for psychologists with specialization and record of publication in forensic psychology and law.

Department of Public Management (3 positions)
Assistant Professor or Instructor

1) One position. Public Administration or Economics: Accounting and Auditing. Ph.D. in public administration, economics, accounting or closely related field. Expertise in accounting and auditing, with experience in one or more of the following: public sector accounting and program auditing, forensic accounting, accounting related to criminal investigation. 2) Two positions. Emergency and Protection Management. Ph.D. in public administration, fire science, or a discipline related to emergency and protection management. Expertise in management related to emergency and protection, with experience in one or more of the following: emergency management, security and protection systems, and/or fire safety.

Department of Sciences
Assistant Professor or Instructor

Ph.D. in Molecular Biology or related area. Research experience in forensic application of molecular biology.

Department of SEEK
Assistant Professor or Instructor

Ph.D. in one of the following or related areas: higher and adult education (specialization in student development), social work, counseling or educational psychology. To provide personal counseling and academic advisement for student caseload of approximately 100-150, teach a freshman course emphasizing critical thinking and personal development.

Department of Sociology
Assistant Professor

Interested candidates should have strong research and teaching interests in crime and delinquency from a sociological perspective (specialties might include theory, deviance, or penology) plus at least one other field such as mass communications, sociological theory, globalization, social problems, terrorism or social movements/collective behavior.

Department of Speech and Theater
Assistant Professor

Ph.D. in Speech Communication or related field with experience in criminal justice and/or public service communication. Specialties may include crisis intervention, public affairs, and/or training using experiential learning and/or role-play. A research interest in communication as it relates to the criminal justice mission of the College is preferred.

Please send letter of application, curriculum vitae, three references, and scholarly publications, to respective department chairperson, at

John Jay College of Criminal Justice, CUNY
899 Tenth Avenue
New York, NY 10019

John Jay College has a strong institutional commitment to the principle of diversity. In that, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and underrepresented groups. Reasonable accommodations will be provided to persons with disabilities upon request.

Deadline: November 13, 2002

AA/EEO/ADA/IRCA Employer

DAEMEN COLLEGE

Spanish-Anticipated opening for tenure track Assistant Professor beginning Fall 2003. PhD preferred, ABD considered. Native or near-native fluency in Spanish and English required. Preference given to candidates in applied linguistics or second language pedagogy; candidates with degree specialties in culture and literature will receive serious consideration. A strong commitment to undergraduate liberal arts education and teaching at all levels of language instruction is essential. Ideal candidates will demonstrate enthusiasm for teaching in the interdisciplinary core, evidence of scholarly potential and experience integrating technology in the classroom. Ability to teach a second language a plus. Dossier should include a letter of application, official transcripts, statement of teaching philosophy including examples of effectiveness in teaching and description of research interests and three letters of recommendation. Submit materials to **Personnel Director, Daemen College, 4380 Main St., Amherst, NY 14226.** Review of applicants begins November **15, 2002.** Daemen College is an affirmative action, equal opportunity employer committed to a diverse workplace. Women and people of color are encouraged to apply. Visit www.daemen.edu for more information on the College and programs.

ANTIOCH
UNIVERSITY

MAE/TC Core Faculty position-full time (unranked), Master of Arts in Education & Teacher Credentialing Program, K-8 Teacher Education, write to MAE Program Faculty Search Committee, c/o the Dean of Academic Affairs, visit our website for more details on each position.
www.antiochla.edu
Antioch University Los Angeles located in Marina del Rey, CA.

Antioch is an equal opportunity employer.

CHAPMAN UNIVERSITY
School of Education

Assistant Professor, School of Education
Multiple Tenure-Track Positions:

Counseling and School Psychology
Reading and Literacy Development
Secondary Teacher Education

Please refer to our web site for application process and job descriptions:
http://www.chapman.edu/soe

Chapman University values diversity and is committed to providing equal career opportunities.
Inquiries: Ilyana Marks, Search Coordinator, (714) 532-6076.

UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802 and continues to be the Nation's premier leader development institution. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating enlightened military leaders of strong character whose minds are creative, critical, and resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley.

ASSISTANT PROFESSOR (Philosophy): The Department of English, seeks applicants with an advanced degree in philosophy for a non-renewable three-year appointment as Assistant Professor beginning in July 2003. Candidates will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in philosophy. (ii) Ability to teach undergraduate cadets both the core curriculum philosophy course in ethics and the morality of warfare and the course in introductory logic. Applicants should also expect to teach English composition. Additional duties include counseling and support of cadet extracurricular activities. Applicants need not have any military experience but must have a genuine concern for the development of competent, committed military officers. To receive full consideration, applicants must submit curriculum vitae, dissertation abstract, official academic transcripts, at least three letters of reference, and a DD214 (if claiming veteran's preference) to the **Department of English, ATTN: Ms. Vicki Hansen, U.S. Military Academy, West Point, NY 10996-1791. Phone (845) 938-3967/2501; FAX (845) 938-2562; e-mail vicki.hansen@usma.edu All application papers must arrive by mail by December 1, 2002.**

VISITING PROFESSOR (Philosophy): The Department of English, seeks applicants with an advanced degree in philosophy and a distinguished record of achievement for a 10 month appointment as Visiting Professor beginning in July 2003. Candidates will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in philosophy. (ii) Ability to provide broad disciplinary expertise and pedagogical knowledge in reviewing departmental programs and providing advice to the department head. (iii) Value as a contributor to faculty development and as a consultant to philosophy course directors and faculty members engaged in writing and research. (iv) Ability to teach undergraduate electives with emphasis on the core curriculum philosophy course in ethics and the morality of warfare. Applicants need not have any military experience but must have a genuine concern for the development of competent, committed military officers. To receive full consideration, applicants must submit curriculum vitae, dissertation abstract, at least three letters of reference, official academic transcripts, and a DD214 (if claiming veteran's preference) to the **Department of English, ATTN: Ms. Vicki Hansen, U.S. Military Academy, West Point, NY 10996-1791. Phone (845) 938-3967/2501; FAX (845) 938-2562; e-mail vicki.hansen@usma.edu . All application papers must arrive by mail by December 1, 2002**

ASSISTANT PROFESSOR (Mathematics): Three-year, non-renewable (non-tenured track) appointment expected to begin o/a 7 July 2003. Applicants will be evaluated against the following factors: (i) An advanced degree (PhD) in mathematics, applied mathematics, operations research, statistics or mathematics education, (ii) possess the ability to teach mathematics courses in the USMA core program (elementary discrete dynamical systems, calculus, differential equations, linear algebra, probability and statistics), (iii) have the desire and ability to participate in the Center for Faculty Development, a three-year teaching-research program, (iv) have the desire to contribute to USMA and cadet environment as a role model for future leaders of the Nation. PhD must be completed by the time of appointment. In order to receive full consideration, applications must contain a curriculum vitae, official academic transcripts, a statement of teaching philosophy and career goals, three letters of recommendation, and a DD214 (if claiming veterans preference) to **Department of Mathematical Sciences, ATTN: Personnel Officer, United States Military Academy, Official Mail & Distribution Center, 646 Swift Road, West Point, NY 10996-1905. All application papers must arrive by January 15, 2003.**

ASSISTANT PROFESSOR (Physics). Three year renewable position. Candidates for this position will be evaluated according to the following factors: (i) Possession of an advanced degree (Ph.D.) in physics by the time of appointment. (ii). Commitment to undergraduate teaching and the ability to develop, design, and teach sophomore-level general physics courses and upper-division physics electives. (iii) Ability to conduct research, preferably in an area that is relevant to the Army or to the Academy, e.g., laser physics, nuclear physics, condensed-matter physics, space physics, and physics education. (iv) Ability to lead and guide student research and to offer academic counseling and mentorship. (v) Dedication to the Academy's overall mission to create commissioned leaders of character committed to a lifetime of service to the nation. This is a three-year appointment with provisions for reappointment based on performance evaluation and available funding. Successful candidates for this position must be available to begin work between o/a 1 January 2003 and o/a 1 July 2003. To receive full consideration, applicants should submit a letter of application, a curriculum vita, official academic transcripts, three letters of recommendation, samples of scholarly work, and a DD 214 (if claiming veteran's preference) to: **Department of Physics, ATTN: Colonel David F. Bedey, United States Military Academy, West Point, New York 10996. Questions about this position can be directed to Colonel Bedey via email at bd2170@usma.edu. All applications must arrive by 1 December 2002.**

ASSISTANT PROFESSOR (Economics) Anticipated position beginning in Academic Year 2003-2004 depending on final position authorization and budget approval. Candidates for positions will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in economics with an emphasis in microeconomics and econometrics. (ii) Proficiency in International Economics. (iii) Authoritative knowledge in Labor Economics and extensive experience in teaching microeconomics. (iv) Ability to develop, design, direct, and teach undergraduate coursework in economics and other economics subdisciplines. (v) Ability to conduct research and present results in a variety of media. (vi) Ability to oversee student research and provide and educational leadership, student evaluations, and academic counseling and mentorship. This position is in the faculty of the Department of Social Sciences, which offers internationally recognized undergraduate programs in American Politics, Comparative Politics, International Relations, Economics, and Public Policy. The Department directs three Academy wide core courses in American Politics, Economics, and International Relations; supervises the study of almost 500 undergraduate majors in an undergraduate student body of 4,000; and manages related student activities, to include top ranked debate and Model United Nations teams. Successful candidates for this position must be available to begin work July 2003. To receive full consideration, applicants should submit a curriculum vita and personal statement, official academic transcripts, three letters of recommendation, copies of teaching evaluations, samples of scholarly work, and a DD 214 (if claiming veteran's preference) to: **Department of Social Sciences, ATTN: Captain Sean Morgan, United States Military Academy, West Point, New York 10996. All applications must arrive before 1 October 2002**

ASSISTANT/ASSOCIATE PROFESSOR (Information Systems Engineering) with appointment beginning summer 2003 (preferably by July 1) on the U.S. Military Academy Department of Electrical Engineering and Computer Science faculty team. Applicants will be evaluated according to the following factors; (i) an advanced degree (Ph.D.) in computer science, electrical engineering, information systems, or closely related field (ii) a strong teaching record including college level information systems and/or information technology courses (iii) a record of research and publication in these areas. USMA faculty members serve world class programs as teachers, mentors, and role models for future leaders of the Army and the Nation. Please include curriculum vitae, statement of professional goals and teaching philosophy, up to three letters of recommendation, official academic transcripts, and DD214 (if claiming veteran's preference). E-mail to ressler@usma.edu or surface mail to **Department of Electrical Engineering and Computer Science, ATTN: COL E. Ressler, United States Military Academy, Official Mail & Distribution Center, 646 Swift Road, West Point, NY 10996. Applications will be accepted until the position is filled**

INSTRUCTOR/ASSISTANT PROFESSOR (Computer Assisted Language Learning and Foreign Languages): This is a 3 year renewable appointment scheduled to begin June 2003. Candidates for this position will be evaluated according to the following qualifications: (i) an advanced degree in computational linguistics; natural language processing, instructional technology or equivalent;; (ii) a firm commitment to developing and maintaining outreach efforts with the U.S. Army Research Laboratory, with the Special Operations Foreign Language Office and with other governmental and academic organizations; (iii) a firm commitment to provide leadership in Department-level efforts to maintain multilingual computing capabilities for faculty, classrooms and laboratories; (iv) background in the use of speech recognition and multimedia technologies for foreign language learning; (v) evidence of research and scholarship in the domain of computer assisted language learning; (vi) interest and potential for teaching excellence. The successful candidate will manage and supervise the maintenance of a state-of-the-art, multimedia language laboratory; provide support and training to foreign language faculty in the application of technology to enhance foreign language learning; keep informed of and assess the effectiveness of new applications as they pertain to language learning; develop leading-edge courseware using speech recognition and multimedia technologies; teach courses in the foreign language curriculum; provide technical oversight to language technology projects sponsored at the Department of Defense; manage research and development tasks funded by partner organizations; plan and conduct scholarly research. Membership in institutional committees is expected, as well as the willingness to carry out additional duties as needed in the Department. The individual selected will demonstrate a commitment to maintaining an environment conducive to learning and professional growth, and the ethical and professional principles of the United States Military Academy. To received full consideration, individuals should submit a letter of application, a curriculum vitae; official university transcripts, three letters of recommendation, and a DD Form 214 (if claiming veteran's preference) to **Department of Foreign Languages, United States Military Academy, ATTN: COL Stephen LaRocca, (845) 938-5286, email: gs0416@usma.edu. All application packets must be received by 1 November 2002.**

The above positions are not restricted to U.S. Citizens, but non-citizens cannot be hired if qualified citizens are interested and available. Salary is commensurate with experience.

The United States Military Academy is an Equal Opportunity, Affirmative Action Employer. Women and Minorities are encouraged to apply.

UMASS

ASSISTANT PROFESSOR GAMETE BIOLOGIST

The University of Massachusetts is located in a college town in Western Massachusetts within 3 hours drive of New York and 2 hours drive of Boston. The region also houses Amherst, Smith, Hampshire and Mount Holyoke Colleges and is recognized nationally as both a center of higher education and a scenic treasure offering extensive opportunities for summer and winter recreation.

The Department of Veterinary and Animal Sciences at Umass-Amherst invites applications for a Tenure-Track faculty position at the Assistant Professor Level. Applicants require a Ph.D. and appropriate post-doctoral training, a Ph.D./D.V.M., or Ph.D./M.D. and are expected to have developed an independent, fundable, research program in the area of germ cell maturation and ageing in the male and female reproductive tracts, or early embryo development. The candidate will be expected to teach in our undergraduate and graduate programs in reproduction and development and to interact closely with Dr. R. Fissore and Dr. P. Visconti and other faculty to develop a center of excellence in reproductive biology.

Applicants should send a letter of intent, statement of research interests, current curriculum vita and the names and contact information of three references to: **Dr. Samuel J. Black, Department of Veterinary and Animal Sciences, 314 Paige Lab, University of Massachusetts, Amherst, MA 01003.**

Review of applications will begin November 1, 2002 and continue until the position is filled.

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

Northeastern University, nationally recognized for its cooperative education program, is a private, nonsectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and is highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty and staff and is proud of its diverse student/resident population.

Director – Residence Life & Education

Provide direction and support to the professional and student staff responsible for the daily administration of the residence halls. Supervise three Assistant Directors of Residence Life, responsible for the management and operations of residence halls, and one Assistant Director of Residence Security who manages security operations. Also has overall responsibility for 30 other full-time staff and over 400 student employees. Additional responsibilities include all personnel and recruitment activities, budget development and oversight, departmental research relative to staff and programs in the residence halls; crisis management and related protocol development; program development and assessment in academic and student development theme housing. Requirements include Master's degree (Doctorate preferred) in student personnel services or higher education, administration or related field and 6-8 years in residential life administration; experience supervising full-time professional staff. Experience as a live-in staff member. Comprehensive understanding of student development philosophy, residence hall management and residential security. Demonstrated leadership abilities and organizational skills. Excellent oral and written communications skills. Candidates must have demonstrated understanding of diverse academic, socioeconomic, cultural and ethnic backgrounds.

Please send cover letter, resume and the names of 3 references to: Mary Langlie, Associate Dean, 6 Speare Hall, Northeastern University, 360 Huntington Avenue, Boston MA 02115. For best consideration, please submit materials by November 14, 2002. **Northeastern University is an Equal Opportunity/Affirmative Action/Title IX educational institution and employer.**

Northeastern
UNIVERSITY

COLGATE UNIVERSITY

Tenure-Track Faculty Positions

Colgate University announces searches for the following full-time tenure-track positions and dissertation fellowships for graduate students of color for the 2003-04 academic year. Colgate is a highly-selective, independent, coeducational liberal arts college enrolling approximately 2700 undergraduates in programs that lead to the Bachelor of Arts. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research. Additional information on faculty openings at the College can be found on the following website: **http://offices.colgate.edu/hr/faculty.htm** The mailing address is: **Colgate University, 13 Oak Drive, Hamilton, NY 13346.**

- **Africana and Latin American Studies-Social Sciences (Full, Associate or advanced Assistant)**
- **Art & Art History: Studio Art, Sculpture (Assistant Professor)**
- **Biology: Evolutionary Ecologist (Assistant Professor)**
- **Chemistry: Analytical (Assistant Professor)**
- **Educational Studies: Science and Math (Assistant/Associate Professor)**
- **English: Black Atlantic/Black Diaspora (Assistant Professor)**
- **English: Nineteenth Century British Poetry (Assistant Professor)**
- **English: Creative Writing (Assistant Professor)**
- **History: Modern Middle East (Assistant Professor)**
- **Mathematics: Field Open (Assistant Professor)**
- **Physics & Astronomy: Experimental (Assistant Professor)**
- **Philosophy & Religion: Environmental Ethics (Assistant Professor)**
- **Philosophy & Religion: Hindu Religious Tradition (Assistant Professor)**
- **Philosophy & Religion: Philosophy of Science (Assistant Professor)**
- **Psychology: Social Justice (Assistant Professor)**
- **Romance Languages & Literatures: Italian-Film/Media Studies (Assistant Professor)**
- **Romance Languages & Literatures: Spanish-Linguistics (Assistant Professor)**
- **Russian: Language and Literature (Assistant Professor)**
- **Sociology & Anthropology: Anthropology-Meso-/South America (Assistant Professor)**

As a member of the Northeast Consortium for Faculty Diversity, Colgate will be selecting one or more Dissertation Scholars for graduate students of color to spend the 2003-04 academic year at Colgate.

Colgate is an Affirmative Action/Equal Opportunity Employer, especially encouraging women and minority scholars to apply. Developing and sustaining a diverse faculty and staff further the University's educational mission.

THE JOHN MARSHALL LAW SCHOOL

Earn a Law Degree

in the Heart of Chicago

The John Marshall Law School invites you to learn how flexible schedules, groundbreaking specialties and 21st century curricula can help you in your career.

- J.D. classes with day and evening options
- Nationally recognized Trial Advocacy Program
- LL.M. specialties in real estate law, intellectual property law, information technology and privacy law, international business and trade law, tax law, employee benefits law
- Certificate programs and joint J.D./LL.M. curricula
- Illinois' only law school with admission in January, as well as in September.

THE JOHN MARSHALL LAW SCHOOL
315 S. Plymouth Court Chicago, Illinois 60604
800.537.4280 *www.jmls.edu*

Cornell University
Department of Communication, College of Agriculture & Life Sciences
Assistant Professor, Interpersonal Communication

Tenure eligible faculty position with expertise in one or more of the following areas: interpersonal communication, community dynamics, and/or civic engagement. The successful candidate is expected to develop a leading theory-based empirical research program in her or his area(s) of specialization; will teach two to three graduate and/or undergraduate courses per academic year, as well as advise students in the department's very active undergraduate, master's, and Ph.D. programs. Cornell offers a highly competitive salary and benefits package; support for appropriate start-up research costs will be available.

Qualifications: Candidates must have a Ph.D. in Communication or related social science discipline with strengths in communication theory and research methods with multi-disciplinary orientation. Evidence of research and teaching capability must be provided.

Applications will be reviewed beginning December 2, 2002. Review will continue until the position is filled. Send a letter of application addressing position qualifications and goals, vita, official academic transcripts, and names and contact information for three references, to:

CORNELL

Dr. Clifford Scherer, Chair, Search Committee
307 Kennedy Hall, Cornell University
Ithaca, NY 14853-4203

For additional information, e-mail CWS4@Cornell.edu or telephone (607) 255-7498.

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

Cultural Anthropology

Tenure-Track, Fall 2003

The Department of Anthropology at **DREW UNIVERSITY**, a small, selective liberal arts college in the New York metro area, invites applications for a tenure-track position in Cultural Anthropology beginning Fall 2003, pending budgetary approval. Ph.D. required with undergraduate teaching experience. Teaching duties include introduction to cultural anthropology, anthropological theory, ethnographic methods and a regional course. Area specialty in Asia or Mideast with experience and research in applied anthropology and gender preferred. Development or urban anthropology will also be seriously considered. To ensure full consideration, hard copies of applications should be received by December 31, 2002. Send cover letter with statement of teaching experience, CV, teaching evaluations and names of three references to **Maria Masucci, Chair, Dept. of Anthropology, Drew University, Madison, NJ 07940. Tel (973) 408-3496, email: mmasucci@drew.edu**

To enrich education trough diversity.
Drew University is an AA/EOE

ILLINOIS

The Department of Leisure Studies at the University of Illinois at Urbana-Champaign is seeking a qualified scholar/educator to fill a full-time, nine-month tenure-track research/teaching position at the Assistant or Associate Professor level beginning August 21, 2003. Candidates should have an earned doctorate or equivalent degree in leisure studies or a related social science field. Areas of interest should focus on leisure from a social science perspective related to community or individual health and well-being, life span development, and/or diversity or marginalized populations. To ensure full consideration, letter of application, vita, and the names, addresses, and phone numbers of three references should be sent by January 7, 2003 to **Dr. Kim Shinew, Chair, Search Committee, Department of Leisure Studies, University of Illinois at Urbana-Champaign, 104 Huff Hall, 1206 South Fourth Street, Champaign, Illinois 61820,** Phone: 217-333-4410, e-mail k-shinew@uiuc.edu.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

LOYOLA
UNIVERSITY
NEW ORLEANS

Provost and Vice President for Academic Affairs

Loyola's Provost and Vice President for Academic Affairs serves as both the second ranking officer and chief academic officer of the University with specific responsibility for all educational planning and administration and for the development of sound academic programs, faculty scholarship, and educational policies. The Provost is responsible directly to the President and oversees the overall operations of the educational objectives of the University including short- and long-term planning; continuous evaluation of policies, standards, and academic programs; admissions and enrollment management; academic computing; budget; academic personnel; and physical plant requirements pertaining to the academic environment.

The Provost must meet the qualifications for tenure as a faculty member, and professional recognition as a scholar among peers is essential. The successful candidate must exhibit strong leadership skills and have significant experience in higher education administration and strategic planning.

Based on the heritage of Catholic Jesuit higher education in Louisiana since 1849, Loyola University New Orleans was chartered in 1912 and serves approximately 5,500 undergraduate and graduate students in the Colleges of Arts and Sciences, Business Administration, and Music; City College; and the School of Law. Characterized by award-winning faculty and strong academic programs, the University seeks to provide a liberal arts education focused on the individual student, attending to the intellectual, moral, and spiritual development of all its students. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Loyola is flourishing after six years of steady growth and campus enhancements. The current undergraduate classes are the largest and most talented in the history of the University. A new library serves as the central hub in a campus-wide, state-of-the-art electronic infrastructure system. Campus initiatives in recent years have dramatically improved student-centeredness, success, and retention. Student advertising, marketing, public relations, and law Moot Court teams are consistently successful in national competitions. Individual students have received awards such as Rhodes and British Marshall scholarships. The University's law school is ranked in the top 20 public interest law schools in the country.

The Search Committee requests that nominations, applications, and preliminary inquiries be directed to the University's consultants:

Paula Carabelli and Ronald Zera
Spencer Stuart
2020 Main Street, Suite 350
Irvine, CA 92614
(949) 930-8017 • (214) 672-5200
pcarabelli@spencerstuart.com
rzera@spencerstuart.com

For more information on the University:
www.loyno.edu

The Search Committee will begin to review applications in late October 2002 and continue until the position is filled.

Loyola is an equal educational opportunity university and an affirmative action employer.

Affirmative Action/Equal Employment Opportunity Compliance Administrator

Auburn University Auburn Alabama invites applicants for the position of Affirmative Action/Equal Opportunity Administrator. Responsibilities include analyzing data and compiling reports for the University's Affirmative Action/Equal Opportunity written program, reviewing, screening and monitoring personnel transactions including activities for compliance with the principles of non-discrimination, counseling and investigating complaints, training regarding diversity and nondiscrimination.

Qualifications: Minimum of a Bachelor's degree in Human Resources, Behavioral Sciences or related degree plus four years' experience in Human Resources. Experience in a university setting as well as excellent written and oral communication skills are a must. Knowledge of federal affirmative action and nondiscrimination (employment and education) also is required. Working knowledge of Human Resources and Affirmative Action data bases and systems is preferred.

Ethnic Minorities and Women are Encouraged to Apply

Review of applications will begin November 18, 2002 and continue until the position is filled. To apply, send cover letter, resume and the names and addresses and phone numbers of three references to:

Human Resources
Auburn University
Langdon Hall
Auburn University, AL 36830

For more information, contact the Affirmative Action Office: phone and TDD (334) 844-4794, fax (334) 844-4793 and email diverse@auburn.edu

Auburn University is an Affirmative Action/Equal Opportunity Employer

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EXECUTIVE DIRECTOR OF THE ALUMNI ASSOCIATION

Oberlin College Alumni Association seeks full-time Executive Director of the Alumni Association. Incumbent will work closely with the President and Executive Board pertaining to policy, direction and execution of programs. Entire description: **http://www.oberlin.edu/HR/APSopenings/APS02-214.html**. Requirements: Bachelor's (from Oberlin strongly preferred), substantial experience in office and program management, recruiting, working with and motivating volunteers, excellent interpersonal skills, demonstrated ability to work well in team setting with diverse people; demonstrated organizational skills with ability to generate creative approaches to problem solving and to make decisions under pressure; excellent oral and written communication skills; flexible schedule and willingness to travel participate in evening and weekend events (approximately 10 weekends/year). Salary commensurate with qualifications and experience. Excellent benefits. Submit letter of interest and resume by **1/30/03 to John Hays, Vice President for Development and Alumni Affairs, 50 West Lorain Street, Oberlin, OH 44074**. AA/EOE.

OBERLIN

BOSTON COLLEGE

LYNCH SCHOOL OF EDUCATION

THREE TENURE-TRACK POSITIONS

The Department of Counseling, Developmental and Educational Psychology is searching for three tenure-track positions to begin September 2003, to contribute to our graduate (doctoral and masters') and undergraduate programs. Applications are especially encouraged from persons who would enhance the ethnic, linguistic, and cultural diversity of the Lynch School. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and (p)reprints to: The Respective Search Committee Chair, Lynch School of Education, Boston College, Campion Hall, Chestnut Hill, MA 02467. The department's Program in Applied Developmental and Educational Psychology is searching for two positions: 1. **Senior Scholar in social-emotional development** (Search Cmt. Chair: Dr. Jacqueline Lerner). This position carries the possibility of appointment as a **tenured professor in a named endowed chair.** Areas of interest include the study of social cognition, connection to schools and communities, social/peer relations, social competence, self-regulation, and prosocial behavior in early or middle childhood or adolescence; 2. **Assistant professor in cognitive development** with a focus on early or middle childhood (Search Cmt. Chair: Dr. Joan Lucariello). Areas of interest include the study of cognitive development in relation to learning, sociocultural context, and the application of theory to children in urban contexts, including schools. **Deadline for applications for these two positions is December 15.** The department's APA accredited Counseling Psychology Program seeks to fill one position: 3. **Assistant professor from counseling, clinical, or community psychology** (Search Cmt. Chair: Dr. Lisa Goodman). Areas of interest include community research with clear social policy implications, and the public practice of psychology focusing on children, youth, and families in urban settings. Applicants should be licensed or license-eligible. **Deadline for applications for this position is Dec 15.** *Boston College is an Equal Opportunity, Affirmative Action Employer.* More information on the Lynch School of Education is available at **www.bc.edu/lynchschool**

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Department of Leisure Studies at the University of Illinois at Urbana-Champaign is seeking a qualified scholar/educator to fill a full-time, nine-month tenure-track research/teaching position at the Assistant or Associate Professor level beginning August 21, 2003. Candidates should have an earned doctorate in sport, leisure studies, or a related field. Areas of research and teaching expertise should focus on the study of sport from a social science perspective. Preference will be given to applicants with a relevant line of scholarly research, demonstrated teaching experience, and the ability to acquire external funding in support of their research. To ensure full consideration, letter of application, curriculum vita, and the names, addresses, and phone numbers of three references should be sent by December 1, 2002 to **Dr. Jeffrey James, Chair, Search Committee, Department of Leisure Studies, University of Illinois at Urbana-Champaign, 104 Huff Hall, 1206 South Fourth Street, Champaign, Illinois 61820,** Phone: 217-333-4410, e-mail **james1@uiuc.edu**

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

U.S. LATINO/A STUDIES

WILLIAMS COLLEGE
WILLIAMSTOWN, MA 01267

Williams College invites applications from entry level and advanced candidates for one or more tenure-track positions in 2003-2004 in U.S. Latino/a Studies in the following departments:

ANTHROPOLOGY, ENGLISH, POLITICAL SCIENCE, AND/OR SOCIOLOGY

Expertise in one of these disciplines and specialization in U.S. Latino/a Studies are required. Entry level candidates must have the Ph.D. or completed dissertation by time of appointment; advanced candidates must have the Ph.D. and established record in teaching and research.

The person(s) hired will have the opportunity to participate with three current faculty members whose scholarship and teaching focus on Latino/a Studies in developing an interdisciplinary and comparative program that will provide undergraduates with an opportunity to concentrate in the field. The courses presently offered address Latino/a visual culture, contemporary art, media studies, urbanism, performance theory, sound and movement in the Afro-Latin diaspora, the aesthetics of resistance in theatre, Latino/a migration histories, economic incorporation, community building, and social movements.

Send application materials to participating departments by the following deadlines:

- **Anthropology:** (David Edwards, *November 30*) CV, detailed cover letter, list of references. www.williams.edu/AnthSoc
- **English:** (Christopher Pye, *November 11*) CV, application letter, dossier or recommendations, and writing sample of 25pp or less. www.williams.edu/English
- **Political Science:** (Gary Jacobsohn, *December 13*) CV, letter detailing current research interests, three letters of reference. www.williams.edu/Polisci
- **Sociology:** (James Nolan, *November 30*) CV, detailed cover letter, list of references. www.williams.edu/AnthSoc

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Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students, approximately one-quarter of whom represent U.S. minority populations. Among the facilities Williams offers its students and approximately 280 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, and the Center for Environmental Studies as well as extensive library and museum collections, a center for information technology, and well-equipped laboratories. See also Williams College website (http://www.williams.edu)

As an Affirmative Action/Equal Opportunity employer, Williams College especially welcomes and encourages applications from women and minorities.

ASSISTANT PROFESSOR

Black & Hispanic Studies

Baruch College/CUNY seeks an Assistant Professor with teaching interests and research specialization in one or more of the following: community development; economic development and micro-enterprise; public and social policy; non-profit management; social movements; and/or migration processes. A Ph.D. in one of the social sciences and some teaching experience required.

Send letter of application, CV, samples of scholarly writing and 3 letters of recommendation by December 1, 2002 to Professor Hector R. Cordero-Guzman, Search Committee Chair, Baruch College/CUNY, Department of Black and Hispanic Studies, Box B4-280, One Bernard Baruch Way, New York, NY 10010. An AA/EO/IRCA/ADA employer.

BaruchCOLLEGE

The City University of New York

Baylor University invites applications for an assistant professor, tenure-track position at the School of Law. The person who fills the position will teach civil procedure, as well as serve elective courses to be determined, and also serve as a key participant in our Legal Research, Analysis and Communication program ("LARC"). LARC is a required three-quarter, first year legal methods class taught by five full-time tenure-track members of our faculty. The course teaches students how to analyze, research, and solve legal problems and then effectively communicate those solutions to others. Students learn the fundamentals of good legal analysis and communication through assignments based on our first-year substantive curriculum. Applicants should visit the school's website at **http://law.baylor.edu** in order to learn more about Baylor Law School. Applications will be reviewed beginning 10/1/02 and will be accepted until the position is filled. Applications should be submitted to:

Baylor Law School
Chair, Faculty Appointments Committee
1114 S. University Parks Drive
Waco, TX 76798

Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas, is an affirmative action, Equal Opportunity Employer. Baylor encourages minorities, women and persons with disabilities to apply.

Drake

DRAKE UNIVERSITY

Dean Searches-Fall 2002

Drake University is a private, comprehensive university of approximately 5,000 students. Drake University is committed to the continued development of a diverse and dynamic learning community integrating liberal arts and five professional schools through a broad range of educational programs and experiences. Located in Des Moines, Iowa's capital, Drake is known for its partnerships with business, education, health care, governmental institutions, and the arts. Drake University invites applications and nominations for the following positions:

Dean, College of Business and Public Administration

The College of Business and Public Administration offers an undergraduate B.S. degree and M.B.A., M.P.A., and M.S. Acct. degrees. The undergraduate programs and the MBA program are accredited by AACSB-International. There are approximately 800 undergraduates and 475 graduate students. The College employs 42 full-time faculty.

A successful candidate will: participate in the collaborative leadership of the University while working collaboratively with the faculty in the College on intellectual initiatives and programmatic direction including strategic planning; develop, nurture and maintain the appropriate relationships with major constituents including students, alumni, donors, board members and the professional community; demonstrate significant administrative and budgetary experience; participate with the Office of Institutional Advancement in fund-raising activities; and hold appropriate Ph.D., have a demonstrated record of outstanding teaching, mentoring, service, and scholarship. Consideration will be given to candidates without these credentials if they possess exceptional accomplishments and leadership skills within their profession.

To apply, send a letter of application that responds to the above, a current curriculum vitae, and names, addresses, telephone numbers, and e-mail addresses of five professional references to Professor Stuart Klugman, Chair; CBPA Dean Search Committee; Drake University, 2507 University Avenue, Des Moines, IA 50311. Please also send an electronic copy of the application letter and curriculum itav to stuart.klugman@drake.edu. Confidential review of applications will begin November 22, 2002 and continue until the position is filled.

Dean, Law School

Drake University Law School, a charter member of the AALS, is one of the 25 oldest law schools in the country. Drake Law School has 27 full-time faculty members and 400 students from 32 states, five other countries, and 148 undergraduate institutions. Centers of Excellence include the Constitutional Law Resource Center; the Agricultural Law Center; and the Center for Legislative Practice. The Neal and Bea Smith Legal Clinic houses extensive clinical programs, the Joan and Lyle Middleton Center for Children's Rights, and a national training center for public service attorneys. Facilities include electronic classrooms, a wireless network, and the architecturally recognized Dwight D. Opperman Hall and Law Library.

The dean is the chief academic and administrative officer of the Law School. The successful candidate should possess demonstrated accomplishments in legal education and scholarship, administrative and leadership abilities; law practice experience; ability to effectively represent the Law School to the University, alumni, and the legal community; demonstrated interest and ability in fund-raising and development; a commitment to diversity; and a vision of legal education and the Law School. Candidates also must possess credentials appropriate for a tenured appointment on the Faculty of Law.

Nominations or applications with a curriculum vitae and cover letter detailing the candidate's interest, qualifications, relevant experience and references should be sent to Professor Laurie Kratky Doré, **Drake Law School, 2507 University Avenue, Des Moines, Iowa 50311-4505.** The screening of applications and nominations will begin on October 15, 2002, and will continue until the position is filled.

Deans report to the Provost of the University. Specific responsibilities include: providing leadership and vision in the context of the University's strategic plan and goals, program and faculty development; advancing the quality of instruction; promoting faculty scholarship and undergraduate research opportunities; fostering interdisciplinary initiatives in both teaching and research, managing the budget; and personnel recruitment.

Please visit Drake's Web site **http://www.drake.edu/deansearch/** for more detailed information.

Drake University is an equal opportunity employer, affirmative action employer.

Montgomery County Community College

PSYCHOLOGY FACULTY

FULL TIME TENURE TRACK POSITION

Instructor Level beginning Spring Semester, 2003. Teaching duties at Central Campus in Blue Bell, PA & West Campus in Pottstown, PA.

WHO WE NEED

Master's degree in Psychology required; Doctorate preferred. At least one year college level teaching experience required. Successful candidate will be available to students outside the classroom, and will participate in College committees and activities. Applicant must be willing to use alternative educational delivery systems, including computer based education.

WHAT WE OFFER

Competitive salary and excellent benefit package including employer-paid medical / dental for employee and family, life / disability insurance, fully vested pension program.

ABOUT MCCC

Montgomery County Community College is a dynamic two-year college located just outside Philadelphia, serving Montgomery and Chester Counties. MCCC offers both associate degree and certificate programs; transfer agreements with four-year colleges and universities provide exciting options for students to further their education. With over 40 state of the art "smart classrooms" to enhance learning, MCCC has earned its rating as one of the "top wired" community colleges in the U.S. We believe diversity stimulates innovation and creativity and promote equal access to educational and employment opportunities.

HOW TO APPLY

Send resume / curriculum vitae, cover letter and contact information for three professional references by November 8, 2002, to:

Montgomery County Community College
Office of Human Resources
CODE: HO-1002
340 DeKalb Pike,
Blue Bell, PA 19422
AA/ADA/EOE

www. MC3. edu

University *of* Hartford

Tenure-track Assistant Professor Position in Public Relations

The School of Communication at the University of Hartford is looking for a flexible, imaginative, dynamic, creative, and socially conscious individual to teach in its public relations program. We are inviting applications for a tenure-track assistant professor position, which begins in fall 2003.

We are looking for someone to contribute to our program in public relations on both the graduate and undergraduate levels. He or she will primarily teach courses in the public relations sequence, direct the annual Bateman Competition, advise the PRSSA chapter, and advise communication students. He or she will also have the opportunity to teach other communication courses as well as interdisciplinary courses in the All-University Curriculum program. The normal teaching load is three courses per semester. Excellence in teaching, active scholarship and service are expected.

The ideal candidate should have an earned doctorate, though ABDs will be considered. He or she will have experience in the corporate and/or non-profit sectors, experience teaching, and an active program of research. Those with an interest in any of the following areas will be given additional consideration: Ethics of Communication; Social Aspects of Public Relations; Multicultural Issues; Public Relations and Minorities; Critical Analysis of Communication or Media; Persuasion and Public Opinion; Crisis Public Relations; Integrated Marketing Communication.

The School of Communication is committed to an education in communication based in the liberal arts and offers six areas of emphasis: advertising, journalism, media, public relations, organizational communication and interpersonal communication. With 385 majors, communication is one of the largest majors in the university, yet our students thrive in the relationships they develop with faculty in small classes and advising sessions and with area professionals in workshops and internships. The School of Communication has 14 full-time faculty with diverse perspectives and approaches. We are committed to affirmative action/equal opportunity and encourage women and minorities to apply.

Application Deadline: Screening begins January 6, 2003, and continues until position is filled.

Send applications, vita, samples of scholarship or professional work and three letters of reference to: Professor Elizabeth Burt, Search Committee Chair, School of Communication, University of Hartford, 200 Bloomfield Ave., West Hartford, CT 06117. If you have questions concerning the position or application process, call Prof. Burt at 860-768-4968 or e-mail at eburt@hartford.edu. For further information concerning the University of Hartford and School of Communication, go to www.hartford.edu.

California State University, Sacramento

Faculty Openings

The Department of Teacher Education at California State University, Sacramento, invites applications for seven tenure-track faculty appointments to begin August, 2003. At the rank of Assistant/Associate Professor, the positions are: (1) Educational Technology, (2) Educational Psychology, (3) Curriculum and Instruction-Elementary Education; and (4) Curriculum and Instruction-Secondary Education. At the rank of Assistant Professor, the positions are: (1) Curriculum and Instruction-Elementary Social Studies; (2)) Curriculum and Instruction-Elementary Language and Literacy; and (3) Secondary Education-Multicultural Teaching Methods.

An earned doctorate is required in order to be hired for a tenure track position. ABD candidates will be considered for non-tenure track positions that may be converted to tenure track if the doctoral degree is completed by December 31, 2004. Salary dependent upon qualifications and experience.

Submit a letter of interest (this will be accepted by email). After receipt of this letter, further instructions for a complete application file will be sent. Review of applications begins on November 4, 2002. Only completed applications will be considered. Position is open until filled.

Address application materials to:

Dr. Robert Pritchard, Chair
Department of Teacher Education
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6079
(916) 278-6155 Fax: (916) 278-6643
E-Mail: santinellod@csus.edu

For more information visit our website at:
http://edweb.csus.edu/departments/edre/facultyads/teads.html.

California State University, Sacramento is an AA/EO employer.

Library Director

The General Libraries

The University of Texas at Austin

The University of Texas at Austin invites nominations and applications for the position of, Director of the General Libraries. We are seeking an established, recognized, and innovative leader in the national and/or international library community who has demonstrated skills as a leader and manager and who understands the nature and priorities of the library in a major research university.

The Director of the General Libraries is responsible for the leadership and administration of the General Libraries, controls its budget, and oversees the maintenance and development of the Libraries in the areas of user services, collections and resources, management and infrastructure, cooperative initiatives and outreach, and support and funding. The Director seeks donor support from outside areas in the form of gifts or endowments, which provide the General Libraries with additional materials and services. The Director represents the University of Texas at Austin in regional, national and international discussions relating to libraries and their development. The Director reports to the Vice President and Dean of Graduate Studies. A complete description of the position is available at: **http://www.lib.utexas.edu/admin/employment/director.html**

QUALIFICATIONS: MLS from an ALA accredited graduate program or other appropriate degree. Experience in management and administration of library services and collections. Knowledge of and experience in a technology driven information environment.

SALARY & RECRUITING SCHEDULE: Salary will be competitive and commensurate with qualifications and experience. Review of completed applications will begin December 2, 2002 and will continue until the position is filled. Applicants should include a current vita, and cover letter reviewing their experiences, strengths, and accomplishments, as well as names and contact information for three professional references. Correspondence should be sent to: **Director Search, The University of Texas at Austin, The General Libraries, P.O. Box P, Austin, Texas 78713-8916.** Further information is available by email from director-search@lib.utexas.edu. The University has a strong commitment to diversity and encourages applications and nominations from traditionally underrepresented groups.

An Equal Opportunity/Affirmative Action Employer

Roger Williams University
Learning to Bridge the World

Fitness & Wellness Coordinator

(Baseball or Women's Soccer Coach)

Roger Williams University is searching for a qualified individual to fill the newly created Fitness and Wellness Coordinator position. The Coordinator will be responsible for the management of the day-to-day operation, maintenance and scheduling of the university's 8,600 square foot fitness center, which will be a key area of the new recreation center scheduled for completion by next summer, 2003. The individual in this position will also administer all aspects of a Division III baseball or women's soccer program in accordance with NCAA rules and regulations.

Qualifications: Bachelor's degree required; Master's degree preferred. A minimum of 3-5 years of fitness and/or physical education and coaching experience, preferably in a college/university setting. Knowledge of NCAA and its rules, regulations and philosophies. The ability to work with a variety of constituent groups.

To apply, send cover letter and resume to: **Roger Williams University, Office of Human Resources, Ref# HO112 Fitness & Wellness Coordinator, One Old Ferry Road, Bristol, RI 02809.**

RWU offers a superior benefit package including, medical, dental, life insurance, short and long term disability, defined contribution (5/10%) retirement plan with TIAA/CREF or VALIC, medical and dependent care reimbursement accounts, tuition benefits and more.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

FACULTY POSITIONS

The **Columbia University School of Social Work** *invites nominations and applications for tenured and tenure-track positions. Appointments can be at the rank of*

ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR or PROFESSOR

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

Applicants must be able to teach in one or more of the following areas and must have at least two years of post master's practice experience:

- **FOUNDATION PRACTICE**
- **ADVANCED GENERALIST PRACTICE & PROGRAMMING**
- **SOCIAL POLICY PRACTICE**
- **SOCIAL ADMINISTRATION**

Preference will be given to candidates who also have expertise in one or more of the following: **International Social Welfare and Services for Refugees and Immigrants; Health Services and Policy; Services at the Workplace;** and, **Human Behavior and the Social Environment**.

A **master's** degree in social work is required for all of the above-noted appointments, except for Social Administration where it is preferred but not required. A **doctorate** or **ABD** in social work, social welfare, or a related field is required for all ranks. An established record of scholarship and practice experience, which is appropriate to the rank of appointment, is required.

Nominations and applications should be forwarded to:

Jeanette C. Takamura, Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 W. 113th St., New York, NY 10025

Although nominations and applications will be accepted until the positions are filled, those submitted early are best assured of receiving full consideration.

COLUMBIA UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER. MINORITY CANDIDATES ARE ESPECIALLY URGED TO APPLY.

SWT

Southwest Texas State University

The Department of Sociology invites applications for a tenure-track position at the rank of Assistant Professor of Sociology beginning Fall 2003. The successful candidate will teach classes in criminology or delinquency or multicultural relations; preferred secondary areas include gerontology, sport, religion or medical. Commitment to effective undergraduate teaching is required, as is experience in grant writing and expertise in the required teaching area. The position requires a Ph.D. in Sociology by August 2003 and a willingness to teach on the main campus and at satellite campuses.

Applicants should submit a letter of application, curriculum vitae, sample of scholarly writing or publications, and a statement of teaching philosophy and names of three references to Dr. Susan Day, Professor and Chair, **Department of Sociology, SWT, San Marcos, TX 78666.** Review of applicants will begin January 15, 2003, and will continue until the position is filled. Salary is based on qualifications and experience. *Southwest Texas State University is an Equal Opportunity Employer.*

MILLS COLLEGE

5000 MacArthur Blvd., Oakland, CA 94613

TENURE-TRACK POSITIONS FOR FALL 2003

COMPUTER SCIENCE
MUSIC
CREATIVE WRITING/POETRY

For complete job descriptions, go to **http://www.mills.edu/GLOBAL/mills.jobs.home.html**

Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs (see http://www.mills.edu). Persons of color and those committed to working in a multicultural environment are encouraged to apply.

AA/EOE

New Testament & Early Christianity

Assistant Prof: Tenure Track

DREW UNIVERSITY Theological School, together with the Caspersen School of Graduate Studies, invites applications and nominations for a tenure-track junior level appointment in New Testament and Early Christianity.

The successful candidate will be expected to teach effectively in the masters programs in the Theological School, rendering the Bible critically relevant for ministry, preaching, and the life of the churches. She or he will also teach and mentor doctoral students in the program of New Testament and Early Christianity, joining a graduate faculty in biblical Studies that cultivates a rigorous and eclectic interdisciplinary, encompassing a variety of critical approaches, both textual and contextual, to the study of the Hebrew Bible and the New Testament.

Publishing promise should be demonstrated. Trans-disciplinary engagement with ethnic studies (e.g., African-American studies, Asian studies, Hispanic studies); social theories or histories of race/ethnicity, or colonial/post-colonial studies, is desirable. Applicants should plan to have completed their Ph.D. by the Fall of 2003.

The Theological School is affiliated with the United Methodist Church, and together with the Caspersen School of Graduate Studies, continues to build a diverse and interdisciplinary faculty, equipped to teach an ecumenical, international, and multi-ethnic student body.

Applications, including CVs and three letters of recommendation, should be **sent by December 6, 2002**, to **Virginia Burrus/Chair, New Testament and Early Christianity Search Committee/ The Theological School/ Drew University/ Madison, New Jersey 07940.** Preliminary conversations with selected candidates may be scheduled during the November meeting of the AAR/SBL in Toronto. AA/EOE

Faculty Appointments
August 2003
Department of Mathematical Sciences

The Department of Mathematical Sciences at Saint Joseph College announces two full-time tenure track positions at the assistant professor level beginning August 2003.

Computer Science: Candidates should have a doctorate in computer science, mathematics or a closely related field (or be well advanced in a doctoral program) and have a strong commitment to undergraduate education. Expertise in computer science is essential; knowledge of mathematics and information technology is highly desirable. Responsibilities include teaching courses in computer science at all levels (e.g., introduction to programming, data structures, algorithm analysis, object oriented programming) and an occasional course in mathematics. The computer science program has been selected for enhancement; the successful candidate will have the opportunity to take an active part in the development of new directions for the program.

Mathematics/Computer Science: Candidates should have a doctorate in mathematics or a closely related field (or be well advanced in a doctoral program) and have a strong commitment to undergraduate education. Expertise in mathematics is essential; knowledge of information technology or computer science and an interest in pedagogy are highly desirable. Responsibilities include teaching courses in mathematics at all levels (e.g., probability, statistics, real and complex analysis, fundamentals of mathematics) and an occasional course in computing.

For both positions, other work includes participation on committees, directing student research projects and engaging in scholarly activity, but the primary focus is on teaching. The standard teaching load is 12 credits per semester.

Send vita, statement of teaching philosophy, graduate transcript and three names of references to: Human Resources, Mathematical Sciences Search Committee, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117-2791; E-mail: bramey@sjc.edu; Fax: 860.231.8273. Review of applications will begin immediately and continue until the position is filled.

Saint Joseph College is an equal opportunity employer that values diversity. Women, minorities, and persons with disabilities are encouraged to apply.

Saint Joseph College, Connecticut's only four-year women's college is located in residential West Hartford, midway between Boston and New York City. The College provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

Learn more about Saint Joseph College at www.sjc.edu.

Saint Joseph College

Roger Williams University

Learning to Bridge the World

Assistant/Associate Dean

Roger Williams University, School of Justice Studies, invites applications for the Assistant/Associate Dean position. Reporting to the Dean, the Assistant/Associate Dean will fulfill an essential role as an administrative officer in a rapidly expanding School of Justice Studies with an undergraduate and graduate program in criminal justice, an undergraduate legal studies program and a Justice System Training and Research Institute.

Candidates must possess a Ph.D. in Criminal Justice or related field; additionally a J.D. from an accredited law school preferred (individuals holding a J.D. only need not apply). Academic administrative experience, teaching at the undergraduate and graduate level and evidence of scholarly activities required.

Qualified candidates should submit a letter of application, current vitae and three references to: **The Office of Human Resources, Ref #HO27, Roger Williams University, One Old Ferry Road, Bristol, Rhode Island 02809.**

Application deadline is November 15, 2002.

RWU offers a superior benefit package including medical, dental, life insurance, short and long term disability, defined contribution (5/10%) retirement plan with TIAA/CREF or VALIC, medical and dependent care reimbursement accounts, tuition benefits and more.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

Kennesaw State UNIVERSITY

Faculty Positions
Search Extended
School of Nursing
Kennesaw State University

Kennesaw State University is now accepting applications for two nine-month, tenure-track faculty positions in the School of Nursing beginning in January, 2003. Candidates must have a Master's degree in nursing. A doctorate in nursing or a related field, teaching experience and recent clinical practice is preferred. Responsibilities include classroom and clinical teaching, student advisement, involvement in professional activities, and an identified area of scholarship. Salary commensurate with experience and qualifications. KSU has established a notable record for the inclusion of minorities and women in its educational mission and strongly encourages applications from both groups. Applications will be accepted until the positions are filled. To guarantee consideration, applications must be received by November 1, 2002. Candidates should send a letter of application addressing strengths relative to the qualifications and responsibilities for the position applicant is applying for; teaching philosophy and research interests; current curriculum vitae; names, addresses, telephone numbers, and email addresses of three references; and official graduate transcripts to **Dr. David N. Bennett, Chair, School of Nursing, Kennesaw State University, 1000 Chastain Road, Campus Mailbox #1601, Kennesaw, GA 30144-5591, dbennett@kennesaw.edu.** For a detailed description of the university, college and department, please visit our home page at www.kennesaw.edu.

Affirmative Action/Equal Opportunity Employer

COLUMBIA

FACULTY

COLUMBIA COLLEGE CHICAGO seeks applicants for a tenure-track appointment in the English Department to begin September 1, 2003. Applications will be accepted until December 30, 2002.

Responsibilities include coordinating Basic Writing and Bridge Programs (includes hiring and supervising part-time faculty) and teaching three first-year writing courses per semester, plus committee work and professional development. Candidate must be interested in teaching in an open-admissions, urban setting and dedicated to teaching students of diverse backgrounds. Ph.D. in Composition and Rhetoric and experience in Basic Writing and administration preferred.

We offer a competitive salary and benefits package. Minority and women applicants are especially encouraged to apply. Submit letter, statement of teaching philosophy, and CV to:

Basic Writing Search Committee
English Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

eoe m/f/d/v

THE UNIVERSITY
WISCONSIN
MADISON

Department of Curriculum and Instruction
Assistant Professor in Spanish Education

Position Available: Assistant Professor (Tenure Track Appointment) in Spanish Education. An earned doctoral degree is required. For a complete position announcement and application procedures, please contact: **Professor Francis Tochon, Chair, Spanish Education Search Committee, c/o Kathy Galloway, University of Wisconsin-Madison, 225 N. Mills Street, Madison, WI 53706.** The deadline for receipt of applications materials is December 15, 2002. Unless confidentiality is requested in writing, information regarding the applicant's name, title, occupation and address may be released upon request. Finalists cannot be guaranteed confidentiality. *The University of Wisconsin-Madison is an equal opportunity employer and encourages applications from women, members of minority groups and persons with disabilities.*

Kenyon College

VISITING FACULTY POSITIONS

KENYON COLLEGE announces visiting faculty positions for the 2003-2004 academic year. For faculty positions the Ph.D. or appropriate equivalent is expected. Candidates should also have a strong commitment to teaching undergraduates in a liberal arts context.

KENYON COLLEGE is a highly selective, independent, national liberal arts college of 1500 students located in the beautiful village of Gambier, 50 miles northeast of Columbus, Ohio. Kenyon welcomes diversity, offers competitive salaries and has an excellent benefits package, including spouse and domestic partner benefits.

Creative Writing. The English Department seeks to fill a two-year position for a Visiting Assistant Professor in Creative Writing and literature (effective July, 2003). We seek candidates who can teach both fiction and poetry writing, as well as general literary studies. The teaching load is 3:2 (no composition courses). MFA or Ph.D. required, along with evidence of significant publication and teaching excellence. Applications will be accepted until the position has been filled, but to ensure that your application will be reviewed in time for AWP interviews, send a letter of application and cv by December 1, 2002 to Sergei Lobanov-Rostovsky, Chair, Department of English, Kenyon College, Gambier, Ohio 43022.

German. The German Department seeks a Visiting Assistant Professor of German to teach language, literature and culture at all levels. Beginning in the fall 2003, this will be a year-long sabbatical replacement position with a 3:2 teaching load. Specialization in eighteenth and nineteenth century literature preferred. Cultural studies background is also desirable. Native or near-native fluency and evidence of teaching excellence is required, Ph.D. preferred.
To apply, send a letter of application, cv, graduate transcripts and three letters of recommendation to: Evelyn Moore, Chair of the German Search Committee, Department of Modern Languages and Literatures, Kenyon College, Gambier, Ohio 43022. Review of dossiers will begin November 30, 2002.

South Asian History. The History Department invites applications for a one-year visiting position in South Asian history beginning in August, 2003. Area and period of specialization is open and candidates will be able to teach a course based on their research in South Asia. Candidates should be prepared to teach five courses (three one semester and two the other), including an introductory survey course. Kenyon has a strong Asian Studies program, with faculty and students in a number of departments. Ph.D. preferred and excellence in teaching required. Please send a letter of application, cv, and three letters of reference to Wendy Singer, South Asian History Search, Department of History, Seitz House, Kenyon College, Gambier, Ohio 43022. Candidates should indicate if they are attending the AAS meetings. Review of applications will begin January 15, 2003.

Sociology and Legal Studies. The Sociology and Legal Studies Department seeks to fill a Visiting Assistant Professor of Sociology and Legal Studies and interim Director of Law and Society position as a sabbatical replacement for the 2003-2004 academic year. Candidates should possess a J.D. and/or Ph.D. in sociology by the fall 2003 with prior experience teaching sociology of law and/or law in society courses. Faculty responsibilities include teaching a 3:2 course load over two semesters, advising students and some program administrative duties. Courses to be taught include "Introduction to Legal Studies" (survey course for Law and Society Concentration); "Senior Seminar in Legal Studies" (special topics seminar); sociology of law; and two (2) other courses. The College has a special interest in courses which may be cross-listed in African and African American Studies, Women and Gender Studies, and/or American Studies. Review of applications began on Oct. 1, 2002 and will continue until the position is filled. Interested applicants should send a cv, a statement of teaching philosophy, and the names of three (3) references to: Ric S. Sheffield, Associate Professor of Sociology and Legal Studies, Director of Law & Society Program, Kenyon College, Gambier, Ohio 43022, sheffier@kenyon.edu. Letters of reference should be mailed directly to Professor Sheffield at the address referenced above.

For more information about Kenyon College, research our Web site at **http://www.kenyon.edu.**

An EOE, Kenyon welcomes diversity and encourages the applications of women and minority candidates.

Dean—Division of Mathematical and Physical Sciences

University of California, Davis

The University of California, Davis invites applications and nominations for the position of Dean—Division of Mathematical and Physical Sciences. The Division is one of three within the College of Letters and Science and is composed of the Departments of Chemistry, Geology, Mathematics, Physics, and Statistics. The Division has 153 full time faculty, 1195 undergraduate students in 8 majors, and a graduate student enrollment of over 376. Extramural funding expenditures for 2001-02 were in excess of $13.6 million.

The Dean is the chief academic and administrative officer of the Division, with responsibility for the academic leadership of the Division and the management of its resources including faculty and staff, physical facilities, and budget. The Dean participates in campus-wide policy development through membership on the Council of Deans and Vice Chancellors. Together with the Dean of the two other divisions within the College of Letters and Science – the Division of Humanities, Arts, and Cultural Studies and the Division of Social Sciences – the Dean shares responsibility for the development activity of the College as well as student advising and operation of the College's central administrative functions.

We seek candidates with a deep commitment to academic excellence who can lead the Division and College in their continuing development. Qualifications for the position include a distinguished record of teaching, research, and service appropriate for appointment as Professor in the Division; demonstrated ability for creative leadership and management; and the energy and vigor to translate ideas into action. The University of California, Davis has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date will be July 1, 2003 or as negotiated.

Review of candidates will begin in late November 2002. The position will remain open until filled. Nominations and applications should be addressed to: *Larry N. Vanderhoef, Chancellor, Office of the Chancellor, University of California, Davis, One Shields Avenue, Davis, CA 95616.* Applications and nominations may also be sent electronically to lnvanderhoef@ucdavis.edu.

UCDAVIS

The University of California, Davis, is an equal opportunity/affirmative action employer committed to excellence through diversity.

WHITWORTH

AN EDUCATION OF MIND AND HEART

TENURE TRACK FACULTY OPENINGS

Founded in 1890, Whitworth has been consistently ranked among the top regional colleges and universities in the West. In its strong liberal arts undergraduate education and graduate programs, Whitworth combines the Christian heritage of the College, its commitment to academic rigor and its long-standing orientation toward human service. A community of Christian scholars carries out the college's mission "to provide its diverse student body an education of the mind and heart." Located in Spokane, Washington, Whitworth enrolls approximately 2,200 students in more than 50 undergraduate and graduate degree programs.

Assistant Professor, Chemistry
Responsibilities include teaching across the discipline in a liberal arts chemistry program from general education to upper division laboratories. Requires an earned doctorate in organic chemistry or biochemistry.

Assistant/Associate Professor of English
Responsible for teaching, research, and writing in composition and related areas, teaching responsibilities in subspecialties, as well as directing the college's composition and writing across the curriculum programs. Ph.D. in English, Composition and Rhetoric desirable or a closely related field, a minimum of three years' experience in both lower and upper division course work at the college level.

Director of Choral Activities, Assistant/Associate Professor, Music
Conducting, teaching and administration in choral music and related areas, with the primary focus on directing the Whitworth Choir. Doctorate in Music required, ABD considered, with significant experience in choral conducting.

Assistant Professor, Physics
Responsibilities include teaching across the discipline in a liberal arts physics program, from general education courses to upper division laboratories. Requires a Ph.D. from a Physics Department by August 2003.

Assistant/Associate Professor of Religion in Christian Spirituality and Vocation
Responsible for teaching, research and writing in Biblical studies, church history, Christian theology, or Christian ethics, particularly as it relates to Christian spirituality and vocation. Ph.D. completed by August 2003 required and demonstrated effectiveness at college-level teaching.

Assistant Professor, Sociology
Teach courses in race and ethnicity, criminology, delinquency and urban studies. The successful candidate will have an enthusiasm for doing and sharing sociology with students and a concern for social justice. Ph.D. in Sociology or a closely related field required; ABD considered.

For full position announcements, deadlines and application procedures, please visit our website at www.whitworth.edu/jobs.

Northeastern
Illinois
University

EXECUTIVE DIRECTOR OF ENROLLMENT SERVICES

Northeastern Illinois University invites applications and nominations for the position of Executive Director of Enrollment Services. Northeastern is a comprehensive state university of 11,000 commuter students located on a 67-acre campus in a residential neighborhood on the northwest side of Chicago. Along with quality academic programming consistent with the University's mission of excellence and access, the University is known for support of the fine arts, global education opportunities for students, a strong track record in external grant funding, and leadership in teacher preparation and education.

Northeastern is nationally recognized as having the most ethnically diverse student body in the Midwest. In addition, the University has outreach centers in the metropolitan area: The Center for Inner City Studies addresses educational needs in the African-American community of Bronzeville on the south side of Chicago, El Centro provides educational opportunities in the Hispanic community on the northwest side of Chicago, and the Chicago Teachers' Center is actively engaged in Chicago public school reform. The University is an active participant in the Multi-University consortium campus in the northern suburbs.

The Executive Director reports to the Provost, supervises personnel in admissions and records, and provides leadership in the areas of recruitment and retention, enrollment planning, registration, academic records, and related strategic issues. The Registrar and approximately forty civil service and professional staff report to the Executive Director. The Executive Director will be expected to work collaboratively with the Director of Financial Aid, the Director of Scholarships and Retention, the Executive Director of Marketing and Communications, academic deans, faculty, and other internal and external constituents in advancing the University's mission of access and excellence and will be responsible for the development and implementation of on-line admissions, registration, and record-keeping services for students.

The successful candidate will possess a Master's degree with at least five years of progressive experience in enrollment management in a college or university setting. Experience with current on-line technologies and their application to the management of admissions and registration is required. In addition, candidates must demonstrate knowledge of current recruitment and marketing trends, excellent communication skills, experience in fiscal, personnel, and program management, and experience recruiting a diverse population of students, including traditional and non-traditional students.

Review of applications begins November 15, 2002. Send nominations/applications (including e-mail address, if available), resume, name/address/telephone number of five references to:

Terri Rothstein, Acting Associate Provost
Northeastern Illinois University
5500 N. St. Louis Avenue
Chicago, Illinois 60625-4699

Northeastern Illinois University is an Equal Opportunity/Affirmative Action employer and invites applications from women and minorities as well as other qualified individuals.

California State University, Sacramento
College of Education
Department of Special Education, Rehabilitation, and School Psychology

Ad for Position No. 83
(Autism)

Tenure-track Assistant to Associate Professor in Special Education, Position No. 83 in the Dept. of Sp. Ed., Rehab., and Sch. Psych. At California State University, Sacramento. Earned doctorate in Special Education or a related field. Knowledge of and experience with programs and methodologies for teaching persons with moderate to severe disabilities. Focus and expertise in neurodevelopmental disabilities including autism and autism spectrum disorders. Ability to work in a program preparing teachers to work in inclusive environments. Direct experiences with students and families from diverse cultures. Position open until filled. Screening of applications begins November 4, 2002. For application procedures, visit our website at [http://edweb.csus.edu] or call (916) 278-5558.

CSUS is an AA/EO employer.

St. John's University

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

Tenure Track and Non-Tenure Track Positions

The Department of Chemistry

One Assistant Professor

The Department invites applications for one tenure track position as an Experimental Physical Chemist. This position requires a Ph.D. in physical chemistry or a closely related discipline. The successful candidate will be expected to develop a vigorous, funded research program with undergraduate and M.S. students. Teaching duties include graduate and undergraduate physical chemistry and general chemistry. A successful female applicant will be considered for appointment as a Claire Boothe Luce Professor.

Send three letters of recommendation, a curriculum vitae, a research plan and statement of teaching philosophy to the Chair of the Search Committee, Department of Chemistry.

The Department of Mathematics and Computer Science

One Assistant/Associate Professor

The Department invites applications for one tenure track position as professor of mathematics. Applicants should possess a Ph.D. in mathematics. A commitment to teaching and research is essential.

Send letter of application, resume, three letters of recommendation and undergraduate and graduate transcripts to: Search Committee, Department of Mathematics and Computer Science SJH 334.

The Department of Philosophy

One Assistant/Associate Professor

The Department invites applications for one tenure track position with AOS: history and philosophy of science and AOC: metaphysics, ethics, logic, science and religion. Ph.D. required. Experience preferred.

Send complete dossier, with writing sample and teaching evaluations to: Dr. Arthur Gianelli, Chair, Department of Philosophy.

The Department of Physics

One Assistant Professor

The Department invites applications for a one-year assistant professor position. Applicants must have a Ph.D. in physics or a related field and be effective teachers at the undergraduate level. Some preference may be given to applicants with a background in biophysics.

Send letter of application, resume and three letters of reference to: Robert W. Finkel, Ph.D., Professor and Chair, Department of Physics. Or email: finkelr@stjohns.edu

The Department of Sociology/Anthropology

One Assistant Professor

The Department invites applications for one full-time, three-year assistant professor position, renewable annually, to teach our new M.A. in Criminology and Justice program, as well as the undergraduate program. Candidates should have research and teaching interests in correction and/or policing (both broadly defined) and be able to teach graduate courses in research methods and evaluation research. Ph.D. in Criminology, Sociology or related discipline required.

Send letter of application, resume and three letters of reference to: Mr. Robert Tillman, Associate Professor, Department of Sociology. Or email: tillmanr@stjohns.edu

The Department of Speech, Communication Sciences and Theatre

One Assistant Professor

The Department invites applications for a tenure track position in Speech Communication to teach Introduction to Interpersonal Communication and other courses in speech communication. Opportunity to develop courses in area of expertise. Ph.D. and evidence of research potential required.

Send letter of application, resume and three letters of reference to: Dr. Kelly Rocca, Speech Department, St. John's University, 300 Howard Avenue, Staten Island, NY 10301. Or email: DrRocca@aol.com or roccak@stjohns.edu

THE SCHOOL OF EDUCATION

Tenure Track Positions

The Department of Administrative and Instructional Leadership

One Assistant/Associate Professor

One Associate/Full Professor

The Department invites applications for two tenure track positions in Educational Administration with major responsibilities in the graduate/doctoral program on our Queens and Oakdale, Long Island campuses. Responsibilities include teaching in such areas as educational policy analysis; qualitative, non-experimental design research methods; and multicultural and ethical issues in education. Candidates also need experience in grant writing, supervision of the administrative internship; advising students; guiding doctoral dissertations; maintaining an active program of quality research; and committee work. A supportive area, such as administration of special education, school or district-level administration, or successful teaching/administrative experience is desirable. An earned doctorate degree in Educational Administration is required.

The Department of Early Childhood, Childhood and Adolescent Education

One Assistant/Associate Professor

The Department invites applications for one tenure track position in Computer Technology/Mathematics. Responsibilities include teaching both graduate and undergraduate level courses in technology and mathematics and graduate program advisement. The position requires an earned doctorate. Successful practical teaching in elementary or secondary schools is preferred. A record of research publications, grant writing, and evidence of competence in computer-assisted operations is essential.

The Department of Human Services and Counseling

Two Assistant/Associate Professors

Counselor Education

The Department invites applications for one tenure track position as Counselor Educator. The candidate should have evidence of scholarship (research, publications, grants, etc.), experience and research interests in school counseling and a desire to work with a multicultural and immigrant population in NYC and surrounding areas. The expectation of all faculty is to advise students, teach core curriculum and school specialization courses, participate in the activities of the department and to be involved in research for publication and grants activity. An earned doctorate in counseling is preferred.

Reading and Literacy

The Department invites applications for one tenure track position as Literacy Educator. Position requirements include an earned doctorate in reading/literacy in the middle school. Responsibilities include teaching graduate courses in theory and practice of literacy instruction particularly for middle school students; applying technology in literacy instruction; working cooperatively with field-based personnel to improve literacy instruction in the schools, and conducting reading/literacy research. A record of research publications and presentations at scholarly meetings in literacy-related areas and grant writing ability is required.

Send letter of application, resume and three letters of reference to: Sr. Colleen Fogarty, O.P., Associate Dean, The School of Education, Room 210 Marillac Hall. Or email: fogartyc@stjohns.edu

THE COLLEGE OF PROFESSIONAL STUDIES

Tenure Track Positions

The Division of Communications, Journalism and Media Studies

One Assistant/Associate Professor

The Division invites applications for one tenure track position. A Ph.D. is desired; teaching and industry experience also preferred. Must teach on Staten Island and Queens campuses. Will teach such courses as Introduction To Mass Communications, Media Copywriting, Film Studies (various genres) and Introduction To Film Production.

Send letter of application, resume and three letters of reference to: Dr. Frank Brady, Division of Communications, Journalism and Media Studies. Or email: bradyf@stjohns.edu

The Division of Computer Science/Mathematics

Computer Science/Mathematics

One Assistant Professor

One Assistant/Associate Professor

The Division invites applications from highly motivated individuals for two tenure track positions to teach a wide variety of computer science, mathematics and networking courses. The successful candidate should have a strong commitment to

8000 Utopia Parkway, Jamaica, NY 11439

Queens • Staten Island • Rome • Oakdale, Long Island • Manhattan quality undergraduate education and potential for professional growth. A master's degree is required. A doctorate is preferred, considerable industry experience will be considered.

Telecommunications

One Assistant/Associate Professor

The Division invites applications for one tenure track position from candidates with excellent platform skills to teach a wide variety of telecommunications and networking courses. The qualified candidate will possess a master's degree and an appropriate doctorate or equivalent industry experience. Cisco, certification highly desirable.

Send letter of application, resume and three letters of reference to: Richard O'Lander, College of Professional Studies. Or email: olanderr@stjohns.edu

The Division of Criminal Justice and Legal Studies

One Assistant/Associate Professor

The Division invites applications for one tenure track position to teach in the Criminal Justice Program. The candidate should hold a doctoral degree in criminal justice, public administration or a related field and will teach in both the undergraduate and graduate programs. Applicants must demonstrate the potential for excellence in teaching and scholarly research. Preference will be given to candidates who have held senior executive positions in criminal justice.

Send letter of application, resume and three letters of reference to: Prof. Bernard Helldorfer, Chair, Division of Criminal Justice and Legal Studies. Or email: helldorb@stjohns.edu

The Division of English/Speech

One Assistant/Associate Professor

The Division invites applications from highly motivated individuals for one tenure track position as Professor of English to teach core English courses (Composition, Literature in a Global Context) and elective literature courses. The successful candidate will hold a Ph.D., have a strong commitment to quality undergraduate education, and demonstrate potential for professional growth.

Send letter of application, resume and three letters of reference to: Dr. Thomas M. Kitts, Chair, Division of English/Speech. Or email: kittst@stjohns.edu

The Division of Hotel, Restaurant, Sports, Travel and Tourism

One Assistant/Associate Professor

Sports Management

The Division invites applications for one tenure track position in Sports Management to teach undergraduate level courses and participate in curriculum development supporting a Master's degree (MPS) in sports management. A doctorate in Sports Management or a related area is desired in addition to professional experience in the field of sports management business.

Send letter of application, resume and three letters of reference to: Associate Dean Nancy McGeveran, College of Professional Studies. Or email: mcgeverm@stjohns.edu

The Division of Humanities

Two Assistant/Associate Professors

Theology

The Division invites applications from highly motivated individuals for one tenure track position to teach a core theology program with some opportunity to teach electives. The successful candidate will hold a doctoral degree, have a strong commitment to quality undergraduate education, and demonstrate potential for professional growth.

Philosophy

The Division invites applications from highly motivated individuals for one tenure track position to teach a core philosophy program with some opportunities to teach electives. The successful candidate will hold a doctoral degree, have a strong commitment to quality undergraduate education, and demonstrate potential for professional growth.

Send letter of application, resume and three letters of reference to: Dr. May Weber, Chair, Division of Humanities, College of Professional Studies. Or email: weberm@stjohns.edu

The Division of Social Sciences

One Assistant/Associate Professor

Administrative Studies

The Division invites applications for one tenure track position as Professor and Director of the Administrative Studies Program. A Ph.D. and familiarity with interdisciplinary programs are desired. Candidates with successful teaching experience and strong research and administrative skills are preferred.

Send letter of application, resume and three letters of reference to: Dr. Joseph Trumino, Division of Social Sciences. Or email address: truminoj@stjohns.edu

THE PETER J. TOBIN COLLEGE OF BUSINESS

Tenure Track Position

Department of Economics and Finance

Assistant/Associate Professor

The Department invites applications for one tenure track position for a candidate who possesses strong research capabilities as well as demonstrated high quality teaching performance in Finance and International Finance. Ph.D. in Finance required. Candidates are expected to conduct research that leads to publication in recognized refereed professional journals.

Applicants should send letters of application; complete vitae; and names addresses, phone numbers and email addresses to Dr. Nejdet Delener, Associate Dean for Academic Affairs, email to delenern@stjohns.edu

THE COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

Tenure Track Positions

The Department of Pharmaceutical Sciences

One Assistant/Associate Professor

The Department invites applications for one tenure track position. Applicants must possess an earned Ph.D. and postdoctoral experience in biomedical sciences. Responsibilities include teaching undergraduate courses in pharmacology/toxicology, graduate courses in area of specialty, establishment of an active research program and mentoring graduate students. The Department possesses excellent facilities and support service for research. Modern instrumentation, AAALAC-accredited facility and tissue culture laboratories are available.

Application letters with curriculum vitae, statement of research interests, and letters of reference should be sent to: Dr. Louis D. Trombetta, Professor and Chair, College of Pharmacy and Allied Health Professions, Department of Pharmaceutical Sciences. Or email: trombetl@stjohns.edu

The Department of Pharmacy and Administrative Sciences

One Assistant/Associate Professor

The Department invites applications for one tenure track position. We are seeking individuals to develop and teach courses in social and administrative sciences in pharmacy, both at the undergraduate and the graduate level. The candidate should preferably have a Ph.D. degree in pharmacy administration or related area. A professional degree in pharmacy is desirable. The selected individual will be expected to develop an independent research program, supervise research of graduate students and publish in scholarly journals. The College offers a six year entry-level doctor of pharmacy program. The Department offers the MS degree in Pharmacy Administration with a specialization in Pharmaceutical Marketing and a specialization in Regulatory Affairs/Quality Assurance.

Send letter of application, resume and three letters of reference to: Dr. Madhu Agrawal, Chair – Search Committee, Department of Pharmacy and Administrative Sciences, College of Pharmacy and Allied Health Professions. Or email: agrawalm@stjohns.edu

THE UNIVERSITY LIBRARIES

Tenure Track Position

The Division of Collections and Information Management

One Assistant Professor

The Libraries invite applications for one tenure track position as an Electronic Resources Cataloger. The applicant should be an experienced electronic resources cataloger. Responsibilities include developing/implementing policies and procedures for bibliographic control and maintenance of electronic resources; monitoring trends/best practice for their cataloging, including application of metadata standards. Qualifications: ALA accredited MLS, 3 years related cataloging experience; ILS migration experience, strong user orientation helpful.

Send letter of application, resume and three letters of reference to: Ms. Theresa M. Maylone, Executive Director, Planning and Operations, St. John's University Libraries, Room 322. Or email: maylonet@stjohns.edu

8000 Utopia Parkway, Jamaica, NY 11439

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St. John's University is an Equal Opportunity Employer and encourages applications from women and minorities.

Roger Williams University

Learning to Bridge the World

Faculty Position in Computer Information Systems

Roger Williams University, Gabelli School of Business, invites applications for a tenure-track position in CIS, effective as early as January 2003. Rank and a competitive salary will be commensurate with qualifications and experience.

Applicants must meet AACSB standards of being academically qualified - a Ph.D. in CIS, MIS, IT, or in a related field if there is evidence of teaching and research in CIS, MIS, or IT. ABDs who are near completion will be considered. Applicants should have evidence of strong teaching skills. Business experience in IT area is preferred. Responsibilities will include teaching introductory and advanced courses in Computer Information Systems, advising students, conducting research resulting in publication in refereed journals, providing to the university and other professional activities. We seek applicants with a primary interest in undergraduate instruction who are open to cross-disciplinary teaching.

Roger Williams University, with over 3,000 full-time students, is located on the shore of Mount Hope Bay, 30 minutes from both Providence and Newport, R.I. and about an hour from Boston, MA. The Gabelli School of Business enrolls 950 full and part-time students in six undergraduate majors including Computer Information Systems. The School is in its third year of candidacy for AACSB accreditation.

The search will continue until the position is filled. Qualified candidates should submit a letter of application, current vitae, and a summary of student evaluations to: **The Office of Human Resources, Faculty CIS Ref#HO21, Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2991.**

RWU offers a superior benefit package including, medical, dental, life insurance, short and long term disability, defined contribution (5/10%) retirement plan with TIAA/CREF or VALIC, medical and dependent care reimbursement accounts, tuition benefits and more.

Equal Opportunity/Affirmative Action/ Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

THE UNIVERSITY OF WISCONSIN OSHKOSH

University of Wisconsin Oshkosh

ASSISTANT VICE CHANCELLOR

Graduate Studies and Continuous Learning

The University of Wisconsin Oshkosh invites nominations and applications for the position of Assistant Vice Chancellor for Graduate Studies and Continuous Learning. This position reports directly to the Provost and Vice Chancellor and is primarily responsible for providing leadership for graduate education, service to nontraditional and diverse students, external partnerships and collaboration, and education outreach efforts. Units reporting to the Assistant Vice Chancellor include the Graduate School, the Center for New Learning, Continuing Education and Extension, and Testing Services. Other duties will include university-wide coordination of educational outreach efforts, the promotion of academic scholarship events, and other activities to benefit the university and the community.

Required Qualifications:

Qualifications required for the position include a doctorate or an appropriate terminal degree, an outstanding record in and commitment to teaching, scholarly activity, and service. Experience in, and appreciation of the value of graduate education, and service to non-traditional and diverse students are required. Additional requirements are: experience in creating partnerships and collaborating with external constituencies; administrative experience in higher education; open and collegial administrative style; a willingness and capacity to work collaboratively with diverse constituencies; and commitment to the ideals of a shared governance environment.

Preferred Qualifications: Experience in organizing and developing outreach programs and non-credit education.

Starting Date: July 1, 2003. Salary is competitive and commensurate with qualifications and experience.

Application Deadline: Review of candidate applications will begin on December 2, 2002, and continue until January 3, 2003. Qualified candidates should send a letter of application, resume, and three current letters of recommendations with contact information to:

Search and Screen Committee for Assistant Vice Chancellor for
Graduate Studies and Continuous Learning, Provost and Vice Chancellor's Office
University of Wisconsin Oshkosh, 800 Algoma Blvd, Oshkosh, WI 54901

Questions concerning the position or application process should be directed to E. Alan Hartman, Chair, Search and Screen Committee at 920-424-1424 (email: hartman@uwosh.edu).

Visit our Web site: http://www.uwosh.edu/ for more details

The University of Wisconsin Oshkosh is an Affirmative Action/Equal Opportunity Institution

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IUSB

Vice Chancellor for Information Technologies
Indiana University South Bend

Indiana University South Bend (IUSB), a regional campus of Indiana University, invites applications for the position of Vice Chancellor for Information Technologies. Indiana University is a large, diverse public university with one of the leading information technology organizations among higher educational institutions worldwide. The Vice Chancellor for Information Technologies reports to the Chancellor, is a member of the Chancellor's Cabinet, and works with the Academic Senate Information Technologies Committee. The Vice Chancellor also maintains a positive working relationship with the Indiana University Vice President for Information Technologies and CIO. Responsibilities include operational, strategic and fiscal planning for all aspects of technological innovation, advancement and implementation of information and communication systems. In this role, the Vice Chancellor identifies and communicates the technology implications for all strategic goals and anticipates changes and emerging trends in information technology that might impact the university's resources. IUSB seeks a seasoned and innovative leader who has administrative and managerial experience in positions of increasing responsibility. The ideal candidate will possess superior analytical, communication and interpersonal skills with a commitment to service and teamwork. Technical knowledge and competence, and the ability to develop and implement long-range strategic plans are essential. Experience and educational credentials needed: Degrees appropriate to the position; Ph.D. preferred. A minimum of five years of experience in information systems as well as administrative and academic computing required. A minimum of three years administrative experience required, at the senior level preferred. Higher education experience preferred. Excellent communication, interpersonal, collegial, and presentation skills required. Submit application letter, vita, and the names and phone numbers of five professional references and nominations to: **Alfred Guillaume, Vice Chancellor for Academic Affairs, Indiana University South Bend, 1700 Mishawaka Avenue, PO Box 7111, South Bend, Indiana 46634-7111.** Review of applications will begin November 15, 2002. Position will be filled as early as January 1, 2003, but no later than July 1, 2003. Applications will be accepted until the position is filled.

MUHLENBERG COLLEGE

PRESIDENT

Founded in 1848 in association with the Lutheran Church, Muhlenberg College is a highly selective, private liberal arts college rich in values, committed to student success, and eager to continue to develop its academic quality and recognition. The College seeks nominations and applications for the position of President. The new President will inherit a college that has experienced enormous success in the last decade, including the doubling of its endowment, a 52% increase in admission applications, and an enhanced national reputation for a supportive learning community that educates students to be responsible citizens.

Located on a beautifully maintained campus in Allentown, Pennsylvania, Muhlenberg College has approximately 2,100 full-time students, who are taught effectively by 158 full-time faculty members.

The President must possess integrity, intelligence and enthusiasm for Muhlenberg College and its mission, and an appreciation of the liberal arts and sciences, scholarship and teaching. The successful candidate should hold an advanced degree and demonstrate leadership in refining and supporting the College's academic mission; developing the needed resources for the College to fulfill its strategic goals and ambitions; providing administrative and organizational guidance; building strong relationships with the greater Allentown community and the other communities comprising the Lehigh Valley; enhancing the quality of student life; and working collegially with the College community.

Members of the search committee will begin reviewing applications in January 2003 and continue until the position is filled. For best consideration, please send materials no later than January 5, 2003. Nominations, inquiries and expressions of interest should be forwarded, in confidence, to:

Shelly Weiss Storbeck
Managing Director and Vice President
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
703/739-4613 (phone) 703/518-1782 (fax)
shelly.storbeck@atkearney.com (email)

For more information about the College, please consult its website: **www.muhlenberg.edu.**

Muhlenberg College is an equal opportunity employer.

USF University of South Florida

DEPARTMENT CHAIR

Computer Science and Engineering
University of South Florida

Applications and nominations are invited for the position of Chair of the Department of Computer Science and Engineering. The department is one of six departments in the College of Engineering. The college conducts over 20 million dollars per year in sponsored research. The University of South Florida is a Carnegie Research I University and is among the 20 largest universities in the U.S. The university is located in the metropolitan Tampa Bay area and is one of the anchors of the Florida I-4 Technology Corridor.

The new chair is expected to maintain and build upon the strong and successful academic programs existing in the department and to provide the vision and leadership to elevate its stature in national and international reputation. Candidates must possess a PhD in Computer Engineering, Computer Science, or other closely related area and must qualify for appointment as a full professor in the department. The candidate is expected to have an internationally recognized record of academic scholarship and a proven record of external support. The successful candidate must have a commitment to high quality undergraduate and graduate education, research, and professional activities. The candidate should have outstanding communication and interpersonal skills, as well as a commitment to diversity in faculty and staff recruitment. Key responsibilities will include strategic planning, development of emerging areas of expertise, coordination of interdisciplinary activities, fostering of scholarship, and leading the department in developing and implementing a visionary plan for its research, education, and funded programs.

The Department offers BS degrees in Computer Science (ABET accredited), Computer Engineering (ABET accredited), and Information Systems. The graduate program offers MS (137 students) and PhD degrees (47 students). The department has 18 faculty members and expects significant growth in the next several years. The department's faculty secured over 2.5 million in research funding for 2001. A strong partnership exists with the USF College of Medicine and the H. Lee Moffitt Cancer Center and Research Institute. Department faculty are well funded from federal and state agencies that include DARPA, NIH, NSF, ONR, and USGS. More information about the department is available at http://www.csee.usf.edu/.

The starting date for this position is August 2003. Applicants should send a cover letter, complete vitae, names and addresses of at least four references, and a statement of educational and research philosophy that includes the candidate's vision for the future of computer science and engineering.

The search and selection process will be conducted in accordance with the provisions of the "Government in the Sunshine" laws of the State of Florida. Meetings of the search committee are open to the public and all documents related to the search will be available for public inspection. Applicants who need a reasonable accommodation in order to participate in the selection process should notify the office manager at the address given below. Screening of applications will begin on January 13, 2003 and will continue until the position is filled. Applications and nominations are to be submitted by mail to:

CSE Chair Search Committee,
Department of Computer Science and Engineering,
4202 East Fowler Avenue, ENB 118
University of South Florida
Tampa, FL 33620-9951

The University of South Florida is an Affirmative Action/ Equal Opportunity employer. Women and minorities are strongly encouraged to apply.

KEAN UNIVERSITY
www.kean.edu

Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000

PRESIDENT

The Board of Trustees and the Presidential Search Advisory Committee at Kean University invite applications and nominations for the position of Kean University's 17th President. Reporting to the Board of Trustees, the President is the chief executive officer of the University and is directly responsible for the programs and administration of the institution, which has an annual operating budget of $110 million.

Located less than 30 minutes from New York City in Union, N.J., Kean University was founded in 1855 for the purpose of training teachers for the Newark public school system. It has since grown to become the third-largest institution of higher learning in the state, with a richly diverse student, faculty and staff population. Kean offers 45 undergraduate and 26 graduate degree programs, serving 12,000 students across four undergraduate colleges and the Nathan Weiss College of Graduate Studies.

The ideal candidate will have demonstrated the ability to lead a large, complex organization: create and maintain strong relationships with business, political, education and community leaders; exhibit strong fiscal management and excellent organizational skills, and foster professional and educational development of faculty, staff and students. The successful candidate will have the understanding of trends in higher education; evidence of active leadership in the implementation and maintenance of diversity initiatives in regard to faculty, staff, and students, and a strong commitment to fund raising and institutional advancement. Earned doctorate required.

For consideration, applications should be received no later than **December 1, 2002**. Materials submitted should include a letter of application, curriculum vitae, and the names, addresses, e-mails and telephone numbers of at least four references. Submission of application materials as MSWord documents is strongly advised. Review of applications will commence immediately and continue until a successful candidate is identified. Anticipated start date is July 1, 2003.

Interested candidates should submit application materials to:

Dr. Vivian Rodriquez
Chair
Trustee Search Office
Kean University
1000 Morris Avenue
Union, NJ 07083
Email: aonufer@kean.edu
Fax: 908-737-7007

or

Jan Greenwood, Ph.D.
Vice President
A.T. Kearney, Inc.
Kean University - President
333 John Carlyle Street
Alexandria, VA 22314
Email: greenwoodteam@atkearney.com
Fax: 703-519-0391

The Presidential compensation package is competitive and salary will be negotiable based on qualifications and experience.

Kean University is an EEO/AA Institution

MINNESOTA STATE UNIVERSITY
MANKATO

Minnesota State University, Mankato invites applications for the position of ***Affirmative Action Officer.***

For further information, visit http://www.mnsu.edu/humanres/employment.html.

Minnesota State University, Mankato is an affirmative action/equal opportunity educator and employer.

California University
of Pennsylvania

California University of Pennsylvania is actively seeking tenure-track faculty for the Fall 2003 semester. We have over 20 position openings in educational areas ranging from the traditional to cutting-edge technology.

Full position details may be viewed by visiting our website: www.cup.edu

Integrity, Civility and Responsibility are the official core values of California University of Pennsylvania, an affirmative action/equal opportunity employer. Women, minorities and the physically challenged are encouraged to apply.

VICE CHANCELLOR FOR PUBLIC AFFAIRS AND UNIVERSITY ADVANCEMENT

IUSB

Indiana University South Bend

Indiana University South Bend invites nominations and applications for the position of Vice Chancellor for Public Affairs and University Advancement. The Vice Chancellor serves the following dual role: (1) Chief communications strategist and tactician for the university, advancing and managing a strategic communications program to enhance public knowledge and support of the university as well as coordinating all communications and public affairs efforts across the academic and administrative units of the campus; (2) Primary advancement officer of the campus, developing and promoting public knowledge and private financial support of the university. The Vice Chancellor oversees the operations of development, communication and marketing, and alumni relations. The Vice Chancellor reports to the Chancellor and is a member of the Chancellor's Cabinet. The Vice Chancellor also maintains a positive working relationship with the Indiana University Foundation and the Indiana University Public Affairs and Government Relations Office. Minimum requirements include the following: Bachelor's degree, advanced degree preferred; five years development and public affairs related experience; demonstrated record as a creative communications strategist and development officer; three years in a leadership position; highly developed interpersonal, public speaking, written communication, organizational and collegial skills. Submit application letter, vita, and the names and phone numbers of five professional references and nominations to: **Mary Ann Zemke, Vice Chancellor for Finance and Administration, Indiana University South Bend, 1700 Mishawaka Avenue, P.O. Box 7111, South Bend, Indiana, 46634-7111.** Review of applications will begin November 15, 2002. Position will be filled as early as January 1, 2003, but no later than July 1, 2003. Applications will be accepted until the position is filled.

DIRECTOR OF INVESTMENTS

Swarthmore College seeks a qualified individual to provide the appropriate due diligence and oversight of the College's approximately $850 million endowment in conjunction with the Vice President and other members of the Investment Office, consistent with the policies established by the Investment Committee of the Board of Managers. In particular, this position requires the financial, analytical, and other qualitative skills to assume primary responsibility for the day-to-day oversight of external investment managers.

Responsibilities include:

- Ensuring appropriate due diligence with respect to the College's relationship with investment management firms and consultants.
- Implementing a regular schedule of phone and personal interactions.
- Ensuring investment managers are following the prescribed investment strategy and adhering to contract terms.
- Analyzing performance vs. established benchmarks.
- Distilling and communicating information received from managers.
- Monitoring personnel changes within firms.
- Representing the College to new or potential investment firms.
- Researching new types of investments.

Bachelor's and advanced degree (MBA or CFA) or equivalent required. Must have in-depth knowledge of financial and investment theory, economic and political history, and an understanding of the current investment environment; significant, substantive experience in investments/financial markets required. Excellent written and oral communication skills and willingness to travel several days per month necessary. Must be self-motivated and require little direction; must represent the College in a professional manner and have enthusiasm for liberal arts education; must have a positive attitude and gain and maintain credibility with Investment Committee members and investment managers.

Interested candidates should send a letter, resume and three names of references to:

HR Department, Swarthmore College
500 College Avenue,
Swarthmore, PA 19081
Fax: (610) 690-2040
Application Deadline: 11/25/2002

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

SWARTHMORE

Visit us at: www.swarthmore.edu

Roger Williams University

Learning to Bridge the World

Faculty Position in Finance

Roger Williams University, Gabelli School of Business, invites applications for a tenure-track position in Financial Services, effective as early as January 2003. Rank and a competitive salary will be commensurate with qualifications and experience.

Applicants must meet AACSB standards of being academically qualified; a Ph.D. in Finance or in a related field if there is evidence of teaching and research in Finance. ABDs who are near completion will be considered. Applicants should have evidence of strong teaching skills. Business experience in financial services is preferred. Responsibilities will include teaching introductory and advanced courses in Financial Services, advising students, conducting research resulting in publication in refereed journals, providing service to the university and other professional activities.

Roger Williams University, with over 3,000 full-time students, is located on the shore of Mount Hope Bay, 30 minutes from both Providence and Newport, R.I. The Gabelli School of Business enrolls 950 full and part-time students in six undergraduate majors including Financial Services. The School is in its third year of candidacy for AACSB accreditation.

Qualified applicants should submit a letter of application, current vitae, student evaluations, a research paper and the names, addresses and telephone numbers of three references to: **The Office of Human Resources, Faculty Position in Finance, Ref#HO22, Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2991.**

RWU offers a superior benefit package including, medical, dental, life insurance, short and long term disability, defined contribution (5/10%) retirement plan with TIAA/CREF or VALIC, medical and dependent care reimbursement accounts, tuition benefits and more.

Equal Opportunity/Affirmative Action/ Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

SUL ROSS STATE UNIVERSITY, Alpine Campus invites applications for the following Faculty and Staff positions:

Assistant/Associate Professor of Education (03-6)
Visiting Faculty in Mathematics (03-9)

*****

Advising Specialist (03-14)
Curriculum Development Specialist (03-10)
Recruiting and Admissions Director (03-1)
Grounds Maintenance Superintendent (03-3)
Instructional Technology Specialist (03-7)
Sign Language Interpreter (03-5)

The following Staff positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

*****

Field Experience Coordinator (03-12)
Financial Assistance Counselor (02-96)
Learning Resource Center Specialist (02-81)
Special Projects Director (02-85)
Student Advisors/3 positions (02-82)
Student Affairs Director (03-8)
Student Intervention Specialist (02-86)

To request an application or announcement contact **Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832.** (915) 837-8058. To view complete announcements and information regarding Sul Ross State University visit our website at www.sulross.edu or contact suez@sulross.edu. Sul Ross is a member of the Texas State University System. *EEO/AAE.*

PRESIDENT

The Florida State University

The Presidential Search Advisory Committee to the Florida State University Board of Trustees invites nominations and applications for the position of the President of the Florida State University.

The Florida State University is a major doctoral/research extensive (formerly referred to as Carnegie Research I) university with 17 colleges and schools. It offers almost 200 undergraduate majors, coordinates over 200 graduate degree programs and offers professional degrees in law and medicine. Florida State University's main campus is located in Tallahassee, the capital of Florida. It provides students with a number of opportunities to study abroad including degree programs in Panama City, the Republic of Panama; London; and Florence, Italy. The university enrolls nearly 37,000 students on its main campus, employs approximately 5,000 faculty and staff and has an operating budget of over $700 million.

The President is the chief executive officer of the University and works closely with the Florida State University Board of Trustees. The President is charged with leading the University academically, administratively, and financially, guided by the University's mission, values and constitution. The role of the President entails high visibility within the state, region and country. The next President is expected to have an outstanding record of academic and other accomplishments and to provide leadership that incorporates vision and creativity. Candidates should have distinguished records of senior-level leadership in an educational institution of significant size and complexity.

Review of candidate materials will begin immediately and will continue until a new president is selected. For more information about the Florida State University and the presidential qualifications go to www.fsu.edu. Applications and nominations should be addressed to:

R. William (Bill) Funk
Consultant to the Search Advisory
Committee and Board
Korn/Ferry International
2100 McKinney Avenue, Suite 1800
Dallas, TX 75201

email: krisha.creal@kornferry.com
fax: 214/954-1849

The Florida State University is an equal opportunity, equal access employer and encourages women, people of color and people with disabilities to apply. The search is being conducted under the "Public Records Act" and the "Government in the Sunshine" Laws of the State of Florida. These require all documents related to the search process, including letters of nomination and application, be available for public inspection and that all meeting of search committees will be open to the public.

UW-L

1725 State St.• La Crosse, WI 54601

FALL 2003
TENURE-TRACK POSITIONS

Clinical Science
(Occupational Therapy Program Director)

Community Health Education

English

History - 2 positions
(Sub-Saharan Africa; Asia)

Information Systems

Marketing

Math - 4 positions
(General; Statistics)

Physical Education
(Pedagogy)

Physical Therapy - 2 positions
(Anatomy; Orthopedic/Sports)

Physics - 2 positions
(Condensed Matter; Astronomy)

School Health Education

Teacher Education - 4 positions
(Literacy/Language Arts; Reading Education - 2; Special Education)

Therapeutic Recreation

Visiting Scholar/Artist of Color Program - Semester appointments
(Fall 2003 or Spring 2004)

Visit our web site for detailed job descriptions:

www.uwlax.edu/vacancies

AA/EOE

Shippensburg University

SHIPPENSBURG UNIVERSITY
OF PENNSYLVANIA

Tenure-Track
Assistant Professor of Teacher Education
(Education Generalist)

For more information about this
position And other opportunities at
Shippensburg University
See **http://www.ship.edu./HR/index.html**

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

3 Visual Art faculty positions available at the University of Wisconsin-Milwaukee: Graphic Design, Foundations and Foundations Director. MFA required. Start fall, 2003. See **www.uwm.edu/SOA/searches** for application details. Screening begins October 22, 2002 and continues until qualified candidates selected.

The University of Wisconsin-Milwaukee is an affirmative action, equal employment opportunity employer.

DEAN, SCHOOL OF BUSINESS

University of
Connecticut

The University of Connecticut announces a nationwide search to recruit a Dean for its School of Business. The School seeks a dynamic and visionary leader to oversee the School's continuing ascension.

UConn's School of Business moved into its new, state-of-the-art, technologically-advanced building earlier this year. It enrolls 1,800 undergraduate and 1,165 MBA and doctoral students, employs 174 FTE faculty and staff, and has an annual operating budget of approximately $27 million. AACSB accredited, the School has evolved from a strong regional business school into one positioned to become one of the best public business schools in the country. The School's five academic departments include: Accounting, Finance, Information & Operations Management, Management, and Marketing.

The Dean is the chief executive officer of the Business School, provides academic, intellectual, and administrative leadership to the School, and reports directly to the Chancellor. Candidates must have an advanced degree in a relevant field and a significant record that combines administrative or managerial experiences with a research and scholarship background that warrants appointment as a Full Professor with tenure.

While the Search Committee will accept applications and nominations until a new Dean is selected, interested individuals are encouraged to submit their materials to the following by November 30 to assure optimal consideration.

R. William (Bill) Funk
Consultant to the Search Committee and Chancellor
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
Email: ashley.garvin@kornferry.com
Fax: 214/954-1849

~The University of Connecticut and the University of Connecticut School of Business are affirmative action/equal opportunity employers~

[Additional information about the School of Business and the University of Connecticut can be found at **www.uconn.edu**]

ANTICIPATED TENURE TRACK FACULTY OPENINGS FALL 2003

Manhattan College is an independent Catholic coeducational institution in the Lasallian tradition located in the Riverdale section of NYC.

All the positions are Tenure Track Assistant/Associate Professor and require an earned Ph.D. unless otherwise indicated in ad description. Please submit a letter of application, C.V., statement of teaching philosophy, and three letters of recommendation by deadline date to the appropriate Chair. For a more detailed description of each position, please visit our website. Applications will be accepted until positions are filled or stated deadline. All positions require a strong commitment to excellence in teaching as well as serving a diverse urban population. Candidates should be adept at integrating computers into the curriculum.

ACCOUNTING
MANAGEMENT/MARKETING
COMPUTER INFO SYSTEMS
PHYSICAL EDUCATION–
(Hiring for January 2003)
EDUCATION

See our website under Faculty Positions
for complete description/requirements
www.manhattan.edu/hrs

MANHATTAN COLLEGE
Riverdale, New York 10471
Women and minorities encouraged to apply
We are committed to a diverse workforce
An AA/EO Employer M/F/D/V

Department Head
Department of Teaching, Learning and Culture
Texas A&M University

The College of Education at Texas A&M University invites applications for Head of the Department of Teaching, Learning and Culture. The department has 56 full and part-time faculty, with more than 300 graduate (master's and doctoral) and approximately 1500 undergraduate majors. Extramural funding for the department totaled $2.5 million in the FY02 academic year out of an overall departmental budget of $5.7 million.

The position requires an earned doctorate and a record of scholarship and experience to qualify for Full Professor. Candidates for this position must have a strong record of published scholarly research and be able to advance the research profile and national reputation of the department. The successful candidate must be a collegial role model/mentor and must be able to work with a variety of constituencies to foster an environment of quality, professionalism, collaboration, diversity and continuous improvement. In addition, candidates must demonstrate successful leadership and decision making and have the ability to manage a large department in a research intensive university. The successful candidate should be an advocate for the education profession both in the university and the community at large with a strong appreciation for undergraduate teacher preparation and the ability to enhance graduate programs. Preference will be given to candidates with administrative experience and experience in locating and winning external funding.

To apply, please provide (1) a letter of application, (2) a current, comprehensive vitae, and (3) contact information for three references. Submit materials to:

Steve M. Dorman, Ph.D.
Chair, TLAC Head Search Committee
TAMU 4243
Texas A&M University
College Station, Texas 77843-4243
Phone: 979-845-3124
Email: sdorman@hlkn.tamu.edu
Visit our website at: http://tlac.coe.tamu.edu/aoeflash.html

Review of applications will begin on December 16, 2002 and continue until position is filled.

Texas A&M is an Affirmative Action/Equal Opportunity Employer and encourages applications from minority group members and women.

Iona College, New Rochelle, NY

ASSISTANT PROFESSOR
HISTORY (EUROPEAN)

School of Arts & Science

Entry level tenure track position in history. Candidates must specialize in European History with an ability to teach undergraduate and graduate level courses in ancient and medieval European history, as well as introductory level courses in Western civilization. PhD must be in hand at the time of the hiring. Preliminary interviews can be scheduled at the AHA meeting in January 2003. Please send an application, CV, and three letters of recommendation to:

Joseph Morgan, CFC
Chairperson - Department of History

IONA

715 North Avenue
New Rochelle, NY 10801
or e-mail: jmorgan@iona.edu

Iona College is a diverse community of learners and scholars dedicated to academic excellence in the tradition of the Christian Brothers and American Catholic higher education and is an equal opportunity employer.

Assistant Professor and Senior Professor Undergraduate Humanities Program

New School University

The Undergraduate Humanities Program at New School University is looking for an Assistant Professor and a senior Professor (rank open) to teach in the University's new Humanities curriculum. The field of specialization is open, but we are most interested in literary scholars with broad interdisciplinary interests, including regional, urban or comparative literature focusing on political and social issues of contemporary international concern; or someone who combines training in literature with an interest in visual culture, art history, architecture or design. A demonstrated commitment to undergraduate education is essential, a willingness to teach in the integrated curriculum a must. Please send a cover letter, dossier and vita to: **Jonathan Veitch, Humanities Search Committee, Room 902, New School University, 66 West 12th Street, New York, NY 10011.**

AA/EOE

Metropolitan
State University

Faculty Positions

Metropolitan State University, St. Paul/Mpls., MN, invites applications for faculty positions. Metropolitan State, an institution with a history of teaching excellence and innovation, serves approximately 9,000 students in the seven-county Twin Cities metropolitan area. In addition to a strong tradition of individualized educational programs, the university offers more than 40 undergraduate majors and minors and six graduate programs. Faculty engage in advising, research and service, and are committed to providing quality instruction to diverse urban learners, including working adults. Positions are available in the following areas:

- Communication Arts and Literature Teacher Educator
- History
- Information and Computer Science
- English/Literature
- Mathematics

Other anticipated faculty vacancies include:

- Ethnic Studies
- Social Studies Teacher Educator
- Nursing

For more information about the positions, qualifications, and application procedures, go to **[illegible]**

Metropolitan State University is an equal opportunity employer and educator

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UMASS

VICE CHANCELLOR FOR RESEARCH

The University of Massachusetts Amherst is a vibrant institution, committed to the vigorous enhancement of its stature as a leading public research university. We seek as Vice Chancellor for Research a dynamic, visionary leader with a record of professional experience and accomplishment to provide leadership for the University's research mission. Amherst, the flagship campus of the five-campus University of Massachusetts system, is home to 18,000 undergraduate and 6,000 graduate students and a world-class faculty. It is a Carnegie Research I, land-grant institution with growing research expenditures currently totaling more than $97 million, including $50 million in federal funding.

As the chief research officer of the campus, the Vice Chancellor for Research advances the research mission of the University and represents the institution's research interests to federal and state governments, to industry, and to other national and international constituencies. The Vice Chancellor oversees all policies and procedures relating to research, technology transfer, economic development, and regulatory compliance and works closely with the faculty to encourage and support research and scholarly activities. The Vice Chancellor for Research reports to the Senior Vice Chancellor for Academic Affairs and Provost, working together to develop strategic directions and financial strategies that promote the full academic mission of the University.

The Vice Chancellor for Research has administrative responsibility for the offices of Research Affairs, Grant and Contract Administration, Commercial Ventures and Intellectual Property, Industry Liaison and Economic Development, and Animal Care, and for the University Press. Please see http://www.umass.edu/research for more detail.

Qualifications for the position include:

- A distinguished record of research and scholarship appropriate for appointment as a tenured full professor in an academic department of the University;
- A strong and well-articulated research vision and a thorough understanding of the mission of a major land-grant research and teaching institution;
- A strong and enthusiastic commitment to the campus's strategic priorities, which include promoting teaching and learning, advancing research and graduate education, encouraging economic development, and embracing diversity and pluralism;
- The demonstrated ability to work effectively with faculty members, students, staff, administrators, and public and private funding agencies;
- Full understanding of the contributions and requirements of scholars from all fields;
- Familiarity with university patents and licensing, and federal regulations governing campus research activities.

The appointment will be effective on or about July 1, 2003. To ensure full consideration, nominations and applications, including vitae, research vision statement, and the names, mailing addresses and email addresses of three references should be received by December 15, 2002. References will not be contacted without the explicit permission of the candidates. Acceptance of nominations and applications will begin immediately and continue until the position is filled. Please send nominations and applications to **Vice Chancellor for Research Search Committee, Office of the Senior Vice Chancellor and Provost, 362 Whitmore Administration Building, University of Massachusetts, Amherst MA 01003.**

The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer. The committee especially encourages the nomination and application of women, racial and ethnic minorities, and other under-represented populations.

PCC

Polk Community College

INSTRUCTIONAL FACULTY POSITIONS

Polk Community College, located in Central Florida, is currently recruiting for the following full-time, continuing contract track faculty positions to begin January 2003. Positions filled will be contingent on funding, state allocations.

BIOLOGY
CHEMISTRY
PHYSICAL SCIENCE/EARTH SCIENCE
HUMANITIES/ETHICS
ENGLISH

Application materials and expanded position information, including department office contacts, are available on our website under "Human Resources".

www.polk.cc.fl.us
or contact us at 863-297-1070.
EA/EOE/Drug-Free Workplace

999 Avenue H, N.E. • Winter Haven, FL 33881-4299

DEPAUL UNIVERSITY

Associate Professor Lighting Design, full-time tenure track position. The Theatre School of DePaul University in Chicago invites applications for the fall of 2003. The position includes responsibilities for heading Lighting Design Program, teaching three year-long courses in the Lighting Design Program, advising lighting design majors, supervising student work on productions, recruiting students, and periodically designing in the production season, within an intensive B.F.A. conservatory training program.

Qualifications: M.F.A. or professional equivalent. Significant professional experience is essential. Candidates must be committed to continuing professional work. Teaching experience is required. Candidates should be committed to collegiality and a collaborative process. Minorities and women are strongly encouraged to apply. The School seeks faculty members who bring a critical perspective to issues of diversity and multiculturalism. DePaul University is an Equal Opportunity Employer. Salary is commensurate with qualifications and experience.

Deadline: Applications must be received by January 31, 2003

Send application letter, vitae, personal statement, three letters of recommendation and other references to: **John Culbert, Dean, The Theatre School, DePaul University, 2135 North Kenmore Avenue, Chicago, Illinois, 60614-4111**

QUEENS COLLEGE

Director of Student Life

Queens College/CUNY seeks a Director of Student Life and Special Functions to plan and implement a comprehensive student activities program. Responsibilities include coordinating college association policies, procedures, finances, and transactions; serving as advisor to College Union Programming Board and the Greek Council; supervising office staff. Full details at www.qc.edu/ HRES/ index.htm. BA and a minimum of 6 years experience in student life, student union, student personnel, or related field required; MA pref. Sal: $45,651-$73,028 commensurate with exp. Send cover letter, resume & references by Nov. 25 to Queens College Student Services Corporation, Attn: M. David Galloway, Executive Director, 65-30 Kissena Blvd, Flushing, NY 11367; ph: 718-997-3960; fax: 718-997-3955; galloway@qcss.qc.edu.

AA/EOE/IRCA/ADA

WINTHROP UNIVERSITY

Winthrop University, founded in 1886, is a selective, national caliber, learning community committed to being a model of excellence in public higher education. Winthrop's mission is to offer challenging undergraduate and graduate programs to a high achieving, culturally diverse, socially responsible student body of nearly 7,000. A total of 36 undergraduate and 25 graduate degree programs are available in the College of Arts & Sciences, the College of Business Administration, the Richard W. Riley College of Education, and the College of Visual & Performing Arts. Each academic program that can be nationally accredited has earned that distinction. Winthrop's achievements include national recognition by U.S. News and World Report as one of the top ten public regional universities in the South, a fifth consecutive rating of "exceeds expectations" in South Carolina's performance ranking system, and high standing in the National Survey of Student Engagement. Winthrop's 100-acre main campus, complemented by a 450-acre sports and recreational area, provides a setting of exceptional beauty in Rock Hill, South Carolina, a thriving community 20 miles south of Charlotte, North Carolina.

SEARCHES

VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF THE FACULTY

The University invites applications and nominations for an academic leader to be Vice President of Academic Affairs and Dean of the Faculty. In order to ensure full consideration, applications must be received by November 8, 2002. Review will continue until the position is filled. A job announcement and detailed list of priorities and qualifications for the Vice President of Academic Affairs and Dean of the Faculty may be found at: **http://www.winthrop.edu/acad_aff/search.html.**

Faculty Positions

COLLEGE OF ARTS AND SCIENCES

Assistant Professor of Biology, two positions, one requiring a strong background in microbiology and the other in human anatomy and physiology
Assistant Professor of Chemistry, specialization in inorganic
Assistant Professor of Geology
Assistant Professor of English, specialization in African American literature
Assistant Professor of Mathematics
Assistant Professor of Political Science, specialization in African American politics

COLLEGE OF BUSINESS ADMINISTRATION

Assistant/Associate/Professor of Accounting
Assistant/Associate/Professor of Computer Science
Assistant/Associate/Professor of Management, specialization in Human Resources
Assistant/Associate/Professor of Marketing

COLLEGE OF EDUCATION

Assistant/Associate Professor of School Counseling
Assistant/Associate Professor of Educational Psychology
Assistant/Associate Professor of Social Foundations
Assistant Professor of Education, specialization in Middle Level
Assistant Professor of Special Education

COLLEGE OF VISUAL AND PERFORMING ARTS

Assistant Professor of Art and Design
Assistant Professor of Music
Assistant Professor of Dance

Please review our university website **http://www.winthrop.edu/hr/unclassifiedemployment.htm** which contains more detailed descriptions of these positions and others as well as an application form.

Winthrop University is an Affirmative Action institution and an Equal Opportunity employer.

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education

FACULTY - FULL TIME

Triton College, a comprehensive community college located the western suburbs of Chicago, has full-time tenure track faculty positions available starting August 2003. Masters required; teaching experience preferred.

- **Anatomy/Physiology, #F11**
- **Art, #F12**
- **Chemistry, #F13**
- **Mathematics, #F14**
- **Philosophy, #F15**
- **Psychology, #F16**
- **Rhetoric, #F17**
- **Spanish/French, #F18**
- **Computer Information Systems, #F9**
- **Hospitality (Pastry Chef) - requires Associate's degree, #F19**

Please submit resume, 3 professional references, and official transcripts to:

Human Resources, #F___

TRITON COLLEGE

2000 Fifth Ave. River Grove, IL60171
www.triton.edu/hr
EEO M/F/D/V

PCC
Polk Community College

NURSING FACULTY POSITIONS

Polk Community College, located in Central Florida, is currently recruiting for full-time, continuing contract track faculty positions to begin Fall 2003. Positions filled will be contingent on funding, state allocations.

NURSING FUNDAMENTALS MEDICAL-SURGICAL

For additional program information only, please contact Sharon B. Davis, PhD, RN, Associate Dean, Department of Nursing, (863) 297-1010 Ext. 5631, e-mail: sdavis@polk.cc.fl.us

Application materials and expanded position information are available on our website under "Human Resources".

www.polk.cc.fl.us
or contact us at 863-297-1070.
EA/EOE/Drug-Free Workplace

999 Avenue H, N.E. • Winter Haven, FL 33881-4299

UNCW

CHANCELLOR

The University of North Carolina at Wilmington seeks applications and invites nominations for the position of chancellor to assume office by July 1, 2003, following the retirement of James R. Leutze, who has led the institution through a period of significant growth and increasing academic quality since 1990.

The Wilmington Community

Wilmington, North Carolina is an historic, coastal, seaport community of 160,000 between the Cape Fear River and the Atlantic Ocean with an active arts and cultural environment. UNC Wilmington enjoys positive "town & gown" relationships and was recently recognized for community leadership by the *Wilmington Star-News*.

Profile of the University

Founded in 1947 as Wilmington College to serve the needs of the region, the institution became UNC Wilmington in 1969 with the consolidation of the University of North Carolina system. UNC Wilmington is a Comprehensive Level I institution offering 71 bachelor's and 25 master's degrees in arts and sciences, business, education, and nursing, as well as a doctoral degree in marine biology. The university honors a commitment to planned growth and excellence in undergraduate education; graduate, research, and professional programs; regional public service; international education; the application of technology to teaching and learning; and diversity in enrollment and employment. UNC Wilmington grew from 6,980 students in 1990 to 10,720 students today, while significantly increasing the quality of entering students. The university has consistently achieved regional and national recognition for the quality of academic programs and the value of its educational offerings. Operating budgets total over $150 million. Interested individuals are welcome to peruse the university's website at **www.uncw.edu**. Mission statement and areas of excellence may be reviewed at **www.uncwil.edu/Univ_Planning**.

Role of the Chancellor

The chancellor is the chief executive officer of the institution and is responsible for promoting the educational excellence, general development, and welfare of the institution subject to policies established by the UNC Board of Governors, the UNC Wilmington Board of Trustees, and the president of the UNC system. The chancellor participates actively in the life of the campus and the greater community; consistently engages local, state, and national leaders to build support for the educational, research, and public service mission of the university; takes a leadership role in institutional fund raising and development; and represents the university on the Administrative Council of the UNC president.

Desired Attributes & Qualifications

The successful candidate must possess personal and professional integrity, a strong participatory leadership style, excellent communication and relationship-building skills, and political acumen. Other vital attributes include dynamic and creative leadership informed by initiative and vision, an understanding of national trends in education, and a firm commitment to educational excellence and diversity. He or she must have academic credentials or equivalent professional experience of sufficient distinction to award tenure as a professor. A record of teaching, research or artistic achievement, publication, and scholarship — or distinguished experience in institutional leadership or public service — is preferred.

Nomination & Application Instructions

Interested candidates may access an institutional profile and search criteria on November 1, 2002, at **www.uncw.edu/hr/ChancellorSearch**. Inquiries, nominations, application letters, and curriculum vitae should be addressed to Sam Connally, Secretary, Chancellor Search Committee. ***Electronic submission with MS Word attachments to* ChancellorSearch@uncw.edu *is preferred.*** USPS mail delivery should be addressed to P.O. Box 12569, Wilmington, NC 28405; overnight delivery should be addressed to 5051 New Centre Drive, Suite 200J, Wilmington, NC 28403. Under North Carolina law, nominations, applications, and related materials are confidential personnel documents and not subject to public release. Screening of applications will begin November 27, 2002, and continue until the position is filled. UNCW will be assisted in this search by Shelly Weiss Storbeck, Managing Director and Vice President, A.T. Kearney, Inc., 333 John Carlyle St, Alexandria, VA 22314; Phone 703-739-4613; Fax 703-518-1782; or e-mail **shelly.storbeck@atkearney.com**.

UNC Wilmington is committed to equality of educational opportunity and is an affirmative action employer.Minorities & women are encouraged to apply.

KENYON COLLEGE
PSYCHOLOGY
TENURE-TRACK

The Psychology Department at Kenyon College has a tenure-track opening, effective **July 1, 2003**, for a person with a Ph.D. in an area of biological psychology or behavioral neuroscience related to Learning and Motivation. Specifically, we are seeking someone who will regularly teach Psychology Department courses in Learning and Motivation, Research Methods in Learning and Motivation, and Introductory Psychology. Some preference will be given to candidates who can teach statistics. We expect that the candidate will also make contributions to the neuroscience program, which is closely tied to the Psychology Department. Course load is 5 classes per year. Candidates should have strong teaching skills and teaching experience. We seek an individual with an active research program related to leaning or motivation in non-human animals. The research program must be one in which undergraduates can participate.

To apply, please send a cv, statement of teaching interests, statement of research interests, preprints/reprints, and three letters of recommendation to: **Linda Smolak, Ph.D., Search Committee Chair, Department of Psychology, Kenyon College, Gambier, Ohio 43022.**

Review of applications will begin on **December 20, 2002**, and will continue until the position is filled.

Kenyon College is a highly selective, independent, national liberal arts college of 1500 students located in the beautiful village of Gambier, 50 miles northeast of Columbus, Ohio. Kenyon welcomes diversity, offers competitive salaries and has an excellent benefits package, including spouse and domestic partner benefits.

An EOE, Kenyon welcomes diversity and encourages the applications of women and minority candidates.

Colby

CURATOR
COLBY COLLEGE MUSEUM OF ART

Colby, a highly selective private liberal arts college of 1800 students located in central Maine, is reopening its search for a versatile, imaginative, team-oriented individual to serve as the newly endowed Peter and Paula Lunder Curator of the Museum of Art. The Curator will report to Carolyn Muzzy, Director of the Museum of Art. The successful candidate should have a specialty in American art with a Master's degree in Art History or American Studies. A Ph.D. is strongly preferred, along with at least three years of museum experience. Responsibilities include: research on the permanent collection, oversight of its display and publication, the organization of special exhibitions and related publications, maintenance and development of curatorial records, docent training and recruitment, educational programming and community outreach. The Curator will also support grant-writing efforts with the College's development office. The successful candidate must be highly motivated, flexible, comfortable with diverse audiences, and have excellent interpersonal skills. Strong communication skills, the ability to collaborate with a small professional staff, students and faculty; and the ability to establish and maintain effective relationships with donors and the Museum's Board of Governors are also essential. Computer skills related to web design and image management are an important asset. The desired candidate should have a clearly articulated view of the characteristics specific to a college museum, its unique opportunities and educational mission, and should demonstrate well-informed views regarding the role of the museum in the 21st century.

Interested candidates should send two copies of a letter of application, two copies of a resume, and relevant publications to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** **To apply electronically, send to: personnel@colby.edu.** A review of applications will begin during the third week of November, and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site: **www.colby.edu**.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

One-year Visiting Leave Replacement Positions for Fall 2003

CHINESE

MUSIC

See full descriptions at:
http://www.wooster.edu/oncampus/empopp.html
Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail
Linda Farmer — 330-263-2133
or lfarmer@wooster.edu

AMERICAN UNIVERSITY
WASHINGTON, DC

School of Communication

Tenured Position in Public Communication

The Public Communication Division of the School of Communication at American University is seeking a senior appointment at the rank of Associate or Full Professor with tenure, to begin Fall 2003, with expertise in public relations; public affairs; public interest advocacy; or political communication. Responsibilities include teaching, research, writing, publishing and leading the development of new courses and programs in relevant fields such as non-profit communication, political communication, social marketing, public opinion research, ethical issues in communication, online communication strategies, corporate communication, and the role and impact of mass media. MA required. Evidence of excellence in teaching at the college level or of potential as an outstanding teacher. *The American University is an equal opportunity/affirmative action employer committed to a diverse faculty, staff and student body.* Applications from women and minorities are particularly invited. For more information, check our website at www.soc.american.edu, or send an email to kdareis@american.edu.

CALIFORNIA STATE UNIVERSITY, HAYWARD
SCHOOL OF EDUCATION AND ALLIED STUDIES
DEPARTMENT OF TEACHER EDUCATION
ASSISTANT PROFESSOR

Secondary Education with an Emphasis in Foundations and Social Science

POSITION # 03-04-TED-SECONDARY/SOCSC-TT

DUTIES OF THE POSITION: Teach courses in the Single Subject program; teach foundations courses; teach social studies methods courses, teach graduate foundations courses; supervise secondary student teachers. Assume roles and responsibilities as a member of the Department of Teacher Education, including the possibility of team leading a cohort of Single Subject teaching credential candidates. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Teaching assignments at California State University, Hayward including courses at both the Hayward and Contra Costa Campuses and may also include teaching responsibilities at School District partnership sites.

RANK AND SALARY: Assistant Professor, tenure-track. Hiring classification and salary are dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: Fall Quarter, 2003

QUALIFICATIONS: Doctorate in Secondary Education, Educational Psychology or Social Foundations, or other related appropriate area preferred. We will also consider ABD candidates in final phase of obtaining doctoral degree. At least three years experience in teaching 6-12 students, with public school experience a must. Demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. Commitment to create research and community involvement opportunities is a plus. To be recommended for tenure, the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship and/or creative activities; service to the university, the department, the profession, and the community.

APPLICATION DEADLINE: Review of applications will begin on December 15, 2002. Position open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to: **Chair, Search Committee (Multiple Subject Reading and Language Arts) Department of Teacher Education, 25800 Carlos Bee Blvd, California State University, Hayward, Hayward CA 94542-3007 510-885-3027, 510-885-4632 (fax)**

NOTE: California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act. CSUH is an Equal Opportunity Employer and does not discriminate on the basis of age, race, color, national origin, sex, sexual orientation, or disability. The University is committed to the principles of diversity in its employment and to creating a stimulating learning environment for its diverse student body.

PENN STATE CAPITAL COLLEGE

ASSISTANT PROFESSOR OF HUMANITIES AND SPANISH

Tenure-track position as Assistant Professor of Humanities and Spanish at Penn State's Capital College, with primary assignment at the Harrisburg campus (for more information on the college, see http://www.hbg.psu.edu). Responsibilities include teaching Spanish language, Hispanic Civilization, and the core curriculum of the School of Humanities covering interpretations and expressions in the humanities. Candidates should have college teaching experience, native or near-native fluency in Spanish, record of scholarship, commitment to university service, and promising research agenda in Spanish language and Hispanic culture studies. Ph.D. in Spanish language or related field required. Send a cover letter explaining experience and match with this description, three letters of reference, evidence of teaching effectiveness (e.g., syllabi, course evaluations, peer observations), and curriculum vitae to: **Spanish Search Committee, c/o Mrs. Dorothy Guy, Penn State Capital College, Box HISP, 777 West Harrisburg Pike, Middletown, PA 17057-4898.** Review of applications begins after **January 2, 2003** and will continue until the position is filled.

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

New York City College of Technology/CUNY announces anticipated tenure track faculty and college laboratory positions in the following areas:

FACULTY POSITIONS

School of Professional Studies
Dental Laboratory Technology
Hospitality Management

School of Technology & Design
Electrical Engineering Technology
Mechanical Engineering Technology
Advertising Design & Graphic Arts
Telecommunications
Computer Engineering Technology
Computer Systems Technology

School of Arts and Sciences
Philosophy
Mathematics
Chemistry
Speech & Theatre Arts
English
African American Literature
Physics
History
Biology
Psychology
English as a Second Language

Library
Digital/Media Resources Librarian

COLLEGE LABORATORY TECHNICIANS
Mechanical Engineering Technology
Electrical Engineering Technology
Graphic Arts
Architectural Technology

ANTICIPATED ADMINISTRATIVE POSITIONS
Career Guidance Counselor
SEEK Counselor
Director Of Counseling
Assistant Director of Testing
Director of Grants
Crisis Counselor - Faculty Rank
Assistant to the Provost
Director, Athletics, Intramural & Recreation

ADJUNCT POSITIONS: New York City College of Technology/CUNY is also seeking to establish a pool of available candidates for adjunct part-time teaching positions.

Qualifications and detailed information can be found on our web site at www.citytech.cuny.edu. Resumes to: Michelle Harris, Human Resources New York City College of Technology, 300 Jay Street, Namm 321, Brooklyn, NY 11201.

NEW YORK CITY COLLEGE OF TECHNOLOGY
The City University of New York AA/EOE/ADA/IRCA

INDIANA UNIVERSITY SOUTH BEND
SOUTH BEND, INDIANA

Indiana University South Bend is a comprehensive, regional institution that offers almost 100 degree and certificate granting programs to 7,500 students. IUSB serves the urban, suburban, and rural communities of north central Indiana and southwestern Michigan and has a significant international student body. It is the third largest of Indiana University's eight campuses. Located in a midwestern area of unique strength in higher education, South Bend has easy access to the cultural and social advantages of Chicago, as well as a vibrant local culture. Cost of living is one of the most reasonable in the nation.

IUSB is seeking qualified applicants for the following positions:

ARTS

Fine Arts: Assistant Professor of Sculpture. Teach three undergraduate courses/semester. M.F.A. in sculpture required, university teaching experience preferred. Expectation of active or developing professional career. Respond to Alan Larkin, Raclin School of the Arts. **(alarkin@iusb.edu)**

Mass Communication: Assistant Professor to teach undergraduate courses including intro, law, history and ethics, among others; also courses in public relations. Applicant must demonstrate research potential and teaching excellence. Ph.D. required. Respond to Dr. Lynette M. Lashley, Raclin School of the Arts; E-Mail: **llashley@iusb.edu**

Music: Assistant Professor to teach woodwinds; secondary teaching assignments may include music history & literature, music appreciation, or conducting. DMA and professional experience preferred. MM and with experience considered. Respond to Michael Lasater, Chair, Music Search Comm., Raclin School of the Arts; E-Mail: **mlasater@iusb.edu**

Theatre: Assistant Professor of scenic design. Teach two courses/semester and design or supervise student designers in five production season. M.F.A. in scenic design required. Respond, with up to ten images of representative work, to Randy Colborn, Raclin School of the Arts; E-Mail: **rcolborn@iusb.edu**

Theatre: Assistant Professor/T.D./lighting designer. Teach two courses/semester, oversee execution of five production season and supervise student crew. M.F.A. in technical direction or design required. Respond, with up to ten images of representative work, to Randy Colborn, Raclin School of the Arts; E-Mail: **rcolborn@iusb.edu**

BUSINESS & ECONOMICS

Management Information Systems: Assistant/Associate Professor to teach Graduate and undergraduate courses in MIS Area. The IUSB School of Business and Economics is accredited by the AACSB International. Applicant must demonstrate research potential and teaching excellence. Ph.D or DBA from an AACSB-accredited school in MIS or a closely-related field. Preference will be given to individuals who show promise of excellence in teaching and research. Experience in teaching graduate courses in information technology management area is highly desirable. Respond to Dr. Asghar Sabbaghi, School of Business and Economics, Phone: 574-237-4387 FAX: 574-237-4866; E-Mail: **sabbaghi@iusb.edu**.

EDUCATION

Elementary Education (4 positions): Assistant Professors to teach graduate and undergraduate courses in one of the following areas: math education, social studies education, reading and language arts. Ability to also teach foundations courses such as general methods, research methods, and classroom management preferred. Applicant must demonstrate research potential and teaching excellence. Ph.D. or Ed.D. strongly preferred. ABD considered. P12 teaching experience strongly preferred. Respond to Dr. Dan Holm, School of Education.

Special Education: Assistant Professor to teach graduate and undergraduate courses in special education. Applicant must demonstrate research potential and teaching excellence. Ph.D. or Ed.D. strongly preferred. ABD considered. P12 teaching experience strongly preferred. Respond to Dr. Donna Smith, School of Education.

Counseling and Human Services: Assistant Professor to teach graduate courses in school counseling. Ability to also teach foundations courses such as educational psychology and communications skills preferred. Applicant must demonstrate research potential and teaching excellence. Ph.D. or Ed.D. strongly preferred. ABD considered. P12 teaching and counseling experience strongly preferred. Respond to Dr. Jay Shaw, School of Education.

Educational Leadership: Assistant Professor to teach graduate courses leading to principal's license. Ability to teach other courses, such as foundations courses, is preferred. Applicant must demonstrate research potential and teaching excellence. Ph.D. or Ed.D. strongly preferred. ABD considered. P12 teaching and administrative experience strongly preferred. Respond to Dr. Jay Shaw, School of Education.

LIBERAL ARTS & SCIENCES

Biological Sciences: Assistant Professor whose areas of expertise may include environmental physiology, developmental plasticity, toxicology, immunology or related fields. Ph.D. and post doctoral experience required. Teaching duties will include undergraduate anatomy and physiology and/or introductory biology, as well as courses in area of expertise. Respond to Dr. Thomas Clark, Department of Biological Sciences.

Computer and Information Sciences: Assistant Professor. A Ph.D. in Computer Science, Informatics or closely related area is required. Candidates with expertise in areas such as software engineering, or areas within informatics will be given preference. Successful candidate will be expected to teach both undergraduate and graduate courses. Respond to Search Committee Chair, Computer and Information Sciences.

English: Assistant Professor with Ph.D. in nineteenth-century American literature. Expertise in African American literature desirable. Applicant should have ability to teach first-year students and to develop a range of undergraduate courses. All members of the English department regularly teach expository writing courses; enthusiasm about first year writing will be an asset. Respond to Search Committee Chair, Department of English.

History: Assistant Professor of History to teach undergraduate Ancient and Medieval and introductory courses including Western Civilization survey; or Assistant Professor of History to teach undergraduate East Asian History and introductory courses including World History survey. Ph.D. required. Respond to Dr. Patrick Furlong, Department of History.

Philosophy: Assistant Professor with expertise in applied ethics, with concentration in bioethics. Ph.D. required. Should also be able to teach undergraduate courses in philosophy of religion, religion and American culture, and critical thinking. Respond to Search Committee Chair, Department of Philosophy.

Physics: Assistant Professor, Geophysics. Ph.D. in physics, physical geology/geophysics, environmental physics, atmospheric physics, or physical oceanography. Teaching duties include introductory and advanced undergraduate courses in geology and possibly physics or astronomy. The successful candidate will be expected to establish a research program involving undergraduates. At least one year of postdoctoral research experience or equivalent is preferred. Respond to Geophysics Search Committee, Department of Physics and Astronomy.

Psychology: Assistant Professor in Human Experimental Psychology. To teach Experimental Methods and Introductory Psychology and other courses in specialization. The ability to teach Human Learning or Neuropsychology is desirable; applied psychology especially welcome. No animal facilities available; otherwise, research area is open. A vigorous program of research, teaching undergraduate and master's courses in applied psychology are expected. Respond to Dr. John McIntosh, Department of Psychology.

Spanish, Department Chair: Prof./Assoc. Prof. of Spanish to serve as chair of Foreign Languages Dept. Demonstrated excellence and commitment to teaching and a record of scholarly achievement. Ph.D., native/near native fluency in Spanish and excellent command of English are required. Field open; interest in and/or experience in second language acquisition a plus. All levels of Spanish taught. Respond to Dr. Linda Chen, Department of Foreign Languages.

Spanish: Assistant Professor of Spanish in Dept. of Foreign Languages. Native/near native fluency in Spanish and excellent command of English are required. Field open; expertise or interest in some of the following desirable: second language acquisition, Hispanic literatures and cultures, Spanish in professional programs (education, business, health), study abroad. All levels of Spanish taught. ABD considered (rank: lecturer). Respond to: Dr. Linda Chen, Department of Foreign Languages.

LIBRARY SERVICES

Library: Assistant Librarian to share in reference and instruction responsibilities and to provide leadership in an ongoing public relations and outreach program. ALA-MLS required. Respond to Judith Gottwald, Schurz Library.

NURSING & HEALTH PROFESSIONS

Nursing: Assistant/Associate Professors (2 positions) to teach undergraduate courses in medical-surgical nursing or nursing administration/leadership. Master's degree in nursing required. Doctoral degree in nursing preferred. Successful applicants who do not have the doctorate must be enrolled in a doctoral program in nursing at the time of initial appointment. All applicants must hold or be eligible to hold a current Indiana Nursing License. Respond with vitae and names of three references to Mary Basolo-Kunzer, IUSB School of Nursing. Review of applicants will begin immediately and continue until the position is filled.

Nursing: Clinical Lecturer (non-tenure track) to teach undergraduate courses in medical-surgical nursing or nursing administration/leadership. RN plus Master's degree in nursing, teaching experience at college level, and certification in area of expertise required. All applicants must hold or be eligible to hold a current Indiana Nursing License. Respond with vitae and names of three references to Mary Basolo-Kunzer, IUSB School of Nursing. Review of applicants will begin immediately and continue until the position is filled.

SOCIAL WORK

Social Work: Asst. Professor, tenure track, 10 mo. position to teach graduate level classes in HBSE and Research. Qualifications include masters degree in social work from accredited program and a min. of two years post MSW practice experience. Earned doctorate in social work as related field is preferred. ABD may be considered. Work and/or teaching experience in Family and Child Welfare preferred. Send vitae and names of three references to Dr. Paul R. Newcomb, MSW Program Director. Review of application will begin immediately and end on January 3, 2003 or until position is filled.

CONTACT INFORMATION

Please send appropriate information to the individual listed above to: **Indiana University South Bend, 1700 Mishawaka Avenue, P.O. Box 7111, So. Bend, IN 46634-7111.** Review of applications will begin **November 15, 2002** and continue until positions are filled.

IUSB is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other under-represented groups. IUSB is an AA/EEO employer. Visit ***www.iusb.edu*** *for information on the campus.*

Department of Education

LOYOLA COLLEGE IN MARYLAND

Loyola College in Maryland invites applications for the following tenure track positions, which begin in August 2003. Applicants should possess an awareness of and interest in the educational mission of Jesuit higher education.

ASSOCIATE PROFESSOR AND COORDINATOR OF THE GRADUATE PROGRAM IN READING EDUCATION

The position requires coordinating graduate program and course development, teaching graduate courses in the reading specialist program, advising graduate students, and supervising reading practica. Research, service on college and departmental committees, and community involvement are expected.

Required Qualifications: Minimal qualifications include: (1) an earned doctorate with a specialization in reading or literacy; (2) at least six years of fulltime faculty experience in higher education; (3) a record of scholarly research for appointment at the Associate rank; (4) experience as a reading teacher in a K-12 setting; (5) evidence of participation in professional organizations; and (6) knowledge of national standards and trends in reading instruction.

Desired Qualifications: These include: (1) certification as a Reading Specialist; (2) experience developing and/or coordinating an academic program; and (3) experience using computer-based technologies in teaching.

ASSISTANT PROFESSOR IN READING EDUCATION

The position requires teaching undergraduate and graduate courses dealing with processes, instruction, materials, and assessment in reading, advising undergraduate and graduate students, and supervision of reading practica. Research, service on college and departmental committees, and community involvement are expected.

Required Qualifications: (1) an earned doctorate with a specialization in reading or literacy or related field; (2) a record of or potential for scholarly research; (3) experience as a reading teacher in a K-12 setting; (4) evidence of participation in professional organizations; and (5) knowledge of national standards and trends in reading instruction.

Desired Qualifications: (1) certification as a Reading Specialist; (2) experience supervising reading practica or internships; and (3) experience using computer-based technologies in teaching.

ASSISTANT PROFESSOR/COORDINATOR OF TEACHER EDUCATION

The position requires teaching undergraduate and/or graduate courses in teacher education and serving as coordinator of teacher education programs. Research, service on college and departmental committees, and community involvement are expected.

Required Qualifications: (1) an earned doctorate; (2) a record of or potential for scholarly research; (3) K-12 teaching experience; and (4) knowledge of national standards and trends in teacher education.

Desired Qualifications: (1) higher education teaching experience; (2) experience in Professional Development Schools; and (3) knowledge of Maryland standards for Teacher Education.

Applicants should send a letter of interest that includes a discussion of their philosophy of reading instruction (for the positions in Reading Education), curriculum vitae, official transcripts of all higher education work, a recent publication or research paper, an essay addressing ways the candidate could contribute to the mission of the College, and letters of recommendation from three professional references. Electronic submissions should be sent to **EdFacultyApplicants@loyola.edu.** Paper submissions for the two positions in Reading Education can be submitted to: **L. Mickey Fenzel, Ph.D., Chair, Reading Search; Education Department; Loyola College in Maryland; 4501 N. Charles Street; Baltimore, MD 21210-2699.** Paper submissions for the position in Teacher Education can be submitted to: **Victor Delclos, Ph.D., Chair, Teacher Education Search;** at the above-noted address. Review of submitted materials will begin immediately.

Loyola College is a Jesuit Catholic institution that welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an equal opportunity employer which seeks applications from women and members of minority groups.

EASTERN
MENNONITE
UNIVERSITY

EMU announces faculty openings beginning fall 2003.

CHEMISTRY: Ph.D. required. Seeking a candidate with expertise in organic chemistry. Teaching and research experience necessary. Background in NMR and GC-MS is desirable.

ENGLISH: Ph.D. required. Seeking a candidate with expertise in 19th - or 20th-century American literature and/or creative writing (M.F.A. considered). Preference will be given to candidates with secondary expertise in a modern language.

SPANISH: Ph.D. in Spanish required or Masters degree with a related doctorate. Seeking a candidate with competency in teaching language, civilization and literature for a growing Spanish program.

EMU seeks faculty with evidence or promise of teaching excellence in a Christian, liberal arts environment, committed to ongoing scholarship, who are familiar with and supportive of Anabaptist/Mennonite Christian faith practices. Candidates send letter of application, vitae, transcripts and three references to **Marie S. Morris, Undergraduate Academic Dean, Eastern Mennonite University, Harrisonburg, VA 22802** or email to *ugdean@emu.edu*. http://www.emu.edu Review will begin November 29, 2002. EMU reserves the right to fill the positions at any time or keep the positions open.

AAEO employer. Women and minorities are encouraged to apply.

Foothill-De Anza
Community College District

Management Vacancies

Vice Chancellor of Business Services
Dean of Counseling & Matriculation

Faculty Vacancies

Automotive Technology Instructor
Dance Theatre Instructor
Medical Lab Technician Cord/Inst.
Graphic Design Instructor
Drama Technical/Theatre Production Instructor

Our excellent benefits package includes full cost medical coverage for employee & eligible dependents.

For application materials contact:
Foothill-De Anza
Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
or visit our web-site at www.fhda.edu

WILLAMETTE UNIVERSITY

THE FIRST UNIVERSITY IN THE WEST

WILLAMETTE UNIVERSITY, A SELECTIVE LIBERAL ARTS COLLEGE IN THE PACIFIC NORTHWEST, SEEKS CANDIDATES for the positions listed below. Willamette maintains a strong institutional commitment to diversity and strives to recruit, hire, and retain candidates from communities of color and ethnic groups. Willamette is near the Portland metropolitan area, the Pacific Ocean, and the Cascades. All positions begin Aug. 2003.

CLASSICS: Assistant Professor, tenure track, Ph.D. required. Teaching responsibilities include ancient Greek language and literature, Latin and classical culture courses in translation, and participation in the Classics Studies Program and the seminar for first-year students. Letter of application, CV, graduate transcripts, and three letters of recommendation to Prof. Lane McGaughy, Chair, Classical Studies Program. Review of files begins on Nov. 15, interview of selected applicants at APA meeting, New Orleans, Jan. 3-6.

ECONOMICS: Assistant Professor, tenure track, Ph.D. required. Primary field in macroeconomics teaching a variety of introductory and intermediate courses. Letter expressing your interest in teaching in a liberal arts environment and outlining your qualifications, CV, evidence of teaching effectiveness, graduate transcripts, and three letters of reference to Prof. Cathleen Whiting, Chair, Economics Search Committee. Priority will be given to files received by Dec. 2, interviewing at ASSA meeting Dec. 3-5.

ENGLISH: Assistant Professor, tenure track. Ph.D. with emphasis in Anglophone (including British) Literature before 1800, excluding Shakespeare; with expertise in 17th and 18th century literature. Teaching load is six courses per year. Please send essay (1000 words maximum) on your approaches to teaching and your expected contribution to a department both generalist and interdisciplinary, letter of application, CV, and contact information for three references to Frann Michel, Chair, Department of English. Review of applications begins Nov. 8, 2002.

ENGLISH: Assistant Professor, two-year position in postcolonial/world literature and creative writing. Ph.D. with publications in her/his field and a strong commitment to teaching both literature and writing preferred. See above for application information.

HISTORY: Assistant Professor, two-year position in East Asian history. Ability to teach a survey history of East Asia, and courses in Chinese history, with modern cultural or social history emphasis. Ph.D. required. Letter of application, CV, three letters of recommendation and materials illustrative of research, publication or teaching experience by Dec. 15, to Prof. William Smaldone, History Department, for possible interview at AHA meeting, Chicago, Jan., 2003.

MATHEMATICS: Assistant Professor, tenure track, Ph.D. required. A strong commitment to excellent teaching in a liberal arts setting essential. Broad intellectual interests, experience in or potential for building interdisciplinary connections within the university, ability to use technology effectively, and commitment to developing opportunities for undergraduate research. Responsibilities include a wide range of undergraduate courses. Letter, resume, statement of teaching philosophy, research plans, transcripts, and three letters of recommendation to Mathematics Department. Consideration of applications will begin on Dec. 1.

MINORITY GRADUATE FELLOWSHIP: Residential fellowship for minority scholar in any field to complete dissertation and teach part-time, either individually or as part of a team for academic year 2003-2004. Provides substantial stipend, office space, library and computing facilities, and research funding. Fellow will be expected to mentor selected minority students seeking careers in higher education. Must be U.S. citizen and have completed all other Ph.D. requirements. Send application letter, transcripts, CV, three reference letters, and abstract of dissertation prospectus to Dr. Susan Kephart, Chairperson, Biology Department and Multicultural Affairs Committee. Review of applications begins 11 Nov. 2002 and continues until a qualified applicant is chosen.

PSYCHOLOGY: Assistant Professor, tenure track. Focus in Personality Psychology; teaching responsibilities include Intro, Personality, topical courses in areas of interest, co-coordination of senior internship/thesis programs, and participation in the first-year seminar. Ph.D. required. Send CV, reprints/preprints, evidence of teaching effectiveness, three letters of recommendation, and a statement of teaching and research interests to Jim Friedrich, Chair, Psychology Search.

THEATRE HISTORIAN/DIRECTOR: Assistant Professor, tenure track. Ph.D. in theatre history, dramatic literature and directing. Teaching load is five courses and one directing assignment. Advise student dramaturges and senior thesis projects, demonstrate a commitment to theatre as an interdisciplinary art; and must integrate theory/practice in classroom and production. Please send letter of application, CV, brief statement of teaching philosophy/methodology and commitment to a liberal arts education to Susan Coromel, Chair, Department of Theatre.

CONTACT INFORMATION: For complete job descriptions and application guidelines see departmental websites and www.willamette.edu/dept/hr.

Willamette University, 900 State St., Salem, Oregon 97301

Roger Williams University

Learning to Bridge the World

Recreation Center Manager

(Baseball or Women's Soccer Coach)

Roger Williams University is searching for a qualified individual to fill the newly created Recreation Center Manager position. The Recreation Manager will be responsible for the management of the day-to-day operation, maintenance and scheduling of the university's new and current recreation center, including all athletic fields. The new recreation center will be completed by next summer, 2003. The individual in this position will also administer all aspects of a Division III baseball or women's soccer program in accordance with NCAA rules and regulations.

Qualifications: Bachelor's degree required; Master's degree preferred. A minimum of 3-5 years of relative administrative and coaching experience, preferably in a college/university setting. Knowledge of NCAA and its rules, regulations and philosophies. The ability to work with a variety of constituent groups.

To apply, send cover letter and resume to: **Roger Williams University, Office of Human Resources, Ref# HO113 Recreation Center Manager, One Old Ferry Road, Bristol, RI 02809.**

RWU offers a superior benefit package including, medical, dental, life insurance, short and long term disability, defined contribution (5/10%) retirement plan with TIAA/CREF or VALIC, medical and dependent care reimbursement accounts, tuition benefits and more.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

UMASS

DEAN - SCHOOL OF PUBLIC HEALTH AND HEALTH SCIENCES

The University of Massachusetts Amherst invites nominations and applications for the position of Dean of the School of Public Health and Health Sciences. The School of Public Health and Health Sciences has 55 faculty, 600 undergraduate and 290 graduate students in the Departments of Biostatistics and Epidemiology, Community Health Studies, Environmental Health Sciences, Communication Disorders, Exercise Science, and Nutrition. The SPHHS also offers a distance learning MPH degree. The Center of Nutrition in Sport and Human Performance, the Center for Research and Education in Women's Health and the Northeast Regional Environmental Public Health Center are housed in the School. Applicants are encouraged to visit the School's website http://www.umass.edu/sphhs.

Located in the historic Pioneer Valley of Western Massachusetts and established in 1863 under the Morrill Land Grant Act, the University of Massachusetts at Amherst is a Carnegie Research1 institution and the flagship campus of the state system. Offering a full range of undergraduate and graduate degrees, the 1,200-acre campus serves 18,000 undergraduate students and 6,000 graduate students in a rich cultural environment and rural setting.

Qualifications: Candidates must have a Ph.D., M.D., or an equivalent terminal degree and academic credentials to meet the standards for the awarding of tenure at the rank of full professor within one of the school's departments.

The successful candidate must have an established record of scholarship, a demonstrated commitment to affirmative action and diversity, and the ability to be an effective and creative administrator. The candidate should articulate an educational and administrative philosophy that fosters ongoing campus discussions about teaching and learning, including distance education, research and scholarship, outreach, and multiculturalism given the challenges facing higher education nationally. The Dean is expected to formulate and implement a new strategic plan for fundraising. The Dean will 1) promote, encourage and facilitate the coordination of excellent teaching and research by the faculty, 2) help position the college advantageously in the campus-wide strategic planning process, and 3) maintain open, collegial, and effective working relationships with faculty, staff, students, and members of the administration. The Dean must be an effective advocate for the School and its Faculty at all levels within the University, with state and federal agencies, and with its alumni and the general public.

Applications should include a current curriculum vitae, a one-page statement of the candidate's educational philosophy including distance education, a one-page statement of the candidate's administrative philosophy, and the names, mailing addresses, and email addresses of at least three references, indicating whether they can be contacted without the prior approval of the candidate. Salary will be commensurate with qualifications and experience. Review of applications will begin on January 15, 2003 and will continue until the position is filled. Nominations and applications should be submitted to **Patty Freedson, Ph.D. Chair, SPHHS Dean's Search Committee, Office of the Provost, Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003.**

The preferred starting date is July, 2003.

The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer. The committee especially encourages the nomination and application of women, racial and ethnic minorities, and other under-represented populations.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

DIRECTOR OF CAREER PLANNING

Agnes Scott College seeks candidates for a full-time 12-month Director of Career Planning to develop and manage a complete program to ensure challenging career development and employment opportunities for Agnes Scott College students.

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. The College offers a vibrant and intellectually challenging environment with a rich and active cultural life.

Minimum qualifications include a graduate degree in related occupational field; five to seven years of progressively responsible career and/or placement services experience at the management level; advanced knowledge of career counseling, hiring and employment trends, and student development. Licensure as a professional counselor is prefered. For a complete description, please visit our Web site at www.agnesscott.edu.

To apply, reference the position title of Director of Career Planning on the subject line and e-mail a resume, letter of interest, professional references and salary requirement to hrjobs@agnesscott.edu. Review of applications begins immediately.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. Agnes Scott College has a strong commitment to diversity and urges members of under represented groups to apply.

An Equal Opportunity Employer.

CALIFORNIA STATE UNIVERSITY, HAYWARD
SCHOOL OF EDUCATION AND
ALLIED STUDIES
DEPARTMENT OF TEACHER EDUCATION
ASSISTANT PROFESSOR

Multiple Subject Science Education

POSITION # 02-03 TED-SCIENCEDUC-TT

DUTIES OF THE POSITION: Teach science methods courses in the Multiple Subject program; supervise elementary student teachers. Assume roles and responsibilities as a member of the Department of Teacher Education, including the possibility of eventually team leading a cohort of Multiple Subject teaching credential candidates. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Teaching assignments at California State University, Hayward include courses at both the Hayward and Contra Costa Campuses and may also include teaching responsibilities at School District partnership sites.

RANK AND SALARY: Assistant Professor, tenure-track. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: Fall Quarter, 2003

QUALIFICATIONS: Doctorate in Science Education, Elementary Education with science minor or other related appropriate area preferred. We will also consider ABD candidates in final phase of obtaining doctoral degree. At least three years experience in teaching K-8 students including public school experience, and current knowledge of elementary science curriculum. Experience in urban or high-need schools, college teaching, experience in supervising student teachers, and knowledge of environmental education desired. Demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. Commitment to create research and community involvement opportunities is a plus. To be recommended for tenure, the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship and/or creative activities; service to the university, the department, the profession, and the community.

APPLICATION DEADLINE: Review of applications will begin on November 1, 2002. Position open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to: **Chair, Search Committee (Science Education) Department of Teacher Education, 25800 Carlos Bee Blvd, California State University, Hayward, Hayward CA 94542-3007, 510-885-3027, 510-885-4632 (fax)**

NOTE: California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act. CSUH is an Equal Opportunity Employer and does not discriminate on the basis of age, race, color, national origin, sex, sexual orientation, or disability. The University is committed to the principles of diversity in its employment and to creating a stimulating learning environment for its diverse student body.

Provost and Vice President for Academic Affairs

The University of Central Florida invites applications and nominations for the position of Provost and Vice President for Academic Affairs. The provost is the second-highest ranking officer of the university and provides academic leadership for the university's six colleges, multiple campuses, and research centers and institutes. The provost oversees academic support services and student services and is responsible for curriculum, academic planning, faculty appointments, faculty development, and promotion and tenure decisions. The provost chairs the university's budget committee and, in consultation with the president, is responsible for the university's annual budget. At the president's direction, the provost also serves as liaison to the Board of Trustees on academic matters.

The University of Central Florida is a rapidly growing metropolitan research university with 39,000 students and 5,000 employees, an operating budget of $612.6 million, extramural research funding of $78 million, and an endowment of $52.5 million. The average SAT score for the fall 2002 freshman class is 1167, the university ranks in the top 100 of universities and colleges enrolling National Merit Scholars, and more than 1,500 students are enrolled in the Burnett Honors College. The university offers 76 bachelor's, 62 master's, and 20 doctoral programs and confers about 7,000 degrees a year. UCF is committed to innovative community partnerships, world-class research with local impact, and the integration of technology and learning. Further information about the university is available at www.ucf.edu, and www.chronicle.com/jobs/profiles/842.htm?pg=l.

The successful candidate will possess an earned doctorate or equivalent terminal degree and scholarly credentials that merit appointment at the rank of professor with tenure. A proven record of broad, progressive administrative, budgetary, and strategic planning experience; demonstrated commitment to excellence in teaching, research, creative activity, and public service; a global perspective in curriculum design; and an understanding and knowledge of trends and issues in higher education is desired.

For best consideration applications should be postmarked by December 10, 2002, and should include a curriculum vitae, the names of three references, and a letter explaining the applicant's experience and qualifications for this position. Submission of materials as MS Word attachments is strongly recommended. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Nominations should be postmarked by November 30, 2002, to ensure full consideration.

Requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D., Vice President
A.T. Kearney, Inc.
University of Central Florida Provost/VPAA Search
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: 703-519-8391
Email: greenwoodjean@atkearney.com

UCF is an equal opportunity, affirmative action employer and especially encourages the candidacies of women, members of racial and ethnic minorities, and persons with disabilities. All searches and documents are subject to the open records laws of the State of Florida.

IUSB

INDIANA UNIVERSITY SOUTH BEND

Indiana University South Bend is a comprehensive, regional institution that offers almost 100 degree and certificate-granting programs to 7,500 students. IUSB serves the urban, suburban, and rural communities of north central Indiana and southwestern Michigan and has a significant international student body. It is the third largest of Indiana University's eight campuses. Located in a midwestern area of unique strength in higher education, South Bend has easy access to the cultural and social advantages of Chicago, as well as a vibrant local culture. Cost of living is one of the most reasonable in the nation. *IUSB is an AA/EEO employer.* Visit **www.iusb.edu** for information on the campus.

Dean, School of Education

Indiana University South Bend invites applications and nominations for the position of Dean, School of Education. The School of Education is accredited by NCATE. The School of Education currently covers the areas of Early Childhood, Elementary, Secondary, and Special Education, School Leadership and Counseling and Human Services. It has a full-time faculty of 30 with approximately 1400 undergraduate and graduate majors. Faculty are well known for excellent teaching, and several have national and international scholarly reputations. The Dean is a strong advocate for the education profession both in the university and the community at large and should be able to lead the School to attain true academic excellence.

Required qualifications of the successful candidate will include:

- An earned doctorate in an appropriate field that qualifies one for tenure in one of the School's academic areas
- A record of teaching, scholarship, and service that qualifies for the rank of Professor
- Administrative/managerial experience in Higher Education, including budget management
- Strong interpersonal and communication skills and an ability to work in a multi-cultural environment
- A collegial style of leadership that will support faculty and staff in their efforts to provide an excellent academic environment
- Knowledge and experience with NCATE accreditation

Preferred qualifications include:

- Public school experience
- Knowledge of current issues in public education
- Appreciation for innovative instructional technologies, strategies, and delivery systems
- Commitment to both Teacher Education and Graduate and Professional Studies

This tenured, 12-month appointment begins July 1, 2003. The Dean is the chief academic officer of the School of Education and reports to the Vice Chancellor for Academic Affairs. The salary is competitive and is based on experience; benefits are generous. Initial screening will begin November 15 and continue until the position is filled. Interested candidates should submit a letter of application, a current curriculum vitae, a statement of administrative and educational philosophy and the names, addresses, telephone numbers, and email addresses of five persons willing to provide references that directly address the qualifications of the candidate.

Applications and nominations should be submitted to the attention of: **Dean Miriam Shillingsburg, Chair, Search Committee for Dean of the School of Education, Office of Academic Affairs, Indiana University South Bend, 1700 Mishawaka Avenue, P.O. Box 7111, South Bend, IN 46634-7111.**

Dean, Division of Nursing and Health Professions

Indiana University South Bend invites applications and nominations for a strong, dynamic leader to serve as Dean of the Division of Nursing and Health Professions. The Dean, as chief academic officer of the Division reporting to the Vice Chancellor for Academic Affairs, helps to create a climate of intellectual vitality and excellence, and supports the faculty in their teaching, research, and service. The Division consists of four units: School of Nursing, Programs in Dental Education, Program in Radiography, and Pre-Allied Health. There are a total of 23 full-time faculty and over 700 students. All programs are currently independently accredited by the appropriate accrediting agencies. Nursing and Dental Education are each part of a state-wide system School. The School of Nursing holds the William and Kathryn Shields Endowed Chair.

Required qualifications for the successful candidate will include:

- An earned doctorate in one of the disciplines in the division or a related field.
- Significant experience in leading education programs at the Chair level or higher.
- A keen understanding of the complexity of contemporary issues involved in the health sciences, dental education, and nursing.
- A distinguished record of clinical expertise, teaching, research, and service commensurate with appointment at full rank and eligibility for tenure.
- Successful mentoring in the academic process, including faculty promotion, teaching, research and grantsmanship.
- Eligibility for licensure in the state of Indiana.

This tenured, 12-month appointment begins July 1, 2003. The salary is competitive and is based on experience; benefits are generous. Interested candidates should send a letter of application, including a statement of philosophy and vision for the administration of a unit encompassing multiple health disciplines, curriculum vitae, current license, evidence of scholarly activity and the names, titles, addresses, phone numbers and email addresses of five references. Initial screening will begin November 15. To ensure full consideration, applications should be received by January 6, 2003. Please send applications or nominations to: **Dean Thomas C. Miller, Chair, Dean of Nursing and Health Professions Search Committee, Office of Academic Affairs, Indiana University South Bend, 1700 Mishawaka Avenue, P.O. Box 7111, South Bend, IN 46634-7111.**

BEST COPY AVAILABLE

BRIDGEWATER

STATE COLLEGE

Dean of the School of Education and Allied Studies

Bridgewater State College seeks applications and nominations for the position of Dean of the School of Education and Allied Studies.

Founded in 1840, Bridgewater State College is one of nine state colleges in Massachusetts and is a recognized leader in teacher education in the Commonwealth. A regional, comprehensive institution, the college serves 9,500 students, more than a third of whom are enrolled in programs offered by the School of Education and Allied Studies. The college is located in southeastern Massachusetts in a beautiful New England town with easy access to the major intellectual, cultural, and recreational resources of Boston, Providence, and Cape Cod.

Reporting to the provost and vice president for Academic Affairs, the dean is the presiding administrator of the School of Education and Allied Studies and plays a leadership role in assessing and developing curriculum, including general education; hiring faculty; supporting faculty professional development; maintaining state program approvals and specialized accreditations, including NCATE; promoting the innovative use of technology to enhance teaching and learning; budgeting and resource allocation. The dean works collaboratively with faculty and other administrators to foster interdisciplinary programs and to establish partnerships with local school districts and agencies.

Qualifications include an earned doctorate in one of the disciplines of the School; successful experience in college-level teaching; a record of scholarly achievement appropriate for an academic leader in a comprehensive institution; demonstrated accomplishments as a leader and academic administrator in positions of increasing responsibility; knowledge of issues in PreK-16 education and teacher education; experience with state program approval and specialized accreditation, including NCATE; excellent (and demonstrable) communication and interpersonal skills; ability to function effectively in a collective bargaining environment. The successful candidate will exhibit such personal qualities as integrity, good judgment, vision, and a sense of humor and will be able to work effectively and collegially with faculty, students, other administrators, parents, PreK-12 personnel and other external constituencies.

Salary: Competitive **Starting date:** On or before July 1, 2003

Applications and Nominations: Review of applications will begin in November and continue until the position is filled. Candidates should submit a letter of interest in the position, a current resume, and the names, addresses and telephone numbers of five professional references to: Dr. Patricia O'Brien, Chair, Dean Search Committee, P. O. Box 473, Bridgewater, MA 02324.

Bridgewater State College has a longstanding commitment to diversity and is actively seeking to increase cultural, racial, and ethnic diversity. Bridgewater State College is an affirmative action/equal opportunity employer and complies with all pertinent laws, regulations, and executive directives of the Commonwealth of Massachusetts and applicable federal statutes.

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

Journal Advertisement

The Bilingual/Multicultural Education Department, College of Education at California State University, Sacramento announces the following tenure-track positions:

Assistant Professor, Gifted and Talented Education, Position #76
Assistant Professor Multicultural/Bilingual Education Generalist, Position #77
Assistant Professor, Social Studies and Bilingual/Multicultural Education, Position #78
Assistant/Associate Professor, Specialist in Second Language and Literacy Acquisition, Position #79

Screening of applications will begin on February 3, 2003. Positions will remain open until filled. For more information, visit our web site at http://www.csus.edu/fas/fsaindex.htm or call (916) 278-5942. *EO/AA*

CALIFORNIA STATE UNIVERSITY, HAYWARD
SCHOOL OF EDUCATION AND
ALLIED STUDIES
DEPARTMENT OF TEACHER EDUCATION
ASSISTANT PROFESSOR

Multiple Subject Reading and Language Arts

POSITION # 02-03 TED-READ/LANG-TT

DUTIES OF THE POSITION: Teach courses in the Multiple Subject program; teach methods courses in reading and language arts; teach graduate reading courses; supervise elementary student teachers. Assume roles and responsibilities as a member of the Department of Teacher Education, including the possibility of eventually team leading a cohort of Multiple Subject teaching credential candidates. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Teaching assignments at California State University, Hayward include courses at both the Hayward and Contra Costa Campuses and may also include teaching responsibilities at School District partnership sites.

RANK AND SALARY: Assistant Professor, tenure-track. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: Fall Quarter, 2003

QUALIFICATIONS: Doctorate in Reading Education, Elementary Education or other related appropriate area preferred. We will also consider ABD candidates in final phase of obtaining doctoral degree. At least three years experience in teaching K-12 students, with public school experience a must. Knowledge of RICA desired. Demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. Commitment to create research and community involvement opportunities is a plus. To be recommended for tenure, the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship and/or creative activities; service to the university, the department, the profession, and the community.

APPLICATION DEADLINE: Review of applications will begin on December 15, 2002. Position open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to: **Chair, Search Committee (Multiple Subject Reading and Language Arts) Department of Teacher Education, 25800 Carlos Bee Blvd, California State University, Hayward, Hayward CA 94542-3007, 510-885-3027, 510-885-4632 (fax)**

NOTE: California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act. CSUH is an Equal Opportunity Employer and does not discriminate on the basis of age, race, color, national origin, sex, sexual orientation, or disability. The University is committed to the principles of diversity in its employment and to creating a stimulating learning environment for its diverse student body.

The University of North Carolina at Asheville, North Carolina's public liberal arts university, invites applications for the following positions to begin in the Fall Semester, 2003.

Director of Africana Studies Program - (Appropriate terminal degree required, will teach a survey course in Africana Studies, senior Seminar in Africana Studies, and develop a program that includes courses on Islam, African Diaspora, and other appropriate subjects. Experience in directing similar programs preferable.)

Assistant/Associate Professor of Biology (Botanist) - (Ph.D. required. A broad background in plant sciences, expertise in a specialty such as cellular or physiological aspects of plant biology or ecophysiology, use of molecular techniques to investigate fundamental cellular processes would be an asset.)

Assistant/Associate Professor of Biology (Cell Biologist) - (Ph.D. required. A broad background in cellular or developmental biology, and a strong commitment to teaching undergraduates. Use of molecular techniques to investigate fundamental cellular processes would be an asset.)

Assistant/Associate Professor of Computer Science - (Ph.D. in Computer Science or Information Systems required. Teach courses in Computer Science and possibly Engineering. Critical teaching assignments would be upper-level courses in computer networking and computer organization along with introductory courses in programming and web application development.)

Assistant/Associate Professor of Foreign Languages - (Ph.D. required in Spanish; Specialization in any area of Spanish linguistics or in early periods of Spanish/Spanish American Literature. Native/near-native Spanish, fluent English required.)

Assistant/Associate Professor of History - (Ph.D. in History required, Other qualifications are teaching experience, potential for scholarship, ability and desire to teach in interdisciplinary programs. Teaching focus will be United States History and Colonial/Early National Period. Latin America, Native American or American West subfields preferred.)

Assistant/Associate Professor of Literature and Language - (Ph.D. required in Comparative Literature or English; Additional MFA in Creative Writing (poetry) welcome. Training in composition theory, demonstrated interest in interdisciplinary humanities, and excellence in teaching are essential.)

Assistant Professor of Multimedia Arts and Sciences - (Terminal degree or soon to complete; Versed in video, sound, 3-D animation, typography, interactive media, web design, strong visual art/design background, and understanding of contemporary theory and criticism of digital media, strong communication and writing skills, prior professional design and teaching experience preferred.)

Assistant Professor of Music (Coordinator of Jazz Studies) - (Master's degree required, doctorate preferred. Seeking an experienced jazz instrumentalist/composer/arranger/educator to administer and teach in the jazz studies program. Excellent skills in the administration of a jazz program, vision for program development, student recruitment, participation in fund-raising, evidence of success in both teaching and building a college-level jazz program are expected.)

Located in the Blue Ridge Mountains, UNCA has been designated The Liberal Arts University of the University of North Carolina System and is one of the only seven U.S. institutions designated by Carnegie Foundation as "Public BA I" (Undergraduate liberal arts). The University takes pride in offering a quality education to its select 3000 undergraduates, and is a national leader in promoting undergraduate research. Class size is small, and a distinguished faculty enthusiastically supports the liberal arts model of combining teaching with scholarship. UNCA also offers an interdisciplinary Master of Liberal Arts degree. The University is committed to serving the community in ways that complement its educational mission of promoting humane values in thought and action.

Nominations and expressions of interest should be submitted to **Dr. Mark W. Padilla, Vice Chancellor for Academic Affairs, UNCA CPO# 1410, One University Heights, Asheville, NC 28804.**

UNCA, an equal opportunity employer, encourages women and minorities to apply.

SMITH COLLEGE

Assistant Professor of Spanish

Tenure-track position in pre-19th century Iberian Studies. Ideally, the candidate will have an issues-oriented interdisciplinary approach (art, religion, literature, and comparative intellectual and cultural history) and theoretical grounding in some form of cultural studies (colonial studies, diaspora studies, performance studies) with a particular focus on one of the following sub-fields: **1)** Iberian Semitic Studies (relations between Muslims, Jews, and Christians in the Peninsula); **2)** the Atlantic triangle (Spain-Portugal/Latin America; or Spain-Portugal/Africa) and its inner-connections.

The candidate must be interested in developing attractive curricular offerings, be deeply committed to teaching in a demanding liberal arts environment, and prepared to participate in an intensive peer setting. Teaching duties also include all levels of language (Spanish, or Spanish and Portuguese) and cultural literacy, from beginning to advanced.

Please send letter of application, CV, a writing sample, and three letters of recommendation, to **Search Committee, Department of Spanish and Portuguese, Smith College, Hatfield Hall, Northampton, MA 01063.** Application deadline: November 8, 2002.

Smith College is an equal opportunity employer encouraging excellence through diversity.

GWINNETT UNIVERSITY CENTER

We currently have the following opportunity available in a complex consortium academic library:

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www.gpc.edu/Employment

or call the

Jobline at 404-244-2376.

AA/EOE/ADA

Connecticut College

FACULTY POSITIONS BEGINNING FALL 2003

Connecticut College, New London, CT, has the following openings for faculty positions beginning Fall 2003. The College is seeking candidates who have a strong commitment to excellence in teaching undergraduate students from diverse cultural backgrounds and the potential to conduct research in a liberal arts setting. Unless otherwise indicated, Ph.D. required at the time of appointment. See search website at facultysearch.conncoll.edu

Endowed Chairs (Tenure-Track)

East Asian Languages and Cultures (Rank Open): The Hanna Hafkesbrink Professorship in Foreign Languages and Literatures, for a specialist in East Asian Cultural Studies with a focus on modern Japan to teach advanced Japanese language and interdisciplinary courses in East Asian studies. A successful senior candidate will be expected to chair the department.

History (Assistant Professor): The Jacob and Hilda Blaustein Assistant Professorship in the Humanities, for a specialist in African American United States history, with preference for historians of the 19th century to teach introductory U.S. History, topical intermediate courses, and advanced courses in field of specialization. Ph.D. preferred at time of appointment.

Sociology (Assistant Professor): The Lenore Tingle Howard '42 Assistant Professorship, for a specialist in urban processes, to teach introductory sociology, family and theory and to oversee the major in Urban Studies. Successful candidate will have the opportunity to work with the Holleran Center for Community Action and Public Policy, which supports an undergraduate certificate program in community research and action.

Athletics (Adjunct Faculty): The Katherine Wenk Christoffers '45 Director of Athletics/Chair of Physical Education position includes responsibility for intercollegiate athletics, physical education, recreation, club sports, and intramural sports.

Tenure-Track

Anthropology (Assistant Professor): Seeking applications from social/cultural anthropologists with field experience in a region of Asia, to teach two sections of introductory anthropology, field methods, regional ethnography, and a topical course. Topical specialties may include gender, development, or others that complement those in the department. We cannot consider specialists in medical, applied, ecological or history/theory of anthropology. Ph.D. preferred at the time of appointment.

Biology (Assistant Professor): The biology program seeks a developmental biologist with expertise in molecular techniques to teach a broadly based course in developmental biology, participation in a core introductory biology course, and an advanced-level course of the candidate's design. Postdoctoral work and teaching experience are preferred.

Economics (Assistant Professor): This position is in corporate finance and comparative financial systems, with teaching responsibilities in the areas of finance, econometrics, and introductory and/or intermediate microeconomic theory.

French (Assistant Professor): Seeking candidates who are specialists in French and Film Studies, who are conversant in theory, able to teach French at all levels and film studies courses in both French and English, and have native or near-native proficiency in French.

Math (Assistant Professor): Applications are invited from all areas of mathematics, but preference may be given to candidates in an area of analysis such as dynamical systems or partial differential equations. The person hired will teach introductory and advanced courses in various areas of mathematics.

Connecticut College is an Equal Opportunity/Affirmative Action Employer and is engaged in increasing faculty and staff diversity.

LASER Highlights
Keynote Speakers:

Dr. Terrence Roberts,
Little Rock Nine

Ms. Miriam Cruz,
Former Deputy Assistant to President Jimmy Carter

Invited Presenters:
- Dr. A. Wade Boykin
- Dr. Phil Chinn
- Ms. Kathy Froelich
- Dr. Geneva Gay
- Dr. Pedro Noguera
- Dr. Alba Oritz
- Dr. Vernon Polite
- Dr. Francisco Rios

2nd Annual *LASER* Urban Research Conference
"Reversing Trends in Urban Schools and Communities By Design—Not By Accident"

December 5-7, 2002
Wyndham Harbour Island Hotel
Tampa, Florida

Pre-Conference — Institute on Disproportionality
December 3-4, 2002
Sponsored by: Diversity Affairs, Council for Exceptional Children (CEC)

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Register NOW! Space is Limited!

USF University of South Florida

For more information contact: Ms. Anh-Kay Pizano or Mr. Tracy Dace at 813-974-3195 or visit our website at www.coedu.usf.edu/LASER or email us at laser@tempest.coedu.usf.edu

The LASER project is funded by a grant from the U.S. Department of Education, Office of Special Education Programs.

ASSISTANT PROFESSOR, CLINICAL PSYCHOLOGY

EASTERN MICHIGAN UNIVERSITY: Tenure Track position available for Ph.D. in Clinical Psychology beginning Fall 2003 to participate in new (2001) doctoral program. Program emphasizes the scientist-practitioner training model, as well as organizational management, program development, and evaluation training. For complete job description, contact Ketl Freedman-Doan at psy_ketl@online.emich.edu. To apply, forward a letter of interest, comprehensive vita/resume, and a list of three references (including telephone numbers and email addresses) to: **Posting # F0322, Eastern Michigan University, Academic Human Resources, 202 Boone Hall, Ypsilanti, MI 48197.** Screening begins on or about December 1 and will continue until finalist selected.

ASSISTANT PROFESSOR, CLINICAL BEHAVIORAL PSYCHOLOGIST

Eastern Michigan University: Tenure Track position beginning Fall 2003 for Ph.D. in Psychology with specialty in Clinical Behavior Analysis and/or Behavior Therapy in a program that integrates Applied Behavior Analysis and Behavior Therapy. Faculty member will participate in new doctoral program that builds on existing terminal M.S. programs in Clinical and Clinical Behavioral Psychology. For complete job description, contact Ketl Freedman-Doan at psy_ketl@online.emich.edu. To apply, forward a letter of interest, comprehensive vita/resume, and a list of three references (including telephone numbers and email addresses) to: **Posting #F0321, Eastern Michigan University, Academic Human Resources, 202 Boone Hall, Ypsilanti, MI 48197.** Screening begins on or about December 1 and will continue until finalist selected.

CLINICAL SYSTEMS/INDUSTRIAL ORGANIZATIONAL PSYCHOLOGIST

Eastern Michigan University Tenure Track position beginning Fall 2003 for Ph.D. in Psychology with specialty in clinical systems, organizational behavior management, and/or systems theory applied to mental health care settings or related area; appointment rank at Assistant or possibly Associate Professor. This position will be an integral part of new Ph.D. program started in 2001. New program endorses a scientist-practitioner model of education with an emphasis on training in healthcare systems management and program evaluation. Field of study may be clinical, I/O, social, community, or any area of psychology involving a systematic study of mental healthcare systems management. For complete job description, contact Ketl Freedman-Doan at psy_ketl@online.emich.edu. To apply, forward a letter of interest, comprehensive vita/resume, and a list of three references (including telephone numbers and email addresses) to: **Posting # F0323, Eastern Michigan University, Academic Human Resources, 202 Boone Hall, Ypsilanti, MI 48197.** Screening begins on or about December 1 and will continue until finalist selected.

Faculty Positions

TENURE-TRACK POSITIONS, all levels
Ref: AP#1-4

Applications are invited for tenure-track positions. These positions are at the assistant, associate, or full professor level depending on experience. Applicants should have a Ph.D. in computer science or in a closely related field. The department requires demonstrated research accomplishment at the highest level as well as outstanding teaching ability and leadership qualities. Candidates should be enthusiastic about the central role that computer science can play on the campus of a large research university. We are part of a new administrative structure on campus that promotes interdisciplinary research and teaching in the computing and information sciences.

The Department of Computer Science at Cornell University encompasses a wide range of research areas, including artificial intelligence, concurrency and distributed computing, databases, algorithms, information organization and retrieval, applied logic and semantics, numerical analysis and scientific computing, theory of computation, programming languages and methodology, computer vision, computational biology, graphics, theory, networks, operating systems, and natural language processing.

Although we are especially interested in networks, theory, and computational biology and bioinformatics, applicants in all areas of computer science will be thoroughly considered.

Further information about the department and the Office of Computing and Information Science is available on the World Wide Web at **http://www.cs.cornell.edu** and **http://www.cis.cornell.edu/.**

Applicants should submit a vita and the names of at least three references to:

CORNELL

Chair, Faculty Recruiting Committee
Department of Computer Science
4130 Upson Hall
Cornell University
Ithaca, NY 14853-7501
Please include reference number with application.

Cornell University is an Equal Opportunity Employer and Educator and welcomes applications from women and ethnic minorities.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

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Bridgewater State College Vice President for Institutional Advancement

THE SPELMAN & JOHNSON GROUP

The Institution

Founded in 1840, Bridgewater State College (BSC) is the largest state college in Massachusetts and one of the oldest public colleges in America. Located in Bridgewater, Massachusetts, the College consists of three schools: the School of Education and Allied Sciences; the School of Arts and Sciences; and the School of Management and Aviation Science. The College enrolls approximately 9,000 students. The College is situated on 235 well-maintained acres and is located approximately 45 minutes from Boston, Providence, and Cape Cod.

The Position

Reporting directly to the President, the Vice President for Institutional Advancement will serve as a member of the President's cabinet and as Executive Director of the BSC Foundation. The Vice President is expected to work closely with the foundation board, alumni association, senior administrators, faculty, and fund-raising volunteers to implement a comprehensive and effective strategy to meet Bridgewater State College's fund-raising goals. Additional responsibilities include providing strategic direction and leadership to development and alumni relations and to all fund-raising efforts, and supporting, developing, and directing staff to meet goals and improve the processes and outreach of these offices.

Qualifications

The successful candidate will possess a master's degree with at least ten years of progressive experience and demonstrated success in development. The successful candidate will be a proven leader, communicator, and fund-raiser who can help shape and sell BSC's mission and priorities and expand the community of interested donors. Strong management and organizational skills, an understanding of public higher education, innovative program development, and knowledge of information systems to support fund-raising activities is also required.

Application and Nomination

To ensure full consideration, applications should be received by November 15, 2002. Nominations of individuals for this position may be sent to the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or online at **www.spelmanandjohnson.com**. If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Bridgewater State College – Institutional Advancement (HISP)
Martha H. Smiles, Senior Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

Visit Bridgewater State College's website at www.bridgew.edu

Bridgewater State College is an Equal Opportunity, Affirmative Action Employer with a long standing commitment to increasing the diversity of the employee community

CitrusCollege

Superintendent/President

The Board of Trustees of the Citrus Community College District invites applications and nominations for the position of Superintendent/President. The Superintendent/President is the Chief Executive Officer of the college and reports to an elected five-member Board of Trustees.

Application Information

The Profile brochure, with details on Citrus College, the Opportunities, the Superintendent/President Profile, and the application instruction, should be requested by contacting: **Mrs. Christine Link, Search Liaison Citrus College, Telephone: 626-857-4002, E-mail: clink@citrus.cc.ca.us**

For confidential telephone inquiries about the position, contact: **Community College Search Services, Dr. Tom Harris, Search Consultant Telephone: 209-723-7151; Fax: 209-723-2820, E-mail: harristk@mindspring.com or Dr. Al Fernandez, Search Consultant, Telephone: Tel: 805-650-2546; Fax: 805-650-8460, E-mail: ccss@sbcglobal.net**

http://www.citruscollege.edu

Citrus College is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would enrich the college's diversity are strongly encouraged.

SUMMER 2003

International Studies Association

BUENOS AIRES - ARGENTINA

Scholarship Program for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from **June 27** to **July 18, 2003**, at the International Studies Association facilities in Buenos Aires, Argentina.

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From: $2,399.

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P.O. Box 451
Fair Lawn, NJ 07410-0451

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FAX: (201) 794-6019

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AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

DIRECTOR OF ANNUAL FUND

Agnes Scott College has an excellent opportunity for a professional with strong background in fund raising for a nonprofit or educational institution. The candidate selected will be responsible for advising on appropriate strategy for increasing the Annual Fund, planning, organizing and implementing a comprehensive annual giving program including leadership, reunion, young alumnae and parent components. Candidate also will be responsible for developing direct mail and other fund-raising materials, coordinating student calling programs, overseeing the activities of volunteers, cultivating donors and soliciting gifts.

Agnes Scott College is located in Decatur, GA, an historic suburb of metropolitan Atlanta. The College is in the public phase of a $80 MM comprehensive campaign of which the Annual Fund is a critical component.

Qualified candidates will possess: B.A./B.S. in related field, five years relevant, effective experience in fund raising with a minimum of three years experience in annual-fund fund raising and management of volunteer structures. The successful candidate will demonstrate success in managing, motivating, training and retaining staff and volunteers and in writing direct marketing materials; and will have proficient computer skills and strong verbal and interpersonal skills.

For a complete description, please visit our Web site at www.agnesscott.edu. To apply, reference the position title of Director of Annual Fund on the subject line and e-mail a resume, letter of interest, professional references and salary requirement to hrjobs@agnesscott.edu.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer.

LOOKING FOR DOCTORAL STUDENTS

ECLIPSE is looking for scholars representing Hispanic/Latino cross-cultural backgrounds who would like to benefit from the following project supports:

- *$20,000 Fellowship, plus tuition waivers*
- *Doctoral program in urban special education*
- *Professional development for careers in the Academy*
- *Tiered formal and informal mentorship experiences*
- *Applied urban school research experiences*

For more information, please contact Dr. Brenda L. Townsend at 813-974-1385, email btownsen@tempest.coedu.usf.edu or Dr. James Paul at 813-974-4100, email paul@tempest.coedu.usf.edu.

The ECLIPSE project is funded by a grant from the U.S. Department of Education, Office of Special Education Programs

University of South Florida
USF

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¡PUNTO FINAL!

SOCIAL ORGANIZATIONS PLAY AN IMPORTANT ROLE IN RETAINING LATINO STUDENTS

Dr. Tito Guerrero III is president of Stephen F. Austin State University in Nacogdoches, Texas.

Can sorority or fraternity membership encourage Latino college students to stay in school? At Stephen F. Austin State University, the answer has been a resounding "Yes!"

While concerns frequently are expressed about how membership in Greek organizations affects academic performance, the SFA experience proves these concerns unfounded. Participation in mandatory study time, common among many fraternities and sororities, has raised the grade point averages of Latino members at SFA. In fact, the fraternity and sorority with the highest grade point averages at SFA are both Latino-based organizations.

Membership in the Greek groups secures a unity among Latino students that leads to a sense of belonging on campus. With camaraderie and support from their peer group, Latino students have a better chance of completing their education and, consequently, gaining the opportunity to attend graduate school.

Members of these groups have served as mentors to local high school students and sponsored College and Career Day at a local high school. Unfortunately, today's high school students of all backgrounds are more than ever faced with peer pressure and intimidation to join gang activity. What better time to present these young people with the opportunity to join a group that creates positive changes in the community? As an added bonus, while the university students are serving as role models to the high school students, this activity benefits SFA by serving as a recruiting tool. If the high school students stay in school and graduate as a result of their contact with college mentors, the pool of Latinos eligible for college is increased.

Despite many well-documented obstacles, Latino students have demonstrated a significant capacity to succeed. For example, almost one-third of all Latino college students whose parents never finished high school pursue postsecondary degrees. Of all racial/ethnic groups who come from this background, Latinos have the highest percentage graduation rate by nearly a two-to-one margin. These students have demonstrated to us their desire to succeed. We owe it to them to support this determination with the availability of social groups that will enhance their ability to earn a college degree.

A valuable community service project performed by a Latina sorority at SFA has been a tutoring program with elementary students whose parents are attending courses to improve English-speaking skills. The same group worked with disabled children at a local church. Other groups have volunteered at homeless shelters and food banks. As community members see these college students' dedication to service, it will help dispel preconceived notions and prejudices about ethnic groups and college students in general.

As an on-campus service project, Latino members of Greek organizations have served as translators for academic departments. Through this activity, the Latino students see themselves as a viable, integral part of the university. These activities encourage a sense of pride in heritage and cultural values. The students learn that their pride in being Latino is equal to their friends' pride in being African American. It gives an inner confidence that allows negative feelings toward other ethnicities to be dispelled.

The activities of these student groups, along with the support of SFA's Multicultural Center, play a vital role in the success of minority students. The Multicultural Center routinely sponsors events that bring together students from groups of every ethnic background, including groups traditionally African American and Anglo. These activities will allow all students to become culturally skilled communicators, leading, potentially, to a decrease in the "subtle discrimination" that still exists in some workplaces.

From 1988 to 1998, Latinos recorded a gain of more than 85 percent in total enrollment in higher education. While classroom education is certainly our top responsibility to these students, we must not forget the other educational opportunities that we are obligated to present: the opportunity to become aware of the positive attributes of every ethnic group; the opportunity to open young minds to the importance of welcoming people of all backgrounds into the daily activities of our lives; the opportunity to take advantage of and learn to appreciate the diversity that makes our nation strong.

Latino young people, the fastest-growing segment of the nation's population, will play a major role in every aspect of the future of our nation. Whether or not that role is a positive one depends upon the opportunities available to young Latinos today. Universities should encourage and support the Greek organizations that promote cultural diversity and enrich the lives of college students. The value of cultural diversity in the education of all students cannot be overemphasized.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

The Hispanic Outlook in Higher Education

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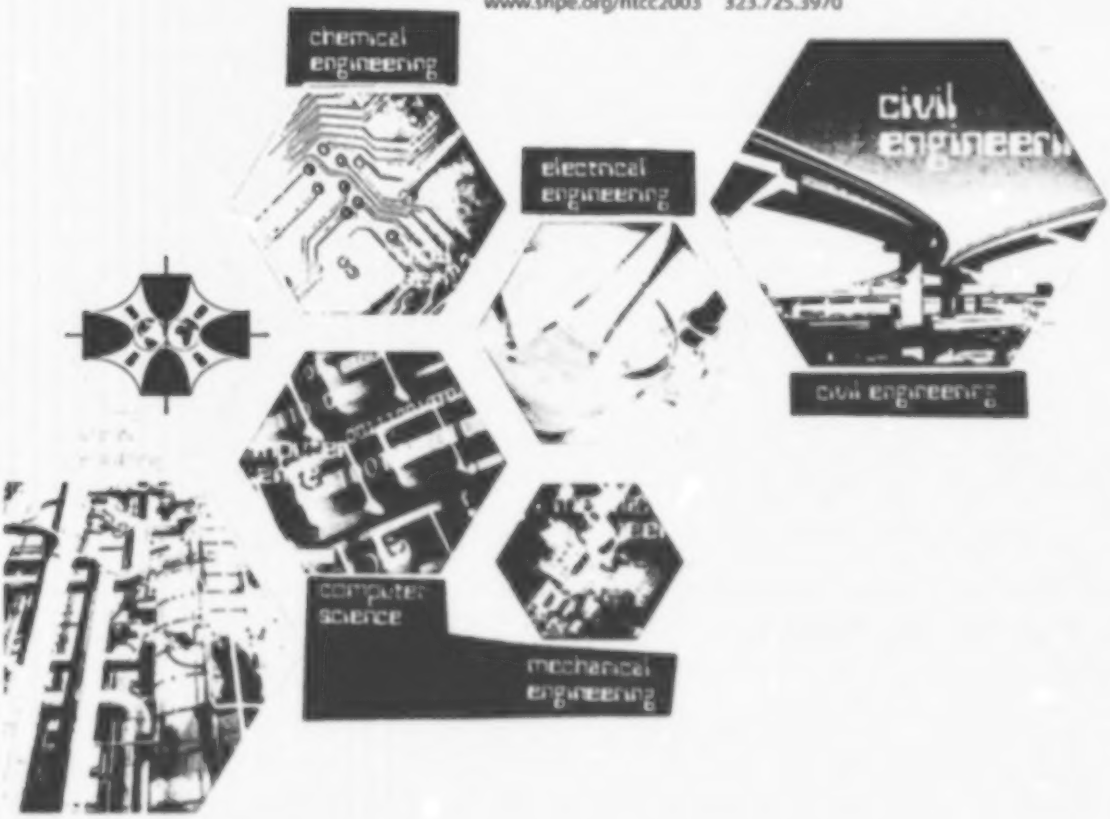
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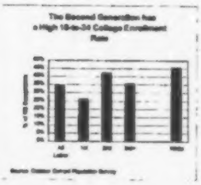

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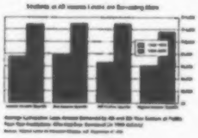

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San José State
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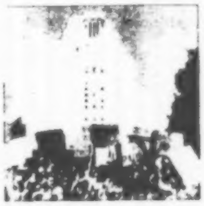

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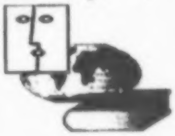

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¡PUNTO FINAL! back cover

The Padrino Concept, Still Alive Today

Cover Photo courtesy of California State University, Fullerton

Esquina Editorial

Dear Colleagues

It's back! The second state-by-state report card was released early last month by the nonpartisan National Center for Public Policy and Higher Education. The first was two years ago. Results of both can be found at www.highereducation.org.

Grades were awarded in six "subjects"–preparation, participation, affordability, completion, benefits, and learning. This year, as last, all states got an "incomplete" in learning.

La Buena Noticia–30 states showed improvement in preparing students to take advantage of higher education. There were fewer gains in enrollment and in completion, however.

Massachusetts came in No. 1 overall. Maine, New York, Tennessee, and Virginia improved in each category. California got the only A in affordability, and an A in benefits–economic and civic. New Mexico got an A in participation, as did New Jersey, which also got one in preparation. Colorado came in first in benefits.

The states as a whole went from a C- to a D in affordability, a topic taken up this season by the popular TV drama, "The West Wing," with fictional White House staffers pressing for full deductibility of college expenses.

Coming up in our next issue, we talk with the legendary Latin *Son* King–Eddie Palmieri, a key figure in Latin jazz and a creator of modern salsa. And with the brilliant, poignant, and hilarious performer, producer, director John Leguizamo, who draws heavily on his Latino past in presenting themes and characters with universal appeal. Both these award-winners push the envelope in expressing their creative genius.

Felicitamos a the winners of November's elections and hope that when it comes to education, all will work with us to leave no person behind.

Hasta Pronto,

Suzanne López-Isa
Managing Editor

Letters To HO

Imprison the Mind, and the Body Will Follow

Dear *HO*,

The state of public education in southern New Jersey is reprehensible. So much so that one has to wonder, does the Governor really know or care about the fate of thousands of Latino children trapped in the failing public School systems of places like Camden City?

Camden's system is one where 75 percent of Latino students enrolled end up dropping out.

And many of those who graduate are able to do so only because of the States special Review Assessment exam–a joke of a test that is administered to our children when they fail the standard exit exam three times. In June 2001, Camden had 341 graduates, 177 of whom were given the SRA exam. All of them graduated.

Governor McGreevey's recent attempt to implement the discredited state Controlled school-district model in Camden is doomed to failure. After watching the same system fail in Newark, Paterson, and Jersey City, what made the good Governor think it would work here? The bottom line is, the public Education system is destroying the Latino Community.

It is time for radical change. It is time to empower poor parents instead of Educrats. It is time to make the system accountable to Parents. It is time for School Choice. Until poor parents have the ability to move their children from failing school systems and force the system to meet their demands.

Our Urban Schools will merely be the proving grounds for our Prison Systems. There is no choice in life without education, and no education in life without Choice.

Angel M Cordero
Camden, NJ

Periodically

Getting Inside the Ivy Gates: What all parents need to know about getting their children into America's most elite colleges: *Worth* ranks the high schools that send the most students to Harvard, Yale, and Princeton

Worth Magazine, September 2002
By Reshma Memon Yaqub

by Isis Artze

Worth Magazine set out to determine how much particular high schools influence their students' chances of acceptance to the most prestigious U.S. colleges–and discovered that a college feeder system is "alive and well in America." Despite the increased focus on student diversity, and competitive, merit-based admissions, it concludes there is still a pipeline from the top high schools to the top colleges.

"Obviously, a feeder system makes it harder for students outside the network to compete for entry into the elite colleges," it states. "That's not something that colleges or private high schools are particularly keen for the whole world to know–one of the reasons that our project met with such resistance."

To attempt a quantitative analysis of this feeder system, the magazine examined students' acceptance rates from 1998 to 2001 into *HYP*: Harvard, Yale, and Princeton. It concedes that these are by no means the only great U.S. colleges, but uses them as a yardstick because of their extreme selectivity. The high schools with at least four students accepted during these years (930 of the 31,700 high schools nationwide) were then ranked by the percentage sent to these three colleges. The article lists the Top 100 Feeder Schools.

At the top of the list is Roxbury Latin High School in West Roxbury, Mass., which sent 21 percent of its graduates to Harvard, Yale, and Princeton during the four years. The No. 100 school, St. Mark's School of Texas, in Dallas, sent more than 4 percent. "To put this in context," it states, "more than half of the 930 schools sent less than 1 percent." Not surprisingly, 94 percent of the top 100 are private schools. The article also includes a listing of the Top 50 Public Schools, for which it had to reach down all the way to No. 294 on its original list.

Worth identifies several reasons for this disparity between public and private schools: Private schools can pick and choose their students; the more intense education students receive in private schools makes them more attractive to colleges; students who can pay for private school can probably afford the full college tuition; and private school students often have access to admissions officers during the review process, whether by visiting the college or by the officers visiting their high school.

But the article suggests that the key players in this feeder system are the college counselors in private high schools, many of whom are former admissions officers themselves. For starters, they often have long-standing relationships with admissions officers. After years of this "elaborate dance," *Worth* argues, admissions officers trust that the counselors are recommending students who are a good fit.

The study revealed that, on average, private high school counselors are responsible for 40 to 60 students, while their public school counterparts are responsible for roughly 500 students. Timing is also an important factor, as most private schools begin college counseling as early as freshman year, and continue through the entire application process.

Other private school counselor tactics are more complex: They are known to routinely call admissions offices for a preliminary list of who's getting in and who's on the borderline, and argue accordingly. For a variety of reasons, public school counselors rarely make these calls. Also, realizing their students are competing not only with other high school students but also with each other, they try to influence who gets in where, so that students don't get in each other's way.

Many advise students to apply early, and some require students who apply early and are accepted to withdraw their applications to other schools. The latter is crucial because colleges are concerned more than ever with "yield"–the number of students they accept who actually enroll. *Worth* mentions that in this quest for high yield and an impressive acceptance record, counselors can push students to attend schools that may not be the best-suited college for them.

Finally, *Worth* says parents should not panic if their children's high school is not on the list. "In the most successful cases, college admission is a family process. Parents know their children better than counselors do. The hard part might be accepting that sometimes the right college isn't Harvard, Yale, or Princeton."

Top 10 Feeder Schools

Percentage of graduating classes that attended either Harvard, Princeton, or Yale

1. Roxbury Latin School, West Roxbury, Mass.; 21.11 percent
2. Brearley School, New York; 20.9 percent
3. Collegiate School, New York; 20 percent
4. Groton School, Groton, Mass.; 17.86 percent
5. Dalton School, New York; 17.58 percent
6. Spence School, New York; 17.16 percent
7. Horace Mann School, the Bronx, N.Y.; 16.77 percent
8. Winsor School, Boston; 16.74 percent
9. Milton Academy, Milton, Mass.; 15.84 percent
10. Phillips Academy, Andover, Mass.; 15.68 percent

Top 10 Public Feeder Schools

Overall ranking and percentage of graduating class that attended either Harvard, Princeton, or Yale

26. Hunter College High School, New York; 9.36 percent
59. Princeton High School, Princeton, N.J.; 6.3 percent
71. Thomas Jefferson High School for Science and Technology, Alexandria, Va.; 5.89 percent
81. Scarsdale High School, Scarsdale, N.Y.; 4.91 percent
87. Bronxville High School, Bronxville, N.Y.; 4.71 percent
90. Millburn High School, Millburn, N.J.; 4.64 percent
101. University of Illinois Laboratory High School, Urbana, Ill.; 4.26 percent
102. Academy for Advancement of Science and Technology, Hackensack, N.J.; 4.21 percent
120. Stuyvesant High School, New York; 3.67 percent
142. Weston High School, Weston, Mass.; 3.22 percent

***NOTE: Every month, this new HO feature will provide a synopsis of a recently published article or report of interest to our readers. If you would like to submit a piece for our consideration, please send details to contributing editor Isis Artze: hispanicoutlook@yahoo.com.**

Judea Pearl speaks about the newly chartered Daniel Pearl Foundation

by Roger Deitz

On Feb. 22, 2002, President Bush issued the following statement. "Laura and I and the American people are deeply saddened to learn about the loss of Daniel Pearl's life. And we are really sad for his wife and his parents, and his friends and colleagues, who have been clinging to hope for weeks that he be found alive. We are especially sad for his unborn child, who will now know his father only through the memory of others. All Americans are sad and angry to learn of the murder. All around the world, American journalists and humanitarian aid workers and diplomats and others do important work in places that are sometimes dangerous. Those who would threaten Americans, those who would engage in criminal, barbaric acts, need to know that these crimes only hurt their cause and only deepen the resolve of the United States of America to rid the world of these agents of terror. May God bless Daniel Pearl."

The Pearl family was deeply shocked and its worst fears realized when the kidnapped *Wall Street Journal* reporter was confirmed dead. Until then, they were confident that their beloved Danny would return safely. The Pearls believed that no human being would be capable of harming such a gentle soul.

"Danny's senseless murder lies beyond our comprehension," a family statement read, "Danny was a beloved son, a brother, an uncle, a husband, and a father to a child who will never know him. A musician, a writer, a storyteller, and a bridge-builder, he was a walking sunshine of truth, humor, friendship, and compassion. We grieve with the many who have known him in his life, and we weep for a world that must reckon with his death."

On Aug. 11, there was another statement, one that spoke of a lasting tribute to Daniel Pearl and to a new effort to promote understanding and diversity.

"We finally laid to rest our beloved son, husband, brother, and father in his hometown, overlooking the concert hall where he loved to perform with his youth orchestra. Danny will continue to inspire his family and the thousands of friends and strangers who were touched by his life and death. He will always be remembered for his pursuit of truth and dialog, his respect for people of all backgrounds, and his love of music, humor, and friendship. This legacy will be preserved through the Daniel Pearl Foundation, and will forever fuel our resolve to see humanity triumphant."

The newly created Foundation will be a means by which the Pearl family, and many supporters, will make a positive effort at correcting the climate of hatred and misunderstanding that led to this eventuality. The actual nuts and bolts of the creation of a foundation were completed last April. Now, newly online, the Daniel Pearl Foundation will serve as a forum for awareness of issues of diversity, with a mission of bringing diverse people together, and "bringing joy and understanding to the world."

The Pearl family's aim in this endeavor is "uncompromised objectivity and integrity, insightful and unconventional perspective, tolerance and respect for people of all cultures, unshaken in the belief in the effectiveness of education and communication, and the love of music, humor, and friendship."

"You are talking about the thrust of cross-cultural understanding," began Dr. Judea Pearl, Danny's father, who is now president of the newly chartered Daniel Pearl Foundation.

"Daniel Pearl personified that thrust in his lifestyle and his work. He was a man devoid of prejudice. He didn't know what prejudice is. He talked to every person with true respect. He wasn't even scared of the normal things people are scared of. I had a walk with him in a dark alley in some city; I think it was London. A homeless man came out of the alley, and as usual he put his hand out saying, 'Hey mister, do you have some money?' I was scared. I turned back with fear in my eyes. Danny tapped him on his shoulder, gave him some money, and kissed him goodbye, and then he turned to me and said, 'Daddy, you're a racist.' Me, I was scared. Danny simply had no fear. He was a champion of humanity.

"The things the Foundation will be doing in the area of cross-cultural understanding are very important. For the rest of us, we have beliefs in these efforts. For Danny, it was his nature.

"For the Foundation, there are four people working 24 hours a day. I am the president, my wife is the secretary and executive director, my two daughters are vice-president and chair. Our aim in forming the Foundation in Daniel Pearl's memory is to further the ideals that inspired Daniel's life and work. The Foundation's mission is to promote cross-cultural understanding through journalism, music, and innovative communication."

Dr. Pearl says it is an "inspiration" that the story of Daniel Pearl's life and death "touched thousands of people who never knew him." He tells *HO* that the Foundation will touch many more with its positive diversity efforts. By developing original programs, the Daniel Pearl Foundation will seek to bring to light "to the whole world, the essence of the way Danny lived and promoted understanding and brotherhood through his stories and music."

On the Foundation's agenda are conferences of journalists, academicians, and religious leaders. There will be music projects to unite performers from disparate backgrounds in common artistic pursuits. (Daniel was an avid fiddler and mandolin player who studied and performed classical and American roots music, his father tells *HO*.) There will be support for awards, competitions, and internships that encourage creative, thought-provoking international journalism committed to truth and dialogue. Also slated for support are children's books, radio programs, print journalism, and Internet forums to expose youth around the world to different cultures and religions.

"We will focus on the areas of journalism and music," states Dr. Pearl. "We want to use journalism and communication channels for people to understand each other, for pockets of ignorance in the world to be educated about the other side–like Danny did." A first target, he says, will be the pockets of hate, with the Foundation promoting a more positive image of the West. "We are formulated more broadly, but at the beginning we are focusing on the root causes of this particular tragedy."

On Oct. 10, Daniel's birthday, there was "Daniel Pearl Music Day–a global concert with orchestras, bands, and venues around the world. It commemorated his life and his music making." The presentation took a sweeping path from city to city, including Los Angeles, Boston, Atlanta, Washington, New York, London, Paris, Bombay, Bangkok, Hong Kong, Shanghai, Beijing, and back to Los Angeles. Pearl notes that a number of professional groups dedicated their performances for that day. It was truly a global event, and one that generated media coverage noting the Foundation's efforts. "But in a sense, music is much more powerful," says Pearl, "Music is the universal language. It doesn't have to pass through your cortex to obtain the truth. It brings people together."

A kick off celebration was held on Oct. 6 in Encino, Calif., prior to the worldwide concert. Sponsored by the California Traditional Music Society, about 10,000 community people of all ethnic and religious backgrounds attended, among them many Hispanic groups and individuals from the Hispanic community. It took place in Encino Park, with bus transportation provided from the inner city and other areas of Los Angeles.

The example set by the Foundation is an outgrowth of the exemplary life lived by its namesake, stresses Judea Pearl.

"Daniel was a natural born bridge builder. He always treated people with respect–even people with whom he disagreed. Despite any disagreements, he quoted people correctly, and his adversaries often fell in love with him. He had a way to people's hearts. Perhaps that's what made him a good journalist–he did not have to compromise objectivity...

"But he had, to my mind, two false premises about the world. The first false premise was that journalists are protected–that the civilized world recognizes the importance of journalism, and people would not dare touch a journalist. He relied on that. The second false premise is that he could make friends anywhere he goes. And he did make many friends where he went, but he had many disappointments, until the last one.

"Actually he was very cautious, he wasn't a cowboy. He worked with the *Wall Street Journal* to implement safety rules for journalists. Ironically, they implemented all of his recommendations except for one." That one was training with regard to abduction. "Yet, he was very careful, as best he could be. It is a very dangerous job."

For a new Foundation to reach its goals, and inform the public of its operation and programs, the Web site is very important. And this one, www.danielpearlfoundation.org, is very impressive. It is easy to navigate, informative, and offers a location for those interested in making donations. "We have a public relations firm in Boston, but the Web site is our main way of getting the message across. I see the Foundation utilizing and constructing bridges between people, between the East and the West, capitalizing on the fact that Daniel was a man respected by both. We do not have many personalities that command that kind of respect.

"I hope the Foundation will become a conduit for good feelings and exchange. We fulfill our mission in part through education–through schools in Pakistan and books aimed at the children. My personal mission is to have the children of the murderers regret what their parents did. Currently, we have private donors...small donors...thousands of small donors. That's the way we are raising money."

When Daniel Pearl's abductors were found guilty of his kidnapping and murder, the family issued a statement informing the world of its deeply held feelings. The statement expressed the family's gratitude for "the tireless efforts" of authorities in Pakistan and the United States to bring the guilty parties to justice. It expressed the hope that all those who were accomplices "in this unthinking crime" would be brought to justice. But then its focus changed.

"We are confident that around the world people will continue to be inspired by Danny's courage and commitment to truth, humanity, and dialogue, and we call upon them to rise against all forms of hatred and intolerance."

In this, the family and Daniel Pearl Foundation stand as a beacon of light for diversity and brotherhood, an example of how something positive may result from even the gravest tragedy. We have taken a step in the direction of a more understanding and diversely tolerant world.

Letter from the Publisher

November 18, 2002

Dear Colleagues:

Once again I am proud to print our Publisher's Picks, a list of colleges and universities that we believe enable so many of our Hispanic youth to succeed.

As educators, from time to time we encounter students who would do well in nearly any environment–students with the self-awareness, drive, persistence, vision, native ability, educational background, and knowledge of our higher education system that make them close to invincible.

This combination of factors is the ideal. Most students, however, whatever their race, gender, class, or past history, are less than ideal in one or more area. And when they come to us, the responsibility for helping them bridge any gaps falls largely on our education institutions.

At that juncture, many elements and many people, working alone and working together, feed into academic success. Recruiters, admissions staff, counselors, advisors, faculty, librarians, campus social groups, academic societies, dorm supervisors, administrators, alumni and more all play a role–for better or worse–in the higher education experience of every student.

[illegible] on our Publisher's Picks list have found the will and the way to serve [illegible] from the National Center for [illegible]

[illegible] and know [illegible] your efforts are [illegible] tions.

200 Publisher's Picks List!

CUNY/Herbert H. Lehman College

ARIZONA

Arizona State University, Main (T)
Arizona State University, West
Maricopa County Community College District
  Chandler Gilbert Community College
  Estrella Mountain Community College
  Gateway Community College
  Glendale Community College
  Mesa Community College
  Paradise Valley Community College
  Phoenix Community College
  Rio Salado College
  Scottsdale Community College
  So. Mountain Community College
Northern Arizona University (T)
Pima County Community College (C)
University of Arizona (T)
University of Phoenix

ARKANSAS

University of Arkansas

CALIFORNIA

Allan Hancock College
Azusa Pacific University
Bakersfield College (C)
California Lutheran University
California Polytechnic State University,
  San Luis Obispo (T)
California State Polytechnic University, Pomona (T)
California State University, Bakersfield (T)
California State University, Chico (T)
California State University, Dominguez Hills (T)
California State University, Fresno (T)
California State University, Fullerton (T)
California State University, Hayward (T)
California State University, Long Beach (T)
California State University, Los Angeles (T)
California State University, Monterey Bay
California State University, Northridge (T)
California State University, Sacramento (T)
California State University, San Bernardino (T)
California State University, San Marcos
California State University, Stanislaus (T)
Cerritos College (C)
Chabot-Las Positas Community College District
  Chabot College
  Chaffey Community College (C)
  Las Positas College
Citrus College (C)
City College of San Francisco
Coast Community College District
  Coastline Community College
  Golden West College
  Orange Coast College
College of Marin
College of the Desert
College of the Sequoias (C)
Contra Costa Community College District
  Contra Costa College
  Diablo Valley College
  Los Medanos College
Cypress College
Dominican University of California
El Camino College (C)
Evergreen Valley College

Foothill-De Anza Community College
Fullerton College (C)
Grossmont-Cuyamaca Community College
Hartnell College (C)
Imperial Valley College (C)
Long Beach City College
Los Angeles Community College District
  - East Los Angeles College (C)
  - Los Angeles City College (C)
  - Los Angeles Harbor College
  - Los Angeles Mission College (C)
  - Los Angeles Pierce College
  - Los Angeles Southwest College
  - Los Angeles Trade-Technical College (C)
  - Los Angeles Valley College (C)
  - West Los Angeles College

Loyola Marymount University (T)
Mira Costa College
Modesto Junior College
Mt. San Antonio College (C)
Mt. San Jacinto College
National University (T)
Occidental College
Oxnard College (C)
Pacific Oaks College
Palomar College
Pasadena City College (C)
Rancho Santiago Community College
Rio Hondo College (C)
Riverside Community College (C)
San Bernardino Valley College (C)
San Diego State University (T)
San Francisco State University (T)

California State University Northridge

San Joaquin Delta College (C)
San José City College
San José State University (T)
San Mateo County Community College District
  - Canada College
  - College of San Mateo
  - Skyline College

Santa Ana College (C)
Santa Clara University
Santa Monica College (C)
Santa Rosa Junior College
Sierra Community College
Southwestern College (C)
Stanford University (T)
State Center Community College District
  - Fresno City College (C)
  - Reedley College (C)

University of California, Berkeley (T)
University of California, Davis (T)
University of California, Irvine (T)
University of California, Los Angeles (T)
University of California, Riverside (T)
University of California, San Diego (T)
University of California, San Francisco
University of California, Santa Barbara (T)
University of California, Santa Cruz (T)
University of LaVerne (T)
University of Phoenix-Southern Calif. Campus (T)
University of Redlands
University of San Diego (T)
University of San Francisco
University of Southern California (T)
University of the Pacific
Ventura College (C)
Westmont College
Whittier College

COLORADO

Colorado Mountain College
Colorado State University (T)
Community College of Denver
Front Range Community College
Metropolitan State College of Denver (T)
Pueblo Community College
University of Colorado
University of Colorado at Boulder (T)
University of Colorado at Colorado Springs
University of Colorado at Denver
University of Denver
University of Northern Colorado
University of Southern Colorado

CONNECTICUT

Connecticut State University System
  - Central Connecticut State University
  - Eastern Connecticut State University
  - Southern Connecticut State University
  - Western Connecticut State University

Manchester Community-Technical College
Quinnipiac University
Trinity College
University of Connecticut
University of Hartford
Yale University

DELAWARE

University of Delaware

DISTRICT OF COLUMBIA

Gallaudet University
Georgetown University
George Washington University
The American University
The Catholic University of America

FLORIDA

Barry University (T)
Bethune Cookman College
Brevard Community College
Broward Community College (C)
Daytona Beach Community College
Florida Atlantic University (T)
Florida Community College at Jacksonville
Florida Gulf Coast University
Florida International University (T)
Florida State University (T)
Hillsborough Community College
Manatee Community College
Miami-Dade Community College (C)
Nova Southeastern University (T)
Palm Beach Community College
Seminole Community College
St.Thomas University
Tallahassee Community College
University of Central Florida (T)
University of Florida (T)
University of Miami (T)
University of South Florida (T)
University of West Florida
Valencia Community College (C)

GEORGIA

Agnes Scott College
Emory University

Georgia Perimeter College
Georgia State University
University of Georgia

IDAHO

Idaho State University
University of Idaho

ILLINOIS

Black Hawk College

Northeastern Illinois State University

- City Colleges of Chicago
  - Harold Washington College
  - Richard J. Daley College
  - Malcolm X College
  - Wilbur Wright College
- College of Du Page
- College of Lake County
- Columbia College of Chicago
- DePaul University (T)
- Elgin Community College
- Elmhurst College
- Governors State University
- Harper College
- Illinois State University
- Loyola University of Chicago
- Morton College
- North Park University
- Northeastern Illinois University (T)
- Northern Illinois University (T)
- Northwestern Business College (C)
- Northwestern University
- Oakton Community College
- Robert Morris College
- Roosevelt University
- Saint Augustine College
- Southern Illinois University at Carbondale
- University of Chicago
- University of Illinois at Chicago (T)
- University of Illinois at Springfield
- University of Illinois at Urbana-Champaign (T)
- Waubonsee Community College
- Western Illinois University

INDIANA

Depauw University
Indiana State University
Indiana University, Bloomington
Indiana University, Fort Wayne
Indiana University, Kokomo
Indiana University, Purdue
Indiana University, South Bend
Purdue University
St. Mary's College
University of Notre Dame

IOWA

Grinnell College
Iowa State University
University of Iowa

KANSAS

Garden City Community College
The University of Kansas
Washburn University of Topeka
Wichita State University

MAINE

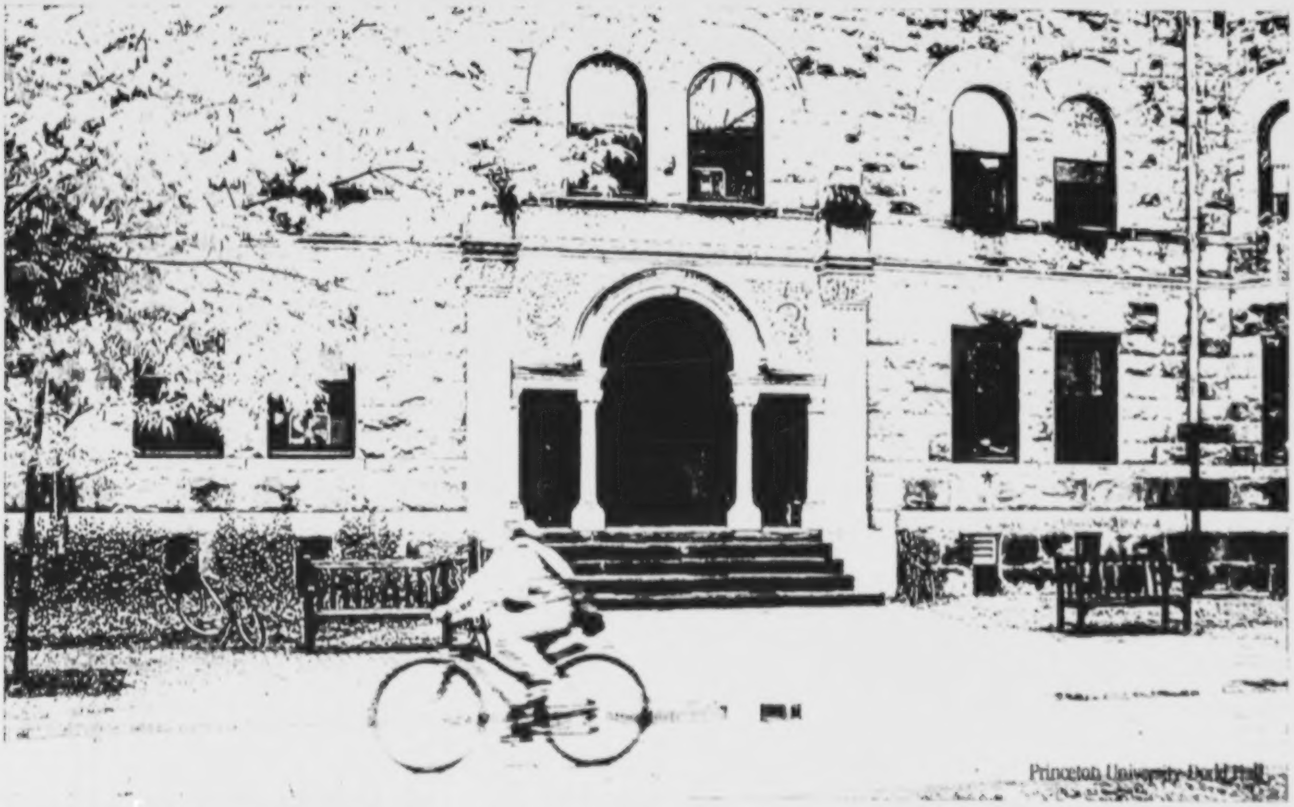
Bates College
Colby College
University of Maine
University of Southern Maine

MARYLAND

- Community Colleges of Baltimore County
  - Catonsville College
  - Dundalk College
  - Essex College
- Frederick Community College
- Harford Community College
- Johns Hopkins University
- Loyola College in Maryland
- Montgomery College
- University of Maryland, Baltimore
- University of Maryland, College Park (T)

MASSACHUSETTS

Amherst College
Bentley College
Boston College
Boston University (T)
Brandeis University
Bridgewater State College
Bunker Hill Community College
Emerson College
Harvard University
Lesley College
Massachusetts Institute of Technology
MGH Institute of Health Professions
Northeastern University
Quinsigamond Community College
Salem State College
Smith College
Tufts University
University of Massachusetts, Amherst (T)
University of Massachusetts, Boston
Wellesley College
Wheelock College
Williams College
Worcester Polytechnic Institute



Princeton University Dodd Hall

MICHIGAN

Central Michigan University
Charles S. Mott Community College
Eastern Michigan University
Ferris State University
Grand Rapids Community College
Grand Valley State University
Lansing Community College
Madonna University
Michigan State University
Oakland Community College
Oakland University
University of Michigan, Ann Arbor (T)
University of Michigan, Dearborn
University of Michigan, Flint
Washtenauw Community College
Wayne State University
Western Michigan University

MINNESOTA

Carleton College
Mankato State University
Metropolitan State University
St. Cloud State University
University of Minnesota, Duluth
University of Minnesota, Twin Cities
University of St. Thomas
Walden University

MISSISSIPPI

Mississippi State University

MISSOURI

Park University (T)
Rockhurst University
Southeast Missouri State University
Truman State University
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-Maine
University of Missouri-Rolla
Washington University at Saint Louis

NEBRASKA

University of Nebraska, Lincoln
University of Nebraska, Omaha
Wayne State College

NEVADA

Community College of Southern Nevada
University of Nevada-Las Vegas (T)

NEW HAMPSHIRE

Dartmouth College
University of New Hampshire

NEW JERSEY

Bergen Community College
Bloomfield College
Brookdale Community College
Burlington County College
Drew University
Essex County College
Georgian Court College
Hudson County Community College
Kean University (T)
Mercer County Community College
Montclair State University (T)
New Jersey City University (T)
New Jersey Institute of Technology
Ocean County College
Princeton University
Ramapo College of New Jersey

Rowan University
Rutgers, the State University of New Jersey, New Brunswick (T)
Rutgers, the State University of New Jersey, Newark (T)
Seton Hall University
Saint Peter's College
The College of New Jersey
The Richard Stockton College of New Jersey
University of Medicine & Dentistry of New Jersey
William Paterson University

NEW MEXICO

Albuquerque T-VI A Community College (C)
Eastern New Mexico University
New Mexico Highlands University (T)
New Mexico Institute of Mining and Technology
New Mexico State University (T)
New Mexico State University at Alamogordo
Santa Fe Community College
University of New Mexico (T)
University of Phoenix-Albuquerque Campus (T)
Western New Mexico University

NEW YORK

Broome Community College
City University of New York
Columbia University in the City of New York
Cornell University
CUNY, Baruch College (T)
CUNY, Borough of Manhattan Comm. College (C)
CUNY, Bronx Community College (C)
CUNY, Brooklyn College
CUNY, City College (T)
CUNY, Herbert H. Lehman College (T)
CUNY, Hostos Community College (C)
CUNY, Hunter College (T)
CUNY, John Jay College of Criminal Justice (T)
CUNY, Kingsborough Community College
CUNY, La Guardia Community College (C)
CUNY, New York City Technical College
CUNY, Queens College (T)
CUNY, Queensborough Community College
CUNY, York College
Fordham University (T)
Mercy College
Monroe College (C)
Monroe Community College
Nassau Community College (C)
Nazareth College
New School University
New York Institute of Technology
New York University (T)
Onondaga Community College
Pace University, New York Campus
Rochester Institute of Technology
Saint John's University (T)
Sarah Lawrence College
St. Lawrence University
Suffolk Community College
SUNY at Albany
SUNY at Buffalo
SUNY at Farmingdale
SUNY at Fredonia
SUNY at Stony Brook
SUNY Binghamton University
SUNY College at Buffalo
SUNY College at Cortland
SUNY College at Geneseo
SUNY College at New Paltz
SUNY College at Oneonta
SUNY College at Oswego
SUNY College at Plattsburgh
SUNY Empire State College
SUNY Fashion Institute of Technology
SUNY Health Science Center at Syracuse
SUNY Institute of Technology at Utica/Rome
SUNY Regents College
SUNY Rockland Community College
Syracuse University
Teachers College, Columbia University
Technical Career Institutes (C)
Vassar College
Westchester Community College

NORTH CAROLINA

Duke University
North Carolina State University
University of North Carolina at Chapel Hill

OHIO

Bowling Green State University
Case Western Reserve University
Cleveland State University
College of Wooster
Cuyahoga Community College
Kent State University
Miami University
The Ohio State University
The Union Institute
University of Akron
University of Cincinnati
University of Dayton
University of Toledo

OKLAHOMA

Oklahoma State University
University of Oklahoma
University of Oklahoma Health Science Center
University of Tulsa

OREGON

Chemeketa Community College
Oregon State University
Portland Community College
Portland State University
University of Oregon
Western Oregon University

Cornell University

PENNSYLVANIA

Bryn Mawr College
Carnegie Mellon University
Community College of Philadelphia
Dickinson College
East Stroudsburg University of Pennsylvania
Eastern College
Franklin and Marshall College
Gettysburg College
Harrisburg Area Community College
Immaculata College
Millersville University of Pennsylvania
Pennsylvania State University (T)
Robert Morris College
Swarthmore College
Temple University
University of Pennsylvania
University of Pittsburgh
University of Scranton
West Chester University of Pennsylvania

RHODE ISLAND

Brown University
Rhode Island School of Design
University of Rhode Island

SOUTH CAROLINA

University of South Carolina

TENNESSEE

The University of Tennessee
Vanderbilt University

TEXAS

- Alamo Community College District
  - Palo Alto College
  - San Antonio College (C)
  - St. Philip's College (C)
- Angelo State University
- Austin Community College
- Baylor University (T)
- Central Texas College (C)
- Dallas County Community College District
  - Brookhaven College
  - Cedar Valley College
  - Eastfield College
  - El Centro College
  - Mountain View College
  - North Lake College
  - Richland College
- Del Mar College (C)
- El Paso Community College (C)
- Galveston College
- Houston Community College System (C)
  - HCC-Central
  - HCC-Northeast
  - HCC-Northwest
  - HCC-Southeast
  - HCC-Southwest
- Laredo Community College (C)
- Midland College
- Our Lady of the Lake University (T)
- Rice University
- Sam Houston State University (T)
- South Texas Community College
- Southern Methodist University
- Southwest Texas Junior College (C)
- Southwest Texas State University (T)
- St. Edward's University
- St. Mary's University (T)
- Sul Ross State University (T)
- Tarrant County Junior College
- Texas A&M International University (T)
- Texas A&M University (T)
- Texas A&M University, Corpus Christi (T)
- Texas A&M University, Kingsville (T)
- Texas Christian University
- Texas Lutheran University
- Texas Southmost College (C)
- Texas State Technical College, Harlingen (C)
- Texas Tech University (T)
- Texas Tech University Health Science
- Texas Wesleyan University
- Texas Woman's University
- University of Houston
- University of Houston, Clear Lake
- University of Houston, Downtown (T)
- University of Houston, University Park (T)
- University of North Texas (T)
- University of St. Thomas
- University of Texas at Arlington (T)
- University of Texas at Austin (T)
- University of Texas at Brownsville (T)
- University of Texas at Dallas
- University of Texas at El Paso (T)
- University of Texas at San Antonio (T)
- University of Texas Health Science Center at San Antonio
- University of Texas, Pan American (T)
- University of The Incarnate Word (T)
- Wayland Baptist University (T)

University of Texas at Austin

UTAH

Brigham Young University
Salt Lake Community College
University of Utah
Utah State University

VERMONT

University of Vermont

VIRGINIA

College of William & Mary
George Mason University (T)
Northern Virginia Community College
Randolph-Macon Woman's College
University of Virginia

Virginia Polytechnic Institute

WASHINGTON

Columbia Basin College
Eastern Washington University
Green River Community College
Highline Community College
Skagit Valley College
Tacoma Community College
The Evergreen State College
University of Washington (T)
Washington State University
Western Washington University
Yakima Valley Community College

WISCONSIN

Blackhawk Technical College
Lawrence University
Marquette University
University of Wisconsin, Green Bay
University of Wisconsin, La Crosse
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Parkside
University of Wisconsin, Platteville
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Stout
University of Wisconsin, Superior
University of Wisconsin, Whitewater

WYOMING

University of Wyoming

PUERTO RICO

American University
Arecibo Technical University
Arecibo Technological University-College
Bayamon Central University
Caribbean Center for Advanced Studies
Catholic University of Puerto Rico
Colegio Technológico del Municipio de San Juan
Colegio Universitario del Este
Columbia University
Huertas Jr. College
Inter American University
National College of Business & Technology-Bayamon
Polytechnic University of Puerto Rico
University of Puerto Rico
University of Puerto Rico,
Carolina Regional College

(T)- TOP 100 Schools Graduating Hispanics

(C)- TOP 50 Community Colleges Graduating Hispanics

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Hispanic Outlook 2003 Scholarship Fund

The Hispanic Outlook Scholarship Fund is open to high school seniors of Hispanic descent, with at least one parent from a Spanish-speaking Latin American country or Spain. Applicants must be legal residents or citizens of the United States.

Applicants must be entering as a full-time student, in a 2- or 4-year accredited U.S. college recommended in the **PUBLISHER'S PICKS LIST** as printed in the **November 18, 2002,** issue of ***The Hispanic Outlook in Higher Education*** magazine.

Scholarship is renewable annually by students maintaining a 3.5 GPA.

Scholarship amount: $1,000.

Application deadline is **May 1, 2003.** Scholarship recipients will be notified by **August 1, 2003.**

***To request an application send a self-addressed stamped envelope to:**

The Hispanic Outlook
Scholarship Fund
P.O. Box 68
Paramus, NJ 07652

*** A copy of The Publisher's Picks List can be downloaded from our website: www.HispanicOutlook.com**

2002 *HO* Scholarship Goes to...

A Woman of Outstanding Promise

A Man Who Asks Hard Questions

by Alexandra Salas Rojas

The Hispanic Outlook in Higher Education annually rewards two students who have excelled academically in high school and are applying to college. Each year, the applicant pool grows, and the selection has gotten tougher. The students who apply boast excellent credentials, community involvement, and an impressive academic portfolio. This year *HO* selected a male and a female winner–Patricia Yolanda Barba, Rockville, Md., and Juan A. G. Pagan, of Union City, Calif.

Patricia Barba says in an interview with *HO* that college was a given, not an option. The first in her family to attend, it was always a goal of hers, one that her family supported unconditionally. Barba's family, which includes an older brother, is originally from Ecuador.

In her personal statement, she pays tribute to the values and encouragement her family has always provided. "...I attribute much of my success to my parents. Although they could never help me with my homework because of the language barrier, they taught me much more. They taught me about love, strength, and pride. Throughout my years in high school, their lessons have been a big help."

Barba chose to live on campus at the University of Maryland-College Park. "I'm in a triple. One of my roommates is from Pennsylvania and the other is from Maryland. I'm kind of anxious. Excited. I got into the Gemstone Honors program, which is so well known." Barba was also accepted at NYU but felt that Maryland offered her better opportunities.

Barba's aspiration? To become a broadcast journalist. "I wrote for the school newspaper, *The Willow*. I was a writer for three years. I'm obsessed with Tom Brokaw, and I never miss NBC Nightly News.

Patricia Barba

> ***"An investment in Patty is an investment in the future of human society. She is truly a woman of outstanding promise."***
>
> CAROL C. BURNETT, RELIGIOUS FACULTY MEMBER AT SCHOOL OF THE HOLY CHILD

I always had people telling me I'm good at giving speeches.

"I'm going to major in journalism, government, and politics. I took government classes."

She mentions other awards earned that have eased the financial burden of college tuition. "I got a Presidential Scholarship from the College, and a Frederick Douglass grant from Maryland." Barba was also selected as a scholar in the 2001-2002 National Hispanic Recognition Program (NHRP), an academic recognition program established by The College Board to highlight the exceptional achievements of outstanding Hispanic high school seniors who are in the highest-achieving 2 percent of students nationwide, and to identify this group to higher education institutions.

"Juan is one of the most remarkable students I have ever had the pleasure to teach...Juan is a leader."

TOMMIE LINDSEY JR.,
DIRECTOR OF FORENSICS
AT JAMES LOGAN
HIGH SCHOOL

Juan Aurio Garcia Pagan

Barba was active in high school, an attribute she plans to maintain once settled at her new campus. "I was president of the senior class, a member of the *Onyx* yearbook staff, and I was involved in Campus Ministry. I was also in the National Honor Society." While involved in many extracurricular activities, and holding a part-time job at the Annunciation Rectory, Barba's grades held steady and her hard work was also recognized. Some awards include The Christianity & Western Civilization Student Award, AP Junior English Student and Teacher's Awards, Finite Math Student Award, English II Student Awards, and the Algebra II Student Award.

A letter released in behalf of Barba's application by Caroline Sanders, director, College Counseling, and Stephanie Halloran, of the English Department at School of the Holy Child, stated, "She makes visible efforts in other service-oriented clubs, tutoring her peers as a member of the National Honor Society, feeding the homeless of Washington, D. C., through the Campus Ministry, and raising money for disadvantaged pregnant women....Her commitment to others is as boundless as her commitment to her own education–indeed, she treats service as intrinsic to her education."

For Barba the college choice was pretty straightforward. She either wanted to move to New York City or stay close by. She talks about the college application process. "It wasn't easy–there were so many deadlines. I was always afraid that I was going to miss one. We had a college counselor who helped out a lot. Filling out financial aid forms is the hardest part. I applied to five schools."

Carol C. Burnett, a member of the religion faculty at her former high school, wrote: "Patty's innate gifts, hard work, and social concern are unambiguous indications that she will utilize fruitfully any financial resources allocated to her. An investment in Patty is an investment in the future of human society. She is truly a woman of outstanding promise."

Juan Aurio García Pagan, mentioned in the 2002 ***Who's Who Among High School Students***, is now one of *HO*'s award recipients. Pagan, who is interested in the field of architecture, was accepted to California Polytechnic State University.

"I actually was planning to attend UC-Berkeley, but I decided to come to Cal Poly's Open House in order to really see what the campus had to offer. Once I came down here, I fell in love with the campus. Cal Poly's architecture department is fantastic as well as their system of "learning through doing," which is also their motto. The staff at Cal Poly has really committed themselves to making the undergraduate experience a really fulfilling one. I feel welcome here. They pay attention and actually try to help new students at a time when it is the most critical that they receive a good sense of direction. Overall, I found Cal Poly to be a more inviting environment in which to pursue my education.

"I love design; I always have. From drawing animals to building things out of Legos, Knex, anything I could get my hands upon. The concept of creating something from a mere idea has constantly impressed me. I hope to someday create structures that are both functional and inspirational."

Now that the college application process is over, Pagan is relieved and looks forward to the next four years. He comments, "I applied to Rice

University in Texas, MIT in Massachusetts, UC-Berkeley, and Cal Poly in California. The college application process was very difficult. Whenever I give advice to anyone, the number one thing that I would tell them is to start early. I must admit that at times I felt very overwhelmed. You need to have accomplished so much in order for some colleges to even accept your application. But with the support of my family and loved ones, I was able to make it through a very difficult process."

Family support has been key in all of Pagan's successes. "My father and mother both come from meager beginnings. All of my grandparents worked as laborers in the sugar cane fields of Hawaii. Because my parents were the only ones in their family to attend college, the importance of school has been something that my parents always stressed."

An exceptional student, Pagan completed James Logan High School with a 3.89 GPA. He was on an honors and advanced placement track, enrolled in courses such as physics, AP calculus, world literature, and honors economics.

A certified black belt in tae kwon do, Pagan has received many accolades. He earned the Hispanic Heritage Foundation Award for Leadership/Community Service, was the first student representative selected by the New Haven Unified School District Superintendent to attend the California School Board Association conference in San Diego, was a College Board National Hispanic Scholar in 2001, a National Ventures Scholar (PSAT) in 2001, participated in the NASA Summer Space Camp, and has been a member of the California Scholarship Federation since 1998.

Pagan shares some of his goals. "I hope to continue to be involved, especially in the Latino community. I know that I have been blessed with parents who supported me and with resources that allowed me to achieve my dream of attending college. At the same time, I am aware that there are so many young people, a lot of them Hispanic, who do not have that resource and support. In the future, I plan to assist those who want to better themselves by gaining a higher education and use my college degree to help me do that."

Pagan enjoys public speaking and his efforts have been recognized. He was elected vice president of James Logan High School Forensics/Speech League team, a member for five years, received first place for dramatic interpretation at the University of California, Berkeley Speech Tournament, first place for dramatic interpretation and first place for overall best interpretative speaker at the Debate and IE Forum at the University of San Diego. In the State Qual Forensic Tournament in California, Pagan received more than 20 awards in public speech and debate.

His community involvement also is impressive. This year Pagan testified at the State Capitol in collaboration with Senator Liz Figueroa in support of a bill to change the present state education code regarding cell phones on campuses. In 2001, he chaired his high school's annual canned food drive, which served 32 needy families. And in 2000, he volunteered in the research, design, and staffing of a multi-themed Puerto Rican Exhibition at the Dia de San Juan Festival in San José, Calif.

Despite some personal family challenges, Pagan persevered and remained involved, and maintained peak performance during his high school years. "In the beginning of the year 2001, my mother was diagnosed with having breast cancer. This was a devastating blow to my family. Then at the end of April that same year, my grandfather, who was suffering from cancer and a brain tumor, was beginning to quickly deteriorate," says Pagan. "My father needed to travel to Maui to be with him. This landed directly on my mom's chemotherapy date. I would be the only one here to take care of her. We made it through that rough weekend, staying up at night, cooking and cleaning so my mother would not have to. My grandfather died soon after that. A lot of the strain of the family was falling upon my shoulders. I helped my sister with her homework; I helped cook, clean, and still struggled to keep up with my schoolwork. I gave my mother and father support whenever they needed it and rarely even had time to think about myself. We eventually made it through. My mother has fully recovered, and my family has regained all of the strength and happiness that we love to experience. While I am not happy that this occurred, I am definitely a much stronger person."

Leslie Santo Domingo, counselor at the James Logan High School, comments, "Juan has a positive influence with peers and adults. As student body representative to the New Haven Unified School District Board of Education, Juan has been an effective leader and liaison between our student body and board members. His unique aptitude for communicating with all groups has helped enhance our school climate."

Tommie Lindsey Jr., director of forensics at James Logan High School, remarks, "I have taught for 27 years. Juan is one of the most remarkable students I have ever had the pleasure to teach....Juan is a leader. As a school board representative, he must voice the opinions of his fellow students. And he has done an exceptional job at that task. He has done research, supplied input, been able to ask thought-provoking questions," which, he said, left other members of the board "in awe."

Adds Pagan, "I love to have fun. But I know the importance of work. As my father always said, 'In this family, we work hard and we play hard.' I was always taught that if you applied yourself and worked hard for what you wanted,then it would come to you. I really try to apply that doctrine to my everyday life."

A recommendation from Jeff Upstick, President, New Haven Teachers Association for Pagan concurred, stating, "On several occasions he has demonstrated greater insight into complex issues than some adult members of our board have. He takes this responsibility in all seriousness and through his efforts and abilities serves his fellow students and the entire community admirably."

Last year an article in *The Argus* quoted Pagan on his participation on the district board: "Most people expect teenagers in these situations to be quiet like a wall. But I asked questions, hard questions..."

"Many Enroll, Too Few Graduate"

New Report on Latinos by Richard Fry of the Pew Hispanic Center

About 10 percent of all Latino H.S. graduates are enrolled in some form of college compared to 7 percent of the total population of H.S. graduates. Only Asians are enrolled at a higher rate.

The Pew Hispanic Center, supported by The Pew Charitable Trusts of Philadelphia, is a project of the University of Southern California Annenberg School for Communication. Founded in 2001, the Center is a nonpartisan research organization. Its mission is to improve understanding of the diverse Hispanic population in the United States and to chronicle Latinos' growing impact on the nation.

Following are excerpts from a recently released Center report, *Latinos in Higher Education: Many Enroll, Too Few Graduate*, written by Richard Fry, senior research associate. Fry was a senior economist at the Educational Testing Service, where he focused on trends in U.S. college enrollment. At the U.S. Department of Labor, his research focused on immigrants.

This analysis is based on Current Population Survey data collected by the U.S. Census Bureau from 1997 to 2000. The data was combined and averaged to create a solid statistical basis for assessing different forms of college attendance for Latinos as compared to other groups and for making important distinctions among subgroups of the Latino population.

The PHC report shows that large numbers of Latinos are enrolled in postsecondary education. In fact, by some measures, a greater share of Latinos is attending college classes than non-Hispanic Whites. However, most are pursuing paths associated with lower chances of attaining a bachelor's degree. Many are enrolled in community colleges, many also only attend school part-time, and others delay or prolong their college education into their mid-20s and beyond. These findings clearly show that large numbers of Latinos finish their secondary schooling and try to extend their education but fail to earn a degree.

Heretofore, policymakers and researchers concerned with Hispanic educational achievement have focused most intently on issues related to primary and secondary education, especially high school dropout rates. Those issues are undoubtedly important. This report, however, demonstrates that significant gains can be made with policy initiatives targeted at Latinos who graduated from high school, who applied for and were granted admission to a two- or four-year college and who enrolled. In other words, a great deal can be accomplished by assisting young Hispanics who are trying to secure the credentials that can immensely improve their prospects but who are failing in large numbers.

Key Findings

- About 10 percent of all Latino high school graduates are enrolled in some form of college compared to 7 percent of the total population of high school graduates. Only Asians are enrolled at a higher rate.
- There is a substantial enrollment gap between Latinos and all other groups among 18- to 24-year-olds–the traditional age group for college attendance and the cohort that reaps the greatest economic benefit from a college degree. Only 35 percent of Latino high school graduates in that age group are enrolled in college compared to 46 percent of Whites.
- Latinos are far more likely to be enrolled in two-year colleges than any other group. About 40 percent of Latino 18- to 24-year-old college students attend two-year institutions compared to 25 percent of White and Black students in that age group.
- Latinos are more likely to be part-time students; among 18- to 24-year old students, 75 percent of Latinos are

Collegiate Attainment among 25-to-29 Year-old High School Completers, 2001 (In %)

	Hispanic generation				Non-Hispanic	
	Foreign-born	Second	Third & Higher	Total	White	Black
Associate's degree	7.2	14.6	11.0	10.3	10.5	10.0
Bachelor's degree or more	15.2	16.1	18.6	16.4	36.5	20.6

Source: Current Population Survey

Note: The CPS reveals the highest degree attained. Persons attaining both a bachelor's and associate's degree report attaining a bachelor's degree.

College Enrollment Rates, by Race/Ethnicity, 1997 to 2000

	Hispanic					Non-Hispanic			
	Mexican	Puerto Rican	Cuban	Central/ So. American	Total	White	Black	Asian/Pacific Islander	All
					Percent of Population				
Undergraduate Enrollment									
18 to 24 years	17.6	19.3	32.9	23.6	19.8	36.8	28.3	50.4	33.4
25 to 34 years	3.9	5.6	4.3	4.8	4.4	4.9	7.1	6.6	5.2
35 years and over	1.2	0.6	0.8	1.5	1.2	1.1	1.7	1.1	1.2
All ages	3.5	3.3	3.7	4.5	3.7	4.5	4.9	6.9	4.6
Graduate Enrollment									
18 to 24 years	0.8	0.5	2.5	1.6	1.0	3.0	1.8	6.3	2.6
25 to 34 years	0.8	1.8	3.1	2.4	1.2	3.5	2.6	8.1	3.3
35 years and over	0.3	0.7	0.8	0.9	0.5	0.8	0.8	1.5	0.8
All ages	0.3	0.6	1.1	1.0	0.5	1.2	0.9	2.7	1.1
					Percent of High School Graduates				
Undergraduate Enrollment									
18 to 24 years	31.1	28.8	41.7	37.2	33.0	42.4	37.2	56.9	41.2
25 to 34 years	7.3	7.3	4.8	7.1	7.3	5.2	8.0	7.1	5.9
35 years and over	2.7	1.0	1.1	2.4	2.3	1.3	2.3	1.3	1.4
All ages	11.0	7.9	6.2	9.8	10.1	6.7	9.3	11.3	7.4
Graduate Enrollment									
18 to 24 years	1.5	0.8	3.1	2.5	1.7	3.4	2.4	7.1	3.3
25 to 34 years	1.4	2.3	3.4	3.5	1.9	3.8	3.0	8.8	3.8
35 years and over	0.7	1.3	1.2	1.4	0.9	0.9	1.0	1.8	1.0
All ages	1.1	1.5	1.8	2.2	1.4	1.8	1.7	4.4	1.8

Source: October Current Population Surveys

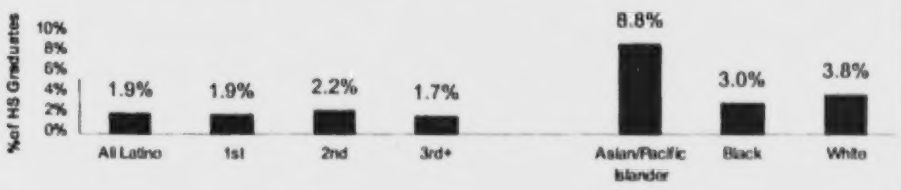
enrolled full-time, and nearly 85 percent of Whites. Latinos of Cuban origin are one notable exception. Nearly 90 percent attend full time, more than any other racial/ethnic group.

- A somewhat greater proportion of Latino high school graduates over the age of 24, some 7 percent, are enrolled in college courses than Whites, 5 percent.
- Latinos very clearly lag behind in the pursuit of graduate and professional degrees. Among 25- to 34-year-old high school graduates, nearly 3.8 percent of Whites are enrolled in graduate school. Only 1.9 percent of similarly aged Latino high school graduates is pursuing post-baccalaureate studies.
- More than half of those students who initially enroll at two-year colleges never complete a postsecondary degree, whereas almost six in 10 four-year college entrants complete at least a bachelor's degree.

Differences by Generation and Country of Origin

- Native-born Latino high school graduates are enrolling in college at a higher rate than their foreign-born counterparts, and that is especially true of the second generation, the U.S.-born children of immigrants. About 42 percent of second-generation Latinos in the 18 to 24 age range are attending college, almost the same as for Whites, 46 percent. The figure is lower both for the first generation, 26 percent, and for all those with U.S.-born parents–third generation and higher, 36 percent.
- There is no substantial difference across generations in the share of Latino high school graduates ages 18 to 24 who go to a community college. The rate is about the same for the foreign born, 46 percent, as for the second generation, 42 percent.
- Enrollment in two-year colleges varies considerably by national origin. Some 46 percent of Mexican college students in the 18- to 24-year-old group attend two-year institutions compared to 31 percent of Puerto Ricans and Cubans.
- Cubans have by far the highest rate of attendance of any Latino national origin group, with nearly 45 percent of 18- to 24-year-old high school

Latinos Trail Far Behind in Attending Graduate School



Source: October Current Population Survey graduates enrolled. For Mexicans, the comparable figure is 33 percent; and for Puerto Ricans, 30 percent.

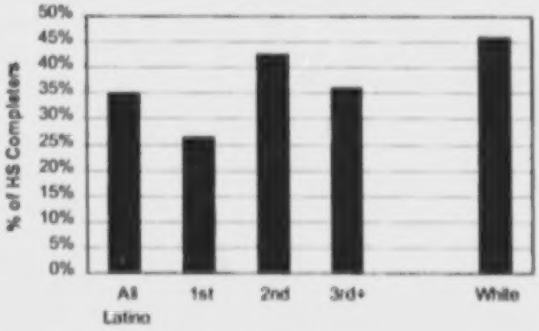
- For Central and South Americans and Cubans, graduate school attendance rates are 3.5 percent and 3.4 percent among 25- to 34-year-old H.S. graduates. That is close to the White rate of 3.8 percent.
- In the traditional age group, 25 percent of foreign-born Latino H.S. graduates are enrolled in an undergraduate institution. For the Latino second generation–U.S.-born children of immigrants–40 percent; for Asians, 58 percent for both first and second generations. For the Latino third and higher generation–35.9 percent.
- Unlike other immigrant youth, foreign-born Latino youth may have come to the U.S. primarily to work rather than to pursue a university education.
- Of the roughly 600,000 F-1 student visas admitted during fiscal year 1999, over half went to students from Asian countries. Students from Mexico, Central and South America, Cuba, and the Dominican Republic obtained about 82,000 F-1 visas, or 15 percent.
- Among 18- to 24-year-old H.S. graduates, nearly 55 percent of second-generation Central and South American youth attends college, well above the White rate. About half of Cuban and 42.7 percent of Mexican second-generation H.S. graduates attend college.
- Two-thirds of Latinos of Mexican origin reside in either California or Texas. Puerto Ricans concentrate in the northeastern states of New York, New Jersey, and Pennsylvania. Two-thirds of Cubans live in Florida (U.S. Census Bureau, 2001.) Given the different states of residence, it is perhaps surprising that Latino college students are fairly uniform in their characteristics.

Conclusions

Hispanic students value university education. There can be no doubt that Latino families are willing to invest in their children's education. Yet, the number of students who reach graduation are cut down by part-time employment, a concentration in two-year institutions, and a predilection to prolong undergraduate education beyond the traditional age.

These traits are not deserving of criticism, nor is it the intent to criticize them here. Rather, these means of college attendance are the results of tradeoffs between the desire to gain an education and powerful forces of family, community, and affordability.

The Second Generation has a High 18-to-24 College Enrollment Rate



Source: October Current Population Survey

Many young Latinos are making a generational leap when they go beyond high school. As the first in their families to pursue higher education, they lack the invaluable support systems at home that most American college students take for granted. Finally, many Latinos are products of under-funded, under-staffed, and under-performing high schools, and as such have not had an adequate preparation for college work.

The results are striking among second-generation Latinos, a young, fast-growing population that is destined to have a tremendous impact on Latino communities and the nation as a whole. When they graduate from high school, they enroll in college at the same rate as their White peers, but they are clearly not attaining bachelor's degrees are anywhere near the scale of Whites.

The data presented here shows that key improvements can be realized by furthering the aspirations of the many Hispanic students already enrolled on college campuses. They have applied and been admitted. They have enrolled and are taking classes. And they have shown they are motivated.

New policy initiatives should go hand-in-hand with new research efforts because there is still much to be learned about the factors behind the achievement gap in postsecondary education (Garcia, 2001). Among the areas that need further attention are:

Do Latino undergraduates work more than their peers, is that detrimental to degree completion, and can changes in student financial aid packages influence student persistence?

How much of the baccalaureate shortfall can be explained by the college choices of Latinos, and what factors influence those college choices? In particular, do Latinos attend college where they do because of affordability concerns?

How much can student aid policy influence the college choices of Latinos? What are the difficulties Latino community college students face in transferring to four-year colleges? Would improved articulation between two-year and four-year schools benefit Latino college students aspiring to four year degrees?

How much are academic deficiencies contributing to the low graduation rates for Latinos?

To what extent can remedial courses at the college level make up for such deficiencies while keeping students on track for college completion?

College is not simply an educational experience; it is also a social experience. To what extent are Latinos encountering difficulties integrating themselves socially on college campuses?

These are complex questions, and our college and university system is highly decentralized. So, a one-size-fits-all approach is not in the offing. We have made progress in making college accessible to Latino high school graduates. The next step is to assist Latino undergraduates in finishing college.

The full report, which can be obtained via www.pewhispanic.org, cited dozens of references. It includes a notation that the opinions therein are those of the author and do not necessarily reflect the views of the Pew Charitable Trusts. Included here is only the reference that appeared in the portion of the text we excerpted.

Reference:

Philip Garcia, 2001. Understanding Obstacles and Barriers to Hispanic Baccalaureates. April, Institute for Latino Studies, University of Notre Dame.

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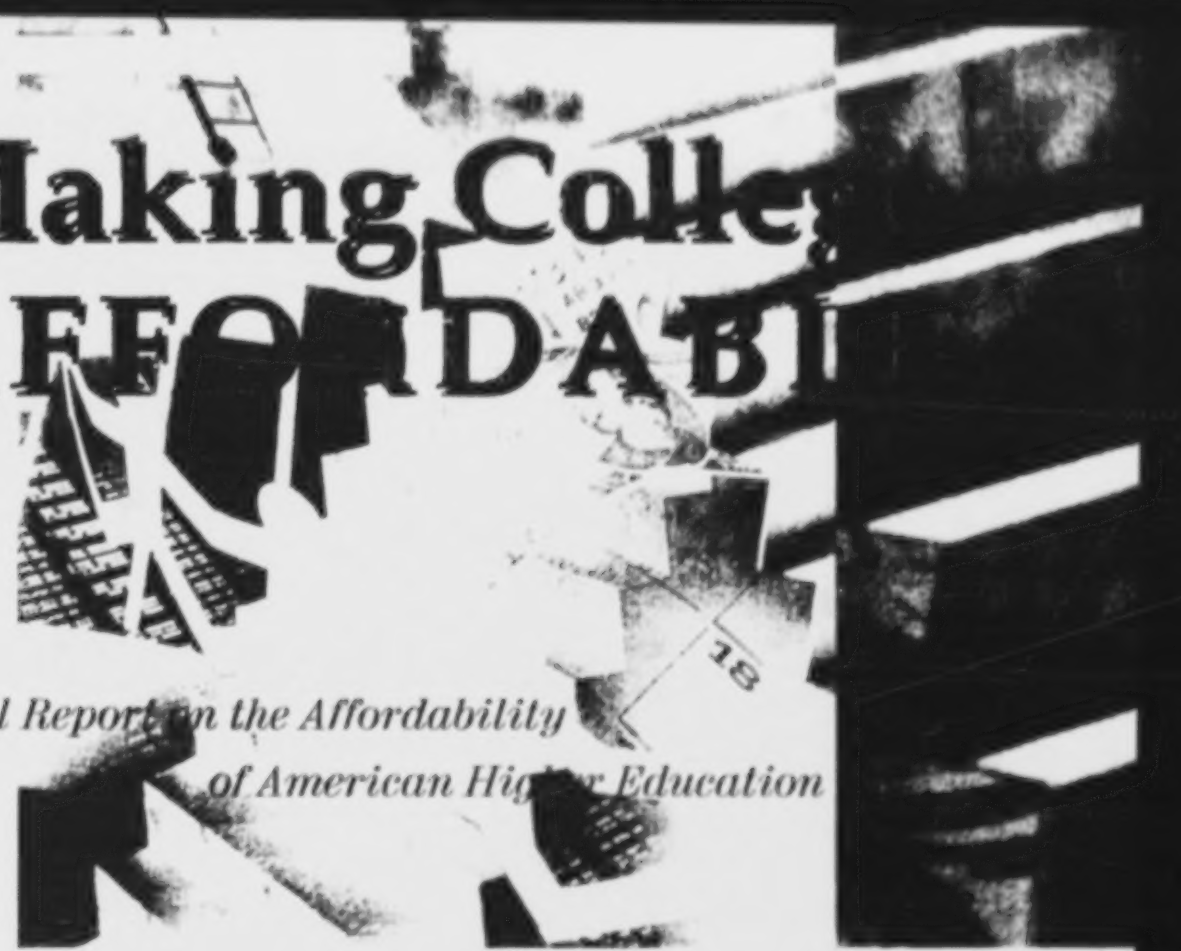


A National Report on the Affordability of American Higher Education

by Isis Artze

"Most families today, compared to those 20 years ago, must devote a larger share of their income to pay for college.... Just as college opportunity has become indispensable, it also has become less affordable."

This 'unfortunate irony' is at the heart of the report entitled *Losing Ground* released this May by the National Center for Public Policy and Higher Education, the same organization that issued the state report cards in 2000.

According to Patrick Callan, the organization's president, the report "touched a very sensitive nerve in the country." He says he was surprised by the amount of attention it received, both by the media and by legislative committees, during the months that followed its release.

"The key is to keep it in front of the people," he says, especially since "the public worries about this issue more than policymakers."

Callan adds that the time is ripe for these issues to be brought to legislators' attention, since the Higher Education Act is set to be reauthorized in 2003. But colleges and universities also have to do their part, he says. "They have to do a better job of constraining their costs."

The federal government's primary role in this matter is to invest money, says Callan, asserting that it must now "focus on the people who aren't getting to college," since they're already making it easier for the middle class, referring to tax breaks and merit-based aid.

According to the report, state financial aid programs to undergraduate students vary greatly, from none in some states, such as Alaska and South Dakota, to substantial ones in such states as California, Illinois, Minnesota, New York, and Pennsylvania. Does this suggest that national standards should be established?

Don Brown, Texas Commissioner of Higher Education, recently said that Texas "must educate all of its people, including its large and rapidly increasing Hispanic population, which is severely underrepresented in Texas higher education."

Karl Engelbach, chief policy analyst of the California Postsecondary Education Commission, says this should be a "shared responsibility between both levels of government."

Callan says the best role at the national level is to become as committed to making college affordable as it has to seeing *No Child Left Behind*. "It needs to play a more proactive role," he says, "so that no **person** is left behind."

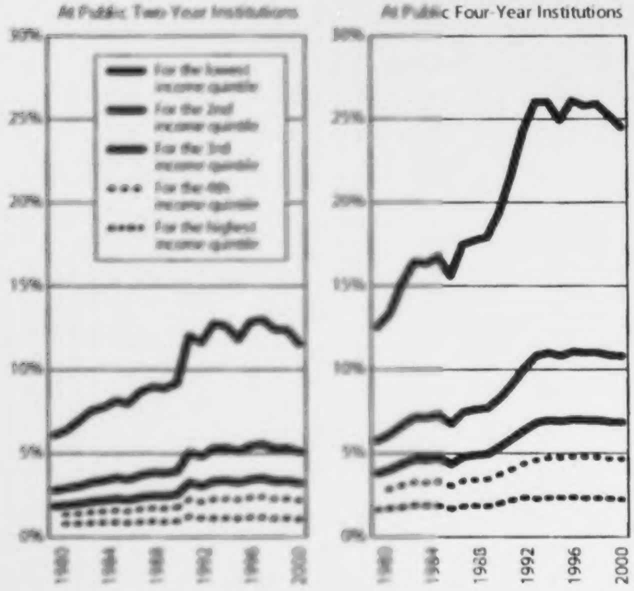
"We all expect there's going to be variation from one state to the next," replies Callan. The fact that each state has the jurisdiction to mold its approach to its demographics and particular needs is a strength, he says. The "weakness" of this dynamic is that, across the country, democratic values are being undermined, he says, explaining that three factors still dictate college affordability: where a student lives, a family's financial status, and a student's race and ethnicity.

Don Brown, Texas commissioner of higher education, recently said that Texas "must educate all of its people, including its large and rapidly increasing Hispanic population, which is severely underrepresented in Texas higher education."

As the report affirms: "College opportunity for low-income Americans, for whom affordability continues to be an impediment to college attendance and completion, remains the major unfinished national and state agenda."

"I don't think we can be satisfied until we have reduced or tried to eliminate the difference these factors make," says Callan. "We have the mecha-

Share of Family Income Required to Pay for Tuition at Public Colleges Has Increased for Most Families



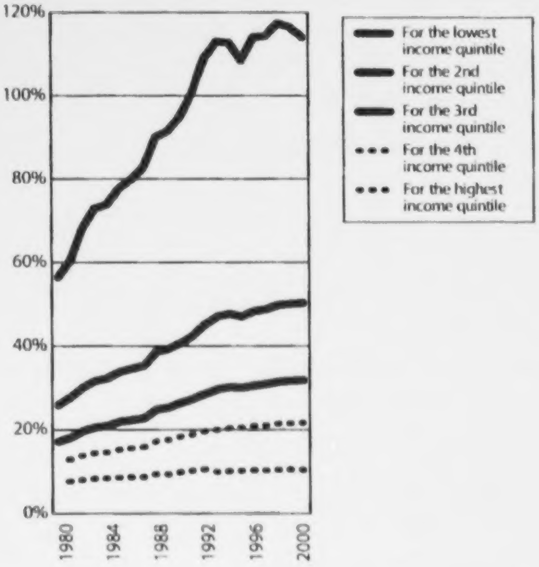
At Public Two-Year Institutions

At Public Four-Year Institutions

Tuition at Public Colleges and Universities as a Percentage of Family Income, by Income Quintile

Source: College Board; U.S. Census Bureau.

Share of Family Income Required to Pay for Tuition at Private Colleges Has Increased for Most Families



Tuition at Private Four-Year Colleges and Universities as a Percentage of Family Income, by Income Quintile

Source: College Board; U.S. Census Bureau.

nisms to make a lot of progress in this respect," he says. The Pell Grants, for instance, could help, "but states have to do their share," he says.

Ultimately, all of these groups—the federal government, the states, and colleges and universities—are "part of the problem," he says, "so they have to be part of the solution."

Another equity issue directly linked to affordability addressed by the report is debt: "Prospective students from low-income families, and those who would be the first in their families to attend college, may be inhibited from enrolling by fear of high debt. In most cases, families of the lowest-income students cannot help repay loans. And low-income college students are more likely than other students to be contributing to the support of their families while attending college."

If this is extended further, to these students' later lives, the report claims that high levels of debt may hinder their ability to purchase a home or save for retirement. "But this issue extends beyond individuals; society has a stake in the impact of student debt," it asserts. "Students' professional and career choices may be skewed by heavy debt and the responsibilities of repayment. Efforts to attract college graduates into needed but not necessarily high-paying careers, such as teaching, may be undermined by substantial debt burdens."

Perusing Losing Ground

The report begins by stating that its policy implications primarily affect the states, and public colleges and universities. It also clarifies how the center measures affordability, namely by examining tuition and other costs of attending college in relation to family income.

It then presents five national trends that directly affect college affordability:

- Increases in tuition have made colleges and universities less affordable for most American families.
- Federal and state financial aid to students has not kept pace with increases in tuition.
- More students and families at all income levels are borrowing more than ever before to pay for college.
- The steepest increases in public college tuition have been imposed during times of greatest economic hardship.
- State financial support of public higher education has increased, but tuition has increased more.

What does *Losing Ground* tell us that previous reports have not?

First, Callan says, it offers "a different approach to affordability.

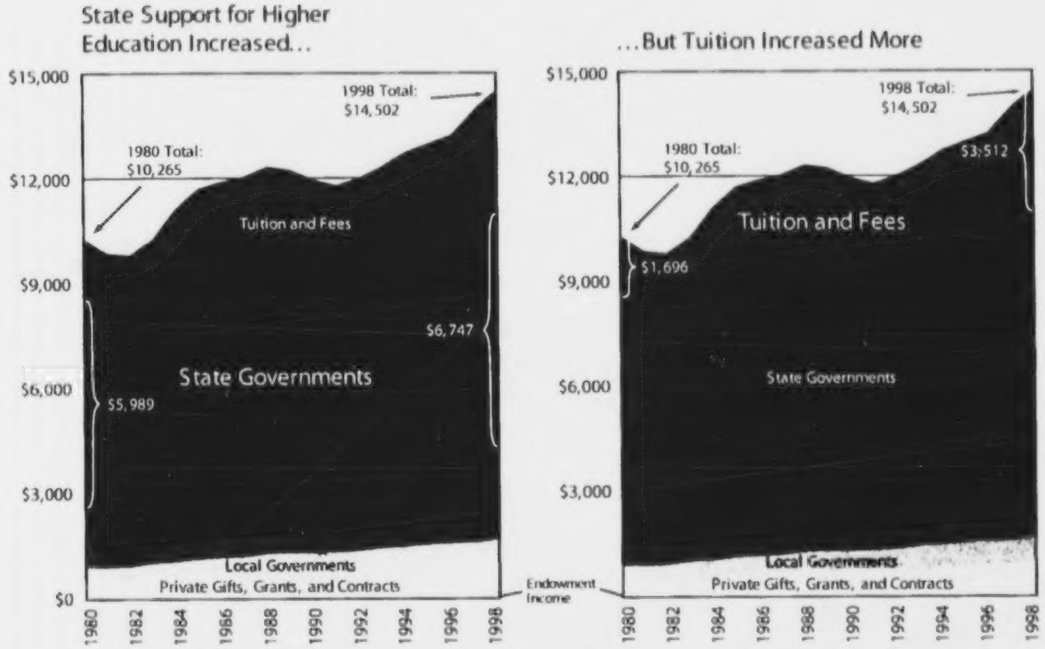
"There is a tendency *not* to look at this from the perspective of the individual student and family," he says.

As the report itself explains, "Family income is seldom considered explicitly when colleges and universities advocate or approve tuition hikes, and when governors and legislators approve or acquiesce in them. Instead, other comparisons usually dominate the policy discussion, such as tuition levels in similar institutions in other states (including states where family income is higher), and the needs of colleges and universities for revenues."

Brown says, "I agree that institutions and state legislatures generally appear not to consider measures of families' ability to pay, such as median family income. One possible reason is that they know that the ability to pay of individual students is considered in determining financial aid."

Nonetheless, he says, "my own view is that in setting tuition and tuition policy, large consideration should be given to indicators of family ability to pay, like median family income."

Losing Ground also brings to light the fact that in times of recession, states experience financial



Per Student Revenues of Public Institutions of Higher Education (in 1999 dollars)

Sources: National Center for Education Statistics; U.S. Department of Labor.

Percentage Change from 1980 to 1998	
Tuition and Fees	107%
State Governments	13%
Federal Government	53%
Local Governments	35%
Private Gifts, Grants, and Contracts	159%
Endowment Income	91%
TOTAL REVENUES	41%

difficulties and, naturally, so do colleges. It is during these times that college tuition rises. Recession is especially hard on families, says Callan, "and that's when we raise tuition the most."

Historically, colleges "have made the biggest tuition increases in the times families have been less able to afford it." In a sense, he says, it's a version of "kick the public when they're down."

A third of the report's distinctive findings is that many think need-based financial aid alone can make college affordable. But this is useless, says Callan, "if we don't deal with cost at the same time."

The final pages of the report provide affordability trends for all 50 states during the last 10 years.

"I don't think any state is doing a great job," says Callan.

But the report explains why this analysis can be useful: "There is no single policy that can assure affordable public higher education in all 50 states, yet much can be learned from those states that have performed well in this area. For instance, every state can and should have its own strategy to enhance college affordability through public college tuition and student financial aid. Every state can consider family income levels in the state when establishing or approving tuition policies. Every state can assure that adequate student financial aid is provided to the neediest students, particularly when tuition is increased.

"Affordable higher education in most states is achieved through the combination of tuition policies that take into account family income in that particular state, support for need-based financial aid, and, in some cases, colleges that charge low tuition." States where higher education is most affordable share at least two of three characteristics:

Educational expenses at two- and four-year public colleges and universities do not exceed, generally, 20 to 25 percent of average family income in the state.

State spending for need-based financial aid matches or even exceeds the total amount that low-income families in the state receive from the federal Pell Grant program.

Low-priced colleges provide educational options for even the lowest-income students, who may perceive that they are unable to pay tuition, even after financial aid.

With respect to the latter, Engelbach says, "California public colleges pride themselves on having low fees."

He adds that about two years ago the state created the Cal Grant Entitlement Program for needy students, which covers all tuition and fees at public colleges or $9,700 for the first year at an independent college.

Texas has the TEXAS Grant, which pays college tuition and fees for students who complete the "Recommended High School Program" and who meet financial need requirements. "There has been growing support for more financial aid to improve affordability," says Brown.

It also recently established a new pilot program to provide "hands-on" enrollment and financial aid application assistance to high school seniors in areas of the state where a relatively small percentage of students go to college.

Brown mentions that "the state's higher education plan–Closing the Gaps by 2015–does include an affordability strategy and the Coordinating Board has recommended principles to follow in setting tuition and fees–that they should be set in ways that close gaps rather than open gaps in participation, success, excellence, and research."

Finally, while Brown's assessment is explicitly about Texas, no one would contest that his sentiment speaks to our entire country: "I believe it is critical to Texas' future well-being that it ensure the affordability of higher education for all its people."

Adolescent Health Project Cautions Parents

132 Schools Surveyed Nationwide

by Jay Steele

Teenagers who are struggling academically are far more likely to smoke, drink, have sex, be involved in weapon-related violence, and experience suicidal thoughts and attempts, according to Add Health, National Longitudinal Study of Adolescent Health, a project of the Carolina Population Center, University of North Carolina at Chapel Hill. Add Health is led by J. Richard Udry, Kenan Professor of Maternal and Child Health and Society, and a fellow of the Center.

Beyond Race, Income and Family Structure

According to an Add Health report, health and education have a close correlation. The group warns parents that a child's floundering in school must be viewed as not only an educational struggle but also a health issue.

Add Health's information came from surveys that examined risk behaviors of adolescents. A nationally representative sample consisting of 11,000 youths in grades 7 through 12 in 1995 and 1996 provided the feedback. The surveys, distributed among 80 high schools and 52 middle schools across the nation, asked students questions about their health, self-esteem, friends, and plans for the future. The school sample was representative of the United States in terms of the region of the country, and how urban it is, as well as its school type, ethnicity, and school size. More than 5,000 schoolteachers and administrators took part in the data collection for the In School Questionnaire. Information for this project also came from in-home interviews with students and their parents.

The risk factors examined were smoking, alcohol consumption, suicide, and sexual intercourse as well as involvement with weapons.

Accessing the Data

Findings of the Add Health project are available in two modes, a public-use dataset and a restricted access contractual dataset. Details of the project and how to access it can be found on the Add Health Web site.

Add Health launched a one-year project to "synthesize and disseminate peer-review findings" and plans to publish a monograph and hold a synthesis conference in the summer of 2003.

Alarming Findings

More than one in four of the children surveyed (27 percent) reported having smoked in the past 30 days. Of the seventh- and eighth- graders, 19 percent reported smoking.

The survey revealed that 12.6 percent of adolescents reported suicidal thoughts or attempts within the past 12 months, with females (16 percent) reporting far more thoughts and attempts than males (9 percent).

Alcohol usage went from 28 percent among those in grades 7 and 8 to 63 percent of those in grades 11 and 12.

Statistics on weapon-related violence were alarming as well. Twenty-six percent of teens reported having been involved with weapons. In addition, reports of weapon-related violence were nearly as prevalent in grade 7 (24 percent) as they were in grade 12 (29 percent).

Monitor Friends

While Add Health lists poor educational performance as the most critical concern for parents of teenagers, they also strongly advise parents to think about who their teenagers' friends are, what they do together, and how much time their child spends "just hanging out" with friends.

The behavior of friends is an extremely powerful influence for adolescents. Parents need to be aware of this.

Family Relationships Critical

Another group of teens poised for significant health risks are those who lack close relationships with their parents and family members. Add Health noticed that teens reporting good overall relationships with their parents and family reported less involvement with risk behaviors. Therefore, parents are encouraged by Add Health to foster nurturing and supportive relationships with their children—to become involved in their children's interests, encourage them to have goals and pursue them, support them and give advice in rough times, and show love and affection. Young people who are close to their parents are less likely to be at risk, regardless of whether they have one parent or two, according to the data. In addition, Add Health holds that society plays a critical role in helping or hindering parental capability. The group says that when society does not support parents in their efforts to be effective and available on a personal and psychological basis, adolescents pay with their health. Conversely, when society supports parents in their efforts to be effective and available, adolescents flourish.

Risk Factors for All Youth

Add Health looked at more than 50 risk and protective factors for teens stemming from the ecological model and problem behavior theory. The group analyzed these risk and protective factors by gender and ethnicity and found that many risk and protective factors spanned across these categorizations.

Add Health reported that students who smoked were far more likely to be in poor academic standing, spend more time "just hanging out" with friends, and have more best friends who smoke daily. They reported that students who drank were far more likely to be in poor academic standing and to have best friends who drank once a month or

Teenage drinking and tobacco usage, involvement in violence, early and unprotected sex, and certainly, suicidal thoughts and attempts can lead to early death as well as health problems later in life. What factors are associated with increased or decreased risks within each racial/ethnic group? Are these factors the same across ethnic groups and gender? Are there unique factors that increase the risk in some groups but not others? Preliminary answers to these questions are the focus of this report.

Protecting Teens:

Beyond Race, Income and Family Structure

more. Teens involved with weapon-related violence were more likely to be in poor academic standing, have best friends who drank, have friends who had attempted or completed suicide, and have more negative relationships with parents and family. The most critical risks for suicide were teens in poor academic standing or those with a friend who attempted or completed a suicide.

Add Health found that adolescents who had sexual intercourse were more likely to have been in a romantic relationship, were more likely to believe that sex would be personally and socially rewarding, and more likely to think they knew about birth control. On the other hand, Add Health notes that teens who abstained from sex were more likely to believe that their personal identity and social reputation could become muddled from engaging in intercourse. Those who abstained were also aware of the consequences of pregnancy.

What Is Important and What Is Not

Clearly, a child's educational status, friends, and family relationships were seen as critical influences in the lives of teens. The group also examined the role of a child's ethnic background, income, and family structure. Contrary to prior popular opinion, an adolescent's ethnic background, family structure, and household income are ineffective means of determining the health dangers facing children. These factors are not catalysts, though the report did find some interrelationships among income, family structure, and ethnicity. For example, regardless of income and ethnicity, the data showed that children from single-parent families were more likely to be involved with drinking, smoking, weapons, sex, and suicide.

Smoking

The data reflects that teens from households with higher incomes smoked less than those from households with lower incomes, regardless of gender, ethnicity, or family structure. There were no gender differences in smoking in the lower or the higher grades, but White children smoked more than Black or Hispanic children.

Drinking

In studying drinking behavior, Add Health discovered in grades 9 to 12 that children from households with higher incomes drank more than children from households with lower incomes. Another finding showed that older teenage females drank less than older teenage males. Half of the White teens studied, representing all White teens across the nation, 36 percent of Black teens, and 46 percent of Hispanic teens reported drinking alcohol. Since Whites reported more drinking than Hispanics, this data contradicts previous studies that claimed Hispanic teens were especially prone to drinking.

Add Health, National Longitudinal Study of Adolescent Health, is a project of the Carolina Population Center, University of North Carolina at Chapel Hill.

Suicide

Add Health found a few interrelationships in examining teen suicide risk as well. Females indicated a far higher rate of suicidal thoughts and attempts than males, regardless of family structure, income, and ethnic background. Seventeen percent of Hispanic females reported suicidal thoughts or attempts, 16 percent of White females and 13 percent of Black females. Both female and male Blacks reported fewer suicidal thoughts and attempts. In every grade studied, Hispanic and White children displayed higher risk than Blacks. Overall, 7 percent of Blacks, 9 percent of Hispanics, and 10 percent of Whites reported suicidal thoughts or attempts. These reports were slightly less frequent among students in grade 9 through 12 from higher income families.

Weapon-Related Violence

Males displayed a higher tendency toward weapon-related violence regardless of family structure, ethnicity, or income. Children from homes with higher incomes tended to report less involvement with weapons. Black and Hispanic adolescents were far more likely than White adolescents to report involvement with weapon-related violence (46 percent Black, 44 percent Hispanic, and 33 percent White). The report showed that more than one in four (30 percent) Black females and exactly one in four Hispanic females had been involved with weapons. Only 12 percent of White females made such reports.

Sexual Intercourse

Teens from homes with higher incomes were less likely to have had intercourse. Add Health saw fewer reports among females in 7th and 8th grade than males at the same age. Add Health also discovered that White and Hispanic teens were less likely to have had intercourse than Black teens. Sixty-five percent of Black teens, 41 percent of Hispanic teens, and 33 percent of White teens reported having sexual intercourse.

Composition of the Sample

The sample consisted of Black, White, and Hispanic adolescents. 31.1 percent lived with one parent while 68.9 percent lived with two parents. 9.0 percent came from households earning $10,000 or less and 13.4 percent came from households earning between $11,000 and $20,000. The two largest groups came from households earning between $21,000 and $30,000 (33.6 percent) and households earning between $31,000 and $40,000 (26.8 percent). 95 percent of the children in the sample came from households earning between $41,000 and $60,000, and 7.6 percent came from households earning more than $61,000.

The children participating were 12.6 percent Hispanic, 16.3 percent Black, and 71.1 percent White. Other ethnic groups were not included because their respective sizes represented in the sample were deemed too small. Native Americans, for example, represent 1.2 percent of the population in the nation and in the nationally representative sample.

Research Team

In addition to Dr. Udry, the Add Health team includes Kathleen Mullan Harris, deputy director; Karl E. Baumann, health behavior and health education, University of North Carolina-Chapel Hill; Peter S. Bearman, sociology, Columbia University; Robert W. Blum, pediatrics, University of Minnesota; John K. Hewitt, psychology, University of Colorado-Boulder; James J. Jaccard, Psychology, University at Albany-SUNY; Michael D. Resnick, public health and pediatrics, University of Minnesota; David S. Rowe, University of Arizona; and from Battelle, a Seattle corporation that offers technology solutions in a broad range of fields, John O. G. Billy and William R. Grady.

Fostering Hope and Optimism in College Classrooms

Strategies to promote success in our courses and in our students' lives

by Angela Provitera McGlynn

Angela Provitera McGlynn is a professor of psychology at Mercer County Community College (N.J.), where she has been teaching for three decades; a frequent contributor to HO; and the author of the recently published book, *Successful Beginnings for College Teaching: Engaging your students from day one*, Atwood Publishing, 2001. She has also written three books dealing with improving college instruction and celebrating diversity in academia, published by MCCC Press. She is the co-author of Serlin and McGlynn's *Living With Yourself, Living With Others: A woman's guide*, Prentice-Hall, 1979.

A not-too-recent trend in psychology, labeled by some as "positive psychology," may offer new insights in promoting overall wellbeing and suggest ways to encourage student success. I was fascinated to read Professors Snyder and Shorey's (2002) article, "Hope in the Classroom: The role of positive psychology in academic achievement and psychology curricula." Although this article discussed how hope might affect the success of students studying psychology, I see much wider applicability.

If teachers across the disciplines were to become more aware of this body of theory and research, their teaching and their relationships with students might be transformed in a way that would enhance student success. For that reason, I would like to present some of the background findings here, and then suggest practical strategies to promote hope and optimism among our students.

We have already seen how a lack of hope and optimism can lead to learned helplessness, a concept coined by Dr. Martin Seligman of the University of Pennsylvania. Learned helplessness, the feeling that you have no control over the negative events in your life, may lead to a sense of hopelessness. Seligman identified this sense of helplessness and hopelessness as part of the architecture of serious depression. Additionally, learned helplessness has been identified as a contributing factor to academic failure and lack of achievement.

Seligman, in his 1991 book *Learned Optimism*, argued that optimism can be learned and that the most important dimension of optimism is hope. Seligman explained that optimism is not really about wearing rose-colored glasses and that "Pollyanna" thinking is not what keeps people from depression. He believes that the key to our resiliency lies in how we explain the causes of the negative events in life, and in our own lives. In other words, when things go wrong, what or whom do we point to as the cause? Without digressing into this particular theory, let it suffice to say that Seligman found that the single most important piece of the causal attributions we make about negativity lies in what he calls the "stable versus transient" dimension. Do we believe that these bad things will last, or do we think we will move past them? If we believe "And this too shall pass," we have hope. The most important aspect of our resiliency lies in this dimension of hope.

As Aspinwall (2002, p.2) points out, "From Bandura's work on self-efficacy to studies of optimism, coping, and health, the study of positive beliefs about oneself, one's future, and one's degree of control over important events and outcomes has played a central role in psychology over the past few decades." We have a body of literature showing how self-efficacy, the belief that one's behavior can make a difference, and optimism about the future (hope) can influence one's well being in body and spirit; we are now ready to examine how these same dimensions may influence students' success in college and in achieving their career goals.

Ever since my own college days, I have noticed that success and achievement in college were not strictly tied to intelligence and ability. Some of my smartest peers dropped out of college, while other less-gifted college peers excelled, some even in the face of life hardships. My three decades in the college classroom have confirmed my belief that ability is not the deciding factor. What may be more critical is the students' belief in themselves, their motivation to do well, and their hope for the future. Applied to the field of education, Snyder (1991) defines hope as the process of thinking about one's goals, along with the motivation to move toward those goals, which he called "agency." Hope also includes "pathways," that is, the ways to achieve those goals. Snyder (1994) says that hope, in this context, is not so much an emotion, but rather a dynamic, cognitive, motivational process.

In their article dealing with hope in the classroom, Snyder and Shorey (2002) explain how students' abilities to generate multiple pathways to goals can help prevent them from experiencing negative outcomes when they encounter obstacles. When high-hope students push up against barriers to their goal, they do not give up. Since they have identified multiple routes to their goal, they choose another pathway and avoid the barrier. In order to move towards one's goals, Snyder (2000) says that students must have a sense of agency combined with a sense of various pathways. Low-hope students may give up their goals when they face obstacles because they haven't created alternate pathways to reach their goals. When this happens, students can feel frustrated, lose a sense of confidence, and experience lowered self-esteem.

Snyder and Shorey point out that over the past decade, the research literature on hope has consistently demonstrated that high-hope individuals conceptualize their goals more clearly than low-hope people, and high-hope people also have more goals than those with lower-hope scores. In addition, high-hope people choose more challenging goals, focus on success, and experience more positive emotional states. It is easy to understand the high positive correlation between high hope and superior academic performance. Hope is not correlated with intelligence per se. It is, however, highly correlated with achievement, even when accounting for differences in perceived self-worth and self-esteem. Comparing high-hope and low-hope people, it has been found that high hope is related to greater problem-solving ability, perceptions of academic competency, acceptance of self and social acceptance, and even athletic ability.

Systems theory tells us that people are interdependent. What I do affects you and what you do influences me. The "system" of the classroom involves teachers influencing students and vice-versa, and students influencing each other. How does a teacher create a classroom dynamic that engenders students with a sense of hope? Snyder and Shorey say (2002, p.3), "High-hope teachers bring hope to the classroom, and infect students with a sense of enthusiasm and the belief that they too can attain their goals." (Interestingly, my own research shows that the quality of teacher enthusiasm has been identified by students as the most important effective-teacher quality).

Snyder and Shorey further state (2002, p.3), "Engendering students' confidence in their ability to attain goals is especially important for students who have not had hope modeled in the home, or for those who live in environments where the focus is on getting through the day, not on striving to realize forgotten dreams." Snyder (1994) points out that high-hope adults report that when they were young, an adult role model coached them to formulate goals, and was a source of both inspiration and motivation for them. Other studies have shown that children who are labeled "resilient," who come from backgrounds that set most children up for failure, most often have an adult in their lives who takes them under his or her wing. This person may be a parent, an aunt or uncle, a godparent, a friend of the family; many times, this person is a teacher, who often play a role in changing children's lives.

Snyder (1997) emphasizes that teachers are only able to foster hope in their students if they themselves are high-hope individuals. Teachers may be vulnerable to burnout when their repeated efforts to teach students to learn seem to fail. They may lose hope in their ability to teach, and they may lose hope in their students' ability to learn. Snyder says that it is crucial for teachers to retain their hope; teachers should assess whether they are pursuing their own goals and dreams. Have they given up their dreams to help others and then experienced frustration and loss of hope? Snyder says that we teachers need to pursue our own important life goals in order to remain enthusiastic–this vitality and sense of personal fulfillment will help us model hope for our students.

In addition to remaining enthusiastic about our disciplines and engaged in the learning process ourselves, there are ways we can create an atmosphere in our classes that fosters hope and optimism in our students. When I started college all those years ago, during the orientation program, the dean of the college began by asking us to look to the left and to the right. He said that one of the three of us would graduate from college. I suppose the dean was trying to motivate us to work hard in order to be that one in three who makes it through the curriculum. I remember that the only emotion he inspired in me was fear. Unfortunately, many college teachers still start their semesters by telling students how difficult the course work is and may even encourage withdrawal from their courses.

In contrast, high-hope college teachers start their semesters by sharing their own enthusiasm for their disciplines, and they tell students what they need to do to be successful. Effective teachers also tell students from day one that they want to help them to be successful, and they discuss their availability to students in terms of office hours, phone contacts, and email addresses.

So, how can teachers encourage hope and optimism among their students, particularly among their low-hope students? Start by setting high standards and high expectations for their performance. To lower one's standards for low-hope students would be doing them a great disservice. We want these students to be successful in college and to have high aspirations for their futures. Lowering the bar for their performance will not help them in the long run.

Here are some tips for creating a classroom atmosphere that encourages students' sense of hope and optimism:

- Begin the semester on a positive note in first-day classes.
- In those first classes, set the tone so that students know you are approachable.
- Get students to know one another by using icebreakers in the early semester classes.
- Get to know your students by name (pronounced correctly) during the first week or two of classes.
- Make the goals and objectives for your courses explicitly clear.
- Offer learning strategies that will help your students to be successful in your courses.
- Spend some time early in the semester teaching your students how to prepare and to do well in your courses.
- Show respect for your students–their knowledge and experience, their lack of knowledge in some cases, and especially show respect for their questions and comments in class.
- Show an interest in your students as students and also as people, with lives outside of class.
- Use humor in your classes to establish a less formal atmosphere.
- Encourage your students throughout the term by giving mini pep talks. You can tell them how much of the course work they have completed from time to time, and whenever they do well, give them positive feedback. If they don't do well on a particular assignment, speak to them privately about what might have gone wrong, and suggest strategies for improvement.
- Take an interest in your students' career aspirations and offer guidance where possible.

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Innovative Linkages Boost Minorities at Rural Colleges

Colgate, Smith, and University of Vermont Going the Extra Mile

by Marilyn Gilroy

What could be more appealing to a prospective student than visiting a college with a beautiful campus set in a picturesque town, surrounded by rolling hills and lakes, that also features an excellent academic reputation? If this sounds ideal, think again, especially if you are a minority student.

This geographical description fits hundreds of institutions in the United States that face the challenge of diversifying their student enrollments. For their counterparts–those colleges and universities located in urban areas–attracting qualified minority students is a "no brainer." But for institutions located in rural areas, it is far more difficult to lure minorities to their often isolated environments with predominately White enrollments.

For this reason, colleges in areas such as Vermont, upstate New York, and western Massachusetts are supplementing traditional broad-based recruitment activities with targeted strategies aimed at urban high schools and community colleges with high Hispanic and African American enrollments. At the University of Vermont, Colgate University, and Smith College, the newly formed linkages with urban schools have in essence become the equivalent of athletic farm teams, supplying the colleges with a dependable pool of minority students.

One of the most successful programs has been developed by the University of Vermont (UVM), located in Burlington and sitting on Lake Champlain, with a student population that is 90 percent White. Last year, the University embarked on a recruitment drive at Christopher Columbus High School in the Bronx (New York City), which has a student population that is 85 percent non-White. UVM made a direct pitch to students, many of whom are children of immigrant parents from Africa or the Dominican Republic who would not have otherwise considered applying to Vermont. Their efforts netted 13 minority students in the fall of 2001 and 21 in this fall's class.

"Diversity matters."

DONALD HONEMAN, DIRECTOR OF ADMISSIONS AND FINANCIAL AID AT THE UNIVERSITY OF VERMONT

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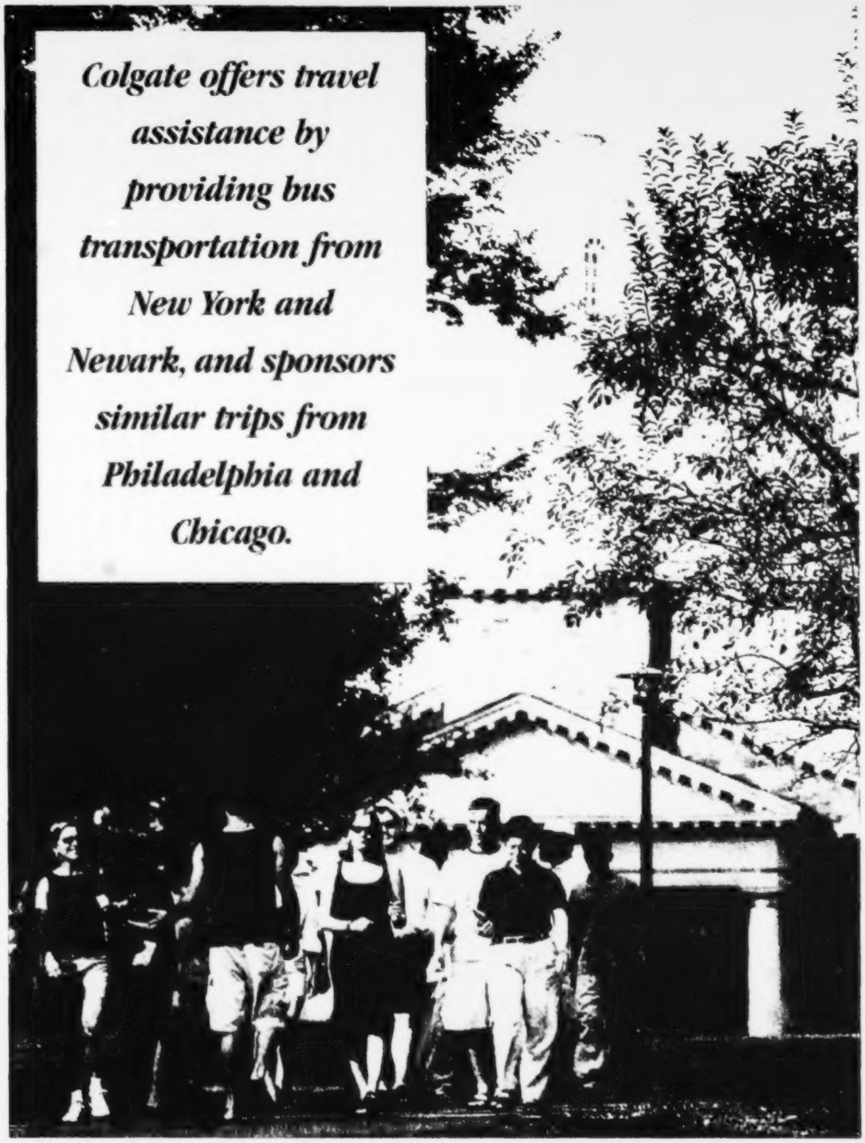
Colgate offers travel assistance by providing bus transportation from New York and Newark, and sponsors similar trips from Philadelphia and Chicago.



"We're doing this as much for our own students as for the Bronx students," said Donald Honeman, director of admissions and financial aid at the University of Vermont. "Diversity matters. We need a student population that reflects the world our students are going to live in. Without that, we're not offering a full academic experience."

The commitment to diversify at UVM goes far beyond the usual mission statement found in most college catalogs; it has required the allocation of a variety of human and fiscal resources. Honeman and his colleagues from the University's admissions office have visited Columbus High School and personally conducted sessions on application procedures and scholarship possibilities for students. Tuition and fees for out-of-state students at UVM run approximately $28,000, a daunting figure for many at Columbus who live in city housing projects.

And even if applicants can get past the financial hurdle, there's the location, a far cry from the urban environment that these students are used to. Last year, a private foundation arranged for Jet Blue airline to donate round-trip tickets between New York and Burlington so that students could visit the campus.

"It was a real culture shock," said Honeman. "The weather, the surroundings, the whole "Whiteness" of the place is so different for them."

But, he says, the students who enroll actually adjust successfully because of the groundwork that has been laid.

"The students we meet on their own turf, meaning they have already met UVM faculty and students in their high school prior to this, are quite comfortable," said Honeman.

"Sometimes the fact that they come as a group and know each other helps, too. Although they may stick together for the first year, they quickly jump into the mainstream of campus life."

Critics of the program have voiced some concern that standards may be compromised when reaching out for minority applicants in poor areas. To offset this, the University of Vermont has started working with ninth-graders at Columbus to make sure that their skills are on par with White counterparts who are applying.

At this point, statistics show that the minority students from Columbus enrolled at UVM have made the grade. Only two of the first-year students from 2001 did not return for academic reasons.

"When you compare that to our overall retention rate, it is actually just slightly better," said Honeman. "We have tracked the partnership program students very carefully to monitor their experience here, and we have really found it to be successful."

UVM is so pleased with the results that it has formed additional partnerships in the last 10 months.

"We are working with two other high schools using our goal of early college awareness, which is the same model as Columbus," said Honeman. The new partners include City On A Hill Charter School in Boston and the High School for Environmental Studies, which is a public high school in Manhattan.

"What both of these high schools share is a very diverse population, and that's what we need," said Honeman.

Although he occasionally hears a little grumbling about the time and effort these partnerships take, Honeman is adamant in his belief that the programs make an invaluable contribution to campus life at UVM.

"We're not preparing students to live in Vermont for the rest of their lives, so this is for Vermont kids, too," he said. Vermont is only one of several institutions that are drawing on public high schools in New York City and Boston.

Hundreds of miles away is Colgate University, located in the small village of Hamilton, N.Y. Colgate is a very selective university of 6,300 students with an average SAT score of 1360. It is renown for its beautiful campus and surroundings and for a hefty tuition, the very qualities that make it more difficult for urban minority students to consider applying. John Corona, associate dean of admissions at Colgate, says that these factors require some extra effort on the part of his staff.

"Although we rely a great deal on the reputation of Colgate to attract students, we also have some special recruitment programs," said Corona.

To begin with, the University runs a multicultural open house every year, inviting potential students of color in its database to come to Colgate and stay overnight and meet with students and faculty. The University offers travel assistance by providing bus transportation from New York and Newark. They also sponsor similar trips from Philadelphia and Chicago. The open house presents an opportunity to make the case for Colgate while discussing geographical concerns.

"We talk openly about our location and the impact that it will have on their experience," said Corona. "It is different than a large urban setting, but we feel there are unique aspects to campus life here. For example, there is a strong sense of community among our 2,800 undergraduates.

"We tell them that it might be different here from where they grew up, let's say, in certain parts of Brooklyn. Many lived in neighborhoods where they were in the majority. Here, our campus is a White majority."

But Corona says that the honest give-and-take pays off because when minority students make the decision to come to Colgate, they are well informed about their choice.

"The students seem to adjust well and recognize that going to Colgate will give them an advantage and an edge when they are job hunting or continue on to graduate school," said Corona.

He also pointed out that there are plenty of opportunities to maintain or forge a strong cultural identity through clubs such as LASA. Special housing is also available through Harlem Renaissance or Las Casa Pan Latina.

Corona says the University has also reached out to high schools with large minority populations through its Syracuse initiative, now in existence for almost 10 years.

"We stay in close contact with the counselors in four city high schools in Syracuse. "The counselors refer students to us, and we assess their potential. When possible, we bring them to campus."

These various recruitment efforts have made a difference–Colgate's 2002 entering class included 19 percent students of color.

While some universities are mining urban high schools for applicants, other are turning their attention to community colleges, where students are more likely to be minorities as well as first-generation college students from lower socioeconomic groups.

"Community colleges are a gold mine waiting to be discovered by elite colleges as well as other four-year institutions looking for diverse, highly qualified students," said Christopher C. Morphew, assistant professor in the Higher Education Administration program at the University of Kansas.

SMITH COLLEGE

Morphew has studied and written about the transfer agreements between Smith College, a selective women's college located in western Massachusetts, and Miami-Dade Community College (M-DCC) in Florida and Santa Monica College (SMC) in California.

Morphew has studied and written about the transfer agreements between Smith College, a selective women's college located in western Massachusetts, and Miami-Dade Community College (M-DCC) in Florida and Santa Monica College (SMC) in California. Transfer agreements ease the process of enrolling by specifying how course credits will be accepted at the four-year institution. Although transfer agreements between two-year and four-year colleges are common, the agreements between Smith and MDCC and SMC are unusual because they are such different institutions and because there is sometimes a "second-rate" stigma attached to community college students.

"Even though many four-year colleges are searching for diversity in new students, they typically do not look at community colleges," said Morphew. "My guess is that this is related to the somewhat antiquated notion that good students don't attend community colleges."

Indeed, the partnering of Smith and two urban community colleges appears to be an unlikely match. Smith, an elite liberal arts college, has one campus with 2,500 female students.

Miami-Dade, on the other hand, has six campuses, 125,000 students, and the largest number of Hispanic students of any postsecondary institution in the U.S. It is second in the numbers of African American students enrolled.

Santa Monica College, one of 106 California community colleges, has a head count of 30,000 students, with 25 percent being classified as Hispanic.

But both SMC and M-DCC have a history of being successful in helping their students transfer to private colleges outside of California and Florida, including Brown University, Georgetown, Stanford, and of course Smith. Most of M-DCC's transfers have come through its honors program, located on the Wolfson Campus.

Morphew points out that the transfer process works because there is a "high level of personal attention and communication between the institutions." That means that at the community college end, there is an investment of resources to promote their students to other colleges. Advisors and faculty work to identify highly qualified students who are well-prepared to succeed at colleges like Smith.

Smith complements the process by bringing students to campus for a week during the summer so that they can acclimate to the area and listen to lectures by faculty members. The college pays all expenses on campus including room and board. Smith eventually accepts 100 transfers per year and now has an enrollment that is 20 percent students of color.

Morphew believes that the transfer programs appear to be "win-win" propositions. In fact, he is surprised that there aren't more attempts to link up with community colleges.

"Perception is a huge issue," he said. "The perceptions of faculty at four-year colleges are that community college students are not good students and therefore can't handle their courses. They feel that the material covered in community college classes is not equivalent and shouldn't count as transfer credit."

In one case, Morphew said, it took a person-to-person conversation between Smith officials and an SMC math instructor, who explained and vouched for the math course he taught. But underlying all of these endeavors between the colleges is a relationship of trust and a willingness to do what it takes to help make the transition as painless as possible for the student.

And without these extra efforts, minority students might never set their sights on places like Smith, Colgate, and the University of Vermont.

"The schools that are looking to diversify are not in areas of the country with diverse populations," said Morphew. "As a result, it takes a lot of incentive for minority students to pull up stakes and head for these places."

"It Takes A Valley"

San José State
UNIVERSITY

Project Prepares Teachers for High Needs Schools

by Nancy L. Stake

Ana María Valdillez, a student teacher at San José State University (Calif.), cried when first-grader María, the daughter of migrant workers, moved with her family to the East Coast before the school year ended. Below grade level when she started, one-fourth of the way into the school year, María had made remarkable progress, and was performing above grade level when she left several months shy of completing first grade.

"It was heartbreaking for me to see her go. I worried that she wouldn't get the same nurturing and support in a new school environment," says Valdillez. "It's always a revolving door in a high needs school. With the high population of migrant children in this area, we can start the year with 20 children, but only 10 of these make it to the end of the year, and new ones are coming in all the time. It's a real challenge for the teachers–*and* for the children."

It's children like María who inspired Valdillez to become a teacher. She is the first female on her father's side of the family to graduate from college. A grandmother who served as a teacher's aid, says Valdillez, always longed to become a teacher but couldn't afford an education. Now, Valdillez wants to help those children who might not have a strong role model at home like she had.

If only there were tens of thousands more like Valdillez.

Shortage of teachers nationwide

"Like the rest of the nation, California is faced with a severe shortage of teachers," said Susan Meyers, dean of SJSU's College of Education. "Current projections estimate that 250,000 new teachers will be needed by the end of the decade. In San José's Silicon Valley, the challenge of recruiting quality teachers is even more extreme, given the draw of high-paying opportunities in high-tech industry, and the exorbitant and ever-climbing cost of living.

Valdillez says that working with a cohort of student teachers provided a "family" support system that helped her get through the program.

"Furthermore," adds Meyers, "the affluence of some of our neighborhoods sits in stark contrast to the economic conditions in communities just a few short miles away. Not surprisingly, the schools in these communities struggle as well.

"Each year, over half of the teachers in high-needs schools leave, either for an easier assignment or for a new profession," continues Meyers. "Research suggests that this happens because teachers are overwhelmed by the conditions of the schools and the needs of the children." According to Meyers, schools often lack the material resources for teachers to draw upon, and the teachers don't know where to turn to make up the difference.

It takes a village...

Inspired by the old African proverb, "It takes a village to raise a child," Meyers and Child Development Professor Amy Strage created the "It Takes a Valley" project, which the two co-direct. The program is based on the premise that it requires the substantive contributions of many stakeholders–not just formal teacher preparation programs–to prepare and retain successful teachers. Success also depends upon the businesses and resources that make up the broad community–or "Valley"–as well. This unique partnership between education, business, and social service agencies provides future teachers with the support, skills, knowledge, and experiences needed to become successful teachers. The Valley program is funded by a million-dollar grant from the U.S. Department of Education.

This fall, Valdillez is among the second cohort of 15 SJSU graduates of the Valley program who are working in their own classrooms in high-needs schools. To reach this pinnacle, they had participated in four guided-service learning practicums during their junior and senior years. As a result, they earned Bachelor of Arts degrees and are now entered into SJSU's Internship Credential Program.

Jaymmy Díaz, another graduate of the Valley program, experienced the life of a migrant family when she was 6 years old. She saw firsthand the challenges teachers faced when they could not speak the language of their students and their families. Consequently, Díaz, the first in her family to graduate from college, is working on her teaching credential with an emphasis in bilingual education.

"I can relate to the students and make connections with the families that others without the same culture sensitivity cannot," says Díaz. "Children amaze me every day," she adds. "Seeing a child light up when I connect with them in their own language is so rewarding."

How the Valley program works

In the first semester, students perform their service learning clinical practicum. Working closely with a successful teacher mentor in one of the partner schools, they learn about the culture of the school and the issues that confront the faculty, staff, and students. They learn the most appropriate and effective teaching/learning strategies to use in classrooms of high-needs schools. Finally, they learn about family members and the neighborhoods where the children live.

In the second setting, students are placed with social service agencies, where they serve under the guidance of a social worker. They have opportunities to learn about the families and how to promote successful parent-professional partnerships. Since many teachers in high-needs schools are discouraged by the apparent lack of family support for their students' education, the purpose of this second practicum is threefold.

First, students are exposed to a variety of situations that help them begin to understand the realities of the children's lives within their families. Second, students learn to recognize that the children's behavior is a direct consequence of some of these family stresses. Finally, students learn about the community resources available to support their teaching and help them develop a rapport with the children's parents and families, including families facing certain grave situations. For example, student teachers receive training in chemical dependency, fetal alcohol syndrome, and violence prevention. They learn about assessment and strengths-based models of intervention. Students also accompany a crisis team, and learn about crisis management.

The third setting provides a "window on the world of work," offering experiences in business, industry, and technology settings. "Valley" businesses and industries have resources that teachers can draw upon to enhance the educational experiences of their children. However, many of these resources go untapped when teachers don't know about them or how to access or adapt them. Guided by corporate mentors, students learn about this rich landscape of support available to them. They also learn about the array of work opportunities open to their future students, and the skills and knowledge required for success in the corporate world. Students are taught skills in information processing and computer usage, oral and written communication, problem-solving and work habit, leadership, and teamwork skills. They learn how to develop technology-based instructional activities and how to implement them in the low-tech, high-needs classroom.

For example, one "Valley" student designed a fifth-grade math and science unit about water and its treatment, based on information he gained from shadowing and talking with employees at a local water district plant.

Finally, the students return to the high-needs school for the last semester of the program. "By the time they're finished," says Strage, "they've worked a full year in a high-needs school. Afterward, their expectations are closer to reality, and they also have lots of resources to draw upon when they encounter problems."

Ana María Valdillez (center) goes over lesson plans with Dave Johnson (l.), mentor teacher at Robert Sanders Elementary School, teacher Kathy Miles, and SJSU "Valley" graduate Aaron Brengard (far right).

Mutually beneficial for all Valley partners

"Students in the "It Takes a Valley" program have been truly transfixed and transformed by the youngsters and the adults they have worked with," Strage says. "They report feeling their eyes have been opened to a stark set of realities, but at the same time, they feel supported. They have truly seen and felt, and engaged, many of the issues of social justice and equity that pervade life in and around urban schools."

In summation, students gain the following from the Valley program:

- New insights and integration between formal academic experiences and hands-on experiences with children.
- An understanding about the strengths, resiliency, and vulnera-

bility of young children in the face of extreme challenge.

- A new awareness of diversity and equity issues.
- Learning about erroneous preconceptions and stereotypes.
- New understanding about their role as the teacher, an engaged and committed advocate for children.
- An insight into themselves and what they bring to the table.

Toni Welch from Eastfield Ming Quong meets with SJSU student Ana Maria Valdillez, teacher/advisor Kathy Miles, and SJSU Professor Amy Strage to discuss students with special needs.

"I feel privileged to have had the Valley experience because of the extra experience and support it provided," says Valdillez. "Normally, a student teacher gets only a few hours of actual classroom experience, but in the Valley program, we get a full year."

Valdillez says that working with a cohort of student teachers provided a "family" support system that helped her get through the program. "We share strategies, techniques, and concerns, and the advice, feedback, and support proves invaluable. Consequently, we feel a strong bond with each other, and even though we are a combination of generations, backgrounds, and ethnicities, we've formed relationships that will last a lifetime."

Adds Strage, "Our hope is that this sense of connectiveness will help students weather the challenges of their first years of teaching in their own classrooms."

Díaz believes that the social service aspect of the Valley program made her a more balanced, well-rounded person. "It opened my eyes to the complete environment of the children, and provided tools and resources that enriched my entire educational experience," she says.

Besides the student teachers, the Valley program has a mutually beneficial impact on all the partners involved. Classroom mentors report that they enjoy the opportunity to re-examine their own teaching programs. The Valley students enable them to implement activities they might otherwise not be able to try. They also report significant academic benefits to their own students as a result of the extra individual attention and fresh approaches to subject matter they receive.

The social service staff views the program as an opportunity for professional growth and renewal. They report that their clients benefit from the perspectives and insights the students bring to their practicum work. Corporation and business executives see it as an ideal way to prepare their future workforce, beginning at grade school level, since the Valley teachers provide their students with the skills they will ultimately need to be effective in the workplace.

Most of all, the program benefits the children in the classroom. To illustrate, Diaz tells this story:

"After reading a book to my second-graders, I asked them to write a letter to a friend telling the friend about the book. Most of the children were quickly engrossed in the assignment. Rafael, however, became agitated, and before long, I noticed that he was crying. Taking him aside, Rafael confided that he had no friends. Rafael's poor social skills had indeed caused the children not to want to hang around him. We discussed why friends are important, and Rafael was able to identify what he could do differently to make friends. As much as I longed to make things better for him, I could only guide him. Rafael would have to do the rest on his own. I'm happy to report that he did work on his communication skills and was making progress before the end of the term."

Valdillez tells the story of first-grader Jonnie who began to demonstrate a complete change in attitude and behavior. He also came to school unkempt, which clearly signaled that there was a problem at home. The teachers learned that Jonnie's mother had walked out on the family, and his father and three siblings of high school age were doing the best they could under the circumstances. "Jonnie needed extra support at this time," says Valdillez. "We were able to put outside resources into place for him, including arranging for a Big Brother."

Adds Valdillez, "It just warms your heart when you see that 'light bulb' look in a child's face after they have worked so hard, and you hear them exclaim, 'I get it now!' It's the best feeling and the most rewarding job in the whole world."

Says Meyers, "It will take a valiant effort on the part of the many "valleys" throughout the country to provide the next generation of new teachers with the variety and quality of experiences that will enable them to do justice to our children. We must continue to be creative about ways to ensure that we make these opportunities available to the passionate and talented individuals who want to make a difference."

***Nancy L. Stake** is media relations officer at San José State University. Prior to SJSU, Stake had a 15-year career in high-tech public relations. She has an M.S. degree in mass communications from SJSU.*

Hopwood/Proposition 209 and Minority Enrollment in Texas and California

Results Mixed for Latinos, Poor for Blacks

by Michelle Adam

More than five years have passed since California and Texas, and our nation as a whole, began officially challenging the very notion of affirmative action. In Texas, the successful court case brought by Cheryl Hopwood established race-based admissions policies as unconstitutional at its public universities. Californians voted for Proposition 209, and decided in the 1996 elections to 'abolish' all public sector affirmative action programs in the state in employment, education, and contracting. What's more, the Regents of California opted to end affirmative action programs at all (UC) campuses.

"Most people outside the University do not understand how painful the Regents' 1995 decision and Proposition 209 were to hundreds and hundreds of people who, in many cases, had worked their entire adult lives to make the University more inclusive–to help poor and underrepresented minority students gain admission, succeed once enrolled, and go on to productive careers and professions," wrote Bob Laird, a former director of undergraduate admissions at the University of California at Berkeley, and a contributor to *The Chronicle of Higher Education*. "Overall, the number of African American, Chicano, and Native American students who were admitted to Berkeley fell from 1,676 in the previous year to 744 [in 1998], a drop of 56 percent.…It was a dismal showing for a flagship public university in a state where 39.4 percent of the students who graduated from public high schools in June 1998 were underrepresented minorities."

Laird's comments may not come as a surprise. Minority enrollment declines have, in the past, been attributed to anti-affirmative policies [illegible] up in both California and Texas, especially at flagship universities [illegible] Berkeley. Since the mid-to-late '90s, numerous other states have also been confronted by changes in admissions policies.

Since 1995, the actual number of Latino high school graduates who enrolled in college has increased, yet the percentage has decreased somewhat. The highest percentage of Latinos going on to college was registered in 1997 at 65.5 percent, right before affirmative action changes took place (Digest of Education Statistics, 2001)

According to the U.S. Department of Education's *Trends in College Admission*, "Hispanic student application rates increased from 2.3 to 5.[illegible] in public institutions and from 55 to 57 in four-year institutions between [illegible] and 1999. But Hispanic acceptance rates declined from 69 percent to 5[illegible] percent in publics and from 59 to 52 percent in privates during this same period. Hispanic student enrollment (yield) rates also declined in both public and private institutions. Although Hispanic student representation in four-year institutions increased overall between 1985 and 1999, as noted above, it

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did not increase between 1992 and 1999 in four-year public institutions. This lack of increased representation in public institutions may have been related to the affirmative action challenges of the late 1990s as well as the increased representation of students not disclosing racial/ethnic identity."

Within California and Texas, a number of state universities saw a decrease in minority enrollment after *Hopwood* and Proposition 209. Comparing the figures of 1996 to 2001, the overall numbers for the state universities of Texas mark an increase in Hispanic students, from 65,295 to 75,794 (20.1 percent to 21.5 percent)–thanks to a stronger show of Hispanics at schools such as Corpus Christi, Texas Tech, University of Houston, University of North Texas, and the University of Texas (UT)-Dallas.

Despite these numbers, "In measuring ourselves in terms of where we want to be, we didn't give ourselves a green light," said David Gardner, assistant commissioner for planning and information resources of the Texas Higher Education Coordinating Board. "Because of the growing Hispanic population, we don't want to be satisfied just because the numbers are growing. My personal view is that it [*Hopwood*] required the entire state to sit down and make sure that everyone had an opportunity to be a part of higher education and to be more creative than we had been previously. We are working hard to recruit students."

UT-Austin enrolled 5,267 Hispanic students (16.7 percent) in 1996 and 5,299 Hispanics in 2001 (15.6 percent). During this same time period, a decline in enrollment occurred for all groups except Asian Americans and Whites.

At Texas A&M, Hispanics dropped from 3,629 (10.6 percent) in 1996 to 3,325 (9 percent) in 2001. Again, all populations decreased except Asian Americans and Whites. (These figures do not include the category of "other," which has marked an increase and may include minority representation.)

"Right after *Hopwood* we saw a dramatic decrease in the number of Hispanics and African Americans who applied to the University. We still haven't reached the pre-*Hopwood* numbers, but we are growing," said Dr. Frank Ashley, director of admissions at Texas A&M. "We have been hovering near 9 to 10 percent [in Hispanics], which really scares us as we look at the changing demographics in Texas. Every area in Texas has a large number of Hispanics." Texas A&M is in an area of approximately 20 percent or more Hispanics.

Ashley notes that since his school is far away from the larger populations of Hispanics in the south, 10 hours by car, he is faced with a huge task in trying to increase the numbers of minorities at Texas A&M. Of particular note is the fact that Texas public schools are not only barred from race-based admissions, but also from offering race-based scholarships and financial aid. This, explained Ashley, has been the biggest hurdle.

"When you look at the impact of *Hopwood*, I don't think the greatest impact is in admissions. I think the greatest effect is in financial aid and scholarships," he said. "Pre-*Hopwood*, there were a lot of companies that gave money for minorities. With *Hopwood*, that pretty much went out the window."

While the Texas Ten Percent Plan, which allows any student of the top 10 percent of his or her high school class to attend a state university, has helped draw in more diversity, schools like Texas A&M are having to compete more so than in the past for a diverse pool of talented students. (Texas A&M recently increased to a 20 percent plan.)

Said Ashley, "I tell people that we are having an enormous brain drain in our Texas public schools. You have Ivy Leagues and east coast schools waving money at these kids."

Although the University of Texas has also struggled with a drop in minority enrollment since *Hopwood*, it appears the school is in a better position than Texas A&M. "Latinos were not hit that hard," said Dr. Bruce Walker, associate vice president of student affairs and director of admissions at UT-Austin. "But we are not where we want to be, or ought to be."

As Walker sees it, Hispanic representation has remained about the same. "In 1996, Hispanics made up 14 percent of our freshman class (932 students), and in 2001 they made up 14 percent of the freshman class (1,024 students)," he said. "Since 1996, it has been primarily the African Americans that have been affected more than anything else. It is certainly clear that our Asian population is our fastest growing minority. Hispanic enrollment has kept fairly steady and has increased since."

Although Walker feels that his University has "one hurdle behind us (the immediate effect of *Hopwood*), we still have a lot of ground to cover in terms of having a population that is representative of the state of Texas. (UT-Austin is in an area of approximately 30 percent or more Hispanics.) We are doing much more outreach than we were doing, in terms of low-income schools and minority students."

Dr. Bruce Walker, associate vice president of student affairs and director of admissions at UT-Austin

Shifts in California

While UT-Austin and Texas A&M struggle with increasing diversity in their respective schools, the California State University (CSU) System has witnessed a different outcome in its post-Proposition 209 years. If anything, CSU has experienced a dramatic increase in students applying to and attending its schools, and especially among Latinos.

CSU officials attribute the gain to the increase in the number of students graduating from its high schools–what is being called the state's "Tidal Wave II." After seven years of growth, the system reached a record 388,734 students in 2001, up 5.5 percent from 2000. Besides actual numbers, others have argued that the reason CSU enrollments have reached an all time high might be that students now unable to attend the UC schools and its "flagship" schools, such as Berkeley and UCLA, are knocking instead on CSU doors.

Looking at the enrollment figures for all CSU schools, Latino and Mexican-American enrollment increased from 10,232 (4.2 percent of the population) and 29,447 (12 percent) respectively in 1992 to 17,027 (6.6 percent) and 47,427 (18.5 percent) in 2001. Blacks measured their highest numbers and percentage in 1996; Asian Americans, in 1997; and Whites, in 1992; but Latinos grew consistently straight through the aftermath of Proposition 209 and are now stronger than ever.

"Proposition 209 probably had no effect on us. We didn't expect that much because we didn't use race and ethnicity as part of our application process," said Philip García, director of analytic studies at CSU's Office of the Chancellor. "Latinos are still the group that accounts for most of the growth in anything."

According to *Black Issues in Higher Education*, California State University at Los Angeles, for example, has watched the Chicano/Latino population blossom from 32.2 percent to 52.6 percent, while the Black population has declined from 11.4 to 8.9 percent. At CSU-Domínguez Hills,

Hanan Eisenman, media coordinator for admissions of the UC Offices of the President

southwest of Los Angeles, Chicanos/Latinos also make up the largest group of students at 32.8 percent, while African Americans are 29.8 percent of the school. Wrote Cheryl D. Fields in *Black Issues*, "Chicanos and Latinos in these areas [Los Angeles basin], meanwhile, are discovering new political and economic vitality in their status as the largest racial segment of the population….Blacks are now a minority among people of color."

At CSU at Long Beach, similar demographic changes have taken place. "We are in a tremendously diverse area and our own diversity is quite good. The campus is showing an increasing number of Latinos and Asians over the years, and a general decline in Whites," said Dr. Vincent Novack, its director of institutional research. "We know we are going to have to serve our community, especially the Latino community. Statewide they may represent 40 to 50 percent of the population by 2005."

Lately, however, CSU-Long Beach and other CSUs have had to limit enrollment and tighten standards in order to adjust to a shrinking state budget mixed with a large increase in the number of applicants during the past five years. "It's a complex situation. The problem with capacity has been known for 10 to 12 years. Unfortunately, a lot of people won't get the education they want," said Novack.

Unlike the CSUs, the University of California system did experience a setback in minority enrollment since Proposition 209. But "we are back above those [pre-Proposition 209] levels system-wide," said Hanan Eisenman, media coordinator for admissions of the UC Offices of the President. "Overall, we have seen good, steady increases in admissions at UC."

The UC campus overall campus had enrolled 870 Latino and 2,339 Chicano California resident freshmen in 1996, and 883 and 2,981 respectively in 2001–not much change. The largest increases occurred among Asian Americans and Whites.

During the past two years, UC has changed its policies in order to attract more underrepresented students to its campuses. The top 4 percent of all high school graduates have been automatically accepted at UC and the top 12.5 percent of high school students are allowed admission to the UC system, for either four years or after two years outside the system. During this past application process, UC began to use a more comprehensive review process than was used earlier in selecting students.

While the UC system has watched numbers return to pre-Proposition 209 levels, its flagship schools–Berkeley and UCLA–have not. At UC-Berkeley, Chicanos represented 376 students, and Latinos, 156 of California resident freshmen in 1996, numbers that declined to 289 and 90 in 2001. At UCLA, Chicanos decreased from 533 to 439 from 1996 to 2001, and Latinos, from 162 to 135.

"When Proposition 209 was put into place, we predicted that we were going to have a drop in the number of underrepresented students admitted. Our drop was approximately 25 percent in Chicano/Latino students and about 40 percent in African Americans," said Thomas Lifka, vice chancellor of student academic affairs at UCLA. "Gradually it has built back up. We are in relatively good shape for Latinos/Chicanos. It's the African Americans that are in more trouble."

Lifka explained that although race has not been admissible to use as a criterion for admissions, looking specifically at students from low-income families and with life challenges has been. He has thus concluded that "the underrepresented minorities that we were not able to admit were underrepresented minorities from upper- to middle-class families."

Dr. Vincent Novack, CSU-Long Beach director of institutional research

"UCLA is a tremendously diverse environment, even in the face of this [Proposition 209]. Although we had a decline in underrepresented students, it is not to say that we lost diversity," said Lifka.

Although Lifka may seem optimistic, UC-Riverside is the one University of California school that has seen an actual increase in Latino enrollment since Proposition 209. The flagship schools have clearly been the most impacted in minority enrollment since affirmative action policies were rescinded.

As the Latino population continues to grow, outpacing all other groups within the United States, and especially within states such as California and Texas, the question remains whether public universities will be able to keep pace with the demographics. Will the changes of the Latino population be mirrored within public universities, including the flagship universities?

Is this a pipe dream? Only time will tell.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com November 18, 2002

Pew Hispanic Center, Kaiser Family Foundation Report on Latino Electorate

WASHINGTON, D.C.

The Hispanic electorate is emerging as a distinct presence on the political landscape, demonstrating broad but shallow party loyalty and a mixture of ideological beliefs and policy positions that defies easy categorization, according to a new national survey of Latinos who are registered to vote. At the same time, immigration is resulting in an infusion of new voters, and U.S.- and foreign-born Latinos take somewhat different views on a variety of issues.

These are among the broad findings of the *National Survey of Latinos: The Latino Electorate*, released in October by the Pew Hispanic Center and the Kaiser Family Foundation. The report is an excerpt from the *National Survey of Latinos*, a nationally representative telephone survey of 4,213 adults–including 2,929 Hispanic adults–to be released in full next month.

Among registered Latinos, about half identify as Democrats (49 percent), with one-fifth saying they are Republicans (20 percent) and another fifth identifying as Independents (19 percent).

"Despite strong Democratic leanings, Latinos show significant partisan ambivalence," said Robert Suro, director of the Pew Hispanic Center.

For instance, when it comes to dealing with the economy, nearly twice as many registered Latinos say they have more confidence in Democrats (53 percent) than Republicans (27 percent). However, when faced with a choice between Democrats in Congress and President Bush, the Democratic advantage all but disappears: 42 percent say they have more confidence in President Bush and 43 percent point to Democrats in Congress.

Latino support for larger government contrasts with more conservative social views. For example, while more than half (55 percent) of the Hispanic electorate would prefer to pay higher taxes to support a larger government that provides more services, 46 percent of foreign-born Latinos say having a child without being married is unacceptable.

Asked to name the two most important issues in determining their vote for a candidate, 58 percent of registered Latinos said education, 39 percent said the economy, and 23 percent said health care and Medicare.

For more information on the report, visit www.kff.org or www.pewhispanic.org, or call 1-800-656-4533.

SBA, Commerce Department Honor Minority Firms During MED Week

WASHINGTON, D.C.

Outstanding minority-owned businesses from around the country were honored during the 20th anniversary celebration of National Minority Enterprise Development (MED) Week, held in September. The event was co-sponsored by the U.S. Small Business Administration (SBA) and held in conjunction with the Minority Business Development Agency of the U.S. Department of Commerce.

"Since 1983, the president has proclaimed a National MED Week observance to recognize the outstanding achievements of minority businesses and to honor the corporations and financial institutions that support minority business development," said SBA Administrator Hector V. Barreto.

The winner of the National 8 (a) Minority Small Business Graduate of the Year Award is Sparkle Maintenance, Inc., of Albuquerque, N.M., Carlo Lucero, president. Environmental Management Resources, Inc., of Kansas City, Mo., Connie S. Cook, president, received the National Minority Small Business firm of the Year Award. Raúl R. Romero, president and CEO, S&B Infrastructure, Ltd., won the Administrator's Leadership Award, which recognized his tireless efforts and unwavering commitment on behalf of the nation's minority small business community.

SBA honored 11 Regional Minority Small Business Persons of the Year: Theodore C. Hsu, president, Horizon Services Corporation (Conn.); José M. García, president, Action Service Corporation (Puerto Rico); Dona A.P. Storey, president, Quality Technical Services, Inc. (Va.); José J. Sosa, president, J.J. Sosa and Associates, Inc. (Fla.); David C. Woods, president, Bertram Electric Company (Ind.); Betty P. Chao, president, WESTECH International, Inc. (N.M.); Michael Zambrana, president, Pangea Group, Inc. (Mo.); Wendel P. Torres, president, Alliance General Contractors, LLC (Colo.); Keith Odister, president, K.O.O. Construction, Inc. (Calif.); Rocky M. Wens, president, Engineering Support Personnel, Inc. (Wash.); and Connie S. Cook, president, Environmental Management Resources, Inc. (Mo.).

"According to the latest data, minorities owned over three million firms," said U.S. Secretary of Commerce Don Evans. "That's almost 15 percent of all U.S. businesses."

...FYI

ACE Report Shows Minority Gains in Postsecondary Education

WASHINGTON, D.C.

The number of students of color enrolling and graduating from the nation's colleges and universities continues to climb steadily, according to an annual status report released by the American Council on Education's (ACE) Office of Minorities in Higher Education (OMHE). Enrollment by students of color jumped 48.3 percent from 1990 to 1999.

Minorities in Higher Education 2001-02: Nineteenth Annual Status Report, made possible by a grant from the GE Fund, contains an ACE analysis of the latest education data available on high school completion, college participation, educational attainment, college enrollment, degrees conferred, and trends in higher education employment, by race and ethnicity. Sources of the data sets used in the report included the U.S. Department of Education, National Center for Education Statistics, the U.S. Bureau of the Census, the U.S. Equal Employment Commission, and the National Collegiate Athletic Association (NCAA). William B. Harvey, vice president and director of the ACE Office of Minorities in Higher Education, is the author of this year's report.

Postsecondary enrollment for students of color rose by 3.3 percent between 1998 and 1999 (the last year for which data is available)–continuing a trend of modest increases that began in the early 1990s. The latest number is a slight improvement over last year, when enrollment rose by 3.2 percent.

Students of color have experienced gains in all four categories of academic degree attainment. In 1999, they earned 11.7 percent more associate's degrees, 5.8 percent more bachelor's, 8.1 percent more master's, 2.5 percent more doctorates, and 3.4 percent more first-professional degrees.

"While the *Minorities in Higher Education* report shows increases in the college participation and degree attainment rates of African American and Hispanic students, it also reveals persisting gaps and disparities in educational access, opportunity, and attainment between members of these groups and their White counterparts," said David Ward, president of ACE. "Ultimately, it is in all of our interests to address this issue and to promote a stronger, more diverse citizenry and workforce."

According to ACE, statistics from the NCAA show that the graduation rate of African Americans at Division I colleges and universities rose 1 percent to 38 percent, and the rate for American Indians increased by 1 percent to 38 percent in 2000. The rate for Asian Americans remained at 66 percent while that of Hispanics dipped by 2 percent to 46 percent.

NCLR Seeks to Protect Immigrants within Department of Homeland Security

WASHINGTON, D.C.

The National Council of La Raza (NCLR), one of the largest national constituency-based Hispanic civil rights organizations, is extremely concerned with immigrant-related issues affected by the Department of Homeland Security.

"We need to make sure that the Immigration and Naturalization Service (INS) is given the attention and resources it needs so that current and future immigrants can receive the services they need and be treated with dignity," said an NCLR spokesperson in an official statement.

"Several months ago," the statement continued, "President Bush announced his plan to create a Department of Homeland Security (DHS) that would subsume many federal agencies into one mega-agency. The INS is one of the agencies that would be moved out of the Department of Justice and placed within the DHS. Immigrant advocates are alarmed that the INS would be placed within a national security agency because we believe this signals a fundamental shift in how our nation views immigrants and immigration policy."

The NCLR believes that this sends a strong signal that the administration plans to treat all immigrants as potential security threats and view immigration policy through the "lens of counterterrorism."

"It also fails to fix the problems that the INS has experienced for decades," said the NCLR.

The NCLR pledged to continue monitoring the actions of Congress and the administration, working to ensure that immigration is not seen solely through "counterterrorism lenses," that immigration services receive sufficient resources and priority, and that immigrants are treated justly.

People-Places-Publications-Conferences

PEOPLE & PLACES

Paige Unveils New Initiative

U.S. Department of Education Secretary Rod Paige unveiled a new partnership program between the business community, high schools, colleges and universities, and nonprofit organizations encouraging students to take more rigorous courses to better prepare them for postsecondary education and the workplace.

The Department's State Scholars program aims to encourage students to challenge themselves by completing courses of study beyond the minimum requirement for high school graduation. It includes a Scholars Core Academic Course of Study, which includes at least: four years of English, three years of math, three years of lab science, three and a half years of social science, and two years of a foreign language. Businesses will work with the students and schools to promote and reinforce the value of the rigorous Scholars Course of Study and align students with scholarships and other awards upon successful completion of the program.

Said Paige, "This program will help to create a new culture of achievement, ensure equal opportunity for all students regardless of their background, and prepare students for success in some type of postsecondary education after high school."

UCLA Study Reveals Salary Barrier among Los Angeles Broadcasters

A University of California-Los Angeles (UCLA) study revealed that Spanish-language television broadcasters average 70 percent less pay and receive fewer comprehensive health and retirement benefits than their counterparts at English-language stations. The UCLA Chicano Studies Research Center released the results of the study, which was conducted by the UCLA Center for the Study of Urban Poverty.

According to *Spanish Language Broadcasters: Top Ratings, Second-Class Status*, the median salary for on-air talent at English-speaking stations in L.A. is about $200,000 for TV broadcasters and $90,000 for radio broadcasters. Spanish-language median salaries are $60,000 for TV broadcasters and $41,000 for radio broadcasters. It also found that unionized Spanish-language broadcasters earn nearly twice as much as non-unionized broadcasters. Health benefits are offered only to full-time employees, and of these, nearly two-thirds pay for a portion of the costs.

The study, based on the responses of 114 Spanish-language on-air broadcasters and on 14 in-depth interviews with broadcasters in that industry, found that 86 percent of the respondents expressed dissatisfaction with employment conditions; 86 percent of the female respondents reported being sexually harassed in the workplace; and an equal percentage of male broadcasters expressed awareness of discrimination against women in the industry.

Grossmont President Leads National Council

Grossmont College (Calif.) President Dr. Ted Martínez was elected president of the 250-member National Community College Hispanic Council (NCCHC). Martínez had been vice president and a board member of the NCCHC, an affiliate council of the American Association of Community Colleges.

"We have reached an organizational plateau," said Martínez. "It is time for us to take a critical look at our organizational plan, to evaluate strategies to strengthen our operational infrastructure; seek ways to increase membership, revenues and resources; and to implement the NCCHC Fellows Program."

Each year, the NCCHC sponsors the Summer Leadership Symposium for Hispanic college administrators. This year's conference, "Building a World of Leaders," attracted more than 100 people and featured Borough of Manhattan Community College President Dr. Antonio Pérez, whose topic was "Leadership in a Time of Crisis–A College's September 11 Experience."

CUNY Releases Data from New Admissions Policy

The City University of New York (CUNY) concluded that based on increased overall enrollment and the minor impact on racial and ethnic groups, its new admissions policy has succeeded in keeping the system accessible despite raised admissions standards.

A report was submitted to the New York State Board of Regents as it begins a review of its Master Plan Amendment, passed in 1999 to end remediation in CUNY baccalaureate programs. Students who do not achieve the minimum score on standardized tests–75 on the Regents exam in English and math, or 480 on English and verbal sections of the SAT–must pass pre-enrollment remediation courses before registering for a baccalaureate program.

The plan faced intense scrutiny from civil rights groups that claimed that because Black and Hispanic students do not fare as well on standardized tests, the amendment could end up phasing out these groups. Since the amendment, the percentage of applicants admitted into CUNY baccalaureate programs has generally declined. Of the 9,129 Hispanic applicants in 1999, 44 percent were admitted. The percentage fell in 2001 to 40.3 percent of 8,732 applicants. Black admissions fell from 38.4 percent in 1999 to 35.5 percent in 2001. In comparison, White admissions dropped from 63.2 percent to 59.2 percent. The percentage of first-time Hispanic freshmen entering CUNY baccalaureate programs also fell during the two-year period, from 26.4 percent in 1999 to 23.3 percent in 2001.

UT Health Science Center at San Antonio Receives $1.5 Million to Help Mexican-American Moms

The University of Texas Health Science Center at San Antonio (UTHSCSA) was awarded a grant from the National Institutes of Health to study pregnancy trends among Mexican-American mothers. UTHSCSA

Assistant Professor Dr. Jeanne Ruiz is conducting the four-year study.

Ruiz is studying what she calls the "Hispanic Paradox," a trend suggesting that there has been an increase in the number of premature births among second- and third-generation Mexican mothers. According to Ruiz, as Mexican mothers integrate into American society, their birth outcomes worsen.

"You'd think the Mexican-American women who were educated here, and probably had better access to heath care, would have better birth outcomes," said Ruiz, "but they don't, and that is part of the Hispanic Paradox."

Ruiz is monitoring the anxiety, depression, social support, and acculturation of 500 expectant Mexican-American mothers in San Antonio to find if there are links between these factors and the women's physiological responses to giving birth.

Penn State Studies Influence of Quality Medical Care on Puerto Rican Women

PENNSTATE Empathy and mutual respect are more important than ethnicity in choosing a doctor, among Puerto Rican women living in the United States, says a Pennsylvania State University study.

Structure, Process, and Satisfaction with Obstetricians: An Analysis of Mainland Puerto Ricans weighs levels of satisfaction of 1,219 Puerto Rican women with their obstetrical care in U.S. medical facilities. According to the report, Puerto Rican women are no more satisfied with Latino physicians than with non-Latino physicians. Rather, the institutional settings of the treatment, the characteristics of the medical staff, and the delivery, content, outcome, and continuity of care influence their level of satisfaction. It also found that the women were more satisfied with female doctors.

As one of the most underprivileged minority groups in the United States, limited or no benefits force Puerto Ricans to rely on public clinics and health centers for treatment. But staff shortages, time pressures, and appointment scheduling practices at these clinics and centers often lead to services felt to be unsatisfactory.

Dr. R. S. Oropesa, associate professor of sociology and demography, Dr. Nancy S. Landale, professor of sociology and demography, and Tanya S. Kenkre, doctoral student in sociology, all at Penn State, presented their findings at the annual conference of the American Sociological Association.

Sánchez Named to "Hispanic Media 100"

The Spanish-language daily *Noticias del Mundo* announced that its publisher, Phillip Sánchez, former U.S. ambassador to the Republic of Honduras and Colombia and chairman emeritus of the National Hispanic University (NHU), was selected as one of the "Hispanic Media 100" and was to be featured in *Hispanic Media 100 Magazine*. Sánchez is publisher of *Tiempos del Mundo*, a Spanish weekly read in 16 American republics; former president of the Educational Foundation of the Americas; a member of the board of trustees of the University of Bridgeport; and a founder of NHU.

The Hispanic Media 100 Awards came under fire this year for honoring Eladio José Armesto, a vocal leader of the failed effort to repeal Miami-Dade County's gay rights ordinance and editor of the Miami Spanish-language weekly *El Nuevo Patria*. Amid protests of gay rights groups, including the national Gay and Lesbian Alliance Against Discrimination (GLAAD), awards dinner organizers scrambled to find a host to replace TV personality Cristina Saralegui and ABC "20/20" correspondent John Quiñones, both of whom boycotted the event. According to the *Miami Herald*, Dean Rotbart, former *Wall Street Journal* reporter, filled in as host.

SDSU Nets Record Amounts for Research and Programs

San Diego State University (SDSU) in California reported that its faculty received $140.4 million in grants and contracts during the 2001-2002 fiscal year, a 13 percent increase over the 2000-2001 total and a record for the University. The jump in funding caps a 65 percent increase in dollars awarded to SDSU over the past five years.

SDSU, designated a Doctoral/Research Intensive university by the Carnegie Foundation, has approximately 1,400 grant and research projects under way. SDSU provost Nancy Marlin said the University continues to experience increased success in securing highly competitive research grants.

"Such funding not only allows faculty to conduct vital research that adds to our knowledge," said Marlin, "but allows our graduate and undergraduate students to work directly with faculty on their research projects."

The University received funding from more than 300 federal, state, and local sponsors. Several faculty members were credited with securing millions of dollars in significant awards.

New York City Tech WTC Survivor Receives Scholarship

Urban Science, a Detroit-based global strategic consulting firm, awarded Sam Colón (pictured r.) a full-tuition scholarship to the New York City College of Technology. Colón, a married father of two, worked on the 92nd floor of Tower 2 of the World Trade Center. On Sept. 11, 2001, he exited the building just 10 minutes before it collapsed.

Photo © Michele Forsten

Urban Science President Jim Anderson, former professor at Wayne State University (WSU), honored three City Tech students directly affected by the Sept. 11 tragedy as a show of support to Fred W. Beaufait, former dean at WSU and current City Tech president. Anderson asked City Tech to identify students interested in his field, civil engineering, who were at the site and in need of financial support.

Professor Elliot Colchamiro (l.), chair of City Tech's Construction Management Technology program, contacted Colón, a document control clerk for AON Consulting, for the scholarship. Colón has a bachelor's degree in business administration from St. Francis College and is now pursuing an associate's in construction management technology at City Tech.

Marie Fisher and Junior Soverall also received Urban Science scholarships.

News from UT-Austin

- A study by University of Texas (UT)-Austin researchers concluded that the substantial racial and ethnic disparities in income and assets among the elderly that exists in the U.S. cause many older Mexican-Americans to face serious deficiencies in healthcare coverage. Older Hispanics were found to be far less likely to have private pensions or significant assets than older non-Hispanic Whites, and must rely on Medicare for healthcare access. However, for some elders, Medicare costs such as co-payment or premiums are too expensive, causing many older Hispanics to go without needed help.

- UT-Austin Professor Dr. Marvin Shepherd, prescription drug expert, warned Congress that the federal government should be wary of opening the border to import prescription drugs, citing concerns over a lack of quality control measures. Testifying before a subcommittee of the House Energy and Commerce Committee, Shepherd said that importing prescription drugs to save money will "sacrifice safety" and "only add to the country's healthcare crisis." Congress was considering a bill that would allow importation of prescription drugs from anywhere in the world, provided they meet U.S. Food and Drug Administration guidelines for manufacture.
- UT-Austin established the Knight Center for Journalism in the Americas with the help of a $2 million grant from the John S. and James L. Knight Foundation. The Center will strengthen the efforts of Latin American and Caribbean journalists in developing standards and practices essential to ensuring freedom of the press. Noted Latin American journalist and foreign correspondent Rosental Alves is the Center's director.

WVU Hosts Hispanic Culture Retreat

Children, teenagers, and adults learned more about the Hispanic experience at a retreat hosted by West Virginia University (WVU).

Participants at the Spanish Language and Culture Immersion Retreat CHISPA (Campamento Hispano Internacional Siempre Amigos) were invited to enjoy the cherished traditions of the Hispanic culture through films, music, art exhibitions, games, dances, and other activities and to hear native speaking instructors from Latin America and Spain. Organizers planned the retreat to be both educational and entertaining.

The event was sponsored by the WVU Extension Service and the WVU Department of Foreign Languages. According to the U.S. Census Bureau, the Hispanic population in West Virginia has grown by 10 percent in the last decade.

Rutgers Professor Regarded a Top Power Broker

Luis Martínez-Fernández (pictured), chair of the Rutgers University (N.J.) Department of Puerto Rican and Hispanic Caribbean Studies, was among a select group of influential Hispanics in America featured in a half-hour, WPIX-TV (WB 11) special in New York.

Photo © Celestino Martinez

"Viva! Top 20 Power Brokers," co-produced by Ray Blanco of New Jersey-based Cutting Edge Entertainment Inc. and WB 11, was dedicated to notable Hispanic personalities in music, art, film, fashion, politics, and academia. Martínez-Fernández was among leading Hispanic figures such as music tycoon Emilio Estefan, fashion designer Carolina Herrera, U.S. Rep. Robert Menéndez, D-N.J., and supermodel Christy Turlington.

Martínez-Fernández is a writer, researcher, speaker, and consultant on topics related to the Hispanic Caribbean. He has written several books, and is co-editor of a forthcoming English-language encyclopedia on Cuba.

"Viva!" is an Emmy Award-winning series of profiles of Hispanics in the United States.

Geriatric Center at Marquette Awarded $2.1 Million Grant

The Wisconsin Geriatric Education Center (WGEC), housed at Marquette University, was awarded a five-year $2.1 million grant by the Bureau of Health Professions, a division of the U.S. Department of Health and Human Services' Health Resources and Services Administration, to expand and continue its educational efforts.

The WGEC is a formal consortium of various colleges and universities, clinics, and healthcare delivery systems within the state of Wisconsin that collaboratively creates and disseminates educational materials and programs in geriatrics to health professionals, faculty, and students throughout the state. The WGEC at Marquette is one of the oldest of its kind in the country, and one of only 34 federally funded centers in the country.

The federal grant will be used to cover the Center's operational costs, fund new projects, and recruit more partners to the consortium.

Stanford Appoints Camarillo to Distinguished Professorship

The Stanford University (Calif.) board of trustees selected historian Albert M. Camarillo as the Miriam and Peter Haas Centennial Professor in Public Service.

Photo © Linda Cicero/ Stanford News Services

Camarillo, a native of the Compton community in South Central Los Angeles, received his bachelor's and doctoral degrees from the University of California-Los Angeles. Since 1975, he has been a leading scholar of the Mexican-American experience at Stanford and established the Stanford Center for Chicano Research. He was executive director of the Inter-University Program for Latino Research and is founding director of Stanford's Center for the Comparative Study of Race and Ethnicity.

For his exemplary teaching and service to undergraduate education, Stanford bestowed on Camarillo three of its most distinguished awards: the Lloyd W. Dinkelspiel Award, the Walter J. Gores Award, and the Bing Teaching Fellowship Award for Excellence and Innovation.

Camden County Receives State Funding for Urban Initiatives

Camden County College (N.J.) received $3.5 million in state funds to outfit the College's eight-story Camden Technology Center with "smart" classrooms, a computer laboratory, learning theater, and two fully wired conference rooms, making it the city's eminent training facility for technology-driven careers in health, business, and computer fields. The facility will include a bookstore and a 650-space garage.

The funding comes from the $47.7 million Higher Education and Regional Health Care Development Fund, part of $175 million appropriated by the state through the Camden Rehabilitation and Economic Recovery Act, passed to restore the city to its former status as a cultural and economic hub of southern New Jersey. The fund will develop more than 500,000 square feet of the collegiate and hospital space in Camden. Other institutions receiving funds are Rutgers University, Rowan University, and the University of Medicine and Dentistry of New Jersey.

Dallas Names Salvato Consultant of Hispanic Affairs

The University of Dallas (Texas) appointed Lily Salvato to lead its new Hispanic Ministry Program, created by the University to expand services to the city's large Hispanic Catholic population. The program, which offers a certifi-

cate through the University's Institute for Religious and Pastoral Studies (IRPS) Master of Pastoral Ministry degree, is intended to help educators and church leaders respond to the challenges, issues, and needs of Hispanics.

Salvato, an IRPS graduate, was director of Catechetical Services for the Catholic Diocese of Dallas and executive director of Christ the Servant Institute for Ongoing Adult Faith Formation. Her goal for the program is to academically prepare a significant number of Hispanic students to advance into the master's programs offered by the IRPS.

EWU Program Receives $1.4 Million to Help Migrant Students

Eastern Washington University (EWU) received a $1.4 million U.S. Department of Education grant to help EWU's Chicano Education Program (CEP) expand efforts to help students from migrant and seasonal farmworker backgrounds attain a higher education.

The grant, part of the department's College Assistance Migrant Program (CAMP), will enable the CEP to help at least 25 additional students, hire additional faculty, and provide scholarships and other services. EWU is one of only 13 institutions nationwide to receive CAMP assistance. According to Carlos Maldonado, CEP director, the assistance fits well with the campus initiative of increasing diversity.

"Although we serve Chicano/Latino students already, we can now better focus on the recruitment and retention of migrant students within that population," said Maldonado. "We will be able to better provide financial aid stipends, help them with the application fee waivers, provide more specialized student services in language and math, and help tailor instruction to their special needs."

NYU Installs 15th President

Dr. John Sexton (pictured), a member of the New York University (NYU) faculty since 1981 and dean of the Law School since 1988, was formally installed as the 15th president of the University since its founding in 1831.

Sexton, the Benjamin Butler Professor of Law, was named NYU's president-designate in May 2001. Before coming to NYU, he was a law clerk under Chief Justice Warren E. Burger (1980-1981), U.S. Supreme Court; David L. Bazelon (1979-1989), U.S. Court of Appeals (D.C.); and Harold Leventhal, U.S. Court of Appeals (D.C.). Sexton received a bachelor's degree, a master's, and a doctorate, all from Fordham University, and a Doctor of Laws magna cum laude from Harvard Law School.

Dr. David McLaughlin, noted mathematician and former director of the Courant Institute of Mathematical Sciences, was installed as the University's provost, chief academic officer.

The presidents and rectors of a dozen or so major universities throughout the world attended the proceedings, and the next day held a meeting of the League of World Universities to discuss globalization, identity, and citizenship in higher education.

Cal State L.A. Hosts Linguistics Meeting

California State University-Los Angeles hosted the 31st annual meeting of the Linguistic Association of the Southwest. Under the theme "Language Variation, Contact, and Change: Focus on the Pacific Rim Crossroads," the conference featured a number of outstanding refereed papers.

Featured speakers and their topics were Charles Li, professor of linguistics and dean of graduate division, University of California-Santa Barbara, "Missing Links in the Evolutionary Origin of Language"; and Audrey Li, associate professor of linguistics and director of Chinese language program, University of Southern California, "Making Sense of Language Differences."

Mary Ellen García of the University of Texas-San Antonio delivered the presidential address.

TWU Professor Presents Lecture and Exhibit on U.S.- Mexico History

Dr. María Eugenia Trillo, assistant professor of English, speech, and foreign languages at Texas Woman's University (TWU), delivered a lecture on El Chamizal and the 1848 Treaty of Guadalupe Hidalgo between the United States and Mexico, at a TWU seminar.

Accompanying Trillo's lecture was a photographic exhibition of her ethnographic research project "El Chamizal–A Living Memory of Transparent Boundaries."

UNM, Mexican University Collaborate to Help Village

A team of six University of New Mexico (UNM) students ventured to Mexico for a six-week summer field study to explore eco-tourism possibilities at the Laguna Guerrero in the southern Yucatan state of Quintana Roo. As part of a student exchange program, students in the UNM Community and Regional Planning Program within the School of Architecture and Planning collaborated with four environmental engineering students from Universidad de Quintana Roo (UQROO) to brainstorm a culturally and historically sensitive approach to satisfying tourist interests in the region.

The planning process involved understanding the physical resources and limitations, listening to and understanding what the people wanted, and developing a sketch. Students gathered information, including a review of government and local documents, and interviewed residents to find information on the critical environmental, social, and physical factors that exist in the community.

Students worked with community members and produced technical assistance materials for recreational program development, equipment manufacture, and infrastructure design. Plans for land use and infrastructure and ways to include women in the community economic development were among the topics discussed.

San Antonio Health Science Center Hosts Summit

The Texas Latino Health Summit 2002–"Reducing Latino Health Disparities: Creating a Blueprint to Improved Health"–was held at the University of Texas Health Science Center at San Antonio. Texas healthcare leaders, educators, and policymakers attended the event and discussed ways to link health professionals and institutions with community leaders and organizations.

"The demographics of South Texas are changing rapidly," said Center President Francisco G. Cigarroa. "The presence of these thoughtful leaders and the decisions they will make will benefit our Latino population for years to come."

Summit participants considered plans for a coalition of experts and community organizations to develop a statewide plan to improve the health of Texas Latinos, who are 32 percent of the state population, according to the 2000 Census. Issues discussed included health financing, access to health service, cultural competency of healthcare providers, behavioral and public health, professional development and training, and border health.

North Florida and Mexican University Form Partnership

The University of North Florida (UNF) and the National Autonomous University of Mexico (UNAM) agreed to enter into an educational and scientific partnership for faculty and student exchanges. Cultural interactions through the UNF Fine Arts Center and research projects on international topics are also being considered.

Dr. Mauricio González, UNF vice president of student affairs, originated the idea. Representatives from UNF opened dialogue with UNAM, Mexico's largest and oldest university, and, after two trips to Mexico, the schools agreed to create the partnership, UNF's second in the region. UNF's College of Education also has programs in Belize.

"In light of our growing Hispanic student population and interest in international education, it made sense that we initiate such a relationship," said González.

Florida Museum Celebrates Cuba's Flora and Fauna with Exhibit

The Historical Museum of Southern Florida is featuring an exhibition celebrating the richness of Cuba's natural history of the 18th, 19th, and 20th centuries.

The nearly 500 colorful scientific illustrations and landscapes of "Illustrating Cuba's Flora and Fauna" depict the island's natural beauty as an expression of national identity. It conveys the contributions of Mother Nature, indigenous peoples, and European, African, and Asian settlers of the island. The illustrations reveal Cuba's plants and animals as interpreted by the country's resident naturalists and by European scholars, offering new perspectives on the evolution, dispersion, loss, and assimilation that lie at the root of Cuba's physical wealth and splendor.

The exhibit's content comes from the private collection of independent scholar Emilio Cueto, a guest curator for the exhibition, which continues through Jan. 19, 2003.

For more information visit www.historical-museum.org.

NJCU Gallery Director Featured in Manhattan Exhibit

Photo © Bill Wittkop

An exhibition by Hugo Xavier Bastidas, Ecuadorian-American painter, former Fulbright fellow, and current New Jersey City University director of campus galleries, was on display at Nohra Haime Gallery, Manhattan, N.Y.

The exhibit "Markers" featured eight paintings exploring the status of the bifurcation between man and nature, scrutinizing the marks that society has made upon natural evolution. Among the works were "Scarecrows," a reaction to the corporate monopolies that help dictate societies, specifically the Enron scandal, and "Inching Along," a work that portrays the destruction of nature.

Bastidas is known for his evocative figurative images and has achieved an international reputation.

Blanton Museum Showcases Latin American Abstract Art

The Jack S. Blanton Museum of Art at the University of Texas-Austin has on display through Dec. 29, 2002, the exhibition "Surface and Subtext: Latin American Geometric Abstraction." The collection brings together paintings from the 1960s through the early 1980s inspired by advances in technology and the Constructivist tradition in Latin America and in Europe.

In the 1960s, a group of Argentine artists–known as "Arte Generativo" artists –began experimenting with the depiction of perceived space and spatial relationships in nonrepresentational painting. They manipulated the most basic artistic elements–color, line, and form–to create abstract, three-dimensional spaces on two-dimensional surfaces, challenging the traditional uses of perspective in representational painting. The exhibit blends art by *Arte Generativo* artists such as Ary Brizzi, Miguel Angel Vidal, and Eduardo Mac Entyre with works by artists who similarly defied the limitations of flat surface in their paintings, such as Omar Rayo, Mario Carreño, and Manuel Espinosa.

Mt. Hood Helps Send Aid to Nicaragua

Students and faculty from Mt. Hood Community College (Ore.) joined with the Center for Development in Central America (CDCA) in Nicaragua to help get much needed medical supplies there.

Mt. Hood instructor Dan Hannon began collecting supplies after viewing a slideshow presented by the CDCA. He received help from the Gresham Earlyrisers Kiwanis of Gresham, Ore., and the Gresham Walgreens to purchase supplies.

Hannon is looking to broaden the effort through an exchange program at the CDCA site. Located in Managua, Nicaragua, the CDCA is a permanent nongovernment center at which volunteers and residents develop new businesses in the area. The site includes dormitories, a clothing manufacture company, an organic sesame seed farm, and a business that makes concrete building blocks.

Towson Professor Receives Henry C. Welcome Fellowship Grant

Marianna Horea, Towson University (Md.) professor of kinesiology, was named winner of the 2002 Henry C. Welcome Fellowship Grant, providing her with $20,000 over three years for research and education expenses.

Horea, who began teaching at Towson this fall, received a bachelor's degree at the University of Miami, master's at the University of Colorado, and doctorate at Texas Woman's University. She specializes in the female athlete triad, a combination of eating disorders, amenorrhea, and osteoporosis, and is a certified health and fitness instructor, densitometry technologist, and heartsaver.

Horea is one of 11 Maryland professors to receive the competitive award, which honors the late Dr. Henry C. Welcome, a prominent Baltimore physician who served on the state Board of Higher Education, the predecessor to the Maryland Higher Education Commission. The award is designed to help institutions attract and maintain a diverse faculty.

Union County to Expand Service to the Hispanic Community

Union County College (N.J.) was awarded a five-year $1.9 million U.S. Department of Education Title V grant to expand its educational services to the Hispanic community. The fund will help launch two initiatives to better assist the College's Elizabeth Campus, where Hispanics make up 44.2 percent of the student population.

The first initiative in "Project Centro Hispanico" is aimed at increasing the persistence and retention rate of all non-ESL Hispanic, first-year students. It will involve a mandatory survival course covering literacy, test-taking strategies, memory skills, career- and life-plan development, college resources, and critical thinking in addition to a faculty-mentoring program.

The grant will also create a Hispanic Student Support Center to help students who face conflicts with work and college, considered a leading reason why students drop out.

State and federal representatives of New Jersey supported the federal grant, including Rep. Robert Menéndez, who stated, "Education is the key to personal growth and economic success. The services provided by 'Project Centro Hispanico' will go a long way towards improving the academic success of Hispanic students."

Cal State Fullerton Student Named to CSU Board of Trustees

STUDENT
UNION

Alex López, California State University (CSU)-Fullerton two-time student body president, was appointed by Gov. Gray Davis to a two-year term as a student member of the California State board of trustees. As student trustee, the 21-year-old junior business administration major represents nearly 400,000 CSU System students.

"This position entails great responsibility and presents real opportunity to effect change for the better," López said. As incoming trustee, he occupies a nonvoting seat on the board and is slated to become the voting member next year.

CSU-Fullerton President Milton A. Gordon added, "Alex is an excellent choice for this post."

Mt. SAC Holds Healthcare Interpreters Conference

Mt. San Antonio College (Calif.) hosted the second statewide conference of the California Healthcare Interpreters Association. Participants discussed such issues as training standards, codes of conduct, and improved working conditions, and shared perspectives on the field with healthcare organizations and agencies.

The Healthcare Interpreter Program at Mt. San Antonio recently graduated its first class of interpreters. The program is part of the College's Welcome Back Center, which provides training, guidance, career counseling, and placement for healthcare professionals from other countries seeking to obtain the appropriate licenses and credentials to work in the U.S. healthcare system. The Center places trained workers in communities in need of skilled professionals with linguistic and cultural competency.

Penn State Helps With Online Education Project

In response to international concerns over equal access to quality online education, and to create standards, Inter-American Development Bank (IADB), an institution established to accelerate economic development in Latin America and the Caribbean, awarded a 12-month $200,000 grant to create a Virtual Center for the Development of Quality Standards for Higher Distance Education in Latin America and the Caribbean.

The project will be administered by the Technical University of Loja in Loja, Ecuador, in partnership with the Ibero-American Association for Higher Distance Education, and Pennsylvania State University's Inter-American Distance Education Consortium (CREAD). Penn State's College of Education will assist in the development of the Center's preliminary standards and an online instrument for evaluating programs.

According to Dr. Armando Villarroel (pictured), executive director of CREAD, there is a tremendous need for higher education in developing countries. He said that by creating specific standards that are tailored to the needs of the community, the program will help deliver quality distance education to Latin America.

Georgian Court Latinas Travel to Honduras

Georgian Court College (N.J.) seniors Yanci Pereira and María Ríos took part in a study abroad experience in Honduras, where they were able to meet and talk to the local populations and experience the plight of the country's rural and urban poor.

The trip was organized by the Sisters of Mercy and supported by The Resource Foundation, a U.S.-based agency that raises money for Agua Para El Pueblo–a Honduran company that works to bring running water to remote villages. Pereira and Ríos worked on raising money and installing a water purification system in a village to help prevent dysentery. The two visited a home for HIV-positive orphans; surveyed areas damaged by 1998's Hurricane Mitch, which led to more than 11,000 deaths; and attended the dedication of a new school built with funds raised by the Sisters of Mercy.

Pereira and Ríos plan to return to Honduras next year.

Cal State L.A. Faculty Helps Those with Spinal Injuries Walk

Ray de León, California State University-Los Angeles assistant professor in the Department of Kinesiology and Nutritional Science, is working on a research project that uses rats and robots to help people with spinal cord injuries walk again.

The project is funded by a National Institutes of Health five-year grant and is led by the University of California-Los Angeles, with Cal State L.A. and the University of California-Irvine assisting as collaborating institutions.

According to de León, who supervises the University's Mobility Training Clinic for the Physically Disabled, the robotic devices test and train rats with spinal cord injuries; and once the teams determine what software and programs work best, they may be upgraded to suit human use. He added that prototypes for the robots are already being developed to help physical therapists rehabilitate humans with spinal cord injuries.

TBS Superstation Provides Spanish-Language College Football Coverage

TBS Superstation has been offering a live Spanish-language feed for its "Big Play Saturday" college football coverage this season. As opposed to simply providing translations of the English-language broadcast, TBS Superstation features two Spanish-language announcers–play-by-play announcer José Medellín and game analyst Marcelo Godoy. Viewers with the second audio programming (SAP) feature on their television sets can switch to the Spanish-language feed.

Medellín and Godoy have worked together on radio broadcasts of Atlanta Braves baseball games. Medellín also has covered the NFL's Green Bay Packers; served as the official voice for the 1996 Olympic Games Spanish host radio station; and was Fox's first Spanish-language radio announcer for its Major League Baseball "Game of the Week." Godoy has covered major local sports teams in Atlanta and has radio experience as a host, anchor, and producer.

TBS Superstation, owned by AOL Time Warner Inc., airs its last college football game of the season Nov. 23.

Savingforcollege.com Explains 529 Plans

What are 529 plans? What is so great about them? Why should you in invest in one?

According to Savingforcollege.com, a Web site offering help to families planning for their children's collegiate future, 529 plans assist families across the United States in saving for future college costs, luring them in with special tax incentives. The name comes from Section 529 of the Internal Revenue Code, and nearly all of the 50 states, including the District of Columbia; have implemented the plans. Though they vary from state to state, families need not live in a state to invest in a state's plan. And there are plans available for both private and public institutions.

The Web site provides general information, makes plan comparisons, and recommends consultants.

For more information, visit www.savingforcollege.com.

Embry-Riddle Wins Air Force Contract

Embry-Riddle Aeronautical University (Fla.) received a major contract from the U.S. Air Force Academy (USAFA), enabling cadets to undergo pilot training before graduation. Prior to the contract, USAFA cadets had to wait until after graduation to receive their private pilot licenses at civilian flight schools.

The five-year $14.5 million contract allows the University to lease 35 Diamond DA20-C1 airplanes for use at the Academy's airfield in Colorado, providing USAFA oversight and mentoring capabilities for the young pilots. Three hundred cadets in the first year and up to 540 each year after will receive 50 hours of flight training, resulting in a private pilot's license. The contract also includes a three-year $10 million extension.

Baca and Mariza Headline the NJPAC

The New Jersey Performing Arts Center (NJPAC) presented "Peru to Portugal: A Voyage with Voices," with Afro-Peruvian singer Susana Baca (pictured l.) and Portuguese fado performer Mariza (r.).

Baca is one of Peru's best-known performers of Afro-Peruvian songs, the music of the descendants of enslaved Africans. She learned the music in her travels across the country, and in 1995 came to prominence on the David Byrne compilation "The Soul of Black Peru." She has since recorded five albums, including her most recent release, "Espíritu Vivo," which includes Afro-Peruvian classics and elements of Latin jazz.

Mariza has become one of the most popular fado performers following the release of her 2002 debut album, "Fado em Mim." Born in Mozambique and raised in Portugal, Mariza had her first major national exposure in 1999 as a guest performer in tribute concerts for another well-known fado singer, Amália Rodrigues. In 2000, Central FM, Portugal's national radio station, honored Mariza with the "Voice of Fado" award.

"Peru to Portugal" was part of NJPAC's "World Festival VI: Alternate Routes."

Repertorio Español Announces Dates

Repertorio Español, Spanish Theatre Repertory Co., 138 East 27th St., New York, N.Y. 10016, announced its upcoming schedule. All performances are in Spanish (simultaneous English translation available). For more details, visit http://www.repertorio.org/.

- "Yerma," by Federico García Lorca–Nov. 26; Dec. 5, 6, 10, 14, 19, 20; Feb. 7, 19, 22; March 11, 13; and April 3.
- "Bodas de sangre," by Federico García Lorca–Nov. 21; Dec. 5, 6, 12; 13, 17, 21; Jan. 10; Feb. 1, 4, 14; March 6, 15, 19, 20, 25, 29; April 10, 15, 22, 26, 30; May 1, 2, 10, 13, 22.
- "La casa de Bernarda Alba," by Federico García Alba Lorca–Nov. 19, 23; Dec. 3, 7, 12, 13, 19, 20; Jan. 31; Feb. 13, 15; March 4, 13, 29; April 1, 12, 17, 24, 29; May 8.
- Mario Vargas Llosa's "La fiesta del chivo," adapted by Jorge Alí Triana–Feb. 27, 28; March 1, 2, 6, 7, 8, 9, 12, 14, 15, 16, 21, 22, 23, 27; April 4, 26.
- Gabriel García Marquez's "Crónica de una muerte anunciada," by Jorge Alí Triana–Nov. 20, 29; Dec. 4, 8, 11, 14, 16; Jan. 11, 19, 23, 28; Feb. 8, 16, 18, 21; March 20, 22; April 6, 11, 17, 24; May 1, 3, 8, 16.
- Luis Rafael Sánchez's "La pasión según Antigona Pérez"–March 28; April 5, 9, 13, 25; May 6.
- "Vieques," by Jorge González–Jan. 12, 25; Feb. 20; March 18; May 9, 27; June 3.
- "La gringa," by Carmen Rivera–Dec. 9; Jan. 16, 17; Feb. 6, 23; March 21; April 19, 23; May 7, 12, 15, 17, 20, 28; June 5, 12.
- "Casa Propia," by Dolores Prida–March 14; May 14, 23, 29; June 4, 10.
- "La malasangra," by Griselda Gambaro–Feb. 13, 23; March 8, 16; April 8.
- "Pargo," by Waddys Jaquez–Dec. 1, 7.
- Pilar Rioja (the acclaimed Flamenco and Spanish dancer)–April 2-6, 8-16, 18-20.

NTID Develops Video Dictionary for the Deaf

The National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (N.Y.) has developed a revolutionary American Sign Language dictionary available on CD-ROM for both Windows and Mac users.

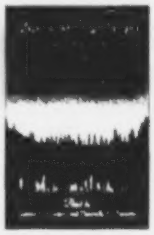
The *ASL Video Dictionary and Inflection Guide* is the first and only product that links thousands of signs to sentences illustrating how the signs change–a critical feature because of the ways signs change, or inflect, from sentence to sentence to show different meanings.

Users have access to 2,700 signs and English equivalents; 2,000 of them are linked to at least one of 650 sentences that demonstrate inflections. Some 1,000 of the signs are grouped by meaning into 26 categories. Users can choose to view the video in normal or slow speed as well as see both the ASL sentences and their written English translation simultaneously or one at a time. In addition, each sign is shown with a list of confusingly similar signs, so users can easily click to compare the difference.

PUBLICATIONS

Tenure in the Sacred Grove: Issues and Strategies for Women and Minority Faculty

Joanne E. Cooper and Dannelle D. Stevens, eds.



Designed to help women and minority faculty navigate a path to tenure in academe, this book looks at the political, scholarly, personal, and interpersonal issues involved. Tenured faculty, journal editors, department chairs, and university presidents use their experiences and expertise and offer guidance in a multitude of areas.

2002. 288 pgs. ISBN 0-7914-5302-2. $23.95 paper. SUNY Press. (800) 666-2211.

Frontera Street

By Tanya María Barrientos

Tanya María Barrientos' debut novel explores the physical, cultural, and emotional borders that shape people's lives. It follows the relationship between co-workers Dee Paxton and Alma Cruz, two single mothers who came from different worlds, living and working in a barrio of West Texas.

2002. 253 pgs. ISBN 0-0451-20635-5. $12.95 paper. New American Library. (800) 631-8571.

Dictionary of 1000 Spanish Proverbs

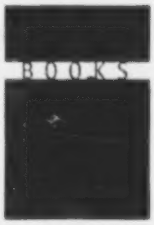
Peter Mertvago, ed.

This collection of the most commonly used and recognized proverbs is designed for a broad readership. Organized alphabetically by keyword, with an index organized by English subject, each Spanish proverb is presented with its English translation for quick reference.

2002. 131 pgs. ISBN 0-7818-0412-4. $11.95 paper. Hippocrene Books. (718) 454-2366.

Killer Books: Writing, Violence, and Ethics in Modern Spanish American Narrative

By Aníbal González



Since the Conquest, Spanish authorities used written edicts, laws, permits, regulations, logbooks, and account books to control indigenous peoples whose cultures were predominantly oral, giving rise to mistrust of the power of the written word that persists in Spanish America today. This study traces and describes how Spanish American writers have reflected ethically in their works about writing's relation to violence and about their own relation to writing.

2002. 188 pgs. ISBN 0-292-72839-5. $40.00 cloth. University of Texas Press. (800) 252-3206.

The New Basics: Education and the Future of Work in the Telematic Age

By David Thornburg

The increased globalization of work and the rapid advancements in communications technology are making old teaching methods irrelevant. This book provides an in-depth discussion of the skills necessary for professional success in the coming years along with strategies on how to teach them in the classroom.

2002. 118 pgs. ISBN 0-87120-656-0. $21.95 paper. ASCD. (800) 933-2723.

Consumption Intensified: The Politics of Middle-Class Daily Life in Brazil

By Maureen O'Dougherty

CONSUMPTION INTENSIFIED

By examining how self-identified, middle-class Brazilians in São Paulo redefined their class during Brazil's economic crisis of 1981-1994 and drawing on her observations of everyday practices and representations of the middle class, O'Dougherty explores the logic and incoherence of middle- to upper-middle-class Brazilian life.

2002. 262 pgs. ISBN 0-8223-2894-1. $19.95 paper. Duke University Press. (888) 651-0122.

Staying Sober in Mexico City

By Stanley Brandes

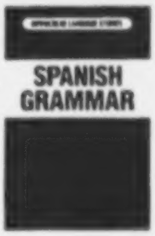
STAYING
SOBER

Staying sober is a daily struggle for many men living in Mexico City. In this engaging study, Stanley Brandes focuses on a common therapeutic response to alcoholism, Alcoholics Anonymous, which boasts an enormous following throughout Mexico and Latin America.

2002. 256 pgs. ISBN 0-292-70908-0. $19.95 paper. University of Texas Press. (800) 252-3206.

Spanish Grammar

By Hippocrene Language Studies



Twenty-one lessons provide Spanish students with a firm grasp of the spoken language and the basic vocabulary needed to communicate in Spanish, both in the Americas and in Europe. Grammatical concepts are explained in detail, while drills, prose passages, and vocabulary provide learners with practice.

1993. 211 pgs. ISBN 0-87052-893-9. $12.95 paper. Hippocrene Books. (718) 454-2366.

The Social Transformation of Eighteenth-Century Cuba

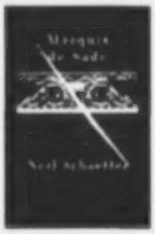
By Sherry Johnson

This study contributes to a new understanding of colonial Cuban history by providing answers to fundamental questions regarding Cuban identity in the 19th century. It documents the military contribution to Cuban economy, the effects of immigration on society, and the causes of discourse against Spanish colonialism.

2001. 320 pgs. ISBN 0-8130-2097-2. $55.00 paper. University of Florida Press. (800) 226-3822.

The Marquis de Sade: A Life

By Neil Schaeffer



Neil Schaeffer presents a wholly original compelling human portrait of the "divine Marquis," the enigmatic French legend whose name is synonymous with brutal perversion and cruelty. Based on a decade of research, this definitive work confronts nearly 200 years of myth, revealing a figure of astonishing complexity.

2000. 576 pgs. ISBN 0-674-00392-6. $18.95 paper. Harvard University Press. (800) 448-2242.

Should I Medicate My Child? Sane Solutions for Troubled Kids With–And Without–Psychiatric Drugs

By Lawrence H. Diller

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?
LAWRENCE H. DILLER, M.D.

Behavioral pediatrician and family therapist Dr. Lawrence H. Diller offers a guide to help parents make the best treatment decisions for children with psychological problems, from toddlers to teens.

2002. 243 pgs. ISBN 0-465-01645-6. $25.00 cloth. Basic Books. (800) 386-5656.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

NASPA "Spirituality on Campus" Conference

December 5-7

This conference of the National Association of Student Personnel Administrators, with the theme "Spirituality on Campus: Reflection and Practice," will provide an opportunity to delve deeply into the spiritual dimension, a critical, but often unarticulated, aspect of ourselves and of our work in higher education. NASPA is particularly eager to sponsor dialogue between student affairs administrators, faculty, chaplains, and others who may be thinking about how work intersects with spirituality. At Omni Royal Orleans Hotel, New Orleans, La.

Contact: NASPA, Leah Ross, (202) 265-7500, ext. 3003; fax, (202) 797-1157; e-mail, lross@naspa.org; Web site, www.naspa.org

IEEE Deans Summit II

January 9-12, 2003

The educational activities board of IEEE presents "Deans Summit II: Fostering Campus Collaborations." Share your effective strategies for collaborative programs on community outreach, future teacher preparation, and pedagogical practices for engineering education. At Biscayne Bay Marriott Hotel & Marina, Miami, Fla.

Contact: Douglas Gorham, d.g.gorham@ieee.org; Web site, www.ieee.org/eab/fcc

89th Annual Meeting of AAC&U

January 22-25

The academy is rethinking what should be expected from college education. While the new century irresistibly invites stark–and usually artificial–calls to question foundational ideas, we are, in fact, standing at a social and educational crossroads. The need for deep questioning is genuine. Pre-conference symposium, "Shared Futures: Diversity, Inequality, and the Challenge of Global Citizenship" At Sheraton Seattle, Seattle, Wash.

Contact: AAC&U, (202) 387-3760; e-mail, meetings@aacu.org; Web site, www.aacu.org

LA CHISPA 2003 Conference

January 23-25

LA CHISPA is a refereed international conference on Hispanic languages, literatures, and cultures sponsored by Tulane University and held in New Orleans in alternate years since 1981. At the Monteleone Hotel, New Orleans, La.

E-mail: lachispa@tulane.edu

NABE 2003

January 28-February 1

Join thousands of educators, policymakers, community members, and business and government representatives at the National Association for Bilingual Education's 2003 conference, one of the world's largest conferences on the education of linguistically and culturally diverse students. In New Orleans, La.

Web site: www.nabe.org

TACHE 2003 Conference

January 29-31

The Texas Association of Chicanos in Higher Education, a professional association committed to the improvement of education and employment opportunities for Hispanics in higher education, holds its annual event. At the Omni Hotel-Downtown, Austin, Texas.

Web site: www.tache.org

13th Annual Institute on College Student Values

February 6-8

With the theme "Moral and Civic Responsibility: Can We Assess the Character

Outcomes of College?" the Institute will focus on character development in college and strategies for assessing moral and civic outcomes. Sponsored in cooperation with the Association for Institutional Research. At Florida State University, Tallahassee, Fla.

Contact: Dr. Jon Dalton, (850) 644-6446; e-mail, jdalton@admin.fsu.edu; Web site, www.CollegeValues.org

ACE's 85th Annual Meeting

February 15-18

Join 1,200 college and university presidents, chancellors, senior administrators, and other higher education leaders. Confirmed speakers include: Donna Shalala, president, University of Miami; Gwen Ifill, moderator, "Washington Week"; Sir John Daniel, assistant director-general for education, UNESCO. At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; Web site, www.acenet.edu

Law and Higher Education Conference

February 16-18

"The 24th Annual National Conference and Workshops: Law and Higher Education," is organized by Stetson University College of Law. This conference's unique approach has received the ABA's prestigious Tweed Award. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

Stop Surfing-Start Teaching 2003 National Conference

February 16-19

"Teaching and Learning through the Internet" is brought to you by Continuing Education at the University of South Carolina. In Las Vegas, Nev.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

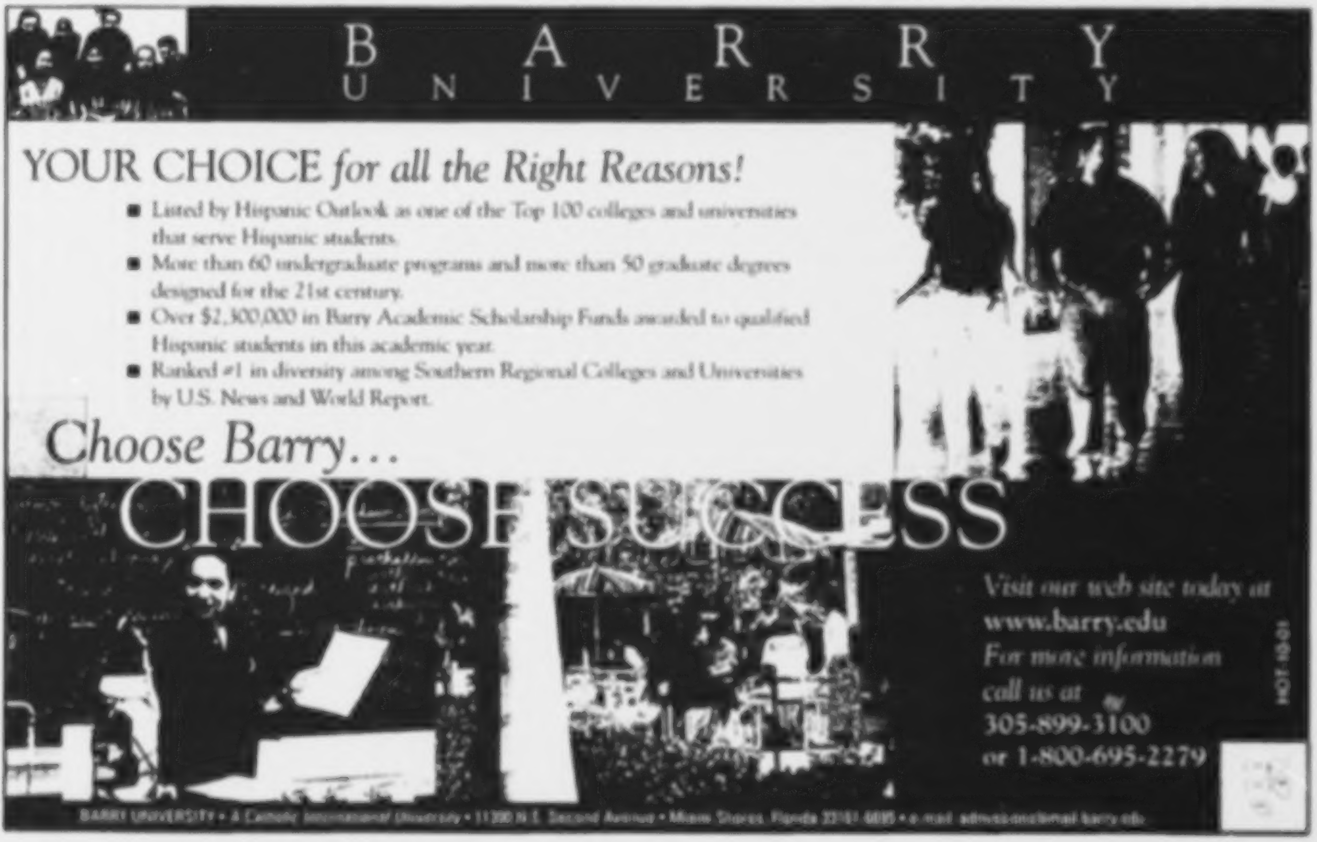
Contact: fax, (414) 276-4650; e-mail, CSCTFL@aol.com; Web site, www.centralstates.cc

7th Annual NCIIA Conference

March 20-22

The theme of the 2003 conference of The National Collegiate Inventors and Innovators Alliance is "Big Ideas in a Small World: Invention, Innovation, and Entrepreneurship Education." In Boston, Mass.

Web site: www.nciia.org



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14th Annual National Service-Learning Conference

April 23-26

Join colleagues, educators, youths, policymakers, and community representatives at this National Youth Leadership Council event, with the theme "Weaving the Fabric of Community: A Celebration of Service-Learning." In Minneapolis, Minn.

Contact: National Youth Leadership Council, (800) 366-6952; Web site, www.nylc.org

ASM's 10th Undergraduate Microbiology Education Conference

May 16-18

The plenary sessions at this American Society for Microbiology event include: Biocomplexity, Rita Colwell, director, National Science Foundation; The Human Genome Project, Francis S. Collins, director, National Human Genome Research Institute, National Institutes of Health; and The Scholarship of Teaching and Learning, Lee S. Schulman, The Carnegie Foundation for the Advancement of Teaching. At the University of Maryland, College Park, Md.

Contact: Carlos Pelham, (202) 942-9587; e-mail, EducationResources@asmusa.org

NISOD 25th Annual Conference

May 25-28

The National Institute for Staff and Organizational Development (NISOD), a 600-member international consortium of community colleges and universities worldwide, proudly presents, in its silver anniversary year, the "International Conference on Teaching and Leadership Excellence." In Austin, Texas.

Contact: Margot Perez-Greene, director, NISOD, (512) 471-8463; e-mail, mpg@mail.utexas.edu

NCORE 2003

May 27-31

The 16th annual National Conference on Race & Ethnicity in American Higher Education will be one of the most comprehensive national forums on issues of race and ethnicity in American higher education. In San Francisco, Calif.

Contact: The Southwest Center for Human Relations Studies, College of Continuing Education, University of Oklahoma, (405) 292-4672; fax, (405) 292-4677; Web site, www.ncore.ou.edu

UNIVERSITY of ARKANSAS

University of Arkansas, School of Social Work
Two Assistant Professor Tenure Track Positions

The University is the state's flagship research institution and offers a dynamic and supportive environment for research, teaching, and service. The University recently received the largest gift ever to a public university of $300 million from the Walton Family Charitable Support Foundation. The School of Social Work is well positioned to play a pivotal role in the University as a result of these new resources. Fayetteville is the largest city in the rapidly growing Northwest Arkansas metropolitan corridor. The area includes an increasingly diverse population of over 300,000 and is the sixth fastest growing area in the U. S. Fayetteville is a socially and culturally progressive city surrounded by the unsurpassed beauty of the Ozark Mountains. The School of Social Work is seeking to fill two tenure track Assistant Professor positions primarily in the MSW program. The positions offer exciting opportunities to help develop a state of the art graduate social work program in the School of Social Work. The School of Social Work includes the Social Work Research Center and has current external funding in excess of $3 million. The graduate program is focused on preparation for advanced practice from a multi-system life-course perspective. Areas of emphasis in the graduate program include: Children, Youth, and Families, Health; Mental Health; Aging; and Management, Administration, and Supervision. **Requirements:** DSW or Ph.D. in social work or related field, a CSWE accredited MSW and agreement to attain Arkansas licensure within two years. A record of research productivity or evidence of potential for success in this area, capacity for and interest in acquiring external funds, teaching experience or evidence of potential for teaching excellence, two years of post-MSW practice experience, student-centeredness, interest in technology in social work, research and outreach, skills in teamwork and collegiality, capacity for graduate curriculum development, ability to teach graduate courses in at least two of the following areas: Practice, Policy, HBSE, Research, Social Work and Technology, Children, Youth, and Families, Aging, Health, Mental Health, or Management, Administration, and Supervision. [Note: The search committee seeks to attract two candidates who complement, rather than duplicate, each other's areas of teaching expertise. In addition, one of the positions will be filled by a person with expertise in direct (clinical) practice.] Salary is competitive based on qualifications and experience. Positions begin August 2003. Review of applications will begin immediately and continue until the positions are filled. Applicants should send letter of application, curriculum vitae, and list of three references, to:

Dr. Dona Reese, Search Committee Chair
University of Arkansas School of Social Work
105 Old Main
Fayetteville, Arkansas 72701

The University is an equal opportunity/affirmative action institution

U C L A

UCLA SCHOOL OF THEATER, FILM AND TELEVISION
Robert Rosen, Dean
Department of Film, Television and Digital Media

SCHOOL OF THEATER FILM AND TELEVISION

ACADEMIC OPENING IN FILM/VIDEO PRODUCTION

The UCLA Department of Film, Television and Digital Media invites applications for an open rank, full-time position in the area of Film/Video Production with an emphasis on undergraduate education.

UCLA's Department of Film, Television and Digital Media offers degree programs (BA, MA, MFA, Ph.D.) in the history, theory, creative and technical aspects of the moving image. The department provides a scholarly, creative and professional approach to the study of media and seeks to help each student discover his or her powers as an independent artist and communicator.

Applicants for the position in Film/Video Production must demonstrate extensive hands-on experience with film, video and digital production in dramatic and documentary contexts as well as a thorough understanding of current trends in the field. Candidates should possess extensive professional background in motion picture, electronic and digital production and the ability to teach undergraduate and graduate courses in pre-production, directing, production and associated topics.

Responsibilities include: teaching undergraduate and graduate courses, advising students, and serving on department/university committees. More specifically, this position is meant to provide leadership to the Undergraduate Program. Applicants should have an MFA degree or comparable professional experience; a body of distinguished film and video work that has received national and/or international recognition; and demonstrated skills as a teacher and communicator. The position requires significant responsibilities in supervision and advising of student filmmakers. Prior teaching experience is required. Level of appointment and salary will be determined by the candidate's qualifications and experience.

Persons interested in the above position should submit a letter of application indicating experience, a statement of teaching philosophy, work samples (VHS or DVD), and a current resume to:

Bill McDonald, Chair, Search Committee
Department of Film, Television and Digital Media
University of California, Los Angeles
Box 951622
Los Angeles, CA 90095-1622

Closing date for receipt of applications is December 16, 2002 or until filled.

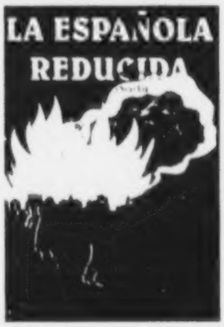
The University of California is an equal opportunity/affirmative action employer.
Minority and female candidates are encouraged to apply.

Book Review

By Michael R. Hall

***La Española Reducida*, by Justo Del Orbe.** 194 pages. Santo Domingo: Editora Diálogo, 2001. ISBN 9993484407. $9.55 paper.

La Española Reducida is a beautifully crafted work of historical fiction based on the population transfers of 1605 and 1606 on the island of Hispaniola during the administration of Gov. Antonio Osorio. Del Orbe's embellishment of history–his first foray into the world of historical fiction–adds color and entertainment without seriously distorting the historical record. For example, the author deftly interweaves a torrid romance between Laura Marchena and Captain Juan Alfonseca into the historical fabric of the early 17th century. Del Orbe, a lieutenant colonel in the Dominican Army and a member of the Army's History Commission, is currently working on a larger novel spanning Hispaniola's three-century-long colonial experience.



The current division of the island of Hispaniola into the Dominican Republic and Haiti can be traced to Osorio's actions. During most of the 16th century, English and French pirates and adventurers were used by their governments to harm Spanish trade in the West Indies. These pirates raided plantations, confiscated ships, and inspired fear on the island of Hispaniola.

By the middle of the 16th century, the proliferation of pirates roaming the Caribbean convinced the Spanish government that all trade between the mother country and the colonies must participate in the bi-annual *flota* [flotilla] that sailed between Seville and the Caribbean ports of Veracruz, Cartagena, and Nombre de Dios. Havana eventually became the meeting point in the Caribbean, while Santo Domingo on the island of Hispaniola became marginalized as a trading port.

Ships from Spain could sail with the bi-annual *flota*, but once they reached the Caribbean, they would have to navigate pirate-infested seas as the flotilla continued on to Veracruz, Cartagena, and Nombre de Dios. Insurance rates to Santo Domingo increased as the Spanish military presence weakened in the Caribbean. The increasing economic isolation of Santo Domingo was a serious blow to the island's economy. Unable to obtain imported items from Spain, and prohibited by the Spanish government's official monopoly from exporting their own products, the colonists frequently resorted to contraband trade.

Colonists on the northern and western coasts of Hispaniola were especially involved in the growing contraband trade, since transporting their goods to Santo Domingo across an island with virtually no roads was a costly and dangerous endeavor. Del Orbe explains that they openly engaged in this lucrative contraband trade with English, French, and Portuguese smugglers. The smugglers sold their goods at cheaper prices than did the Seville merchants and offered higher prices for Hispaniola's products.

The willingness of the residents of Hispaniola to engage in smuggling, especially those of the northern and western regions, was intolerable to the Spanish government. Nevertheless, until the beginning of the 17th century, the Spanish government's attempts to end the contraband trade were thwarted by the colonists. Smuggling was particularly annoying to the merchants in Seville and their associates in Santo Domingo.

In 1604, the Spanish Crown came to the conclusion that the only way to deal with the contraband trade problem was to remove all colonists and their livestock from the northern and western regions and to relocate them to the areas surrounding Santo Domingo. The towns targeted to be depopulated were Bayajá, Puerto Plata, Montecristi, and La Yaguana. These so-called *devastaciones* were devised to deny the smugglers their cohorts.

Although the majority of the Hispaniola residents adamantly opposed the plan, Gov. Osorio, assisted by soldiers from Puerto Rico, began to depopulate the northern and western regions in early 1605. All buildings in the region were burned to prevent the colonists from returning home. The depopulated peoples were settled in two new settlements to the north of Santo Domingo: "Monte Plata, to signify the merger of Montecristi and Puerto Plata, and Bayaguana, to signify the merger of Bayajá and La Yaguana."

The *devastaciones* financially ruined most of the landowning families from the northern and western regions, and contributed to the general impoverishment of the colony. In addition to losing most of their livestock, the colonists were threatened with severe penalties if they attempted to resume their trading with the smugglers. After arriving in their new towns, Osorio informed the residents: "All commercial activities that you desire to engage in must be approved by the Casa de Contratación [House of Trade] in Seville."

Del Orbe's novel brings the plight of all colonists, but especially those from the northern and western regions, to light. As a measure to keep Spain's enemies at bay, the *devastaciones* were a failure. The empty lands, gradually occupied by France during the 17th century, were officially granted to the French Crown by the Treaty of Ryswick in 1697. Meanwhile, the Spanish colony on the western two-thirds of the island of Hispaniola sank into further economic decline.

Dr. Hall has taught Latin American history at Armstrong Atlantic State University in Savannah, Ga., since 1997. A former Peace Corps volunteer in the Dominican Republic (1984-87), he is the author of Sugar and Power in the Dominican Republic *(2000).*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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The Department of Political Science seeks candidates to fill a one year position as a Visiting Assistant Professor. The successful candidate is expected to teach a broad range of classes in Political Theory, with research and teaching interests that include Women and Politics, Politics and Film, Political Research and/or Identity Politics considered an asset. Candidates should be ABD, but a Ph.D. in Political Science is preferred. Applications should include a brief statement of research and teaching interests and a statement of teaching philosophy. Prior teaching experience preferred. In order to be considered, complete files including teaching evaluations and 3 letters of reference must be received by December 11, 2002 since application review will begin at that time. Send to: **Chair, Political Science Search Committee, ATTN: School of Liberal Arts Office, Siena College, 515 Loudon Road, Loudonville, NY 12211.** *Siena College is an equal opportunity employer and encourages applications from all qualified candidates.*

GeorgiaState
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The Department of Economics seeks to fill two tenure-track positions, at any rank, in the fields of Regional Economics (with a focus on the Macroeconomic aspects of regional development) and Public Economics. Applicants should send a curriculum vita, three reference letters, and a sample of research to: **Caroline Griffin, Georgia State University, Dept. of Economics, Andrew Young School of Policy Studies, University Plaza, Atlanta, Georgia 30303.** These positions are subject to budgetary approval. *AA/EEO*

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For information about the Entrada Scholars Program or general information about Calvin, please contact us at 800-688-0122, email admissions@calvin.edu, or visit Calvin's website at www.calvin.edu

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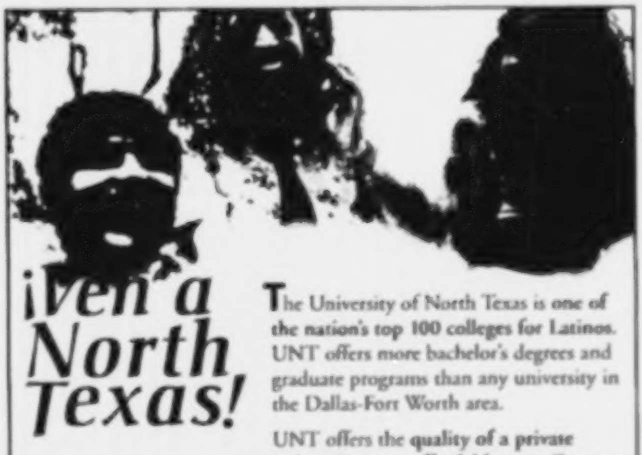
The University of Texas
Pan American

The University of Texas Pan American seeks applicants for a Tenure-Track, Assistant Professor in Ethnomusicology. Appointment effective Fall, 2003. Completed doctorate by May, 2003 required. Primary responsibilities include teaching Foundations of Ethnomusicology, and other Ethnomusicological Seminars in Music and Culture at the undergraduate and graduate levels. Latin-American, Mexican-American, or Music of the Borderlands (Texas and Mexico) specialist preferred. Undergraduate and graduate studio teaching also needed and desired, but not limited, in the areas of percussion or guitar. Screening begins immediately; applications accepted until the position is filled. Include letter of application, resume, official transcript, and three recent letters of reference. Women and minorities are encouraged to apply. Send materials to: **Dr. Dahlia Guerra, Chair, Music Department, Ethnomusicology Position Search Committee, University of Texas Pan American, 1201 W. University Drive, Edinburg, TX. 78539.** Tel: 956-381-3471. FAX: 956-381-3472. E-mail: guerrad@panam.edu. Web site: http://www.panam.edu/~music.

Note: This position is security-sensitive and subject to Texas Education Code 51.215, which authorizes the employer to obtain criminal history record information. (F02/03-34)



¡Ven a North Texas!

The University of North Texas is **one of the nation's top 100 colleges for Latinos.** UNT offers more bachelor's degrees and graduate programs than any university in the Dallas-Fort Worth area.

UNT offers the **quality of a private university at an affordable cost.** Grants, scholarships, campus jobs and paid internships are available.

More than 2,250 Hispanics attend UNT, which offers several Latino student organizations such as LULAC, plus more than 250 other student groups. The Student Ethnic Enrichment Center and other campus organizations and programs provide support, mentoring and cultural events.

UNIVERSITY of NORTH TEXAS
The leading university of the Dallas-Fort Worth region

AA/EOE/ADA

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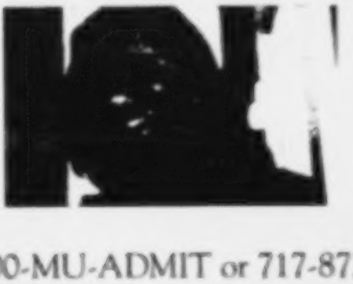
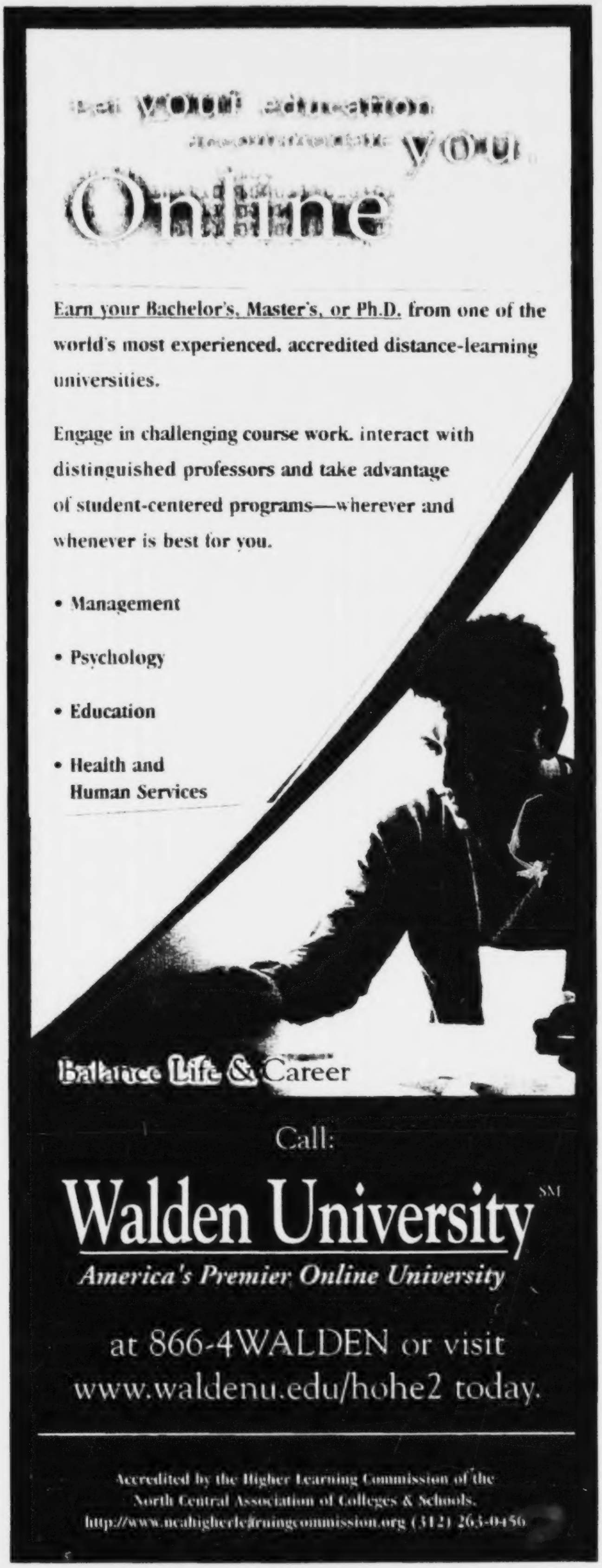


Call 800-MU-ADMIT or 717-872-3371

Millersville University is an Equal Opportunity/Affirmative Action institution.
A member of Pennsylvania's State System of Higher Education.



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WILLIAMS COLLEGE

Gaius Charles Bolin Fellowships for Minority Graduate Students

2003-2004 Academic Year

In 1985 Williams College established the Gaius Charles Bolin Fellowships to underline the importance of encouraging able minority students to pursue careers in college teaching. The Bolin Fellowships enable at least two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1885, the Bolin Fellowships will be awarded to minority students who are working toward the Ph.D. in the humanities or in the natural, social or behavioral sciences.

ELIGIBILITY: Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS: The stipend for 2003-2004 is $27,500. The College will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to $4,000 for research-related expenses.

During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisers in the appropriate departments, and will be expected to teach one one-semester course.

APPLICATION: Candidates should submit two full sets in hard copy form (electronic applications will not be accepted) of each of the following materials, postmarked by **January 1, 2003**, to be received by January 10, 2003:

- a full *curriculum vitae*
- a graduate school transcript and three confidential letters of recommendation
- a copy of the dissertation prospectus, preferably limited to 10-15 pp.
- a description of teaching interests

RESPOND TO:
Thomas A. Kohut
Dean of the Faculty
Hopkins Hall
Williams College
Williamstown, Massachusetts 01267

NOTIFICATION: Candidates will be notified of the Selection Committee's decision by early March, 2003.

Williams College, a coeducational liberal arts institution, offers an outstanding undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Oakley Center for the Humanities and Social Sciences, the Multicultural Center, extensive library and museum collections, computer center and well-equipped laboratories.

An Affirmative Action/Equal Opportunity Employer

+USF
UNIVERSITY of
SAN FRANCISCO

IRVINE MINORITY SCHOLARS PROGRAM
2003-2004 DISSERTATION YEAR
FELLOWSHIP PROGRAM

The University of San Francisco invites applications for participants in the Irvine Minority Scholar Dissertation Year Fellowship Program for the academic year 2003-2004. Appointments will be in one of the following programs: **(A)** *College of Arts and Sciences:* Communication Studies, Dance, English, International and Development Economics, Latin American Studies, Politics, Clinical Neuropsychology, Theology and Religious Studies; **(B)** *College of Professional Studies:* Ethics, Organizational Development; **(C)** *School of Education:* Organization/Educational Leadership.

Program: USF Senior Faculty serve as mentors and consultants while the Scholar completes the dissertation and initiates an ongoing program of scholarly or creative work, develops a repertoire of potential course offerings, and familiarizes him- or herself with the usual service responsibilities of a university faculty member.

Scholars teach one undergraduate course in the discipline each semester, serve as resources to students and faculty, and contribute to USF's multicultural living/learning environment through activities that celebrate ethnic diversity and cultural pluralism.

Compensation: Sponsored by the James Irvine Foundation, the Program provides a stipend of $30,000 and limited support for relocation and research-related expenses plus housing support. Additional support includes office space, computer and library privileges.

Qualifications: Irvine Minority Scholars are members of one of the following ethnic/racial groups: African Americans, Asian Americans, Hispanics/Latinos, or American Indians, and are U.S. citizens or Permanent Residents. Candidates must have completed all course work leading to the Ph.D. by Summer 2003, and must be considering a career in college teaching. University teaching experience, evidence of scholarly promise, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application (indicating area of expertise), *curriculum vitae*, transcripts, dissertation prospectus or proposal and timeline, brief description of research plans, evidence of teaching ability (including student evaluations), and three letters of recommendation to:

Gerardo Marín, Ph.D., Associate Dean
Irvine Minority Scholars Search
College of Arts and Sciences, University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Complete applications must be received by **January 31, 2003,** to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

Seminars in Christian Scholarship

Susan M. Felch, Director

Written on the Heart: The Tradition of Natural Law, J. Budziszewski,
The University of Texas at Austin
June 16-July 25, 2003
Funded by Fieldstead & Company

Prospects of Historic Christian Liturgy in a Postmodern Age, Bryan D. Spinks, The Institute of Sacred Music, Yale University
June 23-July 18, 2003
Funded by The Henry Luce Foundation and cosponsored by the Calvin Institute of Christian Worship

Christian Environmentalism with/out Boundaries, Mark Bjelland, Steve Bouma-Prediger, Susan Bratton, Janel Curry & John R. Wood
July 7-25, 2003
Funded by Calvin College and the CCCU

For additional information on these and other events and for applications, go to *www.calvin.edu/fss*
or contact Seminars in Christian Scholarship
Calvin College, 3201 Burton SE, Grand Rapids MI
49546 616-957-8558; 616-957-6682 (fax); email
seminars@calvin.edu

Application deadline for most seminars – February 2003 (see website for exact dates and seminar requirements)

CALVIN
MINDS IN THE MAKING

UNIVERSITY OF CALIFORNIA

The University of California is an Equal Opportunity Employer committed to excellence through diversity.

The University of California continuously seeks applicants for faculty positions at each of its ten campuses. The campuses of the University of California provide exciting environments that foster world-class educational and research opportunities. Links to campus web sites announcing faculty and other academic appointments can be found at: **http://www.ucop.edu/acadadv/aca-jobs.html**

Berkeley | Davis | Irvine | Merced | Los Angeles | Riverside
San Diego | San Francisco | Santa Barbara | Santa Cruz

SIMMONS
SCHOOL OF MANAGEMENT

FACULTY POSITION IN ENTREPRENEURSHIP

The Simmons School of Management seeks applicants for its Elizabeth J. McCandless professorship in entrepreneurship. The appointment will be made at the Associate or Full Professor level. Candidates should have an earned doctorate and established a strong teaching and research record in entrepreneurship. Candidates with published research on women and entrepreneurship and/or entrepreneurial experience are preferred. Expertise in fields such as strategy, marketing or general management is highly desirable.

The Elizabeth J. McCandless Professor will lead our entrepreneurship initiative comprising courses in entrepreneurship for our MBA and undergraduate programs, a speaker series, research on women and entrepreneurship, and an annual student business plan competition.

Please submit a letter of application indicating your interest in this position and a curriculum vitae to: **Dr. Deborah Merrill-Sands, Associate Dean and Chair, Search Committee, Professor of Entrepreneurship. Attention: Annie Koenig, Office of the Dean, Simmons School of Management, 409 Commonwealth Ave., Boston, MA. 02215.** Review of applications will begin December 1, 2002. For information about Simmons College and the School of Management, visit our web site at **www.simmons.edu/som**.

Simmons College is an equal opportunity, affirmative action employer where diversity is valued and seen as contributing to the College's effectiveness.

Southwestern University

THEATRE HISTORIAN

Southwestern University is seeking a Theatre Historian for a full-time, tenure-track Assistant Professorship in its Department of Theatre. The successful candidate will teach theatre history and develop courses in theatre literature, theory, and criticism. Interest and experience teaching from multiple and diverse perspectives is essential. *The department is interested in a teacher/scholar who will help students understand* that race, culture, ethnicity, social class, gender, and sexual orientation effect the ways that theatre and performance have been and are created and performed in a wide variety of cultural and geographical locations. Broad knowledge of theatre history, with a strong preference given to those with scholarly interests in Chicano-Latino theatre, African and African-American theatre, or Asian and Asian-American theatre. The successful candidate will also provide dramaturgical support for departmental productions and mentor student dramaturgs. Opportunities to direct or design occasionally and to teach playwriting are possible. Importantly, candidates must demonstrate a commitment to theatre as an interdisciplinary art that integrates theatre history, theory, criticism, and artistic practices through the development of productions. Candidates must have a completed Ph.D. in theatre. Published scholarship is desirable.

Southwestern University is a selective, undergraduate institution committed to a broad-based liberal arts, sciences, and fine arts education. Southwestern currently enrolls approximately 1,250 students and maintains a student to faculty ratio of 11 to 1. The University's endowment ranks among the highest per student of undergraduate institutions in the country. In addition to a number of other national organizations, Southwestern University is a member of two consortia of liberal arts colleges, the Associated Colleges of the South and the Annapolis Group. Located in Georgetown, Texas, 28 miles north of Austin, Southwestern is affiliated with The United Methodist Church. Southwestern University is deeply committed to fostering a diverse educational environment and especially encourages applications from members of groups traditionally under represented in academia. For information concerning the University, visit our web site at **www.southwestern.edu**.

To apply: please send letter of interest, CV, statement of teaching philosophy, and three letters of reference to:

Southwestern University
Faculty Recruitment Office
Department of Theatre
P.O. Box 770
Georgetown, Texas, 78627-0770

The Search Committee will begin reviewing applications on December 2, 2002; postmarked application deadline is January 6, 2003. *Southwestern University is an Equal Opportunity Employer. EOE/M/F*

Iona College, New Rochelle, NY

ASSISTANT PROFESSOR OF SPANISH

(Tenure Track)

School of Arts & Science

The Modern Languages Department invites applications for a full-time tenure track position in Spanish, beginning August 2003. Responsibilities: four upper level classes per semester, as well as some departmental work. Requirements: PhD in-hand preferred; near-native fluency in Spanish and English; ability to teach Spanish language, literature and culture courses at all levels; strong commitment to undergraduate teaching, and student contact. The salary will commensurate with credentials and experience.

Send cover letter, CV, dossier, and teaching portfolio to:

Dr. Victoria L. Ketz
Chairperson - Department of Modern Language

IONA

715 North Avenue, New Rochelle, NY 10801

Review of applications will begin November 12th,
and will interview at the MLA.

Iona College is a diverse community of learners and scholars dedicated to academic excellence in the tradition of the Christian Brothers and American Catholic higher education and is an equal opportunity employer.

Associate/Full Professor in Health Education & Division Chair

Applications are invited for a tenured Associate/Full Professor & Division Chair in the Department of Health & Kinesiology's Division of Health & Safety at Texas A&M University. Candidates should have a doctorate in health education or related field. Responsibilities include conducting research and publishing in high impact journals, teaching, directing graduate students, seeking extramural funding, fostering academic excellence for faculty and students, encouraging university-wide, national and international collaboration, and managing the Division of Health and Safety. Send a letter of application, current and comprehensive vitae, phone numbers and e-mail addresses of three references to: **Danny J. Ballard, Ed.D., Chair, Health Division Search Committee, Department of Health and Kinesiology, Texas A&M University, College Station, TX 77843-4243.** Review of candidates will begin on January 17, 2003.

Texas A&M is an Equal Opportunity Employer.

UNIVERSITY OF ST. THOMAS

FACULTY OPENINGS 2003-04

The University of St. Thomas, is an urban, private, Catholic, liberal arts university that emphasizes values-centered, career-oriented education. With a student body in excess of 11,000, UST is Minnesota's largest independent university. Ranked among Tier 2 of National Universities–Doctoral category by U.S. News & World Report, UST is consistently placed in the top 10 Midwest universities. Additional information about the University may be found at www.stthomas.edu. Approved faculty openings for 2003-04 are posted at: www.hr.stthomas.edu/employment.

UNIVERSITY
of ST. THOMAS
MINNESOTA

www.stthomas.edu

The University of St. Thomas is an Affirmative Action and Equal Opportunity Employer.

R·I·T

Applications are invited for two or more tenure-track positions in the **Department of Physics.** The minimum qualifications are a Ph.D in physics, astronomy or a closely related field, a strong personal commitment to excellence in teaching lecture and laboratory courses, and a commitment to sustained research in an area compatible with the Department's current research activities. Interests in curricular development and pedagogy, as well as familiarity with current trends in undergraduate physics education are beneficial. The Rochester Institute of Technology is a privately endowed, coeducational university with an enrollment of approximately 15,000 students. The overall mission of RIT is that of a teaching university which does significant applied research in selected disciplines. The Department of Physics, with 21 faculty, offers a BS degree in physics, currently enrolls 70 majors, and teaches approximately 1000 students/quarter in introductory physics courses and 50 students/quarter in introductory astronomy courses. The calculus-based introductory physics classes are taught in both traditional and activity-based (SCALE-UP) formats. The Department maintains an observatory on campus used primarily for undergraduate astronomy courses and public outreach. The faculty of the Department of Physics participate in the teaching and research activities of graduate programs in Imaging Science, Materials Science & Engineering, and Microsystems Science and Engineering. Research topics of current interest in the Department are integrated nanopower systems, thin films, magnetic materials, complex (colloidal/macromolecular) fluids, light/thermal neutron scattering spectroscopies, granular materials, biological physics, astrophysics, nonlinear dynamics, and physics education research and curriculum development. We are particularly interested in candidates who will collaborate with researchers in other departments. A description of the Department of Physics, including a more detailed position announcement outlining the application procedure, is located at **http://www.rit.edu/~physics/**. *RIT is an equal opportunity, affirmative action employer strongly committed to a diverse faculty community. Minority candidates accounted for 31% of new faculty for the 2002-03 academic year.*

ST. LAWRENCE UNIVERSITY

The oldest continuously coeducational institution of higher learning in New York State, educating students of the region, the nation, and the world.

St. Lawrence University is a dynamic liberal arts college seeking to prepare students for responsible global citizenship in the 21st Century. To achieve this purpose, the University recognizes the importance of encouraging diversity in its faculty, students, and curriculum. We therefore welcome applications from candidates who bring diverse cultural, ethnic and national perspectives to their creative work and teaching.

Chartered in 1856, St. Lawrence is an independent, private, non-denominational university whose mission is to provide an inspiring and demanding undergraduate education in the liberal arts to students selected for their seriousness of purpose and intellectual promise. The University's 2100 students come from 35 U. S. states and 21 countries. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada, Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities.

St. Lawrence University offers a unique learning environment providing 35 majors, 32 minors, 3 graduate programs in Education, and 12 interdisciplinary programs, including global studies, environmental studies, and a nationally recognized First-Year Program, taught by 163 full-time faculty. St. Lawrence is in the midst of an educational renaissance, with increasing opportunities for student/faculty research, and with major facilities improvements, supported by a $130 million capital campaign, that provide expanded resources for undergraduate learning.

ST. LAWRENCE UNIVERSITY INVITES APPLICATIONS AND NOMINATIONS FOR THE FOLLOWING FACULTY POSITIONS FOR APPOINTMENT AS OF THE FALL 2003 SEMESTER.

Complete position descriptions can be found on the St. Lawrence University website
http://www.stlawu.edu/resources/job.html.

Biology
- Microbiology - Microbial Ecology - tenure track
- Visiting Assistant Professor - one year

Chemistry
- Inorganic Chemistry - tenure track

Computer Science
- Computer Science - tenure track

Education
- School Counseling/Generalist (Graduate Level) - tenure track

English
- Creative Nonfiction Writing - tenure track - pending funding and approval.
- Creative Writing - one year
- Fiction Writing - tenure track

Environmental Studies
- Assistant Professor - tenure track

Fine Arts
- Studio Arts: Painting/Secondary Medium/Foundation - tenure track

Graduate Fellows
- Jeffrey Campbell Graduate Fellows - renewable one year appointments / discipline open

Mathematics
- See Computer Science
- Mathematics or Statistics - (2 positions) tenure track and one year

Modern Languages
- Assistant Professor - French - one year

Philosophy
- Environmental Philosophy and Logic - one year renewable up to 3 years

Psychology
- Biopsychology - one year
- Cognitive psychology - tenure track
- Developmental - one year

Religious Studies
- Biblical/Jewish Studies - one year

Speech & Theatre
- Communication Studies - tenure track

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer.
Women, minorities, veterans, and persons with disabilities are encouraged to apply.

This advertisement provides information accurate as of 10.29.02.
Consult the St. Lawrence University website for updated information.

FACULTY POSITIONS

Full-Time, Fall 2003

Situated on a 273-acre campus in Glen Ellyn, Illinois, and located 25 miles west of Chicago in a fast-growing, high-tech area with an increasingly diverse population, College of DuPage is currently accepting applications for the following vacancies for the Fall Term, 2003.

College of DuPage enrolls more than 34,000 students in 96 areas of study, including 50 pre-baccalaureate and 46 occupational and technical programs, and employs over 2,500 individuals to assist in the attainment of its goals. The College District 502 encompasses a dynamic metropolitan area with a strong economic base. The DuPage area offers an array of enriching cultural, recreational and educational opportunities.

CHEMISTRY (2)
ENGLISH (2)
HOSPITALITY ADMINISTRATION (2)*
HUMANITIES
PHYSICAL EDUCATION
COUNSELOR (2)
HUMAN SERVICES
PHYSICS
JOURNALISM
MATHEMATICS

A Master's degree in the field with previous teaching experience is generally required. *A Bachelor's degree is required for these positions with five years of work experience in the field.

Visit our website at **http://www.cod.edu/dept/Hum_Res/EMPL_COD/Employment.htm** to obtain position details and to request an application packet.

COLLEGE OF DuPAGE
425 FAWELL BLVD.
GLEN ELLYN, IL 60137
630-942-2460
cdhumres@cdnet.cod.edu

The College seeks candidates for these positions with the demonstrated ability to relate to/or enhance the success of minority populations. Equal Opportunity Employer.

College of DuPage

Vanderbilt University

H. Fort Flowers Chair
Department of Mechanical Engineering

Vanderbilt University seeks applications or nominations for an endowed professorship, the H. Fort Flowers Chair of Mechanical Engineering. Flowers Chair candidates should have an earned doctorate in Mechanical Engineering or a closely related field, and be internationally known scholars with outstanding research and teaching records. Candidates are invited from all areas of Mechanical Engineering. The candidate is expected to initiate an active research program and provide senior leadership in the Department of Mechanical Engineering. The appointment is at a senior tenured level, and the salary is commensurate with experience. The Department of Mechanical Engineering offers B.E., M.E., M.S., and Ph.D. degrees and has an undergraduate student body of more than 200 students and a graduate student body of more than 50 students. The Department has numerous areas of active research. (For more information, please see the Department web site: **http://frontweb.vuse.vanderbilt.edu/me/**). Nominations and applications will be considered until the position is filled. Individuals interested in being considered for this position are encouraged to provide a cover letter, a curriculum vitae that includes a complete list of publications and a clear record of experience, and a list of five references. The references will not be solicited for letters without first contacting the individual being considered. Applications and nominations should be sent to **Professor Daniel M. Fleetwood, Chair, Flowers Search Committee, School of Engineering, Vanderbilt University, VU Station 350092, Nashville, TN 37235-0092. Telephone: 615-343-2485. E-mail: dan.fleetwood@vanderbilt.edu.** Founded in 1873, Vanderbilt is a private, coeducational university with approximately 6,000 undergraduates and 4,000 graduate and professional students.

Vanderbilt University is an equal-opportunity, affirmative-action employer.

SIENA
COLLEGE

Vice President for Academic Affairs

Applications and nominations are invited for the position of Vice President of Academic Affairs at Siena College. The VPAA, who reports directly to the President, is responsible for academic curriculum, staffing, budgeting and planning. There are three schools within the College: Business, Liberal Arts and Science with a total of 170 full time faculty.

Siena College is a coeducational, independent, liberal arts college in the Franciscan and Catholic tradition, located near Albany in New York State's Capital District. It is in close proximity to other major higher education and cultural institutions. The College enrolls 2,900 full-time and 500 part-time students. Siena is known for quality academic and student-life programs.

The VPAA will provide leadership in fostering excellence in teaching, scholarship, and academic quality; recruiting faculty, developing budgets; and managing resources for the three schools, the library, and academic support services. The VPAA is also expected to articulate a shared vision for the college and to communicate it to internal and external constituencies; to collaborate with faculty and the deans of the schools in developing strong and innovative academic programs; and to promote research.

The successful candidate will have an earned doctorate, demonstrated commitment to academic excellence, significant teaching, scholarship and administrative experience; commitment to the Franciscan tradition of the College; strong communication and interpersonal skills, the ability to lead through collaborative decision making; sensitivity to multicultural issues; financial acumen and strategic planning ability; and knowledge of educational technology.

The position will be available summer 2003. Application review will begin in December 2002 and will continue until the position is filled. Application materials must include a letter of interest, curriculum vitae, and the names/address/phone numbers of three references. Salary and benefits are competitive.

Send application and nomination materials to: **office of Human Resources, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462.**

Siena College is an Equal Opportunity Employer and encourages applications from all qualified candidates.

Texas A&M University

Department Head, Educational Psychology

Applications and nominations are invited for a proven and creative leader to serve as the **Head of the Department of Educational Psychology in the College of Education at Texas A&M University.** The department has 37 full- and part-time faculty, with 400 graduate and 275 undergraduate students. The department offers master's and doctoral graduate programs in Counseling Psychology, School Psychology, School Counseling, Special Education, Bilingual Education, Educational Technology, and Educational Psychology Foundations (including Gifted and Talented; Research, Measurement and Statistics; and Learning and Development). The departmental budget totaled nearly $3.1 million (excluding grants) in the 2001-2002 academic year, with extramural funding of over $2 million. The Department Head serves as the chief academic, fiscal, and administrative officer of the department. Qualifications of successful candidates include; 1) earned doctorate and recognized leadership abilities in Educational Psychology or field related to any of the department's academic programs, 2) evidence of independent scholarship, grantsmanship, and experience to qualify for full professor, and 3) record of excellence in directing doctoral students and teaching. **The appointment date is September 1, 2003.** The salary is highly competitive and commensurate with qualifications. **Review of candidates will begin on or before January 21, 2003 and continue until the position is filled.** Send electronic and hardcopy letter of application or nomination, curriculum vitae, and names, addresses and telephone numbers of three references to the following address:

Stephen F. Crouse, Associate Dean
Chair, Educational Psychology Search Committee
College of Education
Texas A&M University
College Station, Texas 77843-4222
E-mail: s-crouse@tamu.edu

Texas A&M University is an Affirmative Action/Equal Opportunity Employer.

MARICOPA
COMMUNITY
COLLEGES

Seeking Candidates for

President

GLENDALE
COMMUNITY
COLLEGE

For more information about this and other opportunities visit our web site: www.dist.maricopa.edu/hrweb or call 480-731-8465 for a brochure.

Applications are required

Open: September 30
Closes: January 10

The Maricopa Community Colleges are located in the Phoenix, Arizona metropolitan area.

The Maricopa County Community College District is an EEO/AA institution.

University of
Connecticut

University of Connecticut Libraries
Data/Reference Librarian
Search # 03A097

Under the general direction of the Head of Research & Information Services, the incumbent leads the Libraries' efforts to identify, acquire, provide access to, and promote a wide range of data resources for the University community.

Qualifications include: ALA-accredited MLS; undergraduate specialization in the quantitative social sciences or applied statistics, or equivalent professional experience; experience using statistical software for numeric data analysis and manipulation; familiarity with quantitative data research methodology, survey research methodology, and their relevant scripting and programming languages; and, knowledge of spatial data, numerical data, and metadata standards.

This is a challenging, multi-faced opportunity for an articulate, broad-based individual to work in a service-oriented, technologically advanced ARL library that has won accolades from its users. Energetic and innovative staff work in a team-based environment in the top ranked public university in New England which is located in a rural and historically rich setting midway between Boston and New York. This position carries with it an outstanding salary and excellent benefits.

For more information:
Complete position description/application procedures:
<http://www.lib.uconn.edu/jobopps>
UConn Libraries: <http://www.lib.uconn.edu/>
UConn: <http://www.uconn.edu/>

The University of Connecticut has a strong commitment to diversity. We actively encourage minorities and people with disabilities to apply.

California State University, Fresno
College of Health and Human Services

Tenure Track Positions

The primary mission of the College of Health and Human Services is to provide professionally oriented education at the baccalaureate level and to provide graduate programs in specialized disciplines related to health and human services. As a major academic unit in a comprehensive, regional university, the college is unique and important in educating health and human services professionals for the San Joaquin Valley. The academic disciplines within the college seek to foster interdisciplinary-holistic education for future health and human services providers. The following Tenure-Track faculty positions are available beginning Fall 2003. Please refer to our Web site: **www.csufresno.edu/CollegeofHealth**

Communicative Disorders and Deaf Studies

Professsor/ Asst/Assoc Professor (Deaf Education): Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode. Contact: Dr. Paul Ogden, (559) 278-2423; paulo@csufresno.edu

Kinesiology

Assistant/Associate Professor (Pedagogy). Candidate should be prepared to teach and conduct research in the pedagogy area with a special emphasis on curriculum and teaching physical education K-12. Contact: Dr. Virginia Chadwick (559) 278-7094; virginia@csufresno.edu

Nursing

Assistant/Associate Professor - 2 positions: Department needs expertise in pediatric nursing and medical surgical nursing. Contact: Dr. Michael Russler (559) 278-2429; michaelr@csufresno.edu

Physical Therapy

Assistant/Associate Professor: Seeking expertise in the areas of either physiological aspects/ pathophysiology/ management of wounds; cardiopulmonary and vascular conditions or biomechanics/ anatomy/ physical therapy management of musculoskeletal conditions is preferred. Contact Dr. Janet Duttarer (559) 278-2065, janetd@csufresno.edu

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USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(7 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Full Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Post Doctoral Fellow-	Interdisciplinary Oncology Prg-	OPEN
Professor- *(Associate Ctr Director for Clinical Investigations)*	Interdisciplinary Oncology Prg-	OPEN
Professor- *(Chair/Associate VP/Associate Center Director)*	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Assistant/Associate Professor (*3 positions)*-	Nursing-	OPEN
Assistant/Associate/Professor-	Cancer Control Program-	OPEN
Associate In Research- *(Transportation Economist/Analyst)*	Ctr for Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor-	Anesthesiology-	OPEN
Research Associate/Research Assistant Professor-	Lawton & Rhea Chiles Ctr-	11/22/02
Assistant Professor *(2 positions*)-	Biology-	11/27/02
Assistant/Associate Professor-	Finance-	11/30/02
Associate or Assistant Professor *(2 positions)*-	Philosophy-	11/30/02
Assistant Professor-	Family Medicine-	11/30/02
Assistant Professor-	Management Info Systems-	12/01/02
Associate Professor/Professor-	Interdisciplinary Oncology Prg-	12/01/02
Assistant Professor-	Management-	12/02/02
Counselor/Advisor/Instructor-	Student Affairs-	12/02/02
Instructor-	Management (Business)-	12/02/02
Counselor/Advisor/Instructor-	Student Support Services-	12/02/02
Assistant/Associate Professor-	Mathematics-	12/06/02
Associate Professor-	Geography-	12/06/02
Assistant/Associate/Professor *(3 positions)*-	Aging & Mental Hlth-	12/09/02
Assistant/Associate Professor *(2 positions)*-	Industrial Engineering-	12/10/02
Assistant Professor-	Mass Communications-	12/10/02
Assistant Professor-	Social Work-	12/10/02
Assistant/Associate Professor-	Economics-	12/15/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**. or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu**. for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

MILLERSVILLE
UNIVERSITY

ENGLISH DEPARTMENT RHETORIC/COMPOSITION ASSISTANT PROFESSOR

Full-time, tenure-track beginning August 2003. Teach writing courses at introductory and advanced levels; possibly develop new courses in emergent fields of rhetoric/composition. Normal load is four courses per semester.

Required: Ph.D. or ABD in Rhetoric/Composition at advanced stage of dissertation (Doctorate required or completed by date of first year reappointment); dissertation and publications and/or conference presentations in field of specialization; must have taught a minimum of six sections of college-level writing; successful interview and teaching demonstration with a focus on college-level writing.

Full consideration given to applications received by **December 1, 2002**. Send a letter of application addressing qualifications, curriculum vitae, copies of all graduate and undergraduate transcripts, and three current letters of recommendation to: **Dr. Beverly Schneller, Search Chair. English Department/HI1118, Millersville University, Millerville, PA 17551-0302.**

An EO/AA Institution

FACULTY OPPORTUNITIES

Eugene Lang College, New School University, invites applications for a full-time position in each of the following curricular areas:

ARTS IN CONTEXT

Judith B. Walzer, Chair of the Search Committee

Arts in Context is an interdisciplinary concentration for the study of the non-verbal arts and their relationships to the humanities and social sciences. Applicants should specialize in musical culture or visual culture, or related fields, and have advanced degrees and/or equivalent professional experience. Initial appointment is for a 3-year term, renewable. The faculty is unranked, but we are looking for candidates at the level equivalent to advanced assistant professor or associate professor. All candidates will have a strong commitment to teaching undergraduates in a small seminar format. Applications received by November 22, 2002 will be assured of consideration; however, all applications will be accepted until the position is filled. Search # 22168

CULTURAL STUDIES AND MEDIA

Sumita Chakarvarty, Chair of the Search Committee

Cultural Studies and Media is an interdisciplinary concentration with tracks in gender and sexuality; race and ethnicity; popular culture; and media. Applicants must exhibit scholarly excellence and teaching record in at least one track. Preference will be given to candidates whose interests focus on popular culture, gender and media. Ability to teach in several curricular tracks is required. Ph.D. required in Cultural Studies or related field. Initial appointment is for a 3-year term, renewable. Candidates may be eligible for graduate-level appointments. The faculty is unranked, but we are looking for candidates at the level equivalent to advanced assistant professor or associate professor. All candidates will have a strong commitment to teaching undergraduates in a small seminar format. Applications received by November 22, 2002 will be assured of consideration; however, all applications will be accepted until the position is filled. Search # 22169

HISTORY

Chair of the History Search Committee

History plays a critical role in several concentrations, especially Social and Historical Inquiry. We are seeking a teacher and scholar whose research and teaching connect 19th and/or 20th century European history with important aspects of the colonial/postcolonial experience. The search is not limited to a specific national historiography. Ability to teach in a wide range of areas, including modern European history, history of colonialism and the colonial world, is required. Priority will be given to historians who write and teach in conversation with other fields in the humanities and social science (e.g. cultural and social studies, urban studies, gender studies, literature, theater and art). Ph.D. required. Initial appointment is for a 3-year term, renewable. Candidates may be eligible for graduate-level appointments. The faculty is unranked, but we are looking for candidates at the level equivalent to advanced assistant professor or associate professor. All candidates will have a strong commitment to teaching undergraduates in a small seminar format. Applications received by November 15, 2002 will be assured of consideration; however, all applications will be accepted until the position is filled. Search # 22170

LITERATURE

Elaine Savory, Chair of the Search Committee

The Literature Concentration is loosely organized around ideas of the city, attendant issues such as migration and cultural complexity, and a solid grounding in literary genres, criticism and theory. Ph.D. required in Literature or Comparative Literature. We are seeking a teacher and scholar in Latino/Latina Literature and Culture. Initial appointment is for a 3-year term, renewable. The faculty is unranked, but we are looking for candidates at the level equivalent to advanced assistant professor or associate professor. All candidates will have a strong commitment to teaching undergraduates in a small seminar format. Applications received by November 29, 2002 will be assured of consideration; however, all applications will be accepted until the position is filled. Search # 22171

RELIGIOUS STUDIES

Mark Larrimore, Chair of the Search Committee

Religious Studies offers a range of coures in world religions, interdisciplinary studies, and methods. We seek a scholar and teacher in Jewish Studies. Competence in other traditions, e.g. American, Biblical, Islamic, or medieval studies, is required. Ph.D. is required. Initial appointment is for a 3-year term, renewable. Candidates may be eligible for graduate-level appointments. The faculty is unranked, but we are looking for candidates at the level equivalent to advanced assistant professor or associate professor. All candidates will have a strong commitment to teaching undergraduates in a small seminar format. Applications received by November 29, 2002 will be assured of consideration; however, all applications will be accepted until the position is filled. Search # 22172

THEATER

Peter Wallace, Chair of the Search Committee

The Theater Concentration emphasizes cross- and multidisciplinary approaches to learning about the world through the rigors of theater. We seek a faculty member with competence in several of the following areas: 1) acting, directing, and production 2) theater literature, history and theory, is required. Successful candidates will be conversant with more than one period, more than one culture, and have some knowledge of performance studies. MFA, Ph.D. or equivalent professional experience is necessary. Initial appointment is for a 3-year term, renewable. The faculty is unranked, but we are looking for candidates at the level equivalent to advanced assistant professor or associate professor. All candidates will have a strong commitment to teaching undergraduates in a small seminar format. The faculty is unranked, but we are looking for candidates at the level equivalent to advanced assistant professor or associate professor. Application review will begin December 1; applications will be considered until January 3, 2003. Search # 22173

URBAN GEOGRAPHER/URBAN SOCIOLOGIST

Anne-Emanuelle Birn, Chair of the Search Committee

The Urban Studies Concentration provides the tools with which students can begin to understand the peoples and structures that make up cities both in the U.S. and internationally. We seek a teacher and scholar within the field of urban sociology or urban geography. We are particularly interested in candidates whose interests focus on immigration, race/ethnicity, gender, city planning and development, politics, questions of power and space, and urban culture. Ph.D. required. Initial appointment is for a 3-year term, renewable. Candidates may be eligible for graduate-level appointments. The faculty is unranked, but we are looking for candidates at the level equivalent to advanced assistant professor or associate professor. All candidates will have a strong commitment to teaching undergraduates in a small seminar format Applications received by November 15, 2002 will be assured of consideration; however, all applications will be accepted until the position is filled. Search # 22174

Send a CV, cover letter, a one-page statement of teaching philosophy, a short sample of written work, and three letters of recommendation (indicating appropriate Chair of the Search Committee and search number) to: Eugene Lang College Dean's Office, 65 West 11th Street, New York, NY 10011, or submit them electronically to: NSUjobs@newschool.edu Please be sure to indicate Search # as well as the discipline in the subject line to ensure proper distribution of CV's. Only qualified candidates will be contacted. Eugene Lang College is committed to building a diverse community for learning and teaching. AA/EOE.

New School University

DEAN, COLLEGE OF ARTS AND SCIENCES

Requisition #20040418

New Mexico State University invites applications *and nominations for the position of Dean of the College* of Arts and Sciences. NMSU is a Carnegie doctoral/research-extensive, Hispanic-serving land grant institution. The university serves 12,500 undergraduate and 2,700 graduate students on the Las Cruces campus and over 10,000 students on four branch campuses. NMSU offers 74 undergraduate, 51 masters and 24 doctoral degree programs. The College has 325 full-time faculty and offers 9 doctoral, 33 masters, and 37 undergraduate programs. The annual budget is approximately $24 million plus $18 million in research expenditures. A & S is the largest of six colleges within the university and comprises 23 departments and several special programs and research institutes.

The Dean promotes high standards of teaching, scholarship, creative activity, and service.

Responsibilities include:

- student recruitment and retention
- faculty and staff development
- program development and assessment
- resource and personnel management
- long-range planning
- pursuit of public funding
- promotion of private and corporate funding
- leadership in university-wide general education
- support for distance education.

Qualifications include:

- an earned doctorate or equivalent terminal degree from an accredited institution of higher education in one of the arts and sciences disciplines
- eligibility for tenure at the rank of professor within the College
- significant scholarly, artistic, literary and/or performing achievement
- successful administrative experience in a Ph.D.-granting research institution preferred
- an ability to interact effectively with diverse constituents on and off campus
- well-developed skills in participatory decision-making
- a record of success in fostering quality undergraduate and graduate instruction, research, creative activities, and service
- a commitment to affirmative action
- an awareness of student and faculty needs in a multi-cultural university and community.

Screening of applications will begin November 29, 2002 and will continue until the position is filled. Offered contingent on verification of eligibility for employment in the U.S. Email letter of interest addressing qualifications, statement of educational philosophy, current vita, and a list of five references to: moultonr@nmsu.edu.; **Dr. Robert Moulton, Chair, Search Committee; Dean of the College of Arts and Sciences; New Mexico State University; P.O. Box 30001 MSC 3AC; Las Cruces, New Mexico 88003-8001.** Phone: 505-646-5858. Fax: 646-6032. For information visit the web pages www.nmsu.edu and www.las-cruces-new-mexico.org.

Salary will be commensurate with qualifications and experience. *New Mexico State University is an equal opportunity/affirmative action employer.*

ASSISTANT PROFESSOR MOVEMENT & ACTING: The Department of Theatre at the University of Maryland, College Park seeks an Assistant Professor in Movement and Acting. This is a 9-month appointment beginning in Fall, 2003. Completion of the search for this position is contingent upon funding. Qualifications: Minimum requirements are 3 years of professional teaching experience, comprehensive training in movement for the stage, and professional acting experience. Applicants should have expertise in various approaches to movement and acting training and possess the ability to work collegially within a liberal arts setting. Qualifications include specialties in subtle movement techniques such as Alexander, Feldenkrais, Body/Mind Centering, and additional experience or certification in areas including stage combat, LeCoq, and Laban. Preferred qualifications are AEA membership and the MFA or Ph.D (Bachelor's Degree Required). Salary commensurate with qualifications and experience. The Department of Theatre is housed in the recently opened Clarice Smith Performing Arts Center, a state-of-the-art complex with six performance venues, rehearsal rooms, classrooms, and production shops. Located just minutes from the Nations Capitol, the University is linked by mass transit to the fastest growing theatre market in the country. The region is home to more than 80 professional theatres, including Arena Stage, Center Stage, the Shakespeare Theatre and the Kennedy Center. Send a one-page letter of application detailing your approach to teaching movement in a theatre BA program, along with curriculum vitae/resume (clearly listing your highest degree earned along with the name of the institution), the names, addresses, and telephone numbers of three references, and a certified transcript of the highest degree earned to: **University of Maryland, Department of Theatre, Chair, Search Committee Movement, 2810 Clarice Smith Performing Arts Center, College Park, MD 20742-1610.** For best consideration, please apply by December 1, 2002. *University of Maryland is an equal opportunity, affirmative action employer that has a strong institutional commitment to racial, cultural, and gender diversity.* For more information please visit: http://www.umd.edu/thet

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MINORITY RESOURCES MANAGER/OFFICE OF DIVERSITY AND INCLUSION

Master's Degree in Education, Human Relations, Behavioral Science or other closely related field. Experience in higher education administration, and/or extensive experience in business and/or social/public experience required. Experience with multi-cultural populations and bi-lingual helpful. Salary range $38,593-$42,728 (based on FY03 salary structure.) **Application deadline is November 29, 2002.** Applications and inquiries should be directed to:

JOLIET Junior College

Human Resources Center
JOLIET JUNIOR COLLEGE
1215 Houbolt Rd. • Joliet, IL 60431
Fax: 815-729-3331
www.jjc.edu

An equal opportunity/affirmative action
college supporting diversity

PRESIDENT
YORK COLLEGE
The City University of New York

The Board of Trustees of The City University of New York and the York College Presidential Search Committee invite nominations and applications for the position of President of York College. The President serves as the chief academic and administrative officer of the institution, under the direction of the Chancellor, according to policy set by the Board of Trustees.

Established in 1966, and known as a "builder of dreams", York College is located in a 50-acre campus in the heart of Queens. York College offers over 40 undergraduate majors that meet the highest academic standards in the liberal arts and sciences. The College is the only campus within the CUNY system that offers undergraduate majors in occupational therapy, gerontology, biotechnology and information systems management. The College houses a new Food and Drug Administration laboratory and office building that enhance the already strong biotechnical programs, provides research opportunities for faculty, and creates job opportunities for students.

With a full-time faculty of about 160, York College has an enrollment of 5,767 students. The student body reflects the rich cultural and ethnic pluralism of New York City.

York College's 2002-2003 annual operating budget is $37 million, funded through New York State and City tax-levy appropriations and student tuition. Funding for sponsored research in 2000 exceeded $6.8 million.

The College seeks a dynamic, visionary, influential leader, a person of integrity, who will guide the institution to greater heights and build on the school's active alumni base.

Preferred qualifications for the position include:

- A track record of senior management success in an institution of higher education or institution of comparable scope, with proven strengths in strategic planning, budgeting and management;
- An earned doctorate, university-level teaching experience, and a record of scholarly achievement and/or professional distinction;
- Demonstrated leadership in developing quality academic programs and supporting a distinguished faculty in an environment of shared governance;
- A commitment to enhancing the quality of student life and strengthening the delivery of services to an urban, multi-cultural, multi-ethnic student body;
- A strong record of success in attracting financial support from foundations, corporations, governmental sources and private donors;
- The capacity to present the College's mission and programs to multiple local and national constituencies, including alumni, the community, and legislative and other governmental bodies; and
- A proven track record of support for technological innovations.

The position is available on or before September 1, 2003. Salary and benefits are competitive. The review of applications will begin on December 6, 2002; therefore, applications and nominations are especially encouraged prior to that date. Please visit York College on its web site at www.york.cuny.edu for additional information.

APPLICATIONS: Applicants should send (1) a letter expressing their interest in the position, (2) their curriculum vitae, and (3) the names of five references. References will not be contacted without the applicant's prior permission.

NOMINATIONS: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

Ms. Dolly Martinez
Executive Director of Executive Search and Evaluation
The City University of New York
535 East 80th Street (Room 320)
New York, NY 10021

FOR ADDITIONAL INFORMATION: Please contact our search consultant Ellen Brown of Heidrick & Struggles, at 404-577-2410; Fax: 404-577-4048; E-mail: york@heidrick.com.

The City University of New York is an Equal Opportunity/Affirmative Action Employer. It has a strong commitment to racial, cultural, and ethnic diversity and actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

Nazareth College *The Heart of Excellence.*

Nazareth College is a thriving, independent, co-educational institution with approximately 2000 undergraduate and 1200 graduate students. Its mission is to educate students in the liberal arts and sciences and in professional fields, with the goal of fostering a lifelong commitment to intellectual, ethical and aesthetic values; to develop skills necessary for the pursuit of a meaningful vocation; and to inspire dedication to the ideal of service in their communities. The College is committed to the centrality of the liberal arts in professional education; teaching excellence; fostering a diverse and inclusive community; and encouraging service learning and other types of off campus experiential learning activities. The College continues to be recognized for the quality of its educational programs.

Nazareth College is located minutes from downtown Rochester, New York, the third largest city in the state. Rochester is noted for its internationally recognized industries and museums, and for its cultural diversity. In keeping with its mission and ideals, Nazareth College seeks individuals with a demonstrated commitment to the promotion of diversity.

We invite nominations and applications for two new positions. These are two of four new dean positions to be phased in over the next 4 years as we implement our academic restructuring plan. Qualifications include an earned doctorate or other terminal degree and eligibility for appointment at a senior faculty rank. Teaching experience and a minimum of 5 years in higher education administration preferred. Responsibilities include long range planning, new program development, grant writing and fund raising, and budgeting.

Dean, College of Arts and Sciences

The College of Arts and Sciences consists of the following departments: Art, Biology, Chemistry, English, Foreign Languages and Literatures, History and Political Science, Mathematics and Computer Science, Music, Philosophy, Psychology, Religious Studies, Sociology and Anthropology, and Theatre Arts.

Dean, School of Health and Human Services

The School of Health and Human Services consists of the following departments: Communication Sciences and Disorders, Nursing, Physical Therapy, and Social Work. The Dean also will work closely with directors of programs in Art Therapy, Music Therapy, Gerontology, Biology (pre-medicine/pre-dentistry), and other disciplines with health related interests.

Appointments begin summer or fall 2003. Send letter of application, curriculum vitae, and names of three references to **Dennis Silva, VPAA, Nazareth College, 4245 East Avenue, Rochester, New York 14618-3790.** *EOE/AA*

Additional information is available at www.naz.edu/dept/hr/postings/faculty.html.

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

ASSOCIATE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Reporting to the Provost and Executive Vice President, the Associate Vice President for Enrollment Management provides University-wide leadership for undergraduate and graduate enrollment planning and management. The Associate Vice President has primary responsibility for developing and implementing, in collaboration with academic and administrative units, a comprehensive strategic marketing and enrollment management plan; developing recruitment, admissions, and retention initiatives to ensure student access to and success at the University; analyzing current geodemographic data and other enrollment research in order to implement innovative processes for the admissions, financial aid, registration, and retention functions. The Associate Vice President supervises the Enrollment Management areas, including the Offices of Admissions and Financial Aid. The candidate serves as a member of the Provost's Council and Academic Affairs Council, and works closely with administrators, faculty, staff, and students to design, develop, and implement creative and aggressive enrollment management strategies for the University.

Requirements for the position include at least seven years of senior-level administrative experience in the area of enrollment management, with demonstrated success in developing and implementing strategies for the recruitment and retention of a diverse student body; thorough knowledge of enrollment management theory and practice, particularly in a regional comprehensive university setting; and a demonstrated record of providing leadership for achieving University enrollment initiatives. The successful candidate must have significant breadth and depth of knowledge of technology advancements in student information systems; demonstrated ability to work collaboratively with faculty, students, and staff; and excellent written and oral communication skills. An advanced degree is required; doctorate preferred.

EXECUTIVE DIRECTOR OF INTERNATIONAL PROGRAMS

Reporting to the Provost and Executive Vice President, the Executive Director of International Programs will have responsibility for providing campus-wide leadership in advancing and promoting the internationalization of the curriculum and the University. The University seeks a proven leader with vision, creativity, and ability to work collaboratively with faculty, students, staff, and other administrators in developing, coordinating and managing a comprehensive international agenda. The Executive Director serves as head of the Center for International Programs and will supervise the Director of International Student Services, the Director of Study Abroad Programs, and support staff.

Requirements for the position include an earned doctorate from an accredited institution; a significant record of teaching, scholarship, research/creative activity, and service at a four-year college or university; successful experience administering international programs in a college/university setting; evidence of successful grant writing; strong commitment to and successful experience with diversity issues in higher education; and excellent communication and interpersonal skills.

Both positions are twelve month administrative appointments. Salary is negotiable and commensurate with expertise and experience. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: **Dr. Robert Seal, Executive Assistant to the Provost, 100 Raubinger Hall, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.** Additional information about the University can be found at **http://www.wpunj.edu.** The review of applications will begin immediately upon receipt and continue until the position is filled. William Paterson University is an equal opportunity institution committed to diversity. Women, minorities, and under-represented groups are encouraged to apply.

William Paterson University
WAYNE, NEW JERSEY

SIENA COLLEGE

Loudonville, New York

The Department of Finance announces the availability of a tenure track position at the rank of Assistant Professor for the Fall 2003 semester. Siena College is a private, liberal arts college with a Franciscan tradition, and is located two miles north of the state capital of Albany, New York. The College is dedicated to teaching excellence, with a growing enrollment of 2,800 undergraduates and approximately 1100 students enrolled in the majors of accounting, economics, finance, and marketing/management. The School of Business is currently pursuing AACSB accreditation. Our average class size of 20 students and our student/faculty ratio of 14:1 create an excellent environment for learning and teaching. For more information about Siena College, please visit our website at **www.siena.edu**.

The successful candidate will have an earned Ph.D. in finance, a commitment to excellence in teaching, and a record of scholarly activity. ABDs near completion will also be considered. We are looking for faculty to teach in the areas of corporate finance, investments, and financial institutions.

Interested candidates should send a letter of application, current curriculum vitae, a brief (one page or less) statement of teaching philosophy, and a list of three references by December 15, 2002 to:

Cindy Kuemmel
School of Business
Siena College
515 Loudon Rd.
Loudonville, NY 12211-1462
Attn: Chair, Department of Finance Search Committee

Those responding in time for the FMA and/or SFA meetings will be considered for interviews at those times.

Siena College is an Equal Opportunity Employer and encourages applications from all qualified candidates.

TEXAS LUTHERAN UNIVERSITY

Texas Lutheran University invites applications for the following faculty positions beginning August 2003. All are tenure track assistant professor rank and require an earned doctorate (unless otherwise stated), excellence in teaching, significant student advising and professional development. For complete position announcements visit our web page at **http://www.tlu.edu**

Accounting: Earned doctorate in accounting or related discipline and CPA or other recognized certification for accountants preferred; masters degree with 18 graduate hours in accounting or accounting information systems with a CPS or other recognized certification for accountants and extensive work and teaching experience may be considered. **Dean: Nick A. Lockard**

History: Ph.D. in history with focus in any area of 17th - 19th century American history. **Dean: Bob Hiner**

Mathematics: Ph.D. in mathematics; some training in computer science desirable. **Dean: John Sieben**

Political Science: Ph.D. in political science, politics, or government; ABD may be considered. **Dean: Bob Hiner**

Spanish: Ph.D. in Spanish. **Dean: Bob Hiner**

Letter of application, curriculum vitae, statement of teaching philosophy, and five references to the respective Dean. **Texas Lutheran University, 1000 West Court Street, Seguin, TX 78155.**

Texas Lutheran University is an Equal Opportunity Employer.

College of Education

Northern Illinois University

We are Shaping the Future with PRIDE

Creative individuals, committed to diversity and interested in working in a community of learners are encouraged to apply for one of the following positions.

Assistant Professor Positions

Bilingual/ESL Elementary Education
Educational Administration
Educational Psychology
Classroom Assessment
Exercise Physiology
Instructional Technology
Physical Education Pedagogy
School Business Management
Secondary and Content Area Reading
Social Studies Education

Assistant or Associate Professor Positions

Adult Continuing Education
Adult and Higher Education
Curriculum Leadership
Educational Administration
Elementary Education - Special Education
Science Education

Other Positions

Chair, Counseling, Adult, and Health Education
Morgridge Endowed Professorship in Teacher Education

NIU is a research extensive university committed to excellence in teaching, scholarship, and service. The College of Education serves over 5,000 students in its 6 undergraduate, 15 master, and 6 doctoral programs. Inquiries: Dean Christine K. Sorensen, NIU College of Education, (815) 753-9055, csorensen@niu.edu

For detailed position descriptions, please view our web site: www.cedu.niu.edu.

Northern Illinois University is an equal opportunity institution and minorities are encouraged to apply.

NORTHERN ILLINOIS
UNIVERSITY

California State Polytechnic University, Pomona

DIRECTOR OF STUDENT HEALTH SERVICES

California State Polytechnic University, Pomona (Cal Poly Pomona) invites applications and nominations for the position of Director of Student Health Services. Reporting to the Associate Vice President for Student Services, the Director provides leadership, management, and direction to a fully accredited, multifaceted health care program that is widely recognized for the quality and breadth of services provided to students and to the broader campus community.

Requirements include an appropriate master's degree or doctorate and at least five years of successful administrative experience in a health care organization or university program of comparable scale and complexity. The ideal candidate will possess extensive administrative experience, a genuine interest in working with and on behalf of students, and the leadership and personal qualities to guide a highly effective student health care program to the next level of excellence. The complete announcement, which includes a detailed position description and qualification requirements, may be found at the Student Health Services Web site at www.shs.csupomona.edu.

Review of applications will begin January 8, 2003 and will continue until the position is filled. The preferred start date is April 1, 2003. Starting salary will be in the $95,000 to $110,000 range (to $135,000 if the successful candidate is a physician), commensurate with professional qualifications and experience. Nominations are welcome and will be most helpful when they address the position qualifications and include the nominee's name, title, and contact information.

To apply, send a letter of interest addressing each of the qualifications listed in the position announcement, a current résumé or curriculum vitae, and the names, titles, addresses, and telephone numbers of five references to:

Dr. N. Lavada Austin, Chair
Director of Student Health Services Search Committee
c/o Office of the Associate Vice President for Student Services
California State Polytechnic University, Pomona
3801 West Temple Avenue, 98-T6-13
Pomona, CA 91768-4020
Telephone: (909) 869-3371; Fax: (909) 869-5333

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer

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CENTRAL MICHIGAN

UNIVERSITY

Central Michigan University is an innovative doctoral/research intensive institution recognized for strong undergraduate education and a range of focused graduate programs and research, serving more than 28,000 students.

Apparel Merchandising and Design. Two full-time, two year temporary positions with possibility of renewal, beginning August 18, 2003. Instructor or Assistant Professor. Duties will include undergraduate teaching in at least two of the following: apparel production and design, fashion buying, visual merchandising, CAD, and fashion illustration. Master's degree required with evidence of teaching effectiveness, involvement in scholarly/creative activities, and excellent communication skills. Submit letter of application, vita, transcripts, and three letters of recommendation to Dr. Kathryn Koch, Department of Human Environmental Studies, Central Michigan University, 103 Wightman, Mount Pleasant, MI 48859. Screening begins January 17, 2003.

Interior Design. Tenure-track position. Required M.F.A. or Ph.D. in Interior Design or related field. Evidence of teaching effectiveness and scholarly/creative competence at the university level. Undergraduate teaching duties including three or more of the following areas: visual communication, design composition (2-d & 3-d), lighting/mechanical systems, Auto-CAD (2-d & 3-d), residential/contract design. Commitment to advising, service at various levels, and scholarly/creative endeavors. Submit letter of application, current vita, official transcripts, statement of design philosophy, and three letters of reference (sent under separate cover) to: Interior Design Search Committee, Department of Human Environmental Studies, Central Michigan University, 205 Wightman, Mount Pleasant, MI 48859. E-mail: cathy.gower@cmich.edu. Screening begins November 30, 2002.

Human Development and Family Studies. Three positions: Two tenure-track and one full-time temporary position in Human Development and Family Studies will be available fall 2003. Position one is for a tenure-track Assistant Professor in Family Studies with an emphasis on Family Resource Management/Family and Consumer Sciences. Position two is for a tenure-track Assistant Professor in Human Development with an emphasis on Early Child Development/Early Childhood Programs. Both positions require an earned doctorate in Human Development and Family Studies or a closely related field. Responsibilities include teaching, conducting, presenting, and publishing research, university service, advising, and participation in professional organizations. Position three is for a full-time temporary Assistant Professor in Human Development and Family Studies with primary responsibility for teaching core program courses and assisting with student advising. This is a two-year position that may be renewable dependent on department needs and candidate's performance. A completed doctorate is strongly preferred but strong ABD candidates will also be considered. Submit letter of application, vita, three letters of recommendation, and official graduate and undergraduate transcripts to: Chair, HDFS Search Committee, Department of Human Environmental Studies, Central Michigan University, 205 Wightman, Mount Pleasant, MI 48859. Screening begins December 2, 2002.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo/*). Position details at* www.ehs.cmich.edu/hes.

EMPLOYMENT OPPORTUNITIES

THE UNIVERSITY OF TEXAS AT BROWNSVILLE and TEXAS SOUTHMOST COLLEGE

Assistant Professor in C&I - Generalist

FY 03#32

Teaches undergraduate and graduate courses in curriculum and research-based instructional strategies, classroom management, and/or foundations of education, incorporates state and national standards, develops/maintains an active research/publication record; advises students; supervise field based experiences; collaborates in further development of innovative undergraduate and graduate programs; participates in school/university collaborations; pursues an external funding agenda and incorporates technology into coursework. This is a full-time tenure-track position. ***This position is contingent upon funding.***

Earned doctorate degree or ABD candidates in Curriculum and Instruction required. At least three years public school teaching at the K-12 level, preferably with language minority populations (English/Spanish), experience in a teacher preparation program, and demonstrated record or potential for scholarship and grant initiatives. Must be supportive of school/university collaborations.

FY 03#34

Assistant Professor in C&I Educational Psychology

Teaches undergraduate and graduate courses in Educational Psychology and foundations, develops/maintains an active research/publication record; advises students; supervises field-based experiences; collaborates in further development of innovative undergraduate and graduate programs; participates in school/university collaborations; pursues an external funding agenda and incorporates technology into coursework. This is a full-time tenure-track position. ***This position is contingent upon funding.***

Earned doctorate or ABD in Curriculum and Instruction required. At least three years public school teaching at the K-4 level, preferably with language minority populations (English/Spanish), primary preparation in the learning and development of children; an interest in the professional development of teachers, and demonstrates a record or potential for scholarship and grant initiatives. Be supportive of school/university collaborations. Preferences will be given to candidates with one or more of the following: experience in ESL or Bilingual Education/Early Childhood-4th Grade, instructional experience in teacher education, and experience with diverse populations.

Assistant Professor in C&I EC-8th, Math, Science and Social Studies

FY 03#31

Teaches undergraduate and graduate courses, develops/maintains an active research/publication record; advises students; supervises field based experiences; collaborates in further development of innovative undergraduate and graduate programs; participates in school/university collaborations; pursues an external funding agenda and incorporates technology into coursework. This is a full-time tenure-track position. ***This position is contingent upon funding.***

Earned doctorate degree or ABD candidates in Curriculum and Instruction required. At least three years public school teaching at the K-8 level, preferably with language minority populations (English/Spanish), experience in a teacher preparation program, and demonstrated record or potential for scholarship and grant initiatives. Must be supportive of school/university collaborations.

Assistant Professor in Kinesiology

FY 03#25

Teaches undergraduate lecture and activity courses in Kinesiology; assists with academic advising; participates in curricular planning, implementation and evaluation; conducts research/scholarly activities in the field. This is a full-time tenure-track position.

Earned doctorate degree in Kinesiology required. ABD candidates in final stage of dissertation will also be considered. Public school teaching experience preferred. Evidence of scholarly productivity and skills using technology in the field preferred.

Assistant/Associate Professor in C&I Specialization in Literacy in Spanish, Assessment

FY 03#27

Teaches undergraduate and graduate courses, develops/maintains an active research/publication record; advises students; coordinates and supervises field based experiences; collaborates in further development of innovative undergraduate and graduate programs; participates in school/university collaborations; pursues an external funding agenda and incorporates technology into coursework. This is a full-time tenure track position.

Earned doctorate degree or ABD candidates in Curriculum and Instruction required. At least three years public school teaching at the K-8 level, preferably with language minority populations (English/Spanish), experience in a teacher preparation program, and demonstrated record or potential for scholarship and grant initiatives. Be supportive of school/university collaborations. Preference will be given to candidates who can also teach in a related area such as ESL or EC-4th Grade Bilingual Education.

FY 03#24

Assistant/Associate Professor – Specialization in Curriculum Theory, Development & Instruction

Teaches undergraduate and graduate courses in general curriculum and instruction, develops/maintains an active research/publication record; advises students; supervises field-based experiences; collaborates in further development of innovative undergraduate and graduate programs; participates in school/university collaborations; pursues an external funding agenda and incorporates technology into coursework. This is a full-time tenure-track position.

Earned doctorate degree or ABD candidates in Curriculum and Instruction required. At least three years public school teaching at the K-12 level, preferably with language minority populations (English/Spanish), experience in a teacher preparation program, and demonstrated record or potential for scholarship and grant initiatives. Be supportive of school/university collaborations. Preference will be given to candidates who can also teach in a related area such as ESL/Bilingual Education.

Assistant/Associate Professor in C&I in Educational/Instructional Technology

FY 03#33

Teaches undergraduate and graduate courses in instructional media and technology, field-based teacher preparation, and distance education. Incorporates state and national standards, develops/maintains an active research/publication record; advises students; supervises field-based experiences; collaborates in further development of innovative undergraduate and graduate programs; participates in school/university collaborations; pursues an external funding agenda. This is a full-time tenure-track position.

Earned doctorate degree or ABD candidates in Curriculum and Instruction required. At least three years public school teaching at the K-12 level, preferably with language minority populations (English/Spanish), experience in a teacher preparation program, and demonstrated record or potential for scholarship and grant initiatives. Expertise in at least one area of instructional technology is desired. Be supportive of school/university collaborations.

Assistant/Associate Professor in Educational Administration

FY 03#29

Teaches graduate courses in Educational Administration, advises graduate students, supervises internships and field experience, serves on committees, conducts program assessment and evaluation and educational research. This is a full-time tenure-track position.

Earned doctorate degree in Educational Administration, Education Leadership or closely related field required. (ABD students considered). Demonstrated success as a public school administrator and a record of scholarship, research and teaching in a university setting highly preferred. Experience and interest in using emerging models and technologies in support of teaching and learning. Ability to communicate effectively at all levels and with varied constituencies important.

Assistant/Associate Professor in C&I Specialization in ESL or Bilingual/Early Childhood

FY 03#23

Teaches undergraduate and graduate courses in the Early Childhood-4th Grade ESL Generalist certification program, develops/maintains an active research/publication record; advises students; supervises field based experiences; collaborates in further development of innovative undergraduate and graduate programs; participates in school/university collaborations; pursues an external funding agenda and incorporates technology into coursework. This is a full-time tenure-track position. ***This position is contingent upon funding.***

Earned doctorate degree or ABD candidates in Curriculum and Instruction required. At least three years public school teaching at the Early Childhood-4th Grade level, preferably with language minority populations (English/Spanish), experience in a teacher preparation program, and demonstrated record or potential for scholarship and grant initiatives. Must be supportive of school/university collaborations.

FY 03#41

Assistant Professor in C&I - Specialization in Middle School or Secondary Teacher Education

Teaches undergraduate and graduate courses, develops/maintains an active research/publication record; advises students; coordinates and supervises field-based experiences; collaborates in further development of innovative undergraduate and graduate programs; participates in school/university collaborations; pursues an external funding agenda and incorporates technology into coursework. This is a full-time tenure-track position.

Earned doctorate degree or ABD candidates in Curriculum & Instruction required. At least three years public school teaching at the 6-12 level, preferably with language minority populations (English/Spanish), experience in a teacher preparation program, and demonstrated record or potential for scholarship and grant initiatives. Be supportive of school/university collaborations.

Applications will be reviewed upon receipt and continue until the positions are filled. Please request application from:

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at www.utb.edu

UTB
TSC

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

LOYOLA
UNIVERSITY
NEW ORLEANS

DEAN
SCHOOL OF LAW

Loyola University New Orleans invites applications and nominations for the position of Dean of the School of Law commencing fall 2003. The School of Law was founded in 1914, was accredited by the ABA in 1931, and has been a member of the AALS since 1934.

Located on historic St. Charles Avenue, the School of Law has a longstanding tradition of integrating the two great legal systems of the world through curricula in both the civil law and the common law, placing it in a unique position to assume a prominent role in the new global legal environment. Loyola has a moot court program, law clinic, and the endowed Gillis Long Poverty Law Center, all of which have been nationally recognized. Loyola offers both day and evening divisions, five joint degree programs, and summer study programs in five foreign countries.

Loyola's commitment to diversity is reflected in the law school's faculty, staff, and student body. Close working relationships between the faculty and students are a hallmark of a Loyola education. The student population numbers approximately 850, half of whom come from outside of Louisiana, including foreign students attracted by Loyola's outstanding civil and comparative law curricula.

The Dean is the academic and administrative leader of the law school. The Dean's primary responsibilities include (1) representing the School of Law within the university and the community, (2) working closely with the law faculty to promote excellence in legal scholarship, teaching, and community service, and (3) leading the law school's institutional development efforts with the assistance of two development officers.

The School of Law is seeking candidates who possess the leadership skills to advance its growing regional and national reputations. Applications, nominations, or preliminary inquiries should be sent to:

Professor Henry Gabriel
Chair, Dean Search Committee
Loyola University New Orleans School of Law
c/o Department of Human Resources
6363 St. Charles Avenue, Box 16
New Orleans, Louisiana 70118
E-mail: gabriel@loyno.edu

Applicants must have a Juris Doctor degree or its equivalent, and should have academic and administrative experience. Applications must include (1) a letter of application, (2) a complete curriculum vitae, and (3) the names, addresses, and telephone numbers of four references. Review of applications will begin on November 20, 2002, and will continue until the position is filled. For more information about the School of Law, visit www.law.loyno.edu

Loyola is an equal opportunity, affirmative action employer.

Plymouth State College

Plymouth State College invites applications for three tenure-track faculty positions in Teacher Education: **Elementary Education: Curriculum and Instruction, Mathematics Education K-8, and Mathematics Education 7-12.** Plymouth State is an NCATE-approved institution, with a long history of preparing outstanding teachers and educational leaders for the region. We seek dynamic individuals committed to teaching excellence!

ELEMENTARY EDUCATION

The ***Education Department,*** the largest department at the college, offers interdisciplinary degrees in Childhood Studies and Early Childhood Studies, with options in Teacher Certification (K-8 and N-3), General Special Education Certification (K-12), Reading, Integrated Arts, and Middle School. Plymouth State also offers M.Ed. and CAGS degrees. Early Childhood Studies and Childhood Studies are vital and flourishing programs.

CURRICULUM AND INSTRUCTION (CI)

The successful candidate will teach undergraduate and graduate courses in elementary education, with a focus on K-8 curriculum and instruction, as well as supervise elementary student teachers. Elementary education faculty advise undergraduate students and participate in service activities at the college. Other responsibilities include outreach activities with area schools and participation in professional development school partnerships. We seek an individual with expertise in teaching culturally diverse learners and integrating technology with instruction.

Qualifications: Earned doctorate in Curriculum and Instruction or a related field; 3-5 years' teaching experience at the elementary level; college-level teaching and/or supervisory experience; evidence of scholarly potential; demonstrated ability to collaborate with colleagues; and excellent communication skills. Desirable: Experience with professional development schools; experience in an NCATE-accredited teacher education program.

MATHEMATICS EDUCATION

The ***Department of Mathematics*** at Plymouth State College has openings for two new faculty members who will join a collaborative and energetic group of eleven full-time faculty. Faculty are involved in outreach and professional development partnerships with K-12 schools throughout the state. These two positions offer excellent opportunities to explore innovative ideas with regard to the education of teachers of elementary and secondary school mathematics. Successful candidates for both positions will be expected to teach 12 contact hours/semester to undergraduate students. Other duties will include participating in service activities internal and external to the campus, advising students, writing grant proposals, and developing partnerships with K-12 mathematics educators through the NH-IMPACT Center **(www.plymouth.edu/psc/grants/nhimpact/)** at Plymouth State College.

MATHEMATICS: EDUCATION K-8 (E)

The successful candidate will teach undergraduate courses in mathematics with a focus on K-8 curriculum and instruction. Primarily, the position involves teaching mathematics content courses to Early Childhood and Childhood Studies majors. We seek an individual with expertise in teaching diverse learners and integrating technology with instruction.

MATHEMATICS: EDUCATION 7-12 (S)

The successful candidate will teach undergraduate courses in mathematics with a focus on 7-12 curriculum and instruction. Primarily, the position involves working with methods courses and content courses for middle and secondary school teachers. We seek an individual with expertise in teaching diverse learners and/or integrating technology with instruction.

Qualifications: A Doctorate (or ABD) in Mathematics Education or equivalent in a related field is required with K-12 public school teaching experience preferred. An equivalent of a Master's in Mathematics or Statistics is highly desirable. Evidence of scholarly potential, demonstrated ability to collaborate with colleagues, and excellent communication skills are expected. Salary and benefits are competitive and commensurate with qualifications.

Candidates should submit: A letter of application that describes qualifications and indicates application for position **(CI), (E) or (S)**, curriculum vitae, graduate transcripts, and three letters of reference. (Note: Candidates applying for the Mathematics positions should also include a description of their mathematics education philosophy and a brief summary of accomplishments in the field of mathematics education.) All materials should be sent to: **Human Resources, MSC #14, Plymouth State College, 17 High Street, Plymouth, NH 03264.** Application Deadline: Review of applications will begin on **January 15, 2003** and will continue until positions are filled.

Located in the scenic heart of the Lakes and White Mountain Region of New Hampshire, Plymouth State College is a coeducational, residential college with an enrollment of approximately 3,500 full-time undergraduate students and 1,000 part-time and graduate students. More information about Plymouth State College is available on our website at: **www.plymouth.edu.**

Plymouth State College is committed to diversity amongst its faculty, staff and students. We are an AA/EEO employer and encourage women and minorities to apply. Hiring is contingent upon eligibility to work in the U.S.

Plymouth State College

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION

Faculty Position Announcement
Learning Technologies
Tenure-track Assistant Professor Fall 2003

Nominations and applications are invited for a Tenure-track Assistant Professor appointment in Learning Technologies, Educational Studies Program, School of Education, The University of Michigan. Applicants should show strong commitment to research on the use of technologies to support teaching and learning.

QUALIFICATIONS

Required: Candidate should have an earned doctorate in education, cognitive science, computer science, or related field with emphasis on learning technologies in K - 12 education. In addition the candidate should show evidence of a strong commitment to quality teaching, a promising programmatic research agenda, and high scholarly potential.

Preferred Qualifications: The candidate should have an emerging research program in learning technologies in social studies, literacy, mathematics or science domains in K-12 settings, potential for garnering external funding to support research, strong record or promise of research productivity as evidenced by publications in professional journals, and experience working with either prospective or in-service teachers in diverse classroom settings.

Responsibilities: The individual will pursue a systematic research agenda in learning technologies, teach graduate and undergraduate courses in learning technologies; work with prospective and in-service teachers, seek external funding to support research activities; advise graduate and undergraduate learning technologies students; participate in the integration of learning technologies in the teacher preparation program; and contribute to the leadership in learning technologies within the School of Education, the University and nationally.

The appointment will be for a nine-month academic year. Salary will be negotiated on the basis of the candidate's experience and qualifications. Salaries at The University of Michigan compare favorably with those at other leading research institutions. The University of Michigan offers liberal personnel benefits including a retirement plan linked with TIAA-CREF, Fidelity or Calvert and group health, dental, and life insurance plans. For more information about the School of Education and the Educational Studies Program visit **<www.soe.umich.edu>.**

Review of applicants will start on January 10, 2003 and continue until the position is filled. Submit a letter of application, vita, copies of representative publications and three letters of recommendation to:

Joseph Krajcik, Search Committee Chair
Educational Studies Program
4109 School of Education
The University of Michigan
Ann Arbor, MI 48109-1259
734/615-4466

The University of Michigan is a non-discriminatory, affirmative action employer. Women and Minorities are especially encouraged to apply.

STATE UNIVERSITY OF NEW YORK

NEW PALTZ

FACULTY POSITIONS FOR FALL 2003

State University of New York at New Paltz is a small, selective public university whose essential character is shaped by its location in the Mid-Hudson Valley region. SUNY New Paltz maintains a strong commitment to the primacy of undergraduate and graduate teaching, an ethnically and culturally diverse campus population, and international studies. It serves about 6,000 undergraduate and 1,300 graduate students, both traditional and non-traditional.

The State University of New York at New Paltz is recruiting for the following faculty positions. Unless otherwise indicated, all positions are tenure track and begin in Fall 2003. A terminal degree in hand is preferred for Assistant/Associate Professor, tenure-track positions—but a M.F.A. or Ph.D. in progress and near completion is required. (Please note: Lecturer positions require Master's Degree and are renewable appointments.)

	Search Number
Business (2)	
Finance	F02-02
Operations Management	F02-07
Education (2)	
Elementary Education, Science	F02-08
Secondary Education, TESOL	F02-09
Fine & Performing Arts (3)	
Art Education	F02-04
Studio Art, Ceramics	F02-10
Studio Art, Sculpture	F02-11
Liberal Arts & Sciences (5)	
Communication & Media, TV Production	F02-12
English, Lecturer in Composition	F02-13
History, European	F02-14
Psychology, Clinical	F02-15
Sociology, Criminology	F02-06
Science & Engineering (1)	
Mathematics, GE, Linear Algebra	F02-05

All searches begin immediately and continue until positions are filled. All positions are subject to budgetary approval or pending retirements. For fuller detail on application procedures, position descriptions and additional faculty and professional vacancies, visit our HR Jobline at **http://www.newpaltz.edu/hr**

Send application materials to appropriate search reference number at: **SUNY New Paltz, 75 S. Manheim Blvd., New Paltz, NY 12561**

SUNY New Paltz is an AA/EOE/ADA employer

The University of Puget Sound

FACULTY POSITIONS

The University of Puget Sound invites applications for the following positions for the 2003-04 academic year.

Director of the School of Business and Leadership and George Frederick Jewett Distinguished Professorship
Closes December 2, 2002

Behavioral Ecologist
Closes November 29, 2002

Philosophy
Closes December 2, 2002

Artist/Teacher of Voice
Closes December 13, 2002

Human Anatomy and Physiology
Closes January 3, 2003

Psychology
Closes January 15, 2003

Middle East Politics
Closes January 21, 2003

Physical Therapy
Closes February 3, 2003

For complete job descriptions, qualifications, and application procedures, visit **www.ups.edu/humanresources/employ.htm.**

The University of Puget Sound is an Equal Opportunity, Affirmative Action Educator/Employer

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SIENA COLLEGE

Philosophy Department

Siena College, Loudonville (Albany), NY. Assistant Professor, Tenure Track, beginning September 2003. 3/4 teaching load the first year 4/4 subsequently (normally 2 preps) with possibility of teaching reductions for research purposes or curricular development. AOS: Open, with preference for Greek, Early Modern, Medieval, Non-Western/Comparative. AOC: History of Philosophy. Ph.D. in Philosophy required by time of appointment. Teaching experience strongly preferred. Responsibilities include introductory and advanced undergraduate philosophy courses, as well as opportunities to teach in several interdisciplinary programs. Usual non-teaching duties. Siena College is a liberal arts school (ca 3000 students) in the Franciscan tradition. Please send a letter of application with a current CV, teaching evaluations, and a complete dossier with letters of recommendation to **Philosophy Search Committee, c/o School of Liberal Arts, Siena College, Loudonville, NY 12211.** Applications will close on December 2. First round interviews planned for Eastern APA. *Siena College is an equal opportunity employer and encourages applications from all qualified candidates.*

VICE PRESIDENT OF STUDENT SERVICES (Extended Search)

Master's degree required. Doctorate preferred. Master's degree in student services or related field preferred. 3 years demonstrated success as a Dean/Director of Student Services. Proven ability to work effectively with student development, instructional, and administrative staffs. Experience as a coordinator and implementor of institutional change and growth. Call **(609) 894-9311, Ext. 7541.**
http://staff.bcc.edu.
Human Resources Dept., Burlington County College, County Route 530, Pemberton, NJ 08068-1599.
AA/EOE (M/W).

BCC
BURLINGTON
COUNTY COLLEGE

MICHIGAN STATE UNIVERSITY

Position Announcement

CHAIRPERSON
DEPARTMENT OF SOCIOLOGY

The Department of Sociology at Michigan State University (MSU) invites nominations and applications for the position of Chairperson. The department currently has faculty at all ranks and offers a Ph.D. and MA in sociology and sociology-urban studies. Historically the department has a strong focus in rural sociology (environment, science and technology, food and agriculture), in international research and area studies including interests in cities and urbanization, gender, race and ethnicity and social psychology. Some individual faculty specialize in topics such as family studies, population and demography, feminist sociology and various methodologies. The department has close working relationships with several other academic units on campus through joint appointments, including the Michigan Agricultural Experiment Station, MSU Extension, Julian Samora Research Institute, African Studies Center, and Urban Affairs Programs. The department emphasizes international research and area studies, and encourages problem-oriented interdisciplinary collaboration. The department resides within the College of Social Science, an administrative unit dedicated to the advancement of social, behavioral and economic sciences at MSU.

Michigan State University is an AAU and land grant institution with a total enrollment of approximately 43,000 graduate and undergraduate students. As a pioneer land grant university, MSU believes that teaching and research should serve the needs of society. The university is a member of the Big Ten Conference. It is located in the Lansing metropolitan area, a community of about 300,000 people, including Lansing, the state capitol. MSU is less than one hour's drive from Ann Arbor and the University of Michigan, and is about 90 miles from Detroit.

The new chairperson will have the opportunity to significantly influence the future direction of the department. The chairperson should be strongly committed to providing leadership that will help to improve the department's research standing, promote excellence and innovation in graduate and undergraduate instruction and enhance a creative environment for faculty, staff and students. Candidates should be qualified to hold the rank of tenured Full Professor. Qualifications also include a Ph.D. in Sociology, a distinguished scholarly career, an ongoing research agenda, a track record of leadership achievement and administrative experience and a commitment to the land grant philosophy.

Applicants and nominees should submit a cover letter with a brief statement of leadership philosophy, a complete curriculum vitae, and the names and e-mail addresses of five references. Review of applications will begin October 15, 2002 and continue until a suitable candidate is selected.

Pleas direct application materials to:

Chairperson Search Committee
ATTN: Maureen Cook
Office of the Dean
203 Berkey Hall
Michigan State University
East Lansing, MI 48824-1111

Women and under represented minorities are strongly encouraged to apply. MSU is an Affirmative Action/Equal Opportunity Institution.

Southern Connecticut State University

The University: SCSU is a comprehensive metropolitan public university. Located in historic New Haven, Southern affords access to cultural and educational advantages in one of the highly - rated living areas of the nation. Enrolling some 12,000 students, SCSU is one of four campuses of the Connecticut State University system. SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level.

Mathematics/Mathematics Education

ASSISTANT/ASSOCIATE PROFESSOR
TENURE TRACK

One tenure track position in mathematics/mathematics education at the Assistant/Associate Professor rank beginning 8/25/2003 to teach undergraduate/graduate courses in mathematics and/or mathematics education and participate in department and university activities. Teaching load: 12 hours/semester. Salary commensurate with rank and experience.

Qualifications: A candidate for this position should either be someone who can teach a broad range of undergraduate mathematics courses, including a course in Euclidean/non-Euclidean geometry, or someone with experience/interest in the mathematical preparation of elementary school teachers. Applicants should address at least one of these two areas in the letter of application. **Additional qualifications:** Doctorate in mathematics, mathematics education, or a closely related field, evidence of quality teaching, potential for scholarly growth.

Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to: **Dr. Alain D'Amour, Search Committee Chair, Mathematics Department, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515.** Full consideration given to applications received by 12/31/02. For further information about our department, visit our website at **http://www.southernct.edu/departments/math/.**

Science Education

ASSISTANT/ASSOCIATE PROFESSOR OF SECONDARY SCIENCE EDUCATION
TENURE TRACK

The Department of Science Education and Environmental Studies at Southern Connecticut State University is seeking applicants with a doctorate in science education or the sciences with secondary science teaching experience starting Fall 2003. In addition to a research and publication history, preference will be given to persons who have experience in field-based supervision, secondary teacher professional development and/or environmental education.

Qualifications: Candidate should have a strong background in an area of science and evidence of teaching effectiveness. Responsibilities include teaching undergraduate and graduate courses in science education, (teacher preparation as well as professional development), supervision of student teachers and teaching education courses within a program in environmental education.

Review of applicants will begin November 15, 2002. Letter of application (including teaching philosophy and research interests), curriculum vitae, unofficial transcripts, and names and telephone numbers of three professional references should be sent to: **Dr. Susan H. Casato, Chair, Science Education & Environmental Studies, Southern Connecticut State University, 501 Crescent St. - JE 342, New Haven, CT 06515.**

Department of Social Work

OPEN RANK PROFESSOR OF SOCIAL WORK/DIRECTOR OF FIELD EDUCATION

The Department of Social Work seeks a qualified faculty member committed to teaching, social work field education, research scholarship, and community service. Individuals with a firm commitment to field education in social work are strongly encouraged to apply. As the Department of Social Work is committed to the expansion and development of quality field education placements throughout the State of Connecticut, an individual with substantive knowledge and experience in the identification and assessment of community resources for graduate social work education is sought.

Qualifications: Doctorate in Social Work or a closely related field. ABD candidate will be considered. A minimum of three years in undergraduate and graduate teaching. A minimum of three years experience in social work practice.

Interested individuals should send a curriculum vita and three letters of references to: **Dr. Barbara Worden, Chair of Search Committee, Department of Social Work, Southern Connecticut State University, 101 Farnham Avenue, New Haven, CT 06515.**

Accounting Department

TENURE TRACK FACULTY POSITION

Southern Connecticut State University Accounting Department invites applications for a tenure-track faculty position. Rank will depend upon qualifications. Anticipated start date is Fall 2003. Responsibilities include graduate and undergraduate teaching, participating in preparation for AACSB accreditation and scholarly research.

Qualifications: Ph.D. in Accounting or ABD nearing completion. Teaching/industry experience, professional certification, recent scholarly publication and holding masters and doctoral degrees from AACSB-accredited institutions are preferred. CPA/Master's qualification will be considered at the assistant level, but earning a Ph.D. will be required for tenure. Applicants with the ability to teach taxation and principles of financial or managerial accounting are preferred.

Search process begins December 1, 2002 and continues until position is filled. Candidates should submit application letter, curriculum vitae, and three references to: **Dr. Janet F. Phillips, Chair, Search Committee, Department of Accounting, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

SCSU is an equal opportunity, affirmative action employer and actively seeks to enhance the diversity of the faculty. The university encourages women and minorities to apply.

BALL STATE UNIVERSITY.

Ball State University is located in Muncie, Indiana, on an attractive campus 50 miles northeast of Indianapolis. Approximately 18,000 graduate and undergraduate students enroll in one of seven academic colleges that offer 126 undergraduate programs, 76 master's programs, and 20 doctoral programs. Ball State University strives to be a premier teaching institution offering instruction and scholarly inquiry of high quality within an environment that emphasizes personal attention.

Ball State University encourages all interested applicants to frequently visit the official Ball State University web site at www.bsu.edu where all open positions are listed and described in detail.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

AMERICAN UNIVERSITY
WASHINGTON, DC

Washington College of Law
Tenure Track and Visiting Positions

American University Washington College of Law seeks applications for one or more tenure-track faculty positions in the business law or tax areas. In addition, it seeks applications for visiting positions in a wide range of subject areas. Details on requirements follow:

(1) For the tenure-track positions, we will consider candidates at all career levels. Minimum qualifications include a J.D. degree, an aptitude for teaching, and a demonstration of scholarly interest in one or more fields of law. Applicants' academic records and practice experience also will be considered. Areas of specialization in which we will consider hiring include Business Associations and Corporate Law, Securities Regulation, Commercial Law, Banking and Financial Institutions, Tax, Regulation of the Accounting Profession, or other core business law specialities.

(2) Minimum qualifications for regular visiting positions include a J.D. degree and significant teaching experience, particularly in the courses the visitors propose to teach. We will be considering visitors with various specialties for both classroom and clinical teaching.

American University Washington College of Law is committed to a diverse faculty, staff and student body and encourages the applications of women and minorities. *American University is an EEO/AA employer.* Review of applications has begun and appointments will be for the 2003-2004 academic year.

All inquiries should be by mail. Although there is no formal deadline, we will begin interviewing candidates for tenure-track positions immediately, so interested persons are encouraged to apply as soon as possible. All applicants should submit a cover letter and resume to:

American University
Washington College of Law
Office of the Dean, Suite 366
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

or send e-mail with cover letter, resume, and other supporting material as attachments to jhritsik@wcl.american.edu

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SMITH COLLEGE

Department of Physics

The Smith College Physics Department invites applications for a tenure-track appointment in physics at the Assistant Professor level, starting September 2003. The candidate should have a Ph.D., a commitment to undergraduate teaching, and a strong research program accessible to undergraduate involvement. Preference will be given to those with postdoctoral experience. Start-up funds are available to aid in establishing a research program. Located in Western Massachusetts, Smith College is a leader in the education of women and has an outstanding record in the number of professional women physicists who are alumnae. The Five College Consortium, comprised of Smith, Mount Holyoke, Amherst, and Hampshire Colleges, and the University of Massachusetts at Amherst provides a rich intellectual and cultural life for faculty and students, as well as additional collegial opportunities in teaching and research. Candidates should send a curriculum vita, a statement of teaching philosophy and experience, and a statement of research plans and achievements. The candidate should explain how undergraduates would be involved in their research. **The completed application along with three letters of reference and an unofficial transcript of graduate record should be sent to: Professor Nalini Easwar, Chair, Department of Physics, Clark Science Center, Smith College, Northampton, MA 01063. Preference will be given to applications received before January 6, 2003.** Smith College is an equal opportunity institution encouraging excellence through diversity.

Skagit
Valley College

PRESIDENT

A community college located 60 miles north of Seattle, SVC enjoys an excellent reputation within its community and throughout the Northwest.

The successful candidate will possess the highest qualifications, professional standards and integrity and will have:

>-An understanding of and a commitment to the mission of a multi-campus, comprehensive community college;

>-An earned doctorate preferred—from an accredited institution; master's degree required;

>-Successful senior-level administrative experience in higher education required, community college experience and college teaching experience is desirable;

>-Understanding of the role of the Board of Trustees and the relationship between the Board and the President.

Submit applications & nominations to:

Lisa Radeleff, Skagit Valley College
President's Office
2405 East College Way,
Mount Vernon, WA 98273
(360) 416-7999 or www.svc.ctc.edu

An Equal Opportunity Employer.
A Gold Hill Associates search.

Tenure Track Position in Psychology

Siena College seeks a clinical/counseling psychologist to fill a new tenure-track position in psychology at the assistant level to begin September 2003. Candidates must have completed a doctoral degree from an APA accredited program and have a strong commitment to excellence in undergraduate teaching. The individual sought will share responsibility for courses including general psychology, personality theories, abnormal psychology, tests and measurements, health psychology and counseling theories and techniques. Individuals with a strong background in cognitive-behavioral approaches are particularly desirable. Establishment of an independent program of research that involves students is expected. In keeping with Siena's commitment to cultural diversity, applications from minority candidates are especially encouraged and welcomed. Applicants should send a letter of application stating teaching and research interests, a curriculum vitae, and three letters of recommendation by January 15, 2003 to **Chair, Psychology Search Committee, ATTN: School of Liberal Arts Office, Siena College, 515 Loudon Road, Loudonville, NY 12211.** *Siena College is an equal opportunity employer and encourages applications from all qualified candidates.*

FRESNO PACIFIC UNIVERSITY

Fresno Pacific University, the only fully accredited Christian university in California's Central Valley, has seven faculty and 3 administrative openings. Please visit our website at **www.fresno.edu** for information about the university, full job descriptions and application forms.

Fresno Pacific University, in its hiring practices, does not discriminate on the basis of race, ethnic or social background, sex, age or physical handicap. Women and members of minority groups are especially encouraged to apply.

EDUCATION

FACULTY POSITION

URSULINE COLLEGE

Ursuline College, a Catholic, women's, liberal arts college in Cleveland, Ohio seeks qualified candidates for a full-time, tenure-track teaching position in Religious Studies to begin in the Fall of 2003. Candidates must be Roman Catholic with a completed Ph.D. by June, 2003. The ability to work in a collaborative model is required, and successful teaching experience is preferred. Teaching responsibilities will cover a range of undergraduate religious studies courses, including systematic theology, Scripture or moral theology, with a course load of 12 credit hours per semester. An application should include a statement of teaching philosophy, a curriculum vitae, and 3 letters of reference. Review of applicants will begin Nov. 30 and continue until the position is filled. Please send to:

Sr. Christine DeVinne, OSU, Ph.D.
Dean of Arts and Sciences
Ursuline College
2550 Lander Road
Pepper Pike Ohio, 44124

Ursuline College is an equal opportunity employer.

For more information about Ursuline College visit our website at www.ursuline.edu.

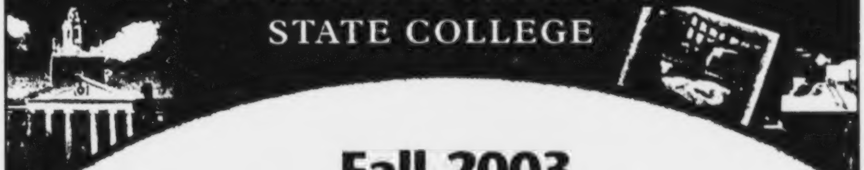
ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Applications and nominations are invited for the full-time position of **Professor and Executive Officer of the Dept. of the Classics** at the Univ. of Illinois at Urbana-Champaign. The EO administers a dept. with eight faculty and established undergraduate and graduate programs. Candidates should have qualifications appropriate to appointment with tenure, including national and international reputation for outstanding scholarly productivity in research, demonstrated excellence in graduate and undergraduate teaching, and demonstrate high promise of leadership and administrative abilities. Seeking candidates with a broad and inclusive vision of the Classics and the classical tradition and their connections to other cultures and to work imaginatively with other units to create joint opportunities for study and learning. Salary is commensurate with experience. Position is expected to begin 8/21/03. For full consideration, submit nominations or applications with the names and addresses of three references by 12/15/02 to: **Prof. Gary Porton, Classics Search Committee Chair, College of Liberal Arts and Sciences (ATTN: P. Hays), 294 Lincoln Hall, 702 S. Wright Street, Urbana, IL 61801. Telephone: 217/333-1350.**

AA/EOE

The Department of Education in the College of Education and Integrative Studies, at California State Polytechnic University, Pomona, is seeking applications for a tenure-track Assistant/Associate Professor in Special Education, Mild/Moderate Disabilities, beginning September, 2003. Minimum requirements include Doctorate or ABD in Education, Special Education, or related field. Minimum three years successful K-12 public school teaching, including special education, or equivalent. Successful teaching or other experiences with culturally and linguistically diverse populations required. Substantial experience teaching students with mild/moderate disabilities in special day class and resource room settings. Strengths in assessment, curriculum, and classroom management for students with mild/moderate disabilities. Experience supervising student teachers desired. Other responsibilities include participation in departmental matters, service on appropriate college/university committees, community service, and scholarly activities. To apply, send letter of interest, a completed University Application (available online at **http://www.csupomona.edu/~academic/forms/STATE/CSUPomonaAppSU98.doc**), CV, and three current letters of reference to **Chairperson, Special Education Search Committee, Department of Education, College of Education and Integrative Studies, Cal Poly Pomona, 3801 W. Temple Ave., Pomona, CA 91768.** Review of applications will begin January 15, 2003. Official transcripts confirming degree will be required. Candidates will be required to give a teaching demonstration for faculty and students. *EOE/AA Employer.* Cal Poly Pomona hires only individuals lawfully authorized to work in the U.S. and accepts degrees only from accredited educational institutions.

BRIDGEWATER
STATE COLLEGE



Fall 2003
Tenure Track Positions

Founded in 1840, Bridgewater is one of nine state colleges in Massachusetts and was recently recognized by Yahoo Internet Life Magazine as one of the "50 most wired" campuses in the U.S. A regional, comprehensive institution, the college serves 9,500 students. Bridgewater is a beautiful New England town with easy access to the major intellectual, cultural, and recreational resources of Boston, Providence and Cape Cod. For additional information and full position descriptions, we encourage you to visit our web site: www.bridgew.edu/Depts/HumanRes/JobList

Bridgewater State College seeks applicants for the following full-time, tenure track positions:

- **Anthropology**
- **Art**
- **Biology**
- **Communications**
- **Computer Science (2)**
- **Criminology**
- **Economics**
- **Elementary & Early Childhood Education (2)**
- **English (2)**
- **Foreign Languages**
- **History (2)**
- **Librarian (2)**
- **Management**
- **Mathematics**
- **Movement Arts, Health Promotion & Leisure Studies (2)**
- **Music**
- **Physics**
- **Political Science**
- **Psychology (2)**
- **Secondary Education & Professional Programs (2)**
- **Social Work (2)**
- **Sociology**
- **Special Education**

All positions require an earned doctorate, unless otherwise noted on position description. Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. Applicants should also have the ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity and a commitment to public higher education.

TO APPLY: Submit letter of application, curriculum vitae, and the names, addresses and telephone numbers of three (3) professional references to: Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325. Review of complete files will begin in December 2002 and continue until all positions are filled.

Bridgewater State College is an affirmative action/equal opportunity employer which actively seeks to increase the diversity of its employee community.

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

BEST COPY AVAILABLE

Teachers College, Columbia University

Fulfilling Our Promise

Teachers College, Columbia University is currently recruiting for the following positions. Complete faculty position descriptions can be found on our web site at **www.tc.edu/administration/hr/web2.htm.**

TEACHERS COLLEGE *is the graduate school of education, psychology and health professions of Columbia University. The College was founded in 1887 by the philanthropist Grace Hoadley Dodge and philosopher Nicholas Murray Butler to provide a new kind of schooling for the teachers of poor children of New York, one that combined a humanitarian concern to help others with a scientific approach to human development.*

FACULTY POSITIONS:

Applied Physiology

Assistant Professor, Tenure Track

Cognitive Studies in Education

Open Rank, Tenured or Tenure Track

Counseling Psychology

Open Rank, Tenure Track or Tenurable

Curriculum & Teaching/ NCREST Co-Director

Associate or Full Professor, Tenured or Tenure Track

Education Leadership

Associate/Full Professor, Tenured or Tenurable

Learning Dis/abilities and Disabilities Studies in Education

Assistant/Associate Professor, Tenure Track

Nutrition

Associate or Full Professor, Tenured or Tenure Track

Review of applications will begin November 21, 2002 and continue until the search is completed. Appointments begin September 2003.

FELLOWSHIP:
Minority Postdoctoral Fellowship Program

provides recent doctorate recipients the opportunity to develop a program of research, teach one course, and participate in the life at a graduate research university. For information on the fellowship program, please visit www.tc.edu/administration/vp/mpost.htm.

Application deadline is January 10, 2003.

TEACHERS COLLEGE *as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and persons with disabilities in its own activities and in society. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank than advertised.*

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

525 West 120th St., New York, NY 10027 http://www.tc.edu/

Elmhurst College

Business Faculty
Center for Business and Economics

Elmhurst College and its Center for Business and Economics invites applicants for tenure-track faculty positions for fall 2003 in the following areas:

INTERNATIONAL BUSINESS

Qualifications include a doctorate in an appropriate field and relevant teaching and/or business experience. Evidence of good teaching is required and a strong orientation to academic research is expected. This individual must function collaboratively and in an interdisciplinary manner with other departments in providing international business study opportunities for students. The applicant must be able to teach in a number of the functional areas of international Business such as: Finance, Marketing and Supply Chain Management. This person will be lending their expertise in the recruitment of new students for the International Business Program and assisting in establishing foreign internships.

BUSINESS ADMINISTRATION

Qualifications include an ability to teach in a number of the functional areas of business such as: Marketing, Management, Finance and Supply Chain Management. Evidence of good teaching is required and a strong orientation to academic research is expected. Responsibilities will include teaching in both the undergraduate program and our new MBA program. The candidate will have demonstrated an ability as an effective teacher for both adult learners and traditional students. An interest in joining our faculty in contributing to curricular and programmatic development is highly valued. The candidate must hold a doctorate in an appropriate field and have relevant teaching and/or business experience, ideally at the policy implementation level.

Applicants may familiarize themselves with The Center for Business and Economics at **http://cbe.elmhurst.edu**. Interested individuals should send a curriculum vita, evidence of teaching effectiveness, three letters of recommendation and a one page teaching philosophy to: **Dr. Gary S. Wilson, Center for Business and Economics, Elmhurst College, 190 Prospect Avenue, Elmhurst, IL 60126.** These positions will remain open until filled. These positions are offered pending a final budget approval by the Board of Trustees. Elmhurst College is an equal opportunity employer. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community. Elmhurst College is a four-year comprehensive college located in a western suburb 16 miles west of Chicago. The College embraces the traditions of the classical liberal arts and sciences while focusing on students' needs for professional preparation.

MICHIGAN STATE
UNIVERSITY

DEPARTMENT OF RESIDENCE LIFE
Division of Student Affairs and Services

The Department of Residence Life at Michigan State University seeks energetic individuals to join the professional staff for the 2003-2004 academic year. Our work with students and our programmatic efforts focus around the areas of multicultural competence, learning, personal integrity, and civic responsibility. Successful candidates will possess enthusiasm for working with a diverse student population, and interest in joining a student-centered staff team.

Michigan State University is a comprehensive research university enrolling almost 45,000 students in more than 200 academic programs. The University values diversity and promotes the creation of an environment conducive to learning for all who attend.

Full-Time Hall/Resident/Complex Directors

Responsible for the leadership of a hall or complex (400-1200 students); responsibilities include staff supervision, training, programming, advising student organizations, student contact, and administrative tasks.
Compensation: Starting salary of $20,633* per 11 month contract (BA candidates) and $22,800 - $25,990* (MA candidates); furnished apartment and meal plan; financial support for professional development; university benefits package, including medical and dental insurance; optional retirement plan participation; qualify for immediate in-state tuition; after one year, eligible for tuition waiver of 14 credits per year. * *2002-2003 figures*

Graduate Assistantships

Responsible for assisting the hall director with supervision, training, group advising, programming, student contact, and administrative tasks.
Graduate Assistant package includes: tuition waiver for 9 credits each semester during the academic year; stipend of $5,385* for 9 months; apartment and meal plan; single person health coverage. * *2002-2003 figures*
Preference given to applications received by December 31, 2002.

Full-time applicants — submit resume and cover letter to:
Staffing Coordinator, Department of Residence Life
Michigan State University, G55 Wilson Hall
East Lansing, MI 48825-1208
PHONE: 517-353-3780 FAX: 517-432-2509
Email: reslife@msu.edu
Graduate Assistant applicants — application materials available on line at: **www.reslife.msu.edu**
MSU is an affirmative-action, equal-opportunity institution.

MIAMI UNIVERSITY

DIRECTOR RECORDS & REGISTRATION

Miami University Middletown

This position will direct all campus registration and records functions; implement/ monitor University policies and procedures; ensure FERPA compliance; serve as a member of campus Enrollment Services team (with Admissions and Financial Assistance); coordinate campus course/room scheduling; evaluate transfer transcripts; advise students on credit transfer issues; provide statistical data for reporting/research; supervise staff of three; work in coordination with University registrar and Hamilton campus records/registration; oversee Enrollment Services computer systems and capital equipment budget; and coordinate campus student data reporting.

Requires a Master's degree (will consider a Bachelor's degree with registrar experience); 3-5 years registrar experience in higher education institutional setting; ability to work cooperatively and proactively with students, faculty and administration; experience with computerized registration systems (Banner preferred) and Web applications; and supervisory experience. This is a hands-on position.

Send letter of application, resume and names and contact information of three professional references to: **Mary Lu Flynn, 4300 East University Blvd., Middletown, OH 45042.** *Screening of applications begins immediately and will continue until position is filled.*

For more information, visit our campus Web site at: **www.mid.muohio.edu**

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

Miami University's report, *Campus Crime and Safety*, is available at: **www.muohio.edu/righttoknow**

A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at:
www.MUOhio.edu

SIENA COLLEGE

Department of Sociology

The Department of Sociology at Siena College invites applications for a continuing, tenure-track position at the assistant professor level. Applicants must hold a Ph.D in Sociology with a specialization in Criminology and/or Criminal Justice. A secondary specialization in Sex and Gender is also sought. Primary teaching responsibilities will include Introduction to Criminal Justice, Deviant Behavior, and Crime and Control. Opportunity for additional course development in Criminal Justice is available. The successful candidate will also be expected to teach Sex and Gender, and other courses that contribute to the needs of the department. Although the primary responsibility at Siena is undergraduate teaching, faculty are expected to engage in research, advising, and service. Send letter of interest, curriculum vitae, graduate transcripts, and three letters of recommendation to **Chair, Sociology Search Committee, ATTN: College of Liberal Arts Office, Siena College, 515 Loudon Road, Loudonville, NY 12211.** Closing date is January 1, 2003. *Siena is an equal opportunity employer and encourages applications from all qualified candidates.*

ST. BONAVENTURE
UNIVERSITY

Dean of Enrollment and Director of Institutional Research

St. Bonaventure University invites applications for the position of Dean of Enrollment and Director of Institutional Research. Candidates must possess a bachelor's degree (master's preferred), eight (8) to ten (10) years' successful experience in the enrollment management field.

For details see: **www.sbu.edu**
EOE

DEAN

COLLEGE of BUSINESS ADMINISTRATION

The University of Toledo

The University of Toledo invites nominations and applications for the position of Dean of the College of Business Administration. The University is a Carnegie Doctoral/Research-Extensive, state-supported university with an enrollment of approximately 20,000 undergraduate and graduate students and 1,300 full-time and part-time faculty members. Faculty are represented by the AAUP. The beautiful 255-acre Bancroft campus, located in one of Toledo's finest residential neighborhoods, is an integral part of the civic, cultural, and commercial life of the city. The greater Toledo area is racially and ethnically diverse with a rich cultural life including a renowned museum of art, zoo, symphony orchestra, theater, metropolitan park system, and children's science museum. Toledo is located on the western shore of Lake Erie, in close proximity to major cities in the Midwest.

Established in 1930, the College of Business Administration is the largest professional college on campus with 3,000 undergraduate students, 420 graduate students, and 60 full-time faculty. The College has been fully accredited by the American Assembly of Collegiate Schools of Business (AACSB) since 1955 and a faculty-driven effort for renewal of accreditation is underway. The College offers undergraduate, master's, executive master's, and doctoral education to serve a diverse population in a global and entrepreneurial environment. The College is also home to a number of centers for advanced study and research including the Center for Family Business, the International Business Institute, and the Savage & Associates Center for Advanced Sales and Marketing.

The position demands an individual who can serve effectively as the chief academic and administrative officer of the College of Business Administration. The candidate should present evidence of excellence in leadership and interpersonal skills and the ability to build collegiality, trust, and consensus among the college staff. The College seeks an individual with the energy and vision to support faculty in achieving excellence in teaching, research, grantsmanship, and scholarship. The Dean reports directly to the Provost.

Qualifications: The successful candidate will demonstrate evidence of:

- Earned doctorate from an AACSB accredited institution
- Administrative experience in higher education at an AACSB accredited school
- Experience with and commitment to AACSB accreditation
- Exceptional credentials in teaching, scholarship/creative endeavors and service, meriting appointment with tenure at the rank of professor
- Leadership style based on the highest standards of ethics and integrity
- Ability to inspire and connect multiple and diverse stakeholders with a shared vision for the College
- Commitment to the metropolitan university values expressed in The University of Toledo's mission statement
- Effective community involvement and leadership and demonstrated ability to forge partnerships and build productive relationships with both campus and business community constituencies
- Strong record of support for student recruiting, retention, and placement
- Record of creating and supporting inter-disciplinary collaborations in research and teaching
- Successful experience in alumni relations and external fundraising
- Experience with advancing diversity
- Commitment to student achievement, faculty and staff development, and externally funded faculty research

Review of applications will begin on December 16, 2002, and will continue until the position is filled. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the most qualified candidate. Although every effort will be made to treat all candidates confidentially, Ohio is an open-meeting, open-records state, so full confidentiality cannot be guaranteed.

Application Requirements: Applications should include letter of application addressing qualifications and responsibilities stated in position description; curriculum vita; and the names, addresses, phone numbers, and e-mail addresses of three references. Please also state your previous or current professional relationship with these references.

Complete application materials should be mailed to: Dean Phillip J. Closius, The University of Toledo College of Law, 2801 W. Bancroft Street, Toledo, Ohio 43606

Application materials may also be submitted electronically to: sbaker@utnet.utoledo.edu

THE UNIVERSITY OF TOLEDO

Additional information about the University, the College, and the search process is available at the website: www.utoledo.edu

The University is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

Florida State
UNIVERSITY

COLLEGE OF EDUCATION

The Florida State University is a comprehensive, graduate-research university with a liberal arts base located in Florida's capitol city of Tallahassee. The College of Education has a long and honored history as the second founded College in the University and offers undergraduate and graduate degree programs in 27 fields of study.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following positions.

PROFESSOR
Psychological Services in Education
(Tenure Earning)

The Department of Educational Psychology and Learning Systems seeks a faculty member to teach courses and conduct research in an APA-accredited Combined Ph.D. Program in Counseling Psychology and School Psychology and a CACREP-accredited M.S./Ed.S. program in Mental Health Counseling. The candidate should have evidence of a well-established and focused program of research related to counseling psychology, or school psychology, or mental health counseling. The candidate should have a history of obtaining external funding as well as providing dissertation supervision. The candidate should show evidence of being an emerging or current national leader in the profession. The candidate should also show evidence of being an effective teacher and mentor for students. In addition to teaching, conducting research, and providing service, the candidate will be responsible for coordinating the CACREP-accredited M.S./Ed.S. program in Mental Health. It is preferred that the candidate be a member in the American Psychological Association (Division of Counseling Psychology or School Psychology) or the American Mental Health Counselors Association.

Qualifications include an earned doctoral degree from an APA-accredited counseling psychology or school psychology program preferably with an APA-accredited internship. Candidates need to be eligible for licensure as a psychologist or a mental health counselor in Florida.

Please send application package to Dr. James Sampson, Chair, Search Committee, Department of Educational Psychology and Learning Systems, 307 Stone Building, College of Education, The Florida State University, Tallahassee, FL 32306-4453. For further information contact Dr. Sampson at (850) 644-4592, (850) 644-8776 (fax), or by email at jsampson@admin.fsu.edu. Applications for this position will close on December 6, 2002.

ASSISTANT, ASSOCIATE, or FULL PROFESSOR
Instructional Design and Technology
(Tenure-earning)

The Department of Educational Psychology and Learning Systems at Florida State University seeks a faculty member to teach graduate courses in instructional design and technology, conduct a program of research, and engage in service to the university and profession. Minimum qualifications include an earned doctorate and a strong background in instructional design and technology. Expertise in the area of performance improvement is highly desirable. Candidates should have a strong record of scholarly achievement.

Please send application package to Dr. Robert Reiser, Chair, Instructional Design Search Committee, Department of Educational Psychology and Learning Systems, 307 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4453. For further information, contact Dr. Reiser at (850) 644-4592, (850) 644-8776 (fax), or email at rreiser@mailer.fsu.edu. Applications for this position will close on December 6, 2002.

ASSISTANT PROFESSOR
Educational Psychology
(Tenure-earning)

The Department of Educational Psychology and Learning Systems seeks a faculty member who will teach undergraduate and graduate courses in educational psychology related to learning and instruction, conducting a program of empirical research, and engaging in service to the university and profession. Qualifications include: an earned doctorate in educational psychology or closely related field is required. Candidates with interests and expertise in learning and instruction, the social bases of learning, social cognition, or cognitive development are preferred. The candidate should demonstrate scholarly achievement and potential for securing external funding for research projects.

Please send application package to Dr. Marcy Driscoll, Chair, Educational Psychology Search Committee, Educ Psych and Learning Systems, 307 Stone Bldg, Florida State University, Tallahassee, FL 32306-4453. For further information, contact Dr. Driscoll at (850) 644-4592, (850) 644-8776 (fax), or email at mdriscol@mailer.fsu.edu. Applications for this position will close on December 6, 2002.

ASSISTANT PROFESSOR
Math Education
(Tenure-earning)

The Department of Middle and Secondary Education is seeking a faculty member to join the current faculty in the Mathematics Education program. Responsibilities will include teaching a range of content and methods courses for prospective secondary and middle grades teachers as well as courses in the graduate program; supervising field experiences and student teaching; service on committees at department, college, and university levels; and collaboration with public schools. Candidates must have a commitment to teacher education, excellence in teaching, and continued scholarly activity. Referred publications, quality teaching, external funded projects, and professional involvement and service are required for promotion and tenure.

Qualifications include a doctorate in Mathematics Education or a related field. A strong graduate mathematics component is preferred. Other qualifications include documented evidence of accomplishment in teaching, research, and service; at least three years of experience teaching mathematics; experience with educational technology and multicultural education are highly desirable.

Please send application package to Dr. Elizabeth Jakubowski, Chair, Mathematics Education Search Committee, Department of Middle and Secondary Education, 209 MCH, College of Education, Florida State University, Tallahassee, FL 32306-4490. For further information contact Dr. Jakubowski at (850) 644-8428, (850) 644-1880 (fax), or by email at ejakubow@coe.fsu.edu. Applications for this position will close on December 20, 2002.

ASSISTANT PROFESSOR/ASSOCIATE PROFESSOR
Sport Administration
(Tenure-earning)

The Sport Administration Program in The Department of Sport Management, Recreation Management, and Physical Education is seeking a colleague who has teaching and research expertise in one or more of the following content areas: marketing, media, social/cultural foundations, economics, or governance of sport. This successful candidate will be expected to teach undergraduate and graduate courses, maintain an active research agenda, mentor masters and doctoral students' research, contribute to department and university growth. Minimum qualifications include: earned doctorate in Sport Administration or related field appropriate for obtaining university doctoral directive, college/university teaching experience; evidence of scholarly activity or the potential for scholarly activity. Business industry experience is preferred.

Please send application package to Dr. Annie Clement, Esquire, Chair, Sport Administration Search Committee, Department of Sport Management, Recreation Management, and Physical Education, 109 Tully Gym, College of Education, Florida State University, Tallahassee, FL 32306-4280. For further information contact Dr. Clement at (850) 644-9214, (850) 644-0975 (fax), or by email at clement@coe.fsu.edu. Review of applications for this position will begin on December 2, 2002.

Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

USF **University of South Florida**
St. Petersburg

VICE PRESIDENT AND CAMPUS EXECUTIVE OFFICER

The University of South Florida St. Petersburg invites nominations and applications for the position of Vice President and Campus Executive Officer.

Established in 1965, the University of South Florida St. Petersburg is an autonomous, urban campus of the University of South Florida, a Carnegie-designated Doctoral/Research Extensive University. USF St. Petersburg's beautiful 46-acre waterfront campus is within walking distance of the city's dynamic downtown, waterfront parks, and cultural attractions. More than 4,000 students enroll in 45 undergraduate and graduate programs through the Colleges of Arts & Sciences, Business, and Education. The St. Petersburg campus hosts USF's College of Nursing, the College of Medicine's Department of Pediatrics, and the nationally renowned College of Marine Science. USF St. Petersburg is home to the Florida Humanities Council, the U.S.G.S. Center for Coastal and Marine Studies, the Florida Fish & Wildlife Conservation Commission, the Florida Marine Research Institute, and the Florida Institute of Oceanography. USF St. Petersburg is experiencing rapid growth and is seeking separate accreditation. It is committed to establishing distinctive programs, promoting quality research, and serving Pinellas County and the academic professions. USF St. Petersburg values faculty-student research collaboration, interdisciplinary perspectives, university-community partnerships, and a student-centered environment supportive of diversity.

The Vice President and Campus Executive Officer of USF St. Petersburg serves at the pleasure of the President of the University of South Florida, oversees a budget of approximately $33 million, and has administrative responsibility for all aspects of planning and operations at USF St. Petersburg. USF St. Petersburg requires that its VP/CEO be an accomplished academic scholar and an experienced college/university administrator with the ability to guide the institution through rapid growth to national prominence. Applicants must possess a terminal degree, a strong research record, the ability to attract financial support from public and private sectors, and the leadership and communication skills to represent USF St. Petersburg effectively to a wide variety of external constituencies including the University's Board of Trustees, the USF St. Petersburg Campus Board, and the State Legislature.

Dr. Mark Wilson chairs the President's Advisory Committee. The Committee is being assisted in the search by the A.T. Kearney Education Practice. For best consideration, application materials should be received prior to December 20, 2002. Review of applications will begin immediately and continue until an appointment is made. Application materials should include a letter addressing how the candidate's experience matches the position requirements, a curriculum vita, the names, titles, e-mail and business addresses, business and home telephone numbers of at least five (5) references, which include faculty, administrators, and community leaders. Submission of materials as an MS Word attachment is strongly encouraged. Individuals wishing to place names in nomination should submit a letter of nomination, which includes the name, position, address and telephone number of the nominee. Requests for information, written nominations, and application materials should be directed to:

A.T. Kearney, Inc.
Jan Greenwood, Ph.D., Vice President
USF St. Petersburg Vice President and CEO Search
333 John Carlyle Street
Alexandria, Virginia 22314
greenwoodteam@atkearney.com
Fax: (703) 519-0391

All documents and electronic communications received in connection with the search process will be subject to Florida's public record laws. Any questions regarding the laws may be directed to the USF General Counsel at (813) 974-2131.

Please visit our web sites for more information about the University of South Florida St. Petersburg (**www.stpt.usf.edu**) and the University of South Florida (**www.usf.edu**). *USF is an Equal Opportunity, Equal Access Institution.*

The University of Georgia

SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

The University of Georgia invites applications and nominations for the position of Senior Vice President for Academic Affairs and Provost.

As the chief academic officer of the institution, the Senior Vice President for Academic Affairs and Provost is responsible for all academic and student affairs, instruction, public service and outreach, and research. This individual will supervise the academic deans, associate provosts and directors in their assigned duties and will be an ex-officio member of the faculty of the University's fourteen schools and colleges. The Vice President for Instruction, the Vice President for Research, the Vice President for Public Service and Outreach, and the Vice President for Student Affairs report directly to the Senior Vice President for Academic Affairs and Provost. The Senior Vice President for Academic Affairs and Provost is one of three senior vice presidents reporting directly to the president of the University, along with the Senior Vice President for External Affairs and the Senior Vice President for Finance and Administration.

Candidates must have a distinguished record of administrative leadership in higher education and hold the highest academic degree appropriate to his or her discipline as well as an outstanding record in both scholarship and teaching.

Consideration of candidates will begin on December 10, 2002 and will continue until the position has been filled.

To submit nominations and applications or for additional information, please contact:

Shelly Weiss Storbeck
Vice President and Managing Director
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, Virginia 22314
Voice: (703) 739-4613
FAX: (703) 518-1782
e-mail: UGAprovost@atkearney.com

The University of Georgia is an Equal Opportunity, Affirmative Action Institution
Women and Minorities are Encouraged to Apply

www.uga.edu

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

The Department of Curriculum & Instruction is seeking applicants for an Associate Professor position and three or four Assistant Professor positions, to begin in August 2003, with academic preparation in one or more of the following areas: instructional technology, early childhood education, social studies education, bilingual education/second language acquisition, elementary mathematics education, middle/high school math/science education. The University is a comprehensive, urban research university serving approximately 52,000 students, 3,000 of whom are enrolled within the College of Education. The Department plays a principal role in a large undergraduate college-wide teacher education program, in collaboration with other colleges on campus and with local school districts, and offers masters and doctoral-level programs. Qualifications include an earned doctorate in an appropriate area of specialization, commitment to field-based teacher preparation and continuing professional development, and demonstrated experience and ability in scholarly research and writing. Applicants who will conduct quantitative research and who are proficient in the use of instructional technology will be given special consideration. Responsibilities will include undergraduate and graduate teaching, scholarly research and writing, seeking external funding for research and development projects, student advisement, and service to the department, college, University, profession, and the public. Salary will be competitive based on education, experience, and the University's salary schedule. Send letter of application, current vita, and names and addresses of three references to **Dr. Lawrence Abraham, Chair, Department of Curriculum & Instruction, The University of Texas at Austin, Austin, TX 78712-1294.** Application review will begin December 1 and will continue until the positions are filled.

The University of Texas at Austin is an equal opportunity/affirmative action employer. Women, minorities, and persons with disabilities are strongly encouraged to apply.

Southeast
Missouri State University

Located in Cape Girardeau, Missouri, Southeast Missouri State University is a moderately selective, comprehensive regional state university with an enrollment of approximately 9300. Southeast is an "engaged" university supporting a wide array of academic research & public service programs that enrich & extend the learning environment. Cape Girardeau is located on the Mississippi River less than 2 hours south of St. Louis & 3 hours north of Memphis, & serves as the major retail, wholesale, financial, medical, cultural, & educational center for southeast Missouri & southern Illinois.

Southeast Missouri State University has faculty position openings in the following areas.

Agriculture

- Assistant Professor, Agribusiness/Ag Economics, tenure-track
- Assistant Professor, Agronomy/Biotechnology, tenure-track

Biology

- Assistant Professor, Invertebrate Zoology, tenure-track

Communication

- Instructor (non-tenure-track) or Assistant Professor (tenure-track), Public Relations
- Instructor, Interpersonal/Small Group Communication, non-tenure-track
- Instructor, Organizational/Corporate Communication, non-tenure-track

Criminal Justice

- Assistant Professor, Juris Doctorate required, tenure-track

Elementary, Early, and Special Education

- Assistant Professor, Reading/Literacy, tenure-track

Health, Human Performance, and Recreation

- Assistant Professor, Sport Management, tenure-track
- Assistant Professor, Physical Education, tenure-track

Human Environmental Studies

- Assistant Professor, Hospitality Management, tenure-track

Industrial and Engineering Technology

- Assistant Professor, CAD Drafting/Parametric Solid Modeling, tenure-track

Mathematics

- Assistant Professor, tenure-track (2 positions)

Middle and Secondary Education

- Assistant Professor, Reading and Literacy, tenure-track

Nursing

- Assistant Professor, Psychiatric Mental Health, tenure-track

Political Science

- Assistant Professor, Public Administration and Public Policy, tenure-track

Social Work

- Instructor (non-tenure-track) or Assistant Professor (tenure-track)

All candidates should be committed to the teacher/scholar model, public and University service, and a culturally diverse learning environment.
For complete job descriptions and application information, visit the University's Web site at:

http://www2.semo.edu/provost/faculty/positions

AN EQUAL OPPORTUNITY, M/F, AFFIRMATIVE ACTION EMPLOYER

Trinity College
Hartford, Connecticut

ASSISTANT PROFESSOR IN PSYCHOBIOLOGY

The Department of Psychology seeks to fill a tenure-track position in behavioral neuroscience. Four-fifths of the FTEs of this position are in the Psychology Department with one-fifth in the Neuroscience program. The position will start in August 2003. We are looking for a PhD (or PhD expected) in behavioral neuroscience who will develop and maintain a program of excellent empirical research, and who will engage bright, motivated students in the research. The successful candidate will teach courses in biological psychology and neuroscience and will contribute to such service courses as the First-Year Seminar and General Psychology. Send a curriculum vitae, a statement of your research and teaching interests, three letters of reference, evidence of teaching effectiveness, and representative research papers to **Dr. William Mace, Department of Psychology, Trinity College, Hartford, CT 06106.** Serious review of applications will begin December 2, 2002. *Trinity College is an affirmative action/equal opportunity employer.*

SIENA
COLLEGE

TWO FACULTY POSITIONS

Siena College invites applications for 2 positions beginning Fall, 2003 for: **(1)** a tenure-track Assistant Professor in Biochemistry **(2)** a tenure-track Assistant or Associate Professor in Inorganic Chemistry. A strong commitment to undergraduate teaching and to developing a research program involving undergraduates required. Ph.D. required. Siena College is a private, co-educational, liberal-arts college of 2800 full-time students, located outside of Albany, NY, close to government, industry, and academic research centers. The Department has 11 faculty (10 FTE), and is ACS certified. Instrumentation for teaching and research includes a 400 MHz NMR. Send resume, undergraduate and graduate transcripts, description of research plans, and a statement of teaching philosophy, and arrange to have three letters of recommendation sent to: **Dr. Karen Quaal, Chemistry Department, Siena College, 515 Loudon Rd. Loudonville, NY 12211-1462.** Review of applications will begin October 22 and continue until the positions are filled. *Siena College is an Equal Opportunity Employer and encourages applications from all qualified candidates.* **(Web site: www.siena.edu)**

UTEP

The Department of Communication at The University of Texas at El Paso is seeking to fill the following faculty positions, effective September 1, 2003.

Assistant Professor of Communication, with research and teaching emphases in Health Communication and a secondary area of academic expertise, e.g. organizational communication, intercultural communication. Applicants should be able to teach undergraduate and graduate courses in health communication and the secondary area. They should have a Ph.D. in Communication or have completed all requirements for the doctoral degree by July 1, 2003.

Assistant or Associate Professor of Communication, with research and teaching emphases in Communication Education, especially in multicultural contexts, or Multicultural Communication Studies. Applicants should be able to teach courses at the undergraduate and graduate levels in these areas. They should have a Ph.D. in Communication or have completed all requirements for the doctoral degree by July 1, 2003. Bilingual/bicultural Spanish/English language proficiency is desirable as is international or binational work experience.

To apply for these positions, submit a letter of interest, curriculum vita, three letters of recommendation, and a published journal article or a convention paper selected for presentation, to: **Dr. Patricia D. Witherspoon, Chair, Dept. of Communication, Cotton Memorial Bldg., Rm 202, University of Texas at El Paso, El Paso, Texas 79968-0550.** Review of applications will begin on December 15, 2002, and continue until the positions are filled.

The University of Texas at El Paso is situated in a large, binational metropolitan area, comprised of El Paso, Texas, with a population of about 750,000, and Juarez, Mexico (1.2 million people). The institution is classified as a doctoral/research-intensive university in the Carnegie Classification of Institutions of Higher Education, and has an enrollment of approximately 17, 200. The Department of Communication, one of the larger departments on campus, currently awards baccalaureate and master's degrees, and includes undergraduate majors in print media, electronic media, advertising, organizational communication/public relations, and communication studies. The recently-established Sam Donaldson Center for Communication Studies includes research initiatives, outreach programs, and special projects that support communication education and research.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

DEAN

WALLACE H. COULTER - SCHOOL OF ENGINEERING

Clarkson University, a distinguished, independent, technological university in Potsdam, NY, seeks a Dean to lead its flagship programs in Engineering. Founded in 1896, Clarkson is a Carnegie Doctoral/Research - Intensive institution. The University seeks a leader, scholar, and educator to move the School to new levels of achievement, stature, and national recognition.

Additional challenges include: supporting increased research, growing enrollment, attracting and retaining outstanding faculty members, leading diversity initiatives, raising funds, and managing well. With an infusion of resources from the Engineering School's recent $30 million naming gift, a newly consolidated campus, multidisciplinary strengths, manageable size, and growing research momentum, a new Dean will have substantial tools to move the School aggressively forward.

The School of Engineering includes four departments offering undergraduate, Master's and Doctoral degree programs to some 1600 undergraduate and graduate students. Clarkson programs recently received, among other recognitions, the 2001 Boeing Outstanding Educator Award and this year's IBM Linux Scholar Challenge Award. Students regularly receive Goldwater Scholarships and place highly in national team competitions.

The signature characteristics of the University are its commitment to students, its interdisciplinary and team-based programs, the high stature given to research, the personalized, hands-on intensity of its teaching, the professional focus of its graduate and undergraduate programs, its disciplined management, and the friendliness of its community.

In general, we seek individuals of energy, creativity, and integrity with demonstrated success in building organizations. The career of a finalist for this position is likely to offer highly successful experience in the following areas:

- Providing intellectual and strategic leadership
- Linking together partnerships to support innovative research and teaching
- Managing a successful, complex engineering or scientific organization

The search is scheduled to conclude in early Spring with a July 1, 2003 starting date. Salary will be highly competitive and will depend upon qualifications and experience. Inquiries, referrals, and resumes should be sent with a cover letter and in confidence to: Jerry Pieh; Internal Box 2152; Isaacson, Miller; 334 Boylston Street, Suite 500; Boston; MA 02116-3805. Fax: 617-262-6509. lvago@imsearch.com

Further information and a position profile available at www.Clarkson.edu/engineeringdean

Clarkson University is an AA/EOE. Candidates from all backgrounds are encouraged to apply.

CLARKSON
UNIVERSITY

CORNELL UNIVERSITY

Ithaca, NY

Coordinator of Accessible Information Technology Northeast ADA & IT Center

Design & implement training, materials dissemination, & technical assistance to educational entities providing accessible info tech (IT) to students & employees w/disabilities. Req. Grad degree pref in related area such as info tech, educ instruction, educational tech, special ed or related area; minimum 3 + yrs professional work exp in a combination of: IT design & implementation, accessibility consultation, working w/people w/disabilities, marketing training progs & svcs to a variety of different constituencies. Position reqs travel. Knowledge of educational entities networks in Federal Region II (NY, NJ, PR, & VI) a plus. Prior project mgmt exp highly desirable. Send cover ltr & vita to **Debbie Fisher, 331 Ives Hall, Ithaca, NY 14853 or dwf3@cornell.edu.**

Cornell University is an Equal Opportunity employer.

UCLA

University of California, Los Angeles

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The UCLA Department of Psychology seeks to appoint a quantitative psychologist at the Assistant or Associate Professor level. Candidates should have an active research program in some area of cognitive psychology (e.g., mathematical and/or neural network models of perception, memory, learning, categorization, decision making or reasoning). The position entails responsibilities for graduate and undergraduate courses in psychological statistics (e.g., experimental design and the analysis of variance, log-linear models, Bayesian analyses, signal detection theory). Applicants should submit a curriculum vitae, a statement of research and teaching interests, and should arrange for three letters of recommendation to be sent to **Quantitative Search Committee, Department of Psychology, UCLA, Box 951563, Los Angeles, CA 90095.** Review of applications will begin December 15, 2002. Appointments are subject to a final determination of the availability of funds.

UCLA is an Equal-Opportunity/ Affirmative-Action Employer. Women and minorities are encouraged to apply.

Faculty

Temple University School of Medicine

ASSISTANT/ASSOCIATE PROFESSOR

Fox Chase-Temple Bone Marrow Transplantation Program:

FACT-certified adult allogeneic and autologous bone marrow transplantation program. Applicants should be BC or BE in Hematology or Oncology with prior experience in marrow transplantation.

Candidates will be expected to participate in patient care on the Bone Marrow Transplant Unit and to develop an independent, clinically oriented research program related to bone marrow transplantation. The Fox Chase-Temple BMT Program is a transplant and collection center for the National Marrow Donor Program. Applicants should send, fax or e-mail CV and letter of interest to **Kenneth F. Mangan, M.D., FACP, Director, Fox Chase-Temple BMT Program, Friends Hall Physicians Building, Ground Level, 7604 Central Avenue, Philadelphia, PA 19111-2442. Fax: 215-214-3127, e-mail: mangank@tuhs.temple.edu.**

Temple University is an Affirmative Action/Equal Opportunity Employer and strongly encourages applications from women and minorities.

TAYLOR UNIVERSITY
FACULTY POSITIONS

Taylor University, Upland campus, seeks applications for the following faculty positions beginning August 2003.

ART-MFA in graphic design, new media, or related area, or comparable professional experience required. Leadership and administrative abilities also desired.

COMMUNICATION ARTS-PhD preferred in communication, mass communication, journalism, radio/TV or media. Primary expertise in audio production and recording, project development in radio/TV broadcasting, audio/visual recording, and webcast media.

ENGLISH-PhD in creative writing or composition and rhetoric with publication records preferred. Consideration given to MFA with emphasis in writing.

MATHEMATICS-Anticipated opening. PhD in math or math education. Teach in the area of one's expertise as well as a variety of courses for non-majors from among Calculus, Finite Math, Math for the Liberal Arts Student, and other service courses.

Applicants with records of successful college and professional experience are desired. Women and members of minority groups are encouraged to apply. All candidates must be strongly committed to the educational mission and evangelical Christian orientation of the University.

Inquiries, credentials, and supporting materials should be addressed to **Dr. Dwight Jessup, Provost, Taylor University, 236 W. Reade Avenue, Upland, IN 46989-1001**; fax 765-998-4910; e-mail dwjessup@tayloru.edu. Taylor complies with federal and state guidelines for nondiscrimination in employment. Evaluation of applications will begin December 1 and continue until positions are filled.

SMITH COLLEGE

Department of Exercise and Sport Studies

Lecturer in Exercise and Sport Studies

Non-tenure track, three-year experimental position beginning September 2003. The primary responsibilities for this position will be to develop and teach courses in socio-cultural sport studies. Additional responsibilities include teaching and supervising graduate students in an applied coaching program. The applicant should be able to organize and teach in at least one activity area. The position requires an earned doctorate in the appropriate field and evidence of successful teaching in socio-cultural sport studies. Previous coaching experience at the intercollegiate level is also required. Salary is competitive and commensurate with education and experience. This position includes benefits. **To learn more about the department and programs visit: http://www.science.smith.edu/exer_sci/ESS/. Send letter of application, curriculum vitae, and three letters of recommendation to Christine Shelton, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063.** Review of applications will begin on January 2, 2003 and continue until the position is filled. Smith College is an equal opportunity employer encouraging excellence through diversity.

ORANGE COAST COLLEGE

PRESIDENT

(Search Re-Opened)

Located in sunny Southern California between Los Angeles and San Diego, OCC is situated on a beautiful 164 acre campus near the coast. Established in 1948, OCC is the seventh largest community college in the U.S. and serves more than 27,000 students each semester. With nearly 200 highly regarded academic and career programs, OCC is one of the nation's leaders in transferring students to four-year universities and now leads the state in transfers to the UC and CSU systems.

The successful candidate will possess professional experience which demonstrates ability to provide vision and leadership, promote excellence in academic offerings, evaluate and enhance the achievements of the institution, communicate effectively, and implement sound fiscal judgment . Minimum qualifications include a Master's degree (or equivalent), three years senior level administrative experience at the collegiate level, college-level classroom teaching experience, and an understanding of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. Annual compensation includes a salary of $127,715, a doctoral stipend of $2,140 (if applicable), a mileage allowance, and excellent fringe benefits.

To apply: District Application Form #9-O-03 must be submitted by the deadline of January 31, 2003. Information and Application Forms are now available on our website: www.cccd.edu, or by calling the number below.

Coast Community College District
President Search
P.O. Box 1949
Costa Mesa, CA 92628
714-438-4713

Equal Opportunity Employer

BEST COPY AVAILABLE

UIC

The Latin American and Latino Studies Program at the University of Illinois at Chicago invites applications for an Assistant Professor in the area of Latin American and/or U.S. Latino literatures. We will give preference to candidates who can teach both Latin American and U.S. Latino literatures, and those who teach a second area such as film and media studies, the expressive arts, popular culture, or cultural studies. We seek candidates with outstanding teaching and promise in interdisciplinary research. LALS is a dynamic program that integrates Latin American and Latino Studies in its teaching, research, and outreach programs. Women and minorities are encouraged to apply. Please send a letter of interest, a C.V. and three letters of recommendation by December 1, 2002 to:

Frances R. Aparicio, Director
Latin American and Latino Studies
Program, MC 219
1525 University Hall
University of Illinois at Chicago
601 S. Morgan Street
Chicago, IL 60607-7115

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Associate Dean of Students and Director of Minority Student Affairs

Iowa State University is seeking candidates who can provide vision, leadership for a new cluster of student services. The successful candidate will be responsible for the Office of Minority Student Affairs which develops and implements scholarship programs, policies and services that promote academic success of students of color; the Hixson Opportunity Award program for students who have faced personal and/or financial hardship; the Academic Success Center, which develops and coordinates learning support services; and the Student Support Services program federally funded to retain at-risk college students. The successful candidate will be expected to further the university's national reputation for innovative student-centered programs. The position will also serve as the Dean of Students in the Dean's absence.

Required Qualifications: Master's degree in college student personnel, counseling, higher education or a related field and a knowledge of university operations. A minimum of three years' experience in program management in a student support service area, minority student programs, and working with students in a university setting. Management experience in supervising professional staff and budgeting. **Preferred Qualifications:** Ph.D./Ed.D. degree, grant writing, crisis management, and experience in retention programming.

Send letter of application, resume, copy of transcript, names, addresses, and phone numbers of three professional references to: **Search Committee, Iowa State University, Dean of Students Office, 1010 Student Services Building, Ames, IA 50011-2222.** Application Deadline is January 15, 2003. Proposed start date is April 1, 2003.

Iowa State University is an EO/AA employer

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

WESTERN
ILLINOIS
UNIVERSITY

APPOINTMENT: July 1, 2003

QUALIFICATIONS: An earned doctorate from an accredited institution; demonstrated record of distinguished teaching, research/scholarship and service consistent with a tenured faculty appointment at the level of Professor in one of the University's academic units; successful administrative and budget management experience in an academic setting; ability to be an articulate spokesperson on behalf of the institution; demonstrated success as a creative leader and in generating external resources; outstanding listening and communication skills; ability to bring individuals and groups with diverse perspectives to consensus and common action; demonstrated commitment to work diligently to diversify faculty, staff, and student body; ability to formulate and communicate a clear vision; and a commitment to shared governance.

RESPONSIBILITIES: The Provost and Vice President for Academic Affairs serves as the chief academic officer of the University with responsibility for academic and internal leadership. The Provost reports directly to the President and is the primary representative of the President in his absence. The Provost leads the University-wide community at all levels to promote the University's core values and highest academic standards at both the Macomb and Quad Cities campuses. The Provost provides leadership in planning, developing, implementing, and assessing all academic programs; has responsibility for contract administration of Collective Bargaining Agreement for faculty and support staff and a significant portion of the University budget; provides overall leadership for continued growth of international and life-long learning programs and the Honors College; and supervises senior staff and many service areas that are responsible for achieving the University's established major goals identified by the President and the Board of Trustees.

RANK & SALARY: Professor. TBA

THE UNIVERSITY: Located in Macomb (population 19,000) with a regional center in the Quad Cities, Western Illinois University offers a caring and supportive learning environment to more than 13,600 students in the heart of west central Illinois. Western students have all the advantages of a large public university - strong faculty, state of the art technology and facilities, and a wide range of academic and extracurricular opportunities. With an average class size of 25 students, Western provides one of the lowest student-to-fulltime-faculty ratios (17:1) of all Illinois public universities. Western's 688 professors teach 95 percent of all undergraduate as well as graduate courses. The Leslie F. Malpass Library ranks among the finest at non-doctoral institutions in the United States. Western's presence in the Quad Cities spans more than 40 years, and the WIU-QC campus offers undergraduate and graduate programs to more than 1,500 students. Members of the University community share a commitment to the highest academic standards.

APPLICATION: Interested candidates should submit a letter of application, a current curriculum vita, and the names and telephone numbers of five references, who may include faculty, students, administrators, trustees, or others as appropriate. Individuals wishing to nominate candidates for the position may submit a letter of nomination, including the name, position, address, and telephone number of the nominee, to Search Committee Chairperson Dr. Thomas Tomlinson at TC-Tomlinson@wiu.edu. Send applications or nominations to Provost and Academic Vice President Search Committee, Office of Faculty Senate, Western Illinois University, 1 University Circle, Stipes Hall 323, Macomb, IL 61455-1390. Review of applications will begin after January 15, 2003. Please visit the University's website at www.wiu.edu.

Western Illinois University is an Affirmative Action/Equal Opportunity employer and has a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including, but not limited to, minorities, women, and individuals with disabilities. Western Illinois University has a non-discrimination policy that includes sex, race, color, sexual orientation, religion, age, marital status, national origin, disability, or veteran status.

Bowdoin College

Bowdoin College's Department of Romance Languages invites applications for a tenure-track position in Spanish at the assistant professor or instructor level. The department seeks someone who can teach Colonial Latin American Literature; other areas of interest are Latin American novel or theater, Spanish literature before 1700, translation, and teaching Spanish to heritage speakers. Candidates must have native or near native fluency in Spanish, a record of teaching excellence, and the ability to teach a broad range of courses in language, literature and culture. Ph.D. in hand or near completion. The successful candidate will teach four or five courses per year in Spanish language and literature and culture and will be expected to demonstrate ongoing scholarly activity. *Bowdoin College is committed to Equal Opportunity through Affirmative Action. Women and minorities are encouraged to apply.*

Send letter of application and complete dossier with at least four letters of recommendation by December 2, 2002, to:

Professor John H. Turner
Department of Romance Languages
7000 College Station
Bowdoin College
Brunswick, ME 04011-8478

For further information about the department and the college, visit our website at **www.bowdoin.edu.**

Iona College, New Rochelle, NY

ASSISTANT PROFESSOR HEALTH CARE ADMINISTRATION

The Department of Health Care Administration at Iona College is seeking applicants for a full-time, tenure track faculty position. Candidates should hold a PhD or equivalent in health services research, health politics or closely related field. The successful candidate will be expected to teach in the health administration program and to develop an independent research agenda. Candidates with teaching experience in Long Term Care, Informatics, or Healthcare Finance are preferred.

Applicants should send a letter of interest, complete curriculum vitae, and three references to:

Jack Heil, PhD
Chairperson — Search Committee
Department of Health Care Administration

IONA

715 North Avenue, New Rochelle, NY 10801

Review of Applicants will begin immediately and continue until the position is filled.

Iona College is a diverse community of learners and scholars dedicated to academic excellence in the tradition of the Christian Brothers and American Catholic higher education and is an equal opportunity employer.

Accounting

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

SPONSORED PROGRAMS ACCOUNTING MANAGER

Reporting to the University's Assistant Controller, the selected candidate will be a highly organized and motivated manager with a strong background in grant or sponsored program accounting. The position is responsible for developing and overseeing the financial management of grant funds, providing timely and accurate internal and external financial reports, analyzing grants (pre and post award), reviewing and monitoring budgets and expenses for compliance, and developing and conducting training programs for grant administrators. The selected individual will establish and maintain collaborative relationships with a full range of internal and external constituencies.

Bachelor's degree with at least 12 semester hours in accounting is required. Excellent communication, interpersonal, analytical, and computer skills are essential. Higher Education or 2 years grant experience is preferred.

STUDENT ACCOUNTS - ASSISTANT BURSAR

(Search Re-Opened)

Reporting to the University Bursar, the selected candidate will assist in providing overall direction for the Office of Bursar, including responsibility for billing and collection of tuition and fees, disbursement of financial aid, processing of refunds, development of policies and procedures, and monitoring performance of collection agencies. This position will directly supervise the office staff and assist the Bursar in the development and implementation of on-going training programs for a total customer service approach to the University community. The Assistant Bursar must be detail oriented, possess strong supervisory and organizational skills, be a hands-on leader and be committed to student success.

Bachelor's degree with at least 12 semester hours in accounting or business is required. Two to four years supervisory experience in a college or university environment preferred. Must possess excellent interpersonal, analytical and communication skills. Strong PC skills, and knowledge of computerized student software system (SCT PLUS) preferred.

Prior applicants need not re-apply.

These positions offer a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment. For both positions please submit a letter of intent, resume, and contact information of three current references to ***[illegible], William Paterson University, 358 Hamburg Turnpike, Wayne, NJ 07470.*** *Review of applications will begin immediately and continue until the position is filled. William Paterson University is an Equal Opportunity Institution committed to diversity. Women, minorities, and under represented groups are encouraged to apply. Additional information about the University can be found at* ***http://www.wpunj.edu.***

William Paterson University
WAYNE, NEW JERSEY

California State Polytechnic University, Pomona

President

The Chancellor and Board of Trustees of the California State University system invite applications for the position of President.

Visit our website:
www.calstate.edu/execsearch

CSUCI

California State University Channel Islands

New University - New Position

Director of Admissions and Records

Apply online at: www.csuci.edu
(805) 437-8490

An EEO/AA Employer

DEAN

COLLEGE of ENGINEERING

The University of Toledo

The University of Toledo, a student-centered public metropolitan research university, invites nominations and applications for the position of Dean, College of Engineering. The University is a Carnegie Doctoral/Research-Extensive state-assisted institution with an enrollment of approximately 20,000 students. The AAUP represents the faculty. The University is integral in the cultural and commercial life of Northwest Ohio, and the College of Engineering is committed to addressing regional and national concerns and to responding to corporate needs. The region affords an unusual range of cultural opportunities, including a world-renowned art museum, a nationally recognized zoo, an outstanding symphony orchestra, quality opera and theater groups, an extensive metropolitan park system, and a unique hands-on children's science museum. Toledo is located on the western shore of Lake Erie, close to major cities in the Midwest.

Enrollment in the College of Engineering includes 2,788 undergraduates and 419 graduate students, drawn from national and international applicant pools. The academic departments of the College are: bioengineering; chemical and environmental engineering; civil engineering; electrical engineering and computer science; mechanical, industrial, and manufacturing engineering; and engineering technology. Graduate programs are offered in bioengineering, chemical, civil, electrical, and industrial and mechanical engineering. The Doctor of Philosophy degree is offered in Engineering. All Bachelor of Science in Engineering programs have a mandatory co-op program and all are ABET accredited.

Qualifications:

- Engineering background with an earned doctorate in engineering or a related discipline
- A record of accomplishments that merits appointment as a tenured professor in one of the College's departments
- A dynamic individual with a clear and compelling vision for engineering education and research
- The ability to articulate and promote the College's mission
- The ability to offer practical solutions to challenges facing engineering education
- The vision and leadership skills to inspire, motivate, support, and encourage the faculty, and to make the Engineering College successful
- Administrative experience and record of management and support of funded research
- The ability to create and support inter-disciplinary and intra-university collaborations in research and teaching

Responsibilities: The Dean reports to the Provost and works closely with the President and other senior officers to advance the institution. The specific responsibilities include:

- Implementation of the College's strategic plan
- Program evaluation and development
- Corporate outreach, alumni relations, and fundraising
- Recruitment and selection of new faculty and their development through tenure and promotion
- Leadership and innovation in teaching and learning, including fostering links with the community and industry
- Effective advocacy for the College within the university community
- Nurturance of dynamic undergraduate and graduate programs that foster intellectual vigor
- Increased graduate and undergraduate enrollment through appropriate recruitment and retention strategies
- Promotion of human diversity in recruitment and retention of faculty, staff and student populations
- Establishment of strong intra-college communication and promotion of collaborative decision making
- Coordination of national and regional reaccreditation initiatives
- Management of the College's finance and budget

Review of applications will begin on February 3, 2003, and will continue until the position is filled. Salary and other considerations are competitive. Additional information about the University and College is available at the website: www.utoledo.edu.

Application Requirements: Applications should include letter of application addressing qualifications and responsibilities stated in the position description; curriculum vitae; and the names, addresses, phone numbers and e-mail addresses of at least five references. Please state your previous or current professional relationship with each reference.

Complete application materials should be mailed to: Dr. Alan Goodridge, Provost and Vice President, 3340 UH – The University of Toledo, 2801 W. Bancroft Street, Toledo, OH 43606; or sent by e-mail (PDF preferred) to: kbell@utnet.utoledo.edu. The University is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

THE UNIVERSITY OF TOLEDO

WARTBURG COLLEGE
Waverly, Iowa

FACULTY POSITIONS - Available Fall 2003

- **Assistant Professor of Education,** requires ABD in Education by Sept. 2003, three years PK-12 teaching experience
- **Assistant Professor of Psychology,** requires ABD in Social or Community Psychology by Sept. 2003
- **Lecturer in English, Writing,** requires ABD in English by Sept. 2003, and higher ed. teaching experience. (Two positions)

Wartburg College is an accredited four-year, coeducational college of the Evangelical Lutheran Church in America.

AA/EOE

See www.wartburg.edu/hr for full position announcements and application procedures.

GANNON
UNIVERSITY

Gannon invites applications and nominations for the position of **Dean of the College of Sciences, Engineering, and Health Sciences.** Please visit our web site for details on this and other career opportunities.

www.gannon.edu/jobposts

Gannon University is an Equal Opportunity Employer that encourages diversity and invites women and members of underrepresented groups to apply.

California State University, Sacramento

President

The Chancellor and Board of Trustees of the California State University system invite applications and nominations for the position of President of CSU Sacramento.

Visit our website
www.calstate.edu/execsearch

WESLEY THEOLOGICAL SEMINARY

Associate Dean for Community Life

The Associate Dean for Community Life (ADCL) helps to develop goals for a caring community and address major issues of the Seminary's life while also helping to interpret administrative policy and actions to students. The ADCL is a central figure in the formation of seminary students for ministry - counseling students as necessary, offering guidance and direction in academic and professional matters. The ADCL handles all student disciplinary matters in addition to sitting on several faculty, staff, and administrative committees. WTS seeks applicants with graduate degrees in Student Affairs or related fields. A theological education is preferred. More information available at www.wesleysem.edu

Send a resume and references to: **Dean Bruce Birch, Wesley Theological Seminary, 4500 Massachusetts Ave., NW, Washington, DC 20016 Fax: (202) 885-8605**

Review of applications will begin immediately and continue until the position is filled. Start date- July 1, 2003.

Cleveland State University

Cleveland State University invites applications for the following:

- ***Assistant Professor, Educational Psychology/Human Development***
- ***Term Faculty (2) – Spanish – Full Time Instructor***
- ***Instructor/Assistant Professor in Spanish (Tenure Track)***

Cleveland State University is a public, comprehensive university serving Cleveland and the northeast Ohio region, enrolling some 16,000 students and employing 550 faculty and more than 1,000 staff. The metropolitan Cleveland area approximates 2 million people and features a thriving business community and outstanding cultural, recreational and intellectual activities in a pleasant environment with a wide choice of attractive communities in which to live. Cleveland State University offers an outstanding benefit package to full-time faculty and staff that includes medical, dental, vision, disability and life insurance as well as tuition assistance.

Cleveland State University is committed to nondiscrimination on the basis of race, color, religion, national origin, sex, age, handicap or disability, sexual orientation, disabled veteran or Vietnam era veteran status, and to equal access in education. Cleveland State University is an affirmative action, equal opportunity employer and especially encourages applications from minorities and women, persons with handicaps or disabilities, and disabled and Vietnam era veterans.

For complete job descriptions and application requirements, please visit **www.csuohio.edu/HRD/ or www.HigherEdJobs.com.**

THE COLLEGE OF WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Positions for 2003-2004

Tenure-Track
Political Science

Leave Replacements
Art History
Studio Art
Black Studies .5 FTE
Economics
Business Economics
English .5 FTE
Political Science - 2 yr

See full descriptions at:
http://www.wooster.edu/oncampus/empopp.html
Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail
Linda Farmer — 330-263-2133
or vpaa@wooster.edu

SOUTHEASTERN LOUISIANA UNIVERSITY
HAMMOND, LOUISIANA 70402

Southeastern Louisiana University is a comprehensive, regional, public university. As a selective-admission, interactive institution, SLU attracts a diverse population of students, is committed to quality instruction, scholarship, and service, and invites applications for the following faculty positions:

Assistant Professor of Organic Chemistry

•

Assistant Professor of Inorganic Chemistry

•

Instructors of Chemistry/Chemistry Education (2)

•

Assistant Professor of Criminal Justice

•

Instructor of Sociology

•

Assistant Professor/Gallery Director, Visual Arts

•

Associate Professor/Professor/Department Head, Visual Arts

To ensure consideration, applicants must submit a complete application package consisting of a letter of application, curriculum vitae, three current letters of reference, and a copy of ALL transcripts (originals required upon employment). Applicants must be committed to working with diversity. For contact information and a complete listing of the qualifications, duties, and closing dates for these positions, please refer to our website at **http://www.selu.edu/HRO**.

Applicants must be committed to working with diversity.
SLU is an AA/ADA/EEO employer and
strongly committed to diversity within its community.

MESSIAH COLLEGE.

Vice Provost / Dean of Students

Messiah College is a Christian college of the liberal and applied arts and sciences. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.

The Vice Provost/Dean of Students is responsible to effectively lead all aspects of student affairs, including developing a comprehensive student affairs program by building strong relationships between cocurricular and curricular programs, supervising staff effectively, fostering a collegial and nurturing environment, contributing to multicultural and gender understanding and enhancing the Christian identity of the College. The Vice Provost/Dean of Students reports to the Provost.

Applicants should have an earned doctorate (ABD considered) along with significant experience in student affairs administrative and leadership roles. Experience in a faith-based residential college is highly desirable.

Compensation will be commensurate with qualifications and experience. Excellent benefits include TIAA-CREF, life, health, and dental insurance, and college tuition assistance for dependents.

Nominations and applications should be submitted as soon as possible. We will begin reviewing candidates immediately. Application deadline is January 15, 2003. Starting date for the position is August 1, 2003.

Applicants should provide a letter summarizing their interest in the College and their qualifications for the Vice Provost/Dean of Students position, a comprehensive curriculum vitae, brief statements of personal faith and student affairs philosophy and approach to administration/leadership, and at least three letters of reference. Please address all inquiries, applications, and nominations to: **Dr. Kim S. Phipps, Provost, Messiah College, One College Avenue, Box 3016, Grantham PA 17027, (717) 796-5375, kphipps@messiah.edu, http://www.messiah.edu**

Women and Minorities are Strongly Encouraged to Apply.
Messiah College is an Equal Opportunity Employer

UNION INSTITUTE & UNIVERSITY

PRESIDENT

Union Institute & University, an accredited, private, international university of 2,800 learners, seeks a dynamic leader to be its next President.

Now in its fourth decade, UIU is a unique university for self-directed adult learners whose needs and interests determine the pace and breadth of their learning experience. Headquartered in Cincinnati with centers in Los Angeles, Sacramento, San Diego, Miami, Brattleboro, and Montpelier, UIU enrolls learners from all 50 states and more than 20 countries. Since 1964 the institution has offered an alternative to traditional higher education models by focusing on collaborative learning and placing learners at the center of their own education. UIU offers bachelor's, masters and doctoral degrees with guidance from over 1,800 faculty members to both resident and non-resident students.

In 2001 the university acquired the highly respected academic programs and historic campuses of Vermont College in Montpelier and Brattleboro to complement its other well-established programs. The acquisition of Vermont College has allowed UIU to add several master's degree programs and an Adult Degree Program to existing undergraduate and doctoral programs, providing a seamless progression of degree opportunities, together with certificates in advanced graduate study. For more information about specific colleges, programs and degrees, visit **www.tui.edu.**

Union's Board of Trustees is interested in nominations and applications of persons with distinguished records of achievement. Union seeks an individual with high energy, vision, focus, and either a willingness for or demonstrated leadership in change management to lead the university to continued success. Desirable characteristics include an earned doctorate, significant administrative experience (preferably in higher education), and the ability to represent the university effectively in developing institutional resources.

Korn/Ferry International, which is assisting with this search, invites inquiries and nominations. All communications will be held in strict confidence. Applications, which should include a letter explaining relevant experience and a current resume, may be directed in confidence to

John Kuhnle, Managing Director
Korn/Ferry International
900 19th St., NW, Suite 800
Washington, DC 20006
Fax: 202/318-4475
E-mail (preferred):
monisha.kaplan@kornferry.com

For full consideration, materials should be received by January 1, 2003

Union Institute & University is an Affirmative Action/Equal Opportunity Employer

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Northeastern
UNIVERSITY

DIRECTOR OF INFORMATION AND RESEARCH SERVICES

School of Law

Northeastern University School of Law is seeking candidates for the position of Director of Information and Research Services.

The Director of Information and Research Services is responsible for the operation of the Law Library and Computer Services Department at the School of Law. This is a tenure track position.

Applicants must hold both JD and MLS degrees from accredited institutions and have substantial experience in law library administration. The successful candidate will demonstrate outstanding knowledge of the research, teaching and educational needs of a diverse law school, strong service orientation, excellent organizational and interpersonal skills, and a proven record of creative work and leadership.

Interested applicants should send a letter and resume with names, and contact information of three references by January 15, 2003 to: Wendy Parmet, Chair, Appointments Committee, Northeastern University School of Law, 400 Huntington Ave., Boston, MA 02115. Applicants interested in meeting members of the Appointments Committee in Washington, DC at the January meeting of the American Association of Law Schools, should submit their applications by December 1, 2002.

Northeastern University is an equal opportunity/affirmative action/Title IX employer. All persons are invited to apply regardless of race, color, gender, national origin, religion, disability, or sexual orientation.

http://www.neu.edu

George Mason University

COLLEGE OF NURSING AND HEALTH SCIENCE

Tenure Track Faculty Position

POSITION: Assistant Dean, Graduate Health Sciences; full-time, 12 month, tenure track position; rank and experience commensurate with qualifications and experience.

QUALIFICATIONS AND EXPERIENCE: Applicant must possess 1) an earned doctorate degree in a related area, 2) experience in health services research or management; 3) an established record of scholarly activity 4) teaching excellence; 5) demonstrated ability to secure external funding, 6) effective interpersonal communication, and management skills, and 7) evidence of professional involvement. Accreditation experience with AUPHA, ACEHSA is desirable.

RESPONSIBILITIES: The Assistant Dean will have varied responsibilities including but not limited to academic administration, teaching, research and securing funding, curriculum and faculty development, student advisement and University and community service.

Review of applications will begin December 16, 2002 and continue until the position is filled. Please send: (1) letter of application (2) current curriculum vitae (3) three references (4) copy of professional credentials if appropriate and (5) copy of official transcript of highest degree. Send to:

Dr. PJ Maddox, RN, EdD; George Mason University; College of Nursing and Health Science - MSN 3C4; 4400 University Drive; Fairfax, VA 22030; 703-993-1910

AA/EOE

USC
ANNENBERG
SCHOOL FOR
COMMUNICATION

DIRECTOR,

ANNENBERG SCHOOL OF COMMUNICATION

The University of Southern California invites nominations and applications for the position of Director of the School of Communication. Founded in 1971, the Annenberg School for Communication contains two major academic units: the School of Communication and the School of Journalism. Each has its own faculty and students, while sharing exemplary staff and facilities, abundant resources, and extensive funded research programs.

The School of Communication is known worldwide for its outstanding faculty, students, research, and teaching, and for contributions to local as well as global communities. The School offers a doctoral and three masters programs that attract exceptionally talented students from around the world. Its undergraduate program prepares more than 800 gifted students for successful careers in academic, business, public service, law, consulting, politics, arts and entertainment. These programs reflect key parts of the Annenberg strategic plan, which explore vital issues relating globalization, technology, communication in the public interest, and entertainment. For more information, please visit the website at **www.annenberg.usc.edu.**

The Director of the School of Communication should be an eminent scholar who can assume responsibility for providing leadership in developing the School's evolving mission and long-range strategic plans. The new Director will be expected to foster the School's broad methodological and disciplinary approaches and serve as a key advocate for the school within the university and at local, national and international levels. The Director should have a compelling vision for the future of communication research, education, and practice and a proven ability to develop and maintain excellent working relations with diverse constituencies, including gender, race, ethnic, and international dimensions. Although most candidates will no doubt come from research universities, candidates from other types of organizations such as government, research institutes, and for-profit enterprises will also be considered. All candidates should have the academic credentials and reputation that warrant tenure as a full professor at USC.

Applications including cover letters, and nominations may be forwarded in confidence to the head of the search firm assisting us in this selection process:

Jay Berger
Morris & Berger
201 S. Lake Avenue
Suite 700
Pasadena, CA 91101
FAX: (626) 795-6330
E-MAIL: mb@morrisberger.com

The University of Southern California is an Affirmative Action/Equal Opportunity Employer.

University of New Mexico

PRESIDENT

The University of New Mexico invites nominations and expressions of interest for the position of President. The Search Committee will begin screening candidates on or about November 30, 2002 and continue until the position is filled. The new President is expected to take office by July 1, 2003. Nominations and letters of interest should be submitted, in confidence, to:

Shelly Weiss Storbeck
Managing Director and Vice President
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
Email: shelly.storbeck@atkearney.com

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer and Educator.

Additional information about the presidency, the University, and the Albuquerque community may be obtained from **pressrch@unm.edu** or at **www.unm.edu.**

MICHIGAN STATE UNIVERSITY

Chair,
Department of Teacher Education

The Department of Teacher Education at Michigan State University is seeking applications and nominations for the position of department chair. MSU is a national leader in teacher preparation and in research on teaching, teacher learning, curriculum, and policy.

Inquiries should be directed to:

Carole Ames, Dean, College of Education
Michigan State University
501 Erickson Hall
East Lansing MI 48824-1034
(517) 355-1735

Interested candidates should send a letter of interest, current vita, and samples of scholarly writing; letters of reference may be solicited at a later time. Review of applications will begin in mid-December and will continue until the position is filled. The complete description of the position can be found at **http://ed-web3.educ.msu.edu/college/jobs/**

A doctorate is required. Women and members of minority groups are especially encouraged to apply.

MSU is an Affirmative Action, Equal Opportunity Employer

Director of New Program Development

Franklin College, a career-sensitive liberal arts college, seeks an entrepreneurial administrator to research and develop new programs to extend the college mission and enhance revenue.

Duties:

The Director will report to the Vice President for Academic Affairs; conduct market research to determine the potential for new programming; determine costs of development; and develop, market, and direct new programs.

Qualifications:

The position requires the ability to think strategically, to work independently, and to be proactive in seeking out opportunities for the college; Masters degree, experience in an academic setting, administrative experience, and marketing and market researching skills required; experience in non-traditional program research and development preferred; experience with and sensitivity to diversity highly desirable.

Salary:

Competitive, negotiable based on qualifications and experience.

Franklin College is rated among the top Mid-West colleges and is known for its unique Leadership and Professional Development programs as well as its solid liberal arts foundation. Located thirty minutes from culturally vibrant downtown Indianapolis, the campus is situated in one of the fastest growing counties in central Indiana.

Send letter, cv/resume, and list of references by November 30 to:

David Brailow, Vice President for Academic Affairs
Franklin College
501 E. Monroe St.
Franklin, IN 46131

Franklin College, an AA/EOE employer, is committed to diversity and equality in education and employment.

THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

SSA/CHICAGO

THE UNIVERSITY OF CHICAGO

Faculty Positions Announcement

The School of Social Service Administration is a graduate school of social work and social welfare that offers degrees at the Master's and Ph.D. levels. The School invites applications for faculty in the areas of direct practice, mental health, management, or substance abuse. Applicants must possess a doctorate (or be nearing completion of dissertation) in social work or in a related social science field. Candidates should have a strong commitment to research, teaching and service. Some field experience and/or applied research interests are preferred. A Master's degree in Social Work is required for candidates applying for a position in the area of direct practice. Salary will be commensurate with expertise and experience. The University of Chicago is an Affirmative Action employer.

Applicants should submit a letter which identifies the applicant's area of specialization, a statement which outlines research and teaching interests, a curriculum vita, a sample of current writings, and the names of three references to:

Faculty Search Committee
The School of Social Service Administration
The University of Chicago
969 East 60th Street
Chicago, Illinois 60637

Applications before December 31, 2002 are encouraged.
For more information about our school, please visit our Web site at:
http://www.ssa.uchicago.edu

George Mason University

SOCIAL WORK FACULTY OPENINGS

The Social Work Department at George Mason University invites applications for three new nine-month, tenure-track positions to begin in August, 2003. One is at the Assistant Professor rank, one is at the Associate Professor rank, and one is at the Associate/Full Professor rank.

Minimum qualifications for all three positions include: a completed doctorate in social work or a related field; an MSW; at least two years post-MSW practice experience; and at least one year of teaching experience in an accredited social work program. Experience with instructional technology, distance learning, and securing external funding desirable.

ASSISTANT PROFESSOR: The Assistant Professor position requires teaching at both the BSW and MSW levels, student advising, research leading to scholarly publication, curriculum development, committee work, and service. Areas of teaching include generalist practice, human behavior, research, community intervention, program development, organizational management, or policy practice.

ASSOCIATE PROFESSOR: The Associate Professor position requires excellence in teaching at both the BSW and MSW levels, student advising, a demonstrated record of scholarly publications, curriculum development, committee work, leadership, and service. Areas of teaching include generalist practice, human behavior, research, community intervention, program development, organizational management, or policy practice.

FULL PROFESSOR: The Full Professor position requires excellence in teaching at the BSW and MSW levels, student advising, a substantial publication record, curriculum development, professional leadership, committee work, and service. Areas of teaching include generalist practice, human behavior, research, community intervention, program development, organizational management, or policy practice.

Salary and Rank: Salary is competitive. Salary and rank are based on experience and qualifications.

The University: George Mason University is a public institution with approximately 24,000 students located in Northern Virginia, within easy reach of the nation's capital. This location provides access to a diverse community, exceptional opportunities for research, and collaboration with public officials and national organizations. The Social Work Department offers an accredited BSW program, a new MSW program focusing on community, policy, and management, and a Center for Child Welfare devoted to Latino families and children.

To Apply: Send a letter of application, current curriculum vitae, and contact information for three references to:

Chair, Search Committee
Social Work Department
George Mason University
3330 N. Washington Blvd., MSN 1F7
Arlington, VA 22201

Review of applications will begin on Nov. 25, 2002 and will continue until the positions are filled.

AA/EOE

SCC
SEMINOLE COMMUNITY COLLEGE

100 Weldon Boulevard
Sanford, FL 32773

Seminole Community College is a learning-centered, multi-location institution situated in Central Florida, just north of Orlando. Serving more than 32,000 students annually, SCC is Florida's fastest growing community college. The College is accepting applications to fill new positions and vacancies created by enrollment growth and anticipated faculty retirements. Appointments to tenure-track positions in Arts & Sciences, Career Programs, Adult Education, and Business & Information Technology will begin in August 2003.

For job announcements and application details, see Employment at **www.scc-fl.edu** or contact Human Resources at **hr@mail.scc-fl.edu**. Required application materials must be received or postmarked on or before January 17, 2003. Applications received or postmarked after that date might not be eligible for consideration. All application materials are subject to the Florida Sunshine Law. *EA/EO.*

Governors State University

DIRECTOR OF CAREER SERVICES

Governors State University (GSU) invites nominations and applications for the position of Director of Career Services. This position is responsible for the development and implementation of workshops, job fairs, panel discussions, and programs and services that recognize and support the career related needs of our students and alumni, as well as promoting the strengths that our students and alumni bring to the job market. **Minimum Qualifications:** Master's degree in Counseling, Student Personnel, Higher Education Administration, Business Administration, Human Resources or related discipline required; three to five years work experience in higher education with a minimum of two years of experience in career services, and/or at an institution of higher education, and/or three to five years of extensive experience in an administrative position in the private or public sector (five years or more preferred). A minimum of three years of supervisory experience is preferred; knowledge of career development, career counseling theory and recruitment trends; experience in budget development and planning; knowledge and skills in working with appropriate technology and database management, including knowledge of web based recruitment systems; commitment to multiculturalism and ability to work effectively with people of diverse backgrounds. The review of applications will begin immediately and continue until the position is filled. To apply, candidates should send a letter of interest addressing qualifications, a current resume, and the names, addresses, telephone numbers and email addresses of four professional references to: **Diane Dates Casey, Chair; Director of Career Services Search Committee; Governors State University; University Park, IL 60466. AA/EOE**

Please see our website for a full position description:
www.govst.edu

SDSU
SAN DIEGO STATE UNIVERSITY

DIVISION OF STUDENT AFFAIRS
ASSISTANT DEAN OF STUDENTS

Responsibilities: The Assistant Dean of Students position assists the Associate Vice-President for Student Affairs and Dean of Students in the overall management of the AVP/DOS sub-division to ensure high quality service to students, faculty, administrative colleagues, alumni, parents and others turning to the AVP/Dean for assistance beyond routine administrative functions. The Assistant Dean of Students serves as a member of the AVP/DOS executive staff, works closely with the AVP/DOS departments and campus constituencies in a liaison role, independently develops, plans and implements special initiatives for the AVP/DOS sub-division (e.g. faculty involvement, leadership programs, increased participation of under represented students), serves as the Dean's point person for graduate student affairs, assists with the development of San Diego State's new Master's program in Student Affairs leadership and as appropriate acts for the Dean in her absence. This re-conceptualized Assistant Dean of Students position will serve a critical role in the effective development and efficiency of the newly created Dean of Students area.

Required Qualifications: Master's degree required

Preferred Qualifications: Ph.D. or Ed.D. in Higher Education, Counseling or related field highly desirable. Strong oral and written communication skills. Interpersonal skills required to build and maintain cooperative working relationships with students, faculty, parents and alumni and to work effectively with diverse constituencies.

The Division of Student Affairs is a student-centered partner in the SDSU learning community. Education is enhanced, both inside and outside of the classroom, through quality support services and programs that advance student learning and development. The Division contributes to academic and personal success, encourages independent civic responsibility, and promotes the welfare of all students. Student Affairs helps connect students to the University and to their future, building alliances that foster retention and loyalty beyond graduation.

The Dean of Students area is a newly created sub-division within the Vice-President of Student Affairs Division. Departments and functions that report to the AVP/Dean of Students include Counseling and Psychological Services, Career Services, Center for Student Rights and Responsibilities, Center for Fraternity and Sorority Life, the Ombudsmen, Residential Education, the Office of Student Life and Development and the Assistant Deans for Student Affairs. The AVP/DOS also has teaching and oversight responsibilities for San Diego State's new Master's program in Student Affairs. The primary role of the Dean of Students sub-division is to supervise, monitor and develop programs and services that have a direct impact on student retention, enhance the quality of the campus social, cultural and educational environment, and for student services that support the University's Academic Programs, and the intellectual and personal development of San Diego State students.

Salary: Commensurate with education, experience, skills and abilities. This position is in the Management Personnel Plan and earns management benefits.

Application Procedures: Applicants should send a letter of application along with a resume listing three professional references to **San Diego State University, The Center for Human Resources (#2055), San Diego, CA 92182-1625 or email to: employ@mail.sdsu.edu**. Review of applications will begin on Monday, November 25, 2002, and the position will remain open until filled. Applicants with disabilities requiring special application and/or interview arrangements may call (619) 594-4646 or TDD number (619) 594-8075. EN

SDSU IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE AGAINST PERSONS ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER, MARITAL STATUS, AGE, DISABILITY OR VETERANS STATUS.

DEAN AND DIRECTOR

THE OHIO STATE UNIVERSITY AT MANSFIELD

The Ohio State University invites nominations and applications for the Dean and Director of The Ohio State University at Mansfield, reporting directly to the Executive Vice President and Provost of the University.

Requirements include a distinguished record of scholarship and teaching sufficient to be appointed at the rank of full professor in an academic department at The Ohio State University, successful administrative leadership in an academic or other relevant unit within higher education, effective interpersonal skills, student centered orientation, and a strong commitment to diversity.

The Ohio State University at Mansfield is one of five campuses of the University, whose faculty and academic programs are fully integrated with Ohio State. The campus, with approximately 50 full time faculty, 80 staff, and 1,500 students, is located between Columbus and Cleveland. OSU-Mansfield offers the first two years of the General Education Curriculum required at Ohio State, five baccalaureate programs, and graduate programs in Education and Social Work. For additional information go to www.mansfield.ohio-state.edu/deansearch, www.osu.edu, and www.osu.edu/academicplan/.

Available July 1, 2003, we offer a commensurate and competitive salary. The Search Committee will begin screening dossiers November 22, 2002 and will continue to receive applications until the Dean is selected.

Applications and nominations should be addressed to:

Dean David Andrews
Chairperson, Mansfield Dean/Director Search Committee
College of Human Ecology
The Ohio State University
350 Campbell Hall
1787 Neil Avenue
Columbus, OH 43210-1295

For further information, please contact Molly Davis, Office of Academic Affairs at 614/292-5881 or davis.436@osu.edu.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

WESTERN CONNECTICUT STATE UNIVERSITY
ANCELL SCHOOL OF BUSINESS
ACCOUNTING DEPARTMENT TENURE TRACK POSITION
(Up to and including Full Professor) FALL 2003 FACULTY

WCSU invites applications for a tenure-track position in Accounting beginning in August 2003. Candidates should have a strong record of teaching, scholarship, and service. Teaching load includes both undergraduate and graduate courses. Rank (including full professor) and salary are dependent on qualifications.

Qualifications: Candidates must hold a Ph.D. or D.B.A. in Accounting and have publications in hand. In addition to teaching excellence, candidates are expected to maintain a research agenda that results in publications in refereed academic journals. Professional certification and experience, especially in the area of forensic accounting are desirable. Teaching assignments include financial and managerial accounting.

The Department: Five full-time faculty members, plus adjunct instructors offer a BBA program and support an MBA program.

Application Process: Applicants should email, send, or fax a letter of application, a current vita, and three letters of recommendation to: Professor Monica Frizzell, Chairperson, Accounting Department, WCSU, 181 White Street, Danbury, CT 06810. Fax: (203) 837-8527 Email: Frizzellm@wcsu.edu. Applications must be received by December 20, 2002.

WCSU is an AA/EEO Educator/Employer.

Foothill-De Anza
Community College District

Faculty Vacancies
Automotive Technology Instructor
Dance Theatre Instructor
Medical Lab Technician Cord/Inst.
Graphic Design Instructor
Drama Technical/Theatre Production Instructor

For application materials contact:
Foothill-De Anza
Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
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http://www.ship.edu/HR/Index.html

SOUTH CENTRAL TECHNICAL COLLEGE

South Central Technical College, a public, technical institution of higher learning, provides students the opportunity to pursue a technical course of study leading to either an Associate of Applied Science Degree, Diploma of Occupational Proficiency or Certificate.

The rolling landscaped hills of South Central Minnesota provides the perfect setting for the two South Central Technical College campuses located in Faribault and North Mankato. Both growing communities offer a variety of events and activities. Faribault is conveniently located approximately 35 miles south of the Twin Cities metro area. The North Mankato/Mankato campus is located 85 miles southwest of Minneapolis/St. Paul.

South Central Technical College is accepting resumes' for the following full-time college-wide position. This position is in the Personnel Plan for Minnesota State Colleges and Universities Administrators.

DIRECTOR OF RESEARCH and PLANNING

The Director of Research and Planning will provide college-wide leadership and supervision for institutional research, environmental scanning, strategic planning, institutional effectiveness planning, operational planning, program review processing, and evaluation of faculty, programs and departments. The Director of Research and Planning reports directly to the President of the College, is a member of the Executive Leadership Team and works closely with other administrators, members of management, college staff and faculty.

QUALIFICATIONS:

- Master's degree minimum in a field appropriate to a research position. Doctorate preferred.
- Experience in higher education.
- Knowledge of institutional research, quantitative and qualitative research methods, strategic planning, operational planning, institutional effectiveness planning, and evaluation techniques.
- Ability to excel in the analysis necessary for institutional research planning, evaluation and budgeting.
- Knowledge and adherence to the continuous improvement process.

SALARY: Commensurate with experience and education. $43,447 - $69,477. Excellent benefit package.

TO APPLY: Review of applicants will begin January 2, 2003 and continue until the position is filled. To be considered, please identify the position for which you are applying and submit a resume, letter of application, transcript, and the names, addresses, and phone numbers of at least three professional references to: **Laural Kubat, Human Resources Director, South Central Technical College, P.O. Box 1920, North Mankato, MN 56002-1920. Phone: (507) 389-7219. Fax: (507) 388-9951.**

South Central Technical College is an equal opportunity, affirmative action employer. We encourage qualified people of color, women, and individuals with disabilities to apply.

Qualified individuals with a disability may request reasonable accommodations to participate in the application process.

Northeastern University is a premier research university that is student-centered, practice-oriented and urban. Founded in 1898 it is the world leader in cooperative education. Bachelor's, Master's and Doctoral degrees are offered to approximately 24,000 full-time and part-time students in seven colleges. Through the Schools of Health Professions, Nursing and Pharmacy, Bouvé College of Health Sciences offers a wide array of community-based health programs, where students learn to work together to deliver health care.

Northeastern
UNIVERSITY

Bouvé College of Health Sciences

Located in Boston, Massachusetts

George D. Behrakis Endowed Chair in Pharmaceutical Biotechnology

Requirements: A record of excellence in research, a record of sustained funding in highly competitive markets, and the ability to be a leader in emerging biotechnology. Successful candidates should have an interdisciplinary orientation and the ability to build on existing synergies with bioengineering, nanotechnology, neuropharmacology, drug design and delivery, proteomics, and metabolomics. Responsibilities: Collaboration with industrial and health care partners in the Boston region and professorship.

School of Pharmacy - Pharmacy Practice

Tenure-track appointment at the Assistant/Associate Professor level.

Requirements: PharmD degree as well as pharmacy practice residency required. A research fellowship or equivalent clinical research experience is preferred. Candidates must be eligible for pharmacy licensure in Massachusetts. Responsibilities: Maintenance of a clinical practice in critical care medicine or psychiatry at a Boston-area health care facility and participation in related didactic and clinical teaching activities. Develop and maintain an active program of independent and collaborative scholarly work, including original research. Service to the School, College, and University is also expected.

School of Health Professions
Department of Cardiopulmonary and Exercise Sciences

Tenure-track position at the Assistant/Associate Professor level

Responsibilities of this position include serving as Director of Clinical Education for the Respiratory Therapy Program. Direction of Clinical Education involves organization, administration, continuous review, planning, development, and evaluation of general effectiveness of clinical experiences for students enrolled in the respiratory therapy program. Additional responsibilities include assisting the Director of the Respiratory Therapy Program, teaching, and academic advising for respiratory therapy students. Teaching responsibilities include didactic, laboratory, and practicum courses in the program. Qualifications: Master's required, earned doctorate preferred in physiology or related area and registration and licensure as a respiratory therapist. A minimum of four years' experience as a Registered Respiratory Therapist, of which at least two years should have been spent in clinical respiratory care and at least two years in a teaching position in an accredited respiratory care program.

School of Nursing

Tenure-track appointment at the Assistant/Associate Professor level (3 positions available)

Requirements: Master's degree in nursing as well as a Doctoral degree in nursing or related field; RN licensure in MA required. Successful candidates will also have a program of research and teaching experience in one the following areas: adult acute care, pediatric or neonatal acute care, and health care for urban, underserved populations. Candidates at the assistant professor level should be able to develop and sustain an independent, externally funded research program. Candidates at the associate professor level should have a demonstrated track record of funded research as well as appropriate publications. Responsibilities: Research, teaching at undergraduate levels, and university/community service commensurate with rank.

School of Health Professions
Counseling and Applied Educational Psychology

Tenure-track position at the Assistant/Associate Professor level

Doctorate in school counseling, or related field required along with experience and certification/licensing in school counseling. Candidates should have a record of research and professional involvement in the field. The department seeks candidates who can participate in its spectrum of applied graduate programs leading to the Master's, certificate of advanced study, and Doctorate in various counseling, psychology, and early intervention programs.

School of Health Professions
Department of Physical Therapy

Tenure-track position at the Assistant/Associate Professor level

Northeastern University offers a six-year, entry-level Master's program. Requirements: Earned doctorate required as well as MA license or eligibility and a record of teaching/scholarship/clinical activities preferred. Responsibilities: teaching in the physical therapy curriculum with preference in the neuromuscular and integumentary practice patterns, mentoring graduate students in projects, service and research.

Visiting Snell Professorship for Female Scientists

Requirements: The ideal candidate should be a) mid-career and senior faculty (Associate or Full Professor) or senior level public health administrator; b) have expertise in urban health, racial/ethnic disparities in health, drug abuse, mental health, and/or HIV-related behavior or services; and c) have a strong track record of funded research. Responsibilities: Collaborate with faculty in conducting research with the newly formed Institute of Urban Health Research, and teach one graduate level course on a health subject of her choice.

School of Pharmacy - Pharmaceutical Sciences

Tenure-track appointment at the Assistant/Associate Professor level

Requirements: Doctoral degree in pharmaceutics or related field and at least two years of postdoctoral experience. Candidates at the assistant professor level should be able to develop and sustain an independent, externally funded research program to complement the growing institutional initiative in the area of Pharmaceutical Biotechnology. Candidates at the associate professor level should have a demonstrated track record of funded research as well as appropriate publications. Conduct research in the field of pharmaceutics, such as pharmacokinetics, formulation development, and delivery. Responsibilities: Participate in the teaching of undergraduate and graduate students and, in particular, provide biopharmaceutical and pharmacokinetics-related instruction to the professional PharmD and graduate students (MS and PhD) in the School of Pharmacy.

Send letter of interest, vita, three letters of reference and, for tenure-track positions, a statement on scholarship to: Ms. Carol Konis, Director of Administrative Operations, Bouvé College of Health Sciences, Northeastern University, 215 Behrakis Building, 30 Leon Street, Boston, MA 02115. Salary and rank are commensurate with training and experience. Review of applications for these positions will begin on January 15, 2003 and continue until positions are filled.

Candidates for all positions must have experience in, or demonstrated commitment to, working with a diverse staff and student population. Northeastern University is an Affirmative Action/Equal Opportunity/Title IX Employer and particularly welcomes applications from minorities, women and persons with disabilities. For more information on Bouvé College of Health Sciences, please visit our web site at: http://www.bouve.neu.edu

DEAN, HONORS COLLEGE

Position: Dean of the Honors College and
Carol E. Young Chair in Honors

The Honors College at the University of Oklahoma seeks a Dean. The Dean is responsible for the administration and management of a dynamic unit serving 2100 academically talented undergraduates, and will provide innovative academic leadership for a growing faculty of scholars with interests in American Studies broadly defined. The faculty within the college represent research expertise in 20th century American intellectual and cultural history, documentary expression, history and sociology of medicine and food, American literature, native and religious studies, consumer and visual culture, and the history of science. Qualified candidates should conduct research on any aspect of American Civilization from an interdisciplinary perspective. Qualified candidates may be degreed in any academic field in the humanities or social sciences with research focused on aspects of American culture and society during any historical period.

The Honors College offers the Honors Curriculum as a vehicle for fulfilling a significant portion of the University general education requirements, provides opportunities for talented undergraduates to engage in research and creative activity with faculty throughout the University, coordinates programs including Honors at Oxford, an Honors Writing Center, a Medical Humanities Program, and administers a special advising program for freshmen scholarship students.

The Honors College currently includes 8.5 FTE faculty, 9.5 FTE staff, involves other faculty from throughout the university and serves approximately 2,100 students. Resources include a 2.5 million dollar scholarship program, and a sizable endowment as well as state resources. The Dean of the College reports directly to the Senior Vice President and Provost of the Norman Campus and serves as a member of the Council of Deans

The University of Oklahoma, founded in 1890, is a public research university, serving over 30,000 students and is classified as Doctoral/Research University - Extensive. The Norman campus includes undergraduate degree programs in the Colleges of Architecture, Arts & Sciences, Business, Education, Engineering, Fine Arts, Geosciences, Journalism, Law, Liberal Studies and Continuing Education. The OU - Health Sciences Center campus in Oklahoma City includes the Colleges of Allied Health, Dentistry, Medicine, Nursing, Pharmacy, and Public Health. The admissions standards for undergraduate students have been increased substantially during the past decade and the University currently has both the largest undergraduate student enrollment in its history and the most academically prepared freshmen class in its history. To meet the demand of these students, the University also has more faculty than ever in its history.

For more information regarding the University of Oklahoma and the OU Honors College please visit the following websites:

http://www.ou.edu/ and http://www.ou.edu/honors/

Minimum qualifications include an earned doctorate within the domain of American Studies and academic achievements commensurate with appointment as a tenured Associate Professor or tenured Professor.

Preferred qualifications include, an outstanding record of academic and intellectual leadership within the domain of American Studies, administrative experience at or above the level of Department Chair/Head in a University setting, and an enduring commitment to undergraduate education. Additionally, the preferred candidates should be able to demonstrate a commitment to cultural diversity, commitment to innovative approaches to enriching the collegiate experiences of undergraduate students, a record of involvement in community relations and fund-raising, and the ability to articulate an ambitious vision for the OU Honors College.

Application Process: Nominations are encouraged; all nominees will be contacted and invited to apply. Direct letters of application are encouraged and applicants should include a current resume and the names and addresses of four references. References will not be contacted until the advanced stages of screening, and candidates will receive prior notification before a referee is contacted. Inquiries, nominations, and applications should be sent to:

Dr. Nancy L. Mergler
Chair, Honors College Dean Search Committee
Office of the Provost
104 Evans Hall, University of Oklahoma
Norman, Oklahoma 73019-3072
nmergler@ou.edu

The search committee will begin to screen applications November 25, 2002.

The University of Oklahoma is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

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COMMUNICATION

Open Position in Entertainment, Communication and Culture
School of Communication
USC Annenberg School for Communication

The Annenberg School for Communication at the University of Southern California is seeking applications for a tenure-track assistant professor in our new program in Entertainment, Communication, and Culture. Located in the capital of entertainment, the School has emphasized the study of entertainment with respect to audience analysis and media effects, politics, industry practice and structure, culture, law, policy, globalization, and technology, and does so in cooperation with the School of Journalism and many other schools at USC. The ideal candidate will have demonstrated a potential for exceptional research and teaching on the uses and effects of entertainment; a record of using communication research for the public good; and a commitment to multi-disciplinary inquiry. Although the faculty rank of the position is assistant professor, exceptional candidates at more senior levels are encouraged to apply. Compensation will be competitive. Review of applications will begin November 15, 2002. Applications should include a curriculum vita, three letters of support, and relevant examples of work. The School seeks a faculty as diverse as Los Angeles and expects its faculty members to have a major impact on their fields through their professional leadership, research, and writing. Applications and inquiries may be directed to **Professor Peter Vorderer, Annenberg School for Communication, Los Angeles, CA 90089-0281; vorderer@usc.edu; (213) 821-6263 (telephone), (213) 740-3913 (fax).**

USC is an AA/EO employer.

CARLETON COLLEGE

MELLON POST-DOCTORAL TEACHING FELLOWSHIP

Two-year teaching fellowship available in African-American or Latino/a religions, to begin in September 2003. The candidate must have a Ph.D. (received less than five years ago). Secondary training in one of the following areas is desirable: women's and gender studies, Catholicism, or ethics. Appointment involves half-time teaching (one course in each of three ten-week terms) and half-time for research and writing. Stipend plus benefits.

Send letter of application with a description of courses you might like to teach and research plans for the next two years, c.v., three recent letters of reference and graduate transcripts to:

Richard Crouter
Department of Religion
Carleton College
One North College Street
Northfield, MN 55057

Application deadline is **January 15, 2003.**

Carleton College is an affirmative action/equal opportunity employer. We are committed to developing our faculty to better reflect the diversity of our student body and American society. Women and members of minority groups are strongly encouraged to apply.

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¡PUNTO FINAL!

THE PADRINO CONCEPT, STILL ALIVE TODAY

Antonio Valenzuela was born in Tijuana, Mexico, but spent the first 14 years of his life in Mexicali, Baja California. He credits his parents' counsel, encouragement, and belief in him for his ability to surmount academic challenges. He has been an educator at all grade levels, and is now an associate professor of physical therapy at Loma Linda University.

Growing up in Mexico, I was surrounded with *padrinos*. Although the godfather concept might have different connotations in other cultures, in Mexico a *padrino* is a role that is taken very seriously. Most Mexicans have *padrinos* for baptism, for first communion, *quinseañera*, weddings (for the ceremony, reception, cake, dress, etc.), for graduation, and for just about anything else.

When we become adults, it is customary to adopt people we respect to be *padrinos* in financial, religious, social, marital, and professional matters.

I have discovered that my Anglo colleagues have a similar commitment. I have admired them for choosing mentors in all areas of life. Working in a blend of cultures, I have benefited from the best in both worlds. As a young person in Mexico, I adopted *padrinos* (or sometimes they adopted me). In the United States, I have found many more *padrinos*, or *mentors*, as Americans call them. This double blessing has served me well all my life.

Now, as a university professor for the past 12 years, I have begun to recognize that I not only **have** *padrinos*, but I have also **become** a *padrino*-mentor for many students. I receive notes, letters, phone calls, and visits from parents and students who describe me as their source for guidance and inspiration. This wonderful experience has been genuinely cross-cultural. I no longer agree when I hear our people say, "I don't feel comfortable dealing with non-Hispanics." For me to **have** *padrinos* and to **be** a cross-cultural *padrino*-mentor has enriched my own Hispanic heritage, not compromised it.

I have had the opportunity to speak to various groups at churches, colleges, high schools, and elementary schools. I challenge students to begin surrounding themselves with "*padrinos*" or mentors to support them in the varied dimensions of their lives. Many of these students' parents do not have a formal education, but they want the best for their children. These students sometimes feel lost when they come to college or graduate school. They are in great need of finding answers to many questions they have in a new environment. But when these students have *padrinos*, they can bring their questions to them and get good answers. In the process, they also build relationships with teachers they can admire and emulate.

Once students build relationships with their *padrinos*, they are more secure in knowing that no matter what choice they make after receiving advice, the relationship will still be there and the *padrino* will accept them.

I counsel junior faculty to get involved in being mentors, sharing with them the benefits for themselves and their students. It is satisfying to watch a student blossom–to go from a person who feels and looks lost and at times insecure to someone with dreams, confidence, and focus.

I encourage these teachers to help young people focus on **solutions**, not **problems**. Many times young people arriving at college are confronted by gigantic challenges. If not guided by someone who knows college life, and who knows how to approach tasks, then those students seem to see only problems. I urge students to conceptualize two or three options to solve a problem instead of having only one solution. My ultimate job satisfaction comes when I see how students are able to change the course of their life by choosing wisely from multiple options that they didn't recognize before we talked. In one case, a student was not accepted into the physical therapy program, but after looking into his prerequisites, we discovered that he had all the requirements for nursing, and currently he is a successful nurse director at a medical center.

We have a proud heritage. Part of that heritage is the *padrino* concept, which can still be a powerful force, a force that will endure as long as we are all willing to give our time and our lives to helping others. Ultimately, the *padrino* concept challenges the dangerous trend in our society to take care of **self**, rather than **others**. When we become *padrinos*, we truly emulate Jesus, the ultimate *padrino*.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

The Hispanic Outlook in Higher Education

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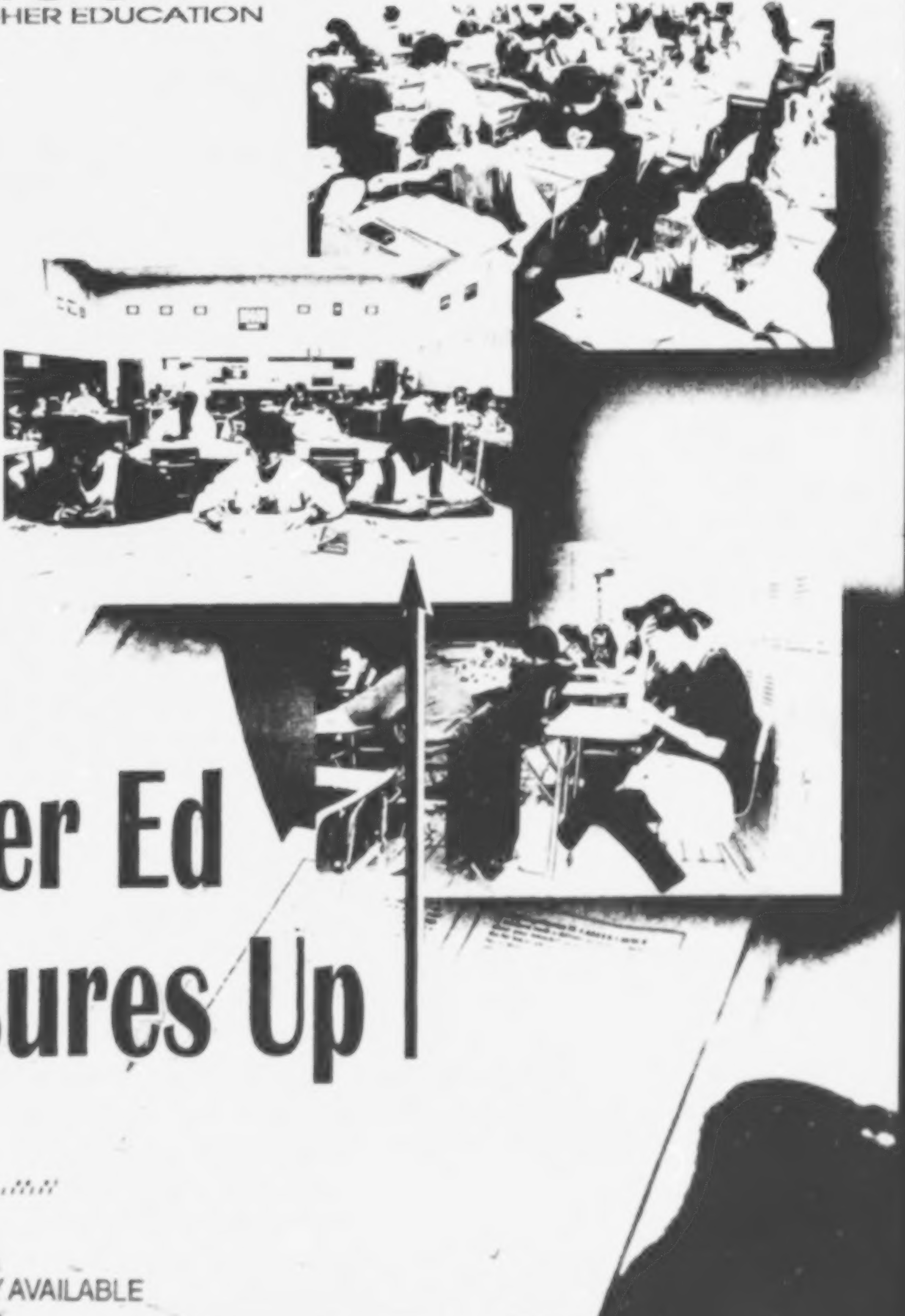
THE HISPANIC Outlook IN HIGHER EDUCATION



Higher Ed Measures Up

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John Leguizamo Profile ▸ SDSU Web Site

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From time to time, The Hispanic Outlook in Higher Education will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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¡PUNTO FINAL! **back cover**

The Importance of Being Earnest

Cover Photo courtesy of The College Board

Esquina Editorial

Dear Colleagues:

A front page headline in a recent *New York Times* reads: "B's, Not Need, Are Enough for Some State Scholarships." Between 1992 and 2000, writes reporter Greg Winter, state grants to students from families earning $100,000 or more grew seven times faster than those to students whose family income was $20,000 or less.

The article quotes Dane Linn, education director of the National Governors Association, as saying, "I don't understand how anyone could argue that we shouldn't reward performance. Isn't that the goal of standards-based reform?"

Well, yes, but aren't other goals important too? Equal opportunity, for example?

A graph on page 7 of this issue shows that Hispanics in two states with liberalized merit-aid fare far worse than Whites and Asians, with one in four Hispanic students getting a scholarship in Michigan and fewer than one in five in Florida.

Seven civil rights groups filed complaints, but the merit-based aid programs are very popular with those most likely to vote.

"Professors are testing their hypothesis," reads the *Times*, "that instead of increasing college enrollment, the state's [Georgia's] $1.7 billion scholarship program has been a blessing for the automobile industry–since so many families roll the savings into buying new cars."

Don't despair. Several features in our next issue help us keep hope alive.

HO crisscrossed the country, interviewing dynamic Latino academics in Texas, Connecticut, Michigan, and in Hollywood–where historian Luis I. Reyes let us know that "Hispanics came from everywhere to work and succeed here"–and in nearly all aspects of the film industry. But, he added, "Our rich history, in filmdom and elsewhere, will be lost if we don't document it."

We hope that you, too, are working and succeeding, and keeping us posted so we can document your history.

Adelante!

Suzanne López-Isa
Managing Editor

THE HISPANIC Outlook IN HIGHER EDUCATION
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First Impression

by Iris Artze

QUOTABLE

In the Winter 2002 edition of the ADFL Bulletin, Doris Sommer writes of the dangers of monolingualism. She warns that English-only advocates' "glibness about cold-bath cures, as if Spanish were dirt or a disease, doesn't concern itself with other losses and the dangers that follow. One loss is to the children and their families, since Spanish is not only a vehicle for learning lessons in school, replaceable perhaps by English; it is also an international code that could foster communication, commerce, and creativity with fellow Spanish speakers in almost two dozen countries. A second loss is the range of affective, respectful, intimate, and generally performative registers of a second, home, or subaltern language. And a third loss has the broadest consequences for all of us; it is the loss of difference itself, one kind of difference that democracy depends on."

Duke's Dual Diversity Duties

This July, Kristina Johnson, leader of Duke University's engineering school, urged America to improve the science and math education of its children, particularly girls and minorities. "Simply put, unless we bring more women and minorities into science and engineering fields, we will not have the intellectual capital to address the major economic, environmental, health, and security issues facing our nation. Developing our underutilized human resources can be our competitive advantage." Two months later, Duke University Medical Center announced its participation in a new $3.6 million W.K. Kellogg Foundation program designed to increase the workforce diversity of America's health professions. Ralph Snyderman, M.D., Duke chancellor for health affairs, said, "Bringing more diversity into the health professions improves our ability to improve the health of people who are currently not benefiting from significant advances in prevention, diagnosis, and treatment." Henrie M. Treadwell, Ph.D., program director at the Kellogg Foundation, said the University was selected because, "Duke not only says they support diversity, they do it."

THANKS TO LATINOS, GOVT. AWARDS $2.1 MILLION TO COMMUNITY COLLEGE

Massachusetts' Northern Essex Community College will use these funds, awarded by the U.S. Department of Education, during the next five years to attract and maintain more Latino students. Plans include a service center on the Lawrence campus for Hispanic students, where they can obtain information on financial aid, academic advising, counseling, and other services. The new center will also house bilingual and bicultural training sessions for existing staff members. What's more, the grant will allow the college to hire three new bilingual faculty members, who will teach English, math, and science. One of the disturbing trends the college hopes to counteract with these new resources is the number of Latino students who apply, but never make it to class. As Mary Ellen Ashley, the college's senior vice president, told ***The Boston Globe***: "Once a student makes contact with the center, we'll find out what their needs are, and we won't let go of them."

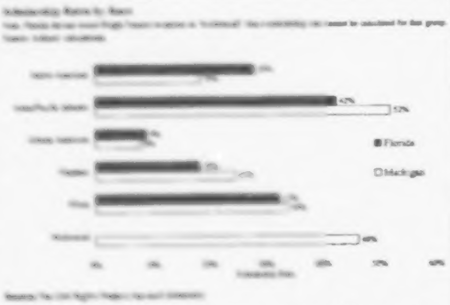
Title: Spanish Immersion Program
(including food!)
College: College of the Canyons
Department(s): Spanish Institute
Professor: varies
Conducted in: Spanish

Twice a year, the four-year-old Spanish Institute of the College of the Canyons in Santa Clarita, Calif. offers weeklong immersion programs in Spanish language and culture-including classes, workshops, performances, and even native cuisine. For instance, this August, local restaurant owner Richard Ortiz shared his recipe for the perfect Cuban sandwich with students, while Cuban music played in the background. Participants include teachers who need a second language requirement, nurses and emergency services personnel, and anyone who wants an in-depth language and cultural experience.

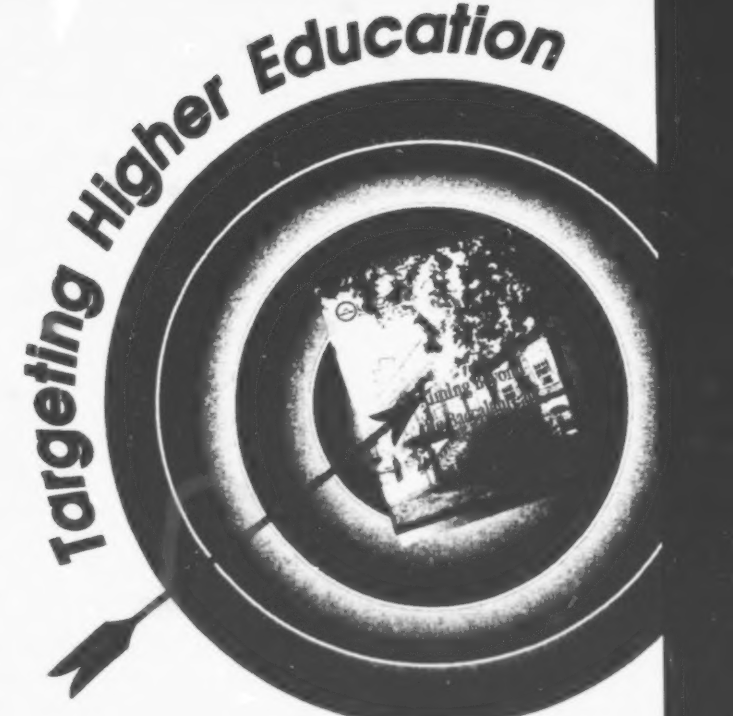
Students can earn up to three units of credit during the five days of total immersion. The comprehensive program provides all levels of language instruction, costs only $11 per unit, and is free to high-school students.

Every month this section will profile a unique course pertaining to Hispanics offered by one of a wide range of departments in colleges and universities across the country. If you would like to submit a "1st Class" course, please email the details or syllabus to hispanicoutlook@yahoo.com.

The Merit vs. Need-based Aid Conundrum



This August, the Civil Rights Project at Harvard released a report that condemned merit-scholarship programs for helping students who would go to college anyway. [Who Should We Help? The Negative Social Consequences Of Merit Scholarships, available at: http://www.law.harvard.edu/civilrights.] The graph on the right illustrates the large disparities in scholarship rates for Florida and Michigan, with White and Asian American students much more likely to receive scholarship aid than African American and Hispanic students. But the authors of this report were met with opposition: advocates of merit scholarships who argue that many financially needy students have benefited from merit-based aid as well. They point to such states as Georgia, which spent roughly $5 million on need-based aid before the state initiated the merit-based HOPE scholarship in 1993. David A. Longanecker, executive director of the Western Interstate Commission for Higher Education, told ***The Chronicle*** that today, one-fifth of HOPE funds–about $50 million–is awarded to needy students, which means they have fared considerably better under HOPE.



Faculty in Higher Education

by Gustavo A. Mellander

If, as is claimed, "what is past is prologue," one can try to pierce the future by studying the past. It's not foolproof, for during the late 1960s "experts" predicted, based on the past, that there would be a wide variety of college faculty positions as far as the eye could see. That obviously did not come to pass.

Present changing demographics and America's continuing love affair with higher education now lead many to predict a new reality. The ever-productive Department of Education has issued another voluminous report about faculty in higher education. It confirms a lot of preconceptions many in the academy already have. For those who have studied this topic, there may be few surprises in this report except that it contends that the rise in part-time faculty employed at colleges and universities has leveled off, leveled off from its sharp rises during the 1980s and 1990s but still very much a reality of higher education.

General Findings

The study is the first publication of a series to be based on the 1999 National Study of Postsecondary Faculty. For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. Depending on their institution's policies, some faculty did not have instructional duties (e.g., teaching one or more classes, or advising or supervising students' academic activities), and some individuals with instructional duties did not have "faculty" status. Further, all instructional duties for some individuals were related to noncredit courses or advising or supervising noncredit academic activities. Thus, results are a bit skewed.

In the fall of 1998, there were about 1.1 million (1,074,000) faculty and instructional staff employed by public and private not-for-profit two-year-and-above postsecondary institutions in the U.S.

About 761,000 were employed by four-year institutions. Among the various types, public research and public comprehensive institutions employed the most (201,000 and 137,000, respectively).

Private doctoral (43,000) and private research institutions (64,000) were among the smallest employers of faculty and instructional staff.

Employment Status of All Faculty and Instructional Staff

Fifty-seven percent of faculty and instructional staff were employed full time; and 43 percent, part time in the fall of 1998.

The status varied depending on the type of college or university. Those in research institutions were much more likely to be employed full time (80 percent for public research and 71 percent for private not-for-profit research) than those in public two-year institutions.

In the latter category, about a third (36 percent) were employed full time. A nice way of reporting that some 64 percent were employed part time! Some community colleges reported that 75 percent of their classes were taught by adjuncts–a reality that would have been severely criticized by regional accreditation and state offices of higher education 20 years ago.

Thus, although public two-year institutions employed large numbers, most worked part time.

The principal activity of faculty and instructional staff is often thought of primarily as teaching. But faculty is usually assigned to other activities, such as research, administration, community/public service, clinical service, and technical activities.

"Other duties as assigned" are so common among full-time faculty and instructional staff that a full 35 percent indicated that their principal activity was something other than teaching. Among "other duties," approximately 11 percent indicated research, 13 percent indicated administrative activities, and 11 percent indicated some other activity (e.g., technical activities, clinical service, or community/public service) was their principal activity during the fall of 1998.

It was different for part-time faculty and instructional staff–a full 89 percent indicated that teaching was their principal activity. Of the 11 percent that indicated teaching was not their principal activity: 2 percent indicated research; 2 percent, administration; and 7 percent indicated some other activity.

Full-time faculty and instructional staff at public and private not-for-profit research institutions were more likely than those at other types of institutions to indicate that their principal activity was research. About one-third of full-time faculty at private research universities indicated research was their principal activity. In contrast, hardly any at public two-year institutions were engaged primarily in research.

There is a breakdown by discipline as well. A higher percentage of full-timers in engineering (24 percent) and the natural sciences (29 percent) indicated that their principal activity was research than those in the program areas of business (7 percent), education (4 percent), fine arts (1 percent), and the humanities (4 percent).

Not all postsecondary institutions designate their instructional staff as faculty. Seventeen percent of all part-time and 3 percent of all full-time instructional staff did not have faculty status at their institution in the fall of 1998.

Race, Gender, and Tenure Factors

In the fall of 1998, 85 percent of full-time instructional faculty and staff were White, non-Hispanic. Approximately 6 percent were Asian or Pacific Islander; 5 percent were Black, non-Hispanic; 3 percent were Hispanic; and 1 percent were American Indian or Alaskan Native.

Most full-time instructional faculty and staff (64 percent) were men. Among full-time instructional faculty and staff at two-year institutions, however, men and women were equally represented.

Eighty-four percent of full-time instructional faculty and staff employed at four-year institutions held one of three professorial ranks: full, associate, or assistant. More than half, 53 percent, were tenured in the fall of 1998. Another 19 percent of full-time instructional faculty and staff were on tenure track, 18 percent were not on tenure track, although the institution had a tenure system; and 10 percent were at institutions that did not have a tenure system. More and more colleges are hiring full-time faculty on non-tenure track lines.

Seventy-eight percent of part-time instructional faculty and staff were not on tenure track, although their institution had a tenure system. Only 4 percent of part-time instructional faculty and staff indicated that they were tenured in the fall of 1998; 2 percent were on tenure track, and 17 percent were employed by institutions that did not have a tenure system.

Sixty-seven percent of full-timers at postsecondary institutions had a doctoral or a first-professional degree; 28 percent, a master's; and 5 percent, a bachelor's or less. Approximately 92 percent of full-timers at private not-for-profit research institutions had doctoral or first-professional degrees. In contrast, about 20 percent of the full-timers at public two-year institutions held such degrees.

Approximately 60 percent of part-time instructional faculty and staff at private not-for-profit research institutions had doctoral or first-professional degrees; 11 percent at public two-year institutions.

Instructional Faculty and Staff Work Activities

Across all colleges and universities, the average workweek for full-time instructional faculty and staff was 53 hours; and for part-timers, 37 hours. Full-timers spent the majority of their workweek (57 percent) on teaching activities, and divided the remainder of their time between research, administrative, and other activities.

Full-timers spent 11 hours per week, on average, actually teaching classes for credit. The number of hours spent teaching classes ranged from seven at private research institutions to 17 at public two-year institutions. Part-timers spent approximately seven hours per week teaching classes for credit.

Instructional Faculty and Staff Compensation

During the 1998 calendar year, full-time instructional faculty and staff earned about $69,000, on average, from all sources–from about $102,000 at private not-for-profit research institutions to $51,000 at private liberal arts colleges. Of this total income, approximately $57,000 was earned from the faculty member's basic salary; $4,000 was earned for other services.

Part-time instructional faculty and staff earned substantially less than their full-time counterparts ($46,000 vs. $69,000). Average basic salary from their institution was about $12,000 for part-time instructional faculty and staff, but $57,000 for those working full time. Part-timers, however, earned substantially more outside income than their full-time counterparts ($32,000 vs. $6,000, not including consulting income, probably reflecting income from a second job).

In fact, 77 percent of part-timers earned income (other than consulting income) from outside their institution during the 1998 calendar year. The average amount was $41,000. In comparison, 47 percent of full-time instructional faculty and staff earned income from outside their institution during 1998, averaging about $13,000.

Activities

Teaching activities included teaching, grading papers, and preparing courses; developing new curricula; advising or supervising students; supervising student teachers and interns; and working with student organizations or intramural athletics.

Research activities included research; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; and giving performances or exhibitions in the fine or applied arts, or giving speeches.

Administrative activities included department or institution-wide meetings or committee work. Other activities included professional growth (including taking courses, pursuing an advanced degree, and others such as practice or activities to remain current in one's field). Income is also earned from outside consulting or freelance work. Some faculty routinely engage in activities such as providing legal or medical services or psychological counseling to clients or patients, paid or unpaid community or public service, service to professional societies/associations.

Summary

The academy has changed. Part-timers are being hired at percentages that would have jeopardized accreditation two years ago. But the trend, although allegedly slowing down, is very prevalent in all institutions. The reasons are not academic; they are bottom-line financial ones.

Most adjuncts, aside from being paid far less than full-timers, don't receive medical leave or retirement benefits. They are second-class citizens, but the savings to the institutions are so enormous that the practice will not soon end.

On the academic side, most adjuncts are competent; many bring life realities to the classroom. But some scholars wonder whether an institution is able to create its desired outcomes when more than half its courses are taught by part-timers.

Lastly, tenure is becoming more difficult to achieve. Many colleges cannibalize their full-time vacancies and create part-time positions instead. Or if they do maintain the full-time position, they frequently place it in a non-tenure earning slot.

For more data see: U.S. Department of Education. Background Characteristics, Work Activities, and Compensation of Faculty and Instructional in Postsecondary Institutions. Linda J. Zimbler.

Assessing Educational Quality?

A Guide for the Perplexed

by
Tony P. Martinez and
Alison P. Martinez

Most national instruments let you include several local questions for a small extra charge.

Once upon a time, assessment meant a homemade checklist duplicated in purple ink. Now, with growing internal and external pressure for results and accountability, assessment of educational quality is a fast-growing, value-added segment of the higher education industry.

National assessment instruments proliferate. Are they better or cheaper than locally designed instruments? Which one can do the best job for a given college or university? What can assessment do, and what can it not?

"There's a tendency for folks to look at the data as if they have a life of their own, but they have to be interpreted in the context in which they were collected and will be used," Victor Borden explains. "People tend to think the answers are in the data or in a new computer, but truly the answers are what the people who use the information are going to do with it."

Borden is associate vice chancellor for information management and institutional research at Indiana University-Purdue University Indianapolis (IUPUI). He frequently conducts studies and presents papers on assessment, retention, and related issues in postsecondary education.

The American Council on Education's Center for Policy Analysis and the Association for Institutional Research commissioned Borden to study the many assessment tools that are marketed to institutions of higher education nationwide, and provide guidance to educators. The result is a slim but meaty report, ***Measuring Quality: Choosing Among Surveys and Other Assessments of College Quality*** (American Council on Education, 2001, $15.00).

First, ***Measuring Quality*** explains in plain English how to approach decisions about assessment instruments.

As for designing your own instrument locally, the cost of doing your own work is larger than it looks on the surface, and national instruments offer norms and comparative data not possible locally. "It's good to utilize resources available from external vendors," Borden advises. Why reinvent the wheel? Most national instruments

let you include several local questions for a small extra charge.

Next the book presents information about 26 nationally available instruments, in tabular form.

The tables are helpful because they simplify comparison. The glossy brochures distributed by assessment vendors present information in such varying ways that comparison is arduous. Borden and the Association for Institutional Research plan to keep the tables updated on the AIR Web site at www.airweb.org.

Cost

The first question asked is often, "What will it cost us?"

The short answer is, for a small school, usually just a few thousand dollars up front. The exact up-front charge may be computed readily from the tables in *Measuring Quality*, where flat fees for participation and per-survey fees for forms, processing, and reports are detailed.

"But the real costs come in afterwards," Borden cautions. "The college president may need to spend an afternoon studying the results. You may need to put people onto using the survey data in various ways. That's where more substantial costs are involved," both payroll costs and opportunity costs–the value of whatever else those faculty and staff might have been accomplishing with the time and thought assigned to putting the new information to work.

ACT (American College Test of ACT, Inc.) and, to a lesser extent, SAT (Scholastic Aptitude Test of The College Board) collect background data about college applicants when the tests are administered. There is no charge to colleges for the basic information, which the hopeful students have already provided. Detailed reports can be tailored to your needs at low cost.

"You should certainly take advantage of the information that is already collected, if it is applicable," Borden advises. With ACT, the institution can provide first-semester performance data, and ACT will provide a comparison report. "It's a good value," he observes.

Dr. Victor Borden, associate vice chancellor for information management and institutional research at Indiana University-Purdue University Indianapolis (IUPUI)

However, the researcher notes that ACT and SAT are administered a year or more before students come to college, and some data can change in that time. Indiana University's new College Student Expectations Questionnaire (CSXQ) is administered at freshman orientation and can be followed up with the College Student Experiences Questionnaire (CSEQ.)

"I am part of a team that coordinates and supports assessment at my university," Borden explains. "Many universities have an assessment or institutional research office. Smaller institutions may contract with companies or consultants." Whichever way the work is organized, he emphasizes, "it's good to have someone inside, who understands assessment methods and participates in the management culture of the institution, to act as liaison between the external vendor and the faculty and administrators who can use the information."

Diversity

Borden's ongoing research on assessment instruments is based at Indiana University-Purdue University Indianapolis (IUPUI.) This unconventional institutional model, where the state's two leading universities share a campus in the heart of the state's leading metropolis, has proved a big success since it was founded in 1969. The IUPUI campus now enrolls more than 28,000 students in 180 degree programs, including graduate and professional programs.

From the beginning, IUPUI set out to provide quality education to minority as well as majority students, traditional and nontraditional. Fees and schedules take students' needs into account. Diversity initiatives are coordinated and recognized at the chancellor level.

"The way people approach the issue of race and ethnicity varies," Borden observes. "Some folks treat this issue as an integral part of all analysis, some as a separate issue.

"For example, IUPUI and our sister campus at Bloomington use different approaches. Bloomington has created a number of specific minority support and advocacy entities, such as a Latino Cultural Center, while we have a Chancellor's Diversity Cabinet that examines how diversity issues are played out in the way we do everything.

"Different assessment results would be useful depending on how different universities are approaching diversity issues."

Institutions seeking significant data on minority students should consider assessments with inclusive populations, so that experiences and outcomes of minorities may be seen in a larger context, and the size of the minority sample will be adequate.

For example, College Board's SAT, with close to 1,300,000 test-takers last year alone, can break out Mexican-American, Puerto Rican, and Hispanic/Latino subgroups.

Another popular tool is the Cooperative Institutional Research Program (CIRP) of the Higher Education Research Institute (HERI) at UCLA. Since 1966, 1,700 institutions and 10 million students have participated. HERI also offers a follow-up College Student Survey (CSS.)

Working with Brevard College (N.C.) and funded by The Pew Charitable Trusts, HERI has developed and pilot-tested Your First College Year, which is now available for general use.

Borden notes that the big national assessments pay disproportionate attention to traditional students and traditionally preferred outcomes in standard, four-year programs. *Measuring Quality* includes instruments designed especially for community colleges, vocational schools, and students over age 25.

In 1998, ACT and the American Association of Community Colleges developed Faces of the Future, now used by hundreds of colleges. In 1999, the University of Memphis issued a new edition of its Community College Student Experiences Questionnaire.

The Noel-Levitz organization offers the Adult Student Priorities Survey, and institutional surveys customized for two-year, four-year, and career colleges.

Indiana University's National Survey of Student Engagement (NSSE) has gained attention as it seeks to measure quality of student effort.

Measuring Quality lists five achievement tests under "Student proficiencies and learning outcomes." Each is available for multiple subjects. Most come from the big testing organizations such as Educational Testing Service, but Tennessee's Austin Peay State University also offers Area Concentration Achievement tests in 11 disciplines.

Faculty Surveys

In addition to assessments of entering undergraduates, enrolled undergraduates, and student achievement, *Measuring Quality* covers four faculty and institutional surveys. Three coordinate with student surveys from the same vendor. The other comes from the National Center for Higher Education Management Systems (NCHEMS) in Boulder, Colo.

Alumni Surveys

There are not many national surveys of alumni, for the simple reason that it's easier to survey people that you have ready access to, such as faculty, staff, and students, Borden explains. Also, public institutions are the biggest markets for surveys and assessments, and until recently they have not kept in touch with alumni as closely as private institutions do.

NCHEMS offers surveys for each stage of the college experience, from matriculation through graduation and beyond. One of the newest national instruments is the online College Results Survey by Petersons. The college provides a contact list, and Petersons asks each alumnus to visit the CRS Web site and fill out the online survey.

It is tempting to enclose a donation request with an alumni survey. "From the perspective of getting valid survey responses, if you want information, you don't ask for that at the same time as you ask for money," Borden warns. "It is important to keep separate the kinds of prospecting you do. A survey should not accompany a solicitation."

The proliferation of intriguing research designs and the promise of so much interesting information invite participation in multiple assessments. After all, educators love knowledge for its own sake. Educators hate to bypass any chance to learn more, especially about their own students, faculty, and alumni.

Working with Brevard College (N.C.) and funded by The Pew Charitable Trusts, HERI has developed and pilot-tested Your First College Year, which is now available for general use.

Nevertheless, costs of participation–the obvious and the subtle–must be weighed against benefits. For one thing, too many surveys of the same people cut response rates. Borden calls response rates "a very large issue."

Most important, "You have to have the capacity to use the information."

Tricks of the Trade

To interpret the results, says Borden, "it is always important to know the conditions under which an instrument was administered. The way the request for participation is presented is crucial.

"The timing of when you do a survey is very important," Borden observes. Often students are more optimistic at the beginning of a term than after finals.

"Never give out a survey between Thanksgiving and Christmas!" the researcher advises with a smile. "The day taxes are due is not the day for assessments, either.

"E-mail adds another dimension," the researcher observes. In the last two or three years, quick postcard, e-mail, and Web surveys have become more common. Several assessments let institutions choose e-mail only, postal-only, or both modes of response. It is by no means obvious which mode gets the best response.

For example, a recent IUPUI survey got 41 percent of responses by Web and 59 percent on paper. "We are a commuter campus," Borden explains. "Paper is more portable and fits our students' lifestyles better." Percentages might be reversed on a residential campus, where students access the Web conveniently via dormitory and laboratory computers.

What to Do?

So how does a college decide about participating in an assessment, or plan how to participate?

"Start out with things that are already available," Borden advises, "and make the best use of what's there. Also, get the future users of the information engaged in the assessment process as early as possible.

"You have to have the capacity to use the information," Borden repeats, "but it's better to struggle with some misuse, if you are learning along the way, as long as you keep the stakes reasonable. It's better to make some mistakes than not to use the data at all."

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

SDSU Launches Web Pages for Spanish-Speaking Parents

University First in California to Bridge Information Gap

by Jason Foster

San Diego State University announced recently that it is the first university in California to make important admissions guidelines and requirements available in Spanish on its Web site. Latino advocates and SDSU say the move bridges an information gap between Spanish-speaking Latino parents and the higher education community and will help more high-achieving Latino children successfully prepare for college.

SDSU's Spanish-language Web pages, at www.sdsu.edu/espanol, were unveiled at the San Diego County Office of Education's Joe Rindone Regional Technology Center during Latino Education Summit VII. The pages concentrate on information that parents need to know to help their children qualify for admission to the California State University System and to SDSU. They cover required core high school courses and other eligibility requirements, parent and student orientation events, application information, financial aid, and other resources available to help students and parents, and related information.

"This is an essential step to ensure that Spanish-speaking parents have an equal opportunity to help their kids successfully prepare for college academically and financially," said Dr. Jim Kitchen, SDSU's vice president of student affairs. "Parents should be aware of these requirements and resources while their children are still in junior high or middle school, and these new pages will make sure those who speak and read primarily Spanish have no language barriers to overcome if they want to get this information online."

Gus Chávez, director of SDSU's Educational Opportunity Program (EOP), said SDSU has been very active in outreach to the Latino community for years. He also said data from several recent studies and reports indicate a growing need for more colleges and universities to post admissions information in Spanish.

June 2002 tabulations from Neilsen/Netratings show Latinos are the fastest-growing ethnic group on the Web, with the number of Latino Web users growing 13 percent over the same time last year. Meanwhile, a July 2002 study by the Tomás Rivera Policy Institute found Latino parents are largely unable to provide their children with basic information or assistance about attending college. That study also found that language barriers were at the root of most of the problems Latino parents and students encountered in the college information process, and that Latino parents and students viewed colleges themselves as the least informative source about higher education–far behind teachers, friends and guidance counselors.

"Posting our admissions information on the Web in Spanish is one of the most important outreach steps we've taken to effectively communicate with Latino parents," Chávez said. "For years, our office has made numerous presentations to Spanish-speaking parents about how to help their children prepare early for college, and this will be a powerful tool that will greatly expand our ability to spread this information."

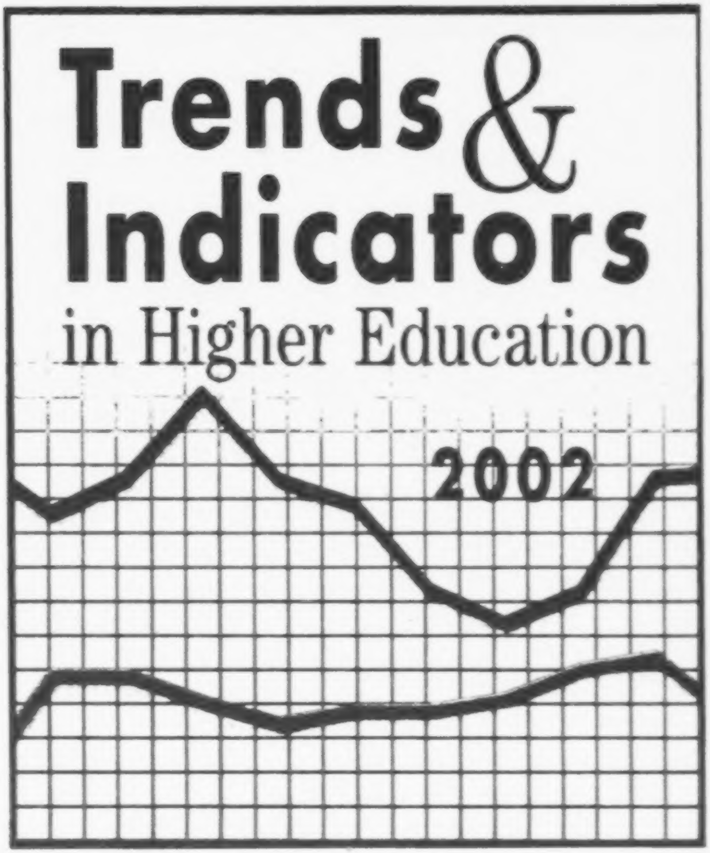
David Valladolid, president and CEO of the San Diego-based Parent Institute for Quality Education (PIQE), said the online information will reduce confusion and frustration among parents, and reduce the number of talented Latino students who miss out on college because their families didn't know about required courses, available financial aid, or other key facts.

"I'm proud that SDSU has become a leader in using Internet technology to reach out to the Latino community," said Valladolid, whose organization is dedicated to helping low-income, ethnically diverse parents learn how to assist in their children's schooling. "I believe this will help more young Latinos who dream of a college education get the guidance they need to achieve it."

Chávez said his office will raise awareness about the Spanish-language Web pages through announcements to high school counseling centers, Latino organizations, school administrators, and other key groups.

San Diego State University is the oldest and largest higher education institution in the San Diego region. Founded in 1897, SDSU has grown to offer bachelor's degrees in 78 areas, master's degrees in 62 areas, and doctorates in 14. SDSU's more than 33,000 students participate in academic curricula distinguished by direct contact with faculty and an increasing international emphasis that prepares them for a global future. For more information log on to www.sdsu.edu.

NEW ENGLAND SCHOOLS EXPERIENCE DROP IN ENROLLMENT



by Frank DiMaria

In the 17th and 18th centuries, the colonists who settled in the New World were suspicious of public state run institutions. As a result, they established private colleges, many across New England, long before the government could establish its own institutions. Today, nearly 50 institutions lie within the Boston metropolitan area, long considered the capital of American higher education. However, New England's monopoly on higher education is weakening.

In the late 1980s, 6.2 percent of America's college students attended institutions in New England. By 2000 that number had fallen to about 5.2 percent. The U.S. Department of Education IPEDS data indicate that enrollment in New England institutions dropped by 14,655 students from 1990 to 2000, while enrollment at institutions throughout the United States grew.

The decrease in enrollment forced schools such as Aquinas College and Bradford College in Mass., Castle College and Notre Dame College in NH, and Trinity College in VT to close their doors last spring. The closing of these schools does not bode well for New England's economy. Higher education pumps about $15 billion into the region each year, making it a leading industry. Dr. Charles M. Cook, director, Commission on Institutions of Higher Education at the New England Association of Schools and Colleges, says that New England has long been a region poor in natural resources, except for wood and fish, and that intellectual growth and higher education has historically been one of the region's most important products. And the region, says Cook, "needs to continue to invest in that if the economy is going to be strong and grow."

A number of factors have combined to cause the region's most recent decrease in student enrollment. The most obvious is a change in demographics.

New England, like most regions in the U.S., is experiencing a shift in demographics. But, unlike other regions, New England is losing population. Through the year 2012, it is projected that the region will experience a decrease in high school graduates.

"A lot of this is birth rates. New England has been a slow-growing region. There is some concern that we are losing students, but the bigger concern is that it is a slow-growing region population-wise," says John Harney, executive editor of *Connection*, the quarterly magazine of the New England Board of Higher Education.

In addition to birth rates, another reason the region's population is shrinking is New England's high cost of living. Harney says that some individuals are reluctant to relocate to New England because the cost of housing is too high.

While New England has been losing population, those regions gaining population have been building "flagship" campuses. States such as California, Michigan, and North Carolina have all built public schools that attract all-important research dollars and educate local students.

"Some of these flagship institutions in the West and the Midwest have become very much world-class institutions, and they offer much lower tuition than our prestigious, private, world-class institutions. So on that level, there is a new competition that makes those public institutions more attractive than the more expensive private ones here," says Harney.

New England schools offer a certain cachet and have always been a strong magnet for students from outside the region who are seeking prestigious institutions. But now, schools in Wisconsin, Michigan, and elsewhere offer the same cachet.

Not all New England institutions are experiencing enrollment woes. Between 1990 and 2000, enrollment in New England's public institutions dropped from 432,194 to 413,308 students. Private institutions saw their enrollments grow from 385,107 to 390,808 in the same period. Not one of the region's public schools ranks among the top 50 national universities in the *U.S. News and World Report's College Guide*. Some experts believe this has caused an image problem for New England's public schools. Consequently, when students and parents think of the nation's top public institutions, they tend to think of the University of Virginia or the University of Michigan, not the University of Vermont or the University of Massachusetts.

To make matters worse, New England's public schools do not receive the resources from their respective states that schools in other regions do. For example, New England states spend $179 per resident on higher education, $43 less than the national average. Cook says that historically, in Massachusetts, public higher education has been viewed as a social service provided for those who cannot afford a private school education. This lack of state support almost forces New England institutions to charge higher tuition rates. On average, New England schools are the most expensive to attend in the nation. Public schools in New England cost $1,000 more than the national average while a private school can cost $3,000 more. "What schools lack in state appropriations, they make up for in high tuition," says Harney.

CONNECTION

John Harney, executive editor of the quarterly magazine Connection

Dr. Richard Wylie, Endicott College president

Affordable tuition is not all that students and parents are seeking. Many students choose a school based on its academic history and its ability to perform cutting-edge research. For that reason, schools that attract significant research dollars and a high-quality faculty have a better chance of enticing high school students.

"There is an image enhancement from being a world-class research institution, even if the people you are attracting are not going to be directly involved in the graduate research," says Harney.

Robert Weygand, president and CEO, New England Board of Higher Education, indicates that New England's state legislators have been content on relying on the region's private institutions for research, while in states such as Texas, Kentucky, and California lawmakers have sunk millions of dollars into public schools for research. In New England, research spending has fallen from 10 percent to 8 percent since 1980.

Throughout the centuries, New England schools have been noted for the "classic liberal-arts" education they offer. Today, many students are searching for schools that offer a more career-oriented curriculum. Johnson and Wales, in Providence, R.I., for example, has offered a career-oriented curriculum since it opened its doors in 1914. Today, it is thriving among schools that are losing enrollment.

"We were a career university back when it wasn't very popular to be a career university. Liberal arts was very popular, even back in the early '60s. But many schools in the early '80s moved toward a liberal arts education. But we adhered to our roots and continued on that career-focused education. And I really think that is what has made the difference for us," says Maureen Dumas, dean of admissions, Johnson and Wales University.

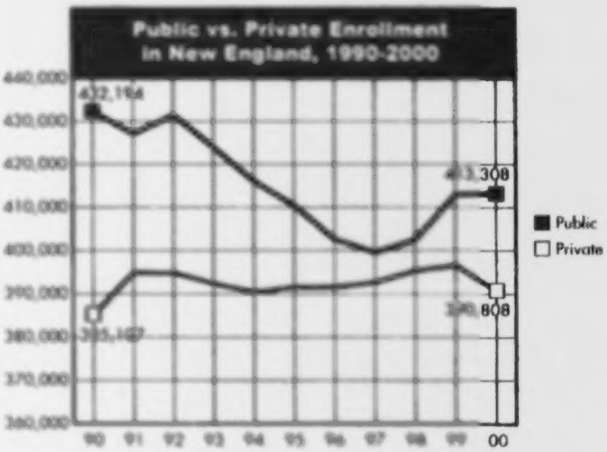
Johnson and Wales is not the only New England institution that has experienced an increase in its enrollment of late. A number of institutions in the region anticipated New England's shift in demographics and reinvented themselves by doing everything from becoming co-educational to adopting new marketing strategies to adding technology.

In 1996, the entering student enrollment at Colby-Sawyer College in New London, N.H. was about 260 students. This past fall Colby-Sawyer welcomed 310 newly enrolled students. Wendy Beckemeyer, vice president, enrollment management at Colby-Sawyer, says that the increase was due in part by turning the school into a co-educational institution in 1990.

"One of the reasons we moved to co-educational was because only 4 percent of the women going to college in the United States would consider a women's college. There are over 80 women's colleges in the country, so all of the women's colleges would be competing for that very small piece of pie. So one of the ways we could combat that was to move to a co-educational academic environment," says Beckemeyer.

Endicott College in Beverly, Mass. took the same route as Colby-Sawyer but with a twist. In 1987, Endicott was nearly forced to close its doors when its enrollment dropped.

"We were at a crossroads. Either we were going to do something, or we were going to go out of business," says Dr. Richard Wylie, president, Endicott College.



Source: New England Board of Higher Education analysis of National Science Foundation (NSF) Web CASPAR Database System. Does not include unknown institutions.

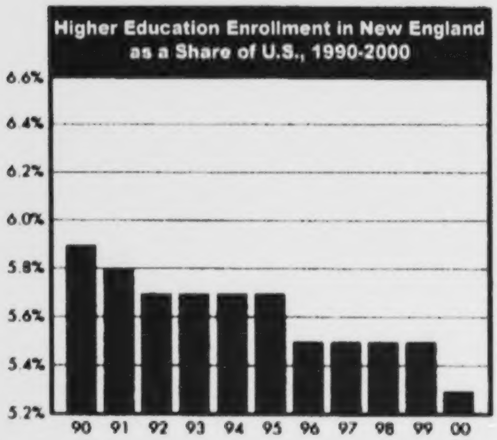
Aside from becoming a co-educational institution, Endicott moved from being a two-year institution to being a four-year school. Then it began publicizing one of its unique requirements. Since its inception in 1939, Endicott has required yearly internships of all its students for every year of their education.

"We are the only college in the country that requires students to do yearly internships. It truly enhances the curriculum because if students are practicing what they are learning in the classroom, learning takes on a different dimension and depth," says Wylie.

In 1992, the Maine College of Art had an undergraduate student population of about 300 and needed a larger studio facility. The school purchased a large department store in downtown Portland, Maine. Although it was larger than the school's population required, the school implemented a 10-year strategy to increase its enrollment by 100 students.

Enrollment grew for the first couple of years of the plan, but, like many other New England institutions, its enrollment flattened in the late 1990s.

"In 1998, we really got hit over the head... we had a significant falloff in the number of incoming students. Here we had committed to this new facility, and we were carrying a lot of overhead because of it, and we just couldn't afford to have level enrollment," says Beth Elicker, vice president, finance and administration, Maine College of Art.



Source: New England Board of Higher Education analysis of U.S. Department of Education IPEDS data. Share for 2000 based on projected U.S. enrollment.

So the school revamped its recruitment strategy, hired a regional recruiter for the New York Metropolitan area, and stepped up its international recruiting efforts.

In addition, noticing that students were becoming more career focused, the school brought on a career counselor, beefed up its student affairs department, and added a new media major that focuses on technology.

The Benjamin Franklin Institute of Technology carved its niche in the Boston community as a school that catered to students with academic problems who enjoyed working with their hands. However, in the mid-1990s the shift in demographics and the elimination of its evening program resulted in a decrease in enrollment to about 249 students. At about that time the institution hired Will Arvello.

"When I came on in 1998 we really started to refocus where we were going in terms of marketing.... We never really marketed ourselves. The students who came here came here through word of mouth," said Arvello, who is dean of enrollment services.

First, the institution began advertising on the MBTA, Boston's train system. Then it re-branded by creating a new logo and changing its name. Formerly known as the Franklin Institute of Boston, the school changed its name to the Benjamin Franklin Institute of Technology to tie its legacy back to Benjamin Franklin, who left money in his will out of which the institution grew.

"When I came on board, we were at about 270 students. This year we expect to be over 350 students," says Arvello.

Despite the closing of some New England schools, the region is by no means in an enrollment crisis, says Cook.

"Although this downturn is a long-term trend, it's not necessarily one that will place the institutions in crisis.... There can be some kind of ups and downs. The most important thing is that regardless of what the numbers might suggest, New England higher education is robust, and it has an incredible variety of institutions, and it is on the whole doing well. Sure, most institutions would like more students than they have," says Cook.

Collaborative Technological Assistance

Educause Project Helps MSIs Bridge the Digital Divide

by Isis Artze

If you're a faculty member or administrator at a minority-serving institution and your college hasn't already made use of the IT services offered by Educause's AN-MSI (Advanced Networking with Minority-Serving Institutions) project, you'd better hurry; the project is in its fourth and final year. "What kinds of services you ask?" campus visits to assess campus network and IT, and provide recommendations; online training for campus network personnel; hosting services for online course development; assistance with distance learning; and many more!

AN-MSI was conceived in 1999, when the National Science Foundation (NSF) set out to help extend U.S. research and education beyond schools that traditionally receive funding, and created a four-year, $6 million grant. Educause, a nonprofit organization, was awarded the funds, and created the AN-MSI project to help narrow the digital divide that many minority-serving institutions (MSIs) face.

"Educause was compelled by the research findings of the Department of Commerce on the Digital Divide," says Alex Ramírez, the project's Hispanic-Serving Institution (HSI) community leader. Of particular interest was the report *A Nation Online: How Americans Are Expanding Their Use of the Internet* (U.S. Department of Commerce, February 2002), and its report on the traditional college-age cohort, 18- to 24-year-olds. "Even when dropping from the statistics Hispanics not enrolled in college," says Ramírez, "the divide persists when focusing on the high Internet usage group of 18- to 24-year-olds attending school or college: only 49.7 percent of Hispanic students use the Internet at home, compared to 74.3 percent of non-Hispanic White students."

Alex Ramírez, Ph.D., AN-MSI project's Hispanic-Serving Institution Community leader

Educause was also hearing from its large membership, currently over 1,800 institutions of higher education, about the growing importance of the network, on-campus and the Internet, says Ramírez. "Not only the tremendous benefits and potential, but the difficulty and cost of staying current," he says, "even from large, relatively well-funded institutions, let alone the smaller or less-funded institutions like many MSIs."

He cites findings of the Integrated Postsecondary Education Data System (IPEDS) of the U.S. Department of Education that, in the 1995-96 school year, HSIs received $7,300 in overall funding on average per student, compared to $15,000 received by all other degree-granting institutions.

"If the 'wealthier' schools are having a hard time keeping up with technology costs, how much more so the less well-funded MSIs," affirms Ramírez.

During the project's three years running, it has worked with roughly 100 institutions, says David Staudt, AN-MSI project director. "We're now ready to expand our services to the rest of schools that are interested." Brief descriptions of these available services are listed on page 18.

Ramírez adds that a recent development in their roster of services was the subject of a *Chronicle* article in July declaring: "Educause is seeking a few good American Indian, Black, and Latino colleges."

"Actually, the dot.edu remote hosting and support of online classes discussed in the article of the *Chronicle* is one of our explorations into ways we can assist with distance learning," says Ramírez. "It's not a separate component of AN-MSI."

The dot.edu model is one that has worked in Wisconsin and has proven to be cost efficient for the state, he says, which is one reason other institutions may want to participate. "We may find sufficient interest to assist in establishing a remote hosting and support site or multiple sites," says Ramírez. In essence, select MSIs would operate distance-learning facilities that other MSIs could use. [Any interested colleges should contact AN-MSI. For details, visit www.anmsi.org.]

Staudt calls attention to the project name: Advanced Networking *with* Minority-Serving Institutions. "Notice that the name specifically says *with* MSIs–not *for* or *to*," he insists, "we're working with them collaboratively to reach the goals, and they've guided the project."

In fact, Educause asked MSIs for their input even before it had secured the grant. "We sent a draft of the proposal to Hispanic Association of Colleges and Universities (HACU), the American Indian Higher Education Consortium (AIHEC), and the National Association for Equal Opportunity in Higher Education (NAFEO)," says Staudt. "They made suggestions, and we changed the proposal accordingly." The grant proposal sent to NSF was accompanied by letters of support from these organizations.

AN-MSI Achievements

This past October, Yuma, Arizona-based community college Arizona Western College announced that, with the help of AN-MSI, it had implemented an end-to-end network infrastructure for data, voice, and video services. In so doing, the College, which serves a predominantly Hispanic student body, took a major step forward in meeting the growing demand for online educational services at its main campus and five satellite campuses serving a 10,000 square-mile area.

Arizona Western became part of a collaboration between AN-MSI, HACU, and the Network Resource Startup Center, another NSF-funded project at the University of Oregon, to perform the network analysis. After receiving the assessment and recommendations, the College chose Cisco Systems to implement a solution.

"The AN-MSI project provided AWC with a team of highly trained network professionals who offered the technical assistance necessary to make our college network state-of-the-art and move Arizona Western closer to being the hub of technology in southwestern Arizona," said Tim Shove, vice president of information technology for Arizona Western. "We could not have achieved these results without this type of specialized assistance from both AN-MSI and Cisco Systems."

Staudt affirmed that "What Arizona Western has achieved in the Southwest shows that nonprofit collaboration, technology expertise, and public funds can help minority-serving institutions anywhere in the country develop the campus infrastructure and national connections to become full participants in the Information Age."

The University of Texas at El Paso (UTEP) was one of the first campuses visited by one of AN-MSI's project teams. "UTEP is one of the lead campuses shaping the project," says Ramírez. "They also have a very informed, dedicated, and highly regarded president in Dr. Diana Natalicio. They were an outstanding host to the team and opened their doors widely so the team could make an objective and confidential assessment of the campus network infrastructure."

In addition to acting on some of AN-MSI's recommendations and requesting follow-up assessments, UTEP was also the host campus for the video conference series "Harnessing Technological Change to Serve a Changing Student Demography–Strategies for Integrating Asynchronous Teaching and Learning Approaches."

California State University-San Bernardino (CSUSB) has also been engaged in the project since its early beginnings. "They, like other campuses, were facing the issue of network security, and were even unable to hire a network security officer," recalls Ramírez; "The project brought together some of the HSIs in the Southern California area; they began to work out how they could confront the issue of network security collaboratively in the region."

"They then sought funding to carry out their plan, and submitted a successful Title V collaborative grant," says Ramírez. "And the grant is seen as a model for collaborative Title V grants by the Department of Education." In addition to CSUSB, the collaboration includes California State University-Los Angeles; California State Polytechnic University-Pomona; Oxnard College; and Mt. San Antonio College.

Lessons Learned

One of the benefits of joining the project at this stage, after three years of practice and even some trial and error, is that many of the kinks in the system have been resolved. For instance, Staudt says, they initially had planned "executive awareness" sessions that entailed presentations at conferences and meetings to convey the importance of IT to key individuals.

Campus visits turned out to be much more effective, he says. When invited, three to five AN-MSI representatives go to a campus. One set talks to the representatives about what they want and what problems they're having. Another set talks to the IT people. They then write a report with recommendations and possible follow-up services.

"Training is also a huge area," says Staudt. "Campuses have, on average, two to three IT people, and they often don't have funds for off-campus training." AN-MSI has arranged relatively affordable online training options.

Why else would MSIs want to participate in this project?

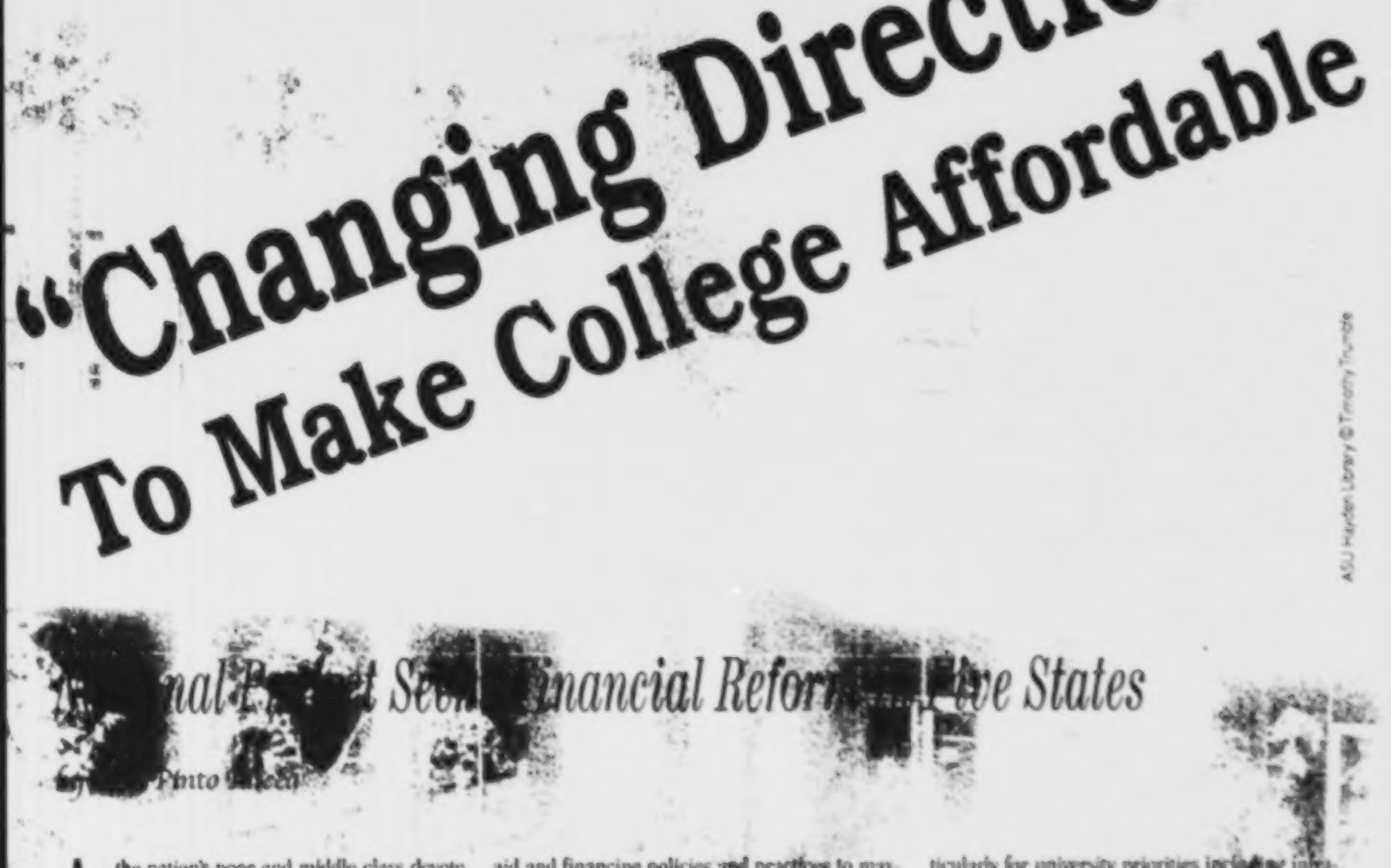
For one, "HSIs need to engage in the thoughtful use of this technology to provide education comparable to other institutions of higher education," says Ramírez. In addition to taking advantage of the aforementioned services, MSIs can join the collaborations among institutions to seek joint funding to meet common needs, and can attend AN-MSI conferences.

Finally, for those who worry about some of the implications of "collaboration," Staudt assures that "Hispanic, Black, and tribal colleges are finding they have a lot of the same problems; and that collaborating does not, in any way, mean losing their identity."

AN-MSI Services

- Campus Visits, in which a small team of information technology experts assesses the campus network and information technology organization and provides recommendations.
- Collaborations, in which AN-MSI institutions develop cooperative efforts for Internet connectivity or education and research projects.
- Curriculum and Faculty Development regarding the use of information technology in teaching and research.
- Assistance with Distance Learning, from helping institutions get started to providing expert advice on advanced techniques.
- Dot.edu, which provides hosting services for online course development using an array of courseware products. Services include: hosting, course management systems, instructional design consultation, software training, and the Solution Center with 24-7 support.
- Monthly Newsletters, which provide monthly updates on the project, as well as upcoming meetings and events.
- Online Training for campus network personnel, so they can update their skills without leaving the campus.
- Potential participation in Remote Technical Support activities with other institutions, to share expertise in areas including security, virus protection, intrusion detection, and 24-7 monitoring.
- Strategic Planning, in which an experienced facilitator can visit the campus and lead the institution's team towards development of a campus information technology plan.
- Student Technology Services (STS), a unique service organization consisting exclusively of student employees, tasked with the operation of various computer, media, and technology related campus services.
- Technical Assistance in designing and implementing an updated campus network.
- Consulting on implementation of Wireless Systems, including secure campus networks and wireless systems to assist in community outreach activities.

"Changing Direction" To Make College Affordable



ASU Hayden Library © Timothy Trumble

National Project Seeks Financial Reform in Five States

By [illegible] Pinto Alicea

As the nation's poor and middle class devote a much larger share of their family incomes to send children to college than they did 20 years ago, and tuition hikes at the nation's public colleges and universities outpace financial aid and state support; a trio of organizations has launched a program to make higher education more accessible and affordable.

The Western Interstate Commission for Higher Education (WICHE), the State Higher Education Executive Officers, and the American Council on Education have selected five states–Arizona, Connecticut, Florida, Missouri and Oregon, to participate in a national project to reform state policies and practices on tuition, student financial aid, and state appropriations.

The study project, called Changing Direction: Integrating Higher Education Financial Aid and Financing Policy, is funded by the Lumina Foundation for Education. The purpose of this project is to examine how to structure financial aid and financing policies and practices to maximize participation, access, and success for all students. While this effort involves all sources of assistance and financing–federal, state, local, and institutional–the project will focus on state policies and practices. The project will address current practices and policies, and will emphasize exploring innovative, creative, and perhaps untested approaches to national- and state-level challenges.

"If successful, Changing Directions will demonstrate that a university system and governing board can do a great deal to address the challenges of the times: to do more for many more with declining public resources," said Jack B. Jewett, president, Arizona Board of Regents (governing board for Arizona State University, University of Arizona, and Northern Arizona University). "If wildly successful, the initiative will help convince the state legislature and governor to come forward with more funding, particularly for university priorities including infrastructure, financial aid, and peer competitive compensation for staff and faculty."

WICHE stated in a report outlining the Changing Directions project that the need to address change is upon the higher education community. It estimated that 360,000 more high school students will graduate in 2008 than graduated in 2000–an increase of 13 percent. Moreover, it said enrollment growth in higher education will be substantial; 10 states are projected to see growth exceeding 25 percent by 2007-2008. "Most states are not well positioned to accommodate this type of enrollment growth demand," the report concluded.

Arizona's need to improve integration of its finance policies has been outlined in a number of reports. In *Measuring Up 2000*, produced by the National Center for Public Policy and Higher Education, Arizona received a "C-" grade in the area of affordability. In another report produced by the Lumina Foundation for Education, *Unequal Opportunity*, Arizona's main residential campuses were rated as unaffordable.

"This was surprising to many in our state who had assumed that since tuition was low, there was no need to worry about financial aid," said Jewett of Tucson. Jewett believes that one of Arizona's problems is that compared to other states, it has almost no state-appropriated financial aid. He says the vast majority of aid is funded through institutional, federal, or private sources.

"Although Arizona has historically kept tuition among the lowest in the nation, the other costs of attending a university are substantial and present a financial challenge for many students," Jewett said. "As a result, Arizona ranks very low in national studies of affordability and has shown poor performance on related measures of participation, retention, and graduation."

The Changing Directions project is divided into two phases. Phase one, estimated to be completed within 18 months, will convene key state leaders from education, government, and business to identify desired outcomes and examine successful models using an integrated approach. A strategic plan will be developed to coordinate the policies and decision-making processes to facilitate increased affordability, participation, and graduation rates. In phase two, the Universities and states are expected to implement and evaluate the changes in policy framework for tuition-setting and student financial aid.

In Arizona, one of the major goals of the project is to provide greater independence and flexibility for each university, changing the state's entire university system, said Virgil Renzulli, vice president for public affairs at Arizona State University. Renzulli said he hopes that the model created from the effort will help other universities.

"Each university will be allowed to determine its own direction and develop its own strengths," said Renzulli. "It will reduce the competition among the three state universities that has hindered our efforts to win more federal grants for the state and eliminate some unnecessary duplication. The end product should be a better university system for the entire state. Rather than having three very similar universities that differ only by location, Arizona students will have a choice of three different but all high-quality universities."

ASU President Dr. Michael Crow said that since the Changing Directions project will help the universities in Arizona better differentiate themselves, it also will help the individual institutions look inwards to highlight the aspects that make them unique. He cited, for example, ASU's East Campus, which has several excellent technology-oriented programs that need to be expanded.

Dr. Michael Crow, president, Arizona State University

"We can do more of this kind of differentiation to better serve students and meet the diverse needs of those who desire a higher education," said Crow. ASU has some 55,000 students, and in the fall of 2002, 6,018 were Latino. "It is key, as ASU evolves, that we offer comprehensive educational opportunities that match the needs, demands, social structure, and dynamics of this metropolitan area."

Prior to being selected for the WICHE project, Arizona had already taken steps to address the erosion in affordability of higher education. The Arizona Board of Regents decided in April to take it easy on students despite a funding crisis in higher education. After two decades of tuition hikes, many of more than 10 percent, the board decided that the cost of tuition at Arizona State University, Northern Arizona University, and the University of Arizona would increase only 4 percent for the 2002-03 school year, rather than the 12 percent sought by the three university presidents. The Latino population in Arizona is 25 percent.

Approving the 4 percent tuition hike instead of the presidents' proposal means that more than $15 million in revenue won't be available to the Universities, which were forced to reduce their budgets nearly 6 percent this year. That meant such things as having to cut 55 courses this spring at UA and watching the faculty-to-student ratio at ASU increase to 30-to-1. It was 24-to-1 a decade ago.

The affordability of higher education has eroded over the last two decades. While The College Board reported that a record $74 billion in financial aid was available to students last fall, loans accounted for 58 percent of that amount. In 1980, loans accounted for 41 percent of students' financial aid packages. Moreover, middle-class families saw tuition at state schools take more of their income. In 1980, tuition ranged from 3 percent to 6 percent of income for the middle class. Two decades later, tuition took 5 percent to 11 percent of income, the study found.

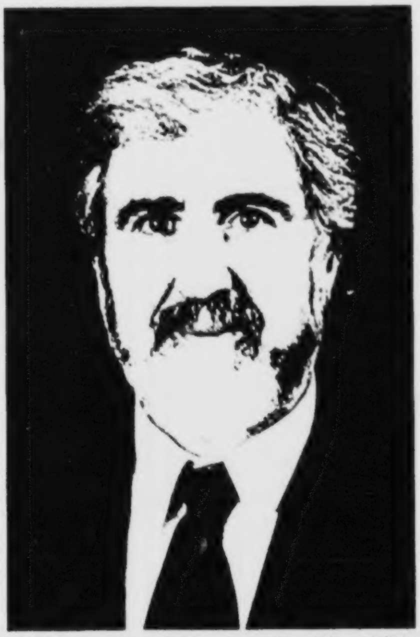
Rising prices still don't deter most people from college. One study noted that experience in past recessions proved that enrollments grow faster in a weak economy; more than 65 percent of high school graduates are going straight to college, according to the latest federal figures. But, Donald E. Heller, associate professor and senior research associate at the Center for the Study of Higher Education at the Pennsylvania State University in University Park, Pa., said that the most recent data from the National Center for Education Statistics shows that the gap in the overall college enrollment rate of White and Latino students is about 15 percentage points. In addition, Whites are more likely to attend a four-year institution than are Latino students. Similar gaps can be found between poorer students and wealthier students.

Money is a potential obstacle for Hispanic students. The President's Advisory Commission on Educational Excellence for Hispanic Americans said in its report that Hispanics are less willing to borrow than other students.

Hispanics currently represent 13 percent of the school population in grades 9-12; that figure is expected to rise to 23 percent by 2030. But the percentage of college undergraduates who are Hispanic (9 percent) still does not equal their proportion (14.5 percent) in the general population among that 18- to 24-year-old age group traditionally associated with college students. And a report by the President's Advisory Commission warns that the gap will widen because Hispanic numbers in the college-age population are outpacing those who will be academically prepared for college.

The reasons for the education gap include poverty, language barriers, low literacy rates among parents, and young people leaving school to get jobs to help support their families. An additional factor can be family background. While the college completion rate runs about 27 percent for the entire U.S. adult population, it's only 10 percent for Hispanic adults.

According to *Education = Success*, a report co-sponsored by the Hispanic Association of Colleges and Universities and the Educational Testing Service, the nation's economy would experience a boost if the education gap were closed. It estimates that if the education gap were closed, it would raise the income levels of Hispanic families and the resulting salaries would add $130 billion to the U.S. economy annually and $46 billion to annual tax revenues.



Virgil Renzulli, vice president for public affairs at ASU

Other states with large Latino student populations, like Arizona, are trying to address affordability and accessibility issues as well, but outside of the WICHE project. California, for example, has adopted several measures over the years to assure that low-income students would have access to its public colleges and universities. In 2000, the state adopted the Cal Grant Entitlement program, which guarantees financial aid for low-income high school graduating seniors who also meet certain academic requirements. California also waives students' fees for low-income students attending community colleges, a long-held policy in this state. California does not refer to the word "tuition" at its public institutions but instead officially uses the term "student fees", but the Cal Grant program serves students attending both public and private colleges so officials use the term "tuition" when discussing the charges imposed on students at private institutions. Marlene García, principal consultant on higher education to the California Senate's office on research, said the state has shown a commitment to making higher education accessible; it has not increased fees at state schools in eight years and decreased the fees by 5 percent two years in a row.

"The state took advantage of an opportunity to approve a good policy that also made for good politics," said García of California's steps to improve its Cal Grant program. Prospective college students from families in the lowest income brackets are noticing the changes and taking advantage of the state's promise to cover their tuition; the state saw an 18 percent jump in high school graduating students receiving the Cal Grant guarantee award.

García said the changes California adopted were a positive turnaround for a state that in the past rationed need-based awards in difficult economic times to needy students with only the highest grade point averages and experienced a dramatic drop in enrollment when it allowed significant tuition hikes in the early 1990s.

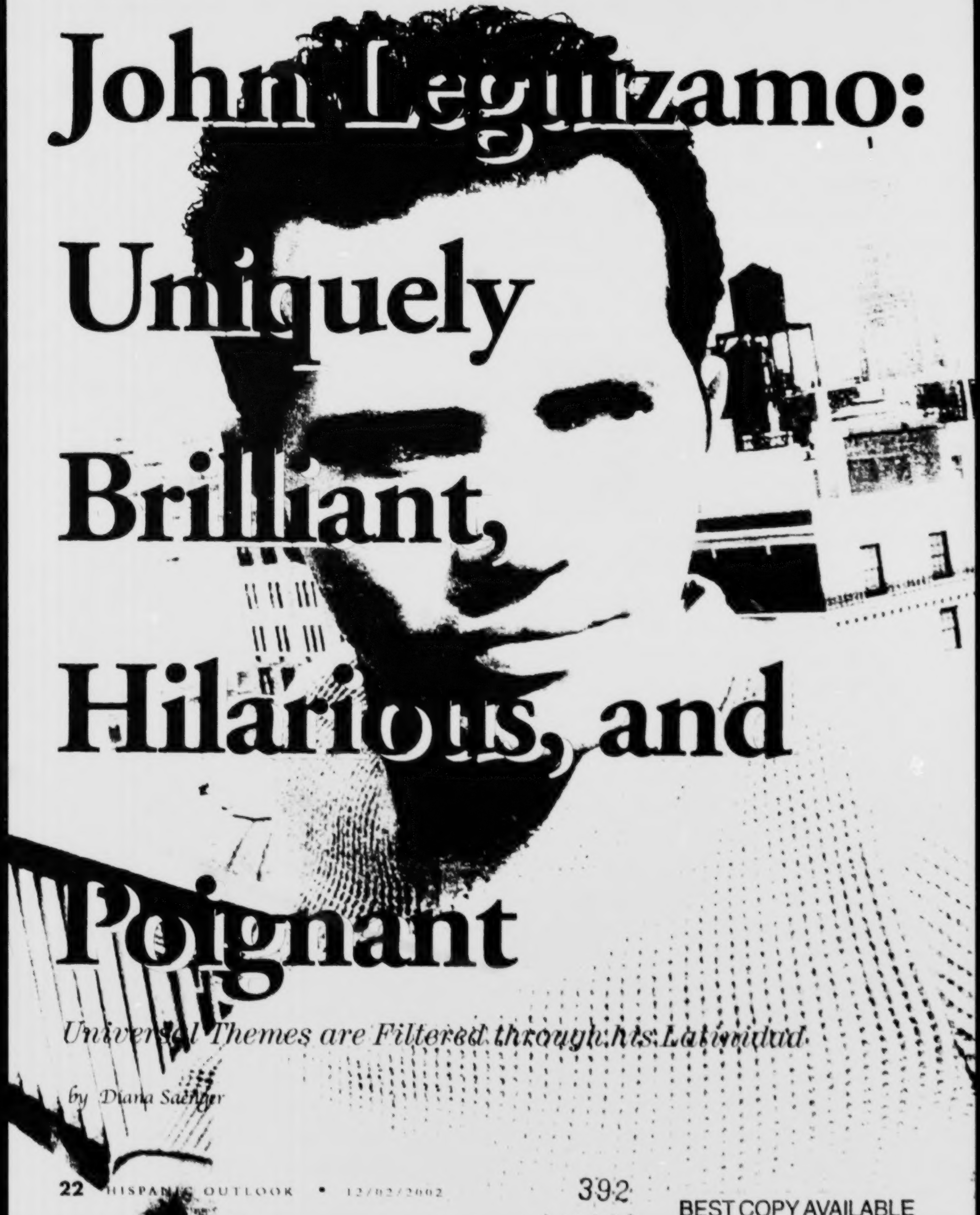
While California lawmakers have taken steps to show their commitment to make higher education accessible to all, García said work remains to be done on assuring students are transferring from community colleges to four-year colleges. Also, a big issue confronting the state is how to address the high cost of living, which is not factored into calculations for financial aid.

Jack B. Jewett, president, Arizona Board of Regents

"Students have a lot of unmet needs, and they are taking out additional loans," said García. "It is expensive to live here, and borrowing is up in California." Still, California is facing a $24 billion budget deficit, and it remains to be seen how higher education institutions will fare as lawmakers address the economic downturn.

The Western Interstate Commission for Higher Education is an interstate compact created by formal legislative action of the states and the U.S. Congress to facilitate resource sharing among the higher education systems of the West. WICHE began operations in 1953 and is based in Boulder, Colo. Three commissioners from each of its 15-member states govern it. Each state commits to support WICHE's basic operations through annual dues established by the full commission.

John Leguizamo: Uniquely Brilliant, Hilarious, and Poignant



Universal Themes are Filtered through his Latinidad

by Diana Saenger

Some who saw John Leguizamo in high heels in "To Wong Foo, Thanks for Everything, Julie Newmar," might have wondered where this Latino was headed, but they wouldn't have to wait long to find out.

The role earned him a 1996 Best Supporting Actor Golden Globe nomination. And a look at Leguizamo's impressive list of credits as an actor, writer, director, and producer leaves little doubt that he has a place in showbiz history. Leguizamo's work validates a statement he once made: "I see the new Latin artist as a pioneer, opening up doors for others to follow."

Like most Latinos before him, Leguizamo had a bumpy road to travel pursuing a career in America, and especially a prestigious one of money and fame. He emigrated with his family from Bogotá, Colombia to Queens, N.Y. when he was a child and remembers all too well the rough days of growing up in poverty.

To break the tension in a strict household, Leguizamo did anything to get his parents to laugh. Not an overachiever in school and once arrested for a petty crime, Leguizamo ultimately got a break when a teacher suggested he try stand-up comedy. He has been channeling creative genius into his work ever since.

"Acting gave me a way to focus my energy," said Leguizamo, the only Latino in his acting class at New York University. To hone his craft, Leguizamo enrolled in the Lee Strasberg actors' institute.

Write about what you know, they say in Hollywood, so Leguizamo took the controversial lessons about growing up as a poor Latino and turned them into hilarious bits for his plays and one-man shows. He began his acting career in a student film, did stand-up comedy, and landed some roles on TV shows such as "Miami Vice."

His small features and good looks weren't enough to earn him instant lead status, but by the late '80s, Leguizamo's determination landed him small film roles. In the early '90s, the actor spread his wings as a writer for his first one-man show, "Mambo Mouth," in which he played seven different Latino characters. "Mambo Mouth" won the Outer Critics Circle, Obie, and Banguardia awards.

His next one-man show was the galvanizing "Spic-O-Rama." Once again Leguizamo's "mouth" and tireless energy proved an asset. Heralded for its poignant glimpse of a particular Hispanic culture, "Spic-O-Rama" received, among others, the Dramatists' Guild Hull-Warriner Award for Best American Play and a Drama Desk Award for Best Solo Performance.

"There is always a huge Latin component in my work," said Leguizamo. "It always speaks from my experience in America. I'm an American, but I'm a Latin American, and English is my stepmother tongue even though I wasn't born here. So, my whole experience is colored by that; by my parents, by my friends being Latin in this country, and what that means."

The material in his shows often jarred the imagination and brought down the house with laughter. It was his personal stories and crazy characters that audiences related to. Who wouldn't laugh at a 13-year-old homeboy in "The Sperminator"; Agamemnon, a macho public-access talk-show host, or a wanna-be Japanese crossover king. HBO picked up the hits as one-hour specials. "Mambo Mouth" won an ACE award, and "Spic-O-Rama" took home four ACE awards.

During the late '90s, Leguizamo's artistic endeavors drew even more attention. In 1995, he became the producer of the TV series "House of Buggin." At the time he was not lacking work, but accepted the job because he is always aware of his heritage, and the offer made him the first Latino to star, co-produce, and co-write a prime-time sketch comedy. He also represented the Hispanic culture on the TV show "In Living Color."

But Leguizamo wanted more. His one-man shows proved that he had something to say and that people were listening. Fans loved his zany, self-penned one-man show "Freak," which in 1999 earned him both an Emmy and an ALMA award.

"'Freak' took two years to write, and two years to improve," he explained. "I was performing it as I was writing."

With multiple successes behind him, Leguizamo become a regular chameleon. Slimeball, gangster, transvestite–whatever he needed to do or be, he poured his heart and soul into each role. As Miss Chi-Chi-Rodríguez in "To Wong Foo," he went on a vegetarian diet and stopped working out to lose his muscle tone–softer curves for all those slinky dresses.

John Leguizamo and Arnold Schwarzenegger in Warner Bros. Pictures' and Bel-Air Entertainment's action thriller, "Collateral Damage."

As the evil clown in "Spawn" (1997), Leguizamo discovered another hazard of going all out for your work.

"I had huge pus-filled blisters on my face from the make-up and calluses around my eyes. I used to be really handsome and that wrecked my image," he said with a smirk.

Expanding his range of talents yet again, Leguizamo went from that violent clown to easier roles as character voices in animated films. He added his voice to "Titan A.E.," "Dr. Dolittle," and "Ice Age." He saved the doldrums of "Ice Age" with his keen humor and delivery. Watching tapes of mammals to prepare for his role, he learned that sloths store things in their cheeks.

That's when he discovered the right voice for Sid.

"I played the prehistoric sloth, Sid," he said with a grin. "Sid's voice eventually just came out being sort of like me, only a bit higher and more animated. I'm really a charming womanizer who loves lady sloths. I had a girlfriend in the movie but that didn't work, so they didn't use it. It's about losers, and losers don't usually have girlfriends; that's why they are losers, cause women make us better."

John Leguizamo and Martin Lawrence star in "What's The Worst That Could Happen?"

If asked, would he do a Spanish version?

"If it fits, but I'm not as funny in Spanish because it's not the language I speak all the time."

Leguizamo added another dimension to his repertoire when he took on the role of Toulouse-Lautrec in Fox's "Moulin Rouge." Playing the dwarfed, witty bon vivant, speaking with a lisp, presented great physical challenges.

"I had to kneel into a cast until it solidified, and then they had a little amputee prosthesis of an ankle and knee, and each one was 45 pounds. You had to balance and kick your weight forward and make the little knee and leg pop out to make it look like it was an actual little person walking. It was a beautiful work of puppetry and special effects, and they digitally erased the back of my leg that stuck out. It gave me a pain in my back, and I couldn't wear it for more than 40 minutes. But mostly it hurt my ego," Leguizamo said, his words spilling out almost as fast as he finds his next film project. "It gave me a Napoleon complex."

Being a writer and director himself, Leguizamo, the sometimes teacher, became the willing student as he related director Baz Lurhmann's perception of the role.

"He's trying to capture the sadness of Toulouse, to give him humor and craziness, and then take the mask off the clown. Toulouse is an immensely passionate character, always very intense, a catalyst figure in the film. He embodies the whole spirit of the Bohemian movement. It was a beautiful part."

"I'm the only American and the only Latin American in the flick, and that was scary at first because everyone was English, and I was the only American doing an English accent. It was a little daunting."

And the student who once had problems in school now tackles the books to help create his roles.

"I usually create my characters by doing interviews and field research. Because Toulouse is dead, I looked at his photographs, paintings, and I read three autobiographies on him."

During the filming of "Moulin Rouge" in Australia, Leguizamo worked on another one-man show, "Sexaholic". He gets something from his one-man shows, he says, that he can't gain from a film role.

"There's a huge reward. It's not just the applause, it's the immediate reaction that you get, like a conversation between the audience and the performer because you're sharing who you really are. The serious moments when they get quiet with you–you can feel that. And in the funny moments, the hilarity and the laughter usually goads me into trying something new, a little crazier, a little wilder, and that relationship is just really beautiful."

Touring across America, he parlayed what he knew best into his show, again from his roots–family and relationships.

"In many ways, this show was harder," he said. "In films there's no responsibility, you just take care of your character and have fun. In my one-man show, I have to dig deep inside and be observant about my life. It's about dating, relationships, sex, marriage, divorce, kids. And I'm proud that "Sexaholic," after five months on Broadway, was the record-breaking one-man show in history."

Having the chance to use his vast talents in so many genres is a luxury many stars never experience. Asked which he enjoys more, the dramatic roles or the comedies, he responds with a question.

"How do you judge it?" he asks. "You've got French fancy food, which is a little rich at times, and then you've got McDonald's. I love both of them. They have had different values at different times in my life. It's just different genres, and I can't pick. I like it all."

To further his presence in the film industry, Leguizamo started his own production company, Lower East Side Films. One project he embraced was "Pinero," which he co-produced.

"My company found it, and once we got the financing, we shaped it and did a lot of research. Pinero was an important person to me. He used street talk, slang, Spanglish, poetry, and Latin rhythm to express his work, and showed me our stories can be written, told, and printed. That's when I first believed that I could write."

Balancing career and personal life is a difficult task for celebrities. Leguizamo has been married twice, first to actress Yelba Matamoros and then to Justine Maurer, with whom he has a son and a daughter. Being a father has made a difference in Leguizamo's life. He may give up his one-man shows.

"Yes, my kids have changed my life. They make me appreciate my life so much more, and being on the road and away from them is hard. I really want to be home with them more."

This year, Leguizamo starred in many films. He played a social worker in "Zigzag" with Oliver Platt and Wesley Snipes, and a drug dealer in "Empire" with Isabella Rossellini. He is currently working on a feature film script about boxing.

So many movies–so many experiences. Any regrets?

"There are movies I wish they had talked me out of," he once said. "But in the end of it, there's something to be gained. You don't only gain knowledge from success, you also gain knowledge from your failures."

Leguizamo, the consummate artist, has opened his own doors and boldly forged a path in the entertainment field that his Hispanic peers can not only admire but also feel lucky to follow.

Hispanic Health in an American Culture

by Tony Cruz

Being Hispanic in an American culture has its complications. We are constantly looking for equality, ways to better ourselves, educate ourselves, and prosper in this wonderful country, yet there is an aspect of the Hispanic culture that apparently isn't getting the attention it needs. Diet.

Although the information in this article is useful to anyone, it will be especially helpful to Hispanics. According to the 2001 *National Vital Statistics Report*, more than half (55 percent) of the total deaths of Hispanics in 1999 were caused by heart disease (25.8 percent), cancer (20.2 percent), and diabetes (5.1 percent). It is true that statistics such as these are largely due to heredity; however, a closer look at traditional food, dietary habits, and living as a Hispanic in an American culture may lead to prevention and a better quality of life as we grow older.

The staple foods (and the manner in which they are cooked) in the Latino culture, such as pork, beef, chicken (with skin), and rice, which are high in fat and carbohydrates, two elements which may explain a large portion of the above statistics. Considering that the Latino kitchen is a large part of the culture, is it possible to be healthier without giving up such foods that many of us have grown up on? There isn't a simple "yes" or "no" answer. However, if we familiarize ourselves with some facts and information, we may be able to make calculated decisions regarding our diet(s). And if you've never considered your diet, this may be a good starting place.

It is intriguing how people will go most of their lives eating without knowing and understanding (and sometimes not caring) about the concept of nourishment, only to find themselves years later in the office of a doctor who announces that they must severely limit the intake of sugar, salt, and/or fat. And that a very "restricted diet" must be followed. Such a diet can be torturous. At that point, one must re-learn how to eat.

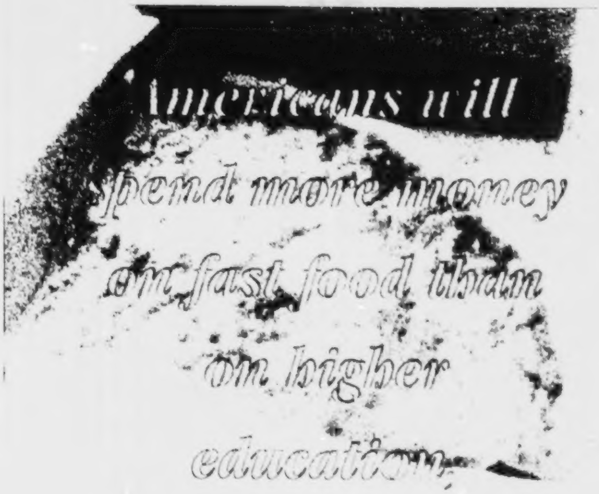
Learning about your metabolism, limitations, allergies, etc., takes time and patience, and may require a trial and error process. However, it is one half of the picture. Not only is there the internal component of your body and its limitations; there is also the external component of choosing the right foods for your particular body.

Consider the fact that the quality of food has changed drastically in recent years. First, scientists are doing inconceivable things with food at the molecular level. Second, crops have been over-farmed, which depletes the soil of its natural resources. Soil without nutrients cannot produce fruits and vegetables unless it is fortified with man-made fertilizers. Consequently, this process also compromises natural flavor. And finally, the common practice of injecting growth hormones into livestock has been controversial for years. In other words, the food (and recipes) that "grandma used to make" are drastically different in many ways and potentially more dangerous to people, especially Hispanics, "at risk."

The American diet is also not beneficial to people with such health statistics. American culture demands quickness and convenience. Fast food and food processing have helped meet the demand, yet we have compromised health and nutrition in the process.

Most fast food is fried and loaded with salt. In some cases, the grams of fat in popular fast food sandwiches alone exceed the daily limit. Furthermore, most people have no idea what the daily limit of fat....is!

Chemicals are also added to foods to give them flavor, flavor that has been lost in the growing process, the cooking process, and/or packaging. In some cases "flavorists" construct flavors from scratch. In his book, *Fast Food Nation*, Eric Schlosser explains that a typical artificial strawberry flavor, like the kind found in a Burger King strawberry milkshake, contains the following ingredients: *amyl acetate, amyl*



Americans will spend more money on fast food than on higher education.

Eric Schlosser,

Fast Food Nation

butyrate, amyl valerate, anethol, anisyl formate, benzyl acetate, benzyl isobutyrate, butyric acid, cinnamyl isobutyrate, cinnamyl valerate, cognac essential oil, diacetyl, dipropyl ketone, ethyl acetate, ethyl amylketone, ethyl butyrate, ethyl cinnamate, ethyl heptanoate, ethyl heptylate, ethyl lactate, ethyl methylphenylglycidate, ethyl nitrate, ethyl propionate, ethyl valerate, heliotropin, hydroxyphenyl-2-butanone (10 percent solution in alcohol), α-ionone, isobutyl anthranilate, isobutyl butyrate, lemon essential oil, maltol, 4-methylacetophenone, methyl anthranilate, methyl benzoate, methyl cinnamate, methyl heptine carbonate, methyl naphthyl ketone, methyl salicylate, mint essential oil, neroli essential oil, nerolin, neryl isobutyrate, orris butter, phenethyl alcohol, rose, rum ether, γ-undecalactone, vanillin, and solvent.

GMOs

Genetically Modified Organisms are the latest in food technology. Scientists have discovered ways to alter the genes, which are responsible for passing on the characteristics of organisms. These "blueprints" are fragile and specialized; however, scientists have now done the unthinkable. They have crossbred different species of food. For example, genes from codfish have been crossed with tomatoes in order to extend their shelf life.

Amazingly, the major food companies are reluctant to disclose this information to the public. *USA Today* (Oct. 2, 2002, issue) reported that agricultural industry giants chipped in $4.5 million to fight a recent ballot measure. $3.7 million came from an organization representing the plant science industry, including Monsato, Dow, and DuPont chemical interests. This organization, known as the Coalition Against the Costly Labeling Law, is backed by other giants such as Heinz, General Mills, Hershey, Kellogg, Sara Lee, Procter & Gamble, and Pepsico.

Labeling

Though lobbyists have successfully pushed against food companies having to disclose more information about their products, we still can read between the lines. With some helpful hints, practice, and some patience and curiosity, one can learn a great deal about food by reading the label. For example, when you see "enriched" and "bleached" on a bread label, ask yourself with what and why? With a little research, you will find out that the flour had to be "enriched" because its nutrients were lost in the bleaching process! The real reason? Money and profit!

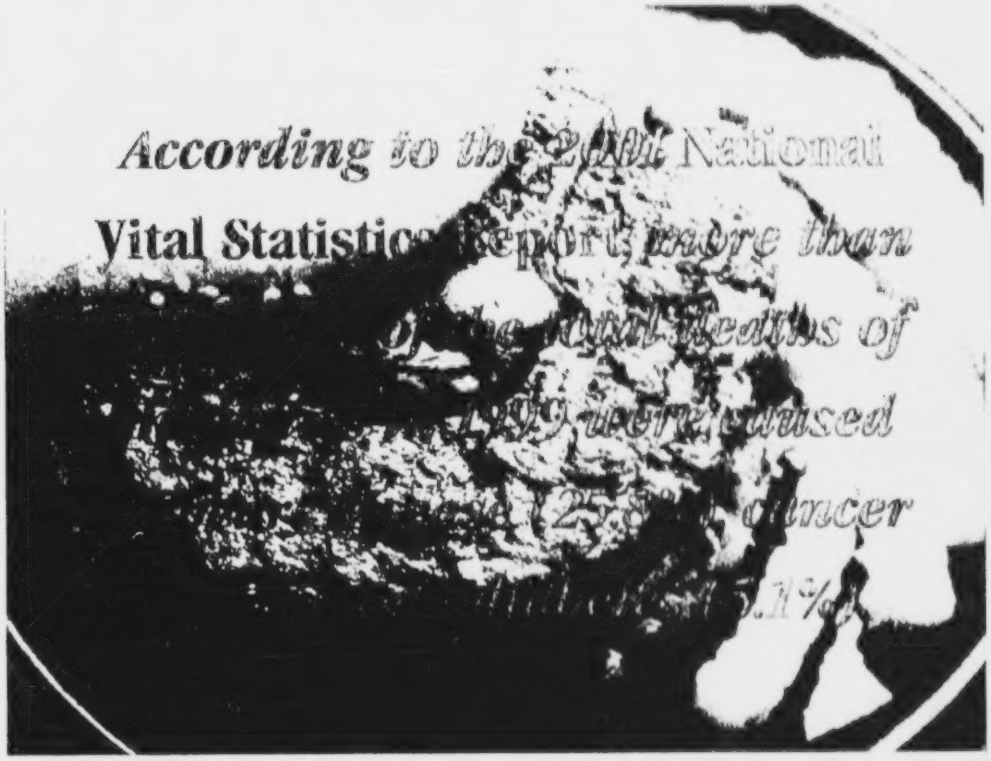
In *A Consumer Dictionary of Food Additives*, Ruth Winter explains, "Fresh-ground flour is pale yellow. Upon storage, it slowly becomes white and undergoes an aging process that improves its baking qualities....[P]rocessors have added oxidizing agents to the flour to accelerate this process, thus reducing storage costs, spoilage, and the opportunity for insect infestation.

You should also know that food companies list their ingredients according to largest amount first. Keeping that in mind, look to see how many of the things you buy (and eat) list sugar as one of the first few ingredients. Many times you will see additional sugar in other forms, such as corn syrup, fructose, sucrose, sorbitol, etc., further down the list.

What's a Flavorist?

The next time you're in the supermarket and you spot the small print that says "artificially flavored," read the ingredients. Undoubtedly, you will find a list of ingredients that reads like a science experiment.

Believe it or not, there are people who hold jobs at chemical companies who are known as "flavor chemists" or "flavorists." They have two main functions. First, it is their job to analyze and discover what [chemically] makes a flavor a


According to the 2001 National
Vital Statistics Report, more than
the total deaths of
1999 were caused
(25.8 cancer
5.1%)

flavor and then chemically reproduce it. Their second main function is to chemically replace flavor that has been lost during processing.

These "flavorists" approach smell, texture, and taste from a pure scientific view. For example, "the smell of strawberry arises from the interaction of at least 350 different chemicals that are present in minute amounts," explains Schlosser. To get a better understanding of the scale and quantities we are speaking of, consider this example from *Fast Food Nation*, "The chemical that provides the dominant flavor of bell pepper can be tasted in amounts as low as .02 parts per billion; one drop is sufficient to add flavor to five average size swimming pools.

"The American flavor industry now has annual revenues of about $1.4 billion....Approximately 10,000 new processed food products are introduced every year in the United States. Almost all of them require food additives."

Organic Food

The organic food movement has steadily grown in popularity since the California Organic Foods Act of 1990. The passing of this bill made it illegal to use chemicals and pesticides on food that was labeled "organic." The problem was that it neglected to regulate the use of other toxic and potentially dangerous procedures, such as using sewage sludge in soil, in organic farming. Without such a labeling system, we have no way of knowing what practices were used in producing the food.

Skeptical people are quick to knock the concept of organic food because it is "too expensive." Again, they only need to do some simple research and math to figure out that they pay about $9.00/pound for potato chips (depending on the size of the bag) and $5.00/gallon for soda (depending on the quantity). That's a bit more than organic food!

The organic movement has proved victorious as demonstrated by new legislation passed last October. Under this law, Genetically Modified Organisms (GMOs), the use of sewage sludge in soil, and irradiation (the process of using radiation to kill bacteria and molds that spoil food) has been banned from organic production. Since Monday, Oct. 21, 2002, shoppers in supermarkets have seen one of three USDA-sanctioned labels on all organic products.

- Those labeled "100 Percent Organic" will contain only organically produced ingredients.
- "Organic" will designate products made up of 95 percent organically produced ingredients.
- Products labeled "Made with Organic Ingredients" will consist of 70 percent organic ingredients.

Educate Yourself

When you are ready to make a small commitment of time for the sake of your own health, there are two books you **must** own. These books are shocking, yet they reveal some vital information concerning this topic.

The first is *Fast Food Nation*, by Eric Schlosser, a *New York Times* bestseller. This book explores some grim details of the fast food industry and how it has permeated our culture, our health, and our land. For example, this year, Americans will spend more money on fast food than on higher education. Fast food **is** our culture!

The other is *A Consumer's Dictionary of Food Additives*, by science writer Ruth Winter. In this book, you will find the definition of harmful and desirable ingredients found in packaged and fast food. It is a must for those who take an important interest in their health.

A Final Word

At some point we must take responsibility for how we nourish our one and only bodies. We must break bad habits and approach diet and nutrition. It is not something that will be done overnight. Realistically, you may have had bad eating habits for many years, but it is not too late. Think of eating and nutrition as lifelong "practices," and slowly you'll see and feel better. Most importantly, you will considerably lessen the odds of becoming one of the above statistics.

If nothing else, just remember these two things:

1) Good food is not cheap, and cheap food is not good!

2) If you're too busy to eat right, you're just too busy!

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EDDIE PALMIERI:

"THE SUN OF LATIN MUSIC"

Paving a Unique Road in the History of Jazz

by Michelle Adam

Eddie Palmieri, nicknamed the "The Sun of Latin Music," has been credited with creating modern salsa music. More specifically, he has played a key role in Latin music's Afro-Caribbean jazz movement and in drum-based improvisational salsa.

"Eddie is an inspiration for all the current jazz pianists," said Aaron Flagg from his office at the Juillard School of Music. As director of educational outreach at Juillard, Flagg wrote about Palmieri in a curriculum guide to help New York teachers educate their students on Latin jazz. He brought Palmieri and other such artists to New York's Performing Arts Center as part of an educational outreach program.

"At this point, Eddie is considered somewhat of an elder statesman in how to interpret the piano in Latin music," said Flagg.

While many Latin musicians have studied at conservatories such as Juillard, Palmieri is a self-taught artist who is more likely to influence and shape the exploration of Latin jazz by upcoming students than to be found studying in an institution himself. At 66, with seven Grammy awards and a long career behind him, he has paved a unique road in the history of Latin jazz.

Born in Harlem and raised in the East Bronx, N.Y., music has always played a key role in Palmieri's life. By age 6, he was singing war songs and dressing up in soldier uniforms, competing at amateur shows in local theaters and clubs.

"My mother was a backstage mother for the artists," he said. A seamstress who earned five dollars a week during the depression, she believed strongly in the arts and music and decided to buy her son timbales, a response to Palmieri's early affinity for percussive music. "I was banging on every lamp I could think of," he said.

By 8, Palmieri was taking piano lessons (his mother thought piano would be a better instrument for him than drums), and at 11 he debuted on piano at Carnegie Hall. At age 13, Palmieri decided to drop the piano and play timbales in his uncle's band, Chino y sus Almas Tropicales.

Said Palmieri, "By 15, it was good-bye timbales and back to the piano until this day. I'm a frustrated percussionist, so I take it out on the piano." (Today, he's been described as one of the few pianists to play the piano as the true percussive instrument it is.) For Palmieri and his friends, playing in a band was their way of getting "out of the barrio." It meant getting dressed up and performing in clubs at a time in New York when Afro-Cuban dance music was exploding.

"We had no choice. There was a lot of poverty. There were either low wages or no wages," said Palmieri. "It was stickball or music. The commercial stations were playing Tito Puente and Machito. And my mother was looking for an out, and thought–why not play piano."

It seemed Palmieri's entire family was playing music. His uncles would gather to play guitar upstairs in his grandmother's apartment. His brother, Charlie, was playing piano with Tito Puente by 1949. "It was always a Broadway open house upstairs," he said.

Palmieri himself founded a nine-piece group in 1951 and played piano alongside singer Joe Quijano. Four years later, barely 20 years old, he replaced his brother, Charlie, as a keyboard player in Johnny Segui's band, and then, in 1958, joined the Tito Rodríguez mambo orchestra.

It was at this time that Palmieri became aware of the orchestras coming out of Cuba and the Afro-Cuban roots of Latin jazz that have become essential to his own work and to what we call salsa today.

"In Cuba, there was a development and crystallization of rhythmical patterns that have excited people for years," he said. "Cuban music provides the fundamental from which I have never moved. Whatever has to be built must be built from there. It's that cross-cultural effect that makes magnificent music."

In 1961, at age 25, Palmieri, who became known as "Pancho Rompeteclas" ("Jack the keyboard-buster"), organized his band, La Perfecta. The band set in motion a new kind of Latin jazz music, with trombones added to the brass section of the traditional "conjunto" format. The sound of the trombones, played by Barry Rogers and José Rodríguez, lent itself to the band's nickname, "the band of the crazy roaring elephants," and was soon imitated by other salsa musicians.

By the time La Perfecta disbanded in 1968, it had played for dancing crowds in such famous outlets as the Palladium in NYC.

Palmieri went on the road, playing civil rights anthems and "boogaloos" with the group Harlem River Drive, mixing Afro-Caribbean sound with rhythm and blues. Then, in the early 1970s, as salsa began to build popularity, Palmieri returned to his Latin roots, and recorded Vamonos Pa'l Monte, with his brother on the organ.

In 1973, Palmieri agreed to record an album with Cheo Feliciano called Champagne. He worked on the album in his parent's homeland of Puerto Rico. His next work, "The Sun of Latin Music," won Palmieri his first Grammy award for Best Latin album in 1975. The following year he won his second Grammy for "Unfinished Masterpiece."

Upon receiving his first Grammy, Palmieri admits, "I didn't even know what it meant. It took 17 years to put our music into a category." Today, after a total of seven Grammies, he jokes about it: "I have seven of them, one for every day of the week. It hasn't affected my ego, except that I sleep with all of them at night."

Palmieri spent five years in Puerto Rico, where he formed the band called the Eddie Palmieri Orchestra and took care of his ailing mother. It was here that he recorded "Palo Pa' Rumba" in 1983, "Solito" in 1984, and "La Verdad" in 1987–each of which received a Grammy.

Being a musician in Puerto Rico was a challenge for Palmieri, however, since the local musicians wouldn't allow him in. "No matter how you feel when you get to Puerto Rico, you end up feeling like a persona non-grata," he said.

By the late 1980s, Palmieri was back in NYC, recording "Sueño" and then "Llegó la India." By the mid-1990s, he was weaving Afro-Caribbean rhythms into classical compositions of Johann Sebastian Bach and Ludwig Van Beethoven.

In 1994, he released "Palmas." Palmieri told *Down Beat* contributor Howard Mandel: "'Palmas' set a precedent for how to extend jazz into the most incredible rhythmic patterns, the most exciting in the world, 40,000 years old!"

Palmieri's hit single "Muñeca" has also been played in the 1993 film "Carlito's Way," and his track "Puerto Rico" was included in Spike Lee's "Crooklyn" soundtrack during the next year. He also lent his music to "Breaking the Silence," a 1994 video about HIV and AIDS, aimed at Latin women.

More recently, Palmieri released "Masterpiece," which was recorded with Tito Puente and his orchestra and played at NYC's Carnegie Hall.

"Cuban music provides the fundamental from which I have never moved. Whatever has to be built must be built from there."

Unfortunately, Tito Puente died shortly after the creation of the CD, which became a Grammy winner.

With a musical career spanning four decades, Palmieri has traveled the globe, from Europe and Asia to Latin America. He boasts a total of 32 CDs and records, and received the honor of having two of his performances recorded and document-

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> **“We have a rhythmical tragedy today. Compared to the ’50s and ’60s, we are dealing ‘Romper Room’ now.”**

ed by the Smithsonian Institution.

Palmieri, who was awarded the Eubie Blake Award by pianist Billy Taylor in 1991, is among the few musicians recognized by the Legislative Assembly of Puerto Rico and of New York State. He received an honorary degree from Berklee College of Music during the 1988 Heineken Jazz Festival in San Juan, Puerto Rico.

Asked if he has taken classes at Berklee or any such institution, Palmieri offered a clear “no…everything I have done, I've done on my own,” he said. “The word education has nothing to do with knowledge. I made it my business to inform myself, which leads to knowledge, which leads to wisdom.”

As a youngster, Palmieri attempted to get into a music high school, but was turned down. Instead, he attended a regular high school, got kicked out during the sixth term, and never returned. “I was playing hooky and doing everything else but studying. Everything was music in my head,” he said.

Palmieri does admit that he learned much of what he knows from a mentor of his, who himself was self-taught. “He changed my whole world. He saved my life at the time that I had fame running ahead of preparation,” he said.

Today, Palmieri and band members teach at clinics throughout the city and at schools such as Northwestern, the University of Texas, and Dartmouth. Most recently, he received Yale University's Chubb Fellowship, which has been given in the past to such statesmen as John F. Kennedy, Ronald Reagan, and to Tito Puente.

“It is the highest honor I have been given,” said Palmieri. “All the young students see that I have taught them already through my recordings,” said Palmieri. “If the student is conscious, the student can see what I have done. Each CD takes it to another level. My hope is that they can extend on that.”

What Palmieri especially brings to Latin music is the ability to draw from multiple genres and to approach his craft with an open mind. Said Juillard's Aaron Flagg, “His particular innovations as a jazz musician are wonderful. He brings the percussive influence into the piano, and he is also influenced by the 20th century classical players. His harmonic palette is much broader than that of many Latin jazz musicians. Looking outside your style for inspiration is a unique thing.”

Journalist Howard Mandel wrote about him in *The Wire* in 1995: “Palmieri's sound has always been quicker, wittier, denser, hornier, more improvisational, and more ambitious than even the finest conventional Latin orchestras.”

What also draws attention to Palmieri is his ability to work from a highly perceptive and artistic plane. “He thinks and talks as a composer, as someone who is thinking about the theories of music. That in itself is a unique contribution,” said Flagg. “He is a contemporary artist, but he chooses to think of what he does very seriously. Are there people who play like Eddie or are direct derivatives? I don't think so. We haven't seen the fruits of that yet.”

When we spoke with Palmieri, he had just returned from a worldwide tour, performing his latest album, “Perfecta II.” “We are rocking the stage,” he said. Perfecta II includes six new pieces and some works from the earlier days of “La Perfecta.”

Extensive international travel—often at a pace of 21 concerts in 28 days in 11 countries—takes its toll on the 66-year-old Palmieri. Although he has the enthusiasm, passion, and energy of a man in his prime, he's ready to slow down and put his attention on “studying his instrument.”

“I want to convert myself from a piano player to a pianist,” he said, describing a pianist as one who composes and plays semi-classical to classical pieces. He also plans to create a Broadway play called “The Bandstand,” originating from a book he has written about his mother's journey to New York from Puerto Rico.

Palmieri's work thus far will likely influence future generations of young Latin jazz musicians, and bring the rhythm that he grew up with back to what we call “salsa” today.

Said Palmieri, “We have a rhythmical tragedy today. Compared to the ’50s and ’60s, we are dealing ‘Romper Room’ now. The rhythm is secondary. The music has been altered. We have good looking men who have no idea what I am talking about. The genre is almost extinct. The way we danced...”

One thing is clear about his music and what moves this musician. “I dance in my soul,” he said. “And my soul dances when I see you dance.”

HO

Six H.S. Seniors Earn National Awards

Celebrated and Rewarded by Hispanic Heritage Awards Foundation

by Inés Pinto Alicea

(Pictured l. to r.): The six national award winners: Jesse Rodríguez, Linda Chavira Moreno, Karen Margaret Sosa, HHAF Executive Director Antonio Tijerino, Nancy Fernández, Leslie Sánchez and Brandon García.

A national organization dedicated to honoring Hispanic contributions and promoting role models that inspire Latino youth recently honored six graduating high school seniors with Hispanic Heritage Youth Awards.

The awards include scholarships of $5,000, a personal computer, a $1,000 donation to the nonprofit organization of their choice, and an all-expenses-paid trip to Washington to celebrate.

"We celebrate the best of the best–not just as role models for Hispanic youth, but for all youth," said Pedro José Greer, new chairman of the board of the Hispanic Heritage Awards Foundation (HHAF). The Washington-based organization was established 16 years ago to promote and reward Hispanic excellence, provide a greater understanding of the contribution of Hispanic Americans to the United States, and to provide role models for Latino youth.

"Their Hispanic ancestry is just one of many rich heritages that make up this nation of America. We celebrate these impressive young people as we get a glimpse into the great future our nation has in store."

The six winners were Leslie Sánchez of Chicago, Brandon García of Dallas, Jesse Rodríguez of Miami, Nancy Fernández of New York, Linda Moreno of San Diego, and Karen Sosa of Northern Virginia.

In Washington, the national winners were honored at the annual, star-studded Hispanic Heritage Awards celebration Sept. 20 at the John F. Kennedy Center for the Performing Arts, an event slated to be televised Oct. 12 on NBC. Each was invited to bring a parent or guardian, whose expenses were also paid by the Foundation. *People en Español* magazine gave HHAF $2,000 to provide the students with tuxedos or gowns and hair and make-up assistance for the Kennedy Center gala.

The national winners had been feted, too, at a summer ceremony in Miami that featured Emilio and

Gloria Estefan, talk show host Cristina Saralegui, actor Andy García, Miami Heat Head Coach Pat Riley, and Chairman Greer. The winners were flown to Miami at the expense of Southwest Airlines, which also gave them each a flight coupon for a future roundtrip to their hometowns from college. The Hispanic College Fund provided an additional $2,000 educational grant to each national winner. The national winners took home $9,000 in scholarships altogether as they had received $2,000 earlier as regional winners.

"It takes a collective effort to promote education and high standards as vehicles for success," said HHAF Executive Director Antonio Tijerino, noting the "vicious circle" brought on by a lack of resources in the Hispanic community. "Parents, teachers, community leaders, and our deeply committed corporate partners play an integral role in the future of these outstanding young people, who will surely be tomorrow's leaders."

The awards provide a beacon of hope among dismal education statistics in the Latino community, in which more than 35 percent are under 18 years of age. Hispanics have a high school completion rate of only 63 percent compared to 81 percent for Blacks and 90 percent for Whites, according to the U.S. Census. Moreover, only 27 percent of Hispanic high school graduates enrolled in college while 46 percent of Whites did so, said the Census.

"Our mission is to promote Hispanic excellence and provide role models," said Tijerino. "There is no greater inspiration to a young person than another young person who succeeds in the classroom and the community."

The Hispanic Heritage Awards Foundation began its Youth Awards initiative in 1998 through the generosity and support of the Fannie Mae Foundation. The concept for the award was to promote youth award winners as role models to their peers. One national winner was chosen that year. Since 1998, the organization has given $600,000 in scholarships to 267 young college-bound Hispanics throughout the country.

"We celebrate the best of the best–not just as role models for Hispanic youth, but for all youth."

PEDRO JOSÉ GREER, NEW CHAIRMAN OF THE BOARD OF THE HISPANIC HERITAGE AWARDS FOUNDATION (HHAF)

The youth awards program offers educational grants to Hispanic high school seniors in 12 major cities: Chicago, Dallas, Houston, Los Angeles, Miami, New York City, Philadelphia, Phoenix, San Antonio, San Diego, San José, and Washington, D.C. Applications are made available through schools and community organizations in January in each city.

In order to qualify to win a Hispanic Heritage Youth Award, all applicants must be: high school senior or eligible for graduation in the year the award is given; citizen or permanent resident of the U.S. (if not a resident, then photo copy of the Permanent Resident card is mandatory and must accompany the application); of Hispanic parentage, defined for this award as having at least one parent of Hispanic ancestry–able to trace family origins to Spain, Latin America, America, or the Spanish-speaking Caribbean.

Students must submit their application packets by mid-February.

Selection committees comprised of community leaders and educators from each region assessed the applicants and selected each of the 2002 regional winners. The selection criteria include but are not limited to: academic achievement, meritorious achievements in the applicant's chosen discipline, contribution to the community; ability to overcome adversity or disadvantage; dedication to self-improvement; and overall character as a role model.

The awards are given in six categories: Academic Excellence, Sports, Literature/Journalism, Mathematics, Leadership/Community Service, and Science & Technology. One regional winner is selected for each of the six award categories and given a $2,000 educational grant at a regional awards ceremony. The Hispanic Heritage Awards Foundation also makes a $1,000 contribution in the winner's name to the community service organization of his/her choice.

Seventy-two regional winners were selected from 12 cities after thousands of applications were distributed to local high schools, public libraries, and community-based organizations. The students demonstrated academic excellence and dedication to community service and wrote an essay about the important role Hispanic heritage has played in their lives.

Regional winners are eligible to compete for the National Hispanic Heritage Youth Awards. One national winner was selected in each of the six categories. Those six winners are:

Jesuit College Prep senior **Brandon García** is the national winner of the Leadership & Community Service Award sponsored by Dr. Pepper. García attends Spring Hill College in Mobile, Ala., and is the son of Diane and Robert García of Carrollton, Texas. García said improving the lives of others is part of his responsibility to "pass on blessings." He hopes to become a mentor to youth and possibly become a teacher. García made the honor roll all four years in high school, is a National Honor Society member, and received the Student Council Award for Excellence, but he is most proud of the "Men for Others" Award–the highest award of honor given at a Jesuit College Prep. He is active as student council class president, a member of Latinos Unidos, and he excels in sports, making varsity track, lacrosse and crew. In the community, he is active as a Jesuit ambassador, a Big Brothers mentor, a Habitat for Humanity volunteer, and a teacher of seventh- and eighth-graders to raise the appreciation of the classics in literature through "Great Books."

Emilio Estefan, Pedro José Greer, and Miami Heat Head Coach Pat Riley with the six national award-winners.

South Miami Senior High School senior **Jesse Rodríguez** is the national winner of the Literature & Journalism Award sponsored by NBC. Rodríguez, who is attending the University of Miami, is the son of Elena and Osmani Rodríguez. His dream is to become a broadcast journalist, and he already has considerable experience in the field. In his school's mass communications program, Rodríguez mastered the basics of video journalism, editing, interviewing skills, and photography and was selected as an NBC-6 Junior Broadcaster, which allowed him to compile a broadcast for a newscast during the February sweeps. Rodríguez is a Senior of Distinction, an award given by the faculty of his school to the most respected members of the student body. He was a senator with his school's student government association and his school district's student government. He is involved with the YMCA's Youth and Government Program, his school's debate club, and Social Studies Honor Society. He volunteers for the Miami-Dade County Office of Emergency Management.

Thomas Jefferson High School for Science & Technology senior **Karen Margaret Sosa** is the national winner of the Academic Excellence Award sponsored by JP Morgan, Chase, and MasterCard International. Sosa is attending Columbia University and is the daughter of Mary Sosa and Manuel Sosa Jr., who live in Fairfax County, adjacent to Washington, D.C. Sosa's mother, who battles multiple sclerosis, serves as her inspiration. Sosa achieved a perfect score of 1600 on her SATs. She has received the National Hispanic Scholar Award, a gold medal in the Mid-Atlantic Regional Olympiada of Spoken Russian, and a gold medal in the International Competition for Written Russian; is a National Merit Scholar, Presidential Scholar finalist; and was honored at the Congressional Youth Leadership Conference and selected "Outstanding American History Student of the Year." Sosa is a four-time First Place Winner at national Model United Nations conferences and has received 10 superior ratings at area piano competitions. She is president of the Russian Honor Society, captain of the Forensics Team, and active in drama productions and ballet.

"This award has been an incredible honor for me and my entire family," Sosa told *HO*. "To be selected as a leader of the Hispanic community is very humbling, and it's been a reminder that my Hispanic heritage is always something I should be proud of. Of course, such a distinction has responsibilities attached, and I hope I can be an encouragement for many young Hispanics with the as yet unexplored or unrecognized ability to do great things."

Lane Technical College Prep High School senior **Leslie Sánchez** is the national winner of the Science & Technology Award sponsored by Microsoft. Sánchez, the daughter of Diana Medina, dreams of becoming a doctor. Inspired by her mother's unwavering support and positive attitude despite her longtime struggle with severe disk damage in her back and a degenerative liver disorder, Sánchez is deeply committed to putting science to work for the betterment of all people. An accomplished student with a stellar academic record, she holds a GPA of 4.4 on a 4.0 scale and is in the top 5 percent of her graduating class. Her activities have included: varsity soccer, basketball, and softball, her school's ASPIRA club, Alliance of Boricuas in Chicago, Student Council, and Big Brothers/Big Sisters. The achievement of which she is proudest is serving as senior class president in the largest high school in the state of Illinois. She considers it her "deepest honor to represent the more than 1,000 students in the class of 2002." She has been inducted into the National Honor Society and has received the Principal's Award for Service and the Illinois Association of Chemistry Teachers' "Salute to Academic Achievement." Sánchez attends the University of Illinois at Urbana-Champaign.

San Marcos High School senior **Linda Chavira Moreno** is national winner of the Sports Award. The University of California at San Diego freshman is the daughter of Carmen Chavira and Martin Moreno of Carlsbad, Calif. Her dream is to graduate from college and become a geneticist. She will be the first in her family to attend college, and she considers it her greatest achievement. Of Mexican descent, Linda wants to overcome the negative stereotypes Hispanic youth face, and education is her vehicle. Chavira Moreno, honored with an Academic Achievement Award by her school, has a 4.0 GPA, and was on the honor roll for three years. She was voted Most Improved Player for cross-country, Most Hard Working for volleyball, Most Inspirational for swimming, Geography Student of the Year, and Outstanding Student of the Year. She has been involved with the National Women and Youth Day Sports Camp, San Diego Marathon Crew, Make-A-Wish Foundation, and Chicano/a Youth Leadership Camp at San Diego State University.

Moreno told *HO* that the scholarship money made the "possibility of going to college a reality." She asked that the charitable donation made on her behalf be given to the March of Dimes because she learned a great deal about genetic defects from an honors placement genetics class in high school.

"When I heard I was able to donate the money to a charity, I knew right away who I would give it to," said Moreno.

Cristina Saralegui (pictured center) with HHAF Youth Award-winner Linda Chavira Moreno (r.) and her mother, Carmen Chavira (l.)

Loyola School senior **Nancy Fernández** is national winner of the Mathematics Award sponsored by the Exxon Mobil Corporation. The daughter of Gloria González and Nestor Fernández, Fernández dreams of learning several languages, curing an illness, and traveling the world. Ambition has never been a problem for the Puerto Rican and Argentine, who was taught by her mother to always believe in herself and that anything is possible. She maintained a 4.0 GPA throughout all four years of high school. She was awarded National Hispanic Scholar Recognition and was recognized as a Quest Scholar at Harvard University, where she is going for her undergraduate studies. She received the Honors Award from the American Chemical Society and a gold medal in English and Theology and a silver in Mathematics at her school's 2001 Academic Convocation. She was a member of the Math League, Loyola Singers, Loyola Speech Team, played varsity volleyball, and made the varsity track teams. As a community volunteer, she is a "peer tutor," works at the Mary Manning Walsh Nursing Home, and is a retreat leader and a Eucharistic minister at her church.

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com December 02, 2002

The College Board: $90 Billion Available in Student Aid; Tuitions Rise

WASHINGTON, D.C.

The College Board reports that in 2002-03 college tuition and fees increased an average of 5.8 percent at four-year private institutions, 9.6 percent at four-year public institutions, and 7.5 percent at two-year public institutions, and that a record $90 billion was available in student financial aid in 2001-02, with increases in grant aid outpacing loan aid for the second consecutive year.

The increase in student aid is particularly important in light of the recent economic downturn, according to College Board President Gaston Caperton. "Many college-bound students and their families are affected by the struggling economy," he said. "As the cost of college rises, the availability of student aid becomes increasingly critical to a student's ability to attend college and pursue academic goals."

Though the average increases at public institutions seem steep, says The College Board, the average dollar amount of the tuition increase is $356 for four-year public institutions and $127 for two-year public institutions.

According to Caperton, the tuition and fee increases at public institutions can likely be linked to their dependence on a shrinking tax revenue base. "As tax revenues decline, public colleges have searched for other sources of funding and for many, that has led to tuition increases," said Caperton. "But despite [the] increases, public colleges and universities are still a remarkable value."

Despite the rising tuition and fees, Caperton stressed that over the last decade, tuition growth at four-year colleges and universities was less than 40 percent, after adjusting for changes in consumer prices–much lower than the increase of about 60 percent during the preceding decade.

The College Board, a national nonprofit composed of more than 4,200 schools, colleges, universities, and other organizations, was founded in 1900.

INS Requires New Biometric Border Crossing Cards (Laser Visa) of Mexican Border Crossers

WASHINGTON, D.C.

Holders of the old non-biometric Mexican Border Crossing Card (BCC) are now required to present the new biometric BCC at all U.S. ports of entry along the U.S.-Mexico border. This new policy took effect in October.

Over the past year, the INS and the U.S. Department of State have encouraged Mexican nationals to apply in a timely manner for the new biometric card (Laser Visa), Form DSP-150. Since April 1998, the Department of State has issued more than five million new biometric cards.

On Oct. 1, 2001, the Immigration and Naturalization Service (INS) began accepting only the new biometric BCC, as mandated by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. The Enhanced Border Security Act of 2002 extended the date until Oct. 1, 2002, to replace the old border cards using Form I-186 or I-586 with the new biometric, machine-readable cards (Laser Visa) (DSP-150).

The BCC, which has a photo and machine-readable biometric information, is one of three forms of documentation that may be presented by non-immigrant Mexican nationals to INS inspectors at the U.S. Ports of Entry for admittance to the U.S. Persons seeking admission must possess one of the following:

- a valid biometric, machine-readable, B1-B2 visa/BCC (DSP-150);
- a B1/B2 visa and BCC combination document issued by the Department of State before 1998, where the visa is still valid, along with a valid passport; or
- other valid visa and passport.

The Department of State has been accepting applications for the new document since April 1, 1998. Persons must call a toll-free number in Mexico (listed at end of article) to arrange for an appointment at a U.S. consulate. At their scheduled appointment, consular staff in Mexico photograph and fingerprint the applicants. Upon approval, the Department of State will issue the new biometric card (Laser Visa) to the applicant.

The posts accepting biometric BCC applications are located in Mexico City, Ciudad Juárez, Guadalajara, Hermosillo, Merída, Matamoros, Monterrey, Nogales, Nuevo Laredo, Tijuana, and at the Tijuana and the Mexicali Temporary Processing Facilities.

In Mexico, visa information is available by calling 01-900-849-4949. In addition, visa information is available at no charge on the U.S. Embassy home page at www.usembassy-mexico.gov.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com December 02, 2002

The PhD Project: Number of Minority Business Professors Doubled in Eight Years

MONTVALE, N.J.

The number of "doctorally qualified" minority professors at U.S. business schools, stagnant for a generation, has now doubled in just eight years, according to The PhD Project, a partnership between academia and leading corporations.

Eight years ago–in 1994, the year of The PhD Project's founding–there were only 294 "doctorally qualified" minority professors at U.S. business schools. The PhD Project's comprehensive outreach, education, and peer support program has helped to quickly create a new generation of minority professors–there are now 588 or so doctorally qualified minority business professors.

The milestone was reached with the dissertation defense of Alisha Malloy, a doctoral student at Georgia State University. Dr. Malloy, a veteran of the Navy, began teaching at the University of Alabama this past fall.

In addition, there currently are about 416 minority doctoral students, so in no more than four years there likely will be more than 900 minority business professors, and The PhD Project will have helped triple the starting number.

"Eight years to double, four more to triple," said Bernie Milano, president of KPMG Foundation, a founder and the administrator and lead sponsor of The PhD Project. "These are truly incredible results."

But, with 1,200 colleges and universities with schools of business and about 900 minority business school professors, he warns, there still will be fewer than one per school. "There is much more to do to create a diverse faculty that will provide more complete educational experience for all students," said Milano.

The PhD Project, a sweeping initiative to diversify university business school faculties, aims to create more minority professors by urging successful African American, Hispanic American, and Native American business executives to leave corporate jobs, earn their Ph.D. degrees, and become business school professors. The ultimate goal is to draw more minorities to corporate America by increasing the number of minorities in business school faculties.

According to The PhD Project, research shows that the more minority faculty serve as mentors and role models, the more minority students will see business as a viable option. Less than 3 percent of business school professors are minorities, reports the Project.

Higher Education-Public Policy Organizations Study Student Transfer Performance

SAN JOSE, Calif.

Effective state policies make a difference for students transferring between community colleges and four-year colleges and universities, says a new study released by the National Center for Public Policy and Higher Education and the Institute for Higher Education Policy. The success of community college-baccalaureate transfer is central to whether students enroll in and complete college in a timely manner, as well as whether college is affordable to students and taxpayers, according to *State Policy and Community College-Baccalaureate Transfer*.

"The bachelor's degree is becoming the gateway to the workplace for many students," said Jane Wellman, senior associate of the Institute of Higher Education Policy and author of the study. "Community college transfer is an effective route to the baccalaureate and is increasingly important to the future, particularly if we are serious about eliminating the B.A. achievement gaps for students of color."

According to the study, the elements of state policy that make the biggest difference in transfer effectiveness are governance–specifically, the inclusion of two-year institutions with four-year colleges in state planning and course transfer policies–and accountability, setting clear goals and measuring performance in transfer effectiveness. The study includes recommendations about steps that states can take to strengthen policies affecting baccalaureate transfer, including the following:

- Establish clear goals for baccalaureate-transfer from two-year colleges, and track performance based on goals.
- Hold both four- and two-year colleges accountable for transfer performance.
- Audit state accountability strategies and policies to make sure they support an effective transfer function.
- Consider using tuition or grant aid to provide incentives for students to begin in a two-year college before completing a bachelor's degree at a four-year institution.
- Use all colleges and universities to improve transfer opportunities, including public and private institutions.

The National Center for Public Policy and Higher Education–an independent, nonprofit, nonpartisan organization–offers copies of the report. Fax requests to (408) 271-2697; or visit the Web site, www.highereducation.org.

People-Places-Publications-Conferences

PEOPLE & PLACES

MOSI Honors Hispanic Scientist of the Year

The MOSI science center, Tampa, Fla., named NASA astronaut Fernando (Frank) Caldeiro the National Hispanic Scientist of the Year. The award, initiated in 2001, recognizes outstanding Hispanic scientists who promote a greater public understanding of science and motivate Hispanic youths' interest in science.

Caldeiro, born in Buenos Aires, Argentina, received an associate's degree in aerospace technology from State University of New York-Farmingdale, bachelor's in mechanical engineering from the University of Arizona, and master's in engineering management from the University of Central Florida.

He worked as a flight-test director at Rockwell International until he was transferred to NASA's Kennedy Space Center (KSC) and became a space shuttle main propulsion system specialist. A few years later, he completed astronaut training and qualified for flight assignment as a mission specialist. He is currently on duty in NASA's Astronaut Office Station Operations Branch as lead astronaut for European-built station modules.

Caldeiro has received various KSC awards of appreciation and for achievement.

Hispanic Women's Corp. Holds Conference

In Phoenix, Ariz., the Hispanic Women's Corporation (HWC) held its 17th annual conference celebrating the contributions of women in America's fastest-growing ethnic group. Dr. Richard Carmona, U.S. Surgeon General, was the special guest of honor.

The event has become the largest of its kind in the nation. The more than 2,000 women attending this year heard speakers in motivational panel discussions and in leadership seminars on business entrepreneurship, technology, education, health, and personal enrichment. Topics included politics, career advice, home ownership, breast cancer, and Latinas in literature.

The conference paid tribute to the heroic victims of Sept. 11 by recognizing Phoenix firefighters, police officers, and deputies, and the highest-ranking Latina in each of these departments, at a ceremony dedicated to Americans who protect our communities.

All proceeds benefited Hispanic students at Arizona State University and the University of Arizona.

UCLA Center Co-Presents World Festival of Sacred Music

The University of California-Los Angeles Center for Intercultural Performance (CIP), the Earthways Foundation, and the Foundation for World Arts presented the second World Festival of Sacred Music in Los Angeles, a 16-day, 55-event multidisciplinary, multicultural festival dedicated to peace and understanding.

The festival was founded in 1999 by the Dalai Lama in the belief that sacred music (music intended to bring forth the shared human values on which humanity's future depends: peace, understanding, and respect for living things) provides people with a source of spiritual nourishment. The event, held every three years, brings together community partners and artists to consider present spiritual, ethical, and ecological questions while emphasizing the educational and artistic paths that can improve civic dialogue. It did not promote or endorse any political or religious agenda, but served as a citywide community building project that crossed cultural, racial, ethnic, religious, and linguistic borders.

Pictured: composer, guitarist, and ethnomusicologist Cristian Amigo, who performed with Latin American folklorists.

Latino Immigration Exhibited at Ohio State

The Ohio State University featured its third and expanded installment of "Latino Migrations Stories," a multimedia exhibition telling the story of Latino immigration to the state of Ohio. The exhibit tracked families and individuals that moved to Ohio and chronicled how they got there and where they came from through pictures, books, journals, letters, poetry, essays, videotapes, audiotapes, and other visual aids.

The project was developed by Dominican graphic designer Rosa Rojas, in conjunction with several community and educational organizations. Rojas initiated the exhibit to inform the wider community about the Latino/a immigration experience in Ohio and to strengthen the Latino community by enabling members to share immigration experiences.

Patricia Enciso, Ohio State assistant professor of teaching and learning, worked as a consultant on the installation for the past year and a half.

Columbia Task Force Talks About Tomorrow's Journalists

The Columbia University (N.Y.) Task Force is exploring how to improve its Graduate School of Journalism and how it, and other schools, should go about teaching future journalists.

Columbia President Lee C. Bollinger selected and is chairing the panel made up of prominent journalists, Columbia School of Journalism faculty and alumni, Columbia faculty, and other distinguished individuals in the profession. The Task Force will conclude its deliberations with a report this winter.

Bollinger announced a halt to the University's search for a new dean of the School of Journalism while permitting a subcommittee of the full-search committee to continue receiving and considering names of potential candidates.

Small Business Association Announces Spanish-Language Web Site

The U.S. Small Business Association (SBA) announced the launch of a new Spanish-language Web site providing the growing Hispanic business community and the Spanish-speaking community at large with business tools needed to help current and potential business owners start and maintain successful businesses.

The site covers relevant issues such as: writing a business plan, starting a business, financing a business, technical assistance, accessing government contracts, signage, and information for women entrepreneurs. The site also provides links to other Spanish-language Web sites and a search engine making navigation easier.

"Reaching the Spanish-speaking small business community is an important priority for the SBA," said SBA administrator Hector V. Barreto (pictured). "We intend to be a leading resource for the Spanish-speaking community in the U.S."

According to the SBA, Hispanic-owned businesses make up close to 6 percent of all businesses in the United States, employ close to two million people, and contribute more than $200 billion to the U.S. economy every year.

Menocal Discusses Medieval Culture at South Carolina

The University of South Carolina (USC) welcomed Dr. María Rosa Menocal, director of the Whitney Humanities Center at Yale University, as a guest lecturer on "Culture as Tolerance: The Surprising Legacies of Medieval Europe." Her talk was part of USC's Charles Knowlton Law and Liberal Arts Lecture Series, an interdisciplinary faculty seminar.

Menocal, the R. Selden Rose Professor of Spanish and Portuguese at Yale, drew from topics of her most recent book, *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*. Her various books and articles on language, literature, and poetry of the medieval Arab world have particular emphasis on Spain.

Menocal received her bachelor's, master's, and doctoral degrees from the University of Pennsylvania, where she was a member of the faculty before joining Yale in 1986. She has lectured at a number of institutions, including Columbia, Cornell, Duke, Harvard, New York, Princeton, and Stanford.

NCLR Co-Hosts Reception to Honor Campos

Securities and Exchange Commission (SEC) Commissioner Roel Campos, the first Hispanic ever appointed to the SEC, was honored at a reception hosted by the National Council of La Raza and several other leading Latino organizations. Senate Majority Leader Tom Daschle, who recommended Campos to President Bush, spoke at the event.

Campos was founder and principal shareholder of El Dorado Communications, a successful radio broadcasting and marketing company. He also practiced corporate, criminal, and securities law as a law firm partner and as an assistant U.S. attorney.

Also honoring Campos were the Congressional Hispanic Caucus Institute, League of United Latin American Citizens, National Association of Latino Elected and Appointed Officials, and the New American Alliance.

Dartmouth School Ranked No. 1 by *Wall Street Journal*

Dartmouth University's (N.H.) Tuck School of Business was ranked No. 1 in *The Wall Street Journal*/Harris Interactive annual business school survey of MBA recruiters. The rankings were based on how 2,221 corporate recruiters rated schools on 26 attributes as well as on a number of respondents who recruited at the schools.

Tuck ranked No. 1 in two categories considered by recruiters to be the most important in potential employees: communication and interpersonal skills, and the ability to work well within a team.

According to the *Journal*, "recruiters praise Tuck's general-management focus in an intimate, team-oriented culture and say they are impressed by its graduates' loyalty and congeniality. None of the big schools could top the Tuck School in the eyes of corporate recruiters."

Founded in 1900, Tuck is the first graduate school of management.

USF Appoints Director of Latin American and Caribbean Studies

The University of South Florida (USF) named Dr. María de los Angeles Crummett interim director of Latin American and Caribbean studies in the International Affairs Center. She will oversee all aspects of the department's daily activities and academic programs.

Crummett received degrees in Latin American studies and economics from Stanford University and the New School for Social Research. She held positions with the National Security Education Program, the U.S. Department of Education Business and International Education Program, and the National Science Foundation. At the Universidad Nacional in Bogotá, Colombia, she was a Fulbright scholar for research and lecture. Most recently, she received a USF research grant to conduct a study of migration between Mexico and Florida.

Crummett is a member of the Latin American Studies Association, American Society of Hispanic Economists, and United Nations Association among other organizations. Since 2002 she has chaired an advisory group on international affairs to the Congressional Hispanic Caucus.

HRSA Sponsors Border HIV/AIDS Conference

In Arizona, more than 300 healthcare professionals from both sides of the U.S.-Mexico border attended a conference sponsored by the U.S. Department of Health and Human Services' Health Resources and Services Administration (HRSA).

HRSA's "U.S.-Mexico HIV/AIDS Border Conference," co-hosted by the El Río Health Center, focused on the latest information on HIV/AIDS research, care, and treatment. The event gave participants the opportunity to share their experiences and findings in the fields of medical care and direct and prevention services. It included 24 informative workshops that discussed recent research and trained participants on the proper treatment and care of people living with HIV and AIDS. It also provided a forum for the first meeting between all four U.S. border states' HIV/AIDS directors and their six Mexican counterparts.

Harvard Professor Extols Importance of Business School Applications

"What Can Business Schools Do to Avoid Bad Apples?" an essay by Harvard Business School (HBS) Professor James L. Heskett has sparked an ongoing dialogue between himself and HBS students, graduates, and worldwide industry leaders.

At a time when corporate America and the federal government begins regulating white collar scandal, Heskett says that the application process at top business schools has taken on a new importance in raising the quality of graduates, because business programs "can provide an opportunity to discuss and make us aware of the nuances of business 'gray areas' when it comes to ethical business decisions."

Says Heskett, "any organization can best avoid loss of productivity and the achievement of quality through the quality of its hiring."

The New York Times recently reported that top business schools around the nation are increasingly focusing their applicant selection process on honesty, integrity, and ethics.

Princeton Receives High Marks

For the third consecutive year, *U.S. News & World Report* placed Princeton University (N.J.) at or near the top of the list in its rankings of America's best colleges.

Ranked first in the "national university-doctoral" category, Princeton offers a full range of undergraduate majors as well as master's and doctoral degree programs. Princeton also placed second in the "Best Values: Great Schools at Great Prices" index.

According to the University, while school officials were pleased by the rankings, they downplayed the significance. They stressed that the methodology used in the *U.S. News & World Report* ratings and in similar surveys cannot capture the distinctiveness of an institution or whether an institution might be an appropriate match for any individual student.

Basic Education Coalition Proposes World Education Initiative

In Washington, D.C., the Basic Education Coalition, a group of 16 development organizations advocating for greater priority to early childhood and primary education in foreign assistance programs, has been calling on the U.S. to increase funding for basic education and asking the administration to encourage other donors to make proportional increases in basic education assistance.

The Coalition, which formed almost two years ago, has asked that the U.S. expand its access to the world's poorest children. The group would like to see U.S. funding rise up to $250 million in 2003 and $1 billion in 2006.

The Coalition originally proposed an initiative to help some 125 million primary-school-age children around the world who do not attend school. The initiative's four goals are: build long-term stability and peace through education in the poorest countries; help countries help themselves to improve education for the poorest children; apply U.S. expertise to make bilateral and multilateral aid highly effective in education; and employ U.S. leadership as the catalyst for a global commitment to funding a goal of getting all children into school by 2015.

Rochín Leaves Smithsonian

Dr. Refugio I. Rochín (pictured) announced his resignation as director of the Smithsonian Center for Latino Initiatives. He was the Center's founding director.

Rochín joins the National Hispanic Foundation of the Arts, as the senior associate for development, and the Institute for Latino Studies at the University of Notre Dame, as a senior fellow.

The Center immediately named Dr. Francisco Dallmeier acting director. Dallmeier had been director of monitoring and assessment of the Biodiversity Program at the National Zoo.

Lamar Deaf Education Program Receives Federal Grant

Lamar University's (Texas) communication disorders and deaf education program was awarded a five-year $1.5 million teacher training grant from the U.S. Department of Education to address the national shortage of teachers of the deaf, particularly teachers with Hispanic backgrounds.

The grant enables Lamar to increase representation of Hispanic teachers in deaf education. The University will provide summer classes for the working professional; incorporate more training related to Hispanic deaf culture, multicultural issues, and educational technology; and develop Web-based materials for parents and their deaf children. The grant also provides stipends for graduate students wishing to work with Hispanic deaf children.

Lamar already lays claim to being the largest producer of Hispanic teachers in deaf education in Texas. According to the University, Hispanic deaf students comprise nearly 21 percent of the state's deaf school age population.

News from University of Pennsylvania

- The University of Pennsylvania was ranked No. 4 in the *U.S. News & World Report* "America's Best Colleges" issue, a step up from its fifth place ranking last year. Richard R. Beeman, dean of the College of Arts and Sciences at Penn, wrote an Op-Ed article in *The New York Times* saying that while he breathed a sigh of relief at the University's high ranking he fears that rankings in general do more harm than good in serving the needs of prospective students.
- Penn offers veterans free college preparatory classes through the Veterans Upward Bound Program, an intensive 13 weeks of classes in writing, math, Spanish, science, and computers. The program is geared to low-income, first-generation college students. The courses help students develop skills and confidence.
- Penn's Graduate School of Education was awarded a $1.5 million grant from IBM for a teacher professional development initiative that will use technology to link Penn with the School District of Philadelphia and the state Department of Education. The Penn Beginning Teachers Network will use the IBM Learning Village as a tool to improve preparation and retention of beginning teachers.

Camden County Teacher Wins Lindback Grant

Camden County College (N.J.) Professor Yamileth S. Ildefonso received a $15,000 grant from the Minority Junior Faculty Career Enhancement Grant Program of The Christian R. and Mary F. Lindback Foundation. The money will help Ildefonso with her research study, *Changes in Foreign Language Education at the Elementary and High School Levels and Their Effects on Foreign Language Education at the Community College*.

"Changes in assessment, curricula, and goals will inevitably be necessary," said Ildefonso. "The intent of this study is to identify how and when the new standards will affect the community college and to propose a plan to address the necessary changes."

Ildefonso has a bachelor's degree in psychology and Spanish, and a master's in Spanish, from Rutgers University. She is the fourth Camden County College professor to receive a Lindback grant.

Partnership Awards Fellowships for Threatened Scholars

The Scholars at Risk Network, based at the University of Chicago (Ill.) but comprised of nearly 70 colleges and universities, partnered with the Institute of International Education (IIE)–the world's most experienced global higher education and professional exchange agency–and the Open Society Institute (OSI) to work on IIE's Scholar Rescue Fund (SRF).

History has shown that repressive agents have taken forceful, sometimes violent steps to silence scholars and members of university communities. As a result of their work, opinions, and activities, scholars who challenge authority are prone to surveillance, isolation, censorship, harassment, or arrest. SRF awards fellowships to support temporary visits to universities and colleges around the world by scholars whose life, security, or work is threatened in their home region. IIE, Scholars at Risk, and the OSI can identify, relocate, and provide life- and career-saving assistance to scholars in danger. SRF is also aimed at preserving and rebuilding scholarly communities in crisis, engaging institutions in the active support of threatened scholars, and raising the awareness of attacks on scholars and universities.

Valencia Grant Creates Path for Future Hispanic Nurses

Valencia Community College (Fla.) received a $221,000 grant for the Pathways Into Nursing (PIN) project, a pre-nursing program to identify and recruit Hispanic high school students into an educational pipeline that will take them from their sophomore year in high school through an associate's degree program in nursing.

Upon graduation from Valencia, students can enter the nursing workforce or, through articulation agreements with all Florida state universities, continue on to earn a bachelor's degree in nursing.

Throughout the PIN project, students receive academic and personal counseling, participate in enrichment activities, and receive a nursing tutor/mentor.

St. Edward's CAMP Student Receives Scholarship

Brenda Cornejo, a St. Edward's University (Texas) social work major and College Assistance Migrant Program (CAMP) student, received the 2002 Migrant Farmworker Baccalaureate Scholarship from the Geneseo Migrant Center in New York.

The national scholarship provides financial support to a student with a history of migrant employment in agriculture and covers expenses beyond what the student is entitled to in federal, state, and other financial assistance, up to $20,000.

Cornejo is the third St. Edward's CAMP student to receive the scholarship in its five-year history. The St. Edward's CAMP initiative, said to be the longest continuing CAMP program in the nation, is federally funded and offers financial and personal support services to the children of migrant and seasonal farmworkers.

mun2 Offers Internship

mun2 televisión, a cable TV channel for Latino youth, with headquarters in Florida, recently held its u>mun2 fall 2002 internship program. The program, about to complete its second semester, targets Latino college students and gives them an in-depth look at the television industry and the field of communications. Participants perform their internships in major U.S. cities, including Los Angeles, Phoenix, New York, Miami, Houston, San Diego, San Antonio, Chicago, and San Francisco.

"We are pleased with the results achieved by u>mun2's first group of graduates," said Yolanda Foster, vice president of programming. "Programs like u>mun2 help [Hispanic] students reach their educational goals, and our network is committed to making this happen."

Interns fulfill a 15- to 25-hour per-week work schedule during the semester and receive college credit. They actively engage in the production, organization, and promotion of the station's programs, events, and contests. They also meet and conduct interviews with Latino entertainers.

NYIT Launches Pilot Program in Health Care

The New York College of Osteopathic Medicine (NYCOM) of the New York Institute of Technology (NYIT) launched a mentorship program to encourage the study of primary care among young medical students. The program, aimed at addressing the shortage of primary care physicians, received a $500,000 grant from the Health Services and Resources Administration (HSRA) that runs through academic year 2005.

The NYCOM program, specifically geared to first- and second-year students, enables them to spend half-days in a primary care office every four weeks, providing them with valuable pre-doctoral training. By integrating computer and Internet activities into the clinical agenda, students and their physician mentors maintain continuing contact inside and outside the office. NYCOM anticipates that the students will maintain contact throughout their medical training with their physician advisors.

A supplementary summer program will send students to primary care offices in rural upstate New York.

Boston College One of America's "Hot Colleges"

The Heights, the independent student weekly of Boston College (Mass.), reported that BC made several of the *Princeton Review* report's top 20 lists and was listed as one of this year's top 12 "Hot Colleges" by *Newsweek* on www.msn.com.

BC made the "Hot Colleges" list for location, Jesuit background, increased diversity, smarter students, recent building projects, and its 33 Division I sports teams, the article reported.

The Heights said that BC made the top 20 in six of the *Princeton Review* survey's 63 categories. Rankings were based on more than 100,000 surveys of 70 questions that were sent to college students across the U.S.

New School Honors Anti-Terror Judge

Judge Baltasar Garzón (pictured r.) of Spain received an honorary doctorate from New School University (N.Y.) President Bob Kerrey (l.) for his judicial work in the fight against terrorism and human rights abuses worldwide.

Photo © Jerry Speier

Prior to the ceremony, Garzón served an injunction against the Basque party Batasuna of Spain for its perceived support of ETA, an armed separatist group.

Garzón, who became a judge at age 23, is known for helping establish groundbreaking legal precedent in trying heads of state accused of human rights abuses. He is well known for his legal pursuits of Argentina's former military dictators and Chilean dictator Augusto Pinochet, whom Garzón detained, while in Europe, for his crimes against humanity and complicity in human rights abuses committed in Chile during his regime.

ASM Looking for Minority-Serving Faculty

The American Society For Microbiology (ASM) announced that faculty who are not ASM members and who teach at a 2- or 4-year minority-serving institution are eligible to apply for a one-year membership to the Society and a travel award to attend ASM's Undergraduate Conference in May.

ASM's 10th Undergraduate Microbiology Education Conference will be held at the University of Maryland-College Park May 16-18, 2003.

The deadline for applications is March 14. For more information, contact Carlos Pelham at (202) 942-9317; Web site, EducationResources@asmusa.org.

Ventura Hosts MeCHA Youth Leadership Conference

Ventura College (Calif.) hosted the 2002 League of United Latin American Citizens (LULAC) MeCHA Youth Leadership Conference, which informed area high school and middle school students of the importance of continuing their education and developing career goals.

The conference, organized by Mayo de la Rocha, dean of social sciences and foreign languages and advisor to the Ventura chapter of MeCHA, provided a forum for discussion of topics such as: reducing dropout rates, boosting college and university enrollment, and setting career goals. Volunteer professionals, business leaders, and the White House Initiative on Hispanic Education conducted workshops on how to say "no" to gangs, student roles in public policy development and public service, maintaining a good grade point average, academic requirements, and financing a college education.

Dr. Juan Andrade, president of the U.S. Hispanic Leadership Institute and noted expert on Hispanic youth, launched the conference with a motivational session.

Former U.N. Commissioner to Lead Globalization Initiative

Mary Robinson, former United Nations Commissioner for Human Rights and former president of Ireland, will head a new project, the Ethical Globalization Initiative, in partnership with the Aspen Institute, State of the World Forum, and the International Council on Human Rights Policy.

According to Robinson, the 15-month project is aimed to ensure support for a sustainable movement for ethical globalization. Its two main focuses are to debate and implement a legal framework of human rights commitments made by governments and to address the need of developing countries to secure adequate resources to build national protection systems in human rights.

Robinson said she will give public lectures to facilitate the project, which will work closely with governments and elements of civil society in various parts of the world.

El Andar Awards Literary Prizes

El Andar, a national magazine covering political and cultural trends in the U.S. Latino community, announced the winners of "El Andar Prize for Literary Excellence II," which included more than $4,800 in awards and honorable mentions.

The inclusive, national, bilingual award is part of an effort to raise the level of recognition of promising writers. Prizes are offered in fiction, personal memoir, and poetry. This year's winners were recognized for their use of "Spanglish" or the modern mix of Spanish and English that often reflects the poetry and rhythm of Latino life in the U.S.

First place $1,000 awards were given to John Olivares Espinoza for "CA Redemption"; Christine Granados, "The Bride"; Brandi LaDonna, "The Wedding Coat"; and Susana Chávez Silverman, "Anniversary Crónica."

Second place $200 awards were given to Carmen Castillo for "Gustavo"; Francisco X. Stork, "In the Lion's Den"; Malinalli López Arreguín, "Ghetto Fabulous"; and Susan McKinney de Ortega, "Tales of My Disappearance."

Barry Announces Recent Appointments

Barry University (Fla.) appointed Debbie Nogueras (pictured l.) assistant dean for student affairs in the School of Nursing. Nogueras, a doctoral candidate in Barry's nursing program, where she received a bachelor's and master's degree, was director of marketing and recruitment.

Carol Evanco (r.), Barry University assistant vice president for alumni relations, was appointed by Florida Gov. Jeb Bush to provide consultation to the Universidad Catolica Santa Maria La Antigua in Panama on how to establish an alumni association and fund-raising foundation.

CSUN Students Receive National Scholarship

California State University Northridge engineering students Yvette Romero and Nelson A. Soto were among 12 students selected by the Hispanic Engineering National Achievement Awards Corp. to receive $5,000 scholarships for outstanding leadership skills and campus and community service.

Romero has been a senator with the University student government, Associated Students, Inc., and an active member of the Society of Hispanic Professional Engineers. She was a conference chair of the "Young Latina Forum," which encouraged at-risk students to become involved in the sciences. She also received an intern of the year award in 2001 from INROADS, Inc., an organization that enhances business career opportunities for minority youth.

Soto was director of finance for Associated Students, responsible for managing a $3.7million budget. He was a "Raising Interest in Science and Math" intern, which enabled him to help design, build, and test a robot that was entered into a national competition. He is currently establishing a nonprofit foundation, Technology Empowering Communities Hands-on (TECH), with a mission of recycling technology from corporations into middle schools, community centers, and churches.

AAES: Foreign Nationals Boost Engineering Enrollments

According to the report *Engineering & Technology Enrollments, Fall 2001*, released by the Engineering Workforce Commission, a division of the American Association of Engineering Societies (AAES), the number of foreign nationals enrolling in engineering degree programs rose 18.6 percent at the freshman level and 14.7 percent at the graduate level.

The report also found that though the number of women enrolled in master's and doctoral engineering programs continues to rise, the percentage of female engineering freshmen is on the decline.

The comprehensive report included data on enrollments for engineering and engineering technology programs at more than 500 colleges and universities.

St. Augustine Receives Department of Education Funding

St. Augustine College (Ill.) received a $450,000 U.S. Department of Education Minority Science and Engineering Improvement Program Award. The grant calls for St. Augustine to establish a partnership with Northeastern Illinois University (NEIU) in a cooperative project designed to enhance the ability of the College to transfer its predominantly female and Latino student population to NEIU in the math and science disciplines.

Blending the curricula of the two institutions, the project will enable St. Augustine students to simultaneously take classes at NEIU. It also will implement a program promoting student success through academic and motivational support programs and enhance faculty skills, curriculum, and science infrastructure.

Western Connecticut Celebrates Centennial

Western Connecticut State University (WestConn) began its Centennial celebration with a day of open houses, tours, exhibits, theater skits, musical performances, and special workshops, demonstrations, and activities bringing together the University and Danbury, Conn., communities.

"The University and the community have been together for 100 years," said WestConn President Dr. James R. Roach. "We hope Danbury-area residents come to celebrate our partnership and this important milestone in the University's history."

Founded in 1903 as the Danbury Normal School, contained in one building, Old Main, the University has grown to spread over two locations in Danbury with one satellite school in nearby Waterbury.

The University will continue its Centennial celebration throughout the 2002-2003 school year.

Alcántara Conducts Manhattan School Philharmonia

In New York, Theo Alcántara (pictured) conducted the Manhattan School of Music Philharmonia in a program of Grieg's *Peer Gynt Suite*, No. 1 and the Symphony No. 2 in D minor, Op. 43 by Sibelius. The performance also showcased Manhattan School flutist Lance Suzuki.

Born in Cuenca, Spain, Alcántara began his music studies as a choirboy at age 7. He received diplomas in piano and composition from the Real Conservatorio Superior de Música in Madrid and in conducting from the Akademie Mozarteum in Salzburg.

Alcántara has a distinguished reputation as a guest conductor and has led orchestras, symphony orchestras, and operas all over the world. His most recent musical endeavors include successful tenures as artistic director and principal conductor of the Bilbao Symphony Orchestra in Spain and as principal conductor of the Pittsburgh Opera.

Fannie Mae Helps Prepare Hispanics for Homeownership

The Fannie Mae Foundation, which bills itself as the nation's leading foundation dedicated to affordable housing and homeownership opportunities, produced a Spanish-language television program that will educate Spanish-speaking families in the U.S. in their native language to help prepare them for homeownership. The 30-minute program, "Abriendo la puerta de su propio hogar," began airing in October on Telemundo stations in 10 of the largest Spanish-speaking markets across the country.

The program will air a few more times, until Dec. 31, in Chicago, Dallas, Houston, Los Angeles, McAllen/Harlingen (Texas), Miami, New York, San Antonio, San Diego, San Francisco, and Washington, D.C.

For more information, call 1-800-708-6800 or visit www.sucasa.org.

AAFCS Names 2002-2003 Teacher of the Year

In Virginia, the American Association of Family and Consumer Sciences (AAFCS) named Barbara Somers Cannon of Olympic High School in Charlotte, N.C., its 2002-2003 Teacher of the Year. The award recognizes outstanding educational programs, methods, techniques, and activities that give visibility to family and consumer sciences elementary and secondary education.

Cannon was given the prestigious honor for her successful education program, Culinary Academics, and its innovative approach to integrating culinary arts with the core curricula of language art, science, mathematics, and social sciences. The class, which has seen a 30 percent rise in enrollment over the past five years, not only prepares students for a career in culinary arts, but helps students improve in other subjects.

America Honors Historically Black Colleges and Universities

Earlier this year, President Bush proclaimed the week of Sept. 15-21, 2002, National Historically Black Colleges and Universities Week. The President called on public officials, educators, librarians, and citizens across the nation to observe the week with appropriate ceremonies, activities, and programs as a show of appreciation for America's historically Black colleges and universities (HBCUs).

Complimenting the proclamation was a White House sponsored conference for officials and supporters of HBCUs. Secretary of Education Rod Paige, who graduated from, coached at, and taught at historically Black institutions, said that HBCUs should aim to be "the best in the world in preparing teachers who teach the children who need the greatest teachers."

That same week, the U.S. House of Representatives passed a resolution honoring the contributions that HBCUs have made in America. The bill, House Resolution 523, passed by a vote of 413-0 and celebrates the unique role HBCUs play in providing postsecondary education for minority students around the nation.

PUBLICATIONS

Spain and the Independence of the United States: An Intrinsic Gift

By Thomas E. Chávez

Based on primary research in the archives of Spain, this book is about U.S. history at its very inception, providing a clear understanding of Spain's active role in assisting the young colonies toward independence and in the development of the Americas.

2002. 330 pgs. ISBN 0-8263-2793-1. $29.95 cloth. University of New Mexico Press. (800) 249-7737.

Colored White: Transcending the Racial Past

By David E. Roediger

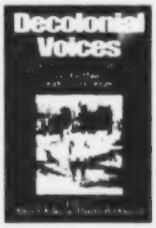
COLORED WHITE
DAVID R. ROEDIGER

This powerful book argues that the United States, in its political workings, its distribution of advantages, and its unspoken assumptions, is a "still white" nation. It reasons that because race is a matter of culture and politics, intermarriage or demographic shifts may not solve racial oppression.

2002. 332 pgs. ISBN 0-520-23341-7. $29.95 cloth. University of California Press. (800) 822-6657.

Decolonial Voices: Chicana and Chicano Cultural Studies in the 21st Century

Arturo J. Aldama and Naomi H. Quiñonez

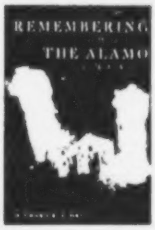


Decolonial Voices brings together a range of interdisciplinary essays that discuss racialized, subaltern, feminist and diasporic identities, and the aesthetic politics of hybrid and mestiza/o cultural productions, and in so doing articulates and expands the contours of Chicana and Chicano cultural studies.

2002. 428 pgs. ISBN 0-253-21492-0. $24.95 paper. Indiana University Press. (800) 842-6796.

Remembering the Alamo: Memory, Modernity, and the Master Symbol

By Richard R. Flores



Why has the 1836 Mexican victory over an outnumbered band of Alamo defenders become such a potent master symbol in Texas and American culture? This book seeks to answer this by examining how the Alamo as an icon helped shape the relationship between Anglo and Mexican Texans up to the mid-20th century.

2002. 216 pgs. ISBN 0-292-72540-X. $17.95 paper. University of Texas Press. (800) 252-3206.

Systems of Violence: The Political Economy of War and Peace in Colombia

By Nazih Richani

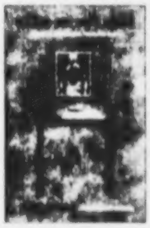
SYSTEMS OF VIOLENCE
NAZIH RICHANI

Based on four years of field research and more than 200 interviews, this work examines the political, economic, and military factors that have contributed to the 37 years of protracted violence in Colombia.

2002. 256 pgs. ISBN 0-7914-5346-4. $21.95 paper. SUNY Press. (800) 666-2211.

Blood, Ink, and Culture: Miseries and Splendors of the Post-Mexican Condition

By Roger Bartra



This anthology of essays covers a wide range of topics and historical circumstances from how the United States and Mexico differ in their treatment of indigenous peoples, to the repercussions of the Zapatista uprising in 1994, to the meaning of postnational identity in the context of globalization and multiculturalism. Translated by Mark Alan Healey.

2002. 264 pgs. ISBN 0-8223-2923-9. $22.95 paper. Duke University Press. (888) 651-0122.

From Isolation to Conversation: Supporting New Teachers' Development

By Dwight L. Rogers and Leslie M. Babinski

isolation
conversation

A new teacher's first year in the classroom is often filled with terrifying new challenges and great loneliness. This book provides a model to help new teachers adjust to challenges faced as they begin their classroom careers.

2002. 160 pgs. ISBN 0-7914-5336-7. $17.95 paper. SUNY Press. (800) 666-2211.

Racial Borders: Black Soldiers Along the Río Grande

By James N. Leiker

RACIAL BORDERS

Following the Civil War, hundreds of Blacks enlisted in the U.S. Army to gain social mobility and equal pay. These "buffalo soldiers" protected White settlers, forced Native Americans onto government reservations, patrolled the U.S.-Mexico border, and broke labor disputes in mining areas. This book studies the complicated, tangled history of race relations on the border during the period leading up to World War I.

2002. 264 pgs. ISBN 1-58544-158-9. $34.95 cloth. Texas A&M University Press. (800) 826-8911.

Who Speaks for America's Children?: The Role of Child Advocates in Public Policy

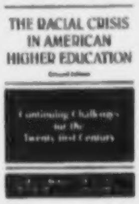
Carol J. De Vita and Rachel Mosher-Williams, eds.

Vital children's issues–poverty, neglect, child care, and education–are under constant scrutiny from policymakers and social scientists. In this book, leading experts in children's health and education policy, community organizing, and sociology focus on the ways child advocacy groups influence policymaking on children's issues.

2001. 236 pgs. ISBN 0-87766-704-7. $26.50 paper. Urban Institute Press. (877) 847-7377.

The Racial Crisis in American Higher Education: Continuing Challenges for the Twenty-First Century

William A. Smith, Philip G. Altbach, and Kofi Lomotey, eds.


THE RACIAL CRISIS IN AMERICAN HIGHER EDUCATION
Continuing Challenges for the Twenty-first Century

The contributors to this volume illuminate the linkages between race and higher education by dissecting a variety of structural and attitudinal factors prevalent in the higher education community, organizational constructs, and value orientations, which seem to hark more to the past than to the future.

2002. 384 pgs. ISBN 0-7914-5236-0. $26.95 paper. SUNY Press. (800) 666-2211.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NASPA "Spirituality on Campus" Conference

December 5-7

This conference of the National Association of Student Personnel Administrators, with the theme "Spirituality on Campus: Reflection and Practice," will provide an opportunity to delve deeply into the spiritual dimension, a critical, but often unarticulated, aspect of ourselves and of our work in higher education. NASPA is particularly eager to sponsor dialogue between student affairs administrators, faculty, chaplains, and others who may be thinking about how work intersects with spirituality. At Omni Royal Orleans Hotel, New Orleans, La.

Contact: NASPA, Leah Ross, (202) 265-7500, ext. 3003; fax, (202) 797-1157; e-mail, lross@naspa.org; Web site, www.naspa.org

IEEE Deans Summit II

January 9-12, 2003

The educational activities board of IEEE presents "Deans Summit II: Fostering Campus Collaborations." Share your effective strategies for collaborative programs on community outreach, future teacher preparation, and pedagogical practices for engineering education. At Biscayne Bay Marriott Hotel & Marina, Miami, Fla.

Contact: Douglas Gorham, d.g.gorham@ieee.org; Web site, www.ieee.org/eab/fcc

89th Annual Meeting of AAC&U

January 22-25

The academy is rethinking what should be expected from college education. While the new century irresistibly invites stark–and usually artificial–calls to question foundational ideas, we are, in fact, standing at a social and educational crossroads. The need for deep questioning is genuine. Pre-conference symposium, "Shared Futures: Diversity, Inequality, and the Challenge of Global Citizenship." At Sheraton Seattle, Seattle, Wash.

Contact: AAC&U, (202) 387-3760; e-mail, meetings@aacu.org; Web site, www.aacu.org

LA CHISPA 2003 Conference

January 23-25

LA CHISPA is a refereed international conference on Hispanic languages, literatures, and cultures sponsored by Tulane University and held in New Orleans in alternate years since 1981. At the Monteleone Hotel, New Orleans, La.

E-mail: lachispa@tulane.edu

NABE 2003

January 28-February 1

Join thousands of educators, policymakers, community members, and business and government representatives at the National Association for Bilingual Education's 2003 conference, one of the world's largest conferences on the education of linguistically and culturally diverse students. In New Orleans, La.

Web site: www.nabe.org

TACHE 2003 Conference

January 29-31

The Texas Association of Chicanos in Higher Education, a professional association committed to the improvement of education and employment opportunities for Hispanics in higher education, holds its annual event. At the Omni Hotel-Downtown, Austin, Texas.

Web site: www.tache.org

13th Annual Institute on College Student Values

February 6-8

With the theme "Moral and Civic Responsibility: Can We Assess the Character Outcomes of College?" the Institute will focus on character development in college and strategies for assessing moral and civic outcomes. Sponsored in cooperation with the

Association for Institutional Research. At Florida State University, Tallahassee, Fla.

Contact: Dr. Jon Dalton, (850) 644-6446; e-mail, jdalton@admin.fsu.edu; Web site, www.CollegeValues.org

ACE's 85th Annual Meeting

February 15-18

Join 1,200 college and university presidents, chancellors, senior administrators, and other higher education leaders. Confirmed speakers include: Donna Shalala, president, University of Miami; Gwen Ifill, moderator, "Washington Week"; Sir John Daniel, assistant director-general for education, UNESCO. At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; Web site, www.acenet.edu

Law and Higher Education Conference

February 16-18

"The 24th Annual National Conference and Workshops: Law and Higher Education" is organized by Stetson University College of Law. This conference's unique approach has received the ABA's prestigious Tweed Award. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

Stop Surfing-Start Teaching 2003 National Conference

February 16-19

"Teaching and Learning through the Internet" is brought to you by Continuing Education at the University of South Carolina. In Las Vegas, Nev.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

Contact: fax, (414) 276-4650; e-mail, CSCTFL@aol.com; Web site, www.centralstates.cc

AAHE Learning to Change Conference

March 14-17

This major new conference of the American Association for Higher Education focuses on the nexus of learning and change. Uniting the best features of AAHE's "Conference on Faculty Roles and Rewards" and "National Conference on Higher Education," this event convenes a wider circle of faculty and administrators to address the challenges of higher education. At Washington Hilton and Towers, Washington, D.C.

Web site: www.aahe.org/learningtochange

7th Annual NCIIA Conference

March 20-22

The theme of the 2003 conference of The National Collegiate Inventors and Innovators Alliance is "Big Ideas in a Small World: Invention, Innovation, and Entrepreneurship Education." In Boston, Mass.

Web site: www.nciia.org

NASPA 2003

March 22-26

NASPA, Student Affairs Administrators in Higher Education, presents its 85th annual conference with the theme "Gathering at the Gateway–Renewing Our Spirit." In St. Louis, Mo.

Contact: (202) 265-7500, ext. 3005; Web site, www.naspa,org/conference

TESOL 2003

March 25-29

The 37th annual convention of Teachers of English to Speakers of Other Languages, Inc., offers hundreds of sessions, distinguished international speakers, and scores of networking opportunities. In Baltimore, Md.

Contact: (703) 836-0774; fax, (703) 836-7864; e-mail, conventions@tesol.org; Web site, www.tesol.org

Academic Festival V: Beyond Borders

March 27-29

This conference, with the theme "Beyond Borders: Globalization and the Human Experience," will feature keynote speakers Dr. Elaine Pagels, Harrington Spear Paine Professor of Religion, and Dr. Paul Krugman, professor of economics, both of Princeton University. At Cameron University, Lawton, Okla.

Web site: www.cameron.edu/festival5/index.html

14th International Conference on College Teaching and Learning

April 1-5

"Learning Theory plus Motivation Theory plus Technology equals Dynamic Interactive Learning." Keynote presentations by Sylvia Nasar, Glenn DuBois, and Meave Leakey. At Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231; e-mail, jchamber@fccj.edu; or Jeana Davis, (904) 632-3088; e-mail, jmdavis@fccj.edu; fax, (904) 632-3289; Web site, www.teachlearn.org

International Mentoring Association Conference

April 10-12

This is the 16th annual international conference on mentoring in education, business, human services, and community-based organizations. At Crowne Plaza Hotel, Philadelphia, Pa.

Contact: (616) 387-4174; fax, (616) 387-4189

AMSA Conference

April 11-13

The American Men's Studies Association presents "Globalization and the Critical Study of Men and Masculinities." Keynote speakers are Susan Bordo and R.W. Connell. At Vanderbilt University, Nashville, Tenn.

Contact: (615) 322-0882; Web site, www.mensstudies.org

108th Higher Learning Commission Annual Meeting

April 13-16

The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, provides at its annual gathering an opportunity to connect with more than 2,600 representatives from across the full range of higher education institutions. The theme of the 2003 meeting is "Restructured Expectations: Building New Partnerships for Learning." At the Hyatt Regency Chicago, Chicago, Ill.

Contact: Jeanne Darling, (800) 621-7440 ext. 133; fax, (312) 263-0471; e-mail, jdarling@hlcommission.org; Web site, www.ncahigherlearningcommission.org

14th Annual National Service-Learning Conference

April 23-26

Join colleagues, educators, youths, policymakers, and community representatives at this National Youth Leadership Council event, with the theme "Weaving the Fabric of Community: A Celebration of Service-Learning." In Minneapolis, Minn.

Contact: National Youth Leadership Council, (800) 366-6952; Web site, www.nylc.org

Correction

In our Nov. 4 Issue of "People & Places" we used the wrong photo of New Jersey City University assistant director of publications

Hugo Morales. Morales (pictured l.), chair of NJCU's Council on Hispanic Affairs, was honored by Hudson County for his work as an artist, civic leader, and promoter of Ecuadorian and Latin American culture.

The NJCU artist is of no relation to Dr. Hugo Morales (r.), who was recently honored by New York Gov. George Pataki, the Dominican-American National Roundtable, and the CUNY Dominican Studies Institute at City College for his appointment to the City University of New York board of trustees.

HO applauds both men's contributions to higher education.

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
Faculty Position Announcement
Learning Technologies
Tenure-track Assistant Professor Fall 2003

Nominations and applications are invited for a Tenure-track Assistant Professor appointment in Learning Technologies, Educational Studies Program, School of Education, The University of Michigan. Applicants should show strong commitment to research on the use of technologies to support teaching and learning.

QUALIFICATIONS

Required: Candidate should have an earned doctorate in education, cognitive science, computer science, or related field with emphasis on learning technologies in K - 12 education. In addition the candidate should show evidence of a strong commitment to quality teaching, a promising programmatic research agenda, and high scholarly potential.

Preferred Qualifications: The candidate should have an emerging research program in learning technologies in social studies, literacy, mathematics or science domains in K-12 settings, potential for garnering external funding to support research, strong record or promise of research productivity as evidenced by publications in professional journals, and experience working with either prospective or in-service teachers in diverse classroom settings.

Responsibilities: The individual will pursue a systematic research agenda in learning technologies, teach graduate and undergraduate courses in learning technologies; work with prospective and in-service teachers, seek external funding to support research activities, advise graduate and undergraduate learning technologies students, participate in the integration of learning technologies in the teacher preparation program, and contribute to the leadership in learning technologies within the School of Education, the University and nationally.

The appointment will be for a nine-month academic year. Salary will be negotiated on the basis of the candidate's experience and qualifications. Salaries at The University of Michigan compare favorably with those at other leading research institutions. The University of Michigan offers liberal personnel benefits including a retirement plan linked with TIAA-CREF, Fidelity, or Calvert and group health, dental, and life insurance plans. For more information about the School of Education and the Educational Studies Program visit **<www.soe.umich.edu>**.

Review of applicants will start on January 10, 2003 and continue until the position is filled. Submit a letter of application, vita, copies of representative publications and three letters of recommendation to:

Joseph Krajcik, Search Committee Chair
Educational Studies Program
4109 School of Education
The University of Michigan
Ann Arbor, MI 48109-1259
734/615-6466

The University of Michigan is a non-discriminatory, affirmative action employer. Women and Minorities are especially encouraged to apply.

COUNCIL FOR
OPPORTUNITY
IN EDUCATION

Position Description: Vice-President for Research and Director, Pell Institute for the Study of Opportunity in Higher Education

The Pell Institute for the Study of Opportunity in Higher Education is a division of the Council for Opportunity in Education. This Institute conducts and disseminates research to encourage policymakers, educators, and the public to improve educational opportunities and outcomes for low-income and disabled college students. Public Policy research through the Pell Institute focuses on the status of postsecondary opportunity in America and federal and state policies that impact access and opportunity. Additionally, the Institute conducts research and analyses on professional practices and development for programs designed to expand access and opportunity.

The Vice-President/Director, reporting to the Executive Vice-President, manages, plans, and leads the initiatives of the Pell Institute; is responsible for positioning the Pell Institute as a major research center in the area of postsecondary access and success for low-income and disabled students; leads a team of scholars in conducting research on issues related to educational opportunity; works to enhance and build the Institute's capacity.

Specific responsibilities include: staff coordination and supervision; fundraising and grant development; research and other scholarly activities; program planning, implementation and evaluation; acting as a liaison with constituencies interested in expanded higher educational opportunity.

A master's degree is required, but a doctorate is preferred. Candidates must possess: excellent writing skills; the ability to balance multiple responsibilities; the ability to travel periodically. Candidates will be evaluated on the following professional and personal characteristics: commitment to the Pell Institute's mission as well as commitment to scholarly values, academic breadth and interdisciplinary research and scholarship; outstanding leadership qualities; a record of academic scholarship and policy research; commitment to pursue and secure funding from public and private sources; the ability to work with external constituencies. Closing date: December 16, 2002.

The Council considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, disability, marital, political or veteran status, sexual orientation or any other legally protected status.

Send cover letter and resume with e-mail address (if available) to Council for Opportunity in Education, 1025 Vermont Avenue, N.W., Suite 900, Washington, D.C., 20005, Attn: Human Resources, or fax to 202.347.0786. Send e-mail inquires to mailbox@hqcoe.org. Subject line: Resume for HR. Absolutely no phone calls. For more information, go to http://www.trioprograms.org.

Book Review

By Eduardo Mendieta

***Codex Espangliensis: From Columbus to the Border Patrol*, edited by Guillermo Gómez-Peña, Enrique Chagoya, Felicia Rice.** San Francisco: City Lights Books, 2000. ISBN 0-87286-367-0. $22.95 hardcover.

At the turn of the 20th century, during the time of the Mexican revolution, José Guadalupe Posada developed a unique visual vocabulary to communicate to the Mexicans the importance of the ongoing national conflict, a vocabulary of dancing skeletons, smiling skulls with mariachi hats, soldiers in imperial uniforms, a dance of revolution and resistance that is macabre but hilarious. This visual vocabulary quoted from another, that of the Mesoamerican Codices. Made of the bark of the Mate tree, cut and sewn together in the form of a fold-out, and beautifully painted, they told the theogonies and genesis stories of the many peoples in the valleys of contemporary Mexico. The Spanish conquistadors, tragically, destroyed most of these codices, but some were preserved and even written after the conquest precisely to chronicle the destruction raining upon the Mexica. They are visually arresting, abstract, shocking in the depiction of divine and human violence, tender in the depiction of Mexican pre-Columbian daily life, telling incredible stories in a compact space. They are not unlike the illuminated manuscripts of Medieval Europe in their beauty and evocative power.

Codex Espangliensis

During the '30s in Nazi Germany, the artist John Heartfield began to publish in the left media collages depicting the unlawfulness, violence, pettiness, militarism, and anti-Semitism of Nazism. These were made of photo cutouts, newspaper headlines. Thus was born the photomontage. We still recognize them as Heartfield's anti-Nazi photomontages, distinctive because they communicate an abstract message in a few images, unsettling in the way they brutalized, animalized, and mechanized the Nazis. Three historical indexes: the conquest of the New World, the Mexican revolution, and the Nazi period in Germany. Three unique yet analogous vocabularies of protest, resistance, and chronicling history: the Tlamatinime and their codices, Posada and his imprints, Heartfield and his photomontages. With this as a horizon, we can now turn to the book produced by Gómez-Peña, Chagoya, and Rice.

This book, like the Mesoamerican codex, folds out or fans out left or right and can be read backwards or forwards, top to bottom, or vice-versa. The images quote the codices, Posada, and the contemporary North American comic book iconography. Interspersed, we encounter Wonder Woman, Superman, Mickey Mouse. These images were recycled, or rather appropriated and quoted, by Chagoya. Fragments of texts in Spanglish written by Gómez-Peña, some tender and profound, also crisscross the pages. Two of my favorites are a poem and a list.

The poem: "I speak Therefore I continue to be, Language, my passport to your country, Language, my journey to your arms, Language, my most effective weapon, Language, my 2-way ticket to the past, Language, my abracadabra, a memory per line, A thread life per sentence." The list, under the title "Amnesia is at the core of the problem": "*Inventorio de mis primero 4 meses de viaje: 38 días de soledad categórica, 1 cumpleaños cabizbajo, 238 lagrimas, 2014 carcajadas*."

Felicia Rica designed the book and makes it a beautiful objet d'art.

Hitherto, I have focused on its aesthetic dimension, but this is unequivocally a political work as well. A political message always has a historical context, and the background here is clearly NAFTA, which legislated the free flow of commodities from the North to the South, as it simultaneously prevents the move of peoples from the South to the North.

This book points too toward historical memory. It points out that the past is barely past when it begins, always, to be part of the future: "amnesia is at the core of the problem." But how does public memory succumb to amnesia? When we are able to think only in one dimension and one direction; when we think that history moves along one plane, and can only move in one direction: the plane of economics, and toward the always receding line of the future in the temporal horizon.

This book communicates how the past is future and the future has its past, and how what might appear as a treaty of commerce is also, and not so covertly, a treaty to exchange culture, inevitably also asymmetrically.

This book refuses to reduce the complex language of historical memory to the duosyllabicals winner and loser, yet it commands us, urges us, never to lose sight of the moral dimensions of our historical remembrance: we must remember, it commands, lest we succumb to the reification and alienation imposed on us by a world bent on turning everything into a commodity for so-called free commerce.

I remember reading, as a young man, Ariel Dorfman's *How to Read Donald Duck*, a devastating indictment of the ideological practices of Disney. I read this beautiful codex from the time of NAFTA and the monolingualization of the world as the aesthetic practice of Dorfman's critique, which aimed to rescue historical memory from its infantilization by Disney.

Eduardo Mendieta is associate professor of philosophy at The State University of New York (SUNY) at Stony Brook.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Eastern Michigan University

Director
University Honors Program

The Division of Academic Affairs invites applications and nominations for the position of Director, University Honors Program. The University Honors Program was founded in 1984 to provide special opportunities for EMU's most academically qualified students. With more than 900 members, the program's purpose is to attract, retain, and recognize academically gifted and motivated students, and to enrich honors students' college experience both in and out of the classroom.

The Director reports to the Associate Provost and administers all aspects of the University Honors Program, including staffing, curriculum, budget, student certification, and public relations. In addition, the Director provides leadership and coordination in moving the honors program forward and for the following on behalf of the University and the Division of Academic Affairs:

- Development of challenging honors programming
- Identification of new honors faculty and advisors
- Recruitment and retention of honors students
- Inspiring a sense of community for the honors program
- Creation of a visible presence for the honors program on campus and beyond
- Playing a part in the University-wide learning environment through enhancement of and greater focus on the honors program
- Identification of and involvement in fundraising and development opportunities
- Involvement in State, Regional, and National organizations

Qualifications for the Director of the University Honors Program:

- Knowledge and experience in curriculum development, honors programming, and teaching effectiveness
- Doctoral Degree
- Current faculty appointment at the rank of Associate or Full Professor
- Experience with budget management, development and implementation of policies and procedures, community outreach, public relations, and grant writing

In addition, classroom and administrative experience with honors students is desirable.

Eastern Michigan University is located in Ypsilanti conveniently located between Detroit and Ann Arbor offering rich cultural, social, and recreational opportunities. Eastern Michigan University is a comprehensive university founded in 1849. It is the fifth largest university in Michigan with an enrollment of over 23,000.

The position is available beginning July 2003. Applications will be accepted until the position is filled. Review of applications will begin starting December 15, 2002. Submit letter of interest with a CV and the names, address and telephone numbers of three references to: **Posting #APAA0303, Eastern Michigan University, 202 Boone Hall, Ypsilanti, MI 48197**.

Additional information on the University is available at our Web site www.emich.edu

Eastern Michigan University is an affirmative action/equal opportunity employer. Minorities and women are encouraged to apply.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(7 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Full Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Post Doctoral Fellow-	Interdisciplinary Oncology Prg-	OPEN
Professor- *(Associate Ctr Director for Clinical Investigations)*	Interdisciplinary Oncology Prg-	OPEN
Professor- *(Chair/Associate VP/Associate Center Director)*	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Assistant/Associate Professor (*3 positions)*-	Nursing-	OPEN
Assistant/Associate/Professor-	Cancer Control Program-	OPEN
Associate In Research- *(Transportation Economist/Analyst)*	Ctr for Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor-	Anesthesiology-	OPEN
Assistant Professor-	Management-	12/02/02
Counselor/Advisor/Instructor-	Student Affairs-	12/02/02
Instructor-	Management (Business)-	12/02/02
Assistant/Associate Professor-	Mathematics-	12/06/02
Associate Professor-	Geography-	12/06/02
Assistant/Associate/Professor *(3 positions)*-	Aging & Mental Hlth-	12/09/02
Assistant/Associate Professor *(2 positions)*-	Industrial Engineering-	12/10/02
Assistant Professor-	Mass Communications-	12/10/02
Assistant Professor-	Social Work-	12/10/02
Research Assoc/Research Asst Professor-	Child & Family Studies-	12/13/02
Assistant/Associate Professor-	Economics-	12/15/02
Assistant Professor-	Anthropology-	12/15/02
Assistant Professor-	Africana Studies-	12/16/02
Assistant Professor-	Anthropology-	12/31/02
Assistant Professor-	Communications Sci & Disorders-	12/31/02
Assistant Professor-	Mathematics (Algebra)-	12/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line **at 813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

ASU
ARKANSAS STATE UNIVERSITY

Department of Music

CHAIR

Starting July, 2003. College of Fine Arts
For details:

bsimpson@astate.edu

http://academicaffairs.astate.edu/aapositions.htm

FRESNO PACIFIC UNIVERSITY

Fresno Pacific University, the only fully accredited Christian university in California's Central Valley, has seven faculty and 3 administrative openings. Please visit our website at **www.fresno.edu** for information about the university, full job descriptions and application forms.

Fresno Pacific University, in its hiring practices, does not discriminate on the basis of race, ethnic or social background, sex, age or physical handicap. Women and members of minority groups are especially encouraged to apply.

FLORIDA GULF COAST UNIVERSITY

Florida Gulf Coast University invites applications for the following positions:

COLLEGE OF EDUCATION

SPECIAL EDUCATION - ASSISTANT PROFESSOR **Position #11123**

Min Req'd: Earned Doctorate in special education, or related field, from a regionally accredited institution; 3 yrs successful exp teaching in special education; successful utilization of technology as an instructional tool, & demonstrated ability to work successfully w/colleagues across disciplines & programs. Must be able to teach integrated special education courses at both the undergraduate & graduate level.

Prefer: Previous teaching experience in higher ed, recent public school exp w/students with developmental disabilities, and/or behavior disorders, and/or expertise in language development/disorders; experience in a PK-12 partnership or professional development school; previous experience w/distance learning; & demonstrated effectiveness in teaching at the university level.

Deadline Date: December 20, 2002

SCIENCE & MATHEMATICS EDUCATION - ASSISTANT PROFESSOR **Position #10165**

Min Req'd: Earned Doctorate in Science Education or Mathematics Education or Elementary Education with a concentration in math and science from an accredited institution; three years successful experience teaching in science and/or math; successful utilization of technology as an instructional tool; and demonstrated ability to work successfully with colleagues across disciplines and programs. Must be able to teach an integrated math/science course, math courses and general methods at undergraduate and graduate level.

Prefer: Ability to work with preK-12 teachers in science and math education; recent public school experience; previous experience with school partnerships and/or professional development schools; previous experience with distance learning, and demonstrated effectiveness in teaching at the university level.

Deadline Date: December 20, 2002

EARLY CHILDHOOD EDUCATION - ASSISTANT PROFESSOR **Position #11131**

Min Req'd: Earned Doctorate in early childhood, or child development, from an accredited institution; three years successful experience in an early education setting as a teacher; successful utilization of technology as an instructional tool; and demonstrated ability to work successfully with colleagues across disciplines and programs. Must be able to teach integrated early childhood courses at the undergraduate and graduate level.

Prefer: Emphasis in developmentally and culturally appropriate practice. Expertise in one of the following areas: infant and toddlers, assessment, reading or social studies; successful experience in the development and implementation of early childhood preparation programs, PreK-12 experience in teacher preparation; recent public school experience; previous experience with distance learning; and demonstrated effectiveness in teaching at university level.

Deadline Date: December 20, 2002

RESEARCH & ASSESSMENT - ASSISTANT PROFESSOR **Position #14917**

Min Req'd: Earned Doctorate in Educational Research or Assessment or closely related field from an accredited institution.

Prefer: Preferences include 3yrs successful exp as a public school teacher or administrator or the equivalent of 3yrs successful exp as a research/evaluation consultant to public school districts; demonstrated effectiveness in teaching both undergraduate and graduate courses; demonstrated effectiveness in conducting evaluation projects in collaboration with local school districts; familiarity with and commitment to distance learning; and demonstrated effectiveness in teaching at university level.

Deadline Date: December 20, 2002

COUNSELING - ASSISTANT PROFESSOR **Position #14916**

Min Req'd: Earned Doctorate with an emphasis in mental health or school counseling from an accredited institution. Documentation of teaching in counseling-related programs at the college level.

Prefer: CACREP and clinical instruction experience (e.g. adult practicum) and license eligibility in mental health, or NCATE experience and school certification eligibility for school counselors.

Deadline Date: December 20, 2002

COLLEGE OF HEALTH PROFESSIONS

NURSING - INSTRUCTOR/ASSISTANT/ASSOCIATE/FULL PROFESSOR **Position #11107**

Min Req'd: Master of Science in Nursing from an accredited institution; Florida license (or eligibility), learning-centered philosophy of education; a commitment to diversity; and collegial working style.

Prefer: Doctorate in Nursing from an accredited institution; three years of academic teaching experience including, experience with alternative teaching styles and technology.

Deadline Date: Open Until Filled. (First consideration will be given to materials received by 1/17/03)

RECRUITER/ADVISOR **Position #13001**

Min Req'd: Bachelor's degree in a discipline related to health professions from an accredited institution and/or academic advising/recruiting; strong communication, planning, and organizing skills.

Prefer: Master's degree from an accredited institution and 3-5 years experience in academic advising/recruiting; knowledge of health professions.

Deadline Date: March 31, 2003

HEALTH PROFESSIONS - VISITING ASSOCIATE/FULL PROFESSOR **Position #30721**

Min Req: Earned doctorate from an accredited institution, gerontology background and practice credential as an Occupational, Physical, or Recreational Therapist (license or certification appropriate to discipline).

Prefer: Ph.D. graduate teaching experience, including curriculum development and a track record of successful research and grant activity.

Deadline Date: Open Until Filled. (First consideration will be given to materials received by 12/10/02)

COLLEGE OF ARTS & SCIENCES

PSYCHOLOGY - ASSISTANT/ASSOCIATE PROFESSOR **Position #14607**

Min Req'd: Ph.D. in Psychology from an accredited institution awarded by start date of appointment. Generalist training and specialized teaching and research competencies in physiological psychology and the psychology of learning.

Prefer: Ability to teach a variety of undergraduate foundation courses as well as courses in areas of specialization. Demonstrated competence in the use of technology for instructional purposes. Ability to support undergraduate research involvement. Prior faculty experience is a plus.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

ENGLISH INSTRUCTORS **Position #14613 (3 positions)**

Min Req'd: Master's Degree in English, or Master's Degree in related area with 18 hours in English, from an accredited institution with a minimum of one full year teaching experience at the university level. To teach Composition I and II and Professional Writing, as well as US, British, or World Literature surveys at the sophomore level or creative writing. Exp participating in an innovative English Program and General Education Program. Team player and sense of humor a must.

Prefer: Master's Degree in English from an accredited institution with three years teaching experience at the university level. Exp tutoring in a Writing Center.

Deadline Date: Open Until Filled (Applications must be rec'd by 1/30/03 to be given full consideration.)

COMMUNICATIONS INSTRUCTOR **Position #12304**

Min Req'd: Master's Degree in Communication from an accredited institution with minimum 2 yrs teaching exp at the university level. A Communication generalist able to teach Public Speaking and courses in one of the tracks in the Communication program (Public Relations, Communication Studies, Environmental Communication, Political Communication).

Prefer: Experience in innovative General Education Program, including working in learning communities and with first year experiences.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

COMMUNICATIONS - INSTRUCTOR/ASSISTANT PROFESSOR **Position #11148**

Min Req'd: Master's Degree in Communication (or appropriate related field) from an accredited institution. Generalist able to teach, within a liberal arts context, Public Speaking and some relevant specialization in Communication (public relations, environmental communication, organizational communication, political communication) along with a variety of core courses including: Theories of Human Communication, Principles of Rhetoric and Argumentation, Interracial/Intercultural Communication, Philosophy of Human Communication, and other specialized advanced classes. Evidence of commitment to quality undergraduate teaching and willingness to broaden professional identity beyond discipline. Sense of humor and ability to connect discipline knowledge and expertise to the wider Liberal Arts curriculum very important.

Prefer: PhD in Communication (or appropriate field) from an accredited institution with expertise in one of the Communication tracks and/or core courses, along with three years teaching experience at the college level.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

ART HISTORY - ASSISTANT/ASSOCIATE PROFESSOR **Position #12308**

Min Req'd: Ph.D. in Art History from an accredited institution. Interest and experience in engaging information technology in teaching, especially with digital delivery of images. Evidence of commitment to quality undergraduate teaching and willingness to broaden professional identity beyond discipline/departmental allegiance. Sense of humor and ability to connect discipline knowledge and expertise to the wider Liberal Arts curriculum very important.

Prefer: Familiarity with non-western art. Experience or interest in distance education.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

ART INSTRUCTOR (DRAWING) **Position #14616**

Min Req'd: BA or BFA in Art from an accredited institution with substantial recent exp as a productive artist and educator to teach a range of drawing-related courses for rapidly growing art program committed to innovative interdisciplinary undergraduate education. Work collegially with peers and students.

Prefer: MFA from an accredited institution with post-TA teaching exp at the college level.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

THEATRE - ASSISTANT/ASSOCIATE PROFESSOR **Position #11147**

Min Req'd: MFA or PhD in Theatre from an accredited institution with background in Acting, Directing, Theatre History, Dramatic Literature, and other areas of Theatre and with experience directing plays at the college level. Team player with experience developing college level curriculum.

Prefer: Exp in distance education and Theatre education. Willingness and ability in making connections to local high schools and local theater companies.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

DIVISION OF STUDENT AFFAIRS

ASSISTANT DIRECTOR OF JUDICIAL AFFAIRS & GREEK LIFE **Position #10176**

Min Req'd: Bachelor's degree from an accredited institution & 4 yrs exp in judicial affairs, Greek Life, campus activities, housing or related area; or Master's degree from an accredited institution & 2 yrs exp in judicial affairs, Greek Life, campus activities, housing or related area.

Prefer: Master's degree from an accredited institution and 2 yrs exp in judicial affairs, Greek Life, campus activities, housing or related area. Professional full-time experience in a student affairs program area.

Deadline Date: December 18, 2002

TO APPLY: Submit two packages (one original & one copy) to **FLORIDA GULF COAST UNIVERSITY, Pos#, Human Resources, 10501, FGCU Blvd S, Ft. Myers, FL 33965-6565** by the deadline date of each position. Each pkg must include a letter of interest, resume & a list of 5 references. Salaries competitive. Application packages, including additional materials submitted such as videos, tapes, slides, books, etc., are subject to public review under Florida's Public Records law, shall become the property of FGCU, and can not be returned. Finalists will be req'd to provide official transcripts. Visit our website at **http://admin.fgcu.edu/stathtml/hr/category.html** or call the 24-hr job line at 239-590-1111 for add'l info.

FGCU is an EO/EA/AAI, which has a commitment to cultural, racial, & ethnic communities & encourages women & minorities to apply. It is expected that successful candidates share this commitment

FLORIDA GULF COAST UNIVERSITY

Florida Gulf Coast University invites applications for the following positions. These positions are being funded based upon enrollment growth projections with anticipated funding available beginning fall semester 2003.

COLLEGE OF BUSINESS

COUNSELOR/ADVISOR **Position #14717**

Min Req'd: Bachelor's degree from an accredited institution in an appropriate discipline & 2 yrs of counseling/advising experience

Prefer: Masters degree in an appropriate discipline; knowledge of business curriculum; and higher education counseling/advising experience

Deadline Date: Open Until Filled. (First consideration will be given to materials received by 1/15/03)

ACCOUNTING - ASSISTANT PROFESSOR **Position #14718**

Min Req'd: Earned Doctorate or ABD w/doctorate from an accredited institution expected by August 2003, strong commitment to high quality teaching of undergraduate & graduate accounting & finance related courses appropriate to academic rank. Strong commitment to research and service.

Deadline Date: Open Until Filled. (First consideration will be given to materials received by 12/16/02)

ACCOUNTING INSTRUCTOR **Position #14719**

Min Req'd: Earned Master's degree in Accounting from an accredited institution and a CPA. A minimum of 3yrs of recent teaching experience at the university level in accounting.

Deadline Date: Open Until Filled. (First consideration will be given to materials received by 12/16/02)

MANAGEMENT - ASSISTANT/ASSOCIATE PROFESSOR **Position #14720**

Min Req'd: Earned Doctorate, with an accompanying MBA if doctorate degree is from a non-business degree program, with a dedication to high quality teaching of undergraduate and graduate management students and successful experience in teaching undergraduate sports management and general management courses. Successful candidates will exhibit a strong commitment to research and service activities.

Prefer: Strong background, experience, and research in Sports Management, Sport Facility and Event Management, Sport Promotions and Fundraising, Sports Management Internships and general Management courses.

Deadline Date: Open Until Filled. (First consideration will be given to materials received by 12/16/02)

COLLEGE OF HEALTH PROFESSIONS

NURSING - INSTRUCTOR/ASSISTANT/ASSOCIATE/FULL PROFESSORS
Position #14802 (2 positions)

Min Req'd: Master of Science in Nursing from an accredited institution; Florida license (or eligibility), learning-centered philosophy of education; a commitment to diversity, and collegial working style

Prefer: Doctorate in Nursing from an accredited institution; three years of academic teaching experience including, experience with alternative teaching styles and technology.

Deadline Date: Open Until Filled. (First consideration will be given to materials received by 1/17/03)

COLLEGE OF ARTS & SCIENCES

MATHEMATICS INSTRUCTORS **Position #14625 (2 positions)**

Min Req'd: Master's degree in either Mathematics or Mathematics Education from an accredited institution. Degree must be awarded prior to start date of appointment. Sense of humor expected. Experience in, or willingness to use, information technology for instruction.

Prefer: Exp in the use of audio-visual aids, computer algebra systems, graphing calculators, & tutorial software for instruction. Exp w/interdisciplinary teaching &/or learning appropriate to the integration of mathematics with other Arts & Science disciplines. Demonstration of commitment to professional development. Familiarity w/interdisciplinary, issues based curricula in the context of an Arts & Sciences degree.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

PHILOSOPHY - ASSISTANT/ASSOCIATE PROFESSOR **Position #14624**

Min Req'd: Ph.D. in Philosophy (specialty open) from an accredited institution. To teach introductory courses in the General Education Program and upper division courses for non-majors, including Philosophy of Communication. Ability to teach a range of courses, and some significant interdisciplinary background important. Flexibility, a sense of humor, and a commitment to innovative and quality undergraduate education a must.

Prefer: Three years teaching experience at the college level, including teaching a range of courses with an interdisciplinary focus.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

MATHEMATICS - ASSISTANT/ASSOCIATE PROFESSOR **Position #14627**

Min Req'd: Ph.D. in mathematics from an accredited institution conferred by August 2003. Area of specialization open, with preference given to candidates with interdisciplinary interests.

Prefer: Prior experience as full time faculty. Experience using computer algebra systems in instruction. Ability to contribute to teaching and course development in the Liberal Studies core. Experience teaching a variety of courses at the junior senior undergraduate level. Familiarity with outcomes-based curriculum planning and program assessment. Research interests compatible with those of the current Division faculty, especially interdisciplinary research interests, is a plus. Ability to direct undergraduate research projects and/or to mentor student contest teams is highly valued.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

ENGLISH INSTRUCTOR **Position #14620**

Min Req'd: Master's Degree in English, or Master's Degree in related area with 18 hours in English, from an accredited institution with a minimum of one full year teaching experience at the university level. To teach Composition I and II and Professional Writing, as well as US, British, or World Literature surveys at the sophomore level or creative writing. Experience participating in an innovative English Program and General Education Program. Team player and sense of humor a must.

Prefer: Master's Degree in English from an accredited institution with three years teaching experience at the university level. Experience in tutoring in a Writing Center.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

ENGLISH (COMPOSITION) - ASSISTANT/ASSOCIATE PROFESSOR **Position #14621**

Min Req'd: Ph.D. in English from an accredited institution with a background and interest in Composition and Rhetoric. To Teach Composition I and II and Professional Writing, as well as to develop and lead an innovative freshman writing program working with the English faculty. Interdisciplinary background and focus desired. Team player and sense of humor a must.

Prefer: PhD in English from an accredited institution with experience assisting in or overseeing a Writing Program. Desire someone with experience participating in an innovative English Program and General Education Program, including learning communities and first year experiences.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

COMMUNICATIONS - ASSISTANT/ASSOCIATE PROFESSOR **Position #14622**

Min Req'd: PhD in Communication (or appropriate related field) from an accredited institution. Generalist able to teach, within a liberal arts context, some relevant specialization in Communication (public relations, environmental communication, organizational communication, political communication) along with a variety of core courses including: Theories of Human Communication, Principles of Rhetoric & Argumentation, Interracial/Intercultural Communication, Philosophy of Human Communication, and other specialized advanced classes. Evidence of commitment to quality undergraduate teaching & willingness to broaden professional identify beyond discipline. Sense of humor and ability to connect discipline knowledge and expertise to the wider Liberal Arts curriculum very important.

Prefer: Three years teaching exp at the college level, including teaching a range of courses.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

HISTORY - ASSISTANT/ASSOCIATE PROFESSOR **Position #14628**

Min Req'd: Ph.D. in History from an accredited institution, with expertise in American history with a focus on American colonial, legal, or constitutional history. Experience teaching in higher education with evidence of a student-centered focus. Commitment to quality teaching at the undergraduate level.

Prefer: Ability to teach courses in Latin American history and World Civilizations, as needed. Ability to teach public and oral history with a commitment to applied research and a community focus. Active, ongoing research agenda with evidence of post-dissertation productivity. Proven ability to work across traditional academic boundaries.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

COMMUNICATIONS INSTRUCTOR **Position #14623**

Min Req'd: Master's Degree in Communication from an accredited institution with minimum two years teaching experience at the university level. A Communication generalist able to teach Public Speaking and courses in one of the three tracks in the Communication program (Public Relations, Communication Studies, Environmental Communication, Political Communication).

Prefer: Experience in innovative General Education Program, including working in learning communities and with first year experiences.

Deadline Date: Open Until Filled (First consideration will be given to materials received by 1/30/03)

LIBRARY SERVICES

ASSISTANT UNIVERSITY LIBRARIAN (SCIENCE) **Position #13901**

Min Req'd: MLS from an ALA-accredited institution or foreign equivalent. Academic background with at least a BS in a life or related science and/or relevant library experience. Exp w/electronic information sources in the sciences. Knowledge of current issues related to academic libraries. Ability & willingness to work collegially & cooperatively w/university community, library faculty & staff. Evidence of interest in professional development activities, including publication. Commitment to providing high-quality public service within a flexible & continually evolving academic library environment.

Prefer: Demonstrated successful exp in building sciences collections. Successful teaching exp. Reading knowledge of German, French and/or Spanish. Exp w/Web page design. Exp in the development of digital library projects. Demonstrated involvement in professional activities. Contribute to the diversity of the organization.

Deadline Date: December 20, 2002

DIVISION OF STUDENT AFFAIRS

COORDINATOR, INTERNATIONAL SERVICES **Position #14120**

Min Req'd: Bachelor's degree in international studies or a related field & 2 yrs exp working w/international education & services; or a Master's degree in a related field.

Prefer: Master's degree in a related field.

Deadline Date: Open Until Filled (Start Date: July 2003)

TO APPLY: Submit two packages (one original & one copy per position) to **FLORIDA GULF COAST UNIVERSITY, Pos#, Human Resources, 10501, FGCU Blvd S, Ft. Myers, FL 33965-6565** by the deadline date of each position. Each pkg must include a letter of interest, resume & a list of 5 references. Salaries competitive. Application packages, including additional materials submitted such as videos, tapes, slides, books, etc., are subject to public review under Florida's Public Records law, shall become the property of FGCU, and can not be returned. Finalists will be req'd to provide official transcripts. Visit our website at **http://admin.fgcu.edu/stathtml/hr/category.html** or call the 24-hr job line at 239-590-1111 for add'l info.

FGCU is an EO/EA/AAI, which has a commitment to cultural, racial, & ethnic communities & encourages women & minorities to apply. It is expected that successful candidates share this commitment

WESTERN ILLINOIS UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

APPOINTMENT: July 1, 2003

QUALIFICATIONS: An earned doctorate from an accredited institution; demonstrated record of distinguished teaching, research/scholarship and service consistent with a tenured faculty appointment at the level of Professor in one of the University's academic units; successful administrative and budget management experience in an academic setting; ability to be an articulate spokesperson on behalf of the institution; demonstrated success as a creative leader and in generating external resources; outstanding listening and communication skills; ability to bring individuals and groups with diverse perspectives to consensus and common action; demonstrated commitment to work diligently to diversify faculty, staff, and student body; ability to formulate and communicate a clear vision; and a commitment to shared governance.

RESPONSIBILITIES: The Provost and Vice President for Academic Affairs serves as the chief academic officer of the University with responsibility for academic and internal leadership. The Provost reports directly to the President and is the primary representative of the President in his absence. The Provost leads the University-wide community at all levels to promote the University's core values and highest academic standards at both the Macomb and Quad Cities campuses. The Provost provides leadership in planning, developing, implementing, and assessing all academic programs; has responsibility for contract administration of Collective Bargaining Agreement for faculty and support staff and a significant portion of the University budget; provides overall leadership for continued growth of international and life-long learning programs and the Honors College; and supervises senior staff and many service areas that are responsible for achieving the University's established major goals identified by the President and the Board of Trustees.

RANK & SALARY: Professor. TBA

THE UNIVERSITY: Located in Macomb (population 19,000) with a regional center in the Quad Cities, Western Illinois University offers a caring and supportive learning environment to more than 13,600 students in the heart of west central Illinois. Western students have all the advantages of a large public university - strong faculty, state of the art technology and facilities, and a wide range of academic and extracurricular opportunities. With an average class size of 25 students, Western provides one of the lowest student-to-fulltime-faculty ratios (17:1) of all Illinois public universities. Western's 688 professors teach 95 percent of all undergraduate as well as graduate courses. The Leslie F. Malpass Library ranks among the finest at non-doctoral institutions in the United States. Western's presence in the Quad Cities spans more than 40 years, and the WIU-QC campus offers undergraduate and graduate programs to more than 1,500 students. Members of the University community share a commitment to the highest academic standards.

APPLICATION: Interested candidates should submit a letter of application, a current curriculum vita, and the names and telephone numbers of five references, who may include faculty, students, administrators, trustees, or others as appropriate. Individuals wishing to nominate candidates for the position may submit a letter of nomination, including the name, position, address, and telephone number of the nominee, to Search Committee Chairperson Dr. Thomas Tomlinson at TC-Tomlinson@wiu.edu. Send applications or nominations to Provost and Academic Vice President Search Committee, Office of Faculty Senate, Western Illinois University, 1 University Circle, Stipes Hall 323, Macomb, IL 61455-1390. Review of applications will begin after January 15, 2003. Please visit the University's website at www.wiu.edu.

Western Illinois University is an Affirmative Action/Equal Opportunity employer and has a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including, but not limited to, minorities, women, and individuals with disabilities. Western Illinois University has a non-discrimination policy that includes sex, race, color, sexual orientation, religion, age, marital status, national origin, disability, or veteran status.

PRESIDENTIAL SEARCH

The State University of New York College at Cortland invites nominations and applications for the position of President. The College seeks an energetic, dynamic individual to lead and to engage its faculty, staff, students and community in what promises to be an exciting and significant era of education and service.

The College, founded in 1868, has approximately 5,700 undergraduate students, 1,600 graduate students, a full-time faculty of 260 and 250 adjuncts, and an annual budget of $90,000,000. One of thirteen comprehensive colleges within the SUNY system, the College is dedicated to the pursuit of excellence in teaching, scholarship, research, and service to the community. Cortland offers to its students programs leading to both Bachelor's and Master's degrees, organized within the School of Arts and Sciences, the School of Professional Studies, and, effective Fall 2003, a new School of Education, whose programs were formerly within Professional Studies. Approximately 44% of Cortland students are enrolled in teacher education programs. The College also has a national reputation for its strong Division III athletics program, fielding 25 intercollegiate teams and regularly finishing in the top twenty in Sears Cup competition.

SUNY Cortland is located in the beautiful Finger Lakes Region in Central New York, with easy access to four-season recreation. The city of Cortland has a population of 20,000 and is approximately a half-hour away from Syracuse, Ithaca, and Binghamton.

The ideal candidate for the presidency of SUNY Cortland will have the following professional qualifications and personal characteristics, among others: an earned doctorate, successful administrative experience at the level of Dean or above, and be tenurable in a department of the College; the vision, insight, and skill to lead an institution with the dual mission of providing strong teacher education and liberal arts programs; the ability to work effectively with all members of the College community-to listen, to engage, and to foster individual and community-wide development; substantial leadership, management, and fundraising experience at a senior level, and the highest personal integrity. SUNY Cortland takes seriously its commitment to diversity and civility and seeks a president dedicated to those values.

The search committee is chaired by Mr. Stephen Hunt, chair of the College Council. The committee will make its recommendations to the College Council, which in turn will make its recommendations to the Chancellor of the SUNY system and to the SUNY Board of Trustees.

Review of candidates will begin in mid-January and will continue until the position is filled, with a preferred starting date of July 1, 2003. Application materials should include: a letter describing the candidate's interest in and qualifications for the position; a curriculum vitae; and the names, addresses (including email), and telephone numbers for at least five references which may include trustees, administrators, faculty, students, and community leaders. *Applicants and nominators are strongly encouraged to communicate by email utilizing Word attachments.*

All nominations and applications shall be confidential. Requests for information and all written nominations and applications should be directed to:

Charles I. Bunting
SUNY Cortland Presidential Search
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, Virginia 22314
Charles.bunting@atkearney.com
Stephen.leo@atkearney.com

The search committee is being assisted by Chuck Bunting, Vice President, and Steve Leo, Consultant, with the A.T. Kearney Education Practice. Questions may be directed to them at: **charles.bunting@atkearney.com**, and **stephen.leo@atkearney.com**; 703-739-4631. Questions also may be directed to Dr. Patricia Francis, Campus Liaison, at **francisp@cortland.edu**; 607-753-2201.

For more information on the College and its programs, please consult its website: www.Cortland.edu

SUNY Cortland is an AA/EEO/ADA employer

Princeton University

Faculty Positions

Princeton University invites applications from distinguished scholars for the position of tenured associate or full professor in any of its departments in the humanities, social sciences, natural sciences, or engineering. In addition, untenured assistant professors of exceptional promise are sought in the natural sciences or engineering. Women and underrepresented minorities are especially encouraged to apply.

Send letter and curriculum vitae by December 20, 2002 to: **Joann Mitchell, Office of the Provost, 321 Nassau Hall, Princeton, NJ 08544-5264.**

Applications will be forwarded to the appropriate department.

Princeton University is an affirmative action, equal opportunity employer.

TEMPLE UNIVERSITY Ambler, PA

Assistant or Associate Professor
9-Months Tenure Track Position

Applications are being accepted for a 9-month tenure track assistant or associate professor beginning September 2, 2003. Teaching responsibilities will be at the undergraduate level and include design studios and an additional course including technology, professional practice, environmental design or landscape restoration. CAD and/or GIS application is desirable. Applicant will also be expected to conduct scholarly, creative, and service activities.

The applicant should possess a professional MLA or Ph.D. degree, professional experience and registration, and experience or an interest in teaching landscape architecture and in pursuing intellectual goals through scholarship and creative work.

The Department of Landscape Architecture and Horticulture is located on a 187-acres arboretum in suburban Montgomery County, 15 miles north of the Temple Main Campus in Philadelphia. The Department has 20 full-time and part-time faculty and 250 students. The Landscape Architecture Program is a LAAB accredited 4-year bachelor degree program. The ecological/sustainable philosophy of our degree program is interwoven throughout the coursework. Students have the opportunity to gain international experience through Temple's study abroad program for one semester at Villa Caproni in Rome. The faculty members are associated members of the Center for Sustainable Communities and have the opportunity to collaborate on various community projects. Temple University-Ambler Campus is a living laboratory with mature forest, wetland and meadow environments, research and trial gardens, nursery, and greenhouse.

Applicants should submit a statement of professional, pedagogical, and research interests and goals, a vitae, a portfolio of creative work, samples of teaching materials and student work as appropriate, names of at least three references to: **Dr. Lolly Tai, Department Chair. Search Committee, Ambler College, Temple University, Department of Landscape Architecture and Horticulture, 580 Meetinghouse Road, Ambler, PA 19002-3994.** Phone 215-283-1292, Fax 215-283-1497. Web Site: **http://www.ambler.temple.edu**. E-mail: **lollytai@temple.edu.** Review of applications will begin immediately and continue until a suitable candidate is identified. Applications will be accepted until January 6, 2002.

Temple University is an affirmative action/equal opportunity employer.

University of California, Los Angeles

UCLA

The UCLA Department of Psychology seeks to appoint a quantitative psychologist at the Assistant or Associate Professor level. Candidates should have an active research program in some area of cognitive psychology (e.g., mathematical and/or neural network models of perception, memory, learning, categorization, decision making or reasoning). The position entails responsibilities for graduate and undergraduate courses in psychological statistics (e.g., experimental design and the analysis of variance, log-linear models, Bayesian analyses, signal detection theory). Applicants should submit a curriculum vitae, a statement of research and teaching interests, and should arrange for three letters of recommendation to be sent to **Quantitative Search Committee, Department of Psychology, UCLA, Box 951563, Los Angeles, CA 90095.** Review of applications will begin December 15, 2002. Appointments are subject to a final determination of the availability of funds.

UCLA is an Equal-Opportunity/ Affirmative-Action Employer. Women and minorities are encouraged to apply.

BRYANT COLLEGE

The Character of Success

DEAN OF UNDERGRADUATE STUDIES

This position reports to the Vice President for Academic Affairs and is responsible for the development and retention of well-qualified and productive faculty, and the development and delivery of high quality academic programs including undergraduate programs and the Academic Center for Excellence. The incumbent also serves as a senior advisor to the VPAA providing recommendations to ensure the effective management of the Academic Affairs Division.

This position is best filled by an individual possessing a doctoral degree, demonstrated teaching experience, and scholarly achievement. Highly developed communication, interpersonal, managerial and motivational skills are required in order to develop and oversee faculty and staff. A proven record in academic program development; demonstrated policy and decision-making ability; and proven effectiveness in fiscal management and resource allocation are required. Demonstrated ability to establish and maintain cooperative and consultative working relationships with all segments of the College community and external publics is very important.

Applicants should submit a letter of interest, a current vitae, and references to **Human Resources Office THO275, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917.** Further information on the position can be found at web.Bryant.edu/~humanres/275.htm. All inquiries and applications will be kept confidential. Inquiries can be addressed to V. K. Unni, Vice President for Academic Affairs. E-mail vkunni@bryant.edu. Application review will begin immediately and continue until the position is filled.

Bryant College is an AACSB International-accredited institution that focuses on each of our 3,200 undergraduate and graduate students to help them achieve success in business and life. The College offers undergraduate degrees in business administration, applied psychology, communication, information technology, and liberal studies, and graduate degrees in business administration, taxation, information systems, and accounting. Bryant College's Financial Markets Center (FMC), a state-of-the-art facility with data feeds and interfaces, is housed in the new George E. Bello Center for Information Technology, providing a rich educational experience for the students. Bryant was recently named by U.S. News & World Report's 2003 edition of "America's Best Colleges" as one of the top 25 schools in the North in the Master's I category. The College was also featured in the 2003 edition of the Princeton Review's "Top 345 Colleges in America," and appears in Barron's "Best Buys in Education." The picturesque campus in Smithfield, R.I., is located minutes from Providence and one hour from Boston.

Bryant College is an Equal Opportunity/Affirmative Action employer, and an institution committed to diversifying its faculty and student body. Women and people of color are especially encouraged to apply.

WRIGHT STATE *UNIVERSITY*

PROVOST

Wright State University, a Carnegie designated doctoral research-intensive university, invites nominations and applications for the position of Provost. The university seeks an exceptional leader with a demonstrated record of academic accomplishment to serve as the chief academic officer. The successful candidate will possess strong academic vision, leadership skills, and a commitment to diversity, as well as excellence in undergraduate and graduate education.

Responsibilities
The Provost reports to the President and will work closely with the Senior Vice President in overseeing and guiding the university's academic schools and colleges, nationally funded research centers and institutes, and academic support services; as well as in developing and promoting academic priorities. The Provost is responsible for curricular and academic planning with deans; authorizes all academic appointments; oversees the academic budget; and leads the planning, development, and assessment of existing academic programs, and creation of new programs that support students and the goals and mission of the university.

Qualifications

- Earned doctorate from an accredited institution and experience justifying appointment at the rank of full professor in a Wright State college/school
- Demonstrated commitment to excellence in teaching, research, and service
- Inclusive and decisive leadership in higher education at the senior leadership level
- Demonstrated ability to manage a complex academic organization and work effectively with colleagues across divisions
- Strong evidence of leadership in developing and advancing diversity
- Interest in and aptitude for fund raising
- Demonstrated success as a creative leader with strong communication skills
- Ability to function effectively in external and internal environments with sound judgment in the context of politics, public relations, and academia.

Environment
Wright State University, founded in 1967 and named for Dayton's aviation pioneers, Orville and Wilbur Wright, is located 10 miles east of the city of Dayton, a metropolitan area of nearly one million people. With over 700 faculty and a budget of nearly $300 million, the university serves approximately 16,000 students (12,000 undergraduate and 4,000 graduate) with 100 undergraduate, 40 master's, and 7 doctoral programs offered through seven colleges, three schools, and a branch campus: Raj Soin College of Business, College of Education and Human Services, College of Engineering and Computer Science, College of Liberal Arts, College of Science and Mathematics, University College, Wright State University–Miami Valley College of Nursing and Health, School of Graduate Studies, School of Medicine, School of Professional Psychology, and Wright State University–Lake Campus. The university currently ranks as one of Ohio's top state universities in federal research funding. Our campus climate is collegial with several employee groups, including tenure track faculty represented through collective bargaining. More information can be obtained at the university Web site: www.wright.edu

Application
Review of applications will begin on January 6, 2003, and continue until the position is filled. Applicants should send a letter of interest, a curriculum vita, and contact information for five references to: Dr. Gregory R. Bernhardt, Chair, Provost Search Committee, 415 Allyn Hall, Wright State University, 3640 Colonel Glenn Highway, Dayton OH 45435-0001

Wright State University is committed to a policy of equal opportunity and affirmative action, and encourages applications from members of underrepresented groups.

DEPARTMENT CHAIR POSITION

Electrical Engineering

USF *University of South Florida*

Applications and nominations are invited for the position of Department Chair of Electrical Engineering. The department is one of six departments in the College of Engineering. With over 20 million dollars/year in sponsored research, the College of Engineering plays a prominent role in the University of South Florida's strong research profile. Located in the vibrant Tampa Bay area, The University of South Florida is one of the 20 largest public universities in the United States, riding a substantial growth in sponsored research over the past ten years - from $50.7 million in 1991/1992 to $207.9 million in 2001/2002 and is recognized by the Carnegie Foundation for the Advancement of Teaching in its highest classification, Doctoral/Research University - Extensive.

The department has 24 full-time faculty members and offers B.S., M.S. and Ph.D. degrees in Electrical Engineering and the Ph.D. degree in Engineering Science. The faculty teach and advise approximately 260 undergraduate students, 244 master students and 44 doctoral students. Areas of specialization within the department include Wireless and Microwaves, Microelectronics, Communications and Signal Processing, and Energy, Power, Electronics and Controls. The department interacts strongly with the Department of Computer Science and Engineering, and many of its faculty are active in thrust areas such as nanotechnology, MEMS and bioengineering through centers such as the Nanomaterials and Nanomanufacturing Research Center and the Center for Entrepreneurship.

Preferred candidates should possess exceptional communication and interpersonal skills and be able to lead the department in developing and implementing a compelling vision for its research, education and service programs. Key responsibilities will include strategic planning, development of emerging areas of expertise, coordination of interdisciplinary activities, and assistance with securing funding for fellowships, scholarships, endowed chairs and center/focus area initiatives and commitment to diversity in faculty and staff hiring.

Candidates must possess a Ph.D. in Electrical Engineering or a closely related field and qualify as a full professor in the department. As a Professor of Electrical Engineering, the successful candidate must demonstrate a strong commitment to excellence in undergraduate and graduate education, be able to teach and advise students at both levels, and maintain an active and productive research program in the field as evidenced by an outstanding, internationally recognized record of scholarship and a proven record of external support.

The start date for this position is August, 2003. Applicants should mail a hardcopy packet containing a cover letter, complete vitae, names and addresses of at least four references, and a statement of educational and research philosophy that includes the candidate's vision for the future of Electrical Engineering. Nominations of candidates will also be greatly appreciated and gladly accepted.

The search and selection process will be conducted in accordance with the provisions of the "Government in the Sunshine" laws of the State of Florida. Meetings of the search committee are open to the public and all documents related to the search will be available for public inspection. Applicants who need a reasonable accommodation in order to participate in the selection process must notify the office manager at the following address at least 48 hours in advance. Screening of applicants will begin February 10, 2003 and will continue until the position is filled. Applications and nominations are to be submitted by mail to:

Chair, EE Chair Search Committee
Department of Electrical Engineering; ENB 118
University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620-5350

USF is an equal opportunity/
equal access/affirmative action institution

FORDHAM

University

GRADUATE SCHOOL OF SOCIAL SERVICE

Tenure-Track Faculty Positions

SOCIAL WORK

Fordham University Graduate School of Social Service invites applications for full-time tenure track faculty positions in its baccalaureate, master's and doctoral programs beginning September 2003. We are seeking highly qualified candidates with scholarly and research interest in **child welfare, mental health services and policy, and children and families policy and practice.** Appointments may be at the assistant, associate, or full professor rank. Qualifications for these positions are an MSW and doctorate in social work or related discipline, post-master's practice and teaching experience in social work and a demonstrated record of scholarship. Faculty may be based at either the Lincoln Center or Tarrytown campus. Salary and rank are commensurate with qualification. Applicants should submit a letter of interest, curriculum vitae, and representative samples of publications and writing by December 15, 2002, to **Meredith Hanson, D.S.W., Chair, Initial Appointments Committee, Graduate School of Social Service, Fordham University, 113 West 60th Street, New York, New York 10023-7479. e-mail: mhanson@fordham.edu.** *EOE M/F/H/V*

University *of* Hartford

Cell Biologist

The Department of Biology at the University of Hartford invites applications for a tenure-track assistant professor position beginning Fall 2003. Ph.D. and prior teaching experience in cell biology with laboratory required. We seek candidates whose research interests are in cellular and neurobiology. The successful candidate will be expected to establish an independent, extramurally funded research program. Primary teaching responsibilities will include undergraduate courses in introductory and cell biology and a graduate course that will contribute to the department's Neuroscience M.S. program. Applicants should submit curriculum vitae, concise statements of teaching philosophy and research goals, and three letters of recommendation to Dr. Jacob Harney, Search Committee Chair, Department of Biology, University of Hartford, 200 Bloomfield Avenue, West Hartford, CT 06117. Application deadline is December 30, 2002. More information about the University is available at www.hartford.edu.

EEO/AA/M/F/D/V

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is a four-year undergraduate college located in the beautiful foothills of the Ramapo Valley approximately 25 miles northwest of New York City. Established in 1969 as a state-supported, coeducational college of liberal arts, sciences and professional studies, this institution offers an array of undergraduate, graduate, and post baccalaureate programs focused on the four "pillars" of the Ramapo College mission - international, intercultural, interdisciplinary, and experiential education. The College is committed to global education. It is a Fulbright Center and houses the New Jersey Governor's School for International Studies.

ASSISTANT PROFESSOR TELEVISION PRODUCTION

(TENURE TRACK)

JOB DESCRIPTION: Candidate for this position should demonstrate an ability to design and teach intermediate and advanced courses in television production, with emphasis in dramatic and magazine-format programming. Candidate should demonstrate a sophisticated and disciplined ability to conceive, initiate, and complete original media productions using the medium of studio television production and incorporating new media production concepts and methods.

REQUIREMENTS: M.F.A., M.A., or Ph.D., with a record and portfolio of professional accomplishments and teaching experience in studio television production writing, theory directing and post-production.

Faculty members are expected to maintain active participation in research, scholarship, college governance, and academic advisement.

All applications must be completed online on the college's website: http://www.ramapo.edu/hrjobs. Attach resume, cover letter, a statement of teaching philosophy and three references. Forward a VHS portfolio to: Andre Perry, Search Committee Chair, School of Contemporary Arts. Review of applications will begin immediately and continue until the position is filled.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Position offers excellent state benefits. To request accommodation, call (201) 684-7368.

RAMAPO
COLLEGE
OF NEW JERSEY

Attention: Dept 18, 505 Ramapo Valley Road, Mahwah, NJ 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION

UtahState
UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSORS

The Elementary Education Department at Utah State University seeks faculty in ESL, Early Childhood Education and Multicultural and Social Studies Education. EdD or PhD required by August 2003, elementary/middle level teaching certification, K-8 teaching experience, ability to conduct and disseminate research, and effective communication skills. See http://personnel.usu.edu (College of Education 2-138) for full description. Send letter of application, three letters of reference, three additional names/numbers of professional references, complete transcripts, and current CV to **Dr. Parker Fawson, Department of Elementary Education, Utah State University, 2805 Old Main Hill, Logan, UT 84322-2805.** (435) 797-0374, www.coe.usu.edu/eled/. *AA/EOE.*

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit

www.fgcu.edu

or call the 24-hr jobline @

239-590-1111.

FGCU is an EO/EA/AAI

Kenyon College

Dissertation/Teaching Fellowship for Minority Scholars

One of the most significant challenges confronting small liberal arts colleges in the United States today is how to increase the relatively small number of minority faculty teaching at such institutions. Creating a diverse and representative group of teachers benefits students, faculty, and administrators alike, by enriching the nature of the education experience for all. We recognize, though, that young scholars who are members of underrepresented groups frequently choose to pursue their careers as teachers and scholars at research universities rather than at small liberal arts colleges. In order to encourage such scholars to consider college rather than university teaching, Kenyon College offers the Kenyon College Dissertation/Teaching Fellowship for Minority Scholars. The program aims at minority scholars in the final stages of their doctoral work who need only to finish the dissertation to complete requirements for the Ph.D. We hope the experience of living and working for a year at Kenyon will encourage these fellows to consider a liberal arts college as a place to begin their careers as teachers and scholars. In the past, fellowships have been awarded in: African and African American Studies, American Studies, Anthropology, Art History, Biology, English, History, Math, Modern Languages and Literatures(Spanish), Music, Religious Studies and Sociology.

Kenyon will provide a stipend of $32,500, plus health benefits, housing, and a small moving allowance. The College will also provide an allowance to cover travel to conferences or for consultation with the dissertation director. Kenyon will assist the Fellow in finding college housing. The Fellow will be provided an office, a networked computer, and secretarial support services. Faculty colleagues at Kenyon recognize and embrace the opportunity to welcome and mentor new faculty members.

The Kenyon Fellow is expected to write the dissertation and to teach one course each semester, usually in the Fellow's general research area. Fellows are also expected to offer a College lecture or Departmental seminar on the dissertation topic at some point during the academic year in residence. Kenyon College assumes that the Fellow will participate in the intellectual life of his/her home department, as well as in the broader cultural life of the College. Our primary expectation, however, and the main focus of this fellowship, is the completion of the dissertation.

Eligibility to apply for the Kenyon College Dissertation/Teaching Fellowship for Minority Scholars is limited to:

- ☐ Citizens or nationals of the United States at the time of application.
- ☐ Members of the following minority groups:
  - ✓ Alaskan Natives (Eskimo or Aleut)
  - ✓ Native American Indians
  - ✓ Black/African Americans
  - ✓ Mexican Americans/Chicano
  - ✓ Native Pacific Islanders (Polynesian or Micronesian)
  - ✓ Puerto Ricans
- ☐ Individuals who are enrolled in a research-based PhD program in one of the following fields: African and African American, American Studies, Anthropology, Art History, Asian Studies, Biology, Classics, Dance, Drama, Economics, English, Environmental Studies, History, Humanities, International Studies, Math, Modern Languages and Literature, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Women's and Gender Studies.
- ☐ Individuals who aspire to a teaching and research career.
- ☐ Persons who have not yet earned a doctoral degree at any time and in any field.

Please send a letter of application, vita, and three letters of references (including the dissertation advisor) to the **Office of the Associate Provost, Kenyon College, Gambier, OH 43022.** The Search Committee will begin consideration of the dossiers on January 6, 2003. *Kenyon College is an Equal Opportunity Employer and, in particular, encourages the applications of women and minority candidates.*

LE MOYNE
COLLEGE

PRE-DOCTORATE TEACHING FELLOWSHIP
2003-2004 ACADEMIC YEAR

Le Moyne College seeks to underline the importance of encouraging graduate students of color to pursue teaching careers in higher education. The year-long Pre-Doctorate Teaching Fellowship will draw graduate students of color at the ABD stage who have advanced to candidacy and are nearing completion of their doctoral dissertation. All disciplines may apply but candidates in Acting/Directing, Management Disciplines (e.g., human resources, management, organizational behavior), Chemistry, East Asian History, Education, English, Latin American Studies, Political Science, Religious Studies, Sociology, and Spanish will receive special consideration. At the successful completion of the Fellowship, the Teaching Fellow will receive consideration in the event a tenure track faculty position is authorized.

TERMS

- Salary and benefits
- Library privileges, office space, and computer
- Mentored by senior faculty
- Valuable classroom teaching experience
- Program dates: **Aug. 15, 2003 -Aug. 14, 2004**

APPLICATIONS

The following material must be received by **January 31, 2003**:

- Full curriculum vitae
- Graduate school transcripts and three letters of recommendation, including that of the dissertation advisor
- Copy of the dissertation proposal
- Description of teaching interests

Please submit your cover letter and resume to lemoynehr@lemoyne.edu with subject line: Minority Pre-doc. All supporting documents (including graduate transcripts and letters of rec) should be sent to **Le Moyne College, Minority Pre-Doc, 1419 Salt Springs Road, Syracuse, NY 13214-1399.**

Le Moyne College is an equal opportunity employer and encourages women, persons of color, and Jesuits to apply for employment. Visit our Web Page www.lemoyne.edu

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CSU CONNECTICUT STATE UNIVERSITY SYSTEM

Executive Officer for Academic Affairs and Research: Student Life & Student Learning

We are seeking an experienced student affairs professional who will serve both as an assistant to the University System's Vice Chancellor for Academic Affairs in the development and implementation of system-wide programs and policies and as a resource to the Student Affairs and Academic Officers of the campuses, providing guidance and consultation to them to enhance the effectiveness of their respective student-oriented programs.

QUALIFICATIONS: Demonstrated ability to develop constructive and useful policies and procedures to guide the administration of academic, student affairs and admissions functions for a major university. Demonstrated ability to function as a resource to university administrators and faculty, particularly in sensitive areas such as student conduct and academic standards. Demonstrated ability to organize and conduct events, conferences and meetings whose objectives include the enhancement of academics and student life. These skills and abilities normally will be acquired through a combination of experience and training that include advanced university education in a field such as student affairs, admissions, education or public administration together with relevant experience in an institution of higher learning for a total of not less than ten years.

Salary from $88,877 commensurate with background and experience and includes a comprehensive benefits package.

A review of applicants will begin on November 27, 2002 and will continue until the position is filled.

TO APPLY: Forward a cover letter and resume referencing Job Code HOAA to: Ellen Mantel, Human Resources, CSU System Office, 39 Woodland Street, Hartford, CT 06105 or email materials to: Mantele@so.ct.edu. For more information on CSU, visit our web site at: www.ctstateu.edu.

Connecticut State University is an AA/EEO employer
and is aggressively seeking to recruit women and minority applicants
to bring greater diversity to its work force.

FACULTY POSITIONS

Tenure Track Appointments

SCHOOL OF ARTS & SCIENCES

DEPARTMENT OF ANTHROPOLOGY

Biological anthropologist. Specialties of interest to the department, include, but are not limited to, human demography, human biology and forensic anthropology, primate social behavior and evolutionary morphology. Candidate must have an active program of field research and publication. **Letter of application, curriculum vitae and the names of three references by January 1, 2003 to Gregory Johnson, email to gjohnson@hunter.cuny.edu. Information available at http://maxweber.hunter.cuny/anthro/.**

DEPARTMENT OF ECONOMICS (2 positions)

Economics offers an undergraduate major in accounting and is proposing a Master of Science in accounting. Subject to approval, the MS program will begin in Fall 2004. Program seeks a balance between high-quality teaching and research productivity. **Curriculum vitae, three letters of reference and evidence of recent research activity to Avi Liveson.**

DEPARTMENT OF ENGLISH

Linguistics. Teach undergraduate/graduate courses in theoretical, historical, literary or urban linguistics, and/or sociolinguistics as well as literature and/or writing courses. **Letter of application, curriculum vitae and three letters of references by December 15, 2002 to Trudy Smoke.**

DEPARTMENT OF GEOGRAPHY (2 positions)

Geographer, or environmental scientist or earth scientist. Participate in expanding geography and environmental studies programs. Teach undergraduate/graduate level courses and conduct research. Mentor junior faculty and advise students.

Appointment at the level of full Professor. Area of specialty open.

Director of Center for Geographic Learning. Teach undergraduate/graduate level courses and conduct research. Deep commitment to K-12 education. Work to develop the Center as the focal point of geographic education in New York City and manage its operation and engage in outreach to College and community groups. Strong teaching, research, funding and publication record is necessary.

Cover letter that discusses teaching and research agendas, curriculum vitae, sample of recent publications and three references before December 1, 2002 to Charles Heatwole, E-mail: cah@geo.hunter.cuny.edu

DEPARTMENT OF GERMAN (Anticipated)

Area of specialization open but research interests in German or Austrian literature of the 19th century and/or fin de siecle are desirable. High level of proficiency in German and English, strong scholarly potential, demonstrated interest in and potential for outstanding teaching of language, literature and culture at all levels. Familiarity with ACTFL Scale, with oral proficiency interviewing and with assessment based teaching desirable. **Curriculum vitae and three names of references to Annette Kym, Chair.**

DEPARTMENT OF MATHEMATICS & STATISTICS

Biostatistician. Teach undergraduate/graduate courses. Area of expertise should be Biostatistics. Ph.D in Statistics required. **Curriculum vitae and names of three references to Ada Peluso.**

DEPARTMENT OF ROMANCE LANGUAGES

French. Twentieth-century and contemporary literature specialist. Native or native-like fluency in French and English. Teach a variety of courses outside field of specialization in French or English. Expected to conduct research, publish and be involved in academic advising and committee work. **Letter of application, curriculum vitae, graduate transcript and three letters of reference and research interest by December 2, 2002 to G. Di Scipio.**

SCHOOL OF EDUCATION

Joint Position

DEPARTMENT OF CURRICULUM & TEACHING AND THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS & COUNSELING PROGRAM

Teach undergraduate/graduate courses in literacy and psychological foundations in adolescent education programs. Supervise teacher candidates in field experiences. Engage in research and scholarly writing. Must have a commitment to work in multicultural and urban educational settings. Teaching experience required. Must demonstrate the potential for scholarly involvement as evidenced by publications and/or research with the specialty in the profession of education. Specialty: Adolescent Education: Literacy and Psychological Foundations. Earned Ph.D. or Ed.D. in English or Reading; Or Development of Educational Psychology. In addition, an earned masters degree or equivalent experience in the second discipline is required. **Letter of application, curriculum vitae and three letters of reference to Sherryl Browne Graves and Ira B. Kanis.**

SCHOOLS OF THE HEALTH PROFESSIONS

MEDICAL LABORATORY SCIENCES (2 positions)

Undergraduate teaching combined with the development of active research programs. Biochemistry of disease with emphasis on molecular mechanisms or diagnostic strategies is one area of specialization. Second emphasizes cell biology, pathology, malignancy and related areas. Earned doctorate in area of biomedical science with demonstrated research productivity in molecular biology or an area of cellular investigation. Teaching experience with ability to teach courses in two of the following: medically related biochemistry, hematology, cell biology, histology, molecular diagnostics or pathophysiology. **Curriculum vitae and names, addresses and emails of three references by January 3, 2003.**

NURSING (2 positions)

Instructor/Assistant Professor in CCNE accredited baccalaureate and masters in nursing program. Preference to experienced teachers with doctorate. Teach undergraduate/graduate. Responsibilities include classroom and clinical instruction. Candidates sought with credentials in Medical-Surgical Nursing, Maternal-Child Nursing.

For appointment as Instructor a Master's degree in Nursing is required and nearing completion of Doctoral Degree. For appointment as Assistant Professor Masters Degree in Nursing and Doctoral Degree required. New York State Nursing License required. Academic teaching experience is strongly preferred. **Curriculum vitae and names and addresses of three references by February 1, 2003.**

NUTRITION AND FOOD SCIENCE AND PUBLIC HEALTH NUTRITION IN THE URBAN PUBLIC HEALTH PROGRAM

Instructor or Assistant Professor. Teach undergraduate and graduate courses across public health and nutrition curriculum, such as public health policy, medical nutrition therapy, institutional management and research methods. Doctoral degree in nutrition, food science, public health or related field. Doctoral student with full-time university teaching experience will also be considered. RD credentials a plus. Candidates should have training and experience in nutrition/health policy and management or research and evaluation of nutrition/public health interventions. **Letter of application including statement of philosophy of education, curriculum vitae and names, addresses and telephone numbers of three references by January 3, 2003.**

URBAN PUBLIC HEALTH (2 positions)

Assistant or Associate Professor in Community Health Education. Develop research programs in conjunction with other Health Sciences faculty or the affiliated Center on AIDS, Drugs and Community Health or Center for Occupational and Environmental Health. Doctoral degree in public health or related field with teaching experience at the undergraduate or graduate level and a history of research systems. Experience in public health practice desirable. **Application letter describing research, teaching, mentoring and professional experience, curriculum vitae and three references by January 3, 2003.**

All openings at the level of Assistant Professor unless otherwise indicated. Doctoral degree required for appointment to professorial rank.

Salary:		
	Instructor	30,133 - 52,123
	Assistant Professor	35,031 - 61,111
	Associate Professor	45,601 - 73,028
	Professor	56,664 - 87,757

Curriculum Vitae to appropriate department, School of Arts and Sciences, Hunter College, 695 Park Avenue, New York, NY 10021

For the positions in the Schools of Health Professions, curriculum vitae to Dean Laurie N. Sherwen, Schools of the Health Professions, 425 East 25th Street, New York, NY 10010

HUNTER

CITY UNIVERSITY OF NEW YORK

Hunter College is an EEO/AA/ADA/IRCA employer. Women, minority group members, disabled persons and veterans are encouraged to apply.

UIC

University of Illinois at Chicago

Jane Addams College of Social Work

Two tenure-track faculty positions. Rank open. Among the areas of special interest are mental health, school social work, and social policy. MSW and doctorate (social work or related field) required. ABD's considered if all degree requirements will be completed by August, 2003. Applicants must have demonstrated track record or clear potential for successful teaching, service, and research productivity. Starting date August, 2003. Applicants must have a commitment to college mission of social work practice, research and leadership on behalf of the poor, oppressed, racial and ethnic minorities and other at risk urban populations. Teaching opportunities in BSW, MSW, and PhD programs. Review of applications will commence December 27, 2002. Search will continue until positions filled. *The University of Illinois is an Affirmative Action/Equal Opportunity employer.* Send letters of application, curriculum vitae, writing sample, and names of three references to: **Jerry Cates, Associate Dean, Jane Addams College of Social Work (M/C 309), University of Illinois at Chicago, 1040 W. Harrison St., Chicago, Illinois 60607-7134**

THE OHIO STATE UNIVERSITY

PROFESSOR AND CHAIR

College of Human Ecology Consumer and Textile Sciences Department

The Ohio State University invites nominations and applications for Professor and Chair of the Consumer and Textile Sciences Department in the College of Human Ecology. The position is available July 1, 2003. Dossier screening begins December 1, 2002. Send applications and nominations to Dr. [illegible], 1787 Neil Avenue, Columbus, Ohio 43210-1295. See http://hec.osu.edu/ctschairsearch for details.

More information about the search, the department, the University, and the city can be accessed through **http://hec.osu.edu/ctschairsearch.**

OSU is an Equal Opportunity/Affirmative Action Employer. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

TEMPLE UNIVERSITY

School of Communications and Theater

Due to recent growth in size and mission, the School of Communications and Theater invites applications for the following faculty positions to begin September, 2003. For full text of individual ads, please go to **http://www.temple.edu/sct/facultypositions.htm**

Located in Philadelphia, the nation's fourth largest media market, the School of Communications and Theater now enrolls [illegible] undergraduate and [illegible] graduates. It is home to the Departments of Broadcasting, Telecommunications and Mass Media (BTMM); Film and Media Arts (FMA); Journalism, Public Relations and Advertising (JPRA) (ACEJMC accredited); Strategic and Organizational Communication; and Theater, along with interdisciplinary programs in Communications and New Media (NMIC). Along with undergraduate degrees, the School confers a PhD in Mass Media and Communication, MFAs in Film and Media Arts, and Theater; an MA in Broadcasting, Telecommunications and Mass Media; and a MJ in Journalism.

Temple University is strongly committed to the principle of diversity and seeks faculty with a desire to teach and advise our diverse student population. Women, minorities and people with disabilities are strongly encouraged to apply

BROADCAST JOURNALISM: Special Appointment Faculty, a continuing, renewable professional faculty position, at the assistant professor rank, to teach broadcast news writing, reporting, producing and performance. The successful candidate must have knowledge of the converged electronic newsroom and a strong professional background that matches the department's focus on urban journalism. Master's degree preferred. (JPRA)

COMMUNITY MEDIA/MEDIA STUDIES: Senior level scholar with expertise in community media to develop and lead collaborative initiatives with local schools and community organizations in creating/studying media content, to further research in media literacy and to provide academic coordination and planning for proposed television station. Completed doctorate, record of teaching and research expertise in one or more of the following areas: media studies/literacy, quantitative or qualitative research methods, communication theory or media production. Strong commitment to service learning and proven track record in grants and fundraising. (BTMM)

DIRECTOR, CENTER FOR EXCELLENCE IN URBAN JOURNALISM: A senior, renewable faculty position. Oversee the development of Center of Excellence in Urban Journalism and the Multimedia Urban Reporting Lab (MURL), a converged news room in which advanced students produce news stories in a variety of formats about underserved Philadelphia neighborhoods. Director will also teach courses in urban reporting and the integrated newsroom. Strong professional background. Proven track record in grants and fundraising. Master's degree preferred. (Search approval pending) (JPRA)

FILMMAKER: An active independent director/producer for a tenure-track position at the advanced Associate or Full Professor level. The ideal candidate will have a national/international track record in fiction filmmaking. This individual will take a leadership role in the new Film and Media Arts Producing and Directing sequences as part of ongoing programmatic and curricular growth in the department. MFA preferred. (FMA)

MAGAZINE: Special Appointment faculty, a continuing, renewable professional faculty position at the assistant professor level, to teach magazine writing, editing, design and/or production courses. The successful candidate must have a strong professional background that matches the department's focus on urban journalism. Master's degree preferred. (JPRA)

NEW MEDIA DIRECTOR AND PRODUCER-IN-RESIDENCE: Three-year appointment for senior, non-tenure track faculty position. Reporting to the Dean, individual will lead faculty and students in growing interdisciplinary program of national stature. The candidate will integrate research, teaching, creative, and fund-raising initiatives in New Media, including the development of a cross-disciplinary research initiative for advanced new media study and production. Extensive industry, research, and/or professional/creative experience required. Record of fund raising highly desirable. Please see the New Media web site at **www.temple.edu/nmic**. (NMIC)

POSTPRODUCTION: An independent media producer who possesses exceptional technical, conceptual and theoretical skills in postproduction, sound and documentary filmmaking, and an outstanding portfolio of work for a tenure track appointment. The successful candidate will also have a strong background in digital filmmaking, documentary film theory and production, community outreach and/or media literacy. MFA preferred. (FMA)

VERIZON CHAIR IN TELECOMMUNICATIONS: A distinguished scholar with a strategic vision for developing a nationally recognized program of study in telecommunications, integrating undergraduate and graduate courses in the study of information technologies as they relate to mass audiences and/or new media systems. This named chair will help position Temple University as a leader in raising awareness of trends in technologies and how they affect communities. Completed doctorate, record of teaching and research expertise in one or more of the following areas: media studies, quantitative or qualitative research methods, communication theory or media production. Proven track record in grants and fundraising. (BTMM)

All applications should include: a letter of application detailing teaching interests/philosophy and research, creative and/or professional goals; a current vita or resume; and contact information for at least three references. Review of applications begins on January [illegible] 2003 and continues until positions are filled.

Search - [Please indicate position title here]
Search Office
School of Communications and Theater, Temple University
2020 N. 13th Street, Philadelphia, Pa. 19122

Shippensburg University

DEAN OF ARTS AND SCIENCES

Applications and nominations are invited for the position of Dean of the College of Arts and Sciences.

The Dean is the chief academic and administrative officer of the College and reports to the Provost/Vice President of Academic Affairs. The Dean is responsible for providing direction and leadership in the development, approval and implementation of all programs in the College, promoting scholarship, professional development, diversity and intellectual growth in the faculty and student body; cultivating and developing support from external constituencies; and preparing and administering the College budget. A detailed job description and organizational chart are available upon request. Information on the College is also available through the university website at **www.ship.edu.**

The College of Arts and Sciences has a student enrollment of 2684 and 244 full- and part-time faculty. The departments of the College are Art, Biology; Chemistry; Communications/Journalism; Computer Science; English; Geography/Earth Science; History/Philosophy; Mathematics; Modern Languages; Music; Physics; Political Science; Psychology; Sociology/Anthropology; and Speech/Theater Arts. Interdisciplinary programs/minors are Ethnic Studies; Honors; International Studies, and Women's Studies.

Required qualifications include:

- ☐ An earned doctorate in one of the disciplines of the College
- ☐ A minimum of five years experience as an academic department chair or other relevant administrative experience
- ☐ Classroom teaching experience and evidence of commitment to teaching excellence
- ☐ A record of sustained scholarly activity
- ☐ The ability to be an articulate spokesperson for the College

The successful candidate should have proven experience in and commitment to:

- ☐ Innovative and productive ideas and leadership in higher education
- ☐ Collaborative and interdisciplinary efforts and programs
- ☐ General Education curricula
- ☐ The achievement of cultural and ethnic diversity
- ☐ Working with the faculty and the administration to develop intellectual initiatives and programmatic directions for the College
- ☐ Developing and maintaining appropriate relationships with all constituencies within the campus and beyond
- ☐ Programmatic, College and institutional assessment

Salary is competitive and commensurate with qualifications and experience. Starting date will be no later than July 1, 2003. Candidates must submit a letter of application that addresses the qualifications and responsibilities above, a full curriculum vitae and three letters of reference. All applications and inquiries will remain confidential. Applications, nominations and inquiries should be sent to:

Dr. Judith A. Brissette
Telephone (401) 823-0762 - judithabrissette@aol.com
R.H. Perry & Associates
2607 31st Street, NW
Washington DC 20008

Deadline for submission of completed applications is January 15, 2003.

THE UNIVERSITY of WISCONSIN MADISON

ASSISTANT DEAN
CHADBOURNE RESIDENTIAL COLLEGE
COLLEGE OF LETTERS & SCIENCE

PVL# 43228. Educational Qualifications: Master's Degree Required; Ph.D. Preferred; Field Open; Experience with Learning Communities Preferred. Position Availability and Salary: This fulltime position is available February 3, 2003. Salary level is dependent on qualifications with a minimum salary of $47,968. Application and nomination deadline is December 20, 2002. To insure consideration, application must be received by the deadline date. For a full position description see: **http://www.ohr.wisc.edu.** Send resume with list of 3-5 references and cover letter referring to Position Listing #43228 to:

Betty Brattrud, Search and Screen Coordinator
UNIVERSITY OF WISCONSIN-MADISON
B12 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706
Phone: 608/262-4852. Email: *BRATTRUD@FACSTAFF.WISC.EDU*

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalist cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

NEW YORK UNIVERSITY | THE STEINHARDT SCHOOL OF EDUCATION

DEPARTMENT OF ART AND ART PROFESSIONS
VISUAL CULTURE
Assistant/Associate Professor, Tenure Track

The Department seeks a critical art theorist whose research and publication record relates directly to contemporary art theory and practice within its cultural, social and economic context. The candidate will foster critical discourse about the significance of contemporary art, its place and value in today's society, and promote new models of interdisciplinary practice.

Responsibilities: Teach graduate and undergraduate courses, develop curricula, advise M.F.A. and doctoral students, and strengthen interdisciplinary relationships within and beyond the Department.

Qualifications: Earned doctorate and active connections within the contemporary art world.

Please send letter of application, curriculum vitae, two letters of reference, and two writing samples to: **Chair, Visual Culture Search Committee, Department of Art and Art Professions, New York University, Steinhardt School of Education, 34 Stuyvesant Street, New York, NY 10003.** Review of applications begins immediately and will continue until the search is completed.

NYU is an Equal Opportunity/Affirmative Action Employer

Presidential search

PRESIDENT

Northwest College
POWELL, WYOMING

The Board of Trustees of Northwest College seeks nominations and applications for the position of President. The President reports to an elected, seven-member Board of Trustees.

About Northwest

Northwest College is a dynamic learning community located in Powell, Wyoming, near Yellowstone National Park. In this exceptional setting, students of all ages and backgrounds receive personal attention from a highly credentialed faculty and staff. Northwest's diverse blend of academics, access to emerging technologies, and activities equips students to think critically, to fully develop their potential, and to succeed in an ever changing world.

A highly residential community college, Northwest serves just over 1,700 credit students annually and a service area population of approximately 46,000.

For complete information:
Employee position information available at
this address on our Web site:
www.northwestcollege.edu
EOE

— An ACCT search —

USDA

United States Department of Agriculture

Cooperative State Research, Education, and Extension Service (CSREES)

DEPUTY ADMINISTRATOR, FAMILIES, 4-H, AND NUTRITION

The Department of Agriculture (USDA) is seeking to fill the position of Deputy Administrator, Families, 4-H, and Nutrition, for the CSREES. The incumbent provides leadership and support for cooperative research, extension, and education programs, and other collaborative activities that are carried out at land-grant and other colleges and universities as well as private sector entities. The incumbent administers a number of programs, in cooperation with State partners, including Children, Youth, and Families at Risk; Expanded Food and Nutrition Education; and 4-H and Youth Development. The incumbent has frequent contacts with top officials of USDA; other government agencies; 1862, 1890, and 1994 land-grant universities; other public and private colleges and universities; private organizations and corporations; national and international associations; Departments and Ministries of Agriculture in other nations; and members of Congress and their staffs. For more information about CSREES, go to the CSREES homepage at **www.reeusda.gov.**

This is a Senior Executive Service position. The salary ranges from $125,972 to $138,200 (including locality pay), commensurate with experience. A Ph.D. in a discipline related to the position is highly desirable. For more information on the position, call Stacy Aldrich or Lee Triplett at 301-504-1448. A copy of the vacancy announcement may be located on the Office of Personnel Management web page at **http://www.usajobs.opm.gov.** Applications must be received by January 15, 2003.

U.S. CITIZENSHIP REQUIRED

USDA IS AN EQUAL OPPORTUNITY PROVIDER AND EMPLOYER

Dean, College of Education

THE UNIVERSITY OF

ARIZONA.®

TUCSON ARIZONA

The University of Arizona, a Research I University of 36,000 students, invites applications and nominations for the position of Dean of the College of Education. The College of Education reflects the rich diversity of Tucson, a metropolitan area of over 700,000 in southeastern Arizona. Its student body of 700 undergraduate and 800 graduate students, about one-quarter of whom are students of color, are served by 70 full-time faculty as well as 40 clinical and adjunct faculty, in a full range of undergraduate and graduate teacher education and professional preparation programs and degrees. More information on the College can be obtained at www.ed.arizona.edu.

As chief academic and administrative officer of the College, the Dean reports directly to the Provost. The Dean will have an earned doctorate in education or a related field, a record of distinguished scholarship and practice, and be qualified for the rank of Professor. The successful candidate will have a clearly articulated and demonstrable commitment to diversity, including previous experience engaging communities of color in college outreach efforts and past success in diversifying a department or college. The successful candidate will have a commitment to the highest standards of undergraduate, graduate and professional education, teaching, research and service; outstanding organizational, interpersonal and advocacy skills; and a record of:

- quality leadership and administrative experience in education;
- establishing effective working relationships with students, staff, and faculty and with schools and various external constituents and communities; and
- securing resources internally and externally in support of the educational enterprise.

The position at the University of Arizona offers an exciting opportunity to:

- foster an environment in which faculty strive for the highest degree of excellence in research, scholarship and teaching;
- enhance the synergy among a wide range of high quality faculty, staff and programs;
- build on and extend successful partnerships with other colleges in the University, schools, districts, Southern Arizona's Hispanic, Native American, and African American populations, tribes, community colleges, community organizations, state agencies and universities in furthering innovation in and University-wide commitment to teacher preparation;
- work with and enrich the educational experiences, opportunities and learning of an active and diverse student body, providing an environment that supports innovation and improvement;
- engage diverse cultural communities
- support and extend faculty and student research activities, broadly conceived, which currently include a solid foundation of externally funded research and training grants;
- further broaden the College's outreach and development activities which are part of the University's $1 Billion Capital Campaign as evidenced by a supportive advisory board; and
- foster an environment of diversity in which recruitment and retention of a diverse faculty is a strategic priority; and
- support the continued development of a multicultural educational community, promoting equal opportunities among students, faculty and staff.

Application Process: Nominations and applications are now being accepted and will be reviewed beginning January 7, 2003, continuing until the position is filled. Candidates should submit a letter of application, a complete curriculum vitae, and the names and contact information of five references. References will not be contacted until later stages of screening, after notification of the candidates. Submit nominations and applications to:

Joaquin Ruiz, Dean, College of Science, and Chair, Search Committee
Gould-Simpson 1025, P.O. Box 210007
The University of Arizona
Tucson, AZ 85721-0007

Expected Starting Date: July 1, 2003

As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives and backgrounds M/W/D/V.

ITHACA
COLLEGE

ROY H. PARK SCHOOL OF COMMUNICATIONS

Department of Cinema and Photography
Three positions in Cinema Production

The Department of Cinema and Photography at Ithaca College invites applications for three Assistant or Associate level, tenure-eligible positions in cinema production starting August 16, 2003.

Position Description and Qualifications

M.F.A. in filmmaking or terminal degree in a related discipline and a strong record as a practicing filmmaker are required. Candidates holding M.S. or M.A. degrees will be considered with significant college-level teaching experience and outstanding records of exhibition and creative accomplishment.

An ideal candidate should: (1) demonstrate promise of teaching effectiveness appropriate for an undergraduate cinema program; (2) demonstrate evidence of skills in traditional and digital motion picture technologies and techniques; (3) possess a strong commitment to encouraging filmmaking as a creative practice, and (4) demonstrate a commitment to teaching cinema production within the context of cinema as an academic discipline. Filmmakers with expertise in fiction production and post-production and filmmakers with expertise in non-fiction production and post-production are particularly encouraged to apply.

Primary teaching assignments will be across the range of cinema production and post-production courses. Additional teaching responsibilities may include courses in the candidate's areas of expertise. Candidates must be able to teach at all skill levels and have a strong creative and pedagogical commitment to teaching introductory level cinema production classes.

The candidates appointed to these positions will teach three courses per semester and will also act as academic advisor to students and serve on department, school, and college committees. Reassigned time for specific academic/creative proposals up to one course per year is available through School and College Faculty Development programs. In addition, the Park School of Communications provides substantial support for specific academic/creative proposals under the auspices of the Pendleton Faculty Research and Production Grant program.

Tenure-eligible positions; Assistant or Associate Professor rank; salary competitive, depending upon experience and qualifications.

Please apply on-line at **www.icjobs.org** and attach a vita/resume, statement of interest including areas of teaching and professional experience, and list of names and phone numbers for at least three references. Please address statement of interest to David Gatten, Assistant Chair, Cinema Production Search Committee. Questions about the on-line application process may be directed to Brian Martinson at (607) 274-1207. Screening of applications will begin on December 13, 2002, and will continue until position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes Region of central New York.

The Department of Cinema and Photography at Ithaca College confers both B.S. and B.F.A. degree programs with a strong commitment to integrating production and critical studies.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,300 students in the majors of three undergraduate departments (Cinema and Photography, Television-Radio, and Organizational Communications, Learning, and Design); a B.S. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers an M.S. in Communications. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totaling over $27 million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the-art support facilities in film, video, photography, multi-media and telecommunications.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. MEMBERS OF UNDER-REPRESENTED GROUPS (INCLUDING PEOPLE OF COLOR, PERSONS WITH DISABILITIES, VIETNAM VETERANS AND WOMEN) ARE ENCOURAGED TO APPLY.

FACULTY POSITIONS
FULL-TIME, TENURE TRACK

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago, with a student enrollment in excess of 15,000. Dedicated to excellence in teaching, the College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high tech/high touch" approach to education. The following full-time, tenure track positions are available for Fall 2003.

AUTOMOTIVE INSTRUCTOR

Bachelor's Degree in Industrial Education, Industrial Technology, or related field, and coursework in automotive technology. ASE Certification in all teaching areas. If offered the position, the successful candidate must demonstrate regular progress toward the completion of a Master's degree for annual contract renewal and award of tenure.

BIOLOGY (2 positions)

Master's Degree in Biology.

CAD/CAM INSTRUCTOR/COORDINATOR

Bachelor's Degree in Industrial Education, Industrial/Mechanical Technology, Engineering, or related field, and coursework or work experience in CAD design and/or manufacturing. If offered the position, the successful candidate must demonstrate regular progress toward the completion of a Master's degree for annual contract renewal and award of tenure.

COMPUTER INFORMATION SYSTEMS

Bachelor's degree with experience in programming that includes object oriented programming. If offered the position, the successful candidate must demonstrate regular progress toward the completion of a Master's degree for annual contract renewal and award of tenure.

ENGLISH AS A SECOND LANGUAGE INSTRUCTOR

Master's Degree in Teaching English to Speakers of Other Languages (TESOL) or Master's Degree in Linguistics with a specialization in TESOL or in Applied Linguistics with a specialization in TESOL or in English with a specialization in TESOL, or a Master's Degree in Adult Education with a specialization in TESOL.

INDUSTRIAL MAINTENANCE TECHNOLOGY INSTRUCTOR/COORDINATOR

Bachelor's Degree in Industrial Education, Industrial/Mechanical Technology, Engineering, or related field, and coursework or work experience in industrial maintenance technology or manufacturing. If offered the position, the successful candidate must demonstrate regular progress toward the completion of a Master's degree for annual contract renewal and award of tenure.

MATHEMATICS

Master's Degree in Mathematics or Mathematics Education.

INSTRUCTOR, NURSING

Master's Degree with a major in Nursing; current licensure as a Registered Nurse (or eligibility for licensure) in Illinois. At least two (2) years of current clinical nursing practice.

REFERENCE LIBRARIAN

Master's Degree in Library Science from an ALA accredited graduate school.

SPANISH INSTRUCTOR

Master's Degree in Spanish or in Foreign Languages and Literature with eighteen graduate semester hours in Spanish.

The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

For full consideration, applicants must submit a completed application form, current resume, letter of interest, three letters of recommendation, and official transcripts of degrees by January 17, 2003.

For application contact the Human Resources office via any of the following: **847-543-2065 (voice); 847-223-5615 (TDD); 847-223-0824 (fax) and personnel@clc.cc.il.us (e-mail). We are an Equal Opportunity Employer, dedicated to diversity, which encourages the applications of Women, People of Color, Persons with Disabilities and Veterans. Visit our website at www.clc.cc.il.us, COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.**

College of Lake County

EOE/AA/M/F/D/V

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position:

PRESIDENT
LOS ANGELES TRADE-TECHNICAL COLLEGE

APPLICATION REVIEW BEGINS MARCH 23, 2003.

The Los Angeles Community College District is seeking a President to serve at Los Angeles Trade-Technical College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS

A Master's degree from an accredited college or university combined with exemplary professional experience; an earned doctorate from an accredited college or university is preferred. Also, five years of successful, full-time experience in administrative positions in higher education at a level with significant decision-making responsibilities or comparable business and industry experience.

SALARY

The current salary range is $115,297 to $148,005 annually. Employee benefits include 15.5 paid holidays annually, 24 days paid vacation annually, district-paid medical/hospital, dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION

A detailed brochure is available. To apply, send (1) A letter of application, preferably five pages or less, which provides examples from background and experience to demonstrate how your knowledge and expertise apply to this position as described in the brochure; (2) A current resume of professional experience, educational background and other pertinent information; (3) A list of eight references with business and home telephone numbers, including two supervisors, two subordinates (including one support staff member), two faculty members and two community members. The committee will begin reviewing applications after March 23, 2003, but late applications may be accepted until the position is filled. If selected, additional documentation such as official transcripts will be required. Please send all application materials to: **Office of the Senior Vice Chancellor, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017. Letters of nomination may be sent to the same address. For additional information, call (213) 891-2081. FAX (213) 891-2145. Our website is www.laccd.edu; email: carterlc@email.laccd.edu.** ***For confidential inquiries, contact Community College Search Services, Dr. James Walker, at (805) 371-7701; fax (805) 371-7701; email: walkerjim@att.net; OR Dr. Al Fernandez, (805) 650-2546, fax (805) 650-8469; email ccss@sbcglobal.net.***

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

DEPUTY DIRECTOR FOR PROGRAM MANAGEMENT

Columbia University's National Center for Children in Poverty seeks Deputy Director for Program Management to assist the Director in setting the organizational tone, vision and leadership in creating an integrated dynamic organizational culture. Responsibilities include implementing programmatic and administrative operations, overseeing daily operations under the direction of the Director; managing and implementing research and information dissemination projects, providing supervision to four program components: Social Science Research, Program and Policy Research, The Research Forum, and Let's Invest in Families Today; overseeing development, review and mid-course corrections of operational plans; conducting project reviews, developing plans to meet programmatic deliverables and budgets on time; leading the development of the annual budget; participating in reviews of actual financial performance; working with the Director to develop and update three-year business plans, managing strategic planning; overseeing performance evaluations and compensation adjustments; representing and negotiating for NCCP with Columbia University, public and private foundations, and assuming the duties of the Director in his absence; other related duties as assigned.

Qualifications: Bachelor's degree plus 12 years of related management, supervisory, financial and administrative experience or advanced degree and 7 years related experience. Excellent oral/written communications, interpersonal, organizational and analytical skills required. This position requires demonstrated leadership, entrepreneurial skills and management ability in a not for profit environment. The ideal candidate is an expert in development, execution and evaluation of operational plans; flexible and compatible with organizational ambiguity; has a background in research, content knowledge related to the NCCP mission, and is familiar with effective information dissemination strategies. Cover letter and resumes by mail or fax only to **HR Manager, NCCP, 154 Haven Avenue, 3rd Floor, New York, N.Y. 10032. Fax 212-544-4200.**

Columbia University is an equal opportunity employer.

Associate Vice President for Information Technologies and Services and Dean of the Library and Media Services

Shippensburg University

Shippensburg University invites nominations and applications for the Associate Vice President for Information Technologies and Services and Dean of the Library and Media Services. The successful candidate will be a dynamic leader who plays a major role in the University's strategic planning for academic and administrative information resources, technologies, and services. The candidate should demonstrate leadership experience or skills in managing and implementing change in an environment characterized by rapidly evolving technology. Information Technologies and Services is a new division, which provides a challenging and exciting opportunity for the candidate possessing vision, talent, and a strong commitment to excellence. A detailed job description and organizational chart are available upon request. Information on the University is also available though the University website at **www.ship.edu**.

The Associate Vice President for Information Technologies and Service and Dean of the Library and Media Services is responsible for providing leadership, planning, budgeting, coordination, oversight, evaluation of services and personnel, and staff development for the Ezra Lehman Memorial Library, the University Elementary School Library, and Instruction Technology and Media Services. He/she must be a service-oriented leader with strong interpersonal skills who can advance the educational mission of the library as the University's centerpiece of scholarship and teaching and the integration of information and computer competencies throughout the curriculum.

The successful candidate must have a Master's degree in library and/or information science from an ALA-accredited program and an additional advanced degree in a related discipline; an earned doctorate is preferred. It is also expected that the candidate will have at least five years of successful and progressive responsibility in library leadership and administration, as well as demonstrated leadership in strategic, fiscal, and program planning, including facilities planning/management and the use of evolving technologies in libraries. Further, the candidate must be a team player who is committed to diversity and collegiality. It is preferred that the candidate have professional involvement at national and/or statewide levels, experience with consortia and other cooperative entities, and an understanding of collective bargaining, grant writing, and teaching institutions that have a public service mission.

Salary is competitive and commensurate with qualifications and experience. Starting date is June 1, 2003.

Candidates must submit a letter of application that addresses the qualifications and responsibilities above, a full curriculum vitae, and three letters of reference. All applications and inquires will remain confidential. Applications, nominations, and inquiries should be sent to: **Dr. Judith A. Brissette, R. H. Perry & Associates, 2607 31st Street, NW, Washington, DC 20008, 401-823-0762, judithabrissette@aol.com**

Deadline for submission of completed applications is January 15, 2003.

New School University

Eugene Lang College, a division of New School University, invites applications for full-time faculty positions in the Science, Technology, and Society Program. Eugene Lang College offers a distinctive liberal arts education, with an interdisciplinary focus. The multicultural curriculum is intended for engaged and independent-minded students. The following faculty positions are available:

MATHEMATICS EDUCATION
FULL-TIME FACULTY POSITION

Applicants will have a strong background and teaching record in mathematics courses, as well as in courses that put mathematics in a societal context. Ph.D. required in mathematics or mathematics education. **Search # 22186**

CHEMISTRY EDUCATION
FULL-TIME FACULTY POSITION

Successful applicants will have a strong background and teaching record in chemistry courses, as well as in courses that relate chemistry to the general society. Ph.D. required in chemistry or chemistry education. **Search #22187**

The successful candidates will have a demonstrated record of teaching and scholarly excellence and leadership ability. We are looking for candidates who have significant teaching experience and who will exercise leadership at the college.

Initial appointment is for a 3-year term, renewable. The faculty is unranked, but we seek candidates at the level equivalent to advanced assistant or associate professor. Candidates must have a commitment to teach undergraduates in a seminar format.

Send CV, cover letter, one-page statement of teaching philosophy, short sample of written work, and 3 letters of recommendation to: Alan McGowan, Chair, Eugene Lang College, 65 West 11th Street, New York, NY 10011, or e-mail to: NSUjobs@newschool.edu. Please be sure to indicate the corresponding Search # and discipline in subject line.

Applications received by December 15, 2002 will be assured of consideration; however, all applications will be accepted until the position is filled. Only qualified candidates will be contacted. Eugene Lang College is committed to building a diverse community for learning and teaching. AA/EOE

FACULTY POSITIONS
DEPARTMENT OF INDUSTRIAL ENGINEERING

University of Houston

The Department of Industrial Engineering at the University of Houston invites applications for three tenure track positions at the Assistant/Associate Professor level with anticipated start of Fall 2003. All candidates must hold an earned Ph.D. in Industrial Engineering or a closely related engineering field. Candidates who also have an undergraduate engineering degree are preferred. Candidates must demonstrate excellent verbal and written communication skills and have the ability to qualify for professional engineering registration. Candidates must have interests in teaching, advising, and recruiting undergraduate and graduate students, a strong publication record in refereed journals, and the potential to establish strong externally funded research programs. Candidates are to complement existing departmental strengths in applied operations research, ergonomics, simulation and facilities layout.

Manufacturing Automation: Manufacturing automation candidates must be able to conduct externally funded research, publish in referred journals, and develop and teach undergraduate and graduate courses in CAD/CAM, micro-electromechanical systems, rapid prototyping, and robotics.

Manufacturing System Distribution and Logistics: Manufacturing system distribution and logistics candidates must be able to conduct externally funded research, publish in referred journals, and develop and teach undergraduate and graduate courses in engineering logistics related to performance assessment, strategies, and information systems.

Manufacturing System Optimization: Manufacturing system optimization candidates must be able to conduct externally funded research, publish in referred journals, and develop and teach undergraduate and graduate courses in linear, nonlinear, and multi-objective optimization; stochastic processes; engineering computer programming; and combinatorics.

The review and screening of the candidates will begin February 1, 2003 and will continue until the positions are filled. Applicants should send a Curriculum Vita, a short Professional and Academic Objective statement, and the names of three references to:

Chairman, Screening Committee
Department of Industrial Engineering
University of Houston
Houston, Texas 77204-4008

For more information, please visit our website
www.egr.uh.edu/IE

The University of Houston is an Equal Opportunity/Affirmative Action Employer. Minorities, Women, Veterans and Persons with disabilities are encouraged to apply.

New York University

TEACHER OF MEISNER TECHNIQUE
Department of Undergraduate Drama
TISCH SCHOOL OF THE ARTS

Department of Undergraduate Drama seeks to fill a full-time, non tenure-track teacher of Meisner technique position. Selected candidate will receive a three-year contract with successful review leading to renewal.

Qualifications: at least ten years experience using the full range of Meisner exercises and techniques fashioned to replicate the two-year program as created by Sanford Meisner; at least two years experience administering an acting studio, including faculty recruitment, curriculum development, and play direction; masters degree; minimum of five years university-level teaching.

The Meisner teacher will head The Meisner Extension, a two-year acting training studio of the Department of Drama and report to the Department's Artistic Director in conjunction with the Department Chair. Duties include: teaching first and second-year students; working with the Artistic Director to advance long-range curricular and faculty plans, hold/attend regular faculty meetings, create class schedules, oversee the grading and evaluations systems, and facilitate faculty development; student advisement; auditions; directing one production a year with the Meisner Extension students; and participation in departmental and school-wide committee work.

Application deadline is **January 30, 2003**. Applicants should submit their CV and a cover letter detailing their experience as it specifically relates to the job description to: **NYU, Tisch School of the Arts, Department of Drama, Faculty Search Committee, c/o Arthur Bartow, 721 Broadway, Room 306, New York, NY 10003.** Salary to be negotiated & excellent benefits package.

NYU is an Equal Opportunity/Affirmative Action Employer.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The **Department of Kinesiology** at the University of Illinois at Urbana-Champaign is seeking qualified applicants to fill a full time tenure-track position at the Assistant Professor level in the area of Exercise Physiology. Candidates will be expected to contribute to interdisciplinary research within the Department, seek extramural funding, teach at the undergraduate and graduate levels, and advise and direct student research. The successful candidate will be expected to complement Departmental strengths in human lifespan physical activity (including aging), disability, disease or rehabilitation. Potential research areas related to exercise/physical activity include molecular and cell biology, epidemiology, neurobiology, and cardiovascular physiology. Laboratories exist both within the Department of Kinesiology and campus-wide to support research in exercise physiology. Further information about the Department of Kinesiology and current faculty can be found at **http://www.kines.uiuc.edu**.

An academic background in Kinesiology or related field and the ability to teach one or more courses in Kinesiology and exercise physiology. A doctorate is required. Teaching and post-doctoral experience are preferred. Salary commensurate with experience and qualifications.

To assure full consideration, a letter of application, vita, and three letters of recommendation should be submitted by February 1, 2003. The appointment will be effective August 21, 2003. Interviews may be conducted before the closing date, but all applications will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Jeffrey A. Woods, Search Chair
Department of Kinesiology
University of Illinois at Urbana-Champaign
61-a Louise Freer Hall
906 South Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

Dean of Education

Pacific University
Oregon

Pacific University, located in the wine country twenty five miles west of Portland, Oregon, seeks a Dean for its College of Education. The College is housed on two campuses, the main campus in Forest Grove, west of Portland, and a campus in Eugene, 110 miles to the south. The University is a comprehensive, independent University which is consistently highly ranked in U.S. News and World Report, with an exceptional undergraduate college, five graduate health programs and the graduate College of Education. There are approximately 1,000 undergraduate and 1,000 graduate students at the University. The College of Education supports a passionate and innovative faculty, and is a leading pedagogical institution in Oregon.

The College seeks a distinctive Dean with qualities that match our particular needs. Paramount among these qualities is a willingness to commit to a model of education that is student-centered, is technology-enabled and which fosters diversity in the interest of promoting equity. Among the most essential characteristics we seek in a candidate are a commitment to a consensus-based model of governance in the College, a record of significant accomplishments as an administrator, as a faculty member and demonstrated expertise in managing budgets and finances. Equally important, candidates should have an established track record of scholarship, of achievement in K-12 education, and community service or service learning; a capacity to work with the broader educational community in schools, and state agencies; and, a willingness to contribute to the transformation of our educational system. For further information about our College and the position, please visit our website at **http://www.ed.pacificu.edu.**

Send a letter of interest, a curriculum vitae, and the names of at least four referees to: **Dr. Christopher Wilkes, Chair, Search Committee, Dean of Education, Pacific University, 2043 College Way, Forest Grove, Oregon, 97116.** Email address is **wilkesc@pacificu.edu.** Application review will commence on January 2nd. 2003, and will continue until the position is filled.

SENIOR VICE CHANCELLOR

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Los Angeles, California

The Board of Trustees of the Los Angeles Community College District invites applications and nominations for the position of Senior Vice Chancellor of the District. The District includes nine colleges with a budget of half-a-billion dollars, serving 120,000 credit students annually. The Los Angeles Community College District is governed by an elected seven-member Board of Trustees, plus a student trustee.

The Board seeks an accomplished leader to serve as the Chancellor's principal deputy and head of the District Office. The Senior Vice Chancellor's duties will include (1) participating in the formulation of District policy, and assisting the Chancellor and the Board in setting District goals, objectives, and strategies; (2) serving as the Chancellor's principal advisor on strategic issues relating to employment and labor relations; computing, communications, and information management; budget development and administration; and facilities and property management; (3) coordinating and directing the various divisions within the District Office, and supervising all of the senior administrators in the District Office with the exception of the General Counsel; (4) assuming the Chancellor's duties, obligations and responsibilities during the Chancellor's absence. The Board will negotiate an appropriate salary with the successful candidate. Employee benefits include 15.5 paid holidays annually, 24 days paid vacation annually, medical/hospital, dental and vision care plans and a $40,000 group life insurance policy. A brochure with information about the District and the Senior Vice Chancellor Search may be obtained by contacting **Human Resources, Los Angeles Community College District, 770 Wilshire Boulevard, Los Angeles, CA 90017; Phone: (213)891-2081; Fax: (213)891-2145; email: carterlc@email.laccd.edu.** Applications and nominations should be sent to the same address. Applications will be reviewed starting February 13, 2003, but late applications may be accepted until the position is filled.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

Roger Williams University
Learning to Bridge the World

FACULTY POSITIONS AVAILABLE

Roger Williams University is a leading liberal arts university in New England higher education located on a beautiful waterfront campus in Bristol, Rhode Island. Consisting of a liberal arts college and six professional schools, the University enrolls over 3,300 full-time undergraduates and offers graduate programs in Architecture, Education, Justice Studies and Law.

Included in our core values is the fostering of the love of learning, the involvement of undergraduate and graduate students in faculty research and the development of a global perspective. The University is therefore seeking faculty candidates who have a strong commitment to teaching and who will maintain a research/professional or creative practice program that is welcoming to student participation. The University also has a collective commitment to having a faculty community that includes a number of individuals from different cultural, ethnic and global backgrounds.

In general a completed application consists of: a letter of interest; curriculum vitae/resume; and the names and contact information of at least three references. Applications should include the appropriate position reference number and be submitted to the ***Office of Human Resources (indicate relevant appointment and reference number), Roger Williams University, One Old Ferry Road, Bristol, Rhode Island, 02809-2921.*** *Applicants should refer to the Human Resources page at rwu.edu for more specific information about individual positions and their requirements.*

ARCHITECTURE

The School of Architecture, Art and Historic Preservation
invites applicants for the following positions

Architectural Design and Materials/Technology (Assistant/Associate Professor, tenure-track) Ref# HO130

Primary responsibilities include teaching undergraduate and graduate lecture and seminar courses in materials and methods of steel, concrete and emerging construction technologies, and architectural design studio. Professional degree in architecture, with post-professional or doctoral degree, and teaching experience are required. Professional registration and practice experience are preferred. Review of applications begins January 1, 2003.

Architectural Design and Foundations/Thesis (Assistant/Associate Professor, tenure-track) Ref # HO131

Primary responsibilities include teaching introductory undergraduate coursework, undergraduate and graduate professional thesis coursework, and architectural design studios. Professional degree in architecture, with post-professional or doctoral degree, and teaching experience are required. Professional registration and practice experience are preferred. Additional expertise in teaching introductory and thesis design studios or professional practices is of interest. Review of applications begins January 1, 2003.

Art and Architectural History (Assistant/Associate Professor, tenure-track) Ref# HO132

Primary responsibilities include teaching an array of introductory, intermediate and/or advanced art and architectural history courses and seminars at the undergraduate and graduate levels; along with the Interdisciplinary University Core Curriculum Aesthetics requirement. Candidates with abilities and expertise in Renaissance or Modern Art and Architectural History are particularly encouraged to apply. A Ph.D. and teaching experience is required; a record of scholarly activity and publications is preferred. Review of applications begins January 1, 2003.

Historic Preservation (Assistant/Associate Professor, tenure-track) Ref# HO133

Primary responsibilities include teaching a range of undergraduate coursework, participating in student thesis work and program development. Candidates should have a minimum of a Master's degree in Historic Preservation or substantial achievement in the field, with professional and teaching experience preferred. Applicants with expertise in preservation planning and fieldwork, and a record of collaboration with related fields, are encouraged. Review of applications begins January 1, 2003.

ARCHITECTURE AND ENGINEERING

The School of Architecture, Art and Historic Preservation and the
School of Engineering, Computing and Construction Management
invites applicants for the following positions:

Architectural Design and Structures/Technology (Assistant/Associate Professor, tenure-track) Ref# HO134

Primary responsibilities include teaching lecture and seminar courses in introductory and advanced structures for architecture, engineering and construction management students; and architectural design studios. Dual qualifications in architecture and engineering, including professional degree in architecture with post-professional or doctoral degree in second field, and teaching experience are required. Professional registrations in architecture and engineering, and practice experience are preferred. Additional expertise in teaching introductory architectural design studios or professional practice is of interest. Review of applications begins January 1, 2003.

Engineering and Construction Management (Assistant/Associate Professor, tenure-track) Ref# HO135

Primary responsibilities include teaching lecture and seminar courses in introductory and advance structures, and introductory and advanced courses in construction management. Dual qualifications in engineering and construction management, with post-professional or doctoral degree and teaching experience required. Professional registrations in engineering and architecture, and practice experience are preferred. Additional expertise in teaching construction technology and HVAC systems are of interest. Review of applications begins January 1, 2003.

ARTS AND SCIENCES

The Feinstein College of Arts and Sciences invites
applications for the following positions:

Biology: Microbial Ecology (Assistant Professor, tenure-track) Ref# HO136

Teaching responsibilities include introductory biology, microbial ecology, genetics, microbiology, and courses in the candidate's area of expertise and in the Interdisciplinary Core Curriculum. A Ph.D. in biological sciences is required and prior teaching experience is preferred. Review of applications begins January 1, 2003.

International Communications (Assistant/Associate Professor, tenure-track) Ref# HO137

Primary responsibilities include teaching courses in international communications, as well as electronic and introductory communications, and public relations in an international context. Significant experience in teaching undergraduate courses and producing creative work is required as well as a Ph.D. with specialization in international communications or a master's degree with a significant record of professional achievement. Review of applications begins January 1, 2003.

Visual Communications (Assistant/Associate Professor, tenure-track) Ref# HO138

Primary responsibilities include teaching visual communications as well as introductory communications. Preference will be given to candidates who have experience in program development and significant experience in teaching undergraduate courses and producing creative work. A Ph.D. in Communications with a specialization in visual communications or a master's degree with a significant record of professional achievement is required. Review of applications begins January 1, 2003.

Creative Writing: Fiction (Assistant Professor, tenure-track) Ref# HO139

Primary responsibilities include teaching creative writing and English courses as well as courses in the Interdisciplinary Core Curriculum. A Ph.D. or an MFA in Creative Writing or English with a specialization in fiction and substantial coursework in both fields is required; significant experience in teaching undergraduate courses; a record of creative work is preferred. Review of applications begins January 1, 2003.

Creative Writing: Poetry (Assistant Professor, tenure-track) Ref# HO140

Primary responsibilities include teaching in creative writing, English courses as well as the Interdisciplinary Core Curriculum. A Ph.D. or an MFA in Creative Writing or English with a specialization in poetry and substantial coursework in both fields is required; significant experience in teaching undergraduate courses; a record of creative work is preferred. Review of applications begins January 1, 2003.

Dance (Visiting Assistant Professor) Ref# HO141

Primary responsibilities include teaching courses in choreography, upper and lower level modern techniques and improvisation. Preference will be given to the candidates who possess professional experience as a dancer and the ability to teach kinesiology for dancers, musical concepts, rhythmic analysis, teaching techniques and dance history. An MFA in Dance is required, doctorate preferred. Review of applications begins January 1, 2003.

English as a Second Language (Assistant Professor, tenure-track) Ref# HO142

Strong skills in delivery of instruction and testing/evaluation, cross-cultural communication and computer literacy are required. Interest in development of curriculum material, academic advisement, and the ability to use CALL software preferred. A Ph.D. in English as a Second Language or a closely related field (second language acquisitions, linguistics, English, communications, student services) is required. Review of applications begins January 1, 2003.

Environmental Science: Geochemistry or Biogeochemistry (Assistant Professor, tenure-track) Ref# HO143

Primary responsibilities include teaching introductory geology and geochemistry as well as courses in the Interdisciplinary Core Curriculum. Other duties include directing and developing upper level course in the candidate's area of expertise. Broadly trained applicants with Ph.D.'s from all relevant environmental disciplines will be considered with preference for candidates with geochemistry or biochemistry backgrounds and training in GIS. Review of applications begins January 1, 2003.

Environmental Science: Marine Zoology (Assistant Professor, tenure-track) Ref# HO144

Primary responsibilities are teaching courses in introductory environmental science, marine resources and Interdisciplinary Core Curriculum. Broadly trained applicants with a Ph.D. from all relevant environmental disciplines will be considered with preference for candidates with a background in marine zoology. Review of applications begins January 1, 2003.

Marine Biology: Aquaculture (Visiting Assistant Professor) Ref# HO145

Primary responsibilities are to provide community outreach and extension in aquaculture, participate in shellfish restoration research and teach undergraduate courses in aquaculture. The position will be 50% extension, 25% research and 25% teaching. This is a full-time time (12-month) position. A Ph.D. in Aquaculture or a related field and familiarity with the aquaculture industry are required as well as a proven record of successful grant writing and publication. Review of applications begins immediately.

Clinical Psychology (Assistant Professor, tenure-track) Ref# HO146

Primary responsibilities include teaching a range of psychology courses such as personality, counseling, research methods, and quantitative analysis as well as in the Interdisciplinary Core Curriculum. A Ph.D. in Psychology with a specialization in clinical psychology with focus on child forensic or child psychopathology is required. Preference will be given to candidates who have experience in program development. Review of applications begins January 1, 2003.

Psychology: Industrial/Organizational (Assistant/Associate Professor, tenure-track) Ref# HO147

This is a dual appointment that will require the selected candidate to teach in the College of Arts and Sciences in addition to School of Business. Responsibilities include teaching undergraduate courses in I/O (Psychology and Business) as well as other courses such as research methods and psychological testing. A Ph.D. by date of appoinment is required with a business focus preferred. Review of management and organizational behavior applications begins January 1, 2003.

BUSINESS

The Gabelli School of Business invites applications for the following positions

Accounting (Assistant Professor, tenure-track) Ref# HO148

Primary responsibilities include teaching financial accounting. Qualifications include a Ph.D. in Accounting (by date of appointment) with a strong secondary concentration area and professional certification. Review of applications begins January 1, 2003.

Financial Services (Assistant Professor, tenure-track) Ref# HO149

Primary responsibilities include teaching introductory and advanced courses in financial services, research and professional activities. Qualifications include a Ph.D. in Financial Services or ABD with the expected completion date of May 2003. Business experience in financial services, research, publication and teaching at the college or university level are preferred. Review of applications begins January 1, 2003.

Statistics (Assistant Professor, tenure-track) Ref# HO150

Primary teaching responsibilities for this dual appointment in Business and Liberal Arts include various courses in statistics: general business and/or applied. Qualifications include a Ph.D. (by date of appointment) in Statistics, Operations Research or Mathematics with a specialty in statistics. Review of applications begins January 1, 2003.

EDUCATION

The School of Education invites applications for the following position

Mathematics Education-Grades K-16 (Assistant/Associate Professor, tenure-track) Ref# HO151

Teaching responsibilities include elementary mathematics, methods of teaching mathematics, clinical supervision of secondary education/mathematics majors in practicum and student teaching. A Master's degree in Mathematics Education (K-16) required. Earned doctorate or terminal degree (Ed.D. or Ph.D.) by August 2003 preferred. Review of applications begins December 15, 2002.

JUSTICE STUDIES

The School of Justice Studies invites applications for the following positions:

Criminal Justice – 2 positions (Assistant Professor, tenure-track) Ref# HO152

Primary responsibilities include teaching in the undergraduate and graduate (M.S.) programs, serving on and chairing graduate student thesis committees, conducting and publishing research. A Ph.D. in Criminal Justice, Criminology, or Sociology is required. Candidates with expertise in research methods and/or corrections are particularly encouraged to apply. Review of applications begins December 20, 2002.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

NEW SCHOOL UNIVERSITY
MILANO GRADUATE SCHOOL OF
MANAGEMENT & URBAN POLICY

Senior and Junior Faculty Positions

The Robert J. Milano Graduate School of Management & Urban Policy, a division of New School University, has over 500 masters and doctoral students in 5 programs: Human Resource Management, Urban Policy Analysis and Management, Nonprofit Management, Health Services Management and Policy; & Organizational Change Management. The University, located in Greenwich Village in New York City, is an innovative educational institution founded in 1919 as a haven for intellectual freedom. Education and research at the University are guided by both the linkage between theory and practice and a commitment to working toward creating a more equitable world. Two faculty positions are currently available:

(1) **Full/Associate Professor in Management:** a senior scholar to provide intellectual leadership to help shape the future of an innovative and progressive Human Resource Management graduate program. Search Committee Chair: Dr. Bryna Sanger, Search #22162

(2) **Assistant Professor in Quantitative Methods/Applied Statistics:** Scholars from any discipline are welcome. The successful candidate will fit well in at least one of the Milano School's programs and teach introductory and advanced quantitative and research methods in all programs. Search Committee Chair: Dr. Alec Ian Gershberg, Search #22161

See **www.newschool.edu/admin/hr/joblist.htm** for more details. Please send c.v. and cover letter to the appropriate **Chair at 72 Fifth Ave., NY, NY 10011,** or via email to: Stefanie Fails at **fails@newschool.edu**. *New School University is an Equal Opportunity/Affirmative Action Employer.*

DIRECTOR
LATIN AMERICAN AND CARIBBEAN STUDIES

USF *University of South Florida*

Tampa, Florida

The University of South Florida is seeking an experienced leader with a distinguished academic and administrative record to direct the University's interdisciplinary Latin American, Caribbean, (LAC) and Latino Studies program. The primary responsibilities of the Director will include administration of academic programs, support of faculty scholarship and teaching, recruitment and retention of LAC faculty, writing and administering grants, promoting Latin American and Caribbean studies across campus, creating and sustaining productive relationships/exchanges with institutions in the region, and cultivating beneficial relations with the local community. The Director will be an advocate for Latin American, Caribbean, and Latino Studies, will foster a LAC studies community, and will have the opportunity to teach.

Candidates should have an outstanding record of scholarly achievement in Latin American, Caribbean, or Latino studies, have an interdisciplinary orientation, be fluent in English and Spanish, and preferably Portuguese; and have experience working with Latin American and Caribbean cultures and peoples and with the diverse constituencies of an academic community. Preferred qualifications of candidates include a Ph.D. or equivalent degree, relevant administrative experience, an ongoing research agenda, and eligibility for tenure at associate or full professor level. The 12-month salary will be commensurate with experience and qualifications.

Applications. Candidates should submit a letter of application that includes two copies of professional accomplishments and goals, a curriculum vitae, and the names, addresses, phone, and fax numbers of three references. Applications must be received by January 3, 2003. Applications and nominations should be submitted to:

Noel Smith, Chair
c/o Laura Pierce, Latin American and Caribbean Studies Director Search
CPR 107
University of South Florida
4202 E. Fowler Avenue
Tampa, Florida 32620
Website: http://web.usf.edu/~lacs/

The University of South Florida is an Equal Opportunity, Affirmative Action Employer, and applications and nominations are encouraged from women and minority candidates.

Temple University School of Medicine

SPINE SURGEON

Temple University School of Medicine seeks board-eligible/board-certified orthopaedic surgeon with fellowship training in spine surgery.

Positions will integrate an excellent clinical program with resident education and research opportunities.

Interested applicants should send curriculum vitae and cover letter to: **Joseph J. Thoder, M.D., Chairperson, Department of Orthopaedic Surgery, Temple University School of Medicine, 3401 N. Broad Street, Philadelphia, PA 19140.** Temple University is an Affirmative Action/Equal Opportunity Employer.

BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK (CUNY)

VISIT OUR WEBSITE AT http://www.bcc.cuny.edu

Bronx Community College (BCC), of the City University of New York (CUNY) is a student centered, learning enhanced comprehensive community college that is committed to faculty diversity and the advancement of instructional technology, as well as excellence and innovation in teaching. Bronx Community College enrolls approximately 7,400 students, and is located on a landmark campus in the north Bronx. Appointments are for Spring 2003 and contingent upon fiscal ability.

ASSISTANT PROFESSOR FOR THE PARALEGAL PROGRAM
(Position #215)

JD required, teaching experience and knowledge of instructional technology preferred. Salary $35,031-$47,331.

LECTURER/CLINICAL COORDINATOR FOR THE RADIOLOGIC TECHNOLOGY PROGRAM
(Position #216)

BS (MS preferred), two years teaching in JRCERT Program; three years clinical experience; ARRT and NYS license required. Knowledge of instructional technology an asset. Salary $32,997-$54,686.

Day/Evening/Sat/Sun. teaching required, for position #215. Refer to specific position by number above. Resumes will be reviewed until positions are filled. Send to: **Ms. Shelley B. Levy, Director of Human Resources, Bronx Community College, University Avenue & West 181st, Bronx, NY 10453.**

An EO/AA/IRCA/ADA Employer

DIRECTOR, BEHAVIORAL SCIENCES PROGRAM

Drew University seeks applications for Director of the Behavioral Science Program, beginning September 2003 pending budget approval. The director will be appointed as a tenure-track assistant professor. The Behavioral Science Program is a multidisciplinary major that draws on the perspectives of anthropology, sociology and psychology. The successful candidate will have a Ph.D. in Anthropology or Psychology and have background in all three fields. Teaching load will be the equivalent of four courses per year, consisting of interdisciplinary research methods and interdisciplinary senior seminars in the candidates area of expertise. Depending on the number of majors, candidate may have the opportunity to teach courses in the affiliated department. Responsibilities will also include advising of Behavioral Science majors. Demonstrated excellence in teaching, evidence of an active research program, competence in both qualitative and quantitative methods, and ability to supervise independent student research and internships required. Applications due by January 31, 2003. Submit cover letter, curriculum vitae, statement of teaching interests and philosophy, teaching evaluations, relevant reprints, names and addresses of three references to: **Carol Alfone, Administrative Assistant, Psychology Department, Drew University, Madison, NJ 07940 or email same to: calfone@drew.edu.** Drew University is a highly selective liberal arts college, 30 miles west of NYC. (http://depts.drew.edu/psyc) AA/EOE

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

TENURE-TRACK POSITIONS FOR 2003-2004 ACADEMIC YEAR

California State University, San Bernardino, a comprehensive regional university, is one of the fastest growing of the 23 State University campuses with approximately 16,300 students, 480 full-time faculty, and 52 undergraduate and graduate degree programs. The University consists of Colleges of Business and Public Administration, Education, Arts and Letters, Natural Sciences, and Social and Behavioral Sciences. Off-campus programs are offered at the Palm Desert campus. The University is situated 70 miles east of Los Angeles, offering easy access to beaches, mountains, and desert resorts. The rapidly expanding metropolitan area offers a wide variety of cultural and recreational opportunities. Housing costs average 35% below those of Los Angeles and Orange Counties.

Preferred candidates will be expected to meet the traditional requirements of excellence in teaching, active scholarly and professional work, and service to the University and community. In addition, new faculty are encouraged to develop and participate in activities that support the University's strategic plan. This plan emphasizes three areas: a) alternative modes of instructional delivery to include off-campus and distance learning; b) the learning process, i.e., innovative teaching strategies and/or research on how students learn and apply knowledge over an extended period of time; and c) partnership with the community to enhance social, economic, and cultural conditions.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the notice of availability of the annual campus security report to prospective faculty. The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the California State University and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the campus Office of Public Safety or by accessing the following website: **http://publicsafety.csusb.edu/safetyreport.html**

The following departments are recruiting tenure-track faculty. Salaries are competitive and dependent on qualifications and experience. For more information including closing dates please visit our Web site at **http://www.csusb.edu.**

COLLEGE OF ARTS AND LETTERS

(rank of assistant professor unless otherwise noted)

Communication Studies (four positions): Organizational Communication (assistant or associate rank); TV/Video Production (assistant or associate rank); Media Studies, Latino/a Media, Broadcast Journalism, Media Project Management, New Media, Public Relations, Marketing Communication, Organizational Communication, Instructional Communication or Health Communication

English (five positions): Rhetoric and Composition; Applied Linguistics; Fiction Writing; Children's Literature; World literature

Philosophy: Non-Western Philosophy

Theatre Arts (two positions): Theatre Generalist (assistant or associate rank); Theatrical Designer

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Information & Decision Sciences (rank open with assistant preferred): Transportation and Logistics

COLLEGE OF EDUCATION

(rank is open unless otherwise noted)

Language, Literacy and Culture (two positions): Literacy, Reading and Writing Development; Secondary Reading Methods

Educational Leadership and Curriculum (four positions): Curriculum and Instruction (two positions); Educational Leadership (two positions)

Educational Psychology and Counseling (three positions): Child Development and Educational Psychology (assistant or associate rank); Educational Counseling, Research Methodology

Science, Mathematics and Technology Education: Educational Computing, Distance Education

Special Education (two positions): Mild/Moderate Disabilities

COLLEGE OF NATURAL SCIENCES

(rank of assistant professor unless otherwise noted)

Biology (two positions): Eukaryotic Cell Biology; Prokaryotic Cell Biology

Chemistry: Water/Analytical Chemistry

Health Science and Human Ecology (two positions): Environmental Health with specialization in Industrial Hygiene; Health Services Administration

Kinesiology (two positions): Biomechanics; Pedagogical Kinesiology

Mathematics (assistant or associate rank): Mathematics Education

Nursing (two positions, assistant or associate rank): Pediatric Nursing; Medical-Surgical Nursing

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

(rank of assistant professor unless otherwise noted)

Anthropology: Cultural or Linguistic Anthropology with Focus on Middle East or Chicano cultures

Criminal Justice: Environmental Crime and Crime Prevention

Geography: Social Geography with US/Mexico Borderlands Interests

History (three positions): US Southwest/Borderlands/Chicano; Modern European; Middle East/Southwest Asia, Islam

Political Science: Theory/Institutions/Law

California State University, San Bernardino is an Equal Opportunity Employer committed to a diversified workforce.

University of Minnesota Duluth
Department of Education

ADVERTISEMENT

Due to increased enrollment and administrative support to convert one year positions into permanent, tenure track positions, we have FOUR tenure-track openings for faculty in the following areas:

1. Early Childhood Education (Instructor or Assistant Professor)
2. Social Studies Education (Assistant Professor)
3. Special Education (Assistant Professor)
4. English Education (Instructor or Assistant Professor)

Position announcements are posted at
http://www.d.umn.edu/educ/positions

Completed applications must include a letter addressing qualifications, current vita, official transcript, 3 letters of reference, and evidence of strong teaching ability (such as student evaluations, a letter from colleague/supervisor who has observed you teaching, teaching award). Send to **Chair of Search Committee, Dept. of Education, 120 Montague Hall, 1211 Ordean Court, University of Minnesota Duluth, Duluth, MN 55812.**

Review of complete applications will begin November 22, 2002 and continue until the positions are filled. For additional information, call Helen Mongan-Rallis at (218) 726-6272 or e-mail hrallis@d.umn.edu

The University of Minnesota is an equal opportunity educator and employer

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Temple University
School of Medicin

ASSISTANT, ASSOCIATE, or PROFESSOR

Temple University's Children's Medical Center, the primary pediatric affiliate of Temple University School of Medicine in Philadelphia, PA, is seeking to fill several clinician educator track positions at the assistant/associate/professor level:

- **Pediatric Emergency Medicine Specialist**
- **Pediatric Pulmonologist**
- **Pediatric Gastroenterologist**
- **Pediatric Intensivists**
- **Pediatric Neurologist**
- **General Pediatricians**

Interested individuals should reply with curriculum vitae to: **Stephen C. Aronoff, M.D., Professor and Chairperson, Department of Pediatrics, Temple University Children's Medical Center, 3509 N. Broad Street, Philadelphia, PA 19140. E-mail: Aronoff@temple.edu. Fax: (215) 707-6629.** Temple University is an affirmative action/equal opportunity employer.

Bates|College

Assistant Professor of African American Studies

The **African American Studies Program** of Bates College invites applications for **a tenure-track position,** available Fall 2003. We are interested in candidates whose work explores black feminist approaches in the U.S., or the U.S. and the black diaspora, preferably with an interdisciplinary focus including humanities and/or social science fields. The African American Studies Program is closely allied with, and its courses form a central component of, American Cultural Studies. Bates also has strong interdisciplinary programs in Women and Gender Studies and Environmental Studies, among others. The successful candidate would be expected to teach a course on African American Women and Feminist Thought, cross-listed with Women and Gender Studies, and a course on Interdisciplinary Study: Methods and Modes of Inquiry, cross-listed with Women and Gender Studies and American Cultural Studies. Bates College is a small liberal arts undergraduate institution where excellence in teaching and scholarly research are equally valued. **Review of applications begins January 15, 2003, and will continue until the position is filled.** Please mail a cover letter, curriculum vitae, writing sample, and three letters of recommendation to:

African American Studies Search Chair (#R2102)
C/o Academic Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

TEMPLE UNIVERSITY

The Department of Mathematics in the College of Science and Technology at Temple University invites applications for one or more open faculty positions at the associate-to-full-professor level. More junior candidates with significant postdoctoral experience are also encouraged to apply.

Preference will be given to applicants with outstanding research credentials in the areas of (1) the mathematics of materials science, or (2) nonlinear partial differential equations. Exceptional candidates in other areas will also be considered.

A demonstrated commitment to excellence in teaching is required. The successful candidate will be expected to teach both undergraduate and graduate courses, and to supervise Ph.D. thesis research.

To apply, please send the AMS cover sheet, a CV, and other supporting documents to: **Prof. E. S. Letzter, Chair, Personnel Committee, Department of Mathematics, Temple University, Philadelphia, PA, 19122.** Also arrange to have at least three letters of reference sent separately to this address; one (or more) of these letters should explicitly address teaching qualifications.

In addition, applicants are requested to fill out the electronic cover sheet at **http://www.math.temple.edu/jobs**.

We will begin reviewing applications in early November, with priority given to applications received before December 1.

Temple University is an Equal Opportunity/Affirmative Action employer. Applications are strongly encouraged from individuals in groups under-represented in the mathematical sciences.

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION

THE ALICE WILEY SNELL PROFESSORSHIP

The College of Education at Arizona State University is pleased to announce the opening of its search for the Snell Professorship in Policy Studies. This endowed chair is meant for a scholar with a distinguished record of research in policy studies related to the education of underserved populations, particularly in the Southwest. The appointment is at the rank of associate or full professor with tenure and carries with it the responsibilities of teaching and mentoring graduate students as well as maintaining an active research program.

The scholar chosen for the Snell Professorship will encounter a dynamic policy environment, an outstanding faculty active in policy scholarship, educational leadership, and service, quality students working in this area, and an administration fully committed to underrepresented and underserved populations.

The successful candidate must have an earned doctoral degree or terminal degree in a related field; a record of quality teaching and service appropriate to rank; and evidence of outstanding scholarly accomplishment in the study of education policy related to underserved populations appropriate to rank. We desire candidates with a dynamic program of research related to the study of underserved populations; a distinguished reputation in the field of policy studies; and demonstrated ability to work with diverse stakeholders, including practitioners, policy makers, elected officials, and communities around education issues.

Interested persons must send a letter of application describing their interest in and qualifications for this position. Also, the letter must describe the types of research, teaching, and service activities they would like to pursue should they become the holder of the Snell Professorship. Additionally, please submit a curriculum vita and the names, addresses and phone numbers of three references. All application materials and letters must be sent to:

Alice Wiley Snell Professorship Search, attn: Eugene E. Garcia, Dean and Professor
College of Education at Arizona State University, PO Box 870211
Tempe, Arizona 85287-0211 Fax:(480) 965-9144

The application deadline is February 1, 2003; if not filled, every two weeks thereafter until the search is closed. Questions or nominations of qualified candidates may be directed to the committee Chair, Joseph Tobin, Basha Endowed Professor, at: **joseph.tobin@asu.edu**. *Arizona State University is an Equal Opportunity/Affirmative Action Employer Committed to Excellence through Diversity.*

ASU
ARIZONA STATE UNIVERSITY

DIRECTOR OF STUDENTS WITH DISABILITIES

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago, with a student enrollment in excess of 15,000. Dedicated to excellence in teaching, the College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high tech/high touch" approach to education.

The Office of Students with Disabilities administers a comprehensive program to provide academic support for students with disabilities.

QUALIFICATIONS include a Master's Degree in Special Education, Counseling or a related field.

For full consideration, applicants must submit a completed application form, current resume, letter of interest, three (3) letters of reference and official degree transcripts by January 17, 2003. For application/information call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us, COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.

College of Lake County

EOE/AA/M/F/D/V

www.clc.cc.il.us

DEAN

COLLEGE OF BUSINESS ADMINISTRATION

BOWLING GREEN STATE UNIVERSITY

Bowling Green State University invites nominations and applications for the position of Dean of the College of Business Administration. The College is one of the largest within this doctoral/research intensive public university, which has an overall enrollment of nearly 20,500. The University is located on its beautiful 1300-acre campus within an attractive college town in northwest Ohio and is within easy driving distance of several key cities.

THE DEAN AND THE COLLEGE

The University seeks a Dean who will provide outstanding internal and external leadership for the College at a very promising point in its history. Key individuals from within the University, the College, and the business community have come together in this search to identify a creative leader. The challenge will be to strengthen and enhance programs and services so as to better prepare individuals for professional roles in business and society, to better serve the needs of the business community, and to generate new support and resources for the College's activities.

The Dean is the primary administrator in charge of academic and fiscal matters of the College and reports to the Provost and Vice President for Academic Affairs. A key responsibility will be fostering development activities and community relations. The Dean promotes scholarly activity by the faculty, and administers and develops academic programs at the undergraduate and graduate levels. The Dean will need to motivate and work collaboratively with faculty, staff, students, administrators and members of the business community at the local, regional, national and international levels.

The successful candidate will have a strong commitment to the highest quality undergraduate and graduate education in a predominantly undergraduate institution. The candidate will have achieved significant impact in his/her career, with academic credentials and/or professional experiences which warrant tenure at the full professor level in a department within the College of Business Administration. He/she will have excellent communication skills and demonstrated success or significant promise in fundraising among external constituents.

The College of Business Administration engages 2563 students and 92 full-time faculty and offers a full range of baccalaureate and master's degree programs. The College's widely recognized programs have earned continuous accreditation since 1954 from AACSB International and have just completed the reaccreditation process. *For further information, please visit the College Web site at:* www.cba.bgsu.edu.

APPLICATION INFORMATION

Application materials should include: a letter describing the candidate's interest in and qualifications for the position; a curriculum vitae; and the names, addresses (including email), and telephone numbers for at least five references which may include trustees, administrators, faculty, and business leaders. *Applicants and nominators are strongly encouraged to communicate by email utilizing Word attachments.* Materials postmarked by January 31, 2003 will receive priority consideration; however, the position will remain open until the position is filled.

All nominations and applications shall be confidential. Requests for information and all written nominations and applications should be directed to:

Charles I. Bunting
BGSU Dean Search
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, Virginia 22314
Charles.bunting@atkearney.com
Stephen.leo@atkearney.com

The search committee is being assisted by Chuck Bunting, Vice President, and Steve Leo, Consultant, with the A.T. Kearney Education Practice. Questions may be directed to them at: **charles.bunting@atkearney.com**, and **stephen.leo@atkearney.com**, 703-739-4631.

BGSU is an affirmative action/equal opportunity employer and encourages applications from women, minorities, veterans, and persons with disabilities.

BGSU

BOWLING GREEN STATE UNIVERSITY • BOWLING GREEN, OHIO • WWW.BGSU.EDU

MINNESOTA STATE UNIVERSITY

College of Social and Behavioral Sciences invites applications for: 3 positions in Economics (labor, industrial/organization, general stats); 1 position in History (U.S. diplomatic/foreign policy); 3 positions in Psychology (experimental social, neuropsychology, cross-cultural); 1 joint position in Sociology/Ethnic Studies (latino studies, social inequality); 1 position in Social Work; 2 positions in Women's Studies (open specializations). MSU and SBS have a longstanding commitment to cultural diversity and are actively seeking to nurture and enrich our gender, cultural, racial and ethnic communities. For full information, contact Becky Gunderman, phone 507-389-6307; V/TTY (800)627-3529; e-mail **rebecca.gunderman@mnsu.edu**; fax 507-389-5569. Complete information is posted under MSU Employment on **http://www.mnsu.edu**.

Northeastern
UNIVERSITY

World History

Tenure-track assistant professor, any world area, pending budget approval. Seek candidates with commitment to research and innovative undergraduate and graduate teaching. Ph.D. required by Sept. 9, 2003. For full consideration send application letter, resume, three confidential reference letters, and other relevant materials postmarked by December 2, 2002 to chair, search committee, **Department of History, Northeastern Univ., 360 Huntington Ave., Boston, Mass. 02115-5000.**

AA/ADA/EOE.

ITHACA COLLEGE

Roy H. Park School of Communications

Organizational Media Design and Applications

Non-tenure eligible position (with an initial three-year contract and reappointment possible) beginning August 16, 2003 in the area of Organizational Media Design and Applications.

The Department of Organizational Communication, Learning, and Design (OCL&D) offers unique, interdisciplinary bachelor of science and master of science degree programs. In both programs we integrate theories and practices of communicating and learning, as well as theories and practices of design, in organizations.

QUALIFICATIONS:

Ph.D./Ed.D. preferred. ABD considered, as well as Masters degree with significant professional experience. Successful teaching experience essential.

RANK: Assistant Professor.

AREAS OF TEACHING RESPONSIBILITIES:

Applicants must be able to teach undergraduate and perhaps graduate courses in the area of computer-based media design and production, for example, presentation media and computer applications in organizations. Knowledge and skills in visual literacy, graphic design, and/or corporate-communication applications is desirable.

OTHER RESPONSIBILITIES:

Responsibilities include service to the department, school, and college, including advising students and committee work, as well as the community and profession.

APPLICATION AND DEADLINE:

Interested individuals should apply online at **www.icjobs.org** and attach a résumé/vita, and a cover letter, which should include a statement of interest including areas of teaching and research and/or professional experience, and the names, phone numbers, and the regular and e-mail addresses of three references. Additional inquiries may be made to Dr. Seidman at (607) 274-3445. Please note that other materials of support may be requested at a later date. Screening will begin December 6, 2002, and will continue until the position is filled.

Visit us at our department web site at **www.ithaca.edu/ocld**

ITHACA COLLEGE: Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the Finger Lakes Region of Central New York.

The Roy H. Park School of Communications is one of four professional schools within the College and enrolls approximately 1,200 students in the undergraduate majors of four departments (Television-Radio; Cinema and Photography; Journalism; and Organizational Communication, Learning, and Design). Additional degree programs include a B.S in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies. The Ithaca College Los Angeles Program offers an internship-based, full-semester program to junior and senior communication students. The Graduate Studies program offers a M.S. in Communications. The graduate program enrolls approximately 30 students, while the undergraduate program in Organizational Communication, Learning, and Design enrolls approximately 150 majors. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totaling over $27 million, have positioned the Park School as one of the strongest undergraduate communications programs in the nation and created state-of-the-art support facilities in audio, video, film, photography, multimedia, and telecommunications, in addition to scholarships, endowed chairs, and special program support.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

PARKLAND COLLEGE 2003-2004

Parkland College is a comprehensive community college located in Champaign, Illinois, with an enrollment of 10,000 credit students. Parkland College invites applications for the following TENURE-TRACK positions available Fall 2003. These positions require a demonstrated commitment to teaching and to a learning college concept; to mutual respect among students, faculty, and staff; to the community college philosophy; to the use and development of innovative instructional technology and learning strategies; to a strong sense of integrity and collegiality; to tolerance of different points of view; to multicultural education; and to education and service for a culturally diverse student population. Participation in department and college shared governance is expected. **Applicants are asked to address these points in their letter of application.** A Board of Trustees resolution affirms the value of racial, ethnic, and gender diversity among our faculty and confirms Parkland's commitment to employing a faculty whose composition reflects the diverse population being served. Salary will be based upon experience and qualifications.

Tenure-Track Faculty Positions

ASTRONOMY

Teach introductory astronomy courses. Minimum of master's degree in astronomy/related field or science education with strong astronomy background required. Must demonstrate mastery of computers and a commitment to instructional applications of computers to education, curriculum development, assessment of student learning, and improving scientific literacy.

BIOLOGY

Teach introductory biology courses. Minimum of master's degree in biology or science education with strong biology background required. Must demonstrate mastery of computers and commitment to instructional applications of computers to education, curriculum development, assessment of student learning, and improving scientific literacy.

CHEMISTRY

Teach introductory general chemistry courses. Minimum of master's degree in chemistry or science education with a strong chemistry background. Must demonstrate a mastery of computers and a commitment to instructional applications of computers to education, curriculum development, assessment of student learning, and improving scientific literacy.

COMPUTER SCIENCE

Teach classes in a number of computer-related specialties. Minimum of bachelor's degree in computer science or related discipline and commitment to complete master's degree required; master's degree and two years teaching experience in higher education preferred. Successful candidates will have strong commitment to teaching, willingness to design and/or teach new and Internet courses, and willingness to participate in college and departmental governance. Preference will be given to those with (a) experience in Oracle, SQL, and database programming and (b) familiarity with one or more of the following: C, C++, JAVA, ASP.

ENGLISH COMPOSITION

Teach English composition (college-prep and transfer). Opportunity to teach literature and/or other disciplines in humanities. Minimum of master's degree in English or related field and preparation in current composition pedagogy required. Leadership potential and experience working with diverse and at-risk student populations preferred. Experience with computer/ Internet composition applications preferred.

GRAPHIC DESIGN

Teach variety of introductory and advanced graphic design and web design courses, with emphasis on software and production. Minimum of bachelor's degree required; master's degree preferred. Supervise student interns and assist with academic assessment, curriculum development, and recruitment. Demonstrated competency in Macintosh programs QuarkXPress, Adobe Illustrator, Adobe Photoshop, InDesign, Dream Weaver, Flash required. Background in photography and industry experience preferred. Portfolio review and demonstration required at interview.

MATHEMATICS (anticipated position)

Teach mathematics courses from pre-algebra through calculus and statistics. Minimum of master's degree in mathematics or mathematics-related field with at least 18 semester hours in graduate-level mathematics or statistics courses required. Preference will be given to those who have the interest and preparation to teach statistics. Demonstrate strong commitment to teaching, use of technology, and participation in professional mathematics organizations.

NURSING (two positions)

Teach variety of courses in the nursing curriculum (including lecture, lab, and clinical components). Minimum of master's degree in nursing required and two years experience in current, acute care clinical nursing required. Teaching experience preferred.

Diversity Faculty Position

(Non-tenure track)

Parkland College invites applications for the following DIVERSITY faculty position available Fall 2003. **Preference will be given to candidates who can provide greater faculty diversity in departments/disciplines with underrepresented groups; minorities and women are strongly encouraged to apply.** This position requires a demonstrated commitment to teaching and to the community college philosophy, the ability to work on a team, commitment to multicultural education, and the ability to work with culturally diverse student populations. The position is specially designed to give recent college graduates the opportunity to teach full-time for one or two years in a supervised community college internship as part of their preparation to seek and assume a tenure-track community college faculty position. Candidates are expected to have a special interest in and potential for teaching in a community college and to have little or no teaching experience. Faculty assignments, salary, and fringe benefits will be commensurate with those of other full-time faculty.

ECONOMICS

Teach macroeconomics and microeconomics principles courses. Minimum of master's degree in economics required. Ideal candidate will have ability to connect economics to students' daily lives, an interest in and/or experience with instructional applications of computers and other technologies in teaching economics.

To apply, please submit a letter of application, current curriculum vitae, unofficial transcripts, an official Parkland College application (either paper, fax, or online form), and the names and telephone numbers of three references to the Office of Human Resources, Room A259, Parkland College, 2400 W. Bradley Avenue, Champaign, IL 61821-1806. **Applications for all positions must be received by January 24, 2003.** Please call 217/353-2643 or access www.parkland.edu for more information.

Parkland College, in accordance with applicable laws, ensures equal employment opportunities regardless of race, color, national origin, age, sex, sexual orientation, religion, veteran status, Vietnam veteran status, ancestry, or disability. Questions in reference to employment opportunities may be directed to the Director of Human Resources.

JOBLINE: 217/373-3861 • APPLICATIONS MAY BE OBTAINED ON THE WORLD WIDE WEB: WWW.PARKLAND.EDU

Northeastern Illinois University

DIRECTOR OF EL CENTRO

Northeastern Illinois University invites applications for the positions of Director of El Centro. Northeastern is a comprehensive state university located on the north side of Chicago, totaling 11,000 graduate and undergraduate commuter students. The University is known for support of its quality programming consistent with the University's mission of excellence and access.

Northeastern Illinois University is nationally recognized as having the most ethnically diverse student body in the Midwest. In addition, the University has outreach centers in the metropolitan area. El Centro is the university's outreach center primarily for the Hispanic-American community. The center provides educational opportunities in the Hispanic community on the northwest side of Chicago.

The Director of El Centro reports to the Dean of Academic Development and is responsible for programmatic, curricular, budgetary, and personnel matters. The Director is also responsible for providing academic, administrative/managerial and visionary leadership in fulfilling El Centro and Northeastern's missions. The Director coordinates all activities of El Centro, engages in assessment, and implements university policies and procedures. The Director must demonstrate excellent communication skills. The Director must also demonstrate knowledge of current recruitment and marketing trends with diverse populations of traditional and nontraditional students.

The successful candidate must possess a Master's degree, however, a doctorate is preferred, with a minimum of 3 years progressive experience preferably in a metropolitan area institution of higher education. Bilingual (Spanish/English) with an in-depth understanding of and experience with the educational, economic, and cultural needs of Hispanic students is required.

Review of applications begins November 4th, 2002 and will continue until the position is filled. Send nominations/applications (including e-mail address, if available), resume, name/address/telephone number of 3 references, with official transcripts, to:

Yasmin A. Ranney
Academic Development, Office Cls-4026
El Centro Search and Screen Committee
Northeastern Illinois University
5500 N. St. Louis Ave.
Chicago, IL 60625

Northeastern Illinois University is an Equal Opportunity/Affirmative Action Employer and invites applications from women and minorities as well as other qualified individuals.

The University of Puget Sound

DIRECTOR OF PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

The University of Puget Sound is seeking a Director of Physical Education, Athletics, and Recreation to lead a strong program in NCAA Division III intercollegiate athletics and to manage an array of intramural, fitness, and recreational activities for the entire campus, to begin summer 2003. The athletic director should be strongly committed to the philosophy of Division III athletics. The successful candidate will understand thoroughly the challenges and responsibilities of coaches; the work of sports information and athletic training; the management of facilities, budgets, and schedules; the importance of recreational development programs, intramural programs, and fitness opportunities; and the significance of institutional mission. The director should communicate well and set a collaborative tone in order to build community within the department, work effectively with colleagues, students and faculty across the college and establish appropriate connections with interested alumni/ae and community members. The director should intentionally lead efforts to integrate athletic and recreational activities into the life of the campus and to collaborate with others in the mutual goal of educating students. In short, the college is seeking someone who can guide planning efforts, develop and motivate colleagues and after appropriate consultation make decisions, communicate the rationale for those decisions and lead. We also seek someone who can manage resources effectively and who will maintain the highest standards of integrity for departmental programs, reflecting the college's mission and values. Progressive leadership in athletic administration required. Graduate degree; experience as a student, staff member or faculty member at a Division III college; and coaching experience preferred. Salary will be commensurate with qualifications and experience. For additional information, visit www.ups.edu/humanresources/employ.htm. Although the search committee will begin screening applications in mid December, the search will remain open until an appointment is made. Submit interest letter, resume and three reference letters to: **Athletics Director Search, University of Puget Sound, Campus Mail Box 1007, Tacoma, WA 98416.** *An equal opportunity, affirmative action educator/employer.*

ASSISTANT VICE PRESIDENT for FACULTY LABOR RELATIONS

The University of Toledo

The University of Toledo is a Carnegie Doctoral/Research Extensive state-supported university in northwest Ohio with approximately 3,000 full-time and part-time faculty and staff and approximately 20,000 students.

The Assistant Vice President has primary responsibility for providing executive leadership and strategic management for the University's Faculty Labor Relations. Responsibilities include but are not limited to collective bargaining, labor contract administration, labor/management meetings, grievance processing, mediation, arbitration, assisting faculty administrators in day-to-day labor relations and employment issues, coordination of FMLA and faculty sick leave banks, coordination of disciplinary related processes, and regulatory compliance and employee services.

The Assistant Vice President will have a minimum of five years of progressively responsible experience in providing leadership and/or management in Human Resources, Labor Relations, and/or higher education. A Master's degree is required; terminal degree desired.

Applications received by December 20 will receive full consideration. Position will remain open until filled. Interested candidates should submit a cover letter addressing stated responsibilities and qualifications, a resume, and the names of three professional references, with contact information, to: The University of Toledo, Human Resources Department, Toledo, OH 43606-3390; or Fax 419/530-1490; or E-Mail: acarder2@utnet.utoledo.edu. Please use only one method of application.

THE UNIVERSITY OF TOLEDO

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

Assistant Vice President for Administrative Affairs and Executive Assistant for Administrative Affairs

UNIVERSITY of WEST FLORIDA

The University of West Florida, one of eleven state universities in Florida, is located in Pensacola, FL, and enrolls over 9,100 students at its Pensacola and Ft. Walton Beach campuses. These positions are located on the Pensacola campus of approximately 1,600 acres that has been designated as a nature preserve. Over 1,250 students live on campus. The University seeks two qualified individuals. One to serve as the Assistant Vice President for Administrative Affairs and another to serve as the Executive Assistant for Administrative Affairs.

Assistant Vice President responsibilities: This position reports to the Vice President for Administrative Affairs, and is responsible for providing leadership and fiscal oversight of activities related to the University's auxiliary entities, with special emphasis on budget planning and control of auxiliary positions.

Qualifications: Minimum qualifications are a master's degree in an appropriate area and six years of appropriate experience; or a bachelor's degree in an appropriate area and eight years of appropriate experience. MBA is preferred. Additional consideration will be given to candidates with experience in food services and vending operations, bookstore operations, parking services, and management of a university student center.

Salary Range: $70,000 - $85,000

Executive Assistant responsibilities: This position reports to the Vice President for Administrative Affairs and the incumbent assists the vice president in the day-to-day functional responsibilities as Divisional Vice President, and Chief Business and contracting officer for the University. Work entails liaison activities between the vice presidents, the president, Administrative Affairs Management Team, and other members of the University community. Serves as office "Chief of Staff." Responds for and on behalf of the Vice President on routine and general correspondence and matters. Represents the vice president as assigned. Maintains budgetary control and accounting on various University and Divisional funds and special departmental accounts. Oversees, coordinates and completes special projects as assigned.

Qualifications: Master's degree in an appropriate area of specialization and three years of appropriate experience, or a bachelor's degree in an appropriate area of specialization and at least five years of appropriate experience. At least three years experience in the management of a complex office environment, including the supervision of office staff. Demonstrated experience in the management of fiscal matters. Knowledge of budgeting and accounting principles and procedures required.

Salary Range: $60,000-$65,000

Application: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration candidates are asked to submit the following:

- Cover letter summarizing qualifications
- Detailed resume; and
- Name, mailing address, e-mail address, and telephone numbers for 3-5 professional references.

Deadline is January 6, 2003. Desired starting date is February 15, 2003, or as soon thereafter.

Send applications to: Dr. Cornelius Wooten, Vice President
Administrative Affairs
The University of West Florida
11000 University Parkway,
Building 10
Pensacola, Florida 32514

An Equal Opportunity/Access/ Affirmative Action Employer

Nazareth College *The Heart of Excellence*

FACULTY POSITIONS

Nazareth College of Rochester is a comprehensive institution offering a wide range of baccalaureate and master's degree programs. The college is a thriving, independent, co-educational institution with 2000 undergraduate and 1200 graduate students. The college is located minutes from downtown Rochester, New York, the third largest city in the state. Rochester is noted for its internationally recognized industries and museums, and for its cultural diversity. In keeping with its mission and ideals, Nazareth College seeks individuals with a demonstrated commitment to the promotion of diversity.

Nazareth College anticipates the following tenure-track positions for Fall 2003:

- **Art Therapy:** To teach master's level art therapy and psychology courses; participate in special committees and college-wide task forces for the Art Therapy program. Board certified registered art therapist, teaching experience.
- **Studio Art - Photography:** To teach all areas of photography and 2-D design foundation program, proficiency in appropriate digital programs such as Illustrator and Photoshop. MFA degree required, teaching experience preferred.
- **Education - Inclusive:** To work collaboratively in a team teaching, site based model in the undergraduate program leading to certifications in middle school, elementary and special education.
- **English - Creative Writing:** To teach creative writing, literature and composition courses. Doctorate in English with Creative Writing concentration and record of publication strongly preferred. Knowledge of contemporary composition theory expected.
- **English - Shakespearean Studies:** Evidence of expertise in Shakespeare studies. Second field in Renaissance or 17th century literature. Current knowledge of composition theory and experience teaching college writing expected.
- **American History:** To teach American history survey and upper level classes in pre-1877 U.S. history. All secondary specialties will be considered. Strong commitment to undergraduate teaching and evidence of scholarly potential essential.
- **Information Technology:** To teach courses in a visual programming environment such as C++ and java and courses in systems analysis and design, management information systems, and database. Some industrial experience and prior teaching experience desirable. Doctorate preferred.
- **Italian/Spanish:** To teach Italian and Spanish language, culture, and literature classes at undergraduate level. Commitment to active involvement in our many academic and cultural language-related activities.
- **Mathematics:** To teach, using appropriate technology, applied mathematics (probability, statistics and mathematical modeling) and introductory courses in computer programming. Direct student research.
- **Music Education:** To teach graduate and undergraduate music education courses and supervise student teachers. Public school experience at the elementary level and previous college teaching experience preferred.
- **Music Theory/Composition:** To teach graduate and undergraduate theory courses, development of composition program, and teaching composition. Desirable interests might include jazz performance and composition, classical studio electronic music, computer applications in research, popular electronic music, functional studio work, music industry, and business. College experience in teaching theory preferred.
- **Psychology:** To teach courses in areas of interest and core courses in the major program. Specialty in Developmental Psychology with emphasis in the area of lifespan development. Commitment to involvement of students in research programs.
- **Social Work:** To teach across the social work curriculum from a generalist perspective. Two years post MSW practice experience and Ph.D. in social work or related field.
- **Speech-Language Pathology:** To teach undergraduate and graduate courses in expanding CAA accredited program. Opportunity for research in area of interest and clinical activity available. CCC-SLP required and eligibility for NYS license preferred.

Unless otherwise noted, appointments for the above positions will be at the Assistant Professor rank and a doctoral degree is required or near completion. Salaries are competitive.

In addition, we seek to fill the following position:

- **Visiting Minority Scholar:** To teach for a specific, limited period of time, either one semester or one academic year. Terminal degree or an outstanding record of professional experience, artistic achievement, or community service. Preference given to candidates who can teach in one or more of the college's interdisciplinary programs (Freshman Seminar, Honors Program, Multicultural Studies, or Women's Studies).

Candidates for the positions above should send letters of application, curriculum vitae, and the names of three references to: **Dennis Silva, Chief Academic Officer, Nazareth College, 4245 East Avenue, Rochester, NY 14618-3790.** Applications will be considered until positions are filled. **www.naz.edu** EOE/AA

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student/faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Minority Education Enrichment Center

ASSISTANT DIRECTOR

The Minority Education Enrichment Center is seeking an Assistant Director who will assist in developing and coordinating academic support programs to enhance the retention and graduation of minority students. The Assistant Director provides support to the development of mentoring programs, pre-college summer programs, academic advising, student leadership, and community outreach. In addition, the Assistant Director will engage in tracking students progress via data construction and analysis.

Bachelor's degree in education plus 4 years experience in higher education administration is required, Master's degree in education strongly preferred. Experience in program development, advisement, teaching, and working in an academic support and enrichment center required; ability to work collaboratively with faculty, administration, staff, parents, and alumni, and a commitment to be a team player who can interact successfully with diverse students required. Excellent verbal and written communication skills are required; knowledge of web design helpful.

Educational Opportunity Fund Program

ASSISTANT DIRECTOR/COUNSELOR

The Assistant Director/Counselor will provide comprehensive individual and group counseling (i.e., academic, financial, personal, career, leadership development, etc.) to the EOF student population. The Assistant Director/Counselor is responsible for the monitoring of student performance, making referrals and follow-up to appropriate support units, developing and maintaining linkages with faculty and staff, developing internal programs tailored to student needs, and advocating EOF student needs with faculty and/or staff. Available for crisis intervention, the Assistant Director/Counselor is also responsible for data collection and analysis, the conduct of related research, report preparation, recruitment efforts, assisting in the coordination of the summer program and participation in institutional initiatives. This twelve-month position requires working flexible hours and statewide travel.

Master's degree in Student Personnel Services and Guidance, Counseling Services, Counselor Education or Counseling is required. A willingness to pursue a New Jersey counseling license is desirable. Three years of professional counseling experience in higher education required, preferably with educationally and economically at-risk students. Ability to work in a fast-paced setting and in a team-centered environment is essential. Applicant must have strong interpersonal skills and successful experience working and interacting with diverse students, faculty and staff. Excellent verbal and written communication skills are required and strong analytical skills are essential. Knowledge of the purpose and function of the NJ EOF Program and the NJ Higher Education Student Assistance Authority are preferred. Knowledge of Student Information System (SIS) and general business software is desirable.

For both positions, salary is commensurate with expertise and experience. Letters of application accompanied by a recent resume and the names and addresses of three references should be sent to **Lissette DeJesus, William Paterson University, 300 Pompton Road, Wayne, NJ 07470-2103.** The review of applicants will begin immediately upon receipt and continue until each position is filled.

These positions offer a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment. William Paterson University is an equal opportunity institution committed to diversity. Women, minorities, and under-represented groups are encouraged to apply. For more information about William Paterson visit **http://www.wpunj.edu.**

William Paterson University
WAYNE, NEW JERSEY

USF University of South Florida

School of Theatre and Dance
Two tenure-track, 9-month positions

- **Asst. Prof. in Costume Design**
- **Asst. Prof. in Modern Dance/Choreography**

Please visit web site
www.arts.usf.edu/cvpa/theatredance.html
for formal position descriptions
EO/EE/AA

PCC

Polk Community College

VICE PRESIDENT FOR ADMINISTRATIVE & BUSINESS SERVICES

VICE PRESIDENT FOR ACADEMIC & STUDENT SERVICES

Polk Community College, located in Central Florida, is currently recruiting for the Vice President for Administrative and Business Services and Vice President for Academic and Student Services positions.

Application materials and expanded position information are available on our website under "Human Resources".

www.polk.cc.fl.us
or contact us at 863-297-1070
EA/EOE/Drug-Free Workplace

999 Avenue H, N.E. * Winter Haven, FL 33881-4299

JOHNS HOPKINS UNIVERSITY

DEAN

Whiting School of Engineering

The Johns Hopkins University is seeking applications and nominations for the position of Dean of the Whiting School of Engineering. Exercising a high degree of autonomy, the Dean has responsibility for and authority over the School's programs and budgets in a highly decentralized university. The University seeks an individual of distinguished accomplishment to lead a faculty with a strong tradition of excellence in research, teaching, and service. Candidates should have demonstrated skills in academic leadership, administration, and development.

The Whiting School is a leader in research-based engineering education and is now in an exciting period of growth. The School has a tenured and tenure-track faculty of 110 and enjoys the active participation of an additional 20 faculty whose primary appointments are in the School of Medicine. It has an undergraduate population of 1,290 and a full-time graduate population of 515. In partnership with the University's Applied Physics Laboratory, the School also offers part-time master's degree programs to more than 2,000 students. The School has nine academic departments: Biomedical Engineering (jointly with the School of Medicine), Chemical Engineering, Civil Engineering, Computer Science; Electrical and Computer Engineering; Geography and Environmental Engineering; Materials Science and Engineering, Mathematical Sciences; and Mechanical Engineering. The Whiting School is also the home of nine research centers and various affiliates, including the Center for Advanced Metallic and Ceramic Systems, Center for Computer-Integrated Surgical Systems and Technology, Center for Hazardous Substances in Urban Environments, Center for Imaging Science, the Center for Language and Speech Processing, Information Security Institute, and Whitaker Biomedical Engineering Institute.

Sharing the same campus and many of the same facilities, the School of Engineering has a close relationship with the Krieger School of Arts and Sciences. It also collaborates extensively with the University's School of Medicine and Applied Physics Laboratory. Additional information on the Whiting School may be found at www.wse.jhu.edu.

Nominations and/or letters of application with a curriculum vitae should be sent to:

Dr. Steven Knapp, Provost
Chair, Engineering Search Committee
Johns Hopkins University
Room 265, Garland Hall
3400 North Charles Street
Baltimore, MD 21218-2688

Or e-mailed to:
provost@jhu.edu

The Search Committee will begin reviewing nominations and applications immediately. The University expects to fill this position by July 1, 2003.

The Johns Hopkins University is an Equal Opportunity/ Affirmative Action Employer.

DEAN
COLLEGE OF SCIENCES AND HUMANITIES

BALL STATE
UNIVERSITY.

MUNCIE, INDIANA

Ball State University seeks a visionary leader for the position of Dean of the College of Sciences and Humanities. The successful candidate will guide the college as it strives for excellence in undergraduate and graduate education, works to attract and retain high-quality faculty, encourages faculty scholarship, promotes external research funding, and develops innovative ways to use instructional and information technology.

POSITION DESCRIPTION: The Dean of the College of Sciences and Humanities is the chief academic and administrative officer of the college and reports to the Provost and Vice President for Academic Affairs. The Dean plans, directs, and coordinates the operational, personnel, budgetary, and student activities of the college and provides leadership and direction in the development and implementation of curricula, academic programs, strategic planning initiatives, and related activities.

The College of Sciences and Humanities is the largest of the seven colleges in the university and offers programs at the associate's, bachelor's, master's, and doctoral levels. Departments within the college are Anthropology, Biology, Chemistry, Computer Science, Criminal Justice and Criminology, English, Geography, Geology, History, Mathematical Sciences, Modern Languages and Classics, Natural Resources and Environmental Management, Philosophy and Religious Studies, Physics and Astronomy, Physiology and Health Science, Political Science, Psychological Science, Social Work, Sociology, and Speech Pathology and Audiology. Reporting to the Dean are two Associate Deans, support staff and business administrator, twenty department chairpersons, and the directors of the Social Science Research Center, the Software Engineering Research Center, and the Women's Studies Program. The college has more than 385 full-time faculty and an annual budget of more than $27 million. The college web site is **www.bsu.edu/csh**.

MINIMUM QUALIFICATIONS: earned doctorate in a discipline that would merit tenure in a department within the college; demonstrated successful experience in higher education academic administration; overall qualifications that will merit a tenured faculty appointment at senior rank in one of the departments of the college; evidence of successful teaching in higher education; evidence of scholarly and professional achievement in his or her field of study; and the ability to communicate effectively. Preferred qualifications: record of obtaining external support for scholarly activities; state and national visibility in his or her own discipline; a record of success in the publication of scholarly work, including refereed journals and/or books; experience with fiscal management policies and procedures in higher education; a demonstrated commitment to diversity; and a commitment to graduate education.

THE INSTITUTION AND SETTING: Ball State University is a state-assisted institution of higher education located in Muncie, Indiana, a city of 70,000, fifty miles northeast of Indianapolis. The university has an enrollment of approximately 18,000 students and a full-time faculty of 836. Although its primary concern is for the citizens of Indiana, its programs appeal to regional, national, and international audiences. A Carnegie Doctoral Intensive institution, Ball State offers over 140 majors, 72 master's programs, and 15 doctoral programs through its 48 academic departments. The university values teaching, research, and service and has a selective admissions policy. Ball State has made significant investments in instructional and information technology. The campus is beautifully landscaped, and facilities are in excellent condition. Primarily a residential academic community, Ball State also supports programs that reach students well beyond the immediate campus. Its operating budget for 2002-2003 is $222 million and its endowment $115 million.

The university's Strategic Plan and information about its nationally ranked programs are available on the university's web site at **www.bsu.edu**.

APPLICATION PROCESS: Review of application materials will begin January 2, 2003, and will continue until the position is filled. Appointment will begin July 1, 2003. Salary is competitive. Applicants and nominees should send a letter of application, curriculum vitae, and the names and contact information of five professional references to: **Professor Marilyn Weaver, Chairperson; Search Committee for Dean of the College of Sciences and Humanities; Office of the Provost and Vice President for Academic Affairs; Ball State University; Muncie, IN 47306. (Email: mweaver@bsu.edu)**

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

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montgomery county
community college

shareexplore**grow**

ASSOCIATE DEAN for ACADEMIC AFFAIRS
West Campus - Pottstown, PA

WE SEEK...

...an experienced professional to provide direction and leadership for the daily operations of Academic Affairs, Credit for Life Experience and oversight of the Learning Assistance Lab Coordinator. Working cooperatively with the Dean of West Campus and Divisional Administrators at Central Campus, the Associate Dean will provide strategic academic planning, curriculum evaluation/innovation and the hiring/evaluation of full and part time faculty. Candidate must possess at least three years of administrative and curriculum development experience in higher education, teaching credentials for community college faculty as well as a Master's degree. A Doctorate and experience in a community college setting are preferred. Candidates with computer-based instruction expertise highly desired.

WE OFFER...

Salary in the mid-fifties to mid-sixties range, commensurate with experience and credentials. Salary complemented by an excellent benefits package including employer-paid medical and dental, tuition waiver, life and disability insurance, and a fully vested pension program.

ABOUT MCCC...

MCCC is a dynamic two-year college located just outside of Philadelphia with campuses in Blue Bell and Pottstown, PA, serving Montgomery and Chester Counties. MCCC offers both associate degrees and certificate programs; transfer agreements with four-year colleges and universities provide exciting options for students to further their education. With over 40 state of the art "smart classrooms" to enhance learning, MCCC has earned its rating as one of the "top wired" community colleges in the US. We believe diversity stimulates innovation and creativity and we promote equal access to educational and employment opportunities.

HOW TO APPLY...

Send resume/CV and letter of interest including contact information of three professional references by 5p.m., Wednesday, January 15, 2003 to: **Montgomery County Community College, Human Resources, AD-HSO, 340 DeKalb Pike, Blue Bell, PA19422.** AA/EOE/ADA

www.MC3.edu

Education

The School of Education at Saint Xavier University in Chicago invites applications for an assistant professorial lecturer (non-tenure track) position in reading to begin January, 2003. Requires teaching graduate and undergraduate courses dealing with processes, instruction, materials and assessment in reading, advising undergraduate students, collaborating with schools in the supervision of students in clinical settings, and participating in program and university committees. The appointment is half-time, half year, with the possibility of an extension. Courses in reading are offered at both campuses and off-campus sites.

Saint Xavier University was founded in 1846 by the Sisters of Mercy and serves 5,000 students on two campuses. We are accredited by the North Central Association of Colleges and Schools, and our programs are approved by the Illinois Boards of Education and/or Higher Education.

Minimum qualifications include an earned doctorate in education with a specialization in reading, interest in and demonstrated ability in scholarly research, professional experience in a K-12 school setting, knowledge of current national and state trends in educational standards and assessment, involvement in professional organizations, and working knowledge of the use of technology in an educational setting. Prefer experience in using computer-based and distance technologies in teaching. The ideal candidate will work toward the continual development of the reading program and be actively involved in the preparation of teachers and in school settings.

Send a letter of application, statement of educational philosophy, CV, transcripts of all higher education coursework and three references to: Dr. Beverly Gulley, Dean, School of Education, Saint Xavier University, 3700 W. 103rd St., Chicago, IL 60655. Applications will be reviewed until the position is filled. Visit our Web site at www.sxu.edu. We are an equal opportunity employer.

SAINT·XAVIER·UNIVERSITY

Dean of the College of Business Administration & Economics

NEW MEXICO STATE UNIVERSITY

New Mexico State University invites applications for the position of Dean of the College of Business Administration & Economics. NMSU is the state's land-grant institution with approximately 15,500 students. NMSU is a Carnegie Doctoral/Research Extensive Institution and a Minority Institution as designated by the Department of Education. The College has an enrollment of approximately 2,220 students with 70 full-time faculty members in 5 academic departments. Visit http://cbae.nmsu.edu for more information.

Candidates must have an earned DBA or Ph.D. in business or related discipline from an accredited institution of higher education and appropriate credentials to qualify for full professor with tenure and at least 5 years administrative experience in a School or College of Business that include AACSB accreditation procedures. Candidates should have a record of successful fundraising, demonstrated experience in undergraduate/graduate teaching and scholarly research and excellent leadership skills. Executive level business experience and/or extensive consulting/management development with industry; and knowledge of distance and global business/education desired. A complete description of position requirements and job duties and responsibilities may be found on http://www.nmsu.edu/~personnel/postings/professional.

Screening begins November 15, 2002 and continues until position is filled. Submit letter of interest, current vitae, and a list of three professional references to: **Dr. Carmen Gonzales; Chair, Search Committee, Dean of the College of Business Administration & Economics; NMSU; PO Box 30001 MSC 3WEC; Las Cruces, NM 88003; or email carmen@nmsu.edu.**

NMSU is an EEO/AA Employer.

Eastern Michigan University

Director, Women's Studies Program

Eastern Michigan University, a large comprehensive university situated in southeast Michigan, invites application for the position of Director of the Women's Studies Program. The twenty-seven year-old program offers a master's degree in Women's Studies as well as an undergraduate major and minor.

Responsibilities: The Director reports to the Dean of the College of Arts and Sciences and oversees all functions of the program including curriculum development, course scheduling, budgeting, faculty evaluation, advising, liaison with other units, and community outreach with the advice of a contractually-mandated governance structure. The Program Director normally teaches two courses per academic year. This is a twelve month administrative appointment.

Qualifications: The program seeks an energetic and imaginative leader who can lead it to a new stage of excellence, including growth in enrollments, grant development, and curricular enrichment, as well as efficiently administer day-to-day functions. A Ph.D. or comparable terminal degree with teaching and research credentials in a liberal arts and sciences field with a Women's Studies focus that merit appointment with tenure at the Associate or Full Professor level; and a minimum of three years relevant academic administrative experience are required. A record of successful faculty collaboration, program building and fund-raising are desired.

Applicants should provide a cover letter outlining their qualifications for the position, a resume, teaching dossier and a sample of their academic writing. Screening of applications will begin on December 10, 2002 and must be received by then to receive full consideration. Starting date is July 1, 2003. Send applications to: **Posting APAA0305, Academic Human Resources, 202 Boone Hall, Ypsilanti, MI 48197.**

Additional information on the University is available at our Web site www.emich.edu

Eastern Michigan University is an affirmative action/equal opportunity employer. Minorities and women are encouraged to apply.

University of Missouri -Kansas City

Executive Director, Diversity In Action

Previously seen as "Director, Affirmative Action"

The University of Missouri – Kansas City, an urban institution in the heart of the city, seeks an Executive Director, Diversity in Action. This position is being elevated from a prvevious posting and the successful candidate will report directly to the Chancellor.

UMKC's vision of making the world a better place by creating new standards in higher education is being accomplished by focusing on four mission areas supported by our institutional core values. Interested candidates may explore our vision, mission areas, core values and goals at www.umkc.edu/thevision.

Responsibilities of the Executive Director include proactively leading the campuswide diversity-in-action initiative, overseeing Affirmative Action, and assisting the Chancellor in setting expectations and related goals for diversity campuswide.

Qualifications: Advanced degree, relevant experience.

Resume and cover letter to:

Kelly Limpic
University of Missouri-Kansas City
Human Resources
226 Administrative Center
5100 Rockhill Road
Kansas City, MO 64110-2499

UMKC
UNIVERSITY OF MISSOURI
KANSAS CITY

UMKC is an equal opportunity,
affirmative action institution.
www.umkc.edu

USF University of South Florida

The University of South Florida Sarasota/Manatee College of Education invites applications for the following 9-month faculty positions. Applications must be postmarked no later than December 31, 2002. Contact Jennifer Shideler at jshidele@sar.usf.edu, (941) 359-4395. Visit our website for details on requirements and applications process. http://usfweb.usf.edu/vpfpers/vacancy/regional.htm

- **Position 4616,** Assistant Professor, tenure earning,
  Department of Educational Measurement & Research
- **Position # 4154,** Assistant/Associate Professor, tenured/tenure earning, Department of Educational Leadership & Policy Studies
- **Position # 8924,** Assistant/Associate Professor, tenured/tenure earning, Department of Secondary Education
- **Position #5447,** Assistant Professor, tenure earning,
  Department of Special Education
- **Position # 11369,** Assistant Professor, tenure earning,
  Department of Psych and Social Foundations

The State of Florida has a Public Meeting Law and a Public Records Law, and university searches are conducted under the terms thereof. Meetings of the search committee are publicly announced and conducted. All documents submitted to the committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida concerning health or disabilities.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations, contact Jennifer Shideler at (941) 359-4395 at least five working days in advance of need. Communication by TTD is available at (813) 974-2218.

VACANCY ANNOUNCEMENT

New Jersey City University, a culturally diverse, public, urban institution located in the greater New York metropolitan area, is one of nine State College/Universities in NJ. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 10,000 students, an extensive cooperative education program, and expanding continuing education program. Faculty number almost 240.

Assistant Vice President for Academic Affairs

Provides leadership for the use of instructional technology and coordinates the institutional outcomes assessment program in addition to specific program responsibilities.

Dean of Graduate Studies and Continuing Education

Provides leadership for new program development and the expansion of an extensive on-line learning component.

Minimum Qualifications: The successful candidate must demonstrate a commitment to furthering the educational aspirations of a highly diversified student population in an urban environment. Candidate must have earned a Doctorate from an accredited institution and substantial teaching and administrative experience at a four-year college. The requisite commitment and leadership ability may be demonstrated by:

- An articulated understanding of the mission, culture and environment of an urban college with a multicultural population
- Experience with modern approaches to effective teaching, learning and technology
- A capacity to think strategically, creatively and multi-dimensionally
- An ability to listen and communicate clearly with all audiences
- Managerial skills in problem-solving, team-building, delegation of authority, planning and program development

Letters of application addressing the areas of responsibility and a resume must be received by January 2, 2003. Starting date is flexible, but must assume responsibilities by July 1, 2003. Materials should be addressed to:

NEW JERSEY CITY UNIVERSITY

Vice President for Academic Affairs
New Jersey City University
2039 Kennedy Blvd., Hepburn Hall, Room 309
Jersey City, NJ 07305

EOE

For more details and/or to apply online, visit our website at: www.njcu.edu. Click on Employment Opportunities.

DIRECTOR of ORGANIZATIONAL and LEADERSHIP DEVELOPMENT

The University of Toledo

The University of Toledo is a Carnegie Doctoral/Research Extensive state-supported university in northwest Ohio with approximately 3,000 full-time and part-time faculty and staff and approximately 20,000 students.

The Director of Organizational and Leadership Development will report directly to the Vice President for Finance and Administration and indirectly to the Associate Vice President for Human Resources. The primary responsibility of this position is to provide leadership, planning, implementation and administration of an Organizational and Leadership Development Program. Methods of achieving this responsibility may include but is not limited to: assessing critical issues and designing and implementing organizational development solutions, coordinating and developing in-house programs and practices to identify developmental needs, providing consultation to enhance effectiveness of managers and teams, providing facilitation for continuous improvement initiatives, assisting departments in translating organizational goals and objectives into actionable strategies, identifying and implementing systems to measure organizational effectiveness, and serving as liaison with other institutions and organizations.

Requirements: A minimum of five years of progressively responsible experience in providing leadership and/or management in organizational development, quality program initiatives, or leadership development involving complex organizations. A Bachelor's Degree in Management, Human Resources, Organizational Development, or related field. An advanced degree and higher education experience are desired. This position also requires a demonstrated focus on customer service, process improvement, collaborative decision-making, strong leadership, management, and exceptional interpersonal skills in a multi-faceted workplace environment, as well as experience in developing, maintaining, and encouraging a diverse workforce.

Applications received by December 20 will receive full consideration. Position will remain open until filled. Interested candidates should submit a cover letter addressing stated responsibilities and qualifications, a resume, and the names of three professional references, with contact information, to: The University of Toledo, Human Resources Department, Toledo, OH 43606-3390; or Fax 419/530-1490; or E-Mail: acarder2@utnet.utoledo.edu. Please use only one method of application.

THE UNIVERSITY OF TOLEDO

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

MICHIGAN STATE UNIVERSITY

The College of Education announces the following tenure system positions to begin fall 2003. Review of applications will begin 12/17/2001 (December 13 for Student Affairs).

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

- Assistant Professor of Student Affairs Administration

DEPARTMENT OF TEACHER EDUCATION

- Associate or Full Professor Teacher Education
- Associate or Full Professor of Mathematics Education
- Assistant Professor Teacher Education

Minimum qualifications for all tenure stream positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

For complete position descriptions and further information, contact the search committee chairs found on our website http://edweb3.educ.msu.edu/college/jobs/default.htm.

Women and minorities are encouraged to apply. MSU is an Affirmative Action, Equal Opportunity Institution

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WIU Western Illinois University
MACOMB, ILLINOIS

Law Enforcement and Justice Administration (LEJA)

Nine-month, tenure-track Criminal Justice position at Western Illinois University. Salary and rank status is open and competitive. Terminal degree required (Ph.D./Ed.D./LLM). Applicants nearing completion of their terminal degrees will be considered. Summer assignments may be available. Successful applicant will teach undergraduate and graduate courses in Law Enforcement and Justice Administration areas, such as policing, courts, corrections, probation/parole, security, and criminal justice quantitative techniques/research methods, law, theory, and writing. Teaching by distance learning technology may be required. Other duties assigned as required by the Chairperson of LEJA. Past teaching experience is desirable. Work experience with minority populations and experience in Criminal Justice are also desirable.

Screening of applicants will begin February 3, 2003 and will continue until the position is filled. Position is available August 2003. Interested persons should send a letter of application, complete resume, transcripts and three names of current references to **Stephen J. Reinhart, Chair, Law Enforcement and Justice Administration, Western Illinois University, 1 University Circle, Macomb, Illinois 61455.** Telephone: 309-298-1038, Fax: 309-298-2187; E-Mail: mailto:LEJA@wiu.edu. See WIU Web page http://www.wiu.edu. *Western Illinois University is an AA/EO employer.*

BEST COPY AVAILABLE

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PRESIDENT

Prairie View A&M University

The Texas A&M University System Board of Regents and the Chancellor invite nominations and applications for the position of President of Prairie View A&M University.

Prairie View A&M University (PVAMU) opened in 1878 and is the second oldest public institution of higher education in Texas. It is a state-assisted institution, serving a diverse ethnic and socioeconomic population, and is a land-grant institution by federal statute. It is dedicated to excellence in teaching, research and service. The University enrollment is over 7,000, serving an area comprising the Texas Gulf Coast Region, but students come from throughout the U.S. and many foreign countries. Located on a 1,500-acre site in Waller County, the main campus is approximately 45 miles northwest of Houston, Texas, on State Highway 290. Prairie View A&M University's academic programs are organized into eight colleges/schools: Agriculture and Human Sciences, Architecture, Arts and Sciences, Business, Education, Engineering, Juvenile Justice and Psychology, and Nursing (located in Houston in the Texas Medical Center). These academic units have 24 departments and 2 divisions and offer 72 major areas of study plus 30 optional programs. The University is committed to advanced education through the master's degree and is expanding advanced educational offerings to include multiple doctoral programs.

The President is the CEO of the University and reports directly to the Chancellor of The Texas A&M University System. The President must provide visionary leadership, be a proven fund-raiser, be committed to diversity and a global outlook, and must work effectively with the Chancellor and Board of Regents. The President must be an articulate advocate who will represent the University effectively to diverse constituencies, including the legislature. Qualifications include a distinguished record of leadership, scholarly achievement, demonstrated excellent administrative skills, and the ability to work effectively with faculty, staff, students, alumni and other constituencies. An earned doctorate is preferred.

Successful candidates will be evaluated on these and other attributes:

- Experience with federal and other agencies
- Excellent interpersonal and communication skills
- Understanding and appreciation of PVAMU history and strengths
- Demonstrated experience working with cross-cultural environments
- Commitment to advanced technology throughout the university
- Ability to expand research and graduate programs
- Demonstrated success at increasing university enrollment while maintaining high standards
- The demonstrated capacity to provide leadership in fund-raising activities
- A track record in effective leadership and decision-making based on shared governance
- A track record in planning (involving implementation, assessment, and budget allocations)

The planned appointment date is Summer, 2003. The search will continue until the position is filled and evaluations will begin as dossiers are received, but for full consideration, nominations and applications should be received by January 15, 2003. Under Texas law, the names of finalists only must be disclosed 21 days prior to the Board of Regents action to appoint the next President. Applications should include a letter addressing the above attributes, the candidate's vision for the university, a curriculum vitae, and names, addresses and phone numbers of 3-6 references. Nominations and applications should be sent to:

Dr. Jerry Gaston, Chair, Presidential Search Advisory Committee
The Texas A&M University System
John B. Connally Building, 7th Floor, 301 Tarrow
College Station, Texas 77840-7896
E-mail: pvamusearch@tamu.edu

The Texas A&M University System is an Equal Opportunity/ Affirmative Action Employer.

DEAN, HONORS COLLEGE

Position: Dean of the Honors College and
Carol E. Young Chair in Honors

The Honors College at the University of Oklahoma seeks a Dean. The Dean is responsible for the administration and management of a dynamic unit serving 2100 academically talented undergraduates, and will provide innovative academic leadership for a growing faculty of scholars with interests in American Studies broadly defined. The faculty within the college represent research expertise in 20th century American intellectual and cultural history, documentary expression, history and sociology of medicine and food, American literature, native and religious studies, consumer and visual culture, and the history of science. Qualified candidates should conduct research on any aspect of American Civilization from an interdisciplinary perspective. Qualified candidates may be degreed in any academic field in the humanities or social sciences with research focused on aspects of American culture and society during any historical period.

The Honors College offers the Honors Curriculum as a vehicle for fulfilling a significant portion of the University general education requirements, provides opportunities for talented undergraduates to engage in research and creative activity with faculty throughout the University, coordinates programs including Honors at Oxford, an Honors Writing Center, a Medical Humanities Program, and administers a special advising program for freshmen scholarship students.

The Honors College currently includes 8.5 FTE faculty, 9.5 FTE staff, involves other faculty from throughout the university and serves approximately 2,100 students. Resources include a 2.5 million dollar scholarship program, and a sizable endowment as well as state resources. The Dean of the College reports directly to the Senior Vice President and Provost of the Norman Campus and serves as a member of the Council of Deans.

The University of Oklahoma, founded in 1890, is a public research university, serving over 30,000 students and is classified as Doctoral/Research University - Extensive. The Norman campus includes undergraduate degree programs in the Colleges of Architecture, Arts & Sciences, Business, Education, Engineering, Fine Arts, Geosciences, Journalism, Law, Liberal Studies and Continuing Education. The OU - Health Sciences Center campus in Oklahoma City includes the Colleges of Allied Health, Dentistry, Medicine, Nursing, Pharmacy, and Public Health. The admissions standards for undergraduate students have been increased substantially during the past decade and the University currently has both the largest undergraduate student enrollment in its history and the most academically prepared freshmen class in its history. To meet the demand of these students, the University also has more faculty than ever in its history.

For more information regarding the University of Oklahoma and the OU Honors College please visit the following websites:

http://www.ou.edu/ and http://www.ou.edu/honors/

Minimum qualifications include an earned doctorate within the domain of American Studies and academic achievements commensurate with appointment as a tenured Associate Professor or tenured Professor.

Preferred qualifications include, an outstanding record of academic and intellectual leadership within the domain of American Studies, administrative experience at or above the level of Department Chair/Head in a University setting, and an enduring commitment to undergraduate education. Additionally, the preferred candidates should be able to demonstrate a commitment to cultural diversity, commitment to innovative approaches to enriching the collegiate experiences of undergraduate students, a record of involvement in community relations and fund-raising, and the ability to articulate an ambitious vision for the OU Honors College.

Application Process: Nominations are encouraged; all nominees will be contacted and invited to apply. Direct letters of application are encouraged and applicants should include a current resume and the names and addresses of four references. References will not be contacted until the advanced stages of screening, and candidates will receive prior notification before a referee is contacted. Inquiries, nominations, and applications should be sent to:

Dr. Nancy L. Mergler
Chair, Honors College Dean Search Committee
Office of the Provost
104 Evans Hall, University of Oklahoma
Norman, Oklahoma 73019-3072
nmergler@ou.edu

The search committee will begin to screen applications November 25, 2002.

The University of Oklahoma is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

University of Wisconsin-Madison College of Letters & Science

Associate Dean for Administration

The College of Letters and Science is the largest college and administrative unit at UW-Madison. The College teaches more than ninety percent of the introductory courses at UW-Madison. Letters and Science comprises thirty-nine academic departments, five professional schools, and scores of interdisciplinary programs. There are approximately 900 faculty, 925 academic staff, and 300 classified staff in Letters and Science. The annual budget from all sources is approximately $170 million. The Associate Dean for Administration serves on the senior management team. For more information about the College, please see our web site **www.ls.wisc.edu**

Responsibilities: Overall day-to-day responsibility for the following offices in Letters and Science Administration: Budget, Business, Payroll and Employee Benefits, Administrative Information Technology, Personnel, including:

- ✓ Development and implementation of the operating and capital budgets;
- ✓ Conduct of human resource activities for academic and classified staff;
- ✓ Financial management, procurement oversight, staff payroll and benefits, pre-audit;
- ✓ Administrative information technology development and oversight.

The Associate Dean for Administration also:

- ✓ Represents Letters and Science on budgetary and administrative matters with the UW-Madison administration;
- ✓ Establishes and maintains a consultative working relationship with departmental and campus administrative units;
- ✓ Serves as primary contact with campus and state officials in areas of budget, personnel, and business;
- ✓ May serve as the Dean's representative on various committees and boards.

Qualifications: Bachelors degree minimum; masters desirable. Strong background and record of accomplishment in budget, personnel management, and administrative information technology. Minimum of 10 years of progressively responsible experience in academic or governmental budgeting and administration. Proven record of initiating and implementing successful programs in areas of responsibility. Excellent speaking and writing abilities, and interpersonal skills. Knowledge of and experience in classified and unclassified personnel procedures. Knowledge of and experience with hardware and software tools for budget management. Ability to work within decentralized campus and college budgeting system. Ability to work with a strong tradition of departmental autonomy. Ability to deal with ambiguity and insufficient knowledge in reaching decisions. Ability to recognize key policy issues within a myriad of details. Record of effective supervision of expert staff with diverse responsibilities.

Application Procedure: Applicants should submit a letter of application, resume, and the names, telephone numbers and addresses of three professional references to Dean Phillip R. Certain, College of Letters and Science, Rm 105 South Hall, 1055 Bascom Mall, University of Wisconsin-Madison, Madison, WI 53706-1394. Deadline for receipt of applications is January 15, 2003.

UW-Madison is an equal opportunity, affirmative action employee. Women and minorities are encouraged to apply. Unless confidentiality is required in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

Education

FACULTY POSITIONS-Fall 2003

William Rainey Harper College, a dynamic community college located in Chicago's northwest suburbs, is actively pursuing energetic and innovative candidates for the following tenure track faculty appointments for fall 2003. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives. The College fosters innovation in teaching and learning and the institutional core values of integrity, respect, excellence and collaboration. A competitive salary and fringe benefit program is available to successful candidates who support the mission of the comprehensive community college. Complete position descriptions are posted on **www.harpercollege.edu/jobs.**

- ***Adult Education Development Mathematics:*** Master's.degree in mathematics or related area. Two years teaching experience required at levels of mathematics from basic numeracy through adult secondary education. Ability to relate to adult students required. Community college experience preferred.
- ***Art History/Studio:*** MA in Art History with a primary competency in Twentieth Century Art History. Additional competency in 2-D Studio Art desirable. College teaching experience preferred.
- ***Computer Information Systems:*** Master's Degree in CIS/MIS/Computer Science or related degree with a minimum of three years programming experience in C, C++, Visual Basic, or Java. Teaching experience is preferred as well as proficiency with web graphics and multimedia applications such as Macromedia Fireworks, Adobe Photoshop, and Macromedia Flash. Database management experience is also preferred.
- ***English/Literature (2 positions):*** Applicants should expect to teach primarily composition, and may elect to teach a literature or humanities course each semester. Requirements include an MA or PhD in English or Rhet/Com, or MFA. Education and experience in developmental composition or professional writing is welcome.
- ***Political Science:*** Master's degree in Political Science with a major emphasis and significant coursework in American Government. Two years teaching experience of introductory courses in American Government at an accredited community college preferred. This position requires teaching at least 15 contact hours or 5 courses of American Government per semester.
- ***Psychology:*** Master's degree in Psychology is required with teaching competency preferably in large lecture and laboratory settings. Assignments beyond Introductory Psychology may include courses in Developmental, Abnormal, and I/O Psychology. Candidates should possess skill and expertise in the use of a variety of laboratory and instructional materials.
- ***Sociology:*** Master's degree in Sociology and a minimum of one-year college teaching experience. The successful candidate must be able to teach Introductory Sociology, Marriage and the Family, Social Psychology, and Race and Ethnicity. Experience teaching large lecture class format (120 students) and Web/Telecourse format preferred.

To be considered for any of the above positions, applicants must submit a resume, copies of credentials (including undergraduate and graduate transcripts), a statement of educational/teaching philosophy, and three (3) letters of recommendation that address teaching, curriculum development, or educational innovation skills to: **Harper College, Attn: Employment Specialist-fp, 1200 W. Algonquin Rd., Palatine, IL 60067.** A Harper College application will be sent to all candidates. Application review begins in November 2002 and applications will continue to be accepted until the positions are filled.

Harper College

Harper College is an Equal Opportunity, Affirmative Action Employer, which encourages applications from women, minority group members, and persons with disabilities.

www.harpercollege.edu

Georgia Institute of Technology

School of Public Policy, Ivan Allen College

PROFESSOR AND CHAIR

Seeking applications and nominations for Chair and full Professor effective Fall 2003. The School of Public Policy is one of six in the Ivan Allen College, the Liberal Arts college of Georgia Tech. Ranked as one of the top 10 public universities by U.S. News and World Reports, Georgia Tech is home to 15,000 undergrad and grad students and occupies 330 acres in vibrant, progressive Atlanta. Seeking an interdisciplinary leader with entrepreneurial spirit and a strategic vision that will advance the School's focus on and contributions to science- and technology-related policy issues. The faculty pursue research in science & technology policy, environmental policy, information & telecommunications policy, and urban & regional economic development policy, with support from a wide variety of government agencies and private foundations. The School offers B.S., M.S. and Ph.D. degrees in public policy, and certificates and minors in Philosophy, Science & Technology; Law, Science & Technology; and Political Science. The successful candidate will have an exemplary record of scholarly accomplishment, strong communication and interpersonal skills, demonstrated support for education and commitment to students; and admin experience. Screening of applicants will begin December 2nd and continue until position is filled.

Applicants should submit a letter of interest, curriculum vitae & list of at least 3 references to:

School of Public Policy Chair Search Committee
Office of the Dean, Ivan Allen College
Georgia Institute of Technology
781 Marietta St.
Atlanta, Georgia 30332-0525
www.spp.gatech.edu.

Electronic submission welcome:
judy.alexander@iac.gatech.edu.
References will not be contacted without the applicant's permission.

Georgia Tech is an Equal Education and Employment Institution and a unit of the University System of Georgia.

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Assistant Director

The mission of the Office for Women and Minorities in Business is to lead the Johnson School in its efforts to create a more diverse and inclusive community and position itself as a leader in management education in this area. The Assistant Director will assume primary responsibility for planning and implementation of the many programs that have helped strengthen diversity in the Johnson School over the last three years, as well as develop new ones as necessary. In addition, this individual will support the Director in the execution of her responsibilities for recruitment.

Qualifications: Bachelor's degree, preferably in business and/or communications, with three to five years experience or equivalent. Project management, event planning, sales/marketing and web design experience strongly desired. Applications accepted through December 20, 2002. Please send applications to:

CORNELL

Ms. Angela P. Noble-Grange
S.C. Johnson Graduate School of Management
109 Sage Hall, Cornell University
Ithaca, NY 14853

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

University *of* Wisconsin-Eau Claire

Excellence: Our measure, our motto, our goal.

UW-Eau Claire offers an exceptional living and learning community and is building a national reputation as one of the Midwest's leading regional public universities. With an enrollment of 10,000 undergraduates and 500 graduate students and with more than 700 faculty and academic staff, the university is an academic leader among the University of Wisconsin System's 11 comprehensive universities.

Located just 85 miles east of Minneapolis-St. Paul, UW-Eau Claire is located in an area of big rivers, beautiful lakes, wooded areas and scenic bicycle trails. The Chippewa Valley is home to many high-tech industries and major medical facilities and is west-central Wisconsin's major retail center. Salary/Benefits: Salary is competitive and commensurate with qualification. These positions have an excellent benefits package, including membership in the Wisconsin Retirement System, with an immediate employer contribution of 10% gross earnings.

UW-Eau Claire invites applications and nominations for the following faculty and academic staff vacancies. Screening for each position begins on date indicated and will continue until the position is filled. Specific information about each position is on the university's Web site: **www.uwec.edu/acadaff/jobs**

Associate Vice Chancellor for Student Development and Diversity–priority date Dec. 23, 2002. Visit the special web site at www.uwec.edu/acadaff/jobs/vacancies/AVC-DSD/.

Advising and Academic Testing–Coordinator of New Student Orientation and Academic Adviser–priority date Dec. 30, 2002.

Continuing Education–Marketing Manager–priority date Dec. 17, 2002.

Computer Science/Computing and Networking Services–Information Processing Consultant–priority date Dec. 16, 2002.

Department of Art–3 positions as follows: Assistant Professor with emphasis in art history; Assistant Professor with emphasis in graphic design; Assistant Professor with emphasis in two-dimensional studio art–priority date Dec. 31, 2002, for all.

Department of Chemistry–Assistant Professor with emphasis in organic chemistry–priority date Oct. 31, 2002.

Department of Computer Science–Assistant Professor–priority date of Jan. 13, 2003.

Department of English–Assistant Professor with emphasis in linguistics and English language-priority date Nov. 8, 2002.

Department of Foreign Languages–Assistant Professor in Spanish-priority date Nov. 15, 2002.

Department of Geology–2 positions as follows: Assistant Professor with emphasis in hydrogeology and water resources-priority date Dec. 15, 2002; Assistant Professor with emphasis in earth science-priority date Feb. 1, 2003.

Department of History–Instructional academic staff to serve as Visiting Assistant or Associate Professor for a two-year grant with emphasis in public history or U.S. history-priority date Dec. 10, 2002.

Department of Management Information Systems–Tenured Professor to serve as Chair.

Department of Mathematics–Assistant or Associate Professor-priority date Dec. 2, 2002.

Department of Music and Theatre Arts–3 positions as follows: Assistant Professor with emphasis in trombone and bands–priority date Dec. 2, 2002; Assistant Professor with emphasis in applied and class piano–priority date Jan. 31, 2003; Assistant Professor with emphasis in oboe-theory-priority date Jan. 31, 2003.

Department of Political Science–Assistant Professor in political science and in an interdisciplinary criminal justice program–priority date Jan. 31, 2003.

Department of Psychology–2 positions as Assistant Professor-priority date Dec. 1, 2002.

Department of Sociology–Assistant Professor–priority date Dec. 6, 2002.

Department of Social Work–2 positions as Assistant Professor-priority date Jan. 15, 2003.

School of Nursing–Associate Dean–priority date Dec. 2, 2002.

To learn about other opportunities, including part-time, temporary instructional positions, our Visiting Minority Scholars and Artists Program and the Center of Excellence for Faculty and Undergraduate Student Research Collaboration, you're invited to search our Web site at **www.uwec.edu.**

UW-Eau Claire is an AA/EOE employer and encourages applications from women and minorities.

How Easy Can It Get?

E-Mail us your ads at:

Outlook@sprintmail.com

and visit our Website at http://www.HispanicOutlook.com

BRIDGEWATER
STATE COLLEGE

Associate Vice President for Academic Affairs

Bridgewater State College seeks an experienced and creative administrator to fill the newly established position of Associate Vice President for Academic Affairs.

Founded in 1840, Bridgewater State College is one of America's oldest public colleges. It has grown into a regional comprehensive institution with programs in the liberal arts and sciences and selected professional fields. With a full-time faculty of 250, the college enrolls more than 9,500 students pursuing baccalaureate and advanced degrees in more than 100 academic subject areas. Named by Yahoo Magazine as one of the top 50 "most wired" colleges in the country, the college is located in southeastern Massachusetts in a beautiful New England town with easy access to the major intellectual, cultural, and recreational resources of Boston, Providence, and Cape Cod.

The Associate Vice President reports directly to the Provost and Vice President for Academic Affairs and handles activities involving quality of faculty life, including the hiring, promotion, and tenure process, professional development, faculty research, and grievances. The position also works with the formation and dissemination of academic policy and the resolution of student issues.

Qualifications for the position include:
- An earned doctorate from an accredited college or university;
- Experience as an academic administrator, with full-time experience as a faculty member strongly preferred;
- Demonstrated excellence in oral and written communication;
- A record of effective interpersonal skills, including team building, project planning, and academic leadership;
- A commitment to building a diverse campus community;
- Personal and professional characteristics that include integrity, commitment to higher education, a strong work ethic, and a sense of humor.

Candidates with experience in faculty recruiting, conflict resolution, academic policy development, sponsored research, and program development, especially within a context of collective bargaining, will be given special consideration.

Salary: Salary is competitive and will be commensurate with the qualifications of the candidate selected.

Starting date: August 1, 2003.

Applications and Nominations: Review of applications will begin in January 2003 and continue until the position is filled. Candidates should submit a letter of interest, a current resume, and the names, addresses and telephone numbers of five professional references to: **Office of Human Resources, Boyden Hall, Room 103, Bridgewater State College, Bridgewater, MA 02325.** Visit Bridgewater State College's website at **www.bridgew.edu**

Bridgewater State College is an Equal Opportunity, Affirmative Action Employer with a long-standing commitment to increasing the diversity of the employee community.

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

Utah State UNIVERSITY

VICE PRESIDENT FOR STUDENT SERVICES

Utah State University invites nominations and applications for the Vice President for Student Services. The Vice President administers a professional staff of approximately 100 persons in the following areas: Career Services, Children's House, Counseling Center, disability Resource Center, Glen L. Taggart Student Center, Housing and Food Services, Learning and Life Skills, 1st Year Experience, Campus Recreation, Multicultural Student Affairs, Personal Development Student Publications, Student Support Services (TRIO), Substance Abuse Prevention and Education, and Women's and Reentry Student Center. The Vice President will promote a well-balanced educational experience encompassing both in-class and extra-curricular learning environments, collaborate with students, faculty and administration and serve as an advocate for student interests. The Vice President will have a record of progressive administrative responsibility including fiscal management; demonstrated commitment and experience in promoting a relationship between academic and student services and intercollegiate athletics; and demonstrated working experience and sensitivity to Multicultural and diversity issues including international student populations. See **http://personnel.usu.edu/jobsopenings** for full description. Send letter of application, detailed resume, and names and contact information of five references to: **Dr. Barbara A. White, Vice President for Information Technology, Utah State University, 1495 Old Main Hill, Logan, UT 84322-1495.** The firm of Baker-Parker, Inc is assisting USU in this search and may be contacted through: **Jerry Baker, Five Concourse Parkway, Suite 2440, Atlanta, GA 30328; tele: 770-804-1996, Ext 101.** Review of applications begins early January 2003 and will continue until the position is filled. ***AA/EOE.***

U.S. COAST GUARD ACADEMY

The U.S. Coast Guard Academy invites applications for a full time, tenure-track faculty position: **Director of Writing & Reading Center** within the Academic Resources Program. Initial appointment will begin mid-August 2003. Primary responsibilities include Directing the Writing Center and the Reading Program, teaching one section of English in the English section of the Department of Humanities each semester, and counseling cadets in writing and reading skills in one-on-one conferences. Required for application is a Ph.D. in English, Reading, Writing Center Administration, College Student Development, or Education with expertise in Writing Center and Reading program directorship, composition pedagogy, and college student development. Candidates should have experience with college-level teaching, writing centers, and reading at the post-secondary level; candidates should also have a promise of academic growth. Experience in teaching developmental English or technical writing and familiarity with the theory and research of current reading methods and reading assessment techniques, and experience in administration of learning centers or writing centers preferred. Salary and academic rank commensurate with qualifications. Some citizenship restrictions may apply. *The Coast Guard Academy is an Equal Opportunity, Affirmative Action Employer.*

Please submit curriculum vitae, standard employment application materials and the names, addresses, and phone numbers of three references to:

U. S. Coast Guard Academy
Attention Dr. Gwendolyn Stevens (dar)
Waesche Hall
15 Mohegan Ave.
New London, CT 06320-4195

Applications must be postmarked by 15 January 2003. Faxed applications are also acceptable, Fax number 860-444-8516. E-mail applications will not be accepted.

University of Houston-Downtown

The University of Houston-Downtown is proud to be "Houston's Downtown University". Our mission is to provide quality academic programs that serve the needs of our multicultural metropolitan region. We recognize a special responsibility to provide educational access to those who have not had it in the past, and to engage in research and public service activities that will benefit the community.

Join us in making this University student friendly, with innovative programs designed to give students the opportunity to succeed. We are seeking applications from individuals who share our commitment to excellence and student success.

DEAN OF STUDENT AFFAIRS

The Dean of Student Affairs is the chief student affairs officer of the University and reports to the President on student related matters. This administrator serves as a member of the President's Executive Council and the Provost's Deans Council; and participates in planning, budgeting, and policy making for the University. Responsibilities include oversight and management of a broad range of student support services achieved through collaboration with all constituencies associated with the University, including students, parents, alumni, faculty, and staff. This position also represents the University to external constituencies.

Responsibilities

The dean is responsible for developing, implementing, monitoring, and evaluating comprehensive services to students. The following areas are accountable to this administrator for all of their activities: Enrollment Services, Counseling and Career Services, Student Health Services, Student Activities, Scholarships and Financial Aid, Testing Services, Sports and Fitness, and the Student Outreach and Resource Center.

This position is responsible for coordination of the student judicial process and maintains close contact with Student Government and student organizations. The dean must work closely and in concert with other senior-level administrators. This administrator represents student issues and concerns to the academic and financial administrators, as well as the information technology group.

Education And Experience

Major requirements include demonstrated ability to respond to students needs effectively and compassionately, and to work cooperatively with all constituents throughout the University. The individual selected for this position should posses a proven record in program development designed to serve the wide range of student needs and concerns found in an open admissions undergraduate urban campus with a limited number of graduate programs. He/she should have broad experience with strategic planning, administration, financial management, and the supervision of professional staff in a higher education setting; and have the ability and commitment to maintain and improve the quality of undergraduate and graduate student services.

Candidates for this position will hold an earned doctorate in student personnel, higher education, or a closely related field; have a record of progressively responsible leadership in areas directly related to Student Affairs management; and have extensive experience in applying the principles and practices of student development in undergraduate academic and nonacademic support systems. Hands-on experience with a computerized student records system is extremely important. Successful and progressive administrative experience in Student Personnel Services is expected.

The successful candidate will possess excellent interpersonal, conflict resolution, crisis response, and communication skills. He/she will have a proven record of having worked effectively with an ethnically diverse student body, faculty, and staff; the record should document a commitment to shared governance with faculty, staff, and students.

Starting Date and Salary

The position will be available beginning late Spring/Summer 2003. The salary is competitive and will be commensurate with qualifications and experience. This position is security sensitive; a complete background investigation is required. In accordance with H.B. #558 Selective Service Registration may also be required. Offer of employment contingent upon verification for employment in the United States.

Application Process

Please submit a letter of application addressing ways you meet each of the position requirements; a current vitae; and names, telephone numbers and e-mail addresses of five professional references. Applications should be sent to Delores Hart, Employment Manager; University of Houston-Downtown, One Main Street, Houston, TX 77002-1001. E-mail: hartd@uhd.edu. To ensure consideration applications should be postmarked by December 15, 2002. However, applications will be accepted until the position is filled. The Search Committee will convene in January to begin review of applications.

Please visit our web site at www.uhd.edu for more information about the University of Houston-Downtown.

The University of Houston-Downtown values diversity and is an AA/EEO/ADA employer

www.uhd.edu

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Broward Community College

Opening doors to a brighter future

Broward Community College (BCC) is a large, three-campus, three-center urban institution serving 52,140 credit/non-credit students plus 14,826 students served by the Institute for Economic Development. Located in Southeast Florida, BCC was founded in 1959 as the first public higher education institution in the county, BCC functions as the principal provider of undergraduate higher education for the residents of Broward County. Through a wide variety of degree/certificate programs and continuing education courses, the college attracts a great diversity of students, including individuals planning to receive their Associate's degree, transfer for a Bachelor's degree, acquire new job skills, and those seeking education for personal enrichment. In addition, the college is also a source of cultural enrichment; a resource for community development, business, and industry; and an avenue for continued skill upgrading and enhancement and retraining. As a public comprehensive community college, the college serves well its role as a significant segment of America's higher education effort.

An official BCC application and copies of graduate transcripts must be received by 01/31/2003 to be considered for employment.

FACULTY POSITIONS

BCC seeks candidates to fill teaching tenure-track faculty positions. Most teaching positions are for a two semester (163 day) contract, beginning August, 2003. Applicants must have completed 18 graduate semester hours in the teaching discipline and hold a Master's degree. College level teaching experience is preferred. Salary ranges (based on degree & years of experience) are: Master's (18 graduate semester hours in appropriate discipline), $31,963 - $41,552; Doctorate (24 graduate semester hours in appropriate discipline), $37,716- $47,305. Non-teaching faculty positions have a contract length of 194 or 213 days.

Accounting Faculty, #116 (Central Campus) Master's degree with 18 graduate semester hours in Accounting with CPA required. Candidate should also possess industry experience, multimedia presentation skills, accounting software skills, website development skills and WebCT experience.

Art Faculty, #232 (Central Campus) Master's degree with 18 graduate semester hours in Graphic Design or a closely related discipline required; Master of Fine Arts preferred. Professional design experience required. Expertise with MAC platform needed. Familiarity with PC in the area of graphic design (and illustration). Ability to teach foundation courses: 2-D, Art Appreciation, Drawing I, and Color Theory. Ability to develop and expand Graphic Design program a strong plus.

Art Faculty, #208 (Central Campus) Master's degree with 18 graduate semester hours in Photography or a closely related discipline required; Master of Fine Arts preferred. Ability to teach foundation courses. Familiarity with digital imaging. Interest in developing/explaining Photography Program a plus. Slide portfolio and example of student work suggested.

Biological Sciences Faculty, #155 (Downtown Center) Master's degree with 18 graduate semester hours in Biological Sciences required. Teaching duties could include: General Biology, Human Anatomy and accompanying labs. Familiarity with technology essential. Teaching hours will be balanced between day and evening schedule.

Biological Sciences Faculty, #241: TWO Positions Available (Central Campus) Master's degree with 18 graduate semester hours in Biological Sciences required. Teaching duties could include courses in: Anatomy & Physiology, majors and non-majors Biology, Microbiology, Zoology and Botany. The successful candidate will be expected to participate in committee work and curriculum development in a diversified, dynamic department.

Business Administration Faculty, #413 (Central Campus) Master's degree with 18 graduate semester hours in Business Administration required. Excellent communication and interpersonal skills a must. Solid computer and PowerPoint presentation skills preferred. Experience with cultural diversity and international business experience a plus.

Chemistry Faculty, #234 (Central Campus) Master's degree with 18 graduate semester hours in Chemistry required. Teaching duties could include: lectures and/or labs in general chemistry and chemistry for allied health students, and may also include lectures and/or labs in organic chemistry. Strong preference for an individual with chemical instrumentation expertise.

Chemistry Faculty, #373 (North Campus) Master's degree with 18 graduate semester hours in Chemistry with concentration in Organic Chemistry required. Teaching duties could include: Introductory Organic Chemistry and General Chemistry lecture and laboratory courses. Knowledge of technology is a plus.

Computer Science Faculty, #262: FOUR Positions Available (Central Campus) Master's degree with 18 graduate semester hours in Computer Science or a closely related discipline required. Certifications to teach Microsoft (MCSD and/or MCSE and/or MCDBA), Cisco (CCNP and/or CCNA), Oracle (DBA), Sun (Java and/or Solaris), Linux, and/or CIW (Designer and/or Manager) courses are highly desirable. Consideration will be given to candidates with the desired certifications, but who hold a lesser academic degree.

Computer Science Faculty, #993 (North Campus) Master's degree with 18 graduate semester hours in Computer Science or a closely related discipline. Detailed knowledge of and ability to teach various contemporary programming languages, such as C++, C#, Visual Basic, Java, etc., various operating systems such as Windows and Unix, computer applications programs, such as Microsoft Office, and various networking environments, such as Windows NT/2000 Server and/or NetWare 5/6 are required. Additional consideration will be give to candidates with certification in one or more of the following: MCT, MCSD, MCSE, MCSA, CCNP, CCNA, CNE, CNA, CIW, SCSA, OCA, OCP, A+, i-Net+, Linux+, Network+, and/or Server+. Candidates must be an advocate of student centered learning, energetic, enthusiastic, and willing to continually learn new advances in technology.

Counselor, #299 (Central Campus) Master's degree with 18 graduate semester hours in Counseling, Student Personnel Services or related field required. Responsibilities include: serving as a Student Affairs generalist assisting with academic advisement, educational planning, career development, student success initiatives, personal counseling and testing. Computer skills and community college experience preferred. This is a non-teaching 213 day calendar faculty position; salary commensurate with calendar, degree, and experience.

Education Faculty, #421 (Central Campus) Master's degree with 18 graduate semester hours in Education required. Must demonstrate ability to teach a wide range of Education classes. Computer technology skills preferred.

English Faculty, #149: FIVE Positions Available (Central Campus) Master's degree with 18 graduate semester hours in English or Linguistics required. Of special interest to the department in filling some of these positions are: a high level of computer literacy and a demonstrated interest and experience in teaching technical and professional (work place) writing. Individuals selected for these positions can expect to teach a combination of college-preparatory (developmental) and college credit writing courses.

ESL Faculty, #300 (Central Campus) Master's degree with 18 graduate semester hours in ESL required. Experience teaching ESL/Reading is preferred. Knowledge of instructional technology is desired.

Graphic Design Technology Faculty, #1049 (Downtown Center) Master's degree with 18 graduate semester hours in Graphic Design or comparable field required. Teaching duties could include: introductory and advanced levels of all Graphic Design courses. Knowledge of MAC & PC platforms with knowledge of design, electronic media, industry software, and web publishing. Teaching hours will be balanced between day and evening schedule.

Mathematics Faculty, #247: THREE Positions Available (Central Campus) Master's degree with 18 graduate semester hours in Mathematics required. Dedication and enthusiasm for teaching a must. Applicant should be willing to teach the entire span of Math courses from Pre-Algebra to Calculus III. Applicant will contribute time and effort to academic endeavors at the department, campus and college levels. Willing and able to incorporate technology in the classroom and must be open to new teaching strategies to enhance student success.

Mathematics Faculty, #117 (North Campus) Master's degree with 18 graduate semester hours in Mathematics required. Experience teaching both college preparatory and college level Mathematics courses with an understanding of the needs and concerns of community college students. Must have experience using appropriate technology and must be willing to work with varying instructional modalities.

Music Faculty, #210 (Central Campus) Orchestral Conductor. Master's degree with 18 graduate semester hours in Music required. Terminal degree preferred. Secondary area in Music History preferred, others considered. Ability to teach Music foundation courses, such as: Theory, History or Appreciation.

Music Faculty, #436 (Central Campus) Director of Jazz Ensembles. Master's degree with 18 graduate semester hours in Music required. Terminal degree preferred. Secondary in Music Technology preferred, others considered. Ability to teach music foundation courses, such as: Theory, History or Appreciation.

Nursing Faculty, #339: TWO Positions Available (Ctr for Health Science) Master's of Science in Nursing, Florida RN License, ADN teaching experience, and medical-surgical Nursing experience required. Prefer experience with distance learning, and basic computer skills including Word Processing, File Manager and PowerPoint.

Sociology Faculty, #313 (Central Campus) Master's degree with 18 graduate semester hours in Sociology required. Commitment to teach a wide range of under-graduate Sociology classes. Willingness to work with a diverse population.

Theatre Faculty, #1075 (Central Campus) Master's degree with 18 graduate semester hours in Theatre; Master of Fine Arts preferred. Experience teaching Directing, Acting, Theatre History and Voice with the credentials to teach other theatre courses. Candidate must commit to directing at least one play per academic year.

Position Openings

ADMINISTRATIVE POSITIONS

Salaries are based upon qualifications and experience. Administrative positions are a 242-day calendar.

Provost, South Campus, #0071 The Provost serves as the chief administrative officer for the South Campus of the College. Responsible for the comprehensive coordination of the campus academic, fiscal, and student affairs activities; provides overall leadership and vision for the direction of the campus in coordination with the College's mission, collegewide goals and initiatives, and College administration; represents the College and College campus in various civic, community and professional organizations. Performs related work as directed. Required: Doctoral degree (Ph.D or Ed.D) supplemented by progressively responsible professional experience that provides broad knowledge of higher education administration, instructional programming, budget administration, and fiscal management.

Vice President, Financial and Human Resources, #0002 (Downtown Center) Position reports to the College President for major programs and divisions of finance and budget, human resources, staff development, and labor relations. The VP for Finance & HR is responsible for the comprehensive direction and administration of the assigned programs and divisions; accountable to College Administration, the College President, and the College's Board in sound fiscal management and administration of collegewide fiscal human resources. Position provides overall leadership and vision for the direction of assigned programs and collegewide goals and initiatives. Will represent the College in various civic, community and professional organizations at the local, state, and national level as required. Performs related work as directed. Required: Master's degree in Educational Administration, Business Management/Administration or related field and professional management experience that provides broad knowledge of higher educational administration, fiscal and human resources management, budget administration, strategic planning, and automated information solutions.

Director, Aviation Institute, #33 (South Campus) The Director oversees Associate of Science programs in airport operations, aircraft maintenance, aviation administration and professional pilot technology; manages the institute's budget; hires and supervises faculty and staff; develops programs; and serves as a liaison with appropriate industry partners, other educational institutions and the FAA. Master's degree in Aviation and/or appropriate FAA certificates; administrative experience involving federal aviation administration and federal aviation regulatory knowledge and compliance required. Applicants must demonstrate their ability to provide dynamic leadership for institute programs and personnel, and to work effectively with the institute's flight contractors, industry partners and the FAA. Previous work in an academic setting preferred.

Controller, #0007 (Downtown Center) This position interprets and ensures compliance to all college policies and procedures regarding finance and business practices in accordance with generally accepted standard accounting principles, established procedures, departmental guidelines and regulatory requirements applicable to the work. Responsible for developing, implementing, and administering accounting, financial and business programs to efficiently serve both internal and external client needs while maintaining federal, state and institutionally mandated financial compliance. Work includes providing managerial oversight to accounting staff in the receipt, processing, auditing, and reporting of fiscal and accounting activities. Performs related work as directed. Required: Master's degree in Business Administration, Finance Administration, Accounting or related field and progressively knowledgeable /responsible experience in the development, management and administration of multiple business, accounting and financial systems, preferably within a public educational or similar institutional agency; Certified Public Accountant (CPA) preferred.

Department Head, Communications, #399 (South Campus) Master's degree with 18 graduate semester hours in Art, Modern Foreign Language, Reading or Speech and a minimum of three to five years progressively responsible experience in the administrative functions of department operations at the post-secondary level. Evidence of successful administrative experience in an educational setting needed.

Department Head, Communications/Fine Arts, #187 (North Campus) Master's degree with 18 graduate semester hours in a discipline within the academic department and a minimum of three to five years progressively responsible experience in the administrative functions of department operations at the post-secondary level. Must have documented teaching experience in at least one of the following areas of specialization: Speech/Communications, Modern Foreign Language or Fine Arts. Experience with instructional delivery using technology, experience working with a culturally diverse student population and the ability to provide enthusiastic and energetic leadership is preferred.

Department Head, English/ESL/Journalism, #426 (South Campus) Master's degree with 18 graduate credits in an English discipline and a minimum of three to five years progressively responsible experience in the administrative functions of department operations at the post-secondary level. Experience teaching college English, ESL or Journalism, preferably at a community college needed. Desire to lead a friendly, cosmopolitan, creative and democratic department.

Department Head, Natural Science/Wellness, #212 (Central Campus) Position is responsible for the overall operation of the instructional department in accordance with college policies, procedures, and contractual agreements. The candidate will teach, develop faculty schedules, evaluate faculty, supervise the activities of program coordinators, supervise lab and clerical staff, prepare and manage the budget, establish and implement departmental goals, and develop and revise curricula with the department. This large department offers courses in General Biology, Anatomy, Geology, Oceanography, Earth Science, Physical Science, Environmental Science, Landscaping, Horticulture, Pest Control, Wellness and Recreation. Master's degree in Biological or Physical Science with 18 graduate semester hours in the discipline required and a minimum of three to five years progressively responsible experience in the administrative functions of department operations at the post-secondary level.

Director, Enrollment Management, #1857 (Downtown Center) Master's degree with three to five years experience in areas of enrollment management. Bilingual a plus. Call center experience preferred.

Coordinator, Enrollment Services/Registration, #695 (South Campus) Bachelor's degree and three years experience with enrollment management, supervision of registration and admissions, innovative technologies and a multi-cultural population. Master's preferred. Candidate will supervise the Admissions and Registration offices and Enrollment Service Officers, and implement the campus enrollment management plan.

Coordinator, Student Success, #107 (South Campus) Bachelor's degree and two years experience in the administration of student affairs programs. Master's preferred. Will develop, implement and evaluate student success initiatives that target at-risk students including, but not limited to: early warning systems, classroom visitations, student success workshops and tutoring. Works collaboratively with faculty, prepares educational planning with at-risk students, and informs at-risk students of college support services. Supervises the Student Success Specialist and the Mentor Program.

Major Gifts Officer, #950 (Downtown Center) Broward Community College seeks a polished, creative professional to join its development department team to manage the Broward Community College Foundation's highest-level donors and to develop and manage a portfolio of major gift prospects and planned giving prospects. B.A. required, 5 years fundraising experience with demonstrated ability to develop complex donor strategies, excellent organization, attention to detail, tact and discretion, superior oral and written communication skills.

Enrollment Services Officer, #456 (North Campus) Bachelor's degree and two years admissions experience at a post-secondary level required. Experience with student information systems; strong organizational, interpersonal, computer, communication and customer service skills. Ability to work independently and as part of a group with a high level of energy and flexibility. Valid driver's license with reliable transportation needed. Evenings and weekends required. Previous work with recruitment in business and industry/college preferred.

An application package for each position is required and must include: a completed employment application, copies of graduate transcripts and a letter of intent. Fully completed application packages must be received by January 31, 2003, to be considered for employment. Upon selection, official transcripts will be required. Please forward all information to: *Broward Community College/ H.R./ 225 E. Las Olas Blvd./ Ft. Lauderdale, FL 33301* Call (800) 682-3646 or (954) 201-7338 for an application or information. Apply on-line at: *www.broward.edu* , click on "Jobs" then "BCC Jobs Online", or Download an application at: *http://www.broward.edu/personneloper/pdf/BCCapplication.pdf*

Positions are contingent upon budget approval by the Board of Trustees.

BCC is committed to the principle of diversity. We are interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, veterans, and disabled individuals.

ECC

ELGIN COMMUNITY COLLEGE

Elgin Community College, chartered in 1949, is a comprehensive institution of higher education that provides continuing education, college transfer courses, and Associate degrees to area residents. Located 40 miles northwest of Chicago in the rapidly growing "Fox Valley" region, the College's fall student enrollment was 13,000 and is expected to continue to increase during the next decade, especially in its Hispanic/Latino student population.

The College seeks outstanding applicants who share a commitment to diversity in an environment that values learning, integrity, excellence, fairness, caring, freedom of inquiry, and accountability. ECC faculty and staff enjoy one of the most competitive salary and benefits packages in the Illinois Community College System, which is ranked as one of the best in the Nation.

Anticipated Tenure-Track Faculty Openings for Fall 2003

- **Automotive:** ASE certification as a Master Automotive Technician with three years recent automotive related work experience. Specific subject areas will include, but will not be limited to, engine service, manual transmission and drive trains, automotive electricity and air conditioning. AAS in Automotive Service or BS in related field, experience servicing small engines and recreational sport vehicles, and bilingual (Spanish) preferred.
- **Biology:** Master's degree in Biological Sciences required.
- **English:** Master's degree in English with specific coursework in developmental education and /or composition required.
- **Graphics:** Master's degree in related field and professional work in web design and multimedia artistry, knowledge of Dream Weaver MX, Flash MX, HTML coding, PHP applications, current versions of Adobe Photoshop, Adobe Acrobat, Adobe Illustrator and Multimedia Director required. Experience developing Curriculum and new programs preferred.
- **Mathematics (2 positions):** Master's degree in Mathematics or Mathematics Education required.
- **Office Administration Technology (2 positions):** Bachelor's degree (Master's preferred) in Business and 2,000 hours work in a business or office environment required.
- **Psychology:** Master's degree in Psychology or related field required.
- **Spanish:** Master's degree in Spanish or Spanish Education required. Demonstrated proficiency in French preferred.
- **Speech:** Master's degree in Speech required. College level experience in both coaching and competing in forensics is preferred.

Anticipated Administrative Opening for Fall 2003

- **Dean of Academic Development & Learning Resource Center:** Minimum of Master's degree, Doctorate preferred, in learning technologies, ESL, ABE, Library Science, or educational administration. Experience in college level teaching and/or administration. Successful experience in a collective-bargaining environment is preferred.

**Two-years of college teaching experience preferred.*

Interested applicants should forward a letter of application stating their interest in the position, copies of undergraduate and graduate transcripts (originals required prior to appointment), a copy of their professional vita, including names, addresses, and telephone numbers of three to five references, and an Elgin Community College employment application form.

Employment applications may be downloaded at www.elgin.edu or completed at the ECC Office of Human Resources. Applications will be accepted until the position is filled. Initial screening will begin immediately.

Application materials clearly indicating position for which applying should be forwarded to:

C/O: Office of Human Resources
Elgin Community College
1700 Spartan Drive
Elgin, Illinois 60123-7193

Elgin Community College is an Equal Employment/Equal Access Employer committed to increasing the diversity of our workforce. ECC strongly encourages applications from women, members of ethnic minority groups and individuals with disabilities.

EXECUTIVE DIRECTOR
THE BROOKDALE CENTER ON AGING AT HUNTER COLLEGE

The Brookdale Center on Aging at Hunter College, an internationally recognized academic gerontology center founded in 1975, invites applications for the position of Executive Director.

The Executive Director will build on the Center's strengths and strategically shape the Center's future growth in the areas of gerontological research, program development, and program evaluation. With a current budget of $3 million and fifty staff, the Center now provides workforce development and education in gerontology for 10, 000 people each year through courses, workshops, and conferences. The Center advocates for older adults through its Samuel Sadin Institute on Law and Rights of Older Adults, the Grandparent Caregiver Law Center, and the Reingold Institute for Prevention of Financial Exploitation of Elders. The Center also pioneered the development of an innovative community-based adult day service program for Alzheimer's patients and respite services for their caregivers.

DUTIES: Reporting to the Provost, the Executive Director will broaden the Center's capacity to identify and develop innovative research and pilot program initiatives to be undertaken in conjunction with Hunter College faculty and/or community-based organizations, foundations, and government agencies. The Executive Director will foster a research climate at the Center to help enable staff to develop research proposals. The Executive Director will collaborate with Hunter's Schools of the Health Professions, the School of Social Work, and the School of Arts and Sciences to expand opportunities for gerontology education at Hunter College. She/he will steer the development of the Center's role as a resource to researchers and service providers about trends and innovations in gerontology. As fund-raising is a key aspect of the Executive Director's job, she/he will work closely with the Center's Board of Overseers, private foundations, individual donors, and government agencies.

QUALIFICATIONS: The Center seeks an energetic, creative, and dedicated leader who can strengthen the Center's capacity to conduct research and program development. The ideal candidate should have the ability to foster working partnerships with Hunter College faculty, community-based organizations, and foundations to plan and implement pilot programs. The Executive Director should have professionally recognized expertise in the field of aging, with a record of increasing responsibility in research development, program planning, administration, and staff management. She/he should have demonstrated success in securing public and private funds for research and program development. An earned doctorate or professional degree is required. A person with an academic record sufficient to warrant tenure-track appointment will be considered for an underlying professorial appointment. The closing date for applications and nominations will be January 17th 2003.

Send resume, cover letter, and the names of three references to: **Charles Hayes, Director of Human Resources, Hunter College, 695 Park Avenue, E1502, New York, NY 10021; Fax: 212-772-4329; E-mail:** charles.hayes@hunter.cuny.edu References will not be contacted without the applicant's prior permission. For more information please go to http://hr.hunter.cuny.edu/

HUNTER
CITY UNIVERSITY OF NEW YORK
Hunter College is an EEO/AA/ADA/IRCA employer.

Dean, College of Engineering

NEW MEXICO STATE UNIVERSITY

New Mexico State University (NMSU) invites applications and nominations for the position of Dean of the College of Engineering. NMSU is the state's land-grant institution, serving a total student population of more than 23,000 on its main campus and four branch campuses. The Carnegie Foundations lists NMSU as a Doctoral/Research-Extensive university with research expenditures exceeding $140 million in FY 2002. Candidates must have an earned doctoral degree from an accredited institution of higher education and combined experience sufficient for tenure at the rank of professor in an appropriate department of the college. A detailed position announcement is available at: http://www.nmsu.edu/~personel/postings/professional/. Screening of applications will begin December 15, 2002 and continue until the position is filled. Please submit a letter of interest, curriculum vita, and the names and contact information for at least three references. Application materials must be submitted electronically to: eng.dean.search@nmsu.edu and the original documents sent to: **Dr. Daniel J. Dwyer, Chair, College of Engineering Dean Search Committee, MSC 3RES, Box 30001, New Mexico State University, Las Cruces, NM 88003.**

NMSU is an EEO/AA Employer.

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Program, the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Faculty Positions Academic Year 2003-2004

The University is pleased to solicit applications and nominations for faculty positions for the academic year 2003-2004. Unless otherwise indicated, faculty appointments are tenure-track at the rank of Assistant Professor and require an earned doctorate or appropriate terminal degree in the field (ABD's may be considered for appointment at the rank of instructor, with projected completion of degree requirements by June 2005, where noted). Candidates should send letters of application, current curriculum vitae, and dossier to the Chair of the respective Department, Drawer CHE, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. Documentation of a high level of teaching effectiveness and commitment to scholarship and/or creative expression is highly desirable. Applications for any position will be considered on a rolling basis until the position is filled. The academic year commences September 1, 2003.

College of the Arts and Communication
Ofelia Garcia, Dean

Department of Communication, John Omachonu, chair

Assistant/Associate Professor. Specialization in public relations professional or academic. To teach undergraduate courses in the journalism/PR concentration, advise and supervise student research projects. Terminal degree required.

Assistant/Associate Professor. Specialization in interpersonal communication. To teach courses in communication theory, research, public speaking, voice and speech production, and foundations of language. Ph.D. and record of ongoing research and publication required. Experience in curriculum development and ability to guide independent student research preferred.

Department of Music, Diane Falk Romaine, chair

Assistant/Associate Professor. Jazz History. To teach courses in the Jazz Studies Program including undergraduate and graduate jazz history, supervise masters thesis projects. Other areas may include applied lessons, small jazz ensembles, jazz eartraining, arranging, improvisation. Significant professional reputation as jazz musician and educator, college level jazz history teaching experience and dedication to the teaching profession; strong performance skills required (trumpet, trombone, bass, guitar or voice preferred). Appropriate terminal degree.

Assistant/Associate Professor. Music Theory. To teach full range of theory courses to undergraduate and graduate students; may include theory, aural skills, counterpoint and other courses; college level teaching experience required. Doctorate required.

Assistant/Associate Professor. Percussion/Contemporary Music. To teach applied percussion lessons to undergraduate and graduate students; direct nationally-recognized percussion ensembles including the New Jersey Percussion Ensemble, the William Paterson University Percussion Ensemble, and the Contemporary Music Ensemble; serve as artistic director for new music concert series; significant reputation as a performer; doctorate (ABD considered for appointment at rank of instructor); college level teaching experience required.

College of Education
Leslie Agard-Jones, Dean

Department of Educational Leadership, Michael Chirichello, chair

Assistant Professor. To teach graduate courses including field work in a non-traditional program that prepares educators for the principalship. An earned doctorate in educational leadership or a closely related field; exemplary skills in working with students, faculty, and school communities; prior public school teaching and extensive school leadership positions including the principalship; experience in urban settings preferred; appropriate state certifications (eligible for NJ certifications as principal/school administrator if out of state); evidence of scholarship, demonstrated competency with technologies; and a commitment to a comprehensive, challenging, field based program required.

Department of Elementary and Early Childhood Education,
Ron Verdicchio, chair

Assistant Professor. Background in teaching elementary school (K-8) methods at the undergraduate level; college and elementary school teaching experience required (urban teaching experience preferred). Strong background in elementary social studies or reading preferred. Doctorate preferred; ABD considered for appointment at rank of instructor.

Assistant Professor. Specialization in early childhood education with a concentration in mathematics. Background in teaching pre-school through grade three methods at the undergraduate level; college and elementary school teaching experience required-urban teaching experience preferred. Doctorate required; ABD considered for appointment at rank of instructor.

Department of Secondary and Middle School Education,
Darlene Russell, chair

Assistant Professor. To teach undergraduate and graduate methods courses in language arts/reading. Supervise student teachers (teaching certificate required). Successful teaching experience in middle or secondary schools is required. Strong knowledge of teaching methods, commitment to incorporating multiculturism and technology into teaching, and familiarity with national, state and local standards are required. Experience teaching on the college-level preferred. Doctorate required; ABD considered for appointment at rank of instructor.

Department of Special Education & Counseling,
Arnold Sackmary, interim chair

Department Chair. Doctorate in special education or counseling, university teaching experience, and evidence of scholarly contributions to the field required. Three years of practical experience (either teaching or counseling) and eligibility for NJ certification required. Prior successful experience as a department chair preferred.

Assistant Professor (2 positions). Doctorate in special education; ABD considered for appointment at rank of instructor. University teaching, and successful teaching experience with individuals with high incidence disabilities - with eligibility for NJ Certification as Teacher of the Handicapped - required. Demonstrated capacity to engage in scholarly activities, to develop and teach graduate and undergraduate courses, and to supervise students in field placements. Seeking one individual with strong background in adaptive technology, and an ability to infuse technology into the curriculum. Seeking one individual with expertise in learning disabilities, with a focus on reading disabilities.

College of Humanities and Social Sciences
Isabel Tirado, Dean

Department of English, Donna Perry, chair

Assistant Professor. Specialization in English linguistics (functional). Sub-specialty in medieval literature preferred. Ph.D. required; publications and teaching experience in the field preferred. In addition to opportunities to teach the History of the English Language (graduate and undergraduate), stylistics, Chaucer, and the first part of the British literature survey, the candidate will teach First Year English courses and participate in teacher education.

Assistant Professor. Specialization in 16th and 17th century British literature. Ph.D., publications, and teaching experience in the field required. Interest in colonial, post-colonial, cultural or feminist studies preferred. Candidate will be expected to teach First Year English courses as well as undergraduate and graduate literature courses.

Assistant Professor. Creative Writing. Specialization in one or more of the following: fiction, creative nonfiction, professional writing. Ph.D. preferred, MFA considered. Teaching experience in the field and publications required. Candidate will teach a variety of specialized undergraduate and graduate writing courses and have the opportunity to teach courses in contemporary literature.

Department of History, Terence Finnegan, chair

Assistant Professor. 20th Century U.S. history. Specialization open but preference will be given to candidates with training and experience in teaching courses on the U.S. as a global power. Ability to teach courses in US foreign policy and modern Western Civilization required. PhD required.

Assistant Professor. 19th Century U.S. history. Specialization open but candidate must focus on the early national period. Ability to teach courses in American colonial history and modern Western Civilization required. PhD required.

Assistant Professor. Colonial or Early 19th Century Spanish America. Training in and ability to develop new and teach existing courses on the colonial and early national periods required. PhD and ability to teach "The West and the World" required.

Department of Languages and Cultures, Bruce Williams, chair

Assistant Professor. Specialization in Latin American literature of the 19th century (early 20th century will be considered). Ability to undertake curriculum development and teach in interdisciplinary program in Latin American Studies required; strong background in instructional technology preferred. Evidence of strong scholarly potential and excellence in teaching at all levels required. Ability to teach all levels of Spanish language instruction as well as specialized courses in Latin American literature required.

Department of Philosophy, Eric Steinhart, chair

Assistant Professor, AOS: 17th and 18th century philosophy and AOC 19th century; or AOS: 19th century and AOC: 17th and 18th century. For either AOS, expertise is desired in at least one major philosopher of the period. We are looking for an articulate and dedicated philosopher who can publish successfully and who views philosophical engagement with students to be as important an aspect of philosophy as publishing.

Assistant Professor, AOS: Social and political philosophy, AOC: philosophy of law or applied ethics. We are looking for an articulate and dedicated philosopher who can publish successfully and who views philosophical engagement with students to be as important an aspect of philosophy as publishing.

Department of Political Science, John Mason, chair

Assistant Professor. Specialization in public policy. Sub-specialties in political economy, health policy, urban policy or ethnic politics will be considered. International and comparative experience and/or focus are preferred. Teaching responsibilities include a graduate course in our new MA program, introductory courses and courses in the candidate's specialization. Ph.D. required.

Department of Psychology, Katherine Makarec, chair

Assistant Professor. Specialization in Clinical Psychology. Ph.D. from an APA accredited clinical program in psychology and counseling experience required. Evidence of teaching excellence and ongoing research productivity required.

Assistant Professor. Ph.D. in psychology required. Area of expertise is open but preference will be given to those having a background in an area of experimental (human) psychology. Evidence of teaching excellence and ongoing research productivity required.

Department of Sociology, Vincent Parrillo, chair

Assistant Professor. Specialization open. Must be able to teach theory, research methods, and other substantive courses. Teaching experience and demonstrated commitment to teaching, research, and scholarship are required. Teaching assignments would be both on campus and at satellite centers about 25 miles away. Must be continuously active in research and publications for consideration for retention and tenure.

Department of Women's Studies, Arlene Holpp Scala, chair

Assistant Professor. Demonstrated ability to teach introductory Women's Studies courses and feminist methodology in a program that emphasizes diversity issues is required. Instructional technology proficiency preferred. Ph.D. required.

College of Science and Health
Eswar Phadia, Dean

Department of Biology, Eileen Gardner, chair

Assistant Professor. Specialization in Animal Physiology. Ph.D. required; postdoctoral and teaching experience preferred. The candidate will teach anatomy and physiology and upper level courses in their area of specialization. Candidates are expected to develop a research program involving students within the facilities of the department, which include an established mouse lab and a well equipped biotechnology lab.

Department of Communication Disorders, Carole Gelfer, chair

Assistant/Associate Professor. For appointment in a CAA accredited graduate program. Ph.D. and CCC-SLP required. Specialization in Phonological and Languages Disorders in children, teaching experience, evidence of scholarship and supervisory experience preferred. ABD considered for appointment at rank of instructor.

Department of Community Health, Joanna Hayden, chair

Assistant/Associate Professor (three positions). Doctorate in Public Health/Health Education, CHES/CHES eligible, college teaching and commitment to research, scholarship and service, and ability to teach health courses including epidemiology, research, and gerontology with expertise in substance abuse education, environmental health, or methods of health education required.

Department of Exercise and Movement Sciences,
Sandra DeYoung, Associate Dean and acting chair

Department Chair: Associate/Full Professor. Specialization in exercise physiology required and background in physical education preferred. Doctorate, teaching and administrative experience and record of professional and scholarly accomplishment commensurate with appointment at rank of Associate or Full Professor required.

Instructor, Half-time: Clinical Instructor/Supervisor for Athletic Training Education Program. Master's degree, NATABOC certification, NJ Athletic Training License, CPR/AED for Professional Rescuer and First Aid certification required. Previous experience in a CAAHEP accredited AT Education Program preferred.

Department of Mathematics, Mahendra Jani, chair

Assistant Professor. Specialization in discrete or applied mathematics. Ph.D. in mathematics, strong evidence of successful teaching, and an ongoing research program required. Interest in teacher education or pre-engineering program preferred.

Department of Nursing, Julie Blass, chair

Instructor, Half-time: Two positions with specialization in adult health. Master's degree in Nursing, NJ licensure and teaching experience required. Demonstrated ability to teach physical assessment, leadership, psychomotor skills, communication, and critical thinking required. Advanced Practice certification and licensure preferred.

These positions offer a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment. William Paterson University is an equal opportunity institution committed to diversity. Women, minorities, and under-represented groups are encouraged to apply. Further information about the University and the departmental programs can be obtained electronically through access to its website at **http://www.wpunj.edu.**

William Paterson University
WAYNE, NEW JERSEY

UW Extension

Dean and Director, Cooperative Extension University Of Wisconsin-Extension

The University of Wisconsin-Extension seeks an experienced leader to serve as **Dean and Director of Cooperative Extension.** This senior position oversees an annual budget of $71 million and more than 700 faculty and staff.

Reporting to the UW-Extension Chancellor, the Dean and Director develops and maintains partnerships with a wide range of public and private organizations and promotes program planning-within Cooperative Extension, with other divisions and across multiple UW System institutions.

Preference will be given to candidates with a record of strong leadership in complex organizations and outstanding accomplishments in higher education. The Dean and Director will be entrepreneurial and collegial, with an understanding of academic culture and a strong commitment to diversity and inclusiveness. Successful candidates will demonstrate energy, highly developed interpersonal skills, persuasiveness, resilience and a sense of humor.

An earned doctorate or other terminal degree, and academic accomplishments of a quality sufficient to command the broad respect of the academic community are required.

Position available July 1, 2003 at a salary commensurate with experience and ability. See http://www.uwex.edu/deansearch or call (608) 262-3786 for details. **To ensure full consideration applications must be received by January 15, 2003.**

UW-Extension is an Affirmative Action/Equal Opportunity employer and actively seeks and encourages applications from women, minorities and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

Vice Provost for Student Success

The University of Kansas

The University of Kansas seeks a progressive, innovative leader to become the Vice Provost for Student Success. This individual must be a dedicated educator who will work to integrate academic and student life to ensure student success. The Vice Provost for Student Success is responsible for administrative leadership across the full spectrum of student and academic services, student life, enrollment management, advising and retention, and student support. The Vice Provost oversees a budget of approximately $60 million, with a permanent staff of 600 and over 1,100 student employees.

QUALIFICATIONS

Required: Doctoral degree, at least 5 years' experience in an advanced level position in higher education administration with a record of achievement in increasingly responsible positions, experience with leading students, faculty, and staff in innovative program development, demonstrated leadership in diversity on a college campus, evidence of sensitivity to student concerns and interests, demonstrated ability to work cooperatively with faculty in support of academic standards, retention and student success, substantial administrative experience in budget, personnel and program management and evaluation, demonstrated interpersonal and communication skills, and a record of professional publications and/or presentations or other scholarly work.

Preferred: Active at the national level in professional organizations, successful capital project experience, record of successful external grant and/or foundation funding, successful fund-raising experience, experience at a large public university, experience in recruitment, development, utilization and retention of a diverse staff, and a record of successful teaching experience.

A complete position announcement is available at www.ku.edu/~provost/

TERMS OF APPOINTMENT: The position is available **July 1, 2003**. The salary is commensurate with qualifications and experience. Applications are due **January 10, 2003**, but applications will be accepted until the position is filled. Letters of application and curriculum vitae, including contact information for five references, should be sent to:

Kathleen McCluskey-Fawcett
Senior Vice Provost
Office of the Provost
University of Kansas
1450 Jayhawk Boulevard, Suite 250
Lawrence, Kansas 66045-7535

EO/AA Employer

University of Missouri System

CONTROLLER

The University of Missouri System is seeking a dynamic and energetic financial administrator to provide leadership as University Controller. The University of Missouri is a multi-campus system serving 55,000 students and employing more than 24,000 faculty and staff.

The Controller is an executive level position reporting to the Vice President for Finance and Administration. Responsibilities include providing University-wide leadership for accounting, payroll, tax, financial reporting, and post-award sponsored program policies and procedures. In addition, the Controller assures the integrity of the financial information systems. The Controller manages a staff of twenty-two.

A Bachelor's degree in Business Administration, Accounting or related field of study and CPA certification are required; a master's degree is preferred. Significant experience in the management of financial accounting and reporting within a complex organization is necessary. Higher education experience is preferred.

A competitive salary and benefit package will be offered, depending on actual competencies and past work experience. Relocation assistance is available.

Send cover letter, resume and references to: **Vice President for Finance & Admin, 215 University Hall, Columbia, MO 65211**

Applications will be reviewed beginning December 9 and continue until the position is filled. Minorities and Women are encouraged to apply. University of Missouri is an Affirmative Action, Equal Opportunity Employer

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SWT

DEAN

COLLEGE OF HEALTH PROFESSIONS

SOUTHWEST TEXAS STATE UNIVERSITY

Southwest Texas State University invites applications and nominations for the position of Dean of the College of Health Professions. Southwest Texas State University, a comprehensive university offering its 25,000 students undergraduate and masters level instruction, as well as doctoral study in Geography and Education, includes eight undergraduate colleges and The Graduate College. The University is located in San Marcos, a city of 36,000 residents in the beautiful Texas Hill Country, 27 miles from Austin and 45 miles from San Antonio.

The College of Health Professions is composed of five departments, three programs, and one school, offering fourteen undergraduate and graduate degrees. There are more than sixty faculty members in the college who instruct over 1,300 majors. The college is a leader in university-based education in the health professions.

The Dean is responsible for academic leadership of the College and maintains close relationships with the health care industry throughout Texas as well as other educational institutions offering health care programs. The Dean reports to the Vice President for Academic Affairs and is responsible for faculty and staff personnel matters, budgetary management, planning and monitoring of the academic activities of the departments and programs within the College. Applicants or nominees should have a doctoral degree and an outstanding teaching and scholarly record appropriate for appointment at the rank of Professor in one of the Departments within the College, strong interpersonal skills, and appropriate prior administrative experience. The 12-month salary for the Dean of Health Professions is competitive.

Review of applications will begin on **January 22, 2003**. The search will continue until the position is filled, with an anticipated appointment date of September 1, 2003. Nominations and applications should be sent to **Dr. T. Richard Cheatham, Chair, Health Professions Dean Search Committee, #112 Old Main, Southwest Texas State University, San Marcos, Texas 78666**. Applicants should include a letter of intent, vita, a statement of leadership philosophy (not to exceed 500 words), and a list of three references.

SWT, a member of the Texas State University System, is an equal opportunity employer.

FITCHBURG STATE COLLEGE

PRESIDENT

The Board of Trustees of Fitchburg State College invites applications and nominations for the position of president. Founded in 1894, Fitchburg State is a comprehensive public institution that is part of the Massachusetts state college system. The college integrates an interdisciplinary, multicultural liberal arts and sciences core with professional and arts and sciences majors. Small classes, hands-on education, extensive internship opportunities, and an accessible faculty dedicated to teaching and mentoring are the hallmarks of a Fitchburg State education. In recent years, the college has been ranked highest among Massachusetts state colleges by *U.S. News and World Report.* The college is located one hour west of Boston in the city of Fitchburg, the urban center for a 22-community region just south of the New Hampshire border.

Fully accredited by the New England Association of Schools and Colleges, Fitchburg State offers 25 undergraduate degrees in 16 academic departments and a wide array of master's degrees and certificate programs. The college enrolls 2,500 full-time and 1,000 part-time undergraduate students, and 2,000 part-time graduate students. The full-time faculty numbers 180.

The college seeks an experienced, energetic leader who demonstrates both an appreciation of the college's history and mission and the capacity to seize an unprecedented opportunity to guide the institution as it defines its vision of the future. The successful candidate will oversee an energized, united and enthusiastic campus community that is eager to move the college to new levels of excellence. The president must possess the ability to inspire trust and to promote inclusiveness, superb interpersonal and communication skills, and a deep respect for the ideas and opinions of others. The successful candidate must be a strategist who will analyze a wide variety of issues and chart a prudent yet bold course in consultation with the college's various constituencies. He or she must demonstrate political acumen together with an understanding of the role of the political system in public higher education. The president must also recognize the importance of community outreach and the leadership role he or she must play as head of the region's second largest non-municipal employer.

Requirements for the position include an earned doctoral degree, a record of scholarly achievement, and service complemented by significant administrative experience at the level of dean or above or its functional equivalent, and a demonstrated commitment to public higher education. Experience working in a collective bargaining environment is desired. Candidates must demonstrate outstanding oral and written communication skills, strong interpersonal skills, a high degree of energy, initiative, and organization, and leadership skills that foster cooperation and respect among a diverse faculty, staff and student population.

The Search Committee will begin to review applications in January for an appointment that is expected to begin in summer 2003. The Board of Trustees has retained the services of The Diversified Search Companies to assist them in the search process. Nominations, or a letter of application citing specific accomplishments relative to the position accompanied by a curriculum vitae and a list of references, should be sent to:

Joan Lucarelli or Kim M. Morrison, Ph.D.,
Managing Directors
C/o Sandra L. Goldman, Vice President
The Diversified Search Companies
2005 Market Street, Suite 3300, 922210
Philadelphia, PA 19103
Tel: 215 656-3543, Fax: 215 568-8399
or fitchburg@divsearch.com

For more information about Fitchburg State College, please consult its website: **www.fsc.edu**.

Fitchburg State College is strongly committed to affirmative action and equal opportunity.

Southern Connecticut State University

The University: SCSU is a comprehensive metropolitan public university. Located in historic New Haven, Southern affords access to cultural and educational advantages in one of the highly - rated living areas of the nation. Enrolling some 12,000 students, SCSU is one of four campuses of the Connecticut State University system. SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level.

Department of Education Leadership

ASSISTANT/ASSOCIATE PROFESSOR EDL

Two Vacancies

Candidates will be expected to handle teaching responsibilities and other faculty assignments within the Education Leadership Department of a large comprehensive metropolitan university. This requires working as part of a faculty team in a fast paced department that offers programs leading to Connecticut State Certification for Administrators, a Sixth Year Program in Educational Administration, preparation for Connecticut State Certification for Superintendents, and an Ed.D. in Education Leadership.

Duties include teaching in one or more subject areas including Leadership, Organization Development, and Finance. In addition, the selected candidate shall advise and supervise interns, engage in scholarly activities and provide service to the department and university. **The Second position** will include responsibility for coordination of the Superintendents Certification Program. It is important that the successful candidate for this second position is aware of issues pertaining to Superintendency.

General qualifications include an earned doctorate, successful experience as an educational leader, and central office experience. Candidates are required to have university teaching experience, a publishing record, and an awareness of issues facing public schools and/or Superintendents in the State of Connecticut.

ASSISTANT/ASSOCIATE PROFESSOR RSM

One Vacancy

Southern Connecticut State University seeks qualified applicants for the position of Assistant/ Associate Professor in their Research, Measurement and Statistics Program. Candidates must have an earned doctorate with a concentration in behavioral science research methods including: univariate and multivariate statistics, nonparametric statistics, psychometrics theory, research design. In addition, candidates should have a minimum of three years of university level teaching experience in behavioral science research methods and evidence of related scholarship. Experience applying statistical software such as SPSS and SAS is essential. Major responsibilities for this position include teaching masters and doctoral level courses in the cognate areas of behavioral research as well as student advisement on theses and dissertations.

ASSISTANT/ASSOCIATE PROFESSOR Ed.D.

One Vacancy

Candidate will be expected to handle teaching responsibilities and other faculty assignments within the Education Leadership Department of a large comprehensive metropolitan university. This requires working as part of a faculty team in a fast paced department that offers programs leading to Connecticut State Certification for Administrators, a Sixth Year Program in Educational Administration, preparation for Connecticut State Certification for Superintendents, and Ed.D. in Education Leadership.

Duties include teaching in one or more subject areas within departmental programs including Leadership, Organization Development, Supervision, Instructional Leadership and a variety of courses in the doctoral curriculum. In addition, the selected candidate shall advise and supervise interns, advise doctoral candidates, serve on dissertation committees, engage in scholarly activities and provide service to the department and university.

General qualifications include an earned doctorate, successful experience as an educational leader, and university teaching experience. It is required that the successful candidate has a record of publishing. It is also preferred that the successful candidate has advised doctoral students and has served on dissertation committees.

Please send cover letter, three references and vita to: **Southern Connecticut State University, Dr. Brian K. Perkins, Chair, Education Leadership Dept., 501 Crescent Street, New Haven, CT 06515.**

Psychology Department

ASSISTANT/ASSOCIATE PROFESSOR

The Psychology faculty of Southern Connecticut State University seek a full-time member to join a lively, growing department. A successful applicant would have a background in Social Psychology, Developmental Psychology or related fields, and would teach Research Methods in addition to courses in his or her own specialty.

Preferred candidates will have a Ph.D. or will complete the degree by Fall, 2003, have an active research program and potential for effective teaching. General responsibilities: 12 hour teaching load per semester, student advising, supervision of undergraduate and graduate research projects. Southern offers excellent health and retirement benefits, released time for research, sabbatic leave, and support for grant applications.

Applications: send statement of teaching and research qualifications and interests, curriculum vitae, three letters of recommendation with phone numbers, and representative reprints to: **Search Committee Psychology Department, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.** Review of applications will begin immediately; applications will be accepted until the position is filled.

For more information concerning the department see **http://SCSU.ctstateu.edu/psychology.**

SCSU is an equal opportunity, affirmative action employer and actively seeks to enhance the diversity of the faculty. The university encourages women and minorities to apply.

Director of Engineering Advising
Student Services Associate III, Band G

Administer and Lead Advising Office for Engineering College undergraduates, especially freshmen and sophomores. Includes a) design, develop, and implement services, consistent with faculty philosophy and direction, b) oversee financial and supervisory operations, c) interact with students, faculty, parents, and college community, d) collaborate with peers to develop, deliver, and evaluate shared programs, e) provide expertise, guidance, and executive support to deans.

Requirements: B.S./B.A. in Psychology, Human Services or Social Science, minimum 5 years college or university advising. Ability to interact with faculty, staff, students. Demonstrated leadership, supervisory experience, computer skills.
Preference: Masters in Counseling, Higher Education Administration, Social Work.

Send (1) cover letter, (2) statement articulating educational and administrative philosophy, (3) resume, (4) transcript from institution of highest degree earned, (5) names, addresses and telephone numbers of three professional references to: Cynthia Pikkala, 222 Carpenter Hall, Cornell, Ithaca, NY 14853.

CORNELL
UNIVERSITY

SOUTHWEST TEXAS STATE UNIVERSITY

ANTICIPATED TENURE-TRACK FACULTY POSITIONS

FALL 2003

Southwest Texas State University is noted for its scenic environment, convenient location and beautiful campus, but SWT's commitment to academic excellence is what gives it a competitive edge. Dedicated faculty provide high quality teaching-learning experiences for academically talented students, integrating information age technology into the academic experience. External support for faculty research has grown rapidly.

SWT's over 25,000 students choose from 109 undergraduate and 78 graduate programs offered by seven colleges (Applied Arts, Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts and Science), the University College and The Graduate College. SWT offers Ph.D. programs in Geography and Education. More information about SWT is available on the World Wide Web at: **http://www.swt.edu.**

The University reserves the right not to proceed with appointments for financial or programmatic reasons.

Some positions may required teaching on the main campus and at the Round Rock Higher Education Center.

Application Material: Interested candidates should submit a letter of application indicating the position they are applying for, a vitae and a list of three references unless otherwise noted.

Address replies to: Appropriate Search Committee Chair, Name of Department/School/Program, Southwest Texas State University, 601 University Drive, San Marcos, Texas 78666

Application Deadline: Review of applications continues until position is filled unless a specific closing date is stated.

ACCOUNTING, *CHAIR (POSITION #100).* The Chair of the Department of Accounting is in the College of Business Administration (CBA). The CBA is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Successful candidates will have the following qualifications: Doctoral degree in Accounting, demonstrated administrative and management skills; experience in supporting and directing faculty development, sustained record of scholarly publication and excellence in teaching and service, ability to promote teaching, research, and service while maintaining a collegial academic environment, and a demonstrated commitment to building and maintaining relationships with all facets of the accounting profession. Candidates should submit a curriculum vita, a list of three references, and a letter describing their ability to meet the stated qualifications for the position, previous administrative experience or program development record, strategies employed to facilitate faculty development, and experience working collegially and collaboratively with faculty and other constituents. **APPLY TO:** Search Committee Chair, Department of Accounting.

ACCOUNTING, *ASSISTANT/ASSOCIATE PROFESSOR, AUDITING/-ACCOUNTING SYSTEMS OR COST/MANAGERIAL preferred (All areas considered) (POSITION #103).* Candidates must have a Ph.D./DBA in Accounting from an accredited university or expect completion by the end of the academic year. Appointment at the Associate rank requires an established research record and demonstrated teaching and service accomplishments. **APPLY TO:** Dr. Willis [illegible], Search Committee Chair, Department of Accounting.

ART AND DESIGN, *ASSISTANT PROFESSOR, MULTI-MEDIA DESIGN (POSITION #[illegible]).* MFA in Multimedia or equivalent terminal degree in Communication Design or Graphic Design. **APPLY TO:** Send appropriate evidence of professional activity, 20 slides and/or videos, CDs, DVDs, etc. with a numbered list describing work in addition the above mentioned items to: Mark Todd, Search Committee Chair, Department of Art and Design.

CHEMISTRY AND BIOCHEMISTRY, *ASSISTANT PROFESSOR, BIOCHEMISTRY (POSITION #[illegible]).* Ph.D. in an appropriate field required. Candidates should submit copies of undergraduate and graduate transcripts, a statement of teaching philosophy and a research plan. **APPLY TO:** Dr. Linette M Watkins, Search Committee Chair, Department of Chemistry and Biochemistry.

CHEMISTRY AND BIOCHEMISTRY, *ASSISTANT PROFESSOR, INORGANIC, (POSITION #[illegible]).* Ph.D. in Chemistry required and postdoctoral experience preferred. **APPLY TO:** Submit statement of teaching philosophy in addition to above-mentioned materials to: Dr. Debra Feakes, Department of Chemistry and Biochemistry.

COMMUNICATION DISORDERS, *ASSISTANT PROFESSOR, SPEECH-LANGUAGE PATHOLOGY (POSITION #[illegible]).* Doctoral degree, ASHA certification in speech pathology, and eligibility for state licensure required. **APPLY TO:** Dr. Diana Gonzales, Search Committee Chair, Department of Communication Disorders.

CRIMINAL JUSTICE, *ASSISTANT PROFESSOR (POSITION #84).* Area of specialty is open but preference will be given to qualified applicants with quantitative skills and a strong research agenda. Candidates should have a Ph.D. in Criminal Justice or a closely related field at time of appointment; a J.D. will NOT be considered a sufficient terminal degree. **APPLY TO:** Dr. Joycelyn Pollock, Search Committee Chair, Department of Criminal Justice.

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGY SERVICES, *ASSISTANT OR ASSOCIATE PROFESSOR (POSITION #101 &102).* A Ph.D. or Ed.D. in Educational Administration or related field is required. Experience as a principal or central office administrator in a public school district is preferred. Evidence of research and publication is required. The successful candidate will teach graduate educational administration courses at SWT and the Round Rock Higher Education Center, supervise administrative interns, participate in program governance, engage in research and provide service to the department, college and university. **APPLY TO:** Dr. Mike Boone, Search Committee Chair, Department of Educational Administration and Psychological Services.

ENGLISH, *ASSISTANT PROFESSOR, LITERARY THEORY AND SECONDARY EMPHASIS IN FILM HISTORY AND THEORY (POSITION #107).* Appropriate doctoral degree required. **APPLY TO:** Dr. Lydia Blanchard, Chair, Department of English.

ENGLISH, *ASSISTANT PROFESSOR, TECHNICAL COMMUNICATION, BACKGROUND IN RHETORICAL THEORY (POSITION #108).* An appropriate doctoral degree required. Prefer expertise in one or more of the following areas: international technical communication, usability, web design and HTML, distance education, and software documentation. Must have experience with software and hardware to help make technology decisions for departmental programmatic needs. **APPLY TO:** Dr. Lydia Blanchard, Chair, Department of English.

FAMILY AND CONSUMER SCIENCES, *ASSISTANT/ASSOCIATE PROFESSOR, FAMILY AND CHILD DEVELOPMENT (POSITION #250).* Ph.D. in Family and Child Development or related areas; administrative experience in family and child programs preferred. **APPLY TO:** Dr. B. J. Friedman *(BF04@swt.edu)*, Chair, Department of Family and Consumer Sciences.

FINANCE AND ECONOMICS, *CHAIR (POSITION #26).* The Chair of the Department of Finance and Economics in the College of Business Administration (CBA). The CBA is accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Successful applicants will have the following qualifications: Ph.D. or J.D. in one of the department's three fields of study, administrative and management skills needed to lead a multi-disciplinary department, experience in supporting and directing faculty development, sustained record of scholarly publication and excellence in all facets of business education, ability to promote teaching, research and service while maintaining a collegial academic environment. Candidates should submit a curriculum vita, a list of three references, a letter describing previous administrative experience or program development record, strategies employed to facilitate faculty development and experience working collegially and collaboratively with faculty and other constituents. **APPLY TO:** Search Committee Chair, Department of Finance and Economics,

FINANCE AND ECONOMICS, *ASSISTANT PROFESSOR, FINANCIAL MANAGEMENT, MARKETS AND INSTITUTIONS AND/OR INVESTMENTS (POSITION #30).* Candidates should have an earned doctoral degree or substantial evidence of completion by August 2003 as well as demonstrated excellence in teaching and research potential consistent with the requirements of an AACSB accredited school. **APPLY TO:** Dr. Paul Gowens, Acting Chair, Department of Finance and Economics.

GEOGRAPHY, *ASSISTANT PROFESSOR, GEOGRAPHER WITH SPECIALIZATIONS IN CARTOGRAPHY AND GIS (POSITION #80).* Candidates should include a curriculum vita and a cover letter highlighting their research and teaching interests and experience. **APPLY TO:** Dr. Lawrence Estaville, Chair, Department of Geography.

GEOGRAPHY, *ASSOCIATE/FULL PROFESSOR, GEOGRAPHER SPECIALIZING IN AN AREA OF GIS (POSITION #81).* Candidates should include a curriculum vita and a cover letter highlighting their research and teaching interests and experience. **APPLY TO:** Dr. Lawrence Estaville, Chair, Department of Geography.

HEALTH, *P.E. AND RECREATION. OPEN RANK, ASSISTANT PROGRAM DIRECTOR OF ATHLETIC TRAINING EDUCATION (POSITION #87).* Ph.D., Ed.D. or ABD acceptable, NATABOC certification, Texas licensure eligible, three years of athletic training experience, both clinical and teaching experience preferred. **APPLY TO:** Dr. Bobby Patton, Search Committee Chair, Department of Health, P.E., and Recreation.

HISTORY, *ASSISTANT PROFESSOR, EARLY AMERICAN HISTORY, ECONOMIC AND SOCIAL (POSITION #90).* Ph.D. in hand; teaching experience preferred. **APPLY TO:** Mary C. Brennan, Chair, Early American Search Committee, Department of History.

MATH, *ASSISTANT/ASSOCIATE PROFESSOR (POSITION #96).* Candidates must have an earned doctorate in mathematics education, strong preparation in mathematics, a research focus in mathematics education that shows strong promise of productive scholarship. Prefer candidates with experience in teaching at some grave level, K-12; experience in mathematics education, teacher education (pre-service or in-service); and interest/experience at the elementary/middle school level. **APPLY TO:** In addition to the documents mentioned above, submit a AMS cover sheet, statements of research interests and teaching philosophy to: Recruitment Committee Chair, Department of Mathematics.

MODERN LANGUAGES, *ASSISTANT PROFESSOR (POSITION #86).* Ph.D. in German with a demonstrated interest in teaching undergraduates and program building. Near-native fluency in German and an interest in leading small summer study groups to Germany. Generalist with an ability to teach all undergraduate levels: language, culture, and literature courses, including German for business. **APPLY TO:** Chair, German Search Committee, Department of Modern Languages.

MUSIC, *DIRECTOR (POSITION #4).* The Director is the chief executive officer of the School of Music, responsible to the Dean of Fine Arts and Communication for all matters of budget, programs, and faculty of the School. Candidates must include a letter of application, a curriculum vita, transcripts of academic record, three current letters of reference specifically addressing the applicant's candidacy for this position and additional names, addresses, telephone numbers and e-mail addresses of at least four individuals the search committee may contact. **APPLY TO:** Dr. Joan C. Hays, Search Committee Chair, School of Music.

MUSIC, *ASSISTANT/ASSOCIATE PROFESSOR AND DIRECTOR OF CHORAL ACTIVITIES (POSITION #73).* Candidates must include a letter of application, a curriculum vita, transcripts of academic record, three current letters of reference specifically addressing the applicant's candidacy for this position and additional names, addresses, telephone numbers and e-mail addresses of at least four individuals the search committee may contact. **APPLY TO:** Mr. Howard Hudiburg, Search Committee Chair, School of Music. For a more detailed position description please visit our website: http://www.finearts.swt.edu/music.

POLITICAL SCIENCE, *CHAIR, ASSOCIATE PROFESSOR OR PROFESSOR (POSITION #65).* Candidate should have a distinguished scholarly record, a deep commitment to teaching and mentoring graduate and undergraduate students, and a history of working collaboratively with faculty. Appropriate terminal degree required. Experience in administration, grant proposal writing, and fundraising preferred. **APPLY TO:** Dr. Lydia Blanchard, Chair, Political Science Search Committee, Department of English.

SOCIAL WORK, *ASSISTANT PROFESSOR (POSITION #3).* Master's Degree from an accredited social work program, ABD or Ph.D., two years post master's practice experience, and social work teaching experience required. ABD or Ph.D. in social work is preferred to ABD or Ph.D. in a related field. **APPLY TO:** Mr. David Henton, Search Committee Chair, School of Social Work.

SOCIOLOGY, *ASSISTANT PROFESSOR, CRIMINOLOGY OR DELINQUENCY OR MULTICULTURAL RELATIONS (POSITION #78).* Commitment to effective undergraduate teaching, experience in grant writing, and a Ph.D. in Sociology by August 2003 required. **APPLY TO:** Dr. Susan Day, Chair, Department of Sociology. See our web site for additional information - http://www.soci.swt.edu/

TECHNOLOGY, *ASSISTANT/ASSOCIATE PROFESSOR, MANUFACTURING ENGINEERING (POSITION #104).* Applicants must have a doctorate in Mechanical Engineering, Industrial Engineering or a closely related field. Emphasis in Automated Manufacturing and Manufacturing Systems Design, with a supporting background in some of the following areas of CAD, material removal, and metal forming is required. **APPLY TO:** Dr. Vedaraman Sriraman, Chair, Search Committee, Department of Technology, Tel: (512)-245-2137, Fax: (512)-245-3052, E-mail: vs04@swt.edu

THEATRE AND DANCE, *ASSISTANT PROFESSOR, DANCE (POSITION #106)* MFA or Ph.D. with university teaching experience required. **APPLY TO:** LeAnne Stedman, Dance Division, Search Committee Chair, Department of Theatre and Dance.

UNIVERSITY *of* NORTH TEXAS

Provost and Vice President for Academic Affairs

General Position Description

The Provost and Vice President for Academic Affairs is the chief academic officer of the University of North Texas. The Provost and Vice President for Academic Affairs (VPAA) reports directly to the President of the University and is one of seven vice presidents. The Provost and VPAA provides leadership and supervision for all academic programs and services in the schools, colleges and academic support units.

Institutional Context

The University of North Texas, the flagship institution of the University of North Texas System, is classified by the Carnegie Foundation as a Doctoral/Research University–Extensive. With more than 30,000 students (22 percent at the graduate level), 10 colleges and schools, 98 bachelor's, 125 master's and 47 doctoral degree programs, UNT is the state's fourth-largest university. UNT is the most comprehensive university in the Dallas-Fort Worth region – the nation's ninth-largest and fastest-growing metropolitan area, with a population of nearly 6 million, larger than that of 30 states. The University is located in Denton, a city of nearly 90,000, 35 miles from Dallas and Fort Worth, and 25 miles from the Dallas/Fort Worth International Airport, one of the largest and busiest airports in the world. UNT's enrollment is projected to reach nearly 40,000 by 2015. For detailed institutional information, visit the University's web site at **www.unt.edu**.

Responsibilities

The Provost and VPAA provides dynamic leadership in the areas of learning, scholarship and service, and promotes research through collaboration with the VP for Research and Technology Transfer. The ideal candidate is able to stimulate a collegial and vigorous intellectual environment; build productive relationships with significant constituencies at the regional, national and international levels; and work productively with faculty, staff and students. A detailed listing of the duties and responsibilities of the Provost and VPAA may be found at **www.unt.edu/provostsearch**.

Qualifications

The successful candidate must have an earned doctorate and a record meriting appointment as a full professor in a university academic department. The position also requires demonstrated leadership and administrative experience in an academic setting at or above the level of dean or equivalent. Candidates must have a strong commitment to academic excellence and to fostering diversity in the faculty, staff and students, and a demonstrated ability to work with diverse constituencies. Preference will be given to candidates with significant administrative experience in a doctoral-research university, a history of collaborative decision-making, ability to communicate effectively in a university setting and with external constituencies, and involvement in distributed education.

Applications and Nominations

Applications and nominations should be sent to the address listed below; the application must include a letter addressing the qualifications identified in this advertisement, a curriculum vita, and the names, addresses, e-mail addresses, and telephone numbers of at least five professional references. Review of applications will begin in early December and continue until the position is filled. Send applications and nominations to:

University of North Texas
Provost Screening Committee
Office of the President
P.O. Box 311425
Denton, TX 76203-1425

The University of North Texas is an Affirmative Action, Equal Opportunity Employer.

Metropolitan State University

Faculty and Administrative Positions

Metropolitan State University, St. Paul/Mpls., MN, invites applications for faculty and administrative positions. Metropolitan State, an institution with a history of teaching excellence and innovation, serves approximately 9,000 students in the seven-county Twin Cities metropolitan area. In addition to a strong tradition of individualized educational programs, the university offers more than 60 undergraduate majors and minors and six graduate programs. Faculty engage in advising, research and service, and are committed to providing quality instruction to diverse urban learners, including working adults.

ADMINISTRATIVE POSITION

- Provost and Vice President for Academic Affairs

FACULTY POSITIONS

- Communication Arts and Literature Teacher Educator
- History
- Information and Computer Science
- English/Literature
- Ethnic Studies with African American emphasis
- Mathematics Teacher Educator
- Social Studies Teacher Educator

For more information about the positions, qualifications, and application procedures, go to http://www.metrostate.edu/hr/jobs.cfm

Metropolitan State University is an equal opportunity employer and educator

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Vice Chancellor for Academic Affairs

PURDUE UNIVERSITY CALUMET

Purdue University Calumet is seeking a Vice Chancellor for Academic Affairs to foster commitment to the mission, vision and strategic direction of Purdue University Calumet. Reporting to the Chancellor and a member of the Senior Leadership Team, this position provides academic and administrative leadership and participates in policy-making at the campus level. The VCAA oversees all academic programs; the University library; teaching, research, and service activities of the faculty; and the student success network. The VCAA coordinates and provides leadership on curricular matters; recommends appointments, renewals, sabbaticals and salary awards; advises the Chancellor on tenure and promotion; directs program planning and review; provides leadership for budget development; and approves budget allocation in the academic areas.

Purdue University Calumet serves nearly 10,000 culturally diverse students in over 80 undergraduate and graduate degree programs. The University is located on a 160-acre wooded campus in Hammond, Ind., just 25 miles southeast of downtown Chicago. This location provides convenient access to both exciting city activities and equally enjoyable suburban life close to Lake Michigan. In addition, Purdue University Calumet offers an excellent benefits package, which includes a generous contribution to TIAA/CREF.

Qualifications: An earned doctorate, significant accomplishments in teaching and scholarship, eligibility for an appointment to full professorship in one of the academic departments at Purdue University Calumet, and an established record of achievement as an academic administrator at the collegiate level. Innovative approaches to promoting the integration of discipline-based programs for leadership in a modern high-technological society are desirable. The successful candidate will have experience in managing human and financial resources, using assessment for quality improvement, and leading professional development activities for faculty and staff.

Application Procedures: Review of applications begins January 2, 2003, and continues until position is filled. Please send a curriculum vitae; a letter addressing responsibilities as outlined above and qualifications for the position; and the names, addresses, e-mail addresses, and telephone numbers of three references. Official transcripts are required for finalists. Application materials and nominations should be sent to:

Professor Kathryn H. Carpenter, Chair; VCAA Search Committee; Office of the Chancellor; 2200 169th Street; Purdue University Calumet; Hammond, IN 46323-2094, or email: forkoed@calumet.purdue.edu

Purdue University Calumet is an Equal Opportunity/Equal Access/Affirmative Action Employer

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Dean

A. Gary Anderson Graduate School of Management

UNIVERSITY OF CALIFORNIA
RIVERSIDE

The University of California, Riverside (UCR) is the most rapidly growing campus of the University of California and is projected to grow from its current 16,000 student body to 22,000 by the end of the decade. Sixty miles east of Los Angeles, UCR's 1,200-acre park-like campus lies at the base of the Box Springs Mountains in Riverside, a city of about 250,000 residents which offers a rich mix of recreational opportunities and cultural attractions. The University of California was chartered as the state's only Land Grant College in 1868. The University system now includes ten campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz. For more information, please visit the UCR website at www.ucr.edu.

The A. Gary Anderson Graduate School of Management (AGSM) offers an innovative MBA program and an interdisciplinary undergraduate major in business administration, in conjunction with the College of Humanities, Arts, and Social Sciences. Reporting to the Executive Vice Chancellor, the Dean of the A. Gary Anderson Graduate School of Management is the chief academic administrator of the School and has responsibility for enrollment management, fiscal management and administrative operations of the School, as well as for building useful relationships with external entities and constituencies.

Candidates should have a distinguished record of scholarly research and teaching or a successful record in business, government, or other entrepreneurial enterprises. Candidates should show evidence of strong leadership, managerial skills, the ability to communicate with business leaders, an interest in working with students and in promoting alumni support, and the ability to represent the School effectively within a research university setting. Candidates must have an earned doctorate in an appropriate field from an accredited institution and must be eligible for a senior tenured faculty appointment at UCR. DOE. EOE. **For a full position description, see www.morrisberger.com. Send resume and cover letter to: Morris & Berger, 201 S. Lake Ave., Ste. 700, Pasadena, CA 91101. Fax or E-mail: (626) 795-6330, mb@morrisberger.com.**

Geneseo

Faculty Positions for Fall 2003

SUNY Geneseo is a highly selective public liberal arts college with approximately 5000 students. The campus is located in the historic village of Geneseo in the Finger Lakes region of Western New York just south of Rochester. The college consistently is ranked by several rating services as being among the best public undergraduate institutions in the country. Geneseo is a member of the Council of Public Liberal Arts Colleges. SUNY Geneseo is an affirmative action/equal opportunity employer committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. To learn more about the College visit: http://www.geneseo.edu. To apply, please send letter, vita, and 3 recent letters of recommendation to the Search Committee in the relevant department at: 1 College Circle, Geneseo, NY 14454. Unless otherwise stated, review of applications will continue until the positions are filled.

- **Art** - Sculpture/Foundations. Brodie 163F. Apply by Jan. 15, 2003.
- **Business** - Management Information Systems. South 113F.
- **Chemistry** - Biochemistry. Greene 325F.
- **Communication** - Print & Electronic Media. Blake B 121F.
- **Communicative Disorders** - Clinic Director. Sturges 108F.
- **Education** - Reading. Two positions. South 215F.
- **Education** - Special Education. Three positions. South 215F.
- **Geography** - Physical. Fraser 107F. Postmarked by Dec. 20th.
- **History** - US History. Sturges 303F. Apply by Dec. 15th.
- **Library** - Library Instruction Coordinator. Milne 214F.
- **Library** - Reference/Instruction Librarian. Milne 214F.
- **Political Science** - American national politics. Welles 2F. Apply by Jan. 13, 2003.
- **Psychology** - Cognitive. Sturges 120F. Apply by Jan. 15, 2003.

For complete descriptions see: **http://www.geneseo.edu/~provost/** or contact D. Gordon, Associate Provost, 1 College Circle, SUNY Geneseo, Geneseo, NY 14454 (585-245-5531).

Dean, College of Behavioral and Social Sciences

The University of Maryland invites applications and nominations for the position of Dean of the College of Behavioral and Social Sciences. The College's Academic Departments and Research Centers have gained a national and international reputation for excellence. The College has experienced substantial growth in research productivity over the past decade and currently conducts a thriving and diversified agenda supported by 69 million dollars in external research funding for FY 02. The Dean is expected to provide innovative leadership to build upon the outstanding research, educational and service activities within the College. As a part of its leadership agenda, the College is committed to diversity as a part of excellence.

The University of Maryland, College Park, is a comprehensive Carnegie 1, public university with almost 35,000 students in baccalaureate, master's and doctoral programs. It is located on a 380 acre campus just outside Washington, D.C. The College is composed of the Departments of Afro-American Studies, Anthropology, Criminology and Criminal Justice, Economics, Geography, Government and Politics, Hearing and Speech Sciences, Psychology, and Sociology as well as the Academy of Leadership, Office of Academic Computing Services, Center for Substance Abuse Research, Joint Program in Survey Methodology and the Public Safety, Training and Technology Assistance Program. In addition, the College's Departments have many strong teaching and research centers, including many interdisciplinary programs such as those in neuroscience and cognitive science, civil society, environmental sciences and policy. The College also participates actively in a number of innovative undergraduate programs. Further information on the College may be found at <**http://www.bsos.umd.edu**>.

The Dean has responsibility for approximately 180 faculty, 6,000 undergraduate students, 800 graduate students, and an annual state budget of approximately 50 million dollars. The primary responsibilities of the Dean's position include academic leadership, fund raising and alumni relations, creating and maintaining an environment that fosters and facilitates research and academic excellence, providing service and leadership to the campus, and administrative oversight and direction. Candidates should have qualifications for a tenured full professorship in one of the College's academic departments, a distinguished record of scholarly achievement, a strong commitment to excellence in teaching, research, and service, a demonstrated commitment to diversity, demonstrated ability to obtain external funding, demonstrated administrative ability as well as an appreciation of the applied aspects of the behavioral and social sciences, excellent interpersonal and communication skills, and the ability to serve as a university leader. The Dean reports directly to the Senior Vice President for Academic Affairs and Provost, the chief academic officer for the University.

Applications and nominees should submit a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of at least four persons who can be contacted by the search committee for references. For best consideration, all materials should be received by January 15, 2003. Nominations are encouraged and may be submitted at any time. Please send all materials to:

Search Committee for the College of
Behavioral and Social Sciences
Attention: Ms. Sheila Mahaffy
1119 Main Administration Building
University of Maryland
College Park, Maryland 20742

Please feel free to direct inquiries to the chair of the committee, Dr. James F. Harris, via e-mail to <**jharris@deans.umd.edu**>

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities. Women and minority candidates are encouraged to apply.

UNIVERSITY OF
MARYLAND

LEHMAN
COLLEGE
The City University of New York

Lehman College invites applications for the following positions. The position announcements, which include the statement of qualifications, application procedures, and salary ranges are posted on the Lehman College web site at www.lehman.cuny.edu (link to Job Opportunities).

DEAN OF EDUCATION

The Dean provides academic and administrative leadership for the undergraduate and graduate programs within the Division and participates in the development of college-wide policies. She/he supervises three academic departments: Early Childhood and Childhood Education; Middle and High School Education; and Specialized Services in Education. The Dean also supervises three institutes and centers including the Institute of Literacy Studies, the Bronx Institute, and the Center for School/College Collaboratives.

DEAN OF NATURAL AND SOCIAL SCIENCES

The Dean provides academic and administrative leadership for the undergraduate and graduate programs within the Division and participates in the development of college-wide policies. She/he supervises twelve departments: Anthropology, Biological Sciences, Chemistry, Economics and Accounting, Geology and Geography, Health Services, Mathematics & Computer Science, Nursing, Physics & Astronomy, Political Science, Psychology and Sociology & Social Work.

DEPARTMENT CHAIR, GEOLOGY AND GEOGRAPHY

The Chairperson is expected to provide the leadership necessary to develop and expand the Department. This includes fostering an environment that promotes faculty teaching, extramurally-funded research, and service. Experience in the development of interdisciplinary research programs particularly those related to GIS and/or environmental issues is desirable. It is expected that the successful candidate will participate fully in the life of the Department, College, and University including teaching, committee work, obtaining grants and publishing research in refereed professional journals.

BLACK STUDIES

Tenure track full time position for Assistant/Associate Professor to teach undergraduate courses in African American Literature in the Departments of Black Studies and English and in the Women's Studies Program. Preference will be given to the candidate who is capable of teaching courses in Caribbean Literature or Afrioan Literature as well. The successful candidate will be expected to develop grant proposals for funding as well as engage in research and serve on departmental, divisional and college and university committees.

SPEECH-LANGUAGE-HEARING SCIENCES

Tenure track full time position for Assistant/Associate/Full Professor to teach graduate and undergraduate courses in speech-language pathology and to provide clinical supervision. Requirements also include active research and departmental/college-wide service.

Lehman College/CUNY is an EEO/ADA/IRCA/AA Employer.

AMERICAN STUDIES

The American Studies Program at the University of California, Davis, seeks an assistant or associate professor for a tenure-track appointment, beginning fall 2003. Applicants should share our enthusiasm for teaching and have demonstrated interdisciplinary research expertise in media criticism. We are particularly interest in candidates within that field whose work addresses questions of technology, science, and/or environmental justice. We seek an imaginative scholar-teacher who will develop new courses in this area of specialization as well as contribute to our core curriculum and to the Graduate Program in Cultural Studies.

Candidates should have completed by July 1, 2003 a Ph.D. in American Studies, or in a comparable interdisciplinary field. We are co-located with Native American Studies, African American & African Studies, Asian American Studies, Chicana/o Studies and Women & Gender Studies. As a result, faculty members have ample opportunity for collaboration between programs.

Consideration of applications will commence on December 1, 2002, and will continue until the position is filled. Send application letter, c.v., names and addresses for three references, and a brief publication or writing sample to **Michael Smith, Search Committee Chair, American Studies Program, 1 Shields Ave., University of California, Davis 95616.** *The University of California, Davis, is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty and staff.*

POLITICAL THEORY
DePaul University
Chicago, IL

The Department of Political Science invites applications for a tenure-track position at the Assistant Professor level beginning in Autumn 2003. Teaching responsibilities include a set of three introductory thematic courses on Equality, Freedom, and Legitimacy as well as upper level courses focusing on particular traditions and discourses. A serious background in Western political thought will be necessary, but candidates with additional strong interests in non-Western or post-colonial thought would bring desired breadth to our program. This position also involves teaching in an interdisciplinary general education program. The search committee is eager to review applications of individuals with demonstrated excellence in teaching. The Ph.D. is required by date of appointment.

Candidates should send a letter of application, CV, writing sample, sample syllabi, comprehensive set of course evaluations, and three current letters of recommendation to: **Political Theory Search Committee, Department of Political Science, DePaul University, 990 W. Fullerton Ave., Chicago, IL 60614-3298.** For more information, email **polisci@depaul.edu** or visit the department's web site at **http://condor.depaul.edu/~psc.** Please do not send applications by email. The search committee will begin reviewing applications immediately. To ensure full consideration, please send your completed application file by **January 24, 2003.** DePaul University is committed to recruiting a diverse faculty to complement the diversity of its student body and Chicago area communities.

DEPAUL UNIVERSITY

San José State
UNIVERSITY

College of Social Work, San Jose State University
Subject to Budgetary Approval

The College of Social Work invites applications for four full-time tenure-track faculty positions. Candidates must have an MSW degree, three years post Master's practice experience, and a doctorate in social work or a related field.

BSW Program Director

This position is given .25 assigned time for directing the BSW program on a 12 month appointment, and .75 for teaching undergraduate courses, serving as field practicum liaison, advising students, developing professional goals, and serving on administrative and academic committees. Associate Professor.

Director of Field Education for the MSW and BSW Programs

The Director of Field Education, with the assistance of an associate director, is responsible for the administration of the field practicum in the MSW and BSW programs. Responsible for the evaluation and certification of agencies, evaluation of field placements, evaluation of field liaisons, training and certification of field instructors, reviewing and recommending the termination of students from field placement, and other field related tasks assigned by the Program Director. Associate Professor.

Undergraduate Human Behavior & the Social Environment and Social Work Practice Teaching Position

Teaching HBSE and practice courses from a trans-cultural generalist perspective, with focus on ethnic minorities, their families, support groups, and the community. Assistant Professor.

Undergraduate Social Policy and Research Teaching Position

Primary responsibility of teaching social policy and research courses from a trans-cultural generalist practice perspective. Asst. Professor.

APPLICATION PROCEDURE: Send 1) a letter of application for the specific position(s) listed above, 2) a curriculum vitae, 3) three letters of recommendation and, in addition, 4) the names, addresses, and telephone numbers of three references to:

Recruitment Committee • College of Social Work • San Jose State University
One Washington Square • San Jose • CA • 95122-0124

For additional information on the above positions, access our Home Page at:
http://www.sjsu.edu/depts/SocialWork.
Application Deadline is January 17, 2003

San Jose State University is an EEO/AA/Title IX/Section 504/ADEA Employer

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INTERNSHIP COORDINATOR
DePaul University
Chicago, IL

The Department of Political Science invites applications for an Internship Coordinator position beginning in Autumn 2003. This non-tenure track position is renewable annually for up to five years pending performance evaluations and departmental needs. In addition to coordinating student internships in government offices, campaigns, community organizations, and political parties, this position involves teaching a combination of courses in American politics (state politics, urban politics, public administration, public policy, parties and elections, introduction to American government) as well as interdisciplinary general education courses. The search committee is eager to review applications of individuals with demonstrated teaching and networking skills.

Candidates should send a letter of application, CV, writing sample, sample syllabi, comprehensive set of course evaluations, and three current letters of recommendation to: **Internship Coordinator Search Committee, Department of Political Science, DePaul University, 990 W. Fullerton Ave., Chicago, IL 60614-3298**. For more information, email **polisci@depaul.edu** or visit the department's web site at **http://condor.depaul.edu/~psc**. Please do not send applications by email. The search committee will begin reviewing applications immediately. To ensure full consideration, please send a completed application file by **January 1, 2003**. DePaul University is committed to recruiting a diverse faculty to complement the diversity of its student body and Chicago area communities.

DEPAUL UNIVERSITY

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¡PUNTO FINAL!

THE IMPORTANCE OF BEING EARNEST

Vilma Riesgo is dean of student services at Hillsborough Community College's Brandon campus. Born in Tampa, Fla., Riesgo earned a degree in guidance and counseling from the University of South Florida and took graduate courses in Spanish and Portuguese at Tulane University.

José Martínez Ruiz, pseudonym "Azorin," is representative of a group of Spanish writers known as the Generation of 1898. Azorin was known for authoring novels, plays, and poetry reflective of his impressions of the society of his day and the Spanish spirit and characteristics.

One of the recurring philosophical themes in his works centered around the question of individuals who were "*abulicos*." These were persons suffering from paralysis of the will to act. Additionally, one of his essays concentrated on the inherent characteristic of "*orgullo*," pride in the Spanish personality.

Azorin, whom I read as a college student, continued to inspire me to reflect upon inspiration, both self- and other-directed, confidence, self-esteem, and pride.

I note the term "continued to" because I credit my internal motivation as having been basically inspired by my family unit.

As a child who grew up in Ybor City, I spoke Spanish before I spoke English. My parents determined I would soon acquire knowledge of the English language. Their desire was to provide me with an early immersion in the Spanish language so that the language and the culture would remain with me throughout a lifetime.

The Latin population of this era was also proud to live in the United States and to become citizens, if they were not so already. I still recall fond memories of my mother, whose family came from the Canary Islands, going to a local high school to prepare to become an American citizen.

I lived in a neighborhood where all transactions were handled in Spanish, Italian, and/or English, so speaking only Spanish was not a hindrance to business or social interactions.

When I began first grade at 5 years of age, I knew very little English. I also was extraordinarily nearsighted, a fact that was not discovered until the latter part of the school year. Comprehension of my surroundings eluded me.

Toward mid-year, my father came home one day and told us my teacher had informed him that I would not pass first grade unless I became more proficient in school. My mother, who was an avid reader in Spanish, and my father, who had attended college, determined their daughter was going to pass first grade. As a result, they worked with me every evening, and I succeeded in passing first grade with honors and continued to perform well throughout my educational journey.

I believe this episode in first grade was my first insight into the beauty of learning and is what inspired me to take pride in each and every individual's achievements.

Thus, a lifelong thirst for learning, a pride in my heritage, and a need to represent people of my culture in a positive light have remained with me throughout a lifetime.

I was fortunate. I had a family that offered me the values and the insight that promoted these characteristics, as no formal structures were in place to allow Latinos to discover the beauty of perpetuating their heritage.

Recently, I have been reviewing national, regional, and local organizations that promote the idea of leadership and are an inspiration to Latino youth. These organizations serve to empower young people and to present them with opportunities to become potential leaders representing their Latino roots. I have read about USHLI (United States Hispanic Leadership Institute) and NHI (National Hispanic Institute). Their plan to present our youth with opportunities to learn about leadership is both inspirational and reassuring. There is also NCLC, the National Community Leadership Council, a coalition of parents nationwide whose interest is to work to advance leadership training and development for their children.

This is my hope–that we continue to exhibit "*orgullo*" in our heritage, that we not be "*abulicos*" in our thoughts, actions, or deeds.

Let us promote the inspirational, lyrical, and sensitive culture that is our wonderful heritage.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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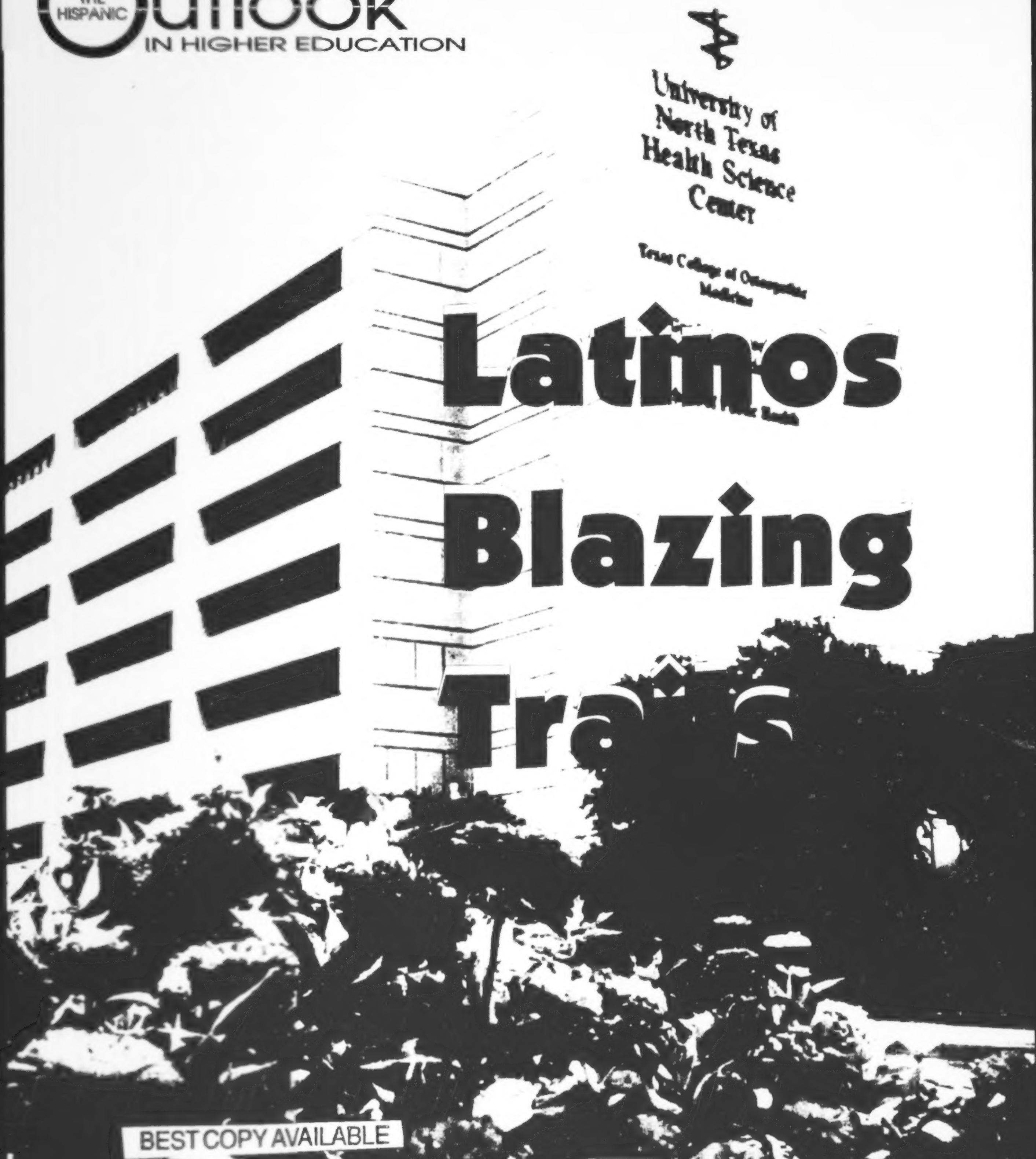
THE HISPANIC Outlook IN HIGHER EDUCATION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The SAT Issues

KEAN
UNIVERSITY
www.kean.edu

Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

ANTICIPATED FACULTY POSITIONS

Contingent on Budgetary Approval and Appropriate Funding

FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2003 unless otherwise indicated. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Minorities, women and individuals fluent in Spanish are strongly encouraged to apply.

COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

Department of English – Two Positions: Writing: To teach and help develop innovative curriculum in freshman writing that incorporates the goals and curriculum of the General Education program; help develop and implement placement instruments and methods for the curriculum; may include assistance with placement and program coordination during summer session. Three-quarters time devoted to GE curriculum, instruction and coordination. Doctorate in writing, rhetoric or related field required. ***Dr. Robert Cirasa, Chair***

Department of History – Two Positions: To teach required undergraduate General Education core course and provide instructional support to the undergraduate major in history; teach additional courses in the area of Modern European History or in the area of the Classics. Three-quarters time devoted to GE curriculum, instruction and coordination. Ph.D. in History required, specialization in Modern European History preferred. ***Dr. Lawrence Zimmer, Chair***

Department of Social Work: To teach social work research; H.B.S.E. in combined MSW/BSW program. Expertise in social work practice with populations at risk/substance abuse/gerontology/child welfare. Two years social work experience post MSW; MSW and Ph.D./DSW in Social Work or related field required.
Dr. Patricia Pearson, Chair

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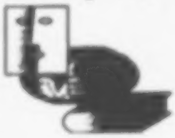

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¡PUNTO FINAL! back cover

Hispanics in Study Abroad: Changing the Face of Monolingual America

Cover Photo Courtesy of University of North Texas Health Science Center

Esquina Editorial

Dear Colleagues:

At Thanksgiving, we hope you remembered to thank the migrant workers, so many of them Chicano, for many decades of helping make this the Land of Plenty. Another group deserves our thanks–all who ran for office in the last election, many of them against steep odds. One of our own, Bill Richardson, was elected governor of New Mexico, a win that makes history. *¡Felicidades!*

On November 5, Latinos in two states voted overwhelmingly against the "Unz Initiative" banning bilingual education, passed earlier in California and Arizona. The ban was defeated in Colorado but passed, by a large margin, in Massachusetts, where newly elected Governor Mitt Romney, who'd supported the initiative, said he'd try to eliminate the clause allowing parents to sue anyone who teaches in a language other than English.

We're told that voter turnout has been declining for several decades, and that young people are among the largest groups turning their backs on elections. Latinos can and should reverse this trend, and you have both the access and the stature to be persuaders.

We have so much left to accomplish for Latino youth. It will take brains and heart and energy and money, but political clout is a big factor too. It affects allocations, and can be earned at the ballot box.

Nuestra Próxima Edición looks at the impact of pre-college programs, how Latinos are faring in broadcasting, and more. It will be our first issue of the New Year, a year that we hope will bring peace, justice, and opportunity at home and abroad.

Feliz Navidad y Prospero Año Nuevo

Suzanne López-Isa
Managing Editor

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Luis I. Reyes
Historian and Author

by Roger Deitz

Lights! Camera! Action! The cameras roll and a glamorous industry produces a nonstop supply of films for entertainment, and an ever-changing roster of stars as role models to admire and envy. The movies we see have the power to show us at our very best and our very worst. Hollywood, after all, does not always reflect society as it is. Sometimes it portrays ethnic groups unfairly.

How does the industry measure up when it comes to issues of diversity on-screen, and the participation of Hispanics in front of the camera and behind the scenes? In point of fact, the story of Hollywood's Hispanics is a complex and uplifting saga, though there are some sore spots. In all, the history is fascinating, with Hollywood actually being a land of opportunity for Hispanics throughout its entire existence, a place of professional success for numerous Hispanic actors, extras, and professionals. There are, as well, stories of exclusion or ethnic stereotypes. But there are a great many more positive tales than one might expect, and that may be the biggest surprise when one focuses on diversity in the film industry.

Documented in the book, *Hispanics in Hollywood*, by Luis Reyes and Peter Rubie, the reader will find in detail, at all levels, that for Hispanics, Hollywood was scripted with a rather complex scenario. Reyes makes the case that, overall, Hollywood has been a good bet for Hispanics, particularly men and women needing to care for their families, and there were many ways to make a living in a venue as intricate as the film industry.

"As far as Hispanics are concerned," Reyes begins, "they have been a part of Hollywood since its inception, often in the forefront. Hispanics have been associated with such screen classics as 'Ben Hur,' from 1926, starring Ramón Navarro–the film that saved MGM studios from bankruptcy. He was a big star, the biggest at the time. Dolores Del Río was considered one of the most beautiful women to ever grace the screen. Hispanics were a part of it all." Fred Astaire, notes Reyes, danced with Dolores Del Río in "Flying Down to Rio" long before he danced with Ginger Rogers. Yet, in front of the camera is only part of the story.

"For the classic 1933 film 'King Kong,' the talented people who constructed Kong, sculpted the form and put him together, were the Delgado Brothers, headed by Marcel Delgado. The sketch artist or background scenic artist on that classic film was a gentleman named Mario Larrinaga. A majority of the extra players in Rick's Café in the 1942 movie 'Casablanca' were Latinos."

The young "Hungarian" girl who offers herself to Humphrey Bogart while trying to obtain the letters of transit is a Mexican-American actress, Joy Page, whose actor father, Don Page, also went by the name Don Alvarado. The "French" girl who sings the French national anthem in "Casablanca," when the Germans are singing "Die Wacht am Rhein," their song, was Corrina Mura, a Mexican-American singer from San Antonio, Texas.

The fellow who taught Elvis Presley his dance routines for "Jailhouse Rock" was a young choreographer at MGM named Alex Romero. But, unfortunately, roles for Hispanics, particularly on camera, have been for the most part limited or stereotyped until recently.

Hispanics have been stereotyped from the beginning of the industry as banditos or greasers or cantina girls. They have been sleepy peons basking in the sun, or Latin lovers. Now, rather than banditos, they often are gang members or drug cartel leaders. Some actors have been able to supercede that and given opportunities to play all different kinds of roles.

"The all-American sex goddess Rita Hayworth was born Rita Cansino in Brooklyn to an Irish mother and a Spanish, Andalusian dance master", explains Reyes. "Martin Sheen, who plays the president of the United States on television's "West Wing," was born Ramón Estévez in Canton, Ohio."

Puerto Rican-born José Ferrer was the first Hispanic actor to win an Academy Award for Best Actor. He did so for playing the lead in "Cyrano de Bergerac," and was also nominated for his role in "Moulin Rouge."

In 1958, Anthony Quinn was a two-time Academy Award nominee in the Best Supporting Actor category, for "Viva Zapata" and "Lust for Life." Much later he was nominated as Best Actor for the role he came to personify, the lead in "Zorba the Greek." Quinn had to go to Europe to establish himself as an actor before the Hollywood community took him seriously.

Rita Moreno is one of only two women performers of any ethnicity to have won an Oscar, an Emmy, a Tony, and a Grammy award.

"I might add," continues Reyes, "that the Oscar-winning "Titanic" was filmed in Mexico, a majority of the extras portraying passengers and crewmembers on board ship were Mexican, and the production utilized many of that country's film technicians and assistant directors.

"Ricardo Montalbán plays Antonio Banderas' father in Robert Rodriguez's recent film 'Spy Kids II.' Back in the old days, Montalbán was under contract to MGM, then the biggest studio in Hollywood. If you made it to MGM, you were on the top of your game. You couldn't get any higher than that. In that famous anniversary photograph and film of all the great Metro artists, he is there in the first row with Gable and the rest. For the '60s on, we have Raquel Welch, Yvette Mimieux, Jimmy Smits, Andy Garcia, Selma Hayek, and, of course, Jennifer Lopez."

> ***"It has not been until recently that filmmakers have been able to explore the Latino experience as Americans."***
>
> LUIS I. REYES, AUTHOR,
>
> *HISPANICS IN HOLLYWOOD.*

Turner Classic Movies honored Hispanics in Hollywood with a September 2002 celebration of their contribution to the movie industry. The 25-film festival featured artists mentioned above and many others, including María Conchita Alonso, César Romero, Lupe Velez, Katy Jurado, and Carmen Miranda. Aired throughout Hispanic Heritage Month were film clips and interviews with actors Moreno, Montalbán, Alonso, and author Luis Reyes. The segments dispelled some of the myths about the history of Hispanics in Hollywood. The talks featured the actors and author examining the stereotypes portrayed; the evolution of roles for Hispanics in film; careers and contributions of Hollywood's legendary Hispanic stars; and the importance of becoming involved in behind-the-scenes jobs. Discussed were writing, directing, and producing to "increase and create quality opportunities for Hispanics in film." The actors also touched upon their own careers, their influences and role models, and the compromises they had to make.

As far as portrayals, Reyes has some thoughts to share.

"What is most interesting about Hispanics in this business is that you must remember that film mirrors society. Films are our dreams in a sense. Freud says our dreams reflect our subconscious. The only thing is that on the creative end of it, we haven't had as much input. It has always been Hollywood's idea of who we are from Latin America, but it is our Latino experience here in the United States which most of us are more concerned about. It has not been until recently that filmmakers have been able to explore the Latino experience as Americans. Now we have Hispanic writers, Hispanic directors, and creators such as Robert Rodriguez.

"With Hispanic actors or directors, economics is often cited as an excuse. 'We would hire you, but we have to make money.' There are always excuses, such as, 'We need a star for this movie,' but if you don't allow Hispanics to become stars, then it becomes a Catch-22. You never took a chance on them for a leading role. So, if there is a part for a Latina, and you give it to Jennifer Jones, and darken her up, you are not giving a real Latina a chance. Certainly there are always economic considerations in Hollywood. I'd say after the late '70s with the film 'Rocky,' Hollywood learned that from an economic standpoint, if the movie is good, it doesn't matter who is in it. And it made Sylvester Stallone a star. Even today there are major box office films that go in the toilet.... and they have a bunch of the big stars in them. Yet, a movie like 'American Pie' that kids love makes money without stars. Today, the quality of the film, what it has to say, and if it touches audiences, matters more than ever. Sure stars can give film some juice...but this is an elusive art, and there is that magic that happens when you put together a number of different elements, and they all fall together."

One thing Reyes says he discovered from his research is well worth applying more universally. "What I learned is, it doesn't matter who you are, we have to begin to document our own history. That is the most important thing I learned from the book. There are so many Hispanic people out there that I would go to and they would say, 'Oh yes, my father worked with John Wayne. He used to have photos, but when he died, I don't know what happened to the album.' Or 'We threw that stuff away.'

"The most important thing to me is we have to protect our own history, protect that. The sons and daughters don't always recognize what the fathers and the mothers did. Whether your father was an actor, whether your mother was a seamstress, or uncle or aunt worked wherever, we need to start documenting our history and preserving our history. And that is for us as Hispanics, but it is also a good lesson whether Black or Italian-American or whatever. Because, the lesson is, if you don't document your past, it will be lost. That is the way we treasure and save our history. And without this information, people don't know; people forget. Things get distorted. The misconception becomes that the Hispanics just arrived in Hollywood within the past 20 years, and people don't realize that's just not true.

"There is a rich history. Hispanics came from everywhere to work and succeed here, but myths to the contrary develop without this information."

Periodically

Learning English: New evidence on the effectiveness of bilingual education

Education Next, Fall 2002, by Joseph M. Guzmán, "Strange as it may seem, new evidence shows it's better to know two languages but to be taught math in English."

by Isis Artze

Guzmán begins with the indisputable assertion that "bilingual education is one of the most intensely contested features of the contemporary education landscape." What began as a pedagogical tool to assist Hispanic performance has, through the years, "developed a professional following and an expanded charter that includes objectives not originally intended, such as the retention of languages and cultural traditions," he writes.

He identifies the competing pedagogical model for teaching limited English proficiency (LEP) students as English as a Second Language (ESL), an English immersion program whose goal is to establish English fluency as quickly as possible. ESL supporters argue that "inadequate learning of English will plague students through their school years and well beyond" and worry that bilingual education "could lead to the fracturing of American society along ethnic lines," states Guzmán.

The main weakness in existing studies of bilingual education, and thus in comparing its effects to those of ESL, he asserts, is that "they do not attempt to separate the benefits of growing up in a bilingual education household from the effects of receiving bilingual instruction." Why does Guzmán consider this feature relevant? One, because many linguists have shown that knowing more than one language "can provide the speaker with cognitive flexibility and an expanded basis for other fields of study"; and two, because economists have identified a "language premium that accrues to fluent foreign language speakers in the labor market."

With this in mind, he set out to create a "more robust model" for evaluating the long-term outcomes of both language programs.

Before presenting his findings, Guzmán provides a brief history of the legislation of bilingual education and ESL, as well as descriptions of the extensive data he has examined. The latter includes ***High School and Beyond***, a longitudinal study sponsored by the National Center for Educational Statistics, from which he looked at the findings for 1,983 Hispanic students. Four "outcome variables" from this study were particularly useful to him: years of education, degree attainment, wages, and occupation.

In order to incorporate the distinction between receiving bilingual instruction and living in a bilingual household (for reasons stated above), Guzmán's study included Hispanics who speak only English. This way, he could compare their performance with that of students from bilingual households.

Another distinguishing feature of his work is that Guzmán used the Hispanic cohort's 10th-grade basic math scores "as a control for performance-based selection biases among the different language treatments." He explains that, "To the extent that basic math is fully transferable across languages, it is reasonable to expect math instruction to be comparable for different language treatments."

Results

In his initial comparison, the results seemed to indicate that ESL students fare better than those receiving bilingual instruction on each of the outcomes examined. "Students taught in ESL programs obtained three-quarters of a year more education than students in bilingual education programs, a premium reflected in that 10 percent of ESL students received bachelor's degrees, compared with 7 percent of bilingual education students.

"ESL students earned, on average, nearly $1,000 more per year than students receiving bilingual instruction, and they entered high-skill professional occupations at almost twice the rate of bilingual education students (36 percent versus 19 percent).

"The final comparison was between students in bilingual households whose instruction was entirely in English and students in monolingual households. He found that "students from bilingual households obtained 0.6 more years of education and earned bachelor's degrees at three times the rate of Hispanics in English monolingual households (15.6 percent versus 4.6 percent). They also entered high-skill occupations at twice the rate of English monolinguals."

Even in a multivariate analysis designed to account for such factors as the opportunities available to students because of where they live, Guzmán found that "students taught using bilingual education methods obtained 0.6 years less schooling and were also less likely to obtain a college degree.

"Living in a bilingual household, by contrast, had a positive effect on both measures of education attainment: it added 0.3 of a year to a student's years of education and increased the probability that students would complete college." While the wages earned by both groups were comparable, students who received bilingual instruction were also less likely to work in a "high-skill occupation."

Therefore, these two bilingual factors which had been considered a single entity by previous studies have opposite results, affirms Guzmán. So he conjectures that this could partially explain the mixed results in the literature as to the effects of bilingual education.

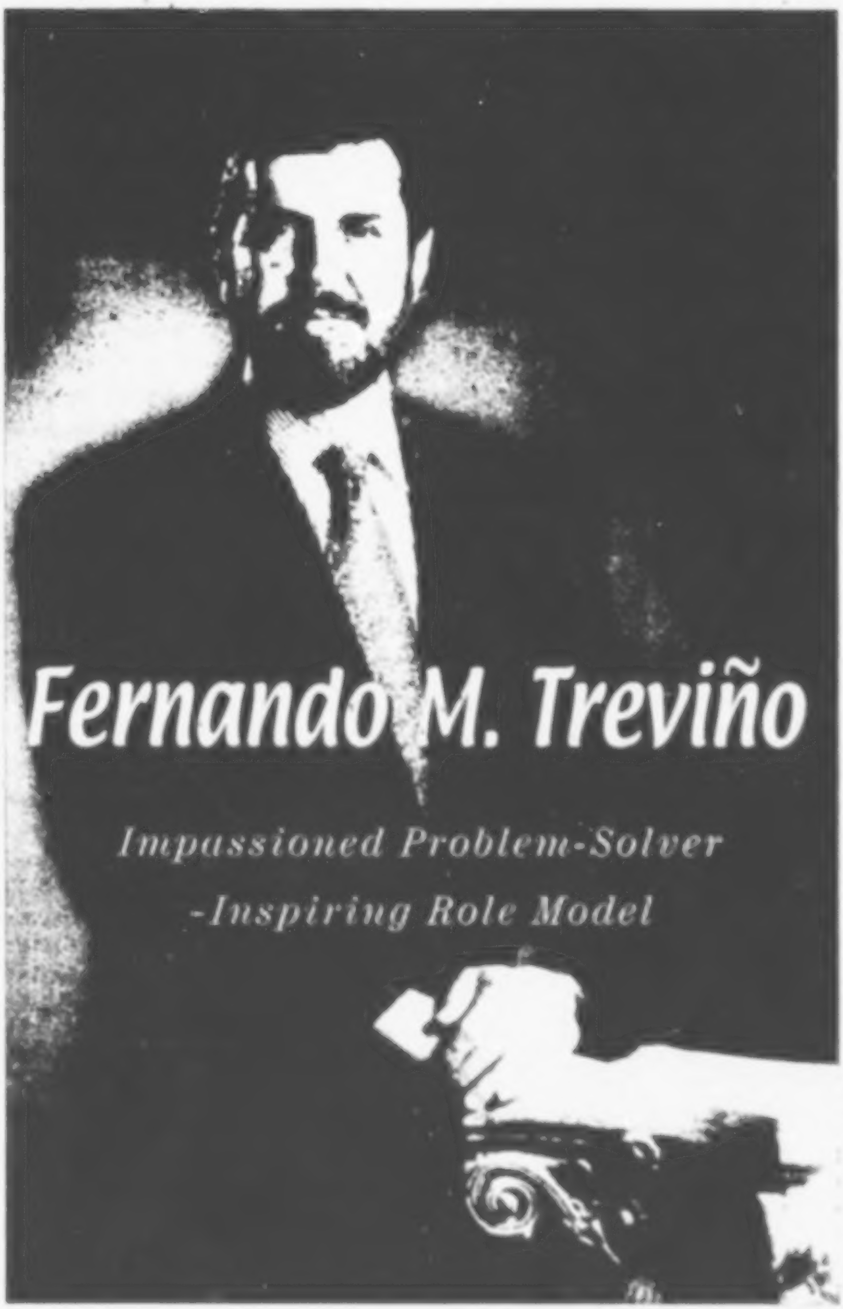
Guzmán concludes: There's "a large education premium accruing to Hispanics raised in Spanish-speaking households. All else being equal, those from Spanish-speaking households, even when entering the school system with limited English proficiency, fare significantly better than Hispanics who speak only English.

"The best performance is found among students from Spanish-speaking households who make a rapid transition to English, either through English as a Second Language programs or through English immersion. The clear indication is that any positive returns owing to bilingual instruction are outweighed by the associated costs of delaying the transition to English."

Guzmán writes that his analysis demonstrates the importance of timing in effective language-acquisition programs, insomuch as "the English deficiencies of these children should be fully addressed sooner rather than later."

"Although any English deficiencies should be addressed immediately, it remains an open question when students should be encouraged to resume training in their non-English first language."

He concludes: "Continuing to apply a distinct and unproven education pedagogy to a large class of new Americans is an invitation to a variety of social problems. Chief among them is the exacerbation of the problems the pedagogy was originally intended to address–namely, low academic performance and limited economic opportunities. Intended or not, this has been the result of applying the unproven pedagogy of bilingual education to millions of U.S. Hispanics."



Fernando M. Treviño

Impassioned Problem-Solver -Inspiring Role Model

by Tony P. and Alison P. Martínez

"I like to think of myself as an academic activist," Fernando M. Treviño declares. He smiles warmly as he invites visitors to sit down and enjoy a cup of coffee.

True to his Mexican heritage, the dean of the University of North Texas School of Public Health always seems to have time for whomever he is with. He lets no one feel unimportant.

His green eyes light up as the talk turns to advocacy.

"Many researchers study a subject, publish their findings, then put the work on the shelf and forget about it. I say, if you care enough about the subject to study it, why not use your knowledge for public policy?"

Treviño grew up first in Piedras Negras, Mexico, then in Eagle Pass, its twin city on the Texas side of the Río Grande. In the primary grades at parochial school, one nun took special care that this bright little boy learn English well. Later, he attended public schools.

Treviño's mother never let him forget that college was the goal, so after high school graduation, he enrolled in a community college. He transferred to the University of Houston and earned a B.S. in psychology.

The young scholar discovered that the United States at that time had no basic birth and death statistics for the Hispanic population. He further discovered that the United States at that time had no data on the health of the Hispanic population–prevalence of disease, injury, or disability; rate of vaccination; infant mortality–no information. And he learned that Hispanic Americans had less access to health care than any other demographic group.

Was this because of better health? Not likely–Hispanic Americans experience more health stressors, largely due to poverty, than other groups.

Treviño suspected access barriers, including language, culture, and cost. Continuing his studies at University of Texas campuses in Houston (where he earned his MPH) and in Galveston (where he earned his Ph.D. in preventive medicine and community health), Treviño investigated "barriers to utilization" that keep sick people from getting health care. He confirmed the impact of linguistic, cultural, and financial barriers.

Ever since, he has worked to tear down those barriers.

Treviño was the founding chair of the Subcommittee on Minority Health Statistics of the National Committee on Vital and Health Statistics. In that role he added Hispanic self-identification to standard birth and death certificates, so that now the U.S. can tabulate vital statistics for this ethnic group.

Treviño served on the U.S. Preventive Services Task Force, the Institute of Medicine's Access to

Health Care Monitoring Panel, and the Institute of Medicine's Committee on Cancer Research Among Minorities and the Underserved. He writes and speaks on national statistical data policy and Mexican-American and minority health issues. The calls on his time never stop, but Treviño explains, "When what you work on is important to you, it hardly feels like work."

The American Public Health Association so appreciated his leadership as executive director 1993-96 that they established the Fernando M. Treviño Award for Excellence. It honors one outstanding staff member each year.

The surgeon general gave Treviño a certificate of appreciation, and President Clinton sent him a letter of citation. The American Public Health Association (APHA) awarded him the Executive Director's citation in 1998. The University of Texas Medical Branch Graduate School of Biomedical Sciences at Galveston gave him the Distinguished Alumnus Award in 2000. He is an honorary fellow of the Polish Society of Hygiene, and one of only one hundred persons in the world to be elected honorary fellow of the British Royal Society of Health.

What is Public Health?

Public health is the field of practice that monitors and evaluates the health needs of entire communities. Practitioners work to identify and eliminate environmental health hazards, and to promote healthy practices and behaviors.

Already, we can see that some of the biggest challenges facing the human race in the 21st century will be public health issues: AIDS, of course, but also environmental toxins, access to pure water, and other issues.

Public health complements medicine, Treviño observes. We need both. Public health seeks to prevent disease and injury in the general population, while medicine seeks to cure individuals stricken by disease and injury.

The two disciplines could be working and learning side by side, but in practice, there has been little communication between them. Treviño is proud that at the American Public Health Association, he brought that group together with the American Medical Association to talk about increased collaboration. It was their first formal conversation ever.

Founding a School of Public Health

After several years in Washington with APHA, Treviño served two years as president of the World Federation of Public Health Associations in Geneva, Switzerland. Then he came home to Texas, joining the faculty of the University of North Texas Health Science Center.

The University of North Texas (UNT) is a state-supported university system with more than 30,000 students. It is a doctoral/research university recognized by the Carnegie Foundation. UNT boasts that it is "one of the top hundred colleges for Hispanic students." The

FIRST-YEAR ENROLLMENTS IN SCHOOLS FOR SELECTED HEALTH PROFESSIONS BY RACE AND ETHNICITY: SELECTED ACADEMIC YEARS 1980-81, 1990-91, AND 1996-97

Occupation, Race and Ethnicity	Number of students			Percent of students		
	1980-81	1990-91	1996-97 1/	1980-81	1990-91	1996-97 1/
Public Health 7/						
All races 2/	NA	3,432	4,563	NA	100.0	100.0
Non-Hispanic white	--	2,466	2,976	--	71.9	65.2
Underrepresented minority	--	613	779	--	17.9	17.1
Non-Hispanic black	--	248	344	--	7.2	7.5
Hispanic 4/	--	338	412	--	9.8	9.0
Native American	--	27	23	--	0.8	0.5
Asian	--	212	626	--	6.2	13.7
Nursing (RN programs) 5,8/						
All races	115,279	122,656	119,205	100.0	100.0	100.0
Non-Hispanic white	--	103,279	96,468	--	84.0	80.9
Underrepresented minority	--	15,608	17,756	--	12.7	14.9
Non-Hispanic black	--	10,476	12,123	--	8.5	10.2
Hispanic	--	4,258	4,735	--	3.5	4.0
Native American	--	874	901	--	0.7	0.8
Asian	--	3,912	5,017	--	3.2	4.2

1/ First-year enrollments for nursing students are for 1995-96.
2/ Includes race/ethnicity unspecified.
3/ Includes Non-Hispanic Black, Mainland Puerto Rican, Mexican American, and American Indian.
4/ Includes students attending schools in the Commonwealth of Puerto Rico.
5/ Excludes students attending schools in the Commonwealth of Puerto Rico.
6/ For 1990-91 and earlier years, pharmacy first-year enrollment data included students in the first year of the final three years of all first professional degree programs (Bacc. and Pharm.D.1). For example, in 1996-97, pharmacy first-year enrollments include students in the Baccalaureate Class of 1999 and the Pharm.D.1 Class of 2000.
7/ U.S. citizens only.
8/ In 1990, the National League for Nursing developed a new system for analyzing minority data and in academic years 1992-93 and 1993-94 the minority data question was changed. Therefore, race/ethnicity data may not be directly comparable to prior years.

SOURCES: Association of American Medical Colleges: AAMC DATABOOK, Statistical Information Related to Medical Education. January 1998. Washington, DC, 1998; American Association of Colleges of Osteopathic Medicine: 1997 Annual Statistical Report. Rockville, MD, 1997; American Association of Colleges of Podiatric Medicine: Unpublished data; American Dental Association: 1996/97 Survey of Predoctoral Dental Educational Institutions. Chicago, 1997; Bureau of Health Professions: Minorities and Women in the Health Fields, 1994 Edition; Association of Schools and Colleges of Optometry: Unpublished data; American Association of Colleges of Pharmacy: Institutional Research Report Series, Profile of Pharmacy Students, Fall 1996. Alexandria, VA, 1997. Also unpublished data; Association of American Veterinary Medical Colleges: Unpublished data; Association of Schools of Public Health: 1996 US Schools of Public Health Data Report, May 1998; National League for Nursing: Nursing Datasource 1997. New York, 1997; State-Approved Schools of Nursing RN 1973. New York, 1973.

main campus is in Denton, north of the Dallas-Fort Worth metroplex. A new campus is under construction on the south side of Dallas.

The UNT Health Science Center at Fort Worth (UNTHSC-FW) originated in 1970 with the foundation of the Texas College of Osteopathic Medicine. The osteopathic college remains the "cornerstone" of the Health Science Center. Osteopathy has traditionally welcomed female and minority doctors. In addition to his post as dean of the School of Public Health, Treviño chairs the Department of Public Health and Preventive Medicine in the College of Osteopathic Medicine. His School of Public Health offers a joint degree program with that college.

In 1999, the Health Science Center invited Treviño to develop the fledgling public health program into a School of Public Health. He took it as an opportunity to support activist teaching, learning, and outreach.

Treviño's program quickly attracted distinguished faculty.

"I just put people together," the dean says modestly. But he does express pride that 30 percent of faculty are Hispanic.

For example, Hector Balcázar chairs the Department of Social and Behavioral Sciences and directs the Center for Cross-Cultural and Community Health Research. Balcázar earned a B.S. in nutrition from the Universidad Iberoamericana in Mexico City, then a Ph.D. in international nutrition from Cornell University.

Balcázar is all enthusiasm for his newest responsibility, "Salud para su corazón del norte de Texas." It is an outreach program that teaches cardiovascular health practices to Hispanic families through *promotores*–people from the community who are trained to impart information through informal, face-to-face methods.

Another community outreach program in Treviño's activist School of Public Health is diabetes screening in the Fort Worth public schools. Ximena Urrutia-Rojas, an R.N. from Chile, has organized an army of volunteers to evaluate children's risk of diabetes and inform their families. Thousands of children have already been screened. The school district has also redesigned lunch menus to reduce diabetes risk.

Treviño's associate dean is Robert Galván, a native Texan. With an M.S. in Environmental Science from UT-Dallas, many years of public service, and an M.P.H. from UNTHSC-FW, Galván will direct Treviño's new Training Center for Spanish Speaking Public Health Professionals.

"Only 8 percent of those working in public health in Texas have any training in public health as such," Treviño notes. Typically, they have degrees in biology, nursing, or other health disciplines. "Can they do a better job with a little additional training?"

The Training Center will offer short courses. Practitioners may come to Fort Worth for a week or two, or professors may travel to locations statewide, or distance learning technology may be used.

Under Treviño's leadership, the School of Public Health has grown fast with outreach programs, training institutes, and conferences, as well as more and more students. By 2001, more space was needed.

> *"Historically, we spend 99 cents of every health dollar on care of the sick, and only one cent on prevention."*

The Health Science Center remodeled a wing of the main administration building's seventh floor. Facilities include a computer laboratory/classroom with monitors set low so students can perform calculations, then look up for lectures and discussions. In a lobby, a popular spot to study between classes, ergonomic easy chairs face an inspiring view of the Fort Worth skyline.

Public Health Needs

What is the public health measure that would benefit most of the Hispanic people in the United States? Is it diabetes screening, occupational safety, or prenatal care?

All these and more would be beneficial, but Treviño is on record: the number one need is education.

Without education, people toil in backbreaking jobs, exposed to many occupational hazards. Health insurance is not provided. Low pay leads to poor diet and unsafe housing. The uneducated person has greater difficulty getting health information and accessing health care.

"Education is the great equalizer," Treviño declares. "It gives you a chance. We're headed for a future of more backbreaking work unless we can get our kids to take advantage of educational opportunities."

Having gained an international perspective at the World Federation of Public Health Associations, Treviño sees that "No other country spends more money (than the U.S.) on health, but we don't get a very good return in terms of traditional measures of population health. Where do you get the biggest return per dollar? With early interventions and prenatal care, you really have a big impact on lifespan and quality of life. But the United States has public health insurance for the elderly, not for children.

"During the 20th century, we experienced a phenomenal increase of 30 years in the average lifespan (from 45 to 75 years). Research has shown that we gained five years from improved medical care and 25 years from sanitation, prevention, pure water, seatbelts, immunization, and other public health measures.

"Historically, we spend 99 cents of every health dollar on care of the sick, and only one cent on prevention. Other countries spend in a more balanced way. Three percent for public health is what we asked for at the American Public Health Association. Public health benefits everyone, not just the rich."

Public Health Careers

The U.S. Health Resources and Services Administration (HRSA) reports that only 20 percent of public health professionals working in this country today have the education and training to do their jobs most effectively. Schools of Public Health provide only about 5,000 new graduates each year.

Opportunities are open in government and social agencies, managed care companies, hospitals, health systems, and universities. HRSA has programs to encourage minority public health students.

To the young person interested in a public health career, Treviño says, "You can certainly start at a community college–I did. You'll need a bachelor's degree–any subject is OK. It's best to take some biology, chemistry, and math. Get some work experience to see if you like the field of health–maybe volunteer."

In his message to new public health students, the dean sums it up: "Public health is unique among the health fields in that it offers the opportunity to have a major impact on the health of whole populations. Public health is a profession where you can indeed make the world a better place to live for the present population as well as for generations of individuals yet to come."

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator, Alison a research librarian.

What a Difference a Century Makes!

In 1902, One in Ten U.S. Adults Could Read or Write

by Mary Ann Cooper

If you think that the more things change, the more things stay the same, think again. In the past 100 years, America has become a much different place. In May 1902, Cuba celebrated its first official Independence Day from Spain, and its people were filled with great expectations. That same year, Puerto Rico became the first jurisdiction in the United States to recognize English as an official language. The computer was in its infancy and first being used by the newly fully staffed Bureau of the Census that year as well.

Life may have begun at 40 in 1902, but it ended very soon thereafter. Average life expectancy in the U.S. was 47. And life didn't begin with a fast ride to a hospital for most of us; 95 percent of us were born at home under the care of doctors who bypassed college and attended, instead, medical schools widely condemned by the government and the press as substandard. But at least you didn't have to worry about throwing the baby out with the bath water–only 14 percent of U.S. homes even had a bathtub, then.

And where was home? Well, it wasn't "California here I come" for early 20th-century Americans. Alabama, Mississippi, Iowa, and Tennessee each had more people living within their borders than the Golden State. California only had a population of 1.4 million in 1902. Las Vegas was not a happening town; that's for sure. The Nevada tourist and gambling mecca had a population of 30 that year, which is not surprising when you consider that Arizona, Oklahoma, New Mexico, Hawaii, and Alaska weren't even states yet.

We only had 8,000 cars traveling on 144 miles of paved roads at that turn of the century, so you didn't have to worry about tollbooths or traffic jams. But you couldn't move around too quickly, either. The maximum speed limit in most cities was 10 mph. Imagine a marathon runner of today leaving your car in the dust on a country road. So, it was a little more difficult to go to Grandma's house for the holidays, but if you decided to let your fingers do the walking to deliver your holiday greetings, it would have been an expensive proposition. Only 8 percent of us had a telephone. What's more, a three-minute call from Denver to New York City set you back $11.00 in 1902. That $11.00 figure is notable when you consider that the average wage in the U.S. was 22 cents an hour, and the average U.S. worker made between $200 and $400 per year.

Higher education graduates weren't independently wealthy, either. An accountant earned $2,000 per year; a dentist, $2,500; a veterinarian, between $1,500 and $4,000; and a mechanical engineer, about $5,000.

The happy homemaker had to stretch those wages, but that wasn't a problem for many. Sugar cost four cents a pound. Eggs were 14 cents a dozen. Milk could be had for six cents a quart and bread sold for six cents a loaf. You could top off your toast to the tune of 22 cents a pound for butter. A sirloin steak dinner would set you back 14 cents for every pound served, rice as a side dish cost six cents a pound. Irish potatoes were a bargain at 39 cents a bushel. You could afford to top dinner off with a cup of coffee or two. At 15 cents a pound, Americans could indulge their daily dose of caffeine.

The rising immigrant population in the U.S. found work in more American homes than you might imagine. Eighteen percent of households in the U.S. had at least one full-time servant or domestic.

Cancer wasn't as much on the radar screen as other diseases. And of course, AIDS didn't exist. Americans were fearful of pneumonia and influenza, which was the leading cause of death. The other leading causes then were tuberculosis, diarrhea, heart disease, and stroke.

Fear could have been eased by education, but only one in 10 U.S. adults could read or write. Only 6 percent of all Americans graduated from high school in 1902. Higher education was for a small, exclusive part of the population back then. Those who could write could post a letter for two cents, hence the expression, "putting your two cents" into a discussion. It was half that to send a post card. The one thing people weren't doing in 1902, however, was racing out to buy Mother's Day and Father's Day cards. Those holidays didn't exist at the turn of the last century.

And while Americans in 1902 had to live without crossword puzzles, canned beer, and iced tea, life was simpler and more peaceful. There were only about 230 reported murders in the entire U.S. Indeed, America was a much different place.

In Critical Condition: Hispanics and the Health Profession

by Estela Marin, M.A.

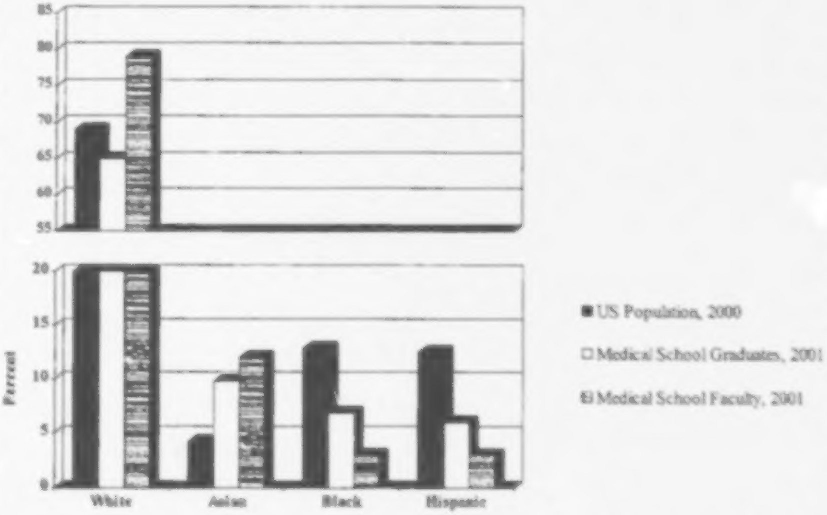
Diagnosing the Problem

The United States is suffering from a widespread infirmity. In a report released in April, Community Catalyst stated that "The U.S. medical profession is on a demographic collision course with an increasingly diverse nation." Even though Hispanics make up 13 percent of the U.S. population, they account for only 4 percent of people seeking degrees in any healthcare profession. To compound the problem, while Latinos are the fastest growing racial/ethnic group in the U.S., the percent of Hispanic healthcare professionals does not appear to be increasing in tandem.

Progress has been made. Until the late 1960s, three-fourths of all minority medical students were enrolled in just the two historically Black medical schools, Howard and Meharry. Approximately 80 percent of Hispanic physicians have graduated in the past 20 years. Without affirmative action programs introduced in 1970, we would have 40 percent fewer underrepresented minority (URM) physicians practicing today. However, the scarcity of Latino physicians is still apparent. In 2001, Hispanics made up only 1,021 of the 16,365 entering medical students.

The problem starts long before the decision to enter a professional or other academic program. At every step of the educational process, Hispanics have higher dropout rates than other groups. Furthermore, according to the 2000 National Assessment of Educational Progress (NAEP), Black and Hispanic high school seniors lack the basic knowledge and skills to do 12th-grade science. This means that of those students who do go on to higher education, many are at a serious disadvantage when taking the college-level science courses needed for most degrees in health-related fields.

Racial/Ethnicity Differences*



*Sources: U.S. Census and AAMC

Those students who manage to obtain sufficiently rigorous training in the sciences often lack mentors and role models. Hispanics are also underrepresented in academic medicine, making up only 3 percent of medical school faculty. Furthermore, in a study spanning more than a decade, researchers found that Hispanic faculty were significantly less likely to be in tenure-track positions, to obtain research grants, or to be promoted than their Caucasian counterparts. Today, 17 percent of Hispanic faculty in medical schools are full professors compared with 28 percent of Whites.

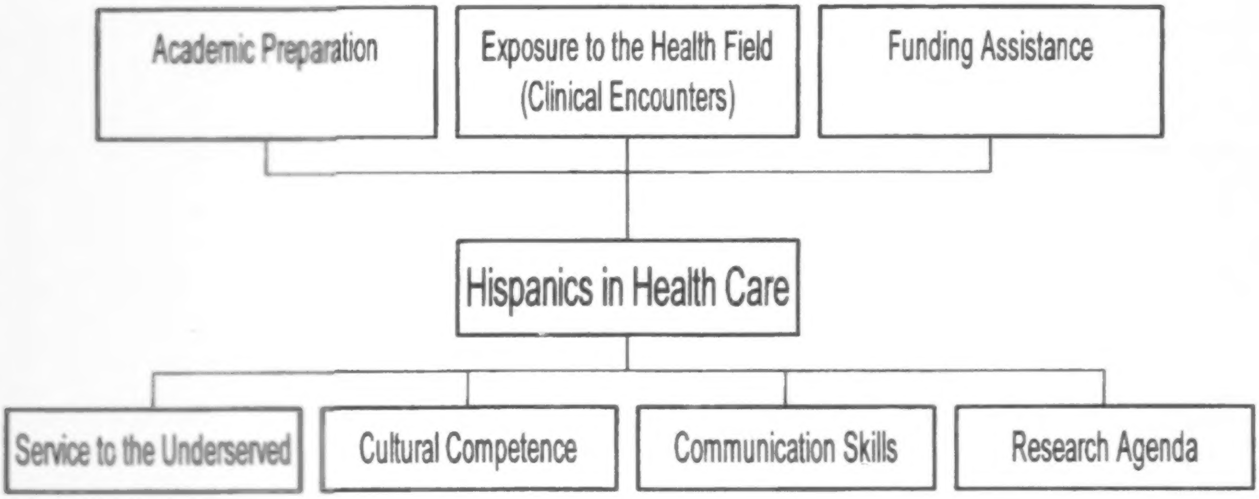
Intensive Care

Beyond the ideal of academic equity, why should it matter that Hispanics are underrepresented in healthcare fields? Health Professionals for Diversity, a coalition of 51 national health and education organizations, holds that "Racial and ethnic diversity in the health professions workforce is essential for the delivery of quality health care." Research indicates several reasons why this is true.

Hispanics are more likely than other Americans to experience a plethora of health problems, ranging from diabetes to AIDS to obesity. These problems are exacerbated by the fact that 30 percent of Hispanic adults have no usual place to go for health care, instead opting for treatment from pharmacies or emergency rooms, depending on the nature of their problem. One of the main goals of Healthy People 2010, the nation's health objectives set forth by the Department of Health and Human Services, is to eliminate health disparities.

Despite their small numbers, Hispanic health professionals play an important role in providing access to care and achieving national objectives. Forty-four percent of Hispanic medical school graduates train in primary care specialties, such as general medicine or pediatrics, compared with 39 percent of

Hispanics in Health Care: What to do and Why



all residents. That means that Latinos are on the frontline of the medical field, having access to–and say in the treatment of–individuals with a wide variety of health problems. Hispanic physicians are also more likely to serve uninsured and minority patients than their White counterparts. For example, in 1974, Latino students at the University of California-Davis formed Clinica Tepati to provide free primary care to uninsured people in the Sacramento area.

A considerable barrier to accessing care is language incompatibility. Thirty-nine percent of U.S. Latinos are foreign born, and for most of them, Spanish is their preferred, if not primary, language. "Being able to speak Spanish in places where Hispanics are quickly becoming a majority of the population is essential," says Maribel, a second-year medical student at the University of Pittsburgh. "It not only allows for better communication between the doctor and the patient, but also translates to better care."

Research suggests that family members and hospital-based translators do not provide the degree of accuracy or satisfaction that a health care professional fluent in a patient's language can. Poor outcomes due to language barriers are as varied as feeling disrespected to not being able to understand follow-up instructions. Healthcare students from all backgrounds are recognizing the importance of Spanish communication. Many students in medical schools have chosen to enrich their knowledge of medical Spanish, either individually or by forming study groups. Unfortunately, in clinical settings, such measures are not substitutes for the high proficiency in Spanish that Hispanic healthcare providers often have.

Patient's limited English creates a barrier not only for health care, but also in research. Due to resource constraints, most research projects exclude individuals who are not proficient in English. These people cannot participate in clinical trials for cutting edge treatment or even in studies measuring access to or quality of care. One review found that non-English speaking patients were excluded from 40 percent of studies about doctor-patient interactions.

Language is not the only barrier to inclusive research, however. From 1990 to 1997, only seven Hispanic MDs indicated that research was their primary focus. The lack of Latino health researchers with clinical experience means that there are few questions being asked, and answers being sought, about issues that are particularly pertinent to Hispanics.

Another asset of Latino health professionals is the cultural competency they bring with them. As medical student Maribel states, "Even if Spanish were not spoken, having [a] Hispanic background and knowledge of its culture is sure to be a great asset when dealing with patients."

Recognizing the importance of a person's environment to their behavior, diagnosis, and treatment, most medical schools have a cultural competency component to their curriculum. However, this cannot substitute for years of experience in a culture. Hispanic physicians may be more attuned to the possibility that their patient has sought alternative forms of therapy, such as from a curandero, and may be in a better position to discover and discuss the treatment implications of this.

Fighting for a Cure

Hispanic health professionals have the cultural competence, communication skills, and willingness to serve those most in need. Yet their numbers fall critically short of the demand. Can anything be done to change this?

One of the largest academic health organizations, the Association of American Medical Colleges (AAMC), which represents all U.S. allopathic (or traditional) medical schools and nearly 400 teaching hospitals, has been struggling with the issue of racial and ethnic underrepresentation in the medical profession for more than three decades. The AAMC defines underrepresented minorities (URMs) narrowly, so that while African Americans, American Indians/Alaskan Natives, Mexican-Americans/Chicanos and mainland Puerto Ricans fall under this category; Commonwealth Puerto Ricans and other Hispanics do not. As of this writing, the AAMC is debating whether it should alter its definition of URMs. Currently, 55 percent of Hispanic applicants designated as URMs are accepted into medical school, compared with 45 percent of other Hispanics and 50 percent of applicants overall.

Hispanics tend to score lower than Whites and Asians in the Medical College Admissions Test (MCAT), which creates a substantial obstacle during the admissions process. As AAMC President Jordan J. Cohen stated last year, medical schools have a "tendency to underemphasize, because they are harder to measure, the personal characteristics we are seeking in our applicants, and to overemphasize the more easily measured indices of academic achievement." To counteract this, the AAMC provides a workshop called the Expanded Minority Admissions Exercise to train admissions committees to use criteria such as determination, maturity, commitment, and communication skills in predicting the success of minority medical school applicants.

Some people are concerned about what impact a change in admission standards may have on the quality of medical school graduates. The AAMC argues that whether emphasis during the admissions process is placed on more traditional criteria such as grade point average and MCAT scores, or on noncognitive factors during the admissions process, all medical students must pass through rigorous academic curricula, three national standardized tests, and residency programs before becoming licensed physicians.

The AAMC has other initiatives to promote URM recruitment, including the Medical Minority Applicant Registry (Med-MAR), which provides URM applicant information to medical school admissions offices, and the Minority Medical Education Program (MMEP), a free six-week course for undergraduates to attend at several medical schools around the country.

Not all of the AAMC's initiatives have met with success. In 1991, the organization started Project 3000 by 2000 in collaboration with the Robert Wood Johnson Foundation with the goal of increasing the number of first-year URM medical school matriculants to 3,000 by the year 2000. In actuality, there were fewer than 1,800 URM enrollees in 2000, due partially to an overall decline in medical school applicants after 1996.

AAMC is not the only organization trying to create a change. The National Hispanic Medical Association's (NHMA) Resident Physician Database provides an opportunity for residents with similar interests and specialties to identify and connect with each other. The goals of the student-run American Latino Medical Association, based at Meharry, are to eliminate health disparities and increase Hispanic interest in medicine and medical school retention rates.

Unfortunately, students have expressed the sense that unequal admission standards and minority-targeted programs create tension between underrepresented students, who feel they must justify their "spot" in an academic class, and other students, who feel that minorities have an unfair advantage.

Prescriptions for Change

Organizational policy and interventions are critical components for change, but there are several things that individuals can do to promote a healthcare field to Hispanic students.

Helping Hispanic students obtain a rigorous science background is crucial. School-based changes to ensure a strong science curriculum need to be made, but measures to augment school programs are often necessary as well. High school students need to hear about after-school and summer enrichment programs; research opportunities or summer courses in health care such as MMEP should be promoted to college students. Hispanic students should be encouraged to serve as mentors and tutors to younger students, and faculty diversity needs to be promoted.

A critical component to considering the health profession may be early exposure to the field. Hilda Marín, a respiratory therapist for the past 15 years, volunteered at a hospital when she was a teenager. "I wonder if I hadn't had that experience whether I would have even considered a career in that field."

Carlos Brown, a second-year medical student at Louisiana State University Health Sciences Center in Shreveport echoes her sentiments. He decided to become a physician after a medical mission trip to Honduras. Before going to medical school, Carlos also obtained experience working at an emergency department.

Academic professionals can let students know about volunteer opportunities or internships available in health care. Some universities have created programs to provide these very opportunities. Clinica Tepati, for instance, not only provides care for underserved individuals, but also gives undergraduate students the opportunity to learn and interact with patients in a clinical environment under the guidance of physicians.

A student might have the interest and academic background to go into health care, yet be hampered by an ever-increasing problem: cost. Loans, grants and scholarships, work-study programs, military service, and "pay back" programs (where students get tuition money for agreeing to work in underserved communities for a certain amount of time) are all viable options. However, the information-gathering, decision-making, and application processes can be daunting, particularly for a first-generation college student.

The underrepresentation of Hispanics in the healthcare field has a long history; eliminating this disparity will require a multifaceted approach. But achieving this goal is worth the effort. A health profession that accurately represents the U.S. culturally benefits everyone.

The following chart reflects health degrees by type conferred to Hispanics in 1998.

Degree Type	Total	Hispanic	Percent Hispanic
Associate's	92,031	4,625	5.0 percent
Bachelor's	84,379	3,324	3.9 percent
Master's	39,260	1,264	3.2 percent
Doctoral	2,484	66	2.7 percent
Professional	30,829	1,274	4.1 percent
Medicine (M.D.)	15,424	773	5.0 percent
Osteopathic medicine (D.O.)	2,110	82	3.9 percent
Dentistry (D.D.S. or D.M.D.)	4,032	142	3.5 percent
Optometry (O.D.)	1,274	57	4.5 percent
Pharmacy (Pharm.D.)	3,660	75	2.0 percent
Podiatry (Pod.D., D.P., D.P.M.)	594	30	5.1 percent
Chiropractic (D.C. or D.C.M.)	3,735	114	3.1 percent
Total	248,983	10,552	4.2 percent

Source: U.S. Department of Education, National Center for Educational Statistics

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Hispanics in Corporate America: Gains Not Nearly Enough

by Inés Pinto Alicea

More Hispanics are joining the corporate ranks of Fortune 1000 companies, and more Hispanics are serving as board members of corporate boards of these companies, according to two major annual studies that examine Hispanic representation at the highest levels of corporate America. But one study paints a more optimistic picture than the other.

The 2002 Corporate Governance Study, released this fall by the Hispanic Association on Corporate Responsibility (HACR) during Hispanic Heritage Month, is a comprehensive listing of the highest-ranking Hispanics in all Fortune 1000 companies, and it rates these companies for their record in including Hispanics as board members, officers, and high-level executives.

The study showed that although Hispanics represent 14 percent of the U.S. population, including Puerto Rico, they hold only 1.8 percent of all board seats (or 191) of Fortune 1000 companies and 1.1 percent of all executive officer positions as reported to the Securities and Exchange Commission.

Hispanic representation in corporate America's governance has increased since HACR started monitoring its composition in 1993. However, the progress has "been painfully slow," according to HACR.

Since it was first published in 1993, the study has pointed out shortcomings and areas for growth in the representation of Hispanics on the governing boards of the largest companies in America. It also continues to broaden its scope of research so that it can present the most accurate, comprehensive, and up-to-date information regarding Hispanics in corporate America.

Founded in 1986 as a nonprofit coalition of the most prominent national Hispanic organizations, HACR "strives to ensure that there is an equitable participation of the Hispanic community in corporate America" and that companies "endeavor to include Hispanics in employment, procurement, philanthropy, and corporate governance."

Anna Escobedo Cabral, HACR president and CEO

According to the Washington-based organization, 98.2 percent of all Fortune 1000 board seats are held by non-Hispanics. A majority (84.7 percent) of these companies fail to have at least one Latino on their board of directors, and 91 percent of Fortune 1000 firms have no Hispanic executive officers. These statistics are comparable to those of last year's study, which found 85.4 percent of these companies with no Hispanic directors and 93 percent without Hispanic executive officers.

"A few more companies are including Hispanics in their governance and as executive officers, but the majority continue to neglect the largest minority group in the nation," said HACR president and CEO Anna Escobedo Cabral.

"Companies that exclude Hispanics will see their bottom lines and share values negatively affected as the Hispanic market grows stronger by the day," she said. "To boost employee morale, build corporate reputation, gain consumer loyalty, and compete successfully, companies must be inclusive of Hispanics in their corporate governance, as well as in all other economic activities. Hispanic inclusion begins in the boardroom, and most Fortune 1000 companies failed the test."

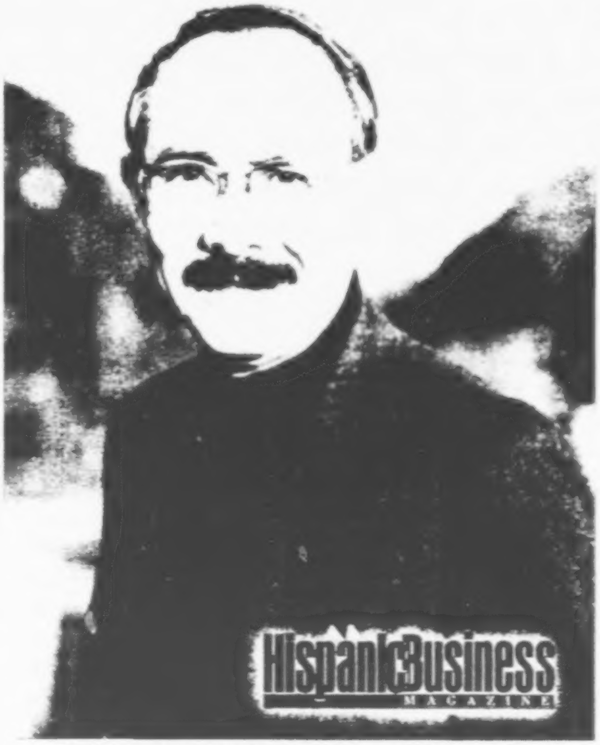
According to HACR's study, 16 industries in the nation lack Hispanic board members, and 25 industries have no Hispanic executive officers.

For example, the furnishing and housing equipment industry has no companies with Hispanic directors, and the toys and sporting goods industry is among those that lack both Hispanic directors and executive officers. However, Hispanic households spent on average $1,303 in housing equipment and furnishings in 2002, according to the Bureau of Labor Statistics.

"Corporations must ensure that Hispânic participation in corporate governance, employment, procurement, and philanthropy is at a level that is commensurate with the community's size and purchasing power," said Ronald Blackburn-Moreno, chairman of HACR and president of the ASPIRA Association. "Companies that continue to ignore the Hispanic community do so at their own peril and are at risk of losing millions in sales from Hispanic consumers."

Another study done on the same topic earlier this year painted a rosier picture. Hispanics are making inroads in corporate America, with a huge increase in the number of Hispanic executives at Fortune 1000 corporations nationwide and a positive trend in the numbers of Hispanics on corporate boards, according to a study published this year by *Hispanic Business* magazine.

The number of executives included in the Hispanic Business Corporate Elite directory has grown to 928 Hispanic executives at Fortune 1000 companies–a 43 percent increase since last year, highlighting the increasing success of Hispanics in corporate America. All Hispanic executives included in the directory are Fortune 1000 employees who work at the vice-presidential level or above. The January/February 2002 issue showcased the increasing success of Hispanics in corporate America. Of those 928, only four are corporate-wide CEOs; another 15 hold the title at subsidiary operations.



Jesús Chavarría, Hispanic Business magazine CEO and publisher

"The striking increase in the number of Hispanic executives in the business market nationwide illustrates not only that the Hispanic population is growing and assimilating, but that individuals are making strides to rise to the top of corporate America," said *Hispanic Business* CEO and publisher Jesús Chavarría.

The number of companies represented on this year's list has risen to 162, reflecting a 5 percent increase. The 10 states with the most Hispanic executives, in descending order, were Florida, California, Texas, New York, Illinois, New Jersey, North Carolina, Connecticut, Georgia, and Pennsylvania.

Banking and finance, technology, healthcare, and utilities are the industries with the most Hispanic executives. Among the companies employing the greatest numbers of Hispanic executives are Wachovia Corp., Washington Mutual, Bank One Corp., Citigroup, Xerox Corp, and IBM.

According to the *Hispanic Business* study, 715 percent of the Hispanic Corporate Elite were male. The Corporate Elite listing is compiled through a survey of the Fortune 1000 companies. The magazine's research department contacts each company by phone or e-mail and requests that they submit the names of Hispanics employed at the VP level or above, said J. Tabin Cosio, research supervisor at Hispanic Business Inc.

John Honaman, executive director of the National Society of Hispanic MBAs, said Latino employees who want to join the corporate ranks have to take assertive steps to assure their careers are moving on the path that leads them to the higher echelons. It is important that Latinos take jobs that keep them close to the decision-making process regarding the company's financial well-being, he said. Employees wanting to move up the executive ranks must steer clear of jobs that may look like promotions but really can sidetrack a career away from positions that significantly impact the company's bottom line.

"You can make terminal decisions about your career that will impede you from rising to

TOP 10 STATES

State	Number of executives	State	Number of executives
Florida	173	New Jersey	28
California	152	North Carolina	28
Texas	97	Connecticut	23
New York	85	Georgia	19
Illinois	63	Pennsylvania	19

Note: Based on where executives work, not location of corporate headquarters. Chart data reflect the full complement of Corporate Elite members (available at www.HispanicBusiness.com)

Florida maintains its position as the state with the most Corporate Elite members, but Illinois shows the greatest proportional increase (142 percent) since last year.

your true potential in a corporation," said Honaman.

NSHMBA and the Hispanic Scholarship Fund have a partnership to offer scholarships to Latinos pursuing master's degrees in management/business. Awards range from $2,500 to $15,000. [For more information, contact either organization. NSHMBA's Web site is www.nshmba., it's toll-free phone, 1-877-4-nshmba].

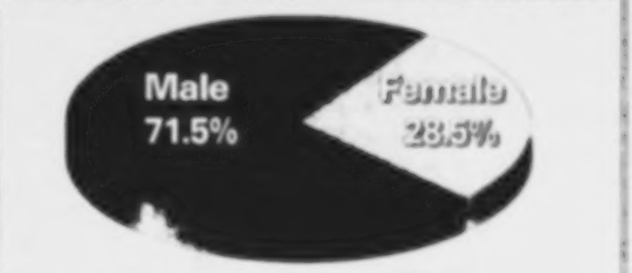
EDUCATION

Highest degree held by Corporate Elite executives

Bachelor's Degree	45.0%
Master of Business Administration	28.9%
Master's Degree	17.6%
J.D.	8.2%
Ph.D.	3.5%
Medical Doctor	1.4%
Other	3.3%

Percentages based on those executives who provided degree information.

EXECUTIVES' GENDER



Note: Chart data reflect the full complement of Corporate Elite members (available at www.HispanicBusiness.com)

Ileana M. Infante, director of the education division for the Puerto Rican Legal Defense and Education Fund (PRLDEF), said there are ways to increase the numbers of Latinos in corporate America. One way her organization has been striving to diversify corporate America is through corporate legal departments.

"The future of Latinos, African Americans, and other minorities depends on the cultivation of professionals of color exercising leadership across a wide range of disciplines in both the public and the private sectors," said Infante. "Currently, these communities are underrepresented in the law departments of corporate America."

Infante said corporate legal departments typically do not maintain summer internship programs. In 1999, PRLDEF successfully launched its summer legal internship program in collaboration with Bristol-Myers Squibb, a leading diversified worldwide health and personal care company.

The Corporate Legal Internship Program provides first- and second-year law students of color with a rare opportunity to gain corporate experience as well as corporate attorney mentors. The program gives corporate legal departments the opportunity to incorporate highly qualified, summer law student associates with minimal effort. The internships also afford corporations an extraordinary mechanism by which to connect with and support current law students who will make up tomorrow's candidate pool. It is a paid summer program for first- and second- year law students, particularly disadvantaged Latinos and students of color who are interested in pursuing careers in corporate legal departments. The summer stipend (usually between $8,000-$10,000) is determined by each corporation.

PRLDEF's education division administers the application and preliminary interview process, forwarding outstanding candidates to interested corporate legal departments. The corporate legal departments of IBM, Allstate Insurance Co., Verizon, MetLife, Inc. have been active in the program. Since it's initiation, PRLDEF has placed 14 summer interns, and hopes to expand the number of participating corporations, as well as the number of interns, said Infante.

The Boardroom Elite

The 2002 Boardroom Elite, a study by *Hispanic Business*, reports that corporate boards include more Hispanic members than ever before. After decreasing in recent years, the number of Hispanics serving on the boards of directors at Fortune 1000 corporations has sharply increased. Currently, 82 Hispanics hold 114 seats at 99 companies, up from 57 individuals holding 75 seats at 67 companies last year. That represents a 52 percent increase from last year, but with nearly 10,600 total board seats at Fortune 1000 corporations, it's far short of parity with the Hispanic population.

"It is possible that the increase may be attributed to more complete data furnished by corporations this year," acknowledges Frank Chow, chief economist for HispanTelligence, "However, despite the apparent increase, Hispanics still remain vastly underrepresented on the boards of directors at the nation's largest companies."

The utilities industry had the largest number of Latino board members, claiming 12 seats or 10.5 percent of the total. Engineering and construction companies together accounted for nine seats held by Latinos or 7.9 percent, followed by general merchandising, petroleum refining, and publishing and printing companies, with six seats (5.3 percent) each.

Honaman said corporate America looks for a number of characteristics and types of experience when picking board members, but he said networking is an important factor as well. Many corporate board members have been presidents of other companies. Another important characteristic a potential board member should have is experience contributing to the bottom line of a company.

To be considered for a corporate board, Honaman said it is important to try to get experience as a board member for a private organization such as a foundation, museum, or university.

"You want to make sure that you are visible as a leader in circles where other board members are," said Honaman. "You should be articulate and able to express your opinions and ideas, but you should also be a team player. Boards need people who have business acumen."

Honaman said the fallout from the demise of the Enron Corp. has raised the stakes for all people who want to serve on boards.

Dropout Rates: Where Do We Go from Here?

Too Many Latinos Still Piling Up on the Shoals of Failure

by Michelle Adam

"Latinos, in particular, continue to lag significantly behind other racial and ethnic groups in the educational domain. For instance, in 1998, 38.2 percent of Latinos in the 25-29 age group did not have a high school diploma, compared to 7.1 percent of Whites and 13.1 percent of African Americans in the same age range (National Center for Education Statistics [NCES], 1999). All indicators point to a continuation of such disparities in the near future. Latinos continue to have the most elevated dropout rates in the country (Hauser, Simmons, & Pager, 2000; NCES, 2000)."

–Velez, William and Rogelio Saenz. 2001. "Toward a Comprehensive Model of the School Leaving Process among Latinos." School Psychology Quarterly *16 (4) 445-67*

The answer was a clear "I don't know" when I asked Rogelio Saenz why Latinos were dropping out from high school at rates surpassing those of African Americans and Whites.

What he did say, however, was that "there's still a lot of work to be done. The demographic changes will create the pressure to make people wake up, but I don't think this will be a problem that will be solved overnight."

Rogelio Saenz, department head and professor of sociology at Texas A&M, spoke to *HO* of his recent work on the issue of Latino dropout rates, published in the *School Psychology Quarterly*. In his journal article entitled, "Toward a Comprehensive Model of the School Leaving Process among Latinos," Saenz consolidated prior research on the subject and proposed ways to address the fact that society is increasingly losing Latinos within the educational system.

> *The success of Latino students, or of any students, can often be measured by "the extent to which kids feel connected to the schools."*
>
> ROGELIO SAENZ, DEPARTMENT HEAD AND PROFESSOR OF SOCIOLOGY, TEXAS A&M

To begin with, however, Saenz made it clear that the topic of Latino dropout rates is nothing new. "You do find that there is quite a bit of work done on the subject, but at the same time you have the continual problem," he said. "Dropout rates for African Americans and Whites have decreased significantly, 40 percent or so [between 1972 and 1999], but for Latinos it has only been about 15 percent."

In Saenz's work, he quotes former Secretary of Education Richard Riley about the final report on the Hispanic Dropout Project (Secada et al., 1998, p. 10): "Much of what we have to report to America is *not* new. The roots of our findings run deep through the decades of extensive research gathered in many parts of the nation…"

The report (Secada et al., 1998, pp. 10-11) laments: "What troubles us and adds to our collective impatience in submitting this report is precisely that so much of this has appeared so often in the research literature and has been urged so often by those who care about student outcomes. Yet the nation has failed to put this knowledge to work in more than a few sites. There are lighthouses and beacons of excellence, yet policymakers and schools keep missing the message, sailing through the daily grind of ineffective and alienating practices, and piling up on the shoals of failure. Our nation's children, its most valuable resource for its future, pay the price."

Despite the plethora of material on Latino dropout rates and after conducting extensive research on the subject himself, Saenz emphasized the need for more detailed studies that would pave the way for policy changes. Within his work, he also addressed the various factors that seem to affect Latino dropout rates, and did so by breaking his study down into three categories: individual factors, family-related factors, and the structural level.

Regarding the individual factors, Saenz included the following aspects: academic expectations and performance, accelerated role-taking (becoming adults early in life through motherhood, pregnancy, etc.), generational status and acculturation (18 percent of Latino youth are foreign born), and adversarial structures such as peer pressure.

When asked which of the individual factors impacting dropout rates seemed the most prevalent, Saenz was especially concerned about Latinas. "I think gender issues are quite apparent in respect to pregnancy and schools not having the foresight to deal with these situations. Also, in respect to the roles Latina girls play, often they will do homework for their boyfriends, playing the social support system while their own schooling is negatively affected," he said.

"I think that making connections with girls early on, providing them with help and opening their eyes to the possibilities of careers–and making sure there are female role models–would be quite beneficial in helping more girls finish their schools."

Regarding the family-related factors, Saenz saw family structure (slightly more than half of all Latino students lived with two parents vs. one), family socioeconomic background, and social capital (connection between family, school, and social culture) as key elements that affect student success.

"The strongest factor seems to be that of the socioeconomic standard of the family, and having the resources to help the student navigate the system," said Saenz, who recognized that low socioeconomic levels can be one of the biggest causes of dropping out. His advice was for schools to build stronger ties with parents and help students and their parents better navigate a system that is often unfamiliar.

"A ninth-grade education is the average education for a Mexican-American in Texas."

ANGELA VALENZUELA, ASSOCIATE PROFESSOR OF CURRICULUM AND INSTRUCTION AND OF MEXICAN-AMERICAN STUDIES, UT-AUSTIN

While most studies of dropout rates focus on the individual factors, and then the family-related issues, little research has been done to look at the structural deficiencies, explained Saenz. The ways in which school structure impacts dropout rates include school practices and the community economic context within which the students and school reside. School practices such as tracking, grade retention, and unequal treatment of minority students all tend to add to the dropout rates of the disadvantaged student.

The success of Latino students, or of any students, can often be measured by "the extent to which kids feel connected to the schools," said Saenz. "Schools can be a very alienating environment. It is important to have teachers that care and help ensure that students want to go to school and have a supportive environment."

As part of his research, Saenz examined the work of Angela Valenzuela, associate professor of curriculum and instruction and of Mexican-American studies at the University of Texas at Austin. "She spent a year or two going to Latino high schools, visiting classrooms. She got a lot more in-depth knowledge of what was going on in Houston," he said.

Valenzuela, who won the prestigious "Outstanding Book Award 2000" from the American Education Research Association for her book *"Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring,"* has seen firsthand what caring for students means in the high schools, and the difference it makes in the dropout equation.

"The dropout rate is just the end product of a long process of being disengaged," said Valenzuela. "What I learned firsthand from my study is that students who were considered potential dropouts [but didn't drop out] were ones that had relationships with an adult at school. They said that there was someone there who helped them hold on. Caring meant a lot to the kids. The children that felt cared for by the teachers had a stronger relationship to the schools and to achievement."

While people used the word "care" a lot, Valenzuela found that the teachers and kids had a different sense of what that meant. For the teacher, caring meant "I will care for you if you care about the curriculum"; and for the students, it was I will care about the curriculum if you care about me."

When it comes to Latino students, Valenzuela found that they are particularly "subject to all kinds of mishandling that result from language and cultural issues. The language and culture are viewed as obstacles and barriers and detriments. I think this gets compounded with a history of low education."

Valenzuela has also come to believe that the reason Latinos are leading in dropout rates compared to African Americans and Whites, and other groups, is that a larger number of Latino students originate from poorly educated families. "A lot of this is part of a history of being undereducated. A ninth-grade education is the average education for a Mexican-American in Texas," she said.

Ironically, what Valenzuela discovered, as did Saenz, is that the Latino immigrant, first-generation student typically outperforms the other American-born Latinos. The only exception that she found to this case was within the honors programs, where immigrant and non-immigrant students both excelled in similar ways. "The tracking really does structure opportunity," she said.

While the numbers of Latino dropouts give reason for concern, the question still remains, "where do we go from here?"

> *There are lighthouses and beacons of excellence, yet policymakers and schools keep missing the message, sailing through the daily grind of ineffective and alienating practices, and piling up on the shoals of failure.*
>
> HISPANIC DROPOUT PROJECT REPORT-1998

One solution may be found through the endowment established by Carlos Cantú, Texas A&M alumni president and former president and CEO of Consumer Services, a subsidiary of the highly successful ServiceMaster Company. Several years ago he invested one million dollars to establish a foundation at Texas A&M to study and advocate on the issue of Latino dropout rates.

Although Saenz was given the opportunity to lead this foundation, his responsibilities as department head and professor became all too consuming. Since then he has passed on The Carlos Cantú Hispanic Education and Opportunity Endowment to Ken Meier, professor of political science at Texas A&M and at the George Bush School of Government and Public Service. Meier, who has been running the Texas Educational Excellence Project (TEEP) for four years now, conducting research on the quality and equity of education in Texas, has now made the endowment a top priority.

"We have had pieces of dropout issues intertwined with pieces of our equity research. Now, during the past year, the dropout issue has become our top priority," he said. "I don't know any other unit doing this. We have proposed to do what we do well, the research and the advocacy side. People have to rethink how we solve the dropout problem. One person at a time is going to take a long time. We want to create policies and processes that will work on a large scale and across the board."

While TEEP has focused on research within Texas, Meier wants to be able to use the Cantú endowment to study the Latino dropout issue across the nation. Ultimately, he hopes to link up with other researchers and schools and cross-pollinate research and policies through TEEP's Web site, which will become a warehouse for information on this topic.

Meier currently has eight graduate students conducting research on the Latino dropout rate. One is looking at the relationship between local economics and dropouts, others are measuring the correlation between dropout rates and language and testing.

In March, Texas A&M will sponsor a conference that brings in a dozen national figures to speak about what they are doing in relationship to the dropout issue. A public conference will be followed by a smaller gathering at which speakers can review and give feedback on the Carlos Cantú project.

"The dropout issue hasn't gotten the priority that it deserves. There is a hole there. People don't know about the disparities, and they don't see it on a day-to-day level," said Meier. It is his hope, however, that the Carlos Cantú project will bring more attention to this matter, and ultimately help change policies to make a change for the better.

TEEP's research became an effective tool in convincing the Texas Legislature to increase teachers' salaries $3,000. It is hoped that research results from the Cantú foundation may effectively help change public policy, locally and nationally. Hopefully, working with other researchers and advocates across the country can effectively lower or eliminate the current dropout rates for Latinos, or for any other group.

Said Meier, "The dropout problem is a larger education problem. We need to make sure that everyone has the opportunity to be successful in life. If we don't fix this problem now, it will haunt us forever."

Lorraine M. Gutiérrez, professor of social work psychology at the University of Michigan and associate in American culture

Empowering Latinas: Helping Community

Latinas Needed As Social Workers

Problem:
lack of empowerment of Latinas.

Problem:
lack of professional social workers in the burgeoning Latino community.

by Sandra Gardner

Solution to both: empowerment of Latinas by social work college education–providing self-esteem, independence, and financial betterment to Latinas and professional social workers for the Latino community.

This was the crux of the message of the "¡Celebración! Puertoriquenas/Latinas in Social Work Caritas Lecture on Women, Culture, and Society, at St. Joseph College in West Hartford, Conn. The Caritas Lecture (caritas is Latin for "heart" or "spirit"), which was sponsored by the College's social work department, brought together social workers, educators, students, and community leaders to improve access to social work education. Keynote Speaker Dr. Lorraine M. Gutiérrez, professor of social work and psychology at the University of Michigan and faculty associate in American culture, addressed "Empowering Latinas in Social Work Education," and thirty-five Latina social workers were honored with the Caritas Award for the Advancement of Women, Culture, and Society for community service, contributions to the profession, and advocacy for social justice.

"There's a critical shortage of bilingual professional social workers all over the country," says Lorrie Greenhouse Gardella, JD, ACSW, chair of the social work department and the lecture's organizer. "Many Latina paraprofessionals are working in human services as aides or translators, doing important human services work. That's their commitment. They don't have college degrees. If they did, they could help their community more and be more financially independent."

The goal of the Caritas Lecture was to strengthen the relationship between St. Joseph's College and the Puerto Rican/Latino community–finding ways to open doors to college to prospective students, particularly in the area of social work education. According to 1994 statistics from the Council of Social Work Education, only 6.8 percent of students enrolled in master's or doctorate social work degree programs were men and women of Puerto Rican or Mexican origin. *Empowering Women of Color*, a book co-authored by Gutiérrez and Dr. Edith A. Lewis, cites an analysis of census and other government statistics revealing that Latinas lag behind all other groups in terms of median years of education and participation in higher education.

Reasons for Latinas' lack of participation include competition for time and energy from the family; financial difficulties; lack of confidence, role models, validation at college and understanding from the family; dealing with an unfamiliar culture; difficulty in straddling two worlds, and intimidation regarding English-language skills.

"Family comes first. Whenever something would happen at home, they would leave school. A lot of my students have to help their parents out, things are tough at home," says Dr. Barbara A. Candales, an associate professor and director of the baccalaureate social work program at Central Connecticut State University.

Candales spoke at the Caritas Lecture on "Empowering Latinas

Through Transformative Education," conclusions from the results of her study of 16 Puerto Rican women. From 1997-2000, Candales conducted a study at Capital Community College in Hartford in which she explored the women's educational experiences, role models, and mentors from elementary school through college. Though many took five or six years to complete college, often because of family responsibilities and difficulties, they said that they were going to school not only for themselves, but also for their children and their community. The women concluded that their college education was transformative in that it was not just the act of completing their education, but that the experience they'd gone through and the difficulties they'd had helped transform their lives.

Candales cites one student, a single parent, whose 8-year-old son had attempted suicide. "She had to leave school for a period. But her social worker said: 'In order to help your child, you have to help yourself by finishing your education.' That's the reason she went back," explains Candales.

Candales says that what motivated her to finish her doctorate was not only doing it for herself, but because there are so few Latinas with Ph.Ds. She had stopped her education for a while due to adopting a child and other personal issues. As she was defending her dissertation, one of her advisers remarked that the process had been a transformative experience for her.

"I was learning from those experiences," Candales says.

In addition to family responsibilities, financial aid for college education is high on the list of problems for Latinas. Some experts say there is a lack of awareness of what financial aid is available for college education and a reluctance to accept a college loan; others say there aren't enough financial resources available.

A lot of Latinos are reluctant to take college loans because they're afraid they can't pay them back. "They don't realize they will make so much more money after they have a degree that they'll be able to pay it back much easier than paying up front while making minimum wages," says Candales.

Nelly Rojas Schwan, LCSW, ACSW, senior vice president for children's services at the Village for Families and Children in Hartford, Conn.

Nelly Rojas Schwan, LCSW, ACSW, senior vice president for children's services at the Village for Families and Children in Hartford, says that not only is there less financial aid available for students now, but that what there is usually covers only one person. Rojas Schwan, who spoke at the lecture on "Empowering Latinas Who Are Returning to College," has worked with many Latina single parents as an advisor at the University of Connecticut School of Social Work.

"If you're the head of a family, with kids, it may not be enough," she says. "In social work, it's very common to find women who have a family and job and are going to school. It's about 30 to 40 percent of social work students, and probably even more true for Latinas."

Another issue is that the Latina college student is often the first in her family to go to college, let alone graduate school. Her parents may not have had the opportunity for much education and have difficulty understanding the juggling act of taking care of children, working, going to school, and studying. With few role models from her own culture, she is thrust into a new and unfamiliar world dominated by the majority culture. She may receive little validation for her scholarly work from the educational institution. Even though she has a command of English, she may feel intimidated about speaking up because of an accent. She feels like an outsider in both worlds: the community she grew up in and the educational community she is now living in. She lacks confidence and feels conflicted, sometimes disloyal and guilty, about her new identity.

"A person may say, 'I wish I could do this, but I can't because of my family,'" says Rojas Schwan. "I tell her it's okay to move ahead."

Rojas Schwan says there is a balance that must be observed to provide the support the returning Latina student needs while demanding that the student meet academic requirements. She says there is a need to assist Latinas in removing power blocks, some of which were created by themselves because of inaccurate beliefs about themselves, their abilities, and skills. Life circumstances affect one's options. For instance, someone who is a product of a poor school will not have the same life options as someone who went to a good school. The problem is due to life circumstances, not a lack of intelligence. Another example is the negative message Latinos often receive that if they speak with an accent, they're not as competent.

"Though it's a reality that you have to have a level of competency in English to be successful, if you analyze it and realize that it's your second language, you need to give yourself credit for speaking two languages," says Rojas Schwan.

An article in *The Journal of College Student Development* (November/December 2001), "Understanding the Nature and Context of Latino/a Doctoral Student Experiences," states that the nature of the students' doctoral experience was found to be fragile and vulnerable, due to lack of family understanding; entering a new and unfamiliar world; lack of adequate Latina/o presence in their programs; experiencing "outsider-within" status; enduring identity changes; lack of validation of their work; and enduring conflicts between two different worlds.

But there were positives, too: a sense of hope, obligation to their family and community, and sheer determination. The Latino doctoral students cited in the journal article were ready to put up a fight to complete their programs.

In her discussion on empowerment, Gutiérrez says, "The key here is recognizing the power we already have. At the core of empowerment is 'POWER.'"

Empowerment, she says, means increasing power on three levels. Personal power is experiencing oneself as an effective and capable person. Interpersonal power is the ability to influence others through the use of social power: one's role as a parent, social position, conversational ability, and social network. Political power is the ability to influence the allocation of resources in an organization or community–who gets what.

Empowerment, Gutiérrez says, is based on three building blocks: consciousness, confidence, and connection. Confidence-building is believing that what one does will make a difference. Consciousness is developing the critical awareness of society and one's role in it. Connection with others increases one's social and political power.

Gutiérrez has been working with Latino Family Services in Detroit at an after-school program in an elementary school that's about 60 percent Latino to help them write grants to fund new computer labs. She linked journalism students with children in Detroit–they taught the children how to put out a newspaper in Spanish and English for the community. University students joined schoolchildren in a neighborhood beautification project called "Art in the Alley," substituting murals for graffiti on walls.

"When the kids in the neighborhood meet university students–for some it's the first time they met someone up close who's going to college–it gives them the idea they could do it themselves," she says.

Community outreach, institutional sensitivity to Latino culture, access to financial aid, mentoring, support, role models, are what's needed to provide greater access to higher education for Latinas. Since the lecture, which took place last spring, she has organized two follow-up conferences on how to lower barriers and widen opportunities.

Among the recommendations that came out of the conferences were mentoring programs for Latinas from elementary school through college; involving Latino families in their children's education; working with existing programs already serving Latinas at high schools; and working with a local chapter of ASPIRA, a national program for Puerto Rican youth.

In other efforts to reach out to the Latino community, Gardella is developing more courses related to Latino culture, such as "The Latina Woman and Her Reality," which deals with issues facing Latinas. She is creating a bilingual research course in conjunction with the Spanish Language Department, in which social work students will conduct research projects in the Latino community in Spanish, write a research paper in Spanish, complete a professional internship in the Latino community, and take courses on Latino culture.

"Latino women have a huge advantage because we greatly need their cultural knowledge and experience in social work," says Gardella.

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The "Ne[illegible] ______ minorities.

a. negle[illegible]
b. impairs
c. assists
d. all of the above

The Controversy Continues

by Isis Artze

When University of California President Richard C. Atkinson said, in February of 2001, to the American Council on Education that he proposed to cease using the SAT I in UC admissions, his main concerns were that the test was overused, that it was unclear exactly what it evaluates, and that, as such, the SAT was unaligned with high school curriculum.

Atkinson also described the test as undemocratic in that some families can afford to enroll their children in SAT preparation courses, and spoke considerably about minorities.

"Given attempts of some individuals and institutions to gain any advantage, fair or foul, is it any wonder that leaders of minority communities perceive the SAT to be unfair? These concerns are often dismissed as sour grapes, as special 'ethnic pleading.' The response by defenders of the SAT is, 'Don't shoot the messenger.' They argue that the lower performance of Blacks and Hispanics reflects the fact that Blacks and Hispanics tend to be clustered in poor schools offering outdated curricula taught by ill-prepared teachers."

But, Atkinson continued, "minority perceptions about fairness cannot be so easily dismissed. Of course, minorities are concerned about the fact that, on average, their children score lower than White and Asian American students. The real basis of their concern, however, is that they have no way of knowing what the SAT measures and, therefore, have no basis for assessing its fairness or helping their children acquire the skills to do better."

Nine months later, in a keynote address delivered at a conference on "Rethinking the SAT: The Future of Standardized Testing in University Admissions," in Santa Barbara (published in *Issues in Science and Technology*, Winter 2001-02), Atkinson said he had not anticipated the amount of controversy he had stirred, and that some of his comments on minorities had been misinterpreted.

"Some people assumed I wanted to eliminate the SAT I as an end run around Proposition 209, the 1996 California law banning affirmative action. That was not my purpose; my opposition to the SAT I predates Proposition 209 by many years. And, as I said in my ACE speech, I do not anticipate that ending the SAT I requirement by itself would appreciably change the ethnic or racial composition of the student body admitted to UC."

Atkinson denies that diversifying college campuses and the ban on affirmative action were his primary motivations, but in his original speech he felt strongly that certain aspects of SAT (and/or its use) were unfair to minorities.

Since then, The College Board, which feared losing the University of California, its largest SAT customer, has proposed changes to the exam. In the verbal portion, the analogies section will disappear, replaced by critical reading passages from a variety of texts that range from science and history to humanities and literature. A writing test will be added, including multiple-choice questions and a student-written essay. The math portion will include more of the levels high school students are taking, such as algebra II, and quantitative comparisons will be eliminated. The first administration of the new SAT I will take place in March of 2005.

Atkinson has applauded the changes and says he plans to continue using the test in admissions, saying, "The new test will reinforce K-12 improvement efforts designed to establish clear curricular expectations, set high academic standards, and use standardized tests to assess performance relative to those standards."

And what of the concerns about minorities?

One answer is that of a key player in the debate, namely, the makers of the SAT, The College Board. Amy Schmidt, College Board director of higher education research, first says that the College Board had planned to make these changes to the exam before Atkinson's speech, but admits that it served as a catalyst to implement the changes.

As alluded to by Atkinson in his original SAT speech, The College Board takes issue with the implication that the test is to blame for the discrepancy in the scores of minority students. In this respect, Schmidt speaks of the test as a metaphorical thermometer. "If you take your temperature with a thermometer and disagree with the reading, you don't throw away the thermometer," she says.

As College Board President Gaston Caperton puts it, "The score gaps for different racial, ethnic, and socioeconomic groups that we see on the SAT also appear on virtually every measure of achievement, including other standardized tests and classroom grades, and they show up as early as fourth grade. These differences are a powerful illustration of a persistent social problem in our country: inequitable access to high-quality education."

But Gary Orfield, Harvard professor of education and social policy, and co-director of the Civil Rights Project at Harvard, says achievement tests aggravate this inequity in access to education. "All tests are…deeply affected by family background and learning opportunities," he says. "Students with less educated parents going to less well-staffed and competitive schools with a peer group of students who also have academic problems will, on average, perform at lower levels on both kinds of tests."

"In this sense," he says, "such tests, if used as the decisive element in choosing students, will have a strong tendency to perpetuate inequalities in the society."

Nonetheless, Schmidt asserts that The College Board is "not making the changes in order to close the [minority] gap." But she does draw attention to the fact that one design principle of the revised SAT is that this gap does not increase. The size of the gap now is in keeping with other achievement exams and measures of attainment, she says, so that The College Board will monitor the new exam to ensure that they do not somehow exacerbate the discrepancy.

FairTest, a national fair and open testing advocacy organization that opposes the use of standardized testing, calls the new SAT unfair. Bob Schaeffer, FairTest's public education director told *Black Issues in Higher Education*, "The changes [to the SAT] fail to recognize biases, lack of predictive value, and the susceptibility to coaching. The changes are not significant."

One of FairTest's specific arguments is that the writing test is unfair to students whose native language is not English. "The test serves as a gatekeeper to minority and low-income students," said Schaeffer. "None of the revisions will change this. It may make it worse. For kids whose first language is not English, including a timed essay is a problem because students have to transfer the mother tongue to English."

"A 25-minute timed essay is difficult also for kids whose first language is English," he added; "many students will only have a rough draft in that time."

The College Board's Schmidt maintains that the scoring process will not be detrimental to non-native speakers of English and that "it's possible for a non-native speaker to get a high score." She explains that scorers must go through a rigorous training process, which includes taking into account ESL problems. "The readers are trained to recognize [ESL] surface mistakes," she says, and students will not get a low score "as long as these mistakes aren't interfering with meaning."

FairTest's stance is that the scoring process, in addition to being subjective, "will actually encourage educators to focus on how to write formulaic five-paragraph essays rather than developing students' writing skills more broadly." (From FairTest.org)

Linda Clement, chair of The College Board Trustees and vice president of the University of Maryland at College Park, insists that the writing test will add great value to the SAT I. "Research has shown that the addition of a writing test provides increased validity in predicting college success, but, more importantly, it sends a loud and clear message that strong writing is essential to success in college and beyond," she says.

Research from SAT II writing tests, is consistent with The College Board's case. California data indicate that the predictive validity of the SAT II is much less affected by differences in socioeconomic background than is the SAT I. A recent report by Saul Geiser and Roger Studley found that, "after controlling for family income and parents' education, the predictive power of the SAT II is undiminished, whereas the relationship between SAT I scores and UC freshman grades virtually disappears."

The report concludes: "These findings suggest that the SAT II is not only a better predictor but also a fairer test for use in college admissions, because its predictive validity is much less sensitive than the SAT I to differences in students' socioeconomic backgrounds. Contrary to the notion that aptitude tests are superior to achievement tests in identifying high-potential students in low-performing schools, our data show the opposite. The SAT II achievement tests predict success at UC better than the SAT I for students from all schools in California, including the most disadvantaged."

Another significant result of UC data is that, "of the various tests that make up the SAT I aptitude and the SAT II achievement tests, the best single predictor of student performance turned out to be the SAT II writing test." This test is the only one of the group that requires students to write something in addition to answering multiple-choice items. Given the importance of writing ability at the college level, it should not be surprising that a test of actual writing skills correlates strongly with freshman grades.

From this perspective, the fact that the new SAT will, in some ways, be more of an achievement test than it has been in the past, and the addition of a writing section, suggest that the new SAT may be more democratic.

In 1990, when The College Board first proposed this change, an article in *Education Week* said the essay requirement came "under severe criticism…from California education and legislative officials who [said] the revisions [would] adversely affect recent immigrants and students whose native tongue is not English." This opposition from California was one of the main reasons this section was not added.

One final consideration of the new SAT, articulated by Atkinson in his ACE speech, is the overuse of the exam, which proves damaging to many minority students. Not only do many colleges use cut-off scores in admissions, but many public and private scholarship and financial aid providers also use SAT scores in distributing funds.

FairTest criticizes The College Board's new SAT for making "no indication it will act to stop test score misuses, such as minimum score cut-offs, that have a particularly harmful impact on the opportunities available to African Americans, Latinos, low-income students, and students with special needs."

And FairTest contends that "there is ample information in applicants' files to make superior admissions decisions without the distortions caused by SAT I scores." It notes that nearly 400 undergraduate institutions, including Bates and Mount Holyoke as well as the University of Texas at Austin, support this claim and do not consider SAT I or ACT scores before making admissions offers to substantial portions of their entering classes.

The College Board responds that it promotes the use of the exam as only one of many variables used in admission.

Harvard's Orfield brings a few other issues to the table. "The [SAT] tests measure only certain limited kinds of ability and are mostly about preparation to be successful in classes, not about, for example, being a good lawyer or teacher. Tests are also unreliable in the sense that the same student often gets substantially different scores on different days. And while the tests can roughly predict average performance of a group of students, they are much less accurate at the individual level. Students can, of course, buy points on the tests through test prep courses, creating another kind of unfairness. For these and other reasons, the standards of the testing profession state that tests should never be used as the sole criterion for making decisions about students' lives."

Hispanics Enjoy Career Growth at Pfizer

Company Claims "Robust Opportunities" for Latinos

by Karen E. Thuermer

> *"It is important for M.B.A.s to know that they can get involved in many areas—even without a science or medical background."*
>
> EFREN OLIVARES, U.S. TEAM LEADER FOR THE CNS/SCHIZOPHRENIA WORLDWIDE TEAM, PFIZER, INC.

Efren Olivares loves his job. Today employed as director, U.S. team leader for the CNS/Schizophrenia Worldwide Team at Pfizer Inc., Olivares comments that nothing is more rewarding in his work than to receive letters from those he and Pfizer have helped through the development of new drugs.

"I work with great medicine for those suffering from mental illness and schizophrenia," Olivares comments. "We help educate their caregivers regarding our medication and developments in medicine aimed toward treating this disease. The work is very exciting because I know we are helping people directly."

Olivares adds that Pfizer frequently receives letters from patients, caregivers, and doctors relating this very fact. This type of direct response is particularly rewarding to Olivares.

"I work with products that are relatively complex and highly regulated by the Food and Drug Administration (FDA)," he says. Yet, as a student pursing a career in business, who would have ever guessed Olivares' life would follow this path. "It is important for M.B.A.s to know that they can get involved in many areas. Even without a science or medical background, you can be in partnership with physicians and be involved in rewarding work that is challenging and highly complex."

Pfizer, which claims it is the world's largest and fastest growing pharmaceutical company, has opened many doors of opportunity for Olivares and for other Hispanics pursuing careers in pharmaceuticals. Recent Pfizer Inc. research has found that Hispanic professionals and M.B.A.s believe career opportunities in the pharmaceutical industry are limited to scientists and sale representatives. The company says that it offers robust opportunities for professionals in finance, marketing and market research, business planning, business technology, and medical as well as other specialties, but that Hispanics may not be aware of this.

Hispanics who work for the company, such as Olivares, express great satisfaction. Olivares joined Pfizer in 1995 as a market research manager on the Zithromax Team. Since then his posts have included senior marketing manager for both the Antifungal and Alzheimer's Disease Teams, and marketing director-Latin America/Canada for Viagra. Last year, as director/team leader in the Anti-infectives area, Olivares worked closely with Pfizer's antibacterial and antiviral strategy. In his most recent position, he is U.S. director, team leader for Pfizer's novel anti-psychotic Geodon.

The path leading to his employment at Pfizer included a B.S. in Economics from the Wharton School, University of Pennsylvania, in 1988. Olivares, a native of Mexico City, Mexico, then worked for companies such as Eli Lilly in Philadelphia, which offered him a sales position.

"It was a great experience," Olivares recalls. "The company offered me a position with great responsibility early on."

Olivares pursued his M.B.A. at the University of Southern California, where he further learned about opportunities in the pharmaceutical field thanks to a Consortium for Graduate Study in Management at the university. The organization offered fellowships to Hispanics and African American students who wanted to pursue an M.B.A.," he says. Essentially, the Consortium collaborated with corporations, Pfizer being one of them. In addition, it held job fairs and ongoing opportunities for students to meet with corporations in a host of fields.

"I got to know many corporations, their involvement, and what they were looking for," he comments. This led to career opportunities with Procter & Gamble, Baxter Healthcare, Dura Pharmaceuticals, and, eventually, Pfizer. He has been with Pfizer for eight years.

Olivares praises Pfizer as a corporation that offers huge opportunities for everyone willing to work hard. "I have been offered jobs where I can use my Spanish language skills and where my understanding of the Hispanic culture becomes useful," he comments. Specifically, as marketing director for Viagra, he was assigned Mexico, Argentina, and Brazil, where he was charged with educating Hispanics about Pfizer's products.

"Hispanics have not always had access to good education in health care," he comments.

Consequently, he helped develop several Web sites and libraries targeted to Hispanics where they could learn about conditions, products, and treatments. "We also did health screenings of their cholesterol in an effort to get information to them," he adds. To assist with the effort, the company created a National Hispanic Advisory Board, guided by physicians and healthcare community participants.

"This company is doing terrific things in health care," Olivares continues. "It is very exciting for me to be here."

For Hispanic students considering such a field of work, Olivares stresses "preparedness is the key."

"A higher education will expose you to case studies, financing, marketing, and business development strategies–all useful skills to know when working for a company like Pfizer," he says. "And once you get here, you are constantly learning and developing yourself. The company is very dedicated to developing you and your capabilities."

For that reason, Pfizer supports employees pursing a higher education. "Pfizer will help pay the tuition and is in partnership with the Hispanic School Fund," he says. Here, Pfizer offers $20,000 in scholarship money spread over two years. "They also offer paid internships," he adds.

The paid internships are available during the students' third year of college. Apprenticeships are also available for graduate students during the summer. Overall, Pfizer's internship program has been very successful.

"We had 17 interns this summer," says Sylvia Montero, vice president of human resources and public affairs for Pfizer's Animal Health Group. "The internships help in various functions such as marketing, finance, and human resources."

> ***"We had 17 interns this summer, the internships help in various functions such as marketing, finance, and human resources."***

SYLVIA MONTERO, VICE PRESIDENT OF HUMAN RESOURCES AND PUBLIC AFFAIRS FOR PFIZER'S ANIMAL HEALTH GROUP

They best thing about the internship program is that students are given specific projects on which they can focus and take to completion. "This gives them an opportunity to learn about us, Pfizer, and the corporate world," she says. "The students can then go back to college, work on their degrees, and we can keep an eye on them for future employment opportunities."

The program has evolved significantly over the years.

Like Olivares, Montero speaks of her career at Pfizer with great enthusiasm.

"Since coming to work for the company in 1978, I have had various responsibilities from plant personnel manager, training and development manager, director of personnel international headquarters and area personnel director in Europe, Asia and Latin America, and executive director, personnel for Northern Asia, Australia/international compensation and benefits."

Montero was appointed to her current position in 1994.

"I attribute the momentum of my career to opportunities to grow within the company," she states. "Each position has added responsibility and, I must say, has been the best in the world!"

Like Olivares, Montero expounds on the values she finds at Pfizer. "They coincide with my own personal values," she says.

And by working in human resources, Montero finds she can help Pfizer's efforts with the Hispanic community. She is actively involved in Pfizer's Hispanic advisory board.

"We address unique issues such as finding and attracting Hispanic talent with higher education," she says. "We are finding the numbers of these people are low and, therefore, hard to locate. But through our own efforts, consulting, and development programs, we provide additional programs that encourage Hispanics to get a higher education and consider a career in pharmaceuticals."

She explains that focus groups revealed that Hispanics feel jobs are only for scientists, doctors, and sales representatives. "They are not aware of the diversity of careers a pharmaceutical company offers," she says.

Montero hails from Puerto Rico. Most of her education was obtained in New York City where she achieved a B.A. from Barnard College, Columbia University, in 1972 and an M.A. from Queens College, City University of New York in 1976.

She started her career in education as a high school teacher of Spanish and bilingual studies in New York City and a professor of literature at Interamerican University in Puerto Rico. She joined the pharmaceutical industry in Puerto Rico in 1977 as plant personnel manager in Arnar-Stone Inc., a subsidiary of American Hospital Supply.

Pfizer has recognized Montero as a Hispanic Corporate Achiever and Woman Achiever for the YWCA award. She is a member of the Board of the Hispanic Federation, the Board of The Grand Street Settlement, and of the Business Advisory Panel of the Museo del Barrio. In April 2001, she was recognized by ***Hispanic Business*** magazine as one of the Top Hispanic Business Women in the United States.

Other Hispanics within the company show great credentials. Dr. Honorio Silva, vice president of Medical and Regulatory Affairs, joined Pfizer in 1987 and now is involved in the Pfizer Pharmaceuticals Group covering Japan, Asia, Africa, the Middle East, and Latin America. His previous appointments included director/team leader, Medical Operations–Latin America/Canada Pfizer Inc.; professor of pharmacology at the Universidad Central de Venezuela, Caracas; associate director, Clinical Pharmacology Unit, Vargas Hospital, Caracas; and medical director, Pfizer Venezuela.

Silva is a native of Venezuela and received his medical degree at the National University La Plata, Argentina. He has served as president of the Venezuelan Society of Pharmacology and the Venezuelan Society of Clinical Pharmacology. He has authored and co-authored more than 80 publications on cardiovascular pharmacology, arterial hypertension, and anti-infective therapy as well as co-edited three books on clinical pharmacology.

Cristina Carlis, a native of Panama City, Panama, is employed by Pfizer as director of marketing for its Pregabalin Major Markets Team.

Carlis holds a bachelor's degree in biology and psychology from Tulane University and a master's of public health in health economics and epidemiology from the College of Physicians and Surgeons at Columbia University in New York. She began her career at Pfizer in 1995 as an intern on the Outcomes Research Group. The internship led to a marketing associate position with the company's Alzheimer's disease team, where she was then promoted to marketing manager. As senior marketing manager with the Celebrex team, she enjoyed being part of that product's launch, the most successful in the pharmaceutical industry.

Carlis was recently promoted to director of marketing on the Pregabalin team where she develops global strategic and operating plans, as well as providing strategic alternatives to reinforce and protect intellectual property worldwide.

The experiences these Hispanics have had with Pfizer demonstrate the opportunities available within the pharmaceutical industry and with this company.

As Montero enthusiastically proclaims: "If you want to work for a challenging, exciting, and growing company that leads through values and diversifies its workforce through its resources, then this is the company to consider. One thing I can say, I enjoy coming to work every day. I have the best job in the world!"

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Eastern Michigan University

Elementary Education

The Eastern Michigan University Department of Teacher Education invites applications for a tenure-track assistant professor position in elementary education, available fall 2003. We are especially interested in individuals who demonstrate/possess one or more of the following characteristics: commitment to education oriented to the demands of a culturally diverse and pluralistic society, urban education experience, multicultural knowledge/experience working with students in diverse educational settings, ability to function as a role model for minority students, proficiency in a language spoken in minority communities.

The applicant must have K-12 teaching experience and be prepared to teach undergraduate and graduate courses in curriculum and instruction. Doctorate preferred; ABD considered. Successful candidates will be qualified to teach elementary curriculum and methods, action research, and classroom management; as well as supervise student teachers. Faculty members also advise students, serve on graduate culminating experience committees, and engage in scholarly/creative and service activities.

EMU leads the nation in the preparation of educational personnel. We are especially interested in candidates who have experience and knowledge in one or more of the following: multicultural education, urban education, differentiating instruction, technology, or alternate education (e.g., charter or private schools, home-schooling, or juvenile rehabilitation centers).

Screening of applicants has been extended to January 3, 2003 and will continue until finalists have been identified. Send letter of application, vita, graduate transcripts and three letters of reference to **Position #F0341, 202 Bowen, Eastern Michigan University, Ypsilanti, Michigan 48197**.

Additional information on the University is available at our Web site www.emich.edu

Eastern Michigan University is an affirmative action/equal opportunity employer. Minorities and women are encouraged to apply.

LATINA/O STUDIES

Comparative American Studies at Oberlin College, a new curricular program dedicated to interdisciplinary study of race, ethnicity, class, gender and sexuality in America, invites applications for full-time, tenure-track faculty position in Latina/o Studies. Will teach introductory course, advanced course on theories and methods of comparative analysis and advanced courses focusing on Latina/o cultural courses each academic year. Initial appointment for four years, beginning Fall 2003. Entire description: http://**www.oberlin.edu/HR/mainpages/facultyjobs.html.** Requirements: Ph.D. (in hand or expected by Fall 2003); demonstrated interest and potential excellence in undergraduate teaching. We are especially interested in candidates with training in American Studies, Ethnic Studies, Women's Studies, or interdisciplinary programs. Successful teaching experience at college level desirable. Send letters of application, including c.v., graduate academic transcripts, available course syllabi, and at least three letters of reference to: **William Norris, Chair, Comparative American Studies Program, King 301B, 10 N. Professor Street, Oberlin College, Oberlin, Ohio 44074, by 1/10/03.** Late applications may be considered until positions filled. AA/EOE

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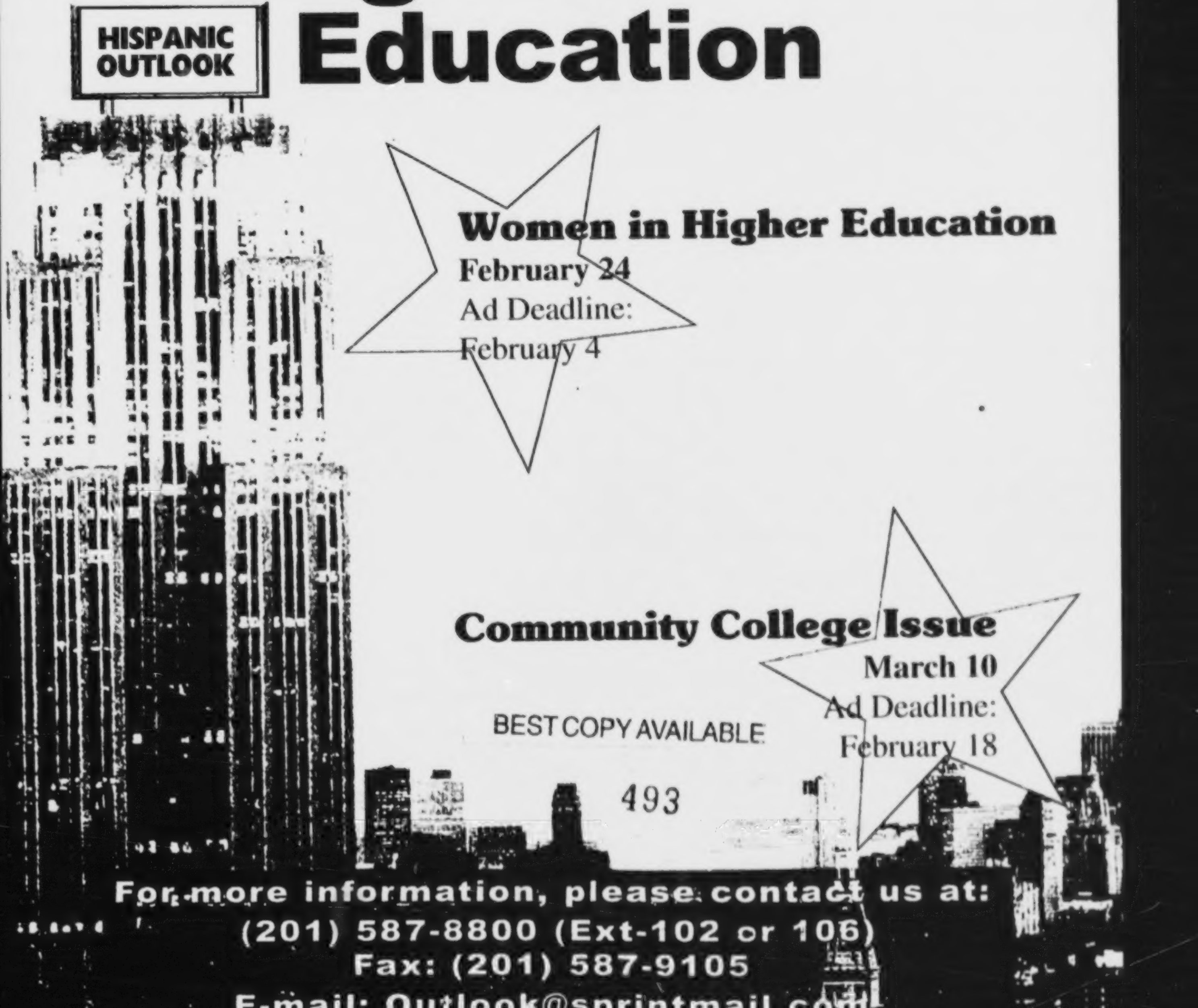

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com December 16, 2002

$9.5 Million in HUD Grants to HSIs

LOS ANGELES, Calif.

Housing and Urban Development (HUD) Secretary Mel Martínez announced more than $9.5 million in grants to 19 Hispanic-serving colleges and universities to help rehabilitate low-income neighborhoods near their campuses and bring new opportunities to students and working families living there.

Martínez announced the grants in Los Angeles during the Fourth Annual U.S. Hispanic Chamber of Commerce Town Hall Meeting.

"The Bush administration is committed to helping these higher learning institutions build partnerships with neighborhoods and invest in Hispanic communities," said Martínez. "These grants will help the colleges address revitalization and economic development needs in their communities."

The grants were awarded under HUD's Hispanic-Serving Institutions Assisting Communities (HSIAC) program. Grantees use the funds for a wide range of housing and community development projects, among them: purchasing local property for community development purposes; clearance and demolition; rehabilitating neighborhood housing for low- and moderate-income people; homeownership assistance for low- and moderate-income residents; lead-based paint hazard reduction; economic development assistance; developing public facilities such as day care; and job and career counseling.

HSIAC applicants must be accredited, nonprofit 2- and 4-year institutions of higher learning that have at least 25 percent Hispanic full-time and undergraduate enrollment, with at least 50 percent of these Hispanic students being low-income individuals. Nearly 220 HSI-designated schools are eligible to apply for the HUD grants, first awarded in 1999.

Recipients are: University of Arizona Board of Regents, $599,350; Phoenix College, $578,297; Los Angeles Valley College, $599,992; California State University-Northridge, $600,000; Gavilan Joint Community College, $599,660; Yosemite Community College District, $161,538; California State University, $502,034; West Kern Community College, $492,855; San Bernardino Community College, $600,000; West Hills Community College District, $600,000; Southwestern College, $594,534; Donnelly College, $174,462; Northern Essex Community College, $278,738; Boricua College, $200,109; The University of Texas-San Antonio, $584,972; University of Texas at Brownsville/Texas Southmost College, $600,000; Columbia Basin Community College, $600,000; Universidad del Este, $600,000; and Universidad del Turabo, $600,000.

More information about the HSIAC program can be obtained at www.oup.org/about/hsiac.html.

National Center for Public Policy and Higher Education Report Grades States on Performance

SAN JOSE, Calif., and WASHINGTON, D.C.

Many states have made substantial strides in preparing students for college-level education, but there have not been widespread gains in the proportion of Americans going to college, according to *Measuring Up 2002*. The report card also finds that overall college opportunity in America is at a standstill, and remains unevenly and unfairly distributed.

Measuring Up 2002, released by the independent, nonprofit, nonpartisan National Center for Public Policy and Higher Education, measures the nation's and each state's performance in providing education and training beyond high school. Previous national and state-by-state results were released two years ago in *Measuring Up 2000*.

"The largest gains since the 2000 report card are in preparing young Americans to be able to enroll in and succeed in college," said Gov. James B. Hunt Jr., chair of the National Center's board of directors and former governor of North Carolina. "Thirty states have improved their performance in college preparation. These improvements signal that these states are on the right path, but there are young Americans who still do not have the opportunity to prepare for and enroll in college."

Measuring Up 2002 grades states in five key areas of higher education performance: preparation, participation, affordability, completion, and benefits. Many states perform well in several areas, but no state receives straight A's in providing opportunities for education and training beyond high school.

"As a nation, we are doing better in preparing our young people for college than we are doing in assuring that they have opportunities to enroll in and complete programs of education and training beyond high school," said Patrick M. Callan, president of the National Center. "This is reflected in the number of mediocre grades and the very modest improvements reported in *Measuring Up 2002*."

Details of the report are available on the Web at www.highereducation.org.

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NACME Reports Record Minority Engineering Enrollments and New Challenges

NEW YORK, N.Y.

Propelled by the largest increase among first-year African American engineering majors in seven years, U.S. institutions enrolled a record 15,329 freshman engineering students last year, according to the National Action Council for Minorities in Engineering (NACME), Inc. The previous high–15,181 African American, American Indian, and Latino students–was set in 1992.

While celebrating this milestone, NACME President and CEO John Brooks Slaughter notes that the vitality of many groups whose work contributed to the increase is now under duress as the corporations that support them face economic challenges.

"A number of major companies, many of whom have long been engaged in the effort to diversify the engineering workforce, are decreasing their contribution levels while our output is increasing," says Slaughter. "After a few down years, we're in turnaround mode. This is not the time for retreat, but for reinvestment. We need to increase the number of minority engineering freshmen by more than 10 percent annually to build the diverse, world-class engineering workforce the nation needs."

NACME–which bills itself as the nation's largest private source of scholarships for minority engineering students for nearly 30 years–finds itself unable to support as many students as it has in the past, having suffered major setbacks such as the loss of a multiyear grant awarded by the WorldCom Foundation in 1999.

"Like any other business, we're having to make tough choices. We need not only to grow our donor base, but to also use what we have more strategically," says senior vice president for policy and research Daryl E. Chubin. "We are focusing our efforts where we can achieve the greatest returns and looking to join with institutions that are committed to enrolling and graduating larger numbers of underrepresented minority engineering students." More than 100 such institutions responded to a recent NACME invitation to participate in its undergraduate support program. A NACME panel will be selecting future institutional partners.

NACME also plans a best-practice report on retention. "Schools need to have a student support infrastructure in place, but they also need a culture of caring and leadership that values diversity. Documenting processes and outcomes will yield lessons for all of us," says Chubin.

A trio of Texas schools topped the list of those enrolling Latino engineering freshmen. Though the number is considerably smaller than last year's (336 compared to 467 in 2000), UTEP far outpaces its closest competitor, Texas A&M University, where the Latino cohort of 211 was 10 percent smaller than the 236 that enrolled in 2000.

Third-ranked University of Texas-Austin was also down slightly, from 199 Latino freshmen to 193. While the leaders saw declines, those registering increases included the University of Arizona, whose Latino freshman number rose from 68 to 99; California State Polytechnic University-San Luis Obispo, which went from 116 to 141, and the New Jersey Institute of Technology–a NACME Vanguard institution–whose number increased from 47 to 68.

AAC&U Calls for "A Practical and Engaged Liberal Education"

WASHINGTON, D.C.

Concluding two years of intensive work, a panel comprised of some of the nation's top education, business, government, and community action leaders called for a dramatic reorganization of higher education in America to give all students–regardless of institution or major–a practical and engaged liberal education. Released by the Association of American Colleges and Universities (AAC&U), *Greater Expectations: A New Vision for Learning as a Nation Goes to College* is a groundbreaking, widely anticipated report that takes a close look at how the student body, college experience, workforce, and society have changed. The panel, chaired by Judith Ramaley, former president of the University of Vermont, recommends a series of major reforms affecting nearly all aspects of the higher education experience, including how colleges and universities organize, teach, and interact with K-12 educators.

"We are calling for nothing less than radical and comprehensive change in the way our institutions of higher education carry out their missions," said Carol Geary Schneider, AAC&U president.

The full report, with additional links and information, is available online at www.greaterexpectations.org.

People-Places-Publications-Conferences

PEOPLE & PLACES

Mississippi Commemorates 40 Years of Integration

Open Doors
Forty Years
Of Opportunity

More than 3,000 people attended a candlelight ceremony and memorial dedication, led by James Meredith and Myrlie Evers-Williams, widow of slain civil rights leader Medgar Evers, commemorating the 40th anniversary of racial integration at the University of Mississippi.

On Oct. 1, 1962, facing armed rioters, Meredith, escorted by federal marshals, became the first African American to register at the University. When the marshals were overpowered by the mob of nearly 2,000, violence ensued, resulting in two deaths and scores wounded. Thirty thousand U.S. combat troops were called in to disperse the angry crowd.

In remembrance of that momentous occasion, Mississippi is sponsoring "Open Doors: Forty Years of Opportunity," a yearlong calendar of events that includes art exhibits, lectures, symposia, forums, panel discussions, and conferences on the history of race integration in higher education and the civil rights movement.

Now, 40 years after Meredith was admitted to Mississippi, African Americans make up nearly 15 percent of the student body and 6 percent of the full-time faculty.

LULAC Reminds Congress and Administration Not to Leave Latino Children Behind

In Washington, a press conference held by League of United Latin American Citizens (LULAC) President Hector Flores urged Congress and the Bush administration to take action on education issues critical to Hispanics. He addressed the neglect of both branches in moving into legislation the DREAM Act and the Student Adjustment Act to help young, undocumented students achieve their dreams of a college education. He also mentioned the lack of funding to improve the quality of education for Hispanic students.

"I don't believe that this is the kind of signal President Bush is trying to send to the Latino community," Flores said. "Either you help these young people or you don't. Doing nothing for them is beyond benign neglect."

Also attending the press conference were U.S. Reps. Rubén Hinojosa, Ciro Rodríguez, and Grace Nepolitano.

Vergara Receives MacArthur Award

DETROIT
ONLY THE
STRONG

Urban archivist Camilo José Vergara was one of 24 individuals named 2002 MacArthur fellows by the John D. and Catherine T. MacArthur Foundation for displaying originality and dedication in creative pursuits and a marked capacity for self-direction. Vergara receives a five-year, $500,000, "no-strings attached" stipend from the fellowship to pursue his own creative and professional endeavors.

Vergara is a trained sociologist and photographer-ethnographer who captures the gradual erosion of the architectural grandeur of urban neighborhoods, their neglect and abandonment, and subsequent efforts toward gentrification. His photos present a unique visual study of the survival and reformation of cities.

Vergara received a bachelor's degree from the University of Notre Dame and master's from Columbia University. He has published several books and is working on a project documenting churches in American ghettos.

DeVry Scholarship Helps 1,600 Low- to Mid-Income Students

DeVry University

In response to growing concerns about access to higher education for academically qualified, low- to middle-income students, DeVry University (Ill.) is offering a scholarship to one student in each of 1,600 public high schools in 18 metropolitan areas served by DeVry campuses.

The DeVry University Scholars program targets academically mid-tier, first-generation college students, encouraging recipients to pursue careers in technology, business, and management. The program can benefit a full-time student by as much as $3,000.

The federal Advisory Committee on Student Financial Assistance has reported that as many as 400,000 academically qualified students cannot afford to attend a four-year college this year.

Fernández Heads Women's Tennis at South Florida

Seventeen-time Grand Slam doubles champion Gigi Fernández became head coach of the women's tennis team at the University of South Florida (USF) earlier this year.

Fernández, a native of San Juan, Puerto Rico, began playing tennis at age 8 and was later named Puerto Rico's Female Athlete of the Century. Along with her 17 Grand Slam doubles titles–six French Open titles, five U.S. Open titles, four Wimbledon titles, and two Australian Open championships–Fernández also won two Olympic Gold Medals. In singles competition, she reached the Wimbledon semifinals and the U.S. Open quarterfinals. She has been coaching the Puerto Rican National Team since 1999.

Fernández attended Clemson University for one year prior to turning professional and last year enrolled at USF to complete her bachelor's degree. She has contributed more than $500,000 through the Gigi Fernández Charitable Foundation to Hispanic and Puerto Rican organizations.

Padrón First Hispanic College President to Receive ACCT CEO Award

The Association of Community College Trustees (ACCT) named Miami-Dade

Community College (Fla.) President Dr. Eduardo Padrón its national 2002 CEO of the Year, making him the first Hispanic college president to receive the honor. Padrón had already won the Southern Region CEO of the Year award.

Since becoming M-DCC president in 1995, Padrón has transformed the school into a national leader among two-year colleges. His accomplishments include re-engineering the financial and administrative systems; achieving financial stability; increasing employee productivity; increasing enrollment, retention, and graduation rates; adding degree programs including baccalaureate offerings; and opening a new campus and 10 new buildings, as well as renovating existing facilities.

Padrón has been on the board of some of the most recognized educational organizations in the nation, including the American Council on Education (ACE) and American Association of Colleges and Universities (AAC&U), and has received many national and international awards.

Pictured (l. to r.): Padrón accepts the CEO award from George W. Little, chair of the board of directors, Association of Community College Trustees.

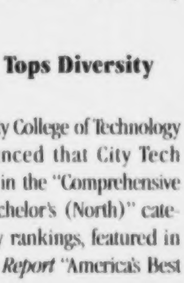
New York City Tech Tops Diversity Category

New York City College of Technology has announced that City Tech placed first in the "Comprehensive Colleges-Bachelor's (North)" category for student diversity rankings, featured in the *U.S. News and World Report* "America's Best Colleges 2003" issue.

The survey results were based on enrollment data for academic year 2001-2002. The percentages of minorities used in determining the ranking of colleges surveyed excludes international students.

Guzmán Promotes Latina Pride

Sandra Guzmán, Emmy award-winning television journalist and former editor-in-chief of *Latina* magazine, has been extremely active lately, visiting U.S. colleges and speaking to professional women.



"Taking pride in your Latina beauty is a complex issue," says Guzmán. "When you feel like the 'other' all the time, it is important to remind yourself with pride that you have a place in this culture and that you have a power to claim that space for yourself."

Guzmán was a reporter for the New York newspaper *El Diario/La Prensa* and producer at both Telemundo and the Fox television network before becoming *Latina* magazine's leading editor for two years. After leaving *Latina*, Guzmán served as content director and chief editor for Soloella.com, a bilingual content and interactive Web site for Hispanic women, when it launched in 1999. She also authored the book *The Latina's Bible: The Nueva Latina's Guide to Love, Spirituality, Family, and La Vida* (Three Rivers Press, 2002).

Recently, Guzmán spoke at New York University, Rutgers University (N.J.), and Bergen Community College (N.J.). She is scheduled to give a lecture at New Jersey City University on Monday, April 7, 2003.

LLEGÓ Celebrates its "Quinceañera"

In Miami, Fla., LLEGÓ, the National Latino/a Lesbian, Gay, Bisexual and Transgender Organization, celebrating its 15th anniversary, welcomed hundreds of Latina/o sexual-minority and transgender advocates, service providers, educators, community members, and supporters to its ninth international conference.

Attendees from throughout the U.S., Puerto Rico, and Latin America gathered to talk about wellness; Latina/o Lesbian, Gay, Bisexual and Transgender (LGBT) community members in the media; parenting; human rights in Latin America; and domestic abuse among women. The event included six half-day institutes that addressed health issues faced by LGBT Latinas/os and featured several public policy roundtables on topics such as voting rights, the media, family rights–including LGBT families–and the law, AIDS in Latin America, and U.S. immigration rights.

LLEGÓ presented LGBT Latina/o Awards to individuals who have made outstanding contributions to the Latina/o LGBT community.

Lamar Appoints Venta Dean of Business

Lamar University (Texas) announced the appointment of Dr. Enrique (Henry) R. Venta as dean of the College of Business. Venta comes to Lamar from Loyola University, where for 23 years he was a professor, department chair, and, most recently, dean of the School of Business Administration.

Venta taught at undergraduate and graduate levels and worked as a consultant for business, government, and educational firms. He has published dozens of scholarly papers, has worked on many community and campus boards, including the Board of Advisors Instituto Hispano, and was a proposal reviewer for the National Science Foundation.

Venta earned a bachelor's degree at the University of Puerto Rico and a master's and doctorate at Northwestern University.

Boston College Project Addresses International Problems

The Boston College-based Global Justice Project, which works in the Boston area to organize educational forums on global democracy, recently hosted several lectures on the effects of globalization.

A World Bank/International Monetary Fund (IMF) Lecture addressed two of the most powerful financial institutions in the world, and how they are affecting the developing world. Alejandro Reuss, a historian of Latin America and editorial board member for the magazine *Dollars and Sense*, delivered the lecture, which included a documentary on Nicaragua and the impact the World Bank and IMF has had on that nation and people.

"School of the Americas–What is it?" focused on the Western Hemisphere Institute for Security Cooperation (formerly known as the School of the Americas), a federally funded military school that trains Latin American soldiers in combat, counterinsurgency, and counter-narcotics. Some of its graduates are said to have been linked to some of the world's worst human rights abuses.

The Global Justice Project also brought in the National Labor Committee and a group of South Asian women workers for a discussion of working conditions, their struggle for international labor and human rights, and their call for international support.

Spring Hill Freshman Wins National Award

At a ceremony in Miami, Fla., Spring Hill College (Ala.) freshman Brandon García received the National Hispanic Heritage Youth Award for Leadership and Community Service. He also attended the nationally televised Hispanic

Heritage Awards gala in Washington, D.C. The award, given to promote Hispanic excellence and provide a greater understanding of the contributions of Hispanic Americans to the U.S., came with a $5,000 scholarship and laptop computer.

García was a Big Brother mentor and Habitat for Humanity volunteer while attending Jesuit College Prep in Texas, where he was a member of the National Honor Society. He plans to continue his work as a mentor and is considering a teaching career.

The National Hispanic Leadership Summit

Hispanic leaders convened in Washington, D.C., to discuss policy issues with members of the U.S. Congress and the Bush administration at the two-day National Hispanic Leadership Summit.

"The sessions allowed us to have a meaningful dialogue about protecting our homeland, educating our children, providing quality health care, and creating opportunities for success," said Rep. Henry Bonilla of Texas, the Summit's honorary House chairman.

Among other attendees were U.S. Reps. Lincoln Díaz-Balart and Ileana Ros-Lehtinen; Housing Secretary Mel Martínez; Education Secretary Rod Paige; U.S. Treasurer Rosario Marín; Surgeon General Richard Carmona; and Hector Barreto, director of the Small Business Administration.

Flores New Assistant Athletics Director at Dallas

Venera Flores became assistant athletics director at the University of Dallas (UD) in Texas. Flores was hired by the University in December 1997 to direct the volleyball team and later became the school's first women's softball coach.

A Texas native, Flores attended UD and helped develop the school's club volleyball team into an intercollegiate program, going on to become a three-year letter winner and three-year women's volleyball team captain.

She has a bachelor's degree in psychology, a master's in marketing, and is close to completing a master's in sports management.

Flores was on the national dean's list for MBA students, and is a member of Sigma Iota Epsilon, the United States Volleyball Association, the National Fastpitch Coaches Association, and the NCAA's Minority Opportunities and Interests Committee.

Spain Center at NYU Hosts Latino Writers

The King Juan Carlos I of Spain Center at New York University, one of the world's leading institutions promoting research, teaching, and dialogue about Spain and Latin America, included lectures, conferences, and film and documentary screenings in its fall 2002 schedule of events.

Among the authors discussing their work were Eduardo Garrigues, *Al oeste de Babilonia*, Jorge Volpi, *In Search of Klingsor*, and Sandra Cisneros, *Caramelo*.

A bilingual conference, "Coincidencias y disidencias: La problemática relación de la literatura y el cine con el poder y los tabúes," featured Latino writers from the U.S. and Latin America who write "from the margins." Participants, including members of the New York publishing industry, were part of a Latino Arts Roundtable.

A panel discussion series on journalism and literature was co-sponsored by the Center, the National Association of Hispanic Journalists, and the Instituto Cervantes. One of them, "A Reality Panel: Four Journalists/Writers Share Their Experiences with Getting Published," featured Sandra Guzmán, María Hinojosa, Fernando Velázquez, and Ed Morales.

CSU-San Bernardino Supports Older Students

California State University-San Bernardino (CSUSB) is helping its older nontraditional students adjust to student life through its recently opened Adult Re-Entry Center. The Center, equipped with a computer, reference library, television/VCR, microwave, and refrigerator, provides services specially geared to older students, such as on- and off-campus resources and referrals and support programs.

One such student is Judi Cruz, a 40-something grandmother and community college transfer student who recently began her senior year at CSUSB to earn a teaching credential. Cruz helps herself and others by working at the Center, which encourages students to develop and participate in study groups and contribute to the campus community.

"I think re-entry students are a different breed of people, and maybe we put higher expectations on ourselves to succeed," said Cruz. At the Center, she continued, "You find that you are not alone. There are a lot of mature students here."

The U.S. Department of Education's National Center for Educational Statistics reported that last year 40 percent of the nearly 15.3 million students enrolled in a degree-granting institution were older than 25 years. CSUSB reported that last year the average age of the nearly 16,000 students it enrolled in the fall was 25.2 years.

Grand Rapids Continues Diversity Lectures

The Grand Rapids Community College (Mich.) Diversity Learning Center continues its 2002-2003 Diversity Lecture Series VIII throughout the New Year.

Leading this year's series was Henry Cisneros, a housing innovator, former secretary of the U.S. Department of Housing and Urban Development, and first Hispanic American mayor of a major U.S. city, San Antonio, Texas. His lecture was on "America's Role in the World: Globalization and the Clash of Cultures."

Following Cisneros was Elizabeth Wurtzel, author of *Prozac Nation* and *Radical Sanity*. The Harvard University graduate, music critic, and award-winning essayist spoke on, "Prozac Nation: Young and Depressed in America."

The Lecture Series recommences Feb. 12, 2003, with "Rise Above," a lecture by author Veronica Chambers, former executive editor of *Savoy* magazine and former associate editor of *Newsweek*. Her new book, *Having It All? Black Women and Success*, comes out in January.

Author Anchee Min wraps up the series with "From Mao to 'Sesame Street': One Women's Journey through the Culture Revolution." Min is working on her fifth book, *Empress Orchid–The Life of China's Last Imperial Ruler*.

CHS Launches Puerto Rican Heritage Web Site

The Connecticut Historical Society (CHS) unveiled a new bilingual Web site, *Nuestras Historias* ("Our Histories"), dedicated to the stories and experiences of Hartford's Puerto Rican community over the past 50 years.

The Web site began as a roundtable discussion between four Hartford, Conn., community leaders: Pablo Delano, professor of photography at Trinity College; Dr. Ruth Glasser, author of *Aquí Me Quedo, Puerto Ricans in Connecticut*; community activist Jack Cullin; and Ben Ortiz of the Connecticut Graphic Arts Center. The site provides photographs and the firsthand oral accounts of the experiences of Puerto Rican immigrants to Connecticut.

The Web site-launching celebration featured a sneak preview of the site and speeches by Fernando Betancourt, executive director of the state of Connecticut Latino and Puerto Rican Affairs Commission; and Juan González, award-winning Puerto Rican journalist, author of *Harvest of Empire: A History of Latinos in America*, and new president of the National Association of Hispanic Journalists.

Nuestras Historias is located at: www.chs.org/nuestrashistorias/index.htm.

Guevara Guides Palo Alto Family Center

Palo Alto College (Texas) named Frank Guevara coordinator of its Ray Ellison Family Center. He had been director of the Mini Infant Center at Palo Alto in California.

Guevara is responsible for overseeing the Center's daily operations; recruiting, training, and supervising staff; maintaining enrollment through outreach; ensuring compliance with state licensing regulations; and implementing the curriculum. The Center can serve up to 66 children, ages 18 months to 5 years old.

Guevara, a Stanford University graduate, has a bachelor's degree in human biology and is completing his master's thesis in education with a specialization in child development at San José State University. His prior work experience includes teaching at a nursery school and a middle school.

"Raices" Celebrates Latin Music in New York

The Museum of the City of New York (MCNY) has on display "Raíces: The Roots of Latin Music in New York City," an exhibition highlighting the musical influences of the Hispanic Caribbean–Cuba, Puerto Rico, and the Dominican Republic–and the role New York City has played in the development of America's Latin music heritage.

The exhibit includes photographs, broadsides, posters, programs, instruments, and costumes of the music genre, and honors composers, arrangers, musicians, and Afro-Cuban pioneers such as Machito (Frank Grillo), Tito Rodríguez, and Tito Puente.

The MCNY joined forces with the Raíces Latin Music Museum at Boys & Girls Harbor, an affiliate of the Smithsonian Institution, to document the exhibit. The Raíces Museum has a 15,000-piece collection of music memorabilia and is dedicated to preserving the music's history and developing exhibitions, education programs, and performances, and has become a primary Latin music research center.

The exhibition will be on view through Jan. 26, 2003.

Tennessee-Knoxville Offers Lecture on Fidel Castro

Todd Diacon (pictured), University of Tennessee-Knoxville associate professor and head of the history department, delivered a lecture on "Fidel Castro" as part of the University's monthly lecture series, "Lessons in Leadership from History." The series focuses on how leaders coped with change that had no precedents, and on the leadership values that remain pertinent today. It also provides a forum to consider leadership in our current society, from global to local politics, from Wall Street to Main Street.

The lectures have featured a diverse lineup of leaders: Shakespeare's kings–Henry V and Richard II, Martin Luther King Jr., Mahatma Gandhi, Abraham Lincoln, Elizabeth I, and Susan B. Anthony.

"Lessons in Leadership from History," which continues through April, is sponsored by the University's office of academic outreach in the College of Arts and Sciences and the University Club.

Century Foundation Calls for Economic Integration of Schools

A report released by The Century Foundation Task Force on the Common School concludes that the economic integration of America's public schools could both promote equality and tighten the achievement gap between middle-class and low-income students.

The report, *Divided We Fail: Coming Together Through Public School Choice*, is based on research showing that when a school has a solid core of middle-class families, all students–low-income and middle-class–perform at higher levels than if those students attended high poverty schools.

The study found that economic school segregation increased in the 1990s, and predicts that the significant socioeconomic divisions between schools will widen in all but six states through 2025. It surmises that if nothing is done to address these trends, we will reap an educational disaster.

Other studies also have reported the resegregation of schools by race.

Divided We Fail was conducted by a distinguished group of education reform leaders from diverse backgrounds. The group recommends a plan for the economic integration of public schools that has been successfully employed in Montclair, N.J., and Cambridge, Mass.

Chicago City College Implements Bilingual Nursing Program

At Richard J. Daley College, one of the City Colleges of Chicago (Ill.), 25 Hispanic nursing students are enrolled in a 26-week program of intensive English for nurses.

The classes are part of the newly launched Bilingual Nursing Program at the College's West Side Technical Institute (WSTI). The program helps Spanish-speaking nursing students prepare for the National Council's Learning Extension–Registered Nurse exam, to become registered nurses in the U.S.

WSTI partnered with Chicago's Mercy Hospital, Alivio Medical Center, the Mexican

Consulate, City Department of Public Health, Illinois Department of Human Services, and other agencies to help make the program a reality. Mercy Hospital has offered employment to all nurses who successfully complete the program.

According to Ricardo Estrada, WSTI dean, the program aims to address the urgent need for bilingual nurses in the city of Chicago. "The shortage is a critical problem that needs to be addressed," said Estrada (pictured).

News from University of Alabama

THE UNIVERSITY OF ALABAMA FOUNDED 1831

- Students in the University of Alabama (UA) McNair Scholars Program, a federally funded TRIO program named in honor of Challenger space shuttle astronaut Dr. Ronald McNair, presented results of the projects they worked on during their research internship, at the program's third annual Research Conference. The program provides eligible students with the opportunity to conduct scholarly research and other activities with mentors from the areas in which they plan to study.
- UA's Graduate School awarded fellowships to six new graduate students through its Joint Minority Faculty Development and Future Faculty fellowship programs, and its Southern Regional Education Board Doctoral Scholars program. Each program is designed to increase and retain the number of minorities in faculty positions at Alabama colleges and universities.
- UA's chapter of the National Society of Collegiate Scholars received top honors at a National Leadership Summit in Texas. The chapter's project, "Operation Moral Support," which sends greeting cards to U.S. military abroad, was honored with the Community Service Project of the Year Award. Chapter advisor Stacy Jones was named Advisor of the Year.
- UA's student daily newspaper, the *Crimson White*, was a finalist for the Associate Collegiate Press Newspaper Pacemaker Award, for excellence in the fall 2001 and spring 2002 semesters. The Pacemaker Award is one of the nation's top student press general excellence awards.

Suárez to Chair San Diego Consortium

The San Diego Defense and Space Technology Consortium (Calif.) voted unanimously to elect Dr. Omero Suárez chairman of the board for 2003.

Suárez, chancellor of the Grossmont-Cuyamaca Community College District, has more than 30 years experience as a college professor and administrator, and brings to the Consortium extensive experience in nonprofit sector board leadership, including the development of innovative partnerships. Earlier, he was vice chancellor for academic affairs, planning, research, and student services at the City Colleges of Chicago; president of East Los Angeles College; and founding president of the University of New Mexico's Valencia campus. He is active in many civic organizations supporting higher education healthcare and workforce development.

The San Diego Defense and Space Technology Consortium allows small- and medium-sized companies to pool their talents and prepare successful bids on large government contracts. The Consortium plans to play an important role in assisting homeland defense efforts by harnessing San Diego's defense technology industry.

Minnesota Holds Multicultural Celebration

The University of Minnesota Office for Multicultural and Academic Affairs (OMAA) sponsored the campus-wide "Bridging Many Cultures" celebration, honoring the University's commitment to multiculturalism.

Welcomed by drummers from various cultures, participants were treated to food and music of several ethnic groups and were able to meet and greet Dr. Sallye McKee, the University's newly appointed associate vice provost for OMAA. A graduate of the University, McKee returned to her alma mater to help build campus-based leadership that enhances student success.

"OMAA needs the support of students, faculty, and staff," said McKee, "as we work to build a future dedicated to excellence and social justice in a time of rapid globalization."

Eastern Connecticut Professor Documenting Poverty

Jaime Gómez (pictured r.), Eastern Connecticut State University assistant professor of communications, received a 2002-03 Connecticut State University Grant to produce a 60-minute documentary video looking at poverty through the eyes of ex-convict turned social activist Ron Casanova (l.).

Gómez and Casanova met through Gómez's work at Curbstone Press, where he volunteers on the editorial board and edits films for the organization's poetry festival. Casanova co-authored a book, *Each One Teach One: Up and Out of Poverty*, which Curbstone published in 1996.

The documentary, scheduled for completion in May 2003, will be an interdisciplinary exploration of the philosophies and values that motivate and inspire social activists. Gómez believes that telling Casanova's story and focusing it on poverty in Connecticut will send young people a message that they must pay attention.

Gómez, a graduate of San Francisco State University, has documented social and cultural topics all around the world. In 1990, he won Colombia's Simón Bolívar Award. Casanova, has tested positive for HIV; lived a life of gangs, drugs, and crime on the street; and served time in a mental institution and prison before making a change. He is committed to helping the homeless as an active counselor, spokesperson, and group administrator.

NEIU Mentors Inspire Students to Go to College

Northeastern Illinois University (NEIU), lead institution for the Chicago ENLACE (Engaging Latino Communities for Education) Project, and its 30 ENLACE partners have been working to increase the number of Latino and Hispanic graduates from high school and college. Peer mentors have made more than 90 presentations at middle schools, high schools, and community-based educational learning centers over the past year.

The mentors have talked to K-12 students about their experiences, challenges, and strategies to overcome obstacles; shared information on high school and college admission requirements and selection processes, standardized testing, financial aid, and scholarships; and stressed the importance of visiting campuses and meeting deadlines.

"I found that there is a lot of educational information that is not distributed in our community," said Wilkins López, NEIU student and

ENLACE mentor. "As a peer mentor, I was able to give them the information they need."

ENLACE at NEIU, funded by the W.K. Kellogg Foundation, is one of 13 similar nationwide projects.

Austin Center Addresses Texas and Mexican Cultures

Austin College (Texas) inaugurated its new Center for Southwestern and Mexican Studies with "Deep in el corazón: A Week of Texan and Mexican Cultures."

Among the program's highlights:

Renowned Texas border photographer Bill Wright discussed his photo exhibition "Portraits from the Border," displayed at the Johnson Gallery of Wright Campus Center. Chicana writer and critic Norma Cantú, author of *Canicula: Snapshots of a Girlhood en la Frontera*, discussed her experiences growing up on the border. Scott Whiteford, director of the Latin American and Caribbean Studies Center at Michigan State University, led a panel discussion on the North American Free Trade Agreement (NAFTA), the border, and immigration. The Anita N. Martínez Ballet Folklorico performed at the College's Sid Richardson Center.

San Bernardino Museum Offers Diverse Perspectives

California State University-San Bernardino's (CSUSB) Robert V. Fullerton Art Museum presented two shows from diverse perspectives–contemporary paintings from Los Angeles and 20th-century graphic arts from Latin America and the Caribbean.

"21 Paintings from LA," curated by James Gobel and intended as a snapshot of the current L.A. art scene, featured works by 21 contemporary Los Angeles artists. "Graphics from Latin America and the Caribbean" came to the Museum from the collection of the Inter-American Development Bank in Washington, D.C. The exhibit spanned most of the 20th century and included prints of works by Diego Rivera, Mauricio Lasansky, David Alfaro Siqueiros, Wilfredo Lam and others.

Diversity/Latin America Lectures at Auburn

Auburn University (Ala.) hosted lectures by Marie Francois (pictured l.), assistant professor in Auburn's history department, and Patricia Arredondo (r.), professor of counseling psychology at Arizona State University.

Francois spoke on "Colors, Cultures, and Nations: Multiple Ethnicities in Latin America's Past and Present." Specializing in Latin American studies, Francois has published scholarly articles on Latin American history involving the economy, pawnshops, women, and Mexican culture; and has presented professional papers to such groups as the Latin American Studies Association International Congress and the Southeastern Council on Latin American Studies.

Arredondo presented, as part of Auburn's Women's Studies Program, a lecture on gender and multicultural sensitivity. An authority on diversity issues in counseling psychology, she is founder and president of Empowerment Workshops in Boston and author of several books and articles on diversity in a clinical setting and in management.

Newark Museum Examines Mesoamerican Team Sports

A major exhibition at The Newark Museum (N.J.) looks at the world's first team sport, which was played throughout Mesoamerica–now known as Mexico, Guatemala, Belize, and Honduras. Played with a rubber ball on a stone court, the game combined skill with religious ritual, since at the end winners were hailed as heroic conquerors while the losers were killed, offered as sacrifices to the gods.

"The Sport of Life and Death" explores this fascinating game, including its influence on modern-day sports. The exhibit, on display through Dec. 29, contains 124 examples of sculpture, ceramic vessels, jewelry, uniform accessories, and artifacts, as well as the earliest known rubber ball (circa 1600 B.C.), excavated from a waterlogged site on Mexico's Gulf Coast. Visitors can also experience the game through play stations situated near the exhibition and hear in-depth information about the objects at special listening stations.

Pictured: *Ballplayer Wearing a Deer Headdress*; Late Classic Period, Maya A.D. 700-900, Mexico, Jaina Island; pottery with blue pigment; Hudson Museum, University of Maine; William P. Palmer III Collection.

Ohio State Lecture Series Focuses on Diversity

The Ohio State University is hosting the President and Provost's Diversity Lecture Series 2002-2003.

- Jan. 14–"Separate Fountains: From Memoirs to Published Story," Patti Wilson Byars, author of *Separate Fountains*;
- Jan. 15–"My Civil Rights Life with Dr. Martin Luther King, Jr.," Rev. Wyatt T. Walker, human rights activist, author;
- Feb. 5–"Demography, Diversity, and Dollars," Alfredo de los Santos, research professor, University of Arizona, and advisor to NSF Directorate on Education and Human Resources;
- Feb. 19–"The Little Rock Nine," Terrance Roberts, psychologist, social worker, and one of the students who integrated Central High School in 1957;
- April 15–"The Envy of the World: On Being a Black Man," Ellis Cose, author, journalist, and contributing editor to *Newsweek*;
- May 12–"Learning to be White," Thandeka, theologian, minister, and author of several books on development and racial identity.

For more information on the lectures, contact Frank Hale, (614) 688-4255, or Trina Phillips, (614) 688-4240.

NJCU Exhibits "Masks of the Americas"

"Mascaras: Traditional Masks of the Americas," an exhibition at New Jersey City University, featured 20th-century masks from rituals, ceremonies, and the tourist trade, modeled on post-colonial styles. Masks from Mexico, Peru, Nicaragua, Ecuador, Peru, Puerto Rico, and Bolivia displayed images of cats, dogs, reptiles, mules, birds, rabbits, wolves, insects, and mustachioed "white-face" Spaniards.

"Mascaras" was coordinated by Hugo Xavier Bastidas, NJCU director of campus galleries, and Hugo M. Morales, NJCU assistant director of publications and chair of the University's Council on Hispanic Affairs. Dr. José Rodeiro, NJCU associate professor of art and coordinator of art history, completed the exhibit's historical research.

Pictured: Huichol beaded mask; Jalisco, Mexico – c. 1982.

New York Times Bureau Chief Speaks at CCNY

Photo © Abraham Scott

City University of New York-City College (CCNY) presented a lecture by *The New York Times'* David González, Miami-based Caribbean and Central American bureau chief since 1999. In "A Conversation with David González" he discussed growing up in the South Bronx and his experiences as a journalist.

González has covered the post-conflict era in Central America, Haiti's political and social crises, and Cuba's adjustment to the post-Soviet world. Before arriving in Miami, González wrote a column in the *Times'* "Metro" section and was Bronx bureau chief and an assignment reporter. He was a correspondent for *Newsweek* magazine from 1983 to 1990, and in 1992 received Columbia University's Mike Berger Award for his coverage of New York City and its neighborhoods.

Meister Takes Home Award for Excellence at DePaul

DePaul University (Ill.) bestowed Richard J. Meister, professor of history and executive vice president for academic affairs, with its 20th annual Cortelyou-Lowery Award for Excellence in Teaching.

Meister began teaching at DePaul in 1981 as a professor of history and dean of the College of Liberal Arts and Sciences and was appointed to his current post in 1993. Besides teaching well-regarded urban history courses and expanding the offerings in the College of Arts and Sciences, Meister was a leader in the construction of DePaul's Richardson Library, the establishment of the University Art Gallery, and the funding for visiting scholars and campus-wide symposia.

Meister has authored many articles and books, including "Race and Ethnicity in Modern America" and "Black Ghetto: Promised Land or Colony?"

He plans to retire from his post in spring 2003.

Towson Welcomes Pianists Faculty Lecture

A lecture and recital at Towson University (Md.) presented music department Professor Reynaldo Reyes and guest pianist Ingrid Santamaría. Reyes spoke on the origin and development of the concerto, and joined Santamaría in performing Beethoven's "Emperor Concerto" and Tchaikovsky's "Concerto #1."

Reyes, who earned a master's degree at the Peabody Conservatory of Music, has received many international awards and won many music competitions. He received a French government scholarship to study at the Conservatoire Nationale Superieur de Musique de Paris, where he won the coveted Premier Prix in Piano.

Santamaría is considered one of the leading and more popular pianists of the Philippines. She received her training at an early age from her mother and later studied at New York's Juilliard School of Music.

St. Bonaventure Professor is Expert on Argentina

St. Bonaventure University (N.Y.) History Professor Joel Horowitz is not from Argentina, but is an expert on the country's history.

Horowitz became interested in the South American country upon traveling there at age 12. He studied Latin American history for eight years in graduate school at the University of California and moved to Argentina for 15 months to write his dissertation on the country. Since then, he has written many articles pertaining to Argentina, published several books on the country, as well as on South America, and was the only North American contributor to *Crisis economica, avance del Estado y incertidumbre politica (1930-1943)*, volume seven of the 12-volume history *Nueva Historia Agentina*.

Horowitz has made Argentina part of his daily life, reading its major newspaper online and visiting it at every opportunity. He is presently working on a book that examines how Argentina's radical party mobilized support for democracy from 1916-1930.

UH-Manoa Professor Publishes Book on Cuban Filmmaker

University of Hawaii (UH)-Manoa assistant professor of Spanish Paul A. Schroeder has published the first comprehensive book on a prominent Cuban filmmaker–a biography, filmography, and cultural reading of Tomás Gutiérrez Alea's work.

"His films give testimony to a collective project full of contradictions, a process that has been successively progressive and reactionary, machista and feminist, dogmatic and tolerant, heroic and tragic," said Schroeder.

Schroeder, who specializes in Latin American literature and film, plans to integrate the book into his upcoming class, "History of World Cinema: New National Cinemas to the Present."

He earned a doctorate in Spanish at Stanford University.

Larousse Offers Spanish-Speaker Reference Books

According to the 2000 U.S. Census, access to Spanish-language media and a preference for established Latin American brands is on the rise in the more than 25 percent of homes in Texas, California, and New Mexico where only Spanish is spoken.

Present among the growing Hispanic demographic is a sophisticated segment of the population that has placed emphasis on education and economic advancement and the need for Latin American educational resources.

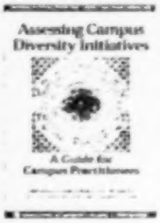
For this reason, Larousse has announced that it has made available to the mainstream markets, through Houghton Mifflin, books that were once offered only through small, specialized importers. These reference books are aimed at helping all levels of Spanish-speakers in the U.S. The line includes bilingual Spanish dictionaries, English learner books, and Spanish-language business references.

For more information, visit the Houghton Mifflin Web site at www.hmco.com.

PUBLICATIONS

Assessing Campus Diversity Initiatives

By Mildred García, Cynthia A. Hudgins, Caryn McTighe Musil, Michael T. Nettles, William E. Sedlacek, and Daryl G. Smith

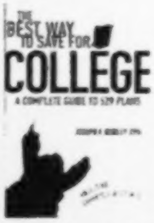

Assessing Campus Diversity Initiatives
A Guide for Campus Practitioners

Provides tips and tools for designing and developing effective diversity evaluations. Topics addressed include the need for assessment, designing an evaluation plan, institutional context, audience, data collection and analysis, performance indicators, and theoretical models.

2001. 184 pgs. ISBN 0-911696-86-5. $18.00 paper. AAC&U. (800) 297-3775. www.aacu.org/publications.

The Best Way to Save for College: A Complete Guide to 529 Plans

By Joseph F. Hurley



This is a useful resource for research on 529 plans, the college savings investment vehicles that offer investor tax incentives. Geared toward families and their professional advisors, this book is updated for 2002-2003 and the new tax laws, and covers developments in the 529 industry as well as other college-investing related topics.

2002. 299 pgs. ISBN 0-9670322-6-1. $26.95 paper. BonaCom. (800) 400-9113.

The Purple Land

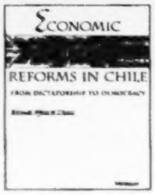
By W.H. Hudson

This exuberant, often wryly comic first-person account tells of a young Englishman's imprudent adventures, set against the background of political strife in 19th-century Uruguay. It is a first novel by Anglo-Argentine naturalist William Henry Hudson. New Introduction by Ilan Stavans.

2002. 260 pgs. ISBN 0-299-18224-X. $19.95 paper. University of Wisconsin Press. (800) 621-2736.

Economic Reforms in Chile: From Dictatorship to Democracy

By Ricardo Ffrench-Davis



Articulate and provocative, *Economic Reforms in Chile* offers a comprehensive and timely assessment of Chilean economic reform, starting with the military dictatorship of Augusto Pinochet in the 1970s and continuing through the "reforms of reforms" made by the democratic governments of the 1990s.

2002. 263 pgs. ISBN 0-472-11232-5. $57.50 cloth. University of Michigan Press. (734) 764-4392.

The Space In-Between: Essays on Latin American Culture

By Silviano Santiago

Ana Lúcia Gazzola, ed.

This collection of essays by Brazilian novelist, poet, translator, and theorist Silviano Santiago courageously contributes to the literary and cultural aspects of Brazilian studies. Translated for the first time in English by Tom Burns, Ana Lúcia Gazzola, and Gareth Williams.

2002. 187 pgs. ISBN 0-8223-2749-X. $18.95 paper. Duke University Press. (888) 651-0122.

Diversifying the Faculty: A Guidebook for Search Committees

By Caroline Sotello Viernes Turner

Diversifying the Faculty

This resource for successfully recruiting and retaining faculty of color takes a holistic approach to increasing faculty diversity and offers practical suggestions for before, during, and after the search.

2002. 56 pgs. ISBN 0-911696-90-3. $15.00 paper. AAC&U. (800) 297-3775. www.aacu.org/publications.

Nuevomexicano Cultural Legacy: Forms, Agencies, and Discourse

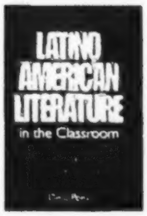
Francisco A. Lomelí, Víctor A. Sorell, and Genaro M. Padilla, eds.

Working within and across disciplines, charting relationships between geography and culture that have informed the state's history, and placing empirical, philosophical, and scholarly materials in dialogue with regional historical and cultural studies, the essays in this volume add immeasurably to the knowledge of New Mexico's cultural history.

2002. 304 pgs. ISBN 0-8263-2224-7. $35.00 cloth. University of New Mexico Press. (800) 249-7737.

Latino American Literature in the Classroom: The Politics of Transformation

By Delia Poey



In this original look at how ethnic literature enters the classroom and the literary canon, Delia Poey compares the risks facing teachers and interpreters of well-known Latino/a or Latin American texts with those run by the "coyote" who smuggles undocumented workers across the U.S.-Mexico border. Both are in danger of erasing those cultural traits that made the border crossers important.

2002. 144 pgs. ISBN 0-8130-2477-3. $55.00 cloth. University Press of Florida. (800) 226-3822.

The Night is Young: Sexuality in Mexico in the Time of AIDS

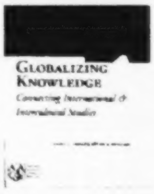
By Héctor Carrillo

Drawing on field research conducted in Guadalajara, Mexico, Héctor Carrillo reveals the complex nature of sexuality in modern-day Mexico. He shows us how modernization, globalization, and other social changes have affected a wide range of hetero- and homosexual practices and changes.

2002. 352 pgs. ISBN 0-226-09303-4. $20.00. paper. University of Chicago Press. (800) 621-2736.

Globalizing Knowledge: Connecting International and Intercultural Studies

By Grant H. Cornwell and Eve W. Stoddard


GLOBALIZING KNOWLEDGE

In recent decades, we have had separate movements to reform curricula both by "internationalizing" them and by recognizing the diversity that characterizes the U.S. This essay argues that these movements are concerned with many of the same issues, and it makes a strong case for their intersection in our goals for student learning.

2002. 42 pgs. ISBN 0-911696-77-6. $10.00 paper. AAC&U. (800) 297-3775. www.aacu.org/publications.

CONFERENCES

IEEE Deans Summit II

January 9-12, 2003

The educational activities board of IEEE presents "Deans Summit II: Fostering Campus Collaborations." Share your effective strategies for collaborative programs on community outreach, future teacher preparation, and pedagogical practices for engineering education. At Biscayne Bay Marriott Hotel & Marina, Miami, Fla.

Contact: Douglas Gorham, d.g.gorham@ieee.org; Web site, www.ieee.org/eab/fcc

89th Annual Meeting of AAC&U

January 22-25

The academy is rethinking what should be expected from college education. While the new century irresistibly invites stark–and usually artificial–calls to question foundational ideas, we are, in fact, standing at a social and educational crossroads. The need for deep questioning is genuine. Pre-conference symposium, "Shared Futures: Diversity, Inequality, and the Challenge of Global Citizenship." At Sheraton Seattle, Seattle, Wash.

Contact: AAC&U, (202) 387-3760; e-mail, meetings@aacu.org; Web site, www.aacu.org

LA CHISPA 2003 Conference

January 23-25

LA CHISPA is a refereed international conference on Hispanic languages, literatures, and cultures sponsored by Tulane University and held in New Orleans in alternate years since 1981. At the Monteleone Hotel, New Orleans, La.

E-mail: lachispa@tulane.edu

NABE 2003

January 28-February 1

Join thousands of educators, policymakers, community members, and business and government representatives at the National Association for Bilingual Education's 2003 conference, one of the world's largest conferences on the education of linguistically and culturally diverse students. In New Orleans, La.

Web site: www.nabe.org

TACHE 2003 Conference

January 29-31

The Texas Association of Chicanos in Higher Education, a professional association committed to the improvement of education and employment opportunities for Hispanics in higher education, holds its annual event. At the Omni Hotel-Downtown, Austin, Texas.

Web site: www.tache.org

13th Annual Institute on College Student Values

February 6-8

With the theme "Moral and Civic Responsibility: Can We Assess the Character Outcomes of College?" the Institute will focus on character development in college and strategies for assessing moral and civic outcomes. Sponsored in cooperation with the Association for Institutional Research. At Florida State University, Tallahassee, Fla.

Contact: Dr. Jon Dalton, (850) 644-6446; e-mail, jdalton@admin.fsu.edu; Web site, www.CollegeValues.org

ACE's 85th Annual Meeting

February 15-18

Join 1,200 college and university presidents, chancellors, senior administrators, and other higher education leaders. Confirmed speakers include: Donna Shalala, president, University of Miami; Gwen Ifill, moderator, "Washington Week"; Sir John Daniel, assistant director-general for education, UNESCO. At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; Web site, www.acenet.edu

Law and Higher Education Conference

February 16-18

"The 24th Annual National Conference and Workshops: Law and Higher Education," is organized by Stetson University College of Law. This conference's unique approach has received the ABA's prestigious Tweed Award. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

Stop Surfing-Start Teaching 2003 National Conference

February 16-19

"Teaching and Learning through the Internet" is brought to you by Continuing Education at the University of South Carolina. In Las Vegas, Nev.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

Contact: fax, (414) 276-4650; e-mail, CSCTFL@aol.com; Web site, www.centralstates.cc

AAHE Learning to Change Conference

March 14-17

This major new conference of the American Association for Higher Education focuses on the nexus of learning and change. Uniting the best features of AAHE's "Conference on Faculty Roles and Rewards" and "National Conference on Higher Education," this event convenes a wider circle of faculty and administrators to address the challenges of higher education. At Washington Hilton and Towers, Washington, D.C.

Web site: www.aahe.org/learningtochange

7th Annual NCIIA Conference

March 20-22

The theme of the 2003 conference of The National Collegiate Inventors and Innovators Alliance is "Big Ideas in a Small World: Invention, Innovation, and Entrepreneurship Education." In Boston, Mass.

Web site: www.nciia.org

NASPA 2003

March 22-26

NASPA, Student Affairs Administrators in Higher Education, presents its 85th annual conference with the theme "Gathering at the Gateway–Renewing Our Spirit." In St. Louis, Mo.

Contact: (202) 265-7500, ext. 3005; Web site, www.naspa,org/conference

TESOL 2003

March 25-29

The 37th annual convention of Teachers of English to Speakers of Other Languages, Inc., offers hundreds of sessions, distinguished international speakers, and scores of networking opportunities. In Baltimore, Md.

Contact: (703) 836-0774; fax, (703) 836-7864; e-mail, conventions@tesol.org; Web site, www.tesol.org

Academic Festival V: Beyond Borders

March 27-29

This conference, with the theme "Beyond Borders: Globalization and the Human Experience," will feature keynote speakers Dr. Elaine Pagels, Harrington Spear Paine Professor of Religion, and Dr. Paul Krugman, professor of economics, both of Princeton University. At Cameron University, Lawton, Okla.

Web site: www.cameron.edu/festival5/index.html

14th International Conference on College Teaching and Learning

April 1-5

"Learning Theory plus Motivation Theory plus Technology equals Dynamic Interactive Learning." Keynote presentations by Sylvia Nasar, Glenn DuBois, and Meave Leakey. At Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231; e-mail, jchamber@fccj.edu; or Jeana Davis, (904) 632-3088; e-mail, jmdavis@fccj.edu; fax, (904) 632-3289; Web site, www.teachlearn.org

International Mentoring Association Conference

April 10-12

This is the 16th annual international conference on mentoring in education, business, human services, and community-based organizations. At Crowne Plaza Hotel, Philadelphia, Pa.

Contact: (616) 387-4174; fax, (616) 387-4189

AMSA Conference

April 11-13

The American Men's Studies Association presents "Globalization and the Critical Study of Men and Masculinities." Keynote speakers are Susan Bordo and R.W. Connell. At Vanderbilt University, Nashville, Tenn.

Contact: (615) 322-0882; Web site, www.mensstudies.org

108th Higher Learning Commission Annual Meeting

April 13-16

The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, provides at its annual gathering an opportunity to connect with more than 2,600 representatives from across the full range of higher education institutions. The theme of the 2003 meeting is "Restructured Expectations: Building New Partnerships for Learning." At the Hyatt Regency Chicago, Chicago, Ill.

Contact: Jeanne Darling, (800) 621-7440 ext. 133; fax, (312) 263-0471; e-mail, jdarling@hlcommission.org; Web site, www.ncahigherlearningcommission.org

ACCED-I 23rd Annual Conference

April 13-16

The Association of Collegiate Conference and Events Directors-International will hold its annual gathering, geared to conference and special events professionals in higher education. The theme of the conference is "IMAGINE." At the Sheraton World Resort in Orlando, Fla.

Contact: ACCED-I, Colorado State University, (970) 491-5151; fax, (970) 491-0667; e-mail, acced@lamar.colostate.edu; Web site, http://acced-i.colostate.edu

14th Annual National Service-Learning Conference

April 23-26

Join colleagues, educators, youths, policymakers, and community representatives at this National Youth Leadership Council event, with the theme "Weaving the Fabric of Community: A Celebration of Service-Learning." In Minneapolis, Minn.

Contact: National Youth Leadership Council, (800) 366-6952; Web site, www.nylc.org

ASM's 10th Undergraduate Microbiology Education Conference

May 16-18

The plenary sessions at this American Society for Microbiology event include: Biocomplexity, Rita Colwell, director, National Science Foundation; The Human Genome Project, Francis S. Collins, director, National Human Genome Research Institute, National Institutes of Health; and The Scholarship of Teaching and Learning, Lee S. Schulman, The Carnegie Foundation for the Advancement of Teaching. At the University of Maryland, College Park, Md.

Contact: Carlos Pelham, (202) 942-9317; e-mail, EducationResources@asmusa.org

NISOD 25th Annual Conference

May 25-28

The National Institute for Staff and Organizational Development (NISOD), a 600-member international consortium of community colleges and universities worldwide, proudly presents, in its silver anniversary year, the "International Conference on Teaching and Leadership Excellence." In Austin, Texas.

Contact: Margot Pérez-Greene, director, NISOD, (512) 471-1663; e-mail, mpg@mail.utexas.edu

Book Review

By Jesse Alemán

***Herencia: The Anthology of Hispanic Literature of the United States*, edited by Nicolás Kanellos.** 644 pages. Oxford University Press, 2002. ISBN 0-19-513824-4. $35.00 paper.

For 10 years, Nicolás Kanellos, Brown Foundation Professor of Hispanic Literature at the University of Houston, has directed the Recovering the U.S. Hispanic Literary Heritage project, a nationally funded initiative designed to locate, preserve, and republish Hispanic literature written in the United States from colonial times to the 1960s. It was only a matter of time before the project produced *Herencia*, a major anthology of recovered U.S. Hispanic literature. Unlike other such collections, *Herencia* includes lost or forgotten pieces of Hispanic writing that embody the literary inheritance of contemporary U.S. Hispanic culture.

Kanellos's introductory essay challenges the popular assumption that Mexican-Americans, Cubans, and Puerto Ricans are a new minority group with no distinctive literary tradition in the U.S. that precedes the civil rights movement. Rather, the legacy of Hispanic literature places Hispanics in the U.S. before the settlement of the British colonies. In fact, the anthology proper opens with narratives of colonization, tales of Spanish exploration of the New World, contact with indigenous cultures, and epic poems that, as with their authors, traverse Florida, Texas, and New Mexico. *Herencia*'s variety of folktales, editorials, autobiographies, poems, short stories, and novels indicates the depth and breadth of Hispanic writing, and the anthology's organization around Native, Immigrant, and Exile literature emphasizes the different historical experiences that distinguish one Hispanic group from another.

Native Hispanic literature is the anthology's first section and includes Hispanic writing that emerged following the 1848 Treaty of Guadalupe Hidalgo. Mainly written by Mexicans and Mexican-Americans, native literature narrates colonial dislocation, complicity, or opposition, as well as a firm if only imaginary sense of place in the U.S. as the homeland. The section recovers New Mexican folktales, California and Texas writings of displacement and resistance, early 20th-century labor speeches and protest editorials, the radical writing of the Chicana/o movement, and contemporary border poetry. Recovered writings from the Spanish-language press, though, are the most compelling entries. Francisco P. Ramírez's 1855 editorials against Manifest Destiny and Jovita Idar's 1911 columns on women's rights and Tejano national identity demonstrate that Hispanics were not a silent minority in history. Instead, they used the press to advocate a Hispanic cultural identity in opposition to U.S. domination, creating a heritage of writing that still characterizes Hispanic literature.

Unlike native writing, the Hispanic immigrant literature of the anthology's second section travels between the U.S., Mexico, Cuba, and Puerto Rico as writers navigate between upholding the culture of the homeland and adjusting to the hardships of life in the U.S. Here the anthology becomes more diverse as it includes more Cuban and Puerto Rican entries, but the writings are no less poignant and political as they recount the transitory life of immigration and the anxiety of creating a home away from home against the alienating backdrop of the modern city, shifting gender roles for Hispanic women, and disenchantment with the land of opportunity. The prevailing themes of immigrant literature are especially clear in recovered excerpts from *Lucas Guevara* (1914), the first Hispanic novel of immigration, and *How Poor Women Prostitute Themselves* (1916), a one-act play that provides a Puerto Rican feminist critique of how factory labor exploits working-class Hispanic women.

The final section, Hispanic exile literature, includes the writings of refugees calling for political and social change in their homelands from the confines of the United States. Revolutionary or reactionary, exile literature encompasses early pleas for independence from Spain; late 19th-century writings on the Spanish-American War; Mexican revolutionary writings from the border, and Cubans responding to Castro's triumph. Cuban writings find their fullest expression in this section, and the most compelling entries are the recovered early 19th-century writings demanding Spanish-American independence from Spain. Published in Philadelphia between 1812-1820s, these entries exhibit an astonishing parallel with their contemporaneous Anglo-American writings for independence as they both espouse the freedom of republicanism over the tyranny of monarchy and wrestle with the question of slavery in the Americas. Early Spanish-American writers looked to the U.S. as a model of political independence; however, the U.S. did not look to include U.S. Hispanics in the new republic, an irony that suggests Hispanic exiles could neither return to their homelands nor find a home in the U.S.

The anthology's organization is not without its weaknesses, and the greatest is that it lacks an author, title, or subject index. Fortunately, an alternative thematic organization that also serves as an index is available online at www.arte.uh.edu/Recovery. Nevertheless, libraries should own a copy of *Herencia*; teachers should incorporate it into classes on American and U.S. Hispanic literature, history, politics, or cultural diversity; students should turn to it for authoritative excerpts of Hispanic writing; and general readers should browse *Herencia* for its sheer insight into the literary and historical legacy of contemporary Hispanic culture.

Jesse Alemán, assistant professor of English at the University of New Mexico, teaches 19th-century American and Chicana/o literatures. Currently, he is a postdoctoral research fellow in the Latina/o Studies Program at the University of Illinois, Urbana-Champaign.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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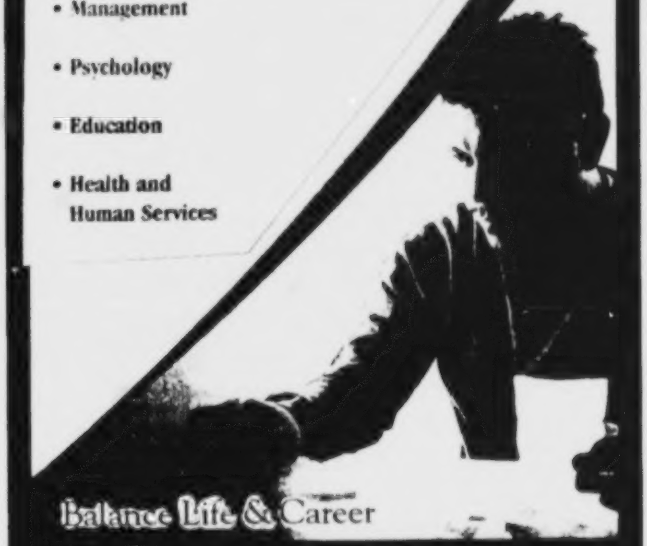

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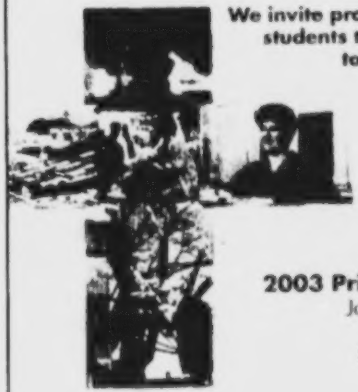

2003 Princeton Seminar Dates
January 30–February 2, 2003
February 13–16, 2003
February 27–March 2, 2003
March 27–30, 2003

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1-800-622-6767, ext. 1940 • www.ptsem.edu

AMHERST
COLLEGE

MELLON FELLOWSHIPS

The Andrew W. Mellon Foundation has awarded two grants to Amherst College to support exceptionally promising young scholars for two years of half-time teaching (one course each semester) and half-time research. As part of this program, the Black Studies and Music Departments at Amherst will make appointments for the 2003-05 academic years.

BLACK STUDIES: Appointment in social science with a particular emphasis on race and the African-American experience. Applicants' research should focus on some aspect of the effects of race on social stratification, migration, urbanization, or the informal economy in North America, Latin America, and/or the Caribbean. The department is particularly interested in applicants who can contribute to its cross-cultural and interdisciplinary introductory courses.

Submit a letter of application, CV, writing samples and three letters of recommendation to: **Mellon Fellowship Search, Department of Black Studies, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** The department will begin reviewing applications on January 15, 2003 but applications will be accepted until the position is filled. The Ph.D. degree must be in hand at time of appointment.

MUSIC: Teach one course in basic musicianship or theory and one course that reflects the candidate's musical interests. Candidates should have a strong commitment to undergraduate teaching in a liberal arts context, an active interest in some aspect of music performance, and a well-articulated plan for research. The Ph.D. must have been awarded by time of appointment (July 1, 2003).

Submit a letter of application describing teaching, musical performance, and research interests, CV, three letters of reference, and a sample of current work (dissertation chapter, one or two compositions with recordings, performance recordings, etc.) to: **Professor Jenny Kallick, Chair, Department of Music, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** A review of applications will begin January 15, 2003. Candidates are encouraged to include letters of reference with applications. Letters submitted in this fashion should be enclosed in sealed envelopes signed by the referees. Return mailers and postage will ensure the return of submitted materials.

Amherst College is an undergraduate liberal arts college for men and women with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

WORKING @

Wellesley College

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Dean of Students

Wellesley College seeks nominations and applications for the position of Dean of Students.

Founded in 1870, Wellesley College has long been recognized as one of the finest colleges in the country. Its mission is to provide "an excellent liberal arts education for women who will make a difference in the world." Wellesley offers a comprehensive undergraduate education to over 2300 women from diverse racial, ethnic, geographic, and economic backgrounds. Within this educationally rigorous and culturally diverse environment, the Division of Student Life seeks to build connections between the academic and co-curricular life for each student and to provide services and programs that support and strengthen this residential learning community and help position Wellesley students for academic success.

Reporting to the President, the Dean of Students leads the large and comprehensive Division of Student Life that includes residence life, academic program advising, student activities, religious and spiritual life, health services, counseling, cultural advising, and career services. As a member of the College's senior staff, the Dean participates in campus-wide planning and policy formulation and ensures that the Division's programs, services and activities are aligned with the academic mission and strategic goals of the College. The Dean is proactive in building collaborative relationships across constituencies.

The new Dean of Students will have a record of outstanding accomplishment in higher education; a deep understanding of and commitment to the mission of a residential liberal arts college; and the skills, experiences, and personal qualities to provide creative leadership. An advanced degree is required; a PhD and teaching experience in a residential, liberal arts institution are preferred.

Nominations and applications may be directed in confidence to: **Kate Salop, Office of the President, Wellesley College, 106 Central Street, Wellesley, MA 02482; (fax) 781-283-3675; csalop@wellesley.edu**
Confidential inquiries may also be made to: **Patricia Herzog, PhD, Sage Search Partners/Wellesley, 22 Oakland Road, Brookline, MA 02445; (fax) 617-232-6655; pherzog@sagesearch.com**
Sage Search Partners is assisting Wellesley College in this search.

Wellesley College is an AA/EEO employer and encourages applications from women, minorities, veterans and candidates with disabilities.

Teachers Academy for Mathematics and Science

The Teachers Academy for Mathematics and Science is an autonomous alliance of leaders from education, government, mathematics, science, business and the community.

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Additional information on this position is available on our website: www.tams.org. Please, forward your resume to Attn: Human Resources.

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SCHOOL OF PHARMACY DEAN

The University of Wisconsin-Madison, established in 1848 and considered one of the world's outstanding public research universities, invites applications and nominations for the position of dean of the School of Pharmacy. The School of Pharmacy is consistently ranked among the finest pharmacy schools in the country, and is renowned for award winning research, successful relationships with the pharmaceutical industry and pharmacy practitioners, and a unique dedication to serving the public. Its mission is to educate, train and maintain competency of pharmacy practitioners and scientists, and to create, transmit and apply knowledge based on research in the basic, social, and clinical pharmaceutical sciences to enhance the quality of life through improved health.

The dean, who reports to the chancellor and the provost, serves as the chief academic and executive officer of the school with responsibility for faculty and staff development, personnel oversight, budget planning and management, research, curriculum, student academic affairs, and fund raising. The school, housed in its new state-of-the-art facility, Rennebohm Hall, has an annual budget of approximately $15 million and is comprised of 110 faculty and staff, 525 professional and undergraduate students, and 100 doctoral and postdoctoral students.

Please see the following web sites for information about the School of Pharmacy and UW-Madison:

http://www.pharmacy.wisc.edu/
http://chronicle.com/jobs/profiles/3964.htm

Candidates will be evaluated on the following professional and personal characteristics: commitment to maintain and extend the scholarly values, academic and outreach programs, and mission of the school; the potential for or a record of successful leadership; collaborative leadership style; commitment to shared governance with faculty, staff and students; desire and ability to advance pharmacy research, practice, instruction and public service; commitment to advocate and pursue funding from public and private sources; ability to work with external constituencies including state and federal government and community; demonstrated commitment to the diversity of students, faculty and staff, to equal employment opportunity, affirmative action and non-discriminatory practices, and to advancing an inclusive climate that stimulates diversity. Candidates must possess a record of scholarship, teaching, and service that qualifies them for tenure at the level of full professor at UW-Madison.

Applications and nominations must be received by 15 January 2003 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vitae and a comprehensive cover letter that addresses how their strengths and experience match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names, addresses, e-mails, and telephone numbers of five references. Candidates will be informed before references are contacted. Please note that in accordance with Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names and titles of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor Daniel Rich, Chair
School of Pharmacy Dean Search and Screen Committee
133 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706-1380
608-262-1677; Confidential FAX: 608-265-7806

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer.

MOUNT HOLYOKE.

South Hadley, Massachusetts

DIRECTOR OF INTERNATIONAL STUDIES

Mount Holyoke College invites applications for the newly created position of Director of International Studies. Reporting to the Dean of Faculty, the Director will head a new Office of International Studies charged with overseeing and expanding the College's curricular and programmatic initiatives in international education. The Director will play a leadership role in helping to build upon and highlight the College's long-standing commitment to global awareness and engagement. Specific responsibilities include:

- Chair an advisory board made up of faculty, staff, and students charged with facilitating and coordinating international programming and new initiatives
- Expand opportunities for international study, service, and internships
- Facilitate faculty initiatives abroad, particularly ones that lead to the establishment of institutional contacts with international centers of learning and research
- Work to enhance the creative engagement of faculty, students, and staff in developing curricular and co-curricular international initiatives and programming
- Develop support networks among Mount Holyoke alumnae living abroad for the expansion of the College's international visibility
- Help to generate grants and other support for international endeavors
- Establish and maintain a vital web presence

Qualifications for the position:

Ph.D. required. Scholar/teacher/administrator with strong expertise, interests, and experience in international education, preferably with responsibility for international program development and administration; ability to provide creative leadership in strengthening and energizing Mount Holyoke's international presence and programming across the campus and around the world; proven abilities to work with diverse constituencies, including faculty, students, staff, overseas partners, and alumnae.

The Director shall be a faculty member appointed for a renewable five-year term. This position is open to both internal and external candidates. External candidates should have the academic credentials that would qualify them for either a tenured or an adjunct academic appointment in one of the departments or programs of the College, and will be expected to teach one course per year.

Mount Holyoke is a distinguished undergraduate liberal arts college for women with 2000 students and 200 faculty. Approximately 17% of the students come from outside North America, and over 20% of both faculty and domestic students are persons of color. The College is located 90 miles west of Boston in the Connecticut River valley, and is a member of the Five Colleges consisting of Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Mount Holyoke is committed to fostering multicultural diversity and awareness in its faculty, staff, and student body and is an Affirmative Action, Equal Opportunity Employer. Women and people of color are especially encouraged to apply.

Please send applications or nominations to: **Search Committee, Director of International Studies, Office of the President, Mount Holyoke College, South Hadley, MA 01075.** Please direct questions or electronic applications to Stephanie Hall, 413-538-2500, shall@mtholyoke.edu. Review of applications will begin January 15. The new director will take office in July 2003.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline*
Assistant/Associate Professor *(7 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(2 positions)*-	Interdisciplinary Oncology Prg	OPEN
Assistant Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg	OPEN
Associate/Full Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Post Doctoral Fellow-	Interdisciplinary Oncology Prg-	OPEN
Professor- *(Associate Ctr Director for Clinical Investigations)*	Interdisciplinary Oncology Prg	OPEN
Professor- *(Chair/Associate VP/Associate Center Director)*	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Assistant/Associate Professor *(3 positions)*-	Nursing-	OPEN
Assistant/Associate/Professor-	Cancer Control Program-	OPEN
Associate In Research- *(Transportation Economist/Analyst)*	Ctr for Urban Transportation-	OPEN
Assistant In Research *(2 positions)*-	Ctr for Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor-	Anesthesiology-	OPEN
Director-	Business & Financial Svcs-	OPEN
Associate Vice President	Administrative Affairs-	OPEN
Assistant Professor-	Africana Studies-	12/16/02
Assistant Professor-	Anthropology-	12/31/02
Assistant Professor-	Communications Sci & Disorders-	12/31/02
Assistant Professor-	Mathematics (Algebra)-	12/31/02
Assistant Professor *(2 positions)*-	Interdisciplinary Studies-	01/01/03
Associate/Full Professor-	Psychological & Soc Foundations-	01/02/03
Assistant Professor *(2 positions)*- *(Biomedical/Bio Physics & Materials/Nanoscience)*	Physics-	01/03/03
Dean-	Education-	01/03/03
Director-	Latin American & Caribbean Studies	01/03/03
Assistant/Associate Professor-	Secondary Education-	01/06/03
Assistant Professor-	Environmental Sci & Policy-	01/06/03
Assistant Professor-	Special Education-	01/06/03
Assistant Professor-	World Language Ed-	01/06/03
Instructor-	Special Education-	01/06/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**, or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu**, for faculty positions, or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

SIMON'S ROCK COLLEGE of BARD

SOCIOLOGY

Simon's Rock College invites applicants for a permanent full-time position in Sociology. The particular specializations are open, but we are seeking someone who can combine an intercultural and historical analysis of American society with several of the following areas: race, class, ethnicity, globalization, and theory. An interest in involving students in local human service programs would also be a plus. Simon's Rock is a small liberal arts college which emphasizes independent work in a strong interdisciplinary curriculum. Rarely are disciplinary areas represented by far more than one faculty member. Thus the successful candidate will be expected to create a program in Sociology, to teach in the General Education Program, and to develop significant interdisciplinary interests. A Ph.D. and successful college teaching experience are required.

To apply, send a letter, curriculum vitae, a brief statement of teaching philosophy, research and experience, and three letters of reference to:

Ahmet Tonak, Chair, Sociology Search Committee
Simon's Rock College of Bard, 84 Alford Road, Great Barrington, MA 01230
The review process will begin on January 27, 2003 and the search continues until position is filled.

Applications from women and minorities are encouraged. For more information about Simon's Rock, consult **www.simons-rock.edu**. AA/EOE/ADA

BAYLOR
UNIVERSITY

School of Social Work

FACULTY POSITION

Baylor University invites applications for a tenured-track position, beginning August 2003. Baylor University is a private university with 14,000 students comprised of a College of Arts and Sciences, a graduate school, and eight professional schools. The BSW and MSW programs are fully accredited by the Council on Social Work Education. The mission of the School is the preparation of social workers for professional practice in a variety of public and private practice contexts, including religious organizations and faith communities.

Applicants should possess the following:

- The MSW degree from a CSWE accredited program
- Two years of post master's experience
- A doctorate in social work or related field is required
- A commitment to instructional excellence and collaboration with colleagues, communities, and agencies, to include religious organizations and faith communities
- Enthusiasm for the mission of this program
- Demonstrate potential for or has established program of research and scholarly achievement

Preference will be given to applicants with teaching experience.

Send a curriculum vita, graduate transcript, and three letters of reference to:

Dennis R. Myers, Ph. D., LMSW-ACP, Chair, Search Committee
School of Social Work, Baylor University
PO Box 97320, Waco, TX 76798-7320.
Phone: 254-710-6400. Fax: 254-710-6455. Email: Dennis_Myers@baylor.edu

Review of applications begins December 15, 2002 and will continue until position is filled. To ensure full consideration of your application, your application should be completed by February 15, 2003.

Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas.
As an Affirmative Action/Equal Opportunity Employer,
Baylor encourages minorities, women, veterans, and persons with disabilities to apply.

Assistant Professor (Adjunct) of Music History

Yale University School of Music and Institute of Sacred Music

The Yale Institute of Sacred Music and the Yale School of Music seek an assistant professor (adjunct) of music history with a specialty in the sacred repertories of the early modern period (ca. 1500-1750). Successful candidates will have a gift for teaching students in a conservatory environment, including a willingness to engage with issues of performance practice; an ability to place music in its liturgical and theological contexts; and a desire to work collaboratively with colleagues in other disciplines - liturgical studies, architectural history, religion and literature, and preaching. Must demonstrate potential for distinguished research and have completed the PhD. Send cover letter, CV, and the names of three references to **Margot Fassler, Chair, Music History Search, Institute of Sacred Music, 409 Prospect St., New Haven CT 06511** by January 15, 2003. A fuller description of this joint position will be available on the websites of both the Yale Institute of Sacred Music (**http://www.yale.edu/ ism/**) and the Yale School of Music (**http://www.yale.edu/schmus/**).

Yale is an Equal Opportunity/Affirmative Action Employer; women and minority candidates are especially encouraged to apply.

UCR UNIVERSITY OF CALIFORNIA, RIVERSIDE

a search for...

# Vice Chancellor
for
University Advancement

The University of California, Riverside (UCR) is the most rapidly growing campus of the University of California and is projected to grow from its current 16,000 student body to 22,000 by the end of the decade. Sixty miles east of Los Angeles, UCR's 1,200-acre park-like campus lies at the base of the Box Springs Mountains in Riverside, a city of about 250,000 residents which offers a rich mix of recreational opportunities and cultural attractions. The University of California was chartered as the state's only Land Grant College in 1868. The University system now includes ten campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz. For more information about the campus, please visit the UCR Website at www.ucr.edu.

A vigorous recruitment is in progress for this prestigious position at UC Riverside. This is the chief advancement officer of the institution, which recognizes the need for creative leadership in the management of advancement issues for a growing enterprise. The ideal candidate would have a distinctive professional history and display significant potential in the management of all phases of external support of a complex research organization with a special emphasis on philanthropy. A distinguished recruitment advisory committee anxiously anticipates candidates having a diverse professional and ethnic heritage.

Reporting to the Chancellor, the Vice Chancellor for University Advancement is an integral member of the senior management team. The Vice Chancellor recommends and implements policy, budget, and supervises personnel in the operation of seven major functional areas: Alumni and Parent Relations; University Relations; Government and Community Relations; Development; UCR Foundation; Special Programs; and, University Advancement Finance and Administration.

Interested candidates are asked to immediately contact our consultant, Colette M. Murray, Paschal Murray, Inc. by writing colette@paschalmurray.com or by calling (619) 702-8881. UCR is a DOE, EOE.

Position details are available at http://www.paschalmurray.com.

Paschal • Murray

Eastern Michigan University

Educational Psychology

The Eastern Michigan University Department of Teacher Education invites applications for a tenure-track assistant professor position in educational psychology, available fall 2003. We are especially interested in individuals who demonstrate/possess one or more of the following characteristics: commitment to education oriented to the demands of a culturally diverse and pluralistic society, urban education experience, multicultural knowledge/experience working with students in diverse educational settings, ability to function as a role model for minority students, proficiency in a language spoken in minority communities.

Primary teaching assignment will be an undergraduate assessment and evaluation course for pre-service teachers; additional assignments may include graduate level assessment and evaluation courses and research courses that emphasize practical applications in educational settings. Faculty also advise students and engage in scholarly/creative and service activities.

Elementary or secondary teaching experience preferred. Doctorate preferred; ABD considered. Successful applicant will have knowledge and skills in 1) development and implementation of traditional and alternative classroom assessments; 2) interpretation of standardized test results; 3) current trends in state and federally mandated school assessments. Desired supporting areas include research techniques, program evaluation, and qualitative research.

Screening of applicants has been extended to January 3, 2003 and will continue until finalists have been identified. Send letter of application, vita, graduate transcripts and three letters of reference to **Position #F0336, 202 Bowen, Eastern Michigan University, Ypsilanti, Michigan 48197**.

Additional information on the University is available at our Web site www.emich.edu

Eastern Michigan University is an affirmative action/equal opportunity employer. Minorities and women are encouraged to apply.

MARQUETTE
UNIVERSITY

Vice Provost for Research and Graduate Programs

Marquette University is a Catholic, Jesuit, Carnegie Foundation Doctoral/Research-Extensive institution enrolling 7600 undergraduate students and 2160 graduate and professional students, with 18 doctoral programs. The University is seeking a Vice-Provost for Research and Graduate Programs to advance research support, faculty productivity and interdisciplinary relationships among the University's graduate and professional programs. The Vice-Provost will chair the University Promotion and Tenure Committee and the Board of Graduate Studies. He/she will provide oversight for the Office of Research and Sponsored Programs, the Office of Research Compliance and will work with the academic deans and administration to develop and advance a vision for the future of research and graduate education.

The Vice-Provost for Research and Graduate Programs will be a member of the University Leadership Council and report to the Provost. Candidates must have scholarly credentials that support eligibility for senior faculty rank with tenure at Marquette University. Significant academic administrative experience is required, with demonstrated leadership and communication skills, experience in graduate education, and grant procurement and management. Candidates should be committed to supporting the University's mission as a Jesuit, Catholic institution of higher learning.

Completed applications and nominations will be accepted until January 12, 2003. Please send nominations and applications, a curriculum vitae, and the names of at least three persons who can serve as references to:

Dr. Jack C. Brooks
Chairperson Search Committee-SP27
Dean, College of Health Sciences
Marquette University
P.O. Box 1881
Milwaukee, WI 53201-1881
http://www.marquette.edu/
AA/EOE

PRESIDENT

Prairie View A&M University

The Texas A&M University System Board of Regents and the Chancellor invite nominations and applications for the position of President of Prairie View A&M University.

Prairie View A&M University (PVAMU) opened in 1878 and is the second oldest public institution of higher education in Texas. It is a state-assisted institution, serving a diverse ethnic and socioeconomic population, and is a land-grant institution by federal statute. It is dedicated to excellence in teaching, research and service. The University enrollment is over 7,000, serving an area comprising the Texas Gulf Coast Region, but students come from throughout the U.S. and many foreign countries. Located on a 1,500-acre site in Waller County, the main campus is approximately 45 miles northwest of Houston, Texas, on State Highway 290. Prairie View A&M University's academic programs are organized into eight colleges/schools: Agriculture and Human Sciences, Architecture, Arts and Sciences, Business, Education, Engineering, Juvenile Justice and Psychology, and Nursing (located in Houston in the Texas Medical Center). These academic units have 24 departments and 2 divisions and offer 72 major areas of study plus 30 optional programs. The University is committed to advanced education through the master's degree and is expanding advanced educational offerings to include multiple doctoral programs.

The President is the CEO of the University and reports directly to the Chancellor of The Texas A&M University System. The President must provide visionary leadership, be a proven fund-raiser, be committed to diversity and a global outlook, and must work effectively with the Chancellor and Board of Regents. The President must be an articulate advocate who will represent the University effectively to diverse constituencies, including the legislature. Qualifications include a distinguished record of leadership, scholarly achievement, demonstrated excellent administrative skills, and the ability to work effectively with faculty, staff, students, alumni and other constituencies. An earned doctorate is preferred.

Successful candidates will be evaluated on these and other attributes:

- Experience with federal and other agencies
- Excellent interpersonal and communication skills
- Understanding and appreciation of PVAMU history and strengths
- Demonstrated experience working with cross-cultural environments
- Commitment to advanced technology throughout the university
- Ability to expand research and graduate programs
- Demonstrated success at increasing university enrollment while maintaining high standards
- The demonstrated capacity to provide leadership in fund-raising activities
- A track record in effective leadership and decision-making based on shared governance
- A track record in planning (involving implementation, assessment, and budget allocations)

The planned appointment date is Summer, 2003. The search will continue until the position is filled and evaluations will begin as dossiers are received, but for full consideration, nominations and applications should be received by January 15, 2003. Under Texas law, the names of finalists only must be disclosed 21 days prior to the Board of Regents action to appoint the next President. Applications should include a letter addressing the above attributes, the candidate's vision for the university, a curriculum vitae, and names, addresses and phone numbers of 3-6 references. Nominations and applications should be sent to:

Dr. Jerry Gaston, Chair, Presidential Search Advisory Committee
The Texas A&M University System
John B. Connally Building, 7th Floor, 301 Tarrow
College Station, Texas 77840-7896
E-mail: pvamusearch@tamu.edu

The Texas A&M University System is an Equal Opportunity/ Affirmative Action Employer

THE LEADER IN GLOBAL EDUCATION

FAIRLEIGH
DICKINSON
UNIVERSITY

CAMPUS PROVOST

Fairleigh Dickinson University is an independent, non-sectarian institution with two major campuses located in northern New Jersey and a campus in Oxfordshire, England. The University has as an integral part of its mission the commitment to global education and distance learning. The University is seeking nominations and applications for the position of campus provost of its Metropolitan Campus. The Metropolitan Campus is located in Bergen County, five miles from New York City.

Founded in 1942, FDU offers more than 100 undergraduate, graduate and professional degrees to approximately 10,000 students, with a total operating budget of $100 million dollars.

The Metropolitan Campus

The Metropolitan campus of FDU is situated on 125 acres and represents a comprehensive learning environment for approximately 5500 full time and part time undergraduate and graduate students. The academic programs are offered by three colleges: University College of Arts, Sciences and Professional Studies (offering programs in liberal arts, sciences, nursing, education, psychology, criminal justice and engineering), the AACSB accredited Samuel Silberman College of Business Administration (offering programs in accounting, taxation, law, economics, finance, international business, marketing, information systems, MBA, Executive and special programs in entrepreneurial studies and New College of General and Continuing Studies (offering programs in Individualized Studies, Hotel, Restaurant and Tourism Management, Interdisciplinary Studies, Public Administration and Adult and Continuing Education). The campus emphasizes professional degree programs with a strong liberal arts presence at the undergraduate level, strengthened by the University Core Curriculum. Among its diverse graduate offerings are two doctoral programs. For more details, please visit our website at **www.fdu.edu**.

The campus has approximately 170 full-time faculty, and 500 full-time and part-time staff. The campus also participates in Division I athletics, has a diverse student body (21% minority and international students), and includes a completely renovated 170,000 square foot academic and administrative facility, a new fitness center and a new 300 bed resident hall currently under construction.

The Position:

The Campus Provost is one of the chief academic officers of the University. The Campus Provost also has responsibility for the day-to day operations of the campus. The Provost reports directly to the President on all issues related to hiring, status and promotion of the faculty and to the Executive Vice President for all other administrative matters. The Campus Provost, in collaboration with the President and in consultation with the faculty, is responsible for establishing and maintaining academic standards and for developing university-wide academic policies and procedures as well as advancing the Campus and University mission. The College Deans report directly to the Provost.

As the chief administrative officer of the campus, the Provost is responsible for all campus-based academic support functions and administrative departments. Direct reports include the Dean of Students, Director of Athletics, Director of Public Safety and the Directors of all campus-based academic support areas.

Qualifications: To be considered for the position, candidates must:

- ✔ Have extensive experience in higher education administration at the level of college dean or above.
- ✔ Have an earned doctorate or appropriate terminal degree and a distinguished record of academic accomplishments in teaching, scholarship, service and leadership.
- ✔ Demonstrate extensive knowledge and understanding of all aspects of higher education administration, including both academic and administrative operations.
- ✔ Have a proven record in the development and oversight of a substantial budget.
- ✔ Have an ability to communicate effectively with faculty, students, administrative and professional staff, members of the Board of Trustees, alumni and members of the community; and
- ✔ Demonstrate an ability to provide organizational leadership and a commitment to working in an inclusive diverse, and fully participative organization culture.

It is expected that position will be filled by July 1, 2003. Applicants must apply by February 7, 2003. To apply, forward a letter of application, resume and the names of three references to: **Human Resources Office (PC34), Fairleigh Dickinson University, 285 Madison Avenue (M-BB2-01), Madison, NJ 07940; fax 973-443-8078.**

FDU is an equal opportunity/affirmative action employer

SWT

ASSISTANT VICE PRESIDENT for STUDENT AFFAIRS AND DIRECTOR OF MULTICULTURAL STUDENT AFFAIRS/ADA COORDINATOR

SOUTHWEST TEXAS STATE UNIVERSITY

Southwest Texas State University invites applications and nominations for the position of Assistant Vice President for Student Affairs and Director of Multicultural Student Affairs. SWT is a master's and doctoral-level public university with an enrollment of over 25,000 students. The university is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio.

DUTIES AND RESPONSIBILITIES

The Assistant Vice President/Director of Multicultural Student Affairs is responsible for the administration and facilitation of academic excellence and retention of underrepresented students. This individual reports to the Vice President for Student Affairs, is a member of the Student Affairs Council and works with a variety of student populations, including students with disabilities. This individual serves as the designated ADA coordinator on campus. The Assistant Vice President/ Director is responsible for the oversight of the Student Health Center, the Office of Disability Services and the TRIO programs on campus.

QUALIFICATIONS

The Assistant Vice President/Director is expected to possess broad theoretical and practical knowledge of recruiting and retention practices for under-represented groups in higher education, to provide educational programming to advance better understanding of multicultural and diversity issues on campus, the ability to create and develop a learning environment that ensures the success of these groups, and the ability to supervise TRIO outreach programs.

This individual is expected to effectively articulate the university's core values relative to diversity to a variety of constituencies - including admissions candidates, students, parents, faculty and staff. This individual will have the capacity to generate effective links with the faculty, students, parents and alumni to develop comprehensive recruiting and retention programs for underrepresented groups.

The successful candidate must have a Master's degree (Doctorate strongly preferred) and preferably, will have at least eight years experience in working with college or university underrepresented populations, with at least three years experience in a mid-management level or higher position, or other similar relevant experience, experience managing complex budgets and dealing with administrative duties, excellent oral and written communication skills, demonstrated experience in successful grant writing, administration of scholarship programs for targeted populations, and strong advising and organizational skills.

APPLICATIONS

This position will remain open until filled, with review of applications to begin February 3, 2003. Applicants should send a letter of application and resume, together with a one-page statement their personal philosophy relative to the retention of underrepresented groups to **Dr. James D. Studer, Vice President for Student Affairs, Southwest Texas State University, 601 University Dr., San Marcos, TX78666. Phone #:(512) 245-2152. Job # 136**

SWT is an EEO employer. SWT is committed to increasing the number of women and minorities in faculty and administrative positions.

West Chester University of Pennsylvania

West Chester University

Frederick Douglass Teaching Scholars - Summer 2003

West Chester University of Pennsylvania is offering summer teaching opportunities to graduate students entering the final year of terminal degree programs and preparing to be college teachers. The purpose of the position is to attract graduate students from historically underrepresented and underserved populations. Students selected will teach one course during a five-week term June 30 to August 1. This program is designed to give these graduate students teaching experience and to explore employment opportunities with this university, which is committed to cultural diversity. This is in keeping with the spirit of Douglass' life of public service and the University's mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities.

Minimum requirements are: masters degree completed or equivalent and currently enrolled in a terminal degree program, academic background in one of the fields taught at West Chester University; and at least three favorable letters of recommendation from faculty or professionals in the student's field, including the student's advisor. Preferred: experience teaching or as teaching assistant. Scholars will be compensated as adjunct faculty, according to the university's collective bargaining agreement. Scholars are expected to live in on-campus housing in an apartment that will be provided at no charge and to participate in campus activities. Applicants must successfully complete interview process and an on-campus teaching demonstrations to be considered as a finalist. Priority consideration will be given to applications postmarked by January 16, 2003.

For information/application, contact: Ms. Marion Hyder, Administrative Assistant, 008 Philips, West Chester University, West Chester, PA 19383, Phone (610) 436-3557, mhyder@wcupa.edu, or visit our web site at www.wcupa.edu/_information/douglass.scholars/

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty and administration capable of fostering an inclusive environment, which we feel, is necessary to help prepare our students for the 21st Century. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural and commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The university is an equal opportunity, affirmative action employer encouraging diversity.

ASSOCIATE DIRECTOR CENTER FOR COMMUNITY-BASED LEARNING

Qualifications: Master's degree plus administrative experience in higher education service-learning program, supervisory, outreach and development responsibilities. V#185.

Salary Range: Commensurate with qualifications and experience. Generous benefits package.

Send letter and resume (include V#) **to:** Montclair State University, Box C316-V#185/HO, Upper Montclair, NJ 07043.

Review of applications will begin immediately and continue until position is filled.

Montclair State University is an Equal Employment/Affirmative Action University.
www.montclair.eduwww.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Position Announcement
Four Assistant Professor Positions Departments of Community Health; Kinesiology; Leisure Studies; and Speech and Hearing Science

The Departments of Community Health, Kinesiology, Leisure Studies, and Speech and Hearing Science within the College of Applied Life Studies at the University of Illinois invite applications for four assistant professor positions within the College. Scholars with research interests in areas broadly related to aging and/or disability are sought for interdisciplinary faculty positions. The College of Applied Life Studies and its constituent units have developed interdisciplinary centers of research excellence in the areas of disability and aging. The goal of these four faculty positions is to further advance scholarship in the initiative areas. Relevant areas of scholarship include the study of: a wide range of disabilities across the lifespan, prevention of disability or slowing of aging processes, interventions designed to ameliorate disabilities or aging processes. Examples include research pertaining to: the role of physical activity and its impact on quality of life of older adults and persons with disabilities, the physiologic and acoustic basis of speech, language, or hearing and associated disorders across the lifespan, diagnosis or remediation of communication disorders, health policy, practice and education as it relates to disability or aging, and promoting full access and participation in all contexts of life (e.g., recreational, leisure, vocational, academic, social, physical, athletic) for persons with disabilities or those who are aging.

Applicants must hold an earned doctoral degree and have a strong record of research accomplishment and/or clear potential for future research leadership in an area related to aging or disability. It is expected that applicants will develop lines of research inquiry, actively pursue external funding, and contribute to their unit's instructional and service missions. Successful applicants will be appointed for 9-month, tenure-track positions within the College of Applied Life Studies. Salary will be commensurate with experience. The starting date for all positions is **August 21, 2003**.

A letter of application, curriculum vita, and the names and telephone numbers of at least three references should be sent to:

Chair, Aging/Disability Search Committee
c/o Judy Wilson
University of Illinois
College of Applied Life Studies
1206 S. Fourth St., 108 Huff Hall
Champaign, IL 61820

Further information about the College of Applied Life Studies and the departments can be obtained at **http://www.als.uiuc.edu**. To assure full consideration, applications or nominations must be received by February 1, 2003. Minorities, women, and other designated class members are encouraged to apply, and upon request, provides reasonable accommodations to individuals with disabilities.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer

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Registrar

Walden University, America's premier online university, offering graduate degrees at a distance in education, business, public health and the social and behavioral sciences, as well as bachelor degree completion programs in business administration and information systems, is seeking a professional to join our team as Registrar. The Registrar reports to the Vice President, Student Experience, is located in Minneapolis, Minnesota, and works as part of an integrated enrollment management team in a student-centered atmosphere. The Registrar manages, supervises and evaluates the daily operations of the department to ensure the integrity, accuracy and security of all student records in compliance with regulatory requirements and academic policies. Qualified applicants will have a Masters Degree, with a minimum of five years of progressive management experience in registration and student academic records in a college and/or university setting. The Registrar works directly with students, staff and faculty. Supervisory experience is required, as well as excellent communication, interpersonal, and computer skills. Salary commensurate with qualifications and experience, excellent benefits package. Applicants may submit a letter of application, resume, and references to: **[illegible]@waldenu.edu** or fax 612/338-5092.

Walden University is an EEO employer.
For more information on Walden University,
visit our web site at: **www.waldenu.edu**.

University of Pittsburgh

School of Information Sciences

The **School of Information Sciences** (http://www.sis.pitt.edu) at the **University of Pittsburgh** seeks three tenure-stream faculty members to start Fall Term, 2003. The School emphasizes the synthesis of people, information and technology, and offers opportunities for research, instruction, and service spanning the needs of an information-intensive society. The School is seeking candidates with a systems perspective and a strong commitment to research as well as graduate and undergraduate education.

The **Department of Information Science and Telecommunications** seeks a faculty member with theoretical and practical expertise in the ***design and analysis of large scale distributed systems*** and an interest or specific focus in:

- Data mining
- Interoperability
- Knowledge/Semantic-based systems
- Reliability
- Security

The Department offers Bachelors, Masters and Ph.D. degrees in Information Science.

The **Telecommunications Program** seeks a faculty member with theoretical and practical expertise in ***computer networking*** and an interest or specific focus in:

- Distributed databases
- Network economics
- Network security
- Overlay networks
- Protocol design and analysis
- Sensor networks
- Wireless communication

The Program offers a Masters and Ph.D. degree in Telecommunications through an integrated curriculum, with courses joint-listed in EE and CS.

The **Department of Library and Information Science** seeks a faculty member with theoretical and practical expertise in ***information management*** and an interest or specific focus in:

- Digital libraries and multimedia
- Information retrieval
- Information organization
- Design and evaluation of information systems and services
- Indexing and abstracting

Candidates who offer complementary expertise in economics of information, bio/medical informatics, information policy, or social informatics are particularly encouraged to apply. The Department offers a Masters and Ph.D. degree through nationally ranked programs that span the critical disciplines of contemporary information management.

Candidates who bridge areas of interest or who offer complementary expertise are encouraged to apply. Successful candidates will demonstrate a strong interest and current awareness of the technological and cultural context in which their knowledge contributes to issues of contemporary society. A record of collaboration with other scholars is highly desirable.

All positions require an earned doctorate and are tenure-stream appointments at the assistant professor level or at a rank commensurate with qualifications. Applicants should present a record of effective teaching, research, and related scholarly activities.

Applications should be sent to **sissearch@sis.pitt.edu**. Applications should include a cover letter, curriculum vitae, and the names, addresses (with e-mail), and telephone numbers of three references. For full consideration, applications must be received by January 31, 2003.

Mailed applications may be sent to:

Faculty Search Committee
School of Information Sciences
University of Pittsburgh
514 IS Building
135 N. Bellefield Avenue
Pittsburgh, PA 15260

The University of Pittsburgh is an Equal Opportunity, Affirmative Action employer and strongly encourages women and minority candidates to apply.

SIMON'S ROCK COLLEGE of BARD

COMPUTER SCIENCE

Simon's Rock College invites applications for a full-time position in Computer Science, beginning Fall 2003. We seek a candidate with an advanced degree, either Ph.D. or MA/MS in computer science and demonstrated teaching experience. Candidates must have the ability to teach a full range of computer science courses and will have the responsibility and freedom to develop a computer science curriculum. Candidates should have the ability to lead seminars in computer science in topics such as artificial intelligence, operating systems, networking, or compiler construction. Candidates should be interested in applying computer science principles across traditional disciplinary boundaries and should have experience or interest in teaching computing courses for non-majors. The ability to collaborate with faculty in other disciplines in both teaching and research, participation in the college's General Education Program, and broad intellectual interests are also required. Modest start-up funds are available. Located in the Berkshire Hills of western Massachusetts, Simon's Rock is the early college where bright, highly motivated students begin college after the tenth or eleventh grade.

To apply, send a cover letter, curriculum vitae, brief statement of teaching, research experience and interests, and three letters of reference to:

ROBERT SCHMIDT, COMPUTER SCIENCE SEARCH COMMITTEE
SIMON'S ROCK COLLEGE OF BARD, 84 ALFORD RD., GREAT BARRINGTON, MA 01230

The search will continue until the job is filled.

Applications from women and minorities are encouraged. For more information about Simon's Rock, consult **www.simons-rock.edu**. AA/EOE/ADA

Sociology Assistant Professor

Tenure Track; Fall 2003

The Department of Sociology at Drew University seeks a full-time, tenure track sociologist to begin September 2003. Rank is Assistant Professor. Applicants should have a Ph.D. in sociology. The successful applicant will teach the following courses: Sociology of Children and Youth, Introductory Sociology, and Sociology of Education. The candidate will also be expected to teach Sociology of Deviance and Introduction to Social Welfare. Candidates should integrate material on gender and race into their courses, and be willing to use experiential and comparative approaches. Demonstration of effective teaching and substantial research ability required. Class load is 3:2, and salary is competitive. Hiring is subject to budgetary approval.

Drew University is situated on a 186 acre wooded campus in Madison, New Jersey, 30 miles west of New York City.

Please send: (1) vita (2) three letters of recommendation and (3) a brief statement of teaching and research interests to **Prof. Roxanne Friedenfels, Dept. of Sociology, Drew University, Madison, New Jersey 07940.** Deadline for application is **January 31, 2003.**

To enrich education through diversity, Drew University is an Affirmative Action/Equal Opportunity employer.

Drew University

VACANCY ANNOUNCEMENT

The Department of History and Political Science at the University of Missouri-Rolla invites applications for a tenure-track assistant professor to begin fall semester 2003 to replace a retiring department member. Candidates must have a specialty in military history and be prepared to teach early American and modern American history survey courses; early European and modern European history survey courses; American Military History; American Civil War, courses in recent U.S. history, and be prepared to assist in developing a Public Policy minor. Candidates must have successfully completed a PhD degree from an accredited university; successfully completed a minimum of four years teaching experience; must provide evidence of teaching excellence; must provide evidence of successful research grants procurement; and a publication record that includes articles and monographs. The ideal candidate will be able to teach both American and European History, have an interest in public policy, an established record of teaching excellence and a publication record that includes book-length monographs. Send letter of application, C.V., transcript, three letters of reference, and evidence of teaching effectiveness and scholarly accomplishments to **Human Resources Services #R53860, University of Missouri-Rolla, 1870 Miner Circle, 1202 North Bishop Building, Rolla, MO 65409-1050.** The review of applications will begin on December 1, 2002, and continue until the position is filled. *UMR is an AA/EEO employer. Females, minorities and persons with disabilities are encouraged to apply.*

CENTRAL MICHIGAN UNIVERSITY

Autism or Moderate/Severe Mental Retardation: The Department of Counseling and Special Education at Central Michigan University invites applications for a tenure-track appointment at the Assistant/Associate level effective August, 2003. A doctorate in special education or related area is expected (ABD considered). Special education teaching certificate and PK-12 or related experience working with individuals with moderate to severe disabilities required. Preference will be given to individuals with expertise in autism and/or curricular modifications for students with severe disabilities. The position involves both undergraduate and graduate teaching, advising, supervising student research, grant writing, and maintaining an active research program. Applicants must have evidence of potential for teaching excellence and research productivity. Screening will begin December 1, 2002, and continue until the position is filled. Send an application letter, vitae, reprints, preprints, and three letters of reference to: **Dr. Suzanne Shellady, Chair Search Committee, Department of Counseling and Special Education, Central Michigan University, Mount Pleasant, MI 48859.** For additional information, contact Dr. Shellady at (989) 774-3507, or **shell1sm@cmich.edu**.

Emotional and Behavioral Disorders: The Department of Counseling and Special Education at Central Michigan University invites applications for a tenure-track appointment at the Assistant level effective August, 2003. A doctorate in special education or related area is expected (ABD considered). Special education teaching certificate and PK-12 or related experience working with individuals with emotional or behavioral disorders required. Prefer expertise in one or more of the following areas: multicultural education, assessment, inclusive educational practices. The position involves both undergraduate and graduate teaching, advising, supervising student research, grant writing, and maintaining an active research program. Applicants must have evidence of potential for teaching excellence and research productivity. Screening will begin December 1, 2002, and continue until the position is filled. Send an application letter, vitae, reprints, preprints, and three letters of reference to: **Dr. Matthew Burns, Chair Search Committee, Department of Counseling and Special Education, Central Michigan University, Mount Pleasant, MI 48859.** For additional information, contact Dr. Burns at (989) 774-3287, or **burns1mk@cmich.edu**

Mental Retardation/Cognitive Impairment: The Department of Counseling and Special Education at Central Michigan University invites applications for a tenure-track appointment at the Assistant/Associate level effective August, 2003. A doctorate in special education or related area is expected (ABD considered). Special education teaching certificate and PK-12 or related experience working with individuals with mild to moderate mental retardation required. Prefer expertise in one or more of the following areas: multicultural education, transition, inclusive educational practices. The position involves both undergraduate and graduate teaching, advising, supervising student research, grant writing, and maintaining an active research program. Applicants must have evidence of potential for teaching excellence and research productivity. Screening will begin December 1, 2002, and continue until the position is filled. Send an application letter, vitae, reprints, preprints, and three letters of reference to: **Dr. Matthew Burns, Chair Search Committee, Department of Counseling and Special Education, Central Michigan University, Mount Pleasant, MI 48859.** For additional information, contact Dr. Burns at (989) 774-3287, or **burns1mk@cmich.edu**.

Additional information about the University (**www.cmich.edu**), or the College of Education and Human Services and the Department of Counseling and Special Education (**www.ehs.cmich.edu**) can be found on-line. Central Michigan University is an innovative doctoral/research intensive institution recognized for strong undergraduate education and a range of focused graduate programs and research. *Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity within its community.*

see www.cmich.edu/aaeo/

R·I·T

Rochester Institute of Technology

DIRECTOR

North Star Center for Academic Success and Cultural Affairs

GENERAL SUMMARY:

Director will be responsible for development, organization, direction and implementation of all initiatives of the center; manage program initiatives to deliver a system of support for the development of African, Latino/a and Native American students; and direct and assist program staff in the development and implementation of activities, programs, and projects relevant to the mission of the Center.

MAJOR RESPONSIBILITIES:

- a. Program and curriculum development
- b. Service to students
- c. Administrative

EDUCATION/EXPERIENCE:

Masters degree required, Doctoral degree preferred
4-5 years of experience in Higher Education working with underrepresented African American, Latino/Hispanic American and Native American students
Applicants are encouraged to apply electronically to **Resumes@rit.edu**
For more information, please visit website: **http://www.rit.edu/ritbbs/ritjobs/**
The application review process will begin February 1, 2003

RIT is an equal opportunity employer

FACULTY

COLUMBIA

COLUMBIA COLLEGE CHICAGO seeks applicants for a tenure-track appointment in the English Department to begin September 1, 2003. Applications will be accepted until January 28, 2003.

Responsibilities include teaching four courses per semester, usually three in Composition and one in a secondary area. Committee work and professional development are also required. Candidate must be interested in teaching in an open-admissions, urban setting and dedicated to teaching students of diverse backgrounds. Experience in teaching Composition a must. Interest and/or experience in program administration a plus. Ph.D. in Composition and Rhetoric preferred; secondary specialty not required, but desirable in visual rhetoric, service learning, cultural studies or other areas.

Columbia College is an urban, open admissions institution of over 9,500 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Submit letter, CV, statement of teaching philosophy, writing sample of no more than 20 pages, and three letters of recommendation to:

Composition Search Committee
English Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

California State University, Bakersfield
Announcement of Openings

California State University, Bakersfield is one of 23 campuses of the California State University system. Located two hours north of Los Angeles, Bakersfield is a city of over 240,000 people within a diverse population of more than 700,000 in the southern San Joaquin Valley. CSUB serves over 7,000 students with a faculty of over 400 in four schools: Business and Public Administration, Education, Humanities and Social Sciences, and Natural Sciences and Mathematics.

Tenure-Track Faculty and Full-Time Lecturers Positions, 2003/2004

School of Education (661) 664-2219

Advanced Education Department:
- Assistant/Associate Professor
  Counselor Education - School Counseling

Physical Education Department:
- Assistant Professor
  Physical Education - Pedagogy

Special Education Department:
- Assistant/Associate Professor (2 positions)
  Special Education - Mild/Moderate Disabilities

Teacher Education Department:
- Assistant/Associate Professor
  Curriculum and Instruction - Education Technology Emphasis
- Assistant/Associate Professor
  Elementary Education
- Assistant Professor
  Science Education (Secondary)
- Assistant Professor
  Secondary Education (Emphasis in Educational Psychology)

School of Humanities and Social Sciences (661) 664-2221

Anthropology Department:
- Assistant Professor
  Cultural Anthropology

Art Department:
- Assistant Professor
  Art Education/Painting
- Full-time Lecturer
  Modern Historian/Gallery Director

Communications Department:
- Assistant Professor
  Public Relations
- Assistant Professor
  Journalism
- Assistant Professor (at Antelope Valley campus)
  Generalist
- Full-time Lecturer
  Journalism/Newspaper Advisor

Criminal Justice Department:
- Assistant Professor
  Gangs, Drugs, and Crime/Race and Ethnicity
- Assistant Professor (at Antelope Valley campus)
  Gangs, Drugs, and Crime/Race and Ethnicity

Economics Department:
- Full-time Lecturer (at Antelope Valley campus)
  General Economics/Financial Economics

English Department:
- Assistant Professor
  Rhetoric/Composition
- Assistant Professor
  17th Century Non-Dramatic or Non-Western Literature or Creative Writing
- Assistant Professor (at Antelope Valley campus)
  British Literature
- Assistant Professor (at Antelope Valley campus)
  Literature - Ethnic, Women's, or Non-western World

Modern Languages & Literatures Department:
- Assistant Professor
  Spanish Linguistics/First-year French

Philosophy Department:
- Full-time Lecturer
  Introduction/Critical Thinking

Political Science Department:
- Full-time Lecturer
  International Relations and Comparative Politics

Psychology Department:
- Associate Professor (at Antelope Valley campus)
  Generalist
- Assistant Professor (at Antelope Valley campus)
  Generalist

Social Work Department:
- Assistant Professor
  Health and Mental Health/Children and Families

Sociology Department:
- Assistant Professor
  Race and Ethnic Studies

School of Natural Sciences and Mathematics (661) 664-3450

Biology Department:
- Assistant/Associate Professor
  Molecular Biologist

Chemistry Department:
- Assistant/Associate Professor
  Generalist

Mathematics Department:
- Assistant/Associate Professor
  Statistics
- Assistant/Associate Professor
  Applied Mathematics
- Assistant/Associate Professor
  Generalist
- Assistant/Associate Professor
  Math Education

Nursing Department:
- Assistant/Associate Professor
  Family Nurse Practitioner
- Assistant/Associate Professor
  Maternal-Child Health Nursing
- Professor
  Department Chair

In addition, CSUB continues to seek applicants for part-time temporary faculty appointments in various areas. Applications should be submitted to the appropriate department.

A doctorate is normally required at the time of appointment for all tenure-track positions. The University offers an exceptional benefits package.

Closing dates will be no sooner than **January 31, 2003,** for tenure-track and full-time lecturers positions. Applicants should send a letter of interest, current vita, placement file or graduate coursework transcripts, and three references to:

California State University, Bakersfield
Chair, Department of ___________
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Internet Address: http://www.csub.edu

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

ASSISTANT PROFESSOR
EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Tenure-track position in early childhood special education. Expertise in working with children with identified special needs, birth to eight years of age. Successful candidate will teach a range of undergraduate and graduate courses focused on special needs of children and families, inclusion practices and early childhood education. Advise graduate students and teacher candidates in diverse and inclusive settings; build strong partnerships with schools, school faculty and communities; develop new courses; and contribute to a department with a strong vision and innovative programs.

Qualifications: Earned doctorate in early childhood special education, early intervention, child and family studies, child development or related field and successful public school/community-based teaching in early intervention or early childhood programs are required. Candidates must demonstrate a well-defined research agenda and evidence of scholarly activities; and the ability to build partnerships with schools and communities, work effectively with culturally diverse populations and share a commitment to education for social justice, democratic practice and to promoting critical thinking. V# F-52.

ASSISTANT PROFESSOR
HUMAN ECOLOGY

Tenure-track position to teach graduate and undergraduate courses in research theories and methods. Expertise in one or more of the following areas: family relations, life span development and family policy. Participate in research and service activities to the University, community and profession. Advise graduate and undergraduate students.

Qualifications: Earned doctorate in family studies, human ecology, human development or related area with a professional focus on empirical research methodology is required. College level teaching experience is required. Candidates must demonstrate a well-defined research agenda and evidence of scholarly activities; and the ability to work effectively with culturally diverse populations and share a commitment to education for social justice, democratic practice and critical thinking. V# F-53.

Review of applications (for both positions) will begin immediately and continue until the positions are filled. **Starting date is September 1, 2003.**

Salary Range: Commensurate with qualifications and experience. Generous benefits package.

Send letter and resume (include V#) **to:** Dr. Perry E. Greene, Associate Dean, Montclair State University, Box C316-V# F-52/HO or F-53/HO, Upper Montclair, NJ 07043.

Montclair State University is an Equal Employment/ Affirmative Action University.

www.montclair.eduwww.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

TheChicagoSchool
of Professional
Psychology

Position: Vice President of Academic Affairs and Dean

The Chicago School of Professional Psychology, a graduate school of professional studies in Chicago, Illinois, is seeking an academic leader who will bring strong leadership in advancing the innovative academic programs of the school. This person will report to the President and work closely with other senior administrators and with program directors and faculty in developing, establishing and delivering the academic programs of the school.

The new VPAA/Dean should be an entrepreneur and creative educational innovator with a demonstrated commitment to diversity. Other qualifications for this position include a thorough knowledge and appreciation of academic assessment, demonstrated skill in resource allocation, and an ability to organize and lead faculty in the development of new programs and evaluation and refinement of curricula. An earned doctorate in psychology, one of the behavioral, social or health sciences, or education, and relevant administrative experience is required.

The Chicago School is an independent graduate school with national recognition as a leader in diversity and intercultural education and is in an era of unprecedented growth and creativity. The school offers an APA-accredited PsyD program in Clinical Psychology, and MA programs in Clinical, Organizational & Industrial and Forensic Psychology. The Center for Intercultural Psychology and The Center for Sustainable Change offer internal and external programs and consultation to enhance the education of the school's students. Application is pending with the Illinois Board of Higher Education to open satellite campuses in Lake and DuPage counties. Applicants should learn more about the school by visiting our website at **www.csopp.edu**.

Review of applications will begin on December 15th and continue until the position is filled. Applicants must submit a CV, current contact information for five references and a statement of interest to **Ms. Gwen Satterfield, Executive Offices Manager, CSPP, 47 West Polk Street, 2nd Floor, Chicago, IL 60605 or gsatterfield@csopp.edu.** *CSPP is an Affirmative Action/Equal Opportunity Employer.*

Assistant Professor, Radio Production

The Department of Visual & Media Arts at Emerson College seeks an Assistant Professor for a tenure track position in Radio Production starting in Fall 2003. Candidates are required to have demonstrable proficiency in at least one of the following areas: basic radio production, radio documentary production, and radio performance. Demonstrable proficiency in one or more of the following areas is preferred: non-linear editing, audio story telling, radio drama, and webcasting. The ideal candidate will have the ability to teach a cross-media introductory production course and will be responsible for working to develop a forward looking radio curriculum that will integrate with other media art areas within the department and across the School of the Arts.

Candidates must have teaching experience, and demonstrate an approach to radio as a creative form within a critical context. MA and extensive professional experience required, MFA or Ph.D. preferred. Interested applicants should submit a c.v. with references and CD samples of creative work by January 15, 2002 to: **Chair, Search Committee, Department of Visual & Media Arts, Emerson College, 120 Boylston Street, Boston, MA 02116.**

Review of applications is ongoing until the position is filled. Emerson College is an equal opportunity, affirmative action employer and is strongly committed to increasing the diversity of its faculty. Women and minorities are encouraged to apply.

1880
EMERSON COLLEGE
BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

WWW.EMERSON.EDU

West Valley-Mission Community College District
14000 Fruitvale Ave, Saratoga, CA 95070

PRESIDENT
Mission College
Santa Clara, CA

The Board of Trustees of the West Valley-Mission Community College District invites application and nominations for the position of President of Mission College, a publicly funded, comprehensive community college.

The President is the chief executive officer of the college and reports to the Chancellor, who reports to a seven-member publicly elected Board of Trustees. The Board seeks an inspired, visionary leader who will embrace the spirit of Mission College and the Silicon Valley, and who will lead with authenticity and pride its highly diverse student body, and its talented faculty and staff.

APPLICATION INFORMATION: The profile brochure which contains details of Mission College, the Challenges and Opportunities, the President Profile, and the application instructions should be requested by contacting Francine Caracciolo, Executive Assistant, Human Resources, West Valley-Mission Community College District, 14000 Fruitvale Ave, Saratoga, CA 95070-5698: Phone: 408-741-2131; FAX 408-867-9059; Email Francine_caracciolo@wvmccd.cc.ca.us. Application review will begin February 1, 2003.

WVMCCD's web site: www.wvmccd.cc.ca.us

For additional information, contact Dr. Betty Dean,
Gooder, Dean Associates
PO BOX 4016, Chico, CA 95927; Phone
and Fax: (530) 898-1651.

Hamilton

HAMILTON COLLEGE
CLINTON, NEW YORK

The Trustees of Hamilton College invite nominations and expressions of interest for the position of President, with an anticipated appointment date of July 1, 2003.

Hamilton College is a highly selective, coeducational, residential, privately-supported liberal arts college that consistently ranks among the top liberal arts colleges in the nation. Chartered in 1812 and located on a hilltop campus between the Mohawk and Oriskany Valleys in central New York, the College is distinguished by a faculty dedicated to teaching, scholarship, and innovative academic programs, including outstanding domestic and overseas programs in New York City, Washington, D.C., France, Spain, and China. The College's mission is to prepare its 1,750 students for a lifetime of intellectual endeavor and leadership. Already recognized for its rigorous academic expectations and a strong liberal arts tradition, the College has recently instituted a new curriculum emphasizing individual student responsibility, multidisciplinary sophomore seminars, and a reinvigorated advising system. Hamilton College is in a strong financial position and has an alumni body noted for its loyalty and participation.

The following characteristics and credentials are required of the new President, who must:

- Demonstrate an enduring commitment to the liberal arts through an absolute dedication to academic excellence and the art of teaching.
- Be innovative and committed to enhancing the College's already strong reputation and record of accomplishments.
- Lead the entire Hamilton community to build on the momentum created by the newly approved strategic plan and curriculum.
- Continue to enhance diversity in all its forms among the students, staff, and faculty.
- Lead a major capital campaign to fund financial aid, the endowment, and the master facilities plan.

Hamilton College is an equal opportunity/affirmative action employer. It actively seeks and encourages nominations of, and expressions of interest from, women and members of under-represented populations.

Nominations and applications, including a curriculum vitae and cover letter describing the candidate's interest in the position, should be sent in confidence to:

Barbara R. Stevens, Vice President and Director, Isaacson, Miller
1275 K Street NW, Suite 1025, Washington, DC 20005
Phone: (202) 682-1504, E-mail: 2575.HCP@imsearch.com

ANNOUNCEMENT OF ADMINISTRATIVE OPENINGS

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago, with a student enrollment in excess of 15,000. Dedicated to excellence in teaching, the College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high tech/high touch" approach to education.

DIRECTOR, Southlake Educational Center

The Office of Director of Southlake Educational Center directs all functions of that facility in order to meet the needs of the citizens of South Lake County. To fulfill this mission, the Director assesses community needs in an on-going fashion; works with appropriate college staff to schedule, market, and provide courses, events, and support services; and maintains the physical facility. **QUALIFICATIONS** include a Master's degree, experience in college administration, and supervisory experience.

DIRECTOR, Academic Support Services

Reporting to the Dean of the Learning Resources Center, the Director of Academic Support Services is responsible for the daily operation of the Learning Assistance Center, and provides coordination of testing, alternative learning, tutoring, remedial instruction, telecourses and general basic skills through interaction with the Director of Educational Technology, faculty and divisional deans. **QUALIFICATIONS** include a Master's degree, experience in an educational setting and supervisory experience.

For full consideration, applicants must submit a completed application form, current resume, letter of interest, three (3) letters of reference and official degree transcripts by January 24, 2003. For application/information call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us, COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.

College of Lake County

EOE/AA/M/F/D/V

www.clcillinois.edu

DIRECTOR, THE UNIVERSITY OF KANSAS OFFICE OF ADMISSION AND SCHOLARSHIPS

KU invites applications and nominations for the Director of the Office of Admission and Scholarships. The incumbent provides direction and leadership for the office's programs and operations including; application processing, student recruitment activities and publications, undergraduate admissions, new student scholarships, and admission decision and scholarship awarding processes.

Initial review of the applications will begin January 6, 2003, but applications will be accepted until the position is filled. Salary is competitive. Must have a master's degree and admissions related experience. For more information and a complete list of requirements, see **www.registrar.ku.edu/admission.shtml.**

To apply, submit a letter of application, a resume, a brief statement of philosophy regarding competitive, university undergraduate admissions, marketing and recruitment. Also include the names, titles, addresses, e-mail addresses and telephone numbers of at least three references. One reference must be identified as a current or most recent supervisor.

Applicants should submit application materials to the **Search Chair—Richard C. Morrell, Ph.D., University Registrar.** Preferably, materials can be sent electronically via e-mail to **rmorrell@ku.edu** or for added security at an FTP address that can be obtained upon request. Hard copy applications can be sent to the **Search Chair at the University of Kansas, Office of the University Registrar, 1450 Jayhawk Blvd, Rm 121 Strong Hall, Lawrence, Kansas 66045-7535.** *EO/AA employer.*

Founded in 1864, the main KU campus consists of 950 acres atop historic Mount Oread in Lawrence, Kansas. KU serves as a major comprehensive research and teaching institution as well as a center for learning, scholarship, and creative endeavor. Lawrence lays in the picturesque Kaw Valley, bordered on the north and south by the Kansas (Kaw) and Wakarusa rivers, and overlooked by Mount Oread, the hill on which the KU campus is built. The city of Lawrence, located in Douglas County in northeast Kansas, is a fast-growing, multi-cultural college town and an increasingly popular bedroom community for commuters to Topeka, Kansas City and the surrounding area. Lawrence has a well-earned reputation as a vibrant hub for entertainment and the arts.

Assistant Professor of Liturgical Studies

Yale University School of Music and Institute of Sacred Music

The Yale University Divinity School and the Yale Institute of Sacred Music seek an Assistant Professor of Liturgical Studies, beginning July 1, 2003. Qualifications include a PhD in liturgics (or in a closely related field, with scholarship and training in the area of worship/liturgy); the potential for distinguished research and publications; a gift for teaching, especially in a university-based Divinity School; and enthusiasm for the work of an interdisciplinary Institute with an emphasis upon liturgy, sacred music, and the arts. Preferred specialization is in the history and contemporary practice of North American Protestant worship traditions. Please send CV and the names of three references by January 15, 2003 to **Margot Fassler, Chair, Liturgy Search, Yale Institute of Sacred Music, 409 Prospect St., New Haven, CT 06511.** This ad and a fuller description of the position can be found on the websites of the Institute (**http://www. yale.edu/ism/**) and the Divinity School (**http://www.yale.edu/divinity/**), or by calling 203-432-9751 with requests for information.

Yale is an Affirmative Action/Equal Opportunity Employer; Women and Minority Candidates are encouraged to apply.

University at Buffalo
The State University of New York

Dean School of Social Work

THE UNIVERSITY AT BUFFALO, the State University of New York, invites nominations and applications for the position of Dean of the School of Social Work. The preferred starting date is August 1, 2003. Reporting to the Provost, the Dean is responsible for the academic and administrative leadership of faculty and students in MSW and Ph.D. programs. In addition, the Dean will be responsible for representing the School to the University and its external constituencies, particularly those in the City of Buffalo.

Candidates should have a master's degree in Social Work and an earned doctorate in Social Work or a related field and be eligible for a faculty appointment at the rank of Professor with tenure. Compensation is competitive. The applicant should submit a resume accompanied by the name, telephone number and email address for three references to: **Mecca S. Cranley, Ph.D., RN; Dean and Professor, School of Nursing; Chair, School of Social Work Dean Search; University at Buffalo; 1010 Kimball Tower; Buffalo, New York 14214-3079.**

Email: mcranley@buffalo.edu

Web Site: http://www.socialwork.buffalo.edu

The University at Buffalo is an Affirmative Action/ Equal Opportunity Employer/Recruiter

THE UNIVERSITY OF
MAINE

Vice President for Research

The University of Maine invites applications and nominations for Vice President for Research, the chief research officer of the state's Land Grant and Sea Grant University. The Vice President is a member of the President's senior management group and reports to the Executive Vice President/Provost.

As the flagship of the seven-member University of Maine System and the major public research institution in the state, the University of Maine enrolls 11,000 undergraduate and graduate students, conducts basic and applied research, and provides outreach services throughout the state. It is classified as a Carnegie Research Extensive University, with an annual budget of $237 million and a workforce of 2500.

The state of Maine has significantly increased its investment in research and development over the past six years. The Vice President for Research has primary responsibility for interface with Federal agencies, foundations, State government, economic development and technology transfer. The Vice President is expected to continue the aggressive growth of research, scholarship, and creative activities and to guide the University to greater national and international prominence in the areas of research and service. Specific responsibilities of the position can be found in the full job description at www.umaine.edu/hr/jobs/

Applicants should present evidence of strong leadership and administrative experience, excellent communication and interpersonal skills, and successful experience in conducting extramurally funded research. The successful candidate must have a distinguished record of teaching, research and service, and the credentials to qualify for the rank of full Professor with tenure in one of the University's academic departments.

Salary will be commensurate with experience and qualifications. Review of applications will begin on January 15, 2003 and will continue until a suitable candidate is named. Applications should include a current curriculum vitae, a list of at least four references, and a detailed letter describing the candidate's relevant experience and qualifications. They should be sent to:

Dr. Deirdre Mageean
Chair, Search Committee for the V.P. for Research
5703 Alumni Hall, Room 209
University of Maine
Orono, ME 04469-5703

The University actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other underrepresented groups. The University of Maine is an equal opportunity, affirmative action employer.

STCC
South Texas Community College

ANNOUNCEMENT OF FALL 2003 VACANCIES

BECAUSE OF OUR DYNAMIC GROWTH at all campuses within the district, South Texas Community College is looking to identify dedicated and committed faculty with values of Quality, Integrity, and Community to provide leadership for its students.

STCC is located in McAllen, Texas. The College is located in the heart of population growth and job opportunities as it is just 10 miles north of the U.S./Mexico Border and approximately 65 miles from beautiful South Padre Island. Visitors to the area enjoy the subtropical climate, year-round sport opportunities, and the wonderful hospitality of South Texas.

STCC is accepting applications from qualified candidates in the following areas:

Accounting
American Sign Language
Art
Associate Degree Nursing
Automotive
Business Administration
Business Computer Systems
Biology
Computer Aided Drafting & Design
Chemistry
Childcare & Development
Computer Science
Criminal Justice
Developmental English
Developmental Math
Developmental Reading
Economics
Education/College Success
Electronics
English
Government
History
Industrial Maintenance
Kinesiology
Legal Assisting
Mathematics
Math/Engineering
Patient Care
Physics
Psychology
Respiratory Therapy
Sociology
Speech/Drama
Vocational Nursing

VISIT OUR WEBSITE AT WWW.STCC.CC.TX.US
FOR COMPLETE JOB ANNOUNCEMENTS

NOTE: STCC has been reaffirmed in its accreditation by SACS (Southern Association of College and Schools). Credentials of ALL Faculty must meet the requirements set forth by SACS.

HOW TO APPLY: SEPARATE APPLICATION PACKET REQUIRED FOR EACH POSITION. An application packet includes letter of application, STCC application, resume (no personal information please), copies of transcripts with evaluation if from foreign institution (official transcripts required prior to employment) and five professional references with name, addresses and phone numbers to the address below. Only complete packets will be forwarded to Search Committees. All positions are contingent upon available funding.

STCC
South Texas Community College

Office of Human Resources
P.O. Box 9701
McAllen, TX 78502

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

RICHARD STOCKTON COLLEGE OF NEW JERSEY

CRIMINAL JUSTICE. Assistant/Associate Professor, Tenure Track, Fall 2003. Ph.D. in criminal justice or related field to teach undergraduate criminal justice courses and to teach in a proposed criminal justice master's program. Successful candidate will have a specialty in one or more criminal justice core areas as well as a strong quantitative background and be able to teach courses in the undergraduate and graduate programs. Teaching load is 12 credit hours per semester. Additional duties are expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses. Salary: $41,328-$52,398. Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan. Screening will continue until position is filled. Send letter of application, resume, documentation of completion of degree and three letters of reference to **Thomas J. Grites, Interim Dean, Social and Behavioral Sciences, The Richard Stockton College of New Jersey, AA51, P.O. Box 195, Pomona, NJ 08240.**

Stockton is an AA/EOE.
Women and Minorities are encouraged to apply.

RO32185

KENYON COLLEGE

TEACHER/DESIGNER
TENURE-TRACK

Kenyon College announces a tenure-track opening for an Assistant Professor of Dance and Drama. This position is for one of two designers and the successful candidate will teach one or two courses per semester possibly including Introduction to the Theatre, design courses. He or she will share responsibility with one other faculty designer for designing and/or supervising student designs for the season of dance and plays. A demonstrated understanding of the performing arts in the context of a liberal arts education, plus an MFA or equivalent required. Broad theatrical and dance interests and experience, both as a teacher and designer, highly desirable. Faculty are supported by a Technical Director and Costumer.

Kenyon College is a highly selective, independent, national liberal arts college of 1500 students located in the beautiful village of Gambier, 50 miles northeast of Columbus, Ohio. Kenyon welcomes diversity, offers competitive salaries and has an excellent benefits package, including spouse and domestic partner benefits.

To apply, send a letter of application, resume, six to eight examples of representative work, and at least three letters of recommendation to: **Andrew Reinert, Chair: Designer Search Committee, Department of Dance and Drama, Kenyon College, Gambier, Ohio 43022.** Review of applications will begin immediately and continue until the position is filled.

An EOE. Kenyon welcomes diversity and encourages the applications of women and minority candidates.

MIT

ASSOCIATE DIRECTOR, MBA STUDENT AFFAIRS

The Sloan School of Management seeks an individual to be responsible for MBA student advising, MBA track coordination, fall core curriculum delivery, cohort management services, and special projects. Primary areas of activity and initiative include the following: academic advising of enrolled MBA students; management of one or more sixty-student section(s) in the fall term; serving as primary student affairs planner/liaison (with Sloan faculty, students, and staff) for fall core curriculum delivery; management of student cohort support structure; coordination of MBA management track development/delivery with MBA faculty, Career Development Office, and students; management of special academic support projects as needed (e.g., MBA degree audit process, end-of-term academic warning letters, Web and SloanSpace presence).

Requirements: highly developed analytic, organizational, interpersonal, and written/oral communication skills. Seek outgoing, caring, detail-oriented, creative, appropriately experienced person who enjoys challenge and change. Also seek a self-starter who works well in a team environment. Strong strategic thinking and project management skills required. Ability to work effectively with varied constituencies (faculty, staff, students) required, as is availability to staff/host evening community/educational/social functions. International/crosscultural experience and the ability to work effectively with a diverse student body essential. Counseling/advising/coaching training and experience, particularly in a corporate or higher education setting, highly desirable. A master's degree or equivalent experience also desirable.

Interested candidates may apply online at: **web.mit.edu/personnel/www/resume.htm** If you do not have access to the web, a cover letter and resume may be submitted to: **MIT Human Resources, Job No. 02-1144, PO Box 391229, Cambridge, MA 02139-0013.**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

New York University

MASTER TEACHER
Interactive Telecommunications Program
TISCH SCHOOL OF THE ARTS

The Interactive Telecommunications Program (ITP) seeks to fill a full-time, 5-year contract master teacher faculty position beginning Fall 2003. ITP is a full-time graduate program offering a Master of Professional Studies degree in Interactive Telecommunications. ITP has a strong interest in the design of new applications of interactive media forms and creative uses of new communication technologies.

Qualifications: an advanced degree in interactive telecommunications, multimedia design, interaction design, computer science, computer engineering or a related field, graduate-level teaching experience, a track record of researching and developing new media applications in the private sector, and the ability to conduct classes in a workshop environment, encouraging class discussion of concept, content, and technique.

Specialties are needed in the areas of programming, physical computing and networked applications. Physical Computing involves the design and production of interactive applications, which extend computational media and interactivity into the built environment by way of alternative input and output devices, wireless devices and other emerging technologies. Candidates must have experience using various sensor, output or actuation technologies, construction of electronic circuits and serial communication protocols, designing and programming micro-controllers, and an in-depth knowledge of authoring environments (preferably Director/Lingo), as well as a lower-level language (Java or C) and server side network programming.

Duties: teaching five graduate courses each academic year, student advisement, committee work, oversight of select adjunct faculty members and technical staff researchers, and coordinating and producing various departmental student project showcases.

Please send a letter stating your qualifications, CV, selections of your most representative work or publications (and/or URLs), and three letters of recommendation to the following address by **January 3, 2003** to: **George Agudow, Administrative Director, ITP, Tisch School of the Arts, New York University, 721 Broadway, 4th floor, New York, NY 10003**; or e-mail: **george.agudow@nyu.edu** (please send Word attachments only). Salary is commensurate with rank and experience.

NYU is an Equal Opportunity/Affirmative Action Employer.

SIU
SOUTHERN ILLINOIS UNIVERSITY
Carbondale

Two Positions, Southern Illinois University Carbondale, School of Art and Design

ASSISTANT PROFESSOR OF PAINTING AND DRAWING, tenure track. Salary: Commensurate with qualifications and experience. Qualifications: MFA degree in drawing or painting. Teaching and leadership experiences in painting & drawing at the university level beyond graduate study. Teach courses in the undergraduate and graduate painting and drawing program. Provide educational and professional leadership in the painting and drawing area. On-going creative research. Application Deadline: February 1, 2003 or until filled, for position beginning August 16, 2003. Send letter of application, resume, teaching philosophy, 3 current letters of recommendation, 20 slides of personal work, and 20 slides of students' work. Further portfolio material may be requested. This position will be funded from the SIUC Faculty Strategic Hiring Initiative.

ASSISTANT PROFESSOR IN ART EDUCATION, tenure track. Salary: Competitive. Candidates are expected to have completed all requirements for the Ph.D. or D.Ed. before date of appointment. If all requirements have not been completed, a one-year term appointment at the rank of Instructor will be offered. Experience in K-12 teaching and at the higher education level required. Experience teaching college level painting and/or drawing is preferred. Applicant must have demonstrated scholarly research agenda, knowledge of contemporary artforms, and commitment to multicultural and inclusive education. Computer literacy expected. Professional and community service desirable. Application Deadline: February 21, 2003 or until filled for appointment beginning August 16, 2003. Application materials include: letter of application, curriculum vitae, three current letters of recommendation, your philosophy of art education, slide portfolio of personal/student work in painting or drawing, and evidence of scholarly and creative accomplishment.

Send application materials for both positions to: Harris Deller, Director, School of Art and Design, MC 4301, Southern Illinois University, Carbondale, IL 62901-4301

Preference will be given to applicants who will help enhance the university's ability to develop an ethnic, racial, and gender diverse staff and to increase the institution's potential to serve a diverse student population. SIUC is committed to developing a racial/ethnic and gender diverse faculty and staff population. Applications for minorities and females are welcomed, encouraged, and will receive serious consideration.
SIUC is AA/EOE.

BEST COPY AVAILABLE

THE COLLEGE OF NEW JERSEY

Dean of the School of Art, Media and Music ~ Fall 2003

Founded in 1855 as the New Jersey State Normal School, The College of New Jersey ***(www.tcnj.edu)*** is one of the country's leading public liberal arts colleges. It has achieved national distinction for its academic and co-curricular programs and its highly selective admissions standards. Primarily residential and undergraduate with targeted graduate programs, TCNJ has 5,900 FTE students and 365 full time faculty. The beautiful 289-acre campus, located between Trenton and Princeton, is convenient to Philadelphia and New York, as well as the Jersey Shore and Pocono Mountains.

The College of New Jersey invites applications and nominations for the position of

Dean - School of Art, Media and Music

The newly created School of Art, Media and Music currently includes Departments of Art and Music with majors in fine arts, graphic design, music performance, and art and music education. Additional majors are being developed in art history and digital arts. Another important new direction is interactive multimedia and film/video production, where majors and a potential department are planned. The School has over 30 full time faculty and 400 undergraduates. The Dean will establish a strong identity for the school by enhancing the visibility of the fine and performing arts, presenting a dynamic vision for the development of new media programs, and integrating all programs across the school. He or she will play a leadership role in designing a new visual arts facility to complement the impressive music and performance centers on campus.

The Dean reports directly to the Provost. Specific responsibilities include: program and faculty development; advancing the quality of instruction; promoting faculty scholarship and undergraduate research opportunities; oversight of the Governor's School of The Arts; fostering interdisciplinary initiatives in both teaching and research; managing the school budget; personnel recruitment.

Preference will be give to applicants who meet the following criteria:

- An earned terminal degree in a discipline representing an area within the school
- Distinguished record in teaching and scholarship that would merit appointment as a full professor
- Relevant leadership and administrative experience in university and/or professional settings
- Record of promoting diversity and fostering a collaborative, multicultural and global perspective
- Proven ability in fundraising and external grants
- Commitment to participatory management and the development of collaborative programs withinthe School, across the Schools of TCNJ, and with entities outside of TCNJ

Applications and/or nominations will be accepted until the position is filled. The review process will begin in early December 2002. Applications will be held in confidence and should include a letter of interest along with a detailed vita and the names and contact information (including e-mail addresses) of three references. Send to Dean Taras Pavlovsky, Chair, Search Committee, Office of Academic Affairs, The College of New Jersey, P.O. Box 7718, Ewing, New Jersey 08628-0718. Materials may also be submitted electronically to ***academic@tcnj.edu***.

To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity Employer

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UNIVERSITY OF KENTUCKY, SCHOOL OF PUBLIC HEALTH

The School of Public Health admitted its first classes of MPH and Dr.P.H. students three years ago to compliment an existing MSPH program, and has grown to over 150 students. The School is located in the University Medical Center, one of only ten academic health centers nationwide composed of all six schools of the health professions. The School has and continues to establish joint degrees with other professional and academic programs. The School is committed to addressing the public health needs of the Commonwealth with innovative programs. As a young School, new faculty will have significant opportunities to develop new programs and courses, as well as collaborating in existing research, and domestic and international service. Additional details may be found at **www.mc.uky.edu/kysph**.

Assistant/Associate Professor, Biostatistics; Research Title; joint appointment with Markey Cancer Center. Preference for candidates with an interest in cancer genetics, cancer clinical trials, or cancer control, and three years experience in collaborative research.

Assistant/Associate Professor, Biostatistics; joint appointments with the Department of Statistics (two positions).

Assistant/Associate/Full Professor, Environmental Health: Doctorate in biology, toxicology, environmental sciences, environmental health, or a related field (three positions including Division Director).

Professor/Associate Professor, Preventive Medicine; Physician to provide administrative, research, teaching, and clinical services; Board certification in Occupational or Preventive Medicine.

Assistant/Associate/Full Professor, Epidemiology: Infectious disease epidemiology, teaching and research preference for a physician.

Associate Director, Center for Health Services Research/ Associate/Full Professor, Health Services Management: Leadership role in an established research center with $20,000,000 in extramural funding, and teaching in Health Services Management.

Assistant/Associate Professor, Health Services Management: Preference for candidates with expertise in general management, finance, economics, or organizational behavior.

All positions include a preference for demonstrated or potential excellence in teaching and collaborative research. Applicants should submit a letter of interest, CV, and contact information for three references. Review of applications will begin immediately and continue until the positions are filled. ABD doctoral candidates, completing degrees by June 2003 will be considered. Academic rank will be determined by the qualification of the candidate.

University of Kentucky is an Affirmative action/Equal Opportunity Employer. Women and members of underrepresented groups are strongly encouraged to apply.

For additional position details, information or application, contact:
Chair, Search Committee
University of Kentucky, School of Public Health
121 Washington Avenue, Room 1021
Lexington, KY 40536-0003
859-323-1100, extension 276
kehelt2@uky.edu

THE UNIVERSITY OF WISCONSIN

OSHKOSH™

Faculty Positions in the College of Education and Human Services

The University of Wisconsin Oshkosh

The College of Education and Human Services is pleased to announce the following tenure-track, academic year positions beginning no later than September 2, 2003. Positions require completion of an earned doctorate. Successful candidates will show evidence of a commitment to teaching, research, publication and service.

Position 111a (Asst/Assoc Professor) - Early Childhood Special Education

Responsibilities include teaching undergraduate and graduate courses in a collaborative program for early childhood special education and early childhood elementary education, supervision of related field experiences, professional development, research, scholarly activities, and service. A doctorate in Special Education or a related area (dissertation written prior to September 2, 2003, with a defense scheduled no later than December, 2003) is required. Prior experience teaching young children with disabilities is essential. Review of applications will begin on January 10, 2003 and continue until position is filled.

Position 111b (Open rank) - Individual School and Society (Curriculum & Instruction)

Responsibilities include teaching and coordinating multiple sections of Individual School and Society, one of the first courses taken by all PK-12 regular education preservice teachers. Responsibilities also include coordinating the human relations requirements for teacher licensure. Assignments may include supervision of field experiences. An earned doctorate in Curriculum and Instruction, Educational Foundations and/or related field. Knowledge of cultural and historical foundations of education and schooling is desirable. All candidates must have at least three years PK-12 school teaching experience or equivalent. University teaching experience is preferred. Experience working with diverse groups of students is preferred. Deadline for application is January 3, 2003.

Position 111c (Open rank) - Curriculum & Instruction Open Discipline (Science, Language Arts, Middle School, Early Childhood or ESL/Bilingual Education)

Responsibilities include teaching undergraduate and graduate courses in a department of Curriculum & Instruction. Assignments may include supervision of field experiences. An earned doctorate in Curriculum and Instruction and/or related field. Knowledge of science, language arts, middle school, early childhood, or ESL/Bilingual education is desirable. All candidates must have at least three years PK-12 school teaching experience or equivalent. University teaching experience is preferred. Experience working with diverse groups of students is preferred. Deadline for application is January 3, 2003.

Applicants should submit a letter of application specifying position number, resume, statement of teaching philosophy, transcripts, and three current letters of recommendation to: **Dr. Michael Ford, Associate Dean, College of Education and Human Services, University of Wisconsin Oshkosh, Oshkosh, WI 54901-8662.** Additional information is available at **www.uwosh.edu.** Nominees and applicants may request in writing that their identity not be revealed. The names of those not making such a request and the names of all finalists must be revealed upon request under state law. *The University of Wisconsin Oshkosh is an Affirmative Action/Equal Opportunity Institution.*

UNIVERSITY SYSTEM
USM
OF MARYLAND

Vice Chancellor for Academic Affairs

University System of Maryland

The Board of Regents and Chancellor of the University System of Maryland invite nominations and applications for the position of Vice Chancellor for Academic Affairs.

The Vice Chancellor for Academic Affairs (VCAA) oversees the academic administration of the University System of Maryland (USM), which is comprised of eleven degree-granting and two research institutions. The VCAA serves as the System's primary liaison to educational and governmental organizations on the local, state, and national levels. Further information about the System and a detailed position description are available online at **http://www.usmd.edu.**

Please send confidential applications, which should include a letter explaining relevant experience and a current résumé, to:

Dr. William W. Destler, Search Committee Chair
Senior Vice President for Academic Affairs and Provost
University of Maryland
1119 Main Administration Building
College Park, MD 20742-5031
Fax: 301-405-8195
wdestler@umd.edu

Review of applications will begin on January 15, 2003 and continue until the position filled. The new vice chancellor is expected to take office on or before August 1, 2003.

The University System of Maryland is an Affirmative Action,
Equal Opportunity Employer.

Western New England College
School of Law

Western New England College School of Law seeks applicants for tenured or tenure-track appointments to the full-time faculty starting in August 2003. Candidates should have strong law school records, experience in law practice or teaching, and potential for teaching excellence and scholarly achievement. Applications from both entry level and experienced teachers are welcome. We particularly encourage applications from persons of diverse backgrounds. Salary and rank are negotiable based on qualifications.

Western New England College is a private, independent, coeducational institution founded in 1919. Located on an attractive 215-acre suburban campus in Springfield, Massachusetts within easy access of the Boston, Hartford, Albany, and New York City metropolitan areas, the College serves its 5,100 students on its main campus and at 20 sites throughout the Commonwealth. Undergraduate and graduate programs are offered through the College's Schools of Arts and Sciences, Business, Engineering, and Law. For more information about the College, visit our website at **www.wnec.edu.**

Please send a letter of application, including areas of teaching interest, and resume by January 15, 2003 to **Chair, Faculty Personnel Committee, Western New England College School of Law, 1215 Wilbraham Road, Springfield, MA 01119-2689.**

Western New England College is an Equal Opportunity Employer.

THE UNIVERSITY OF
MAINE

Dean of the College of Liberal Arts and Sciences

The University of Maine invites applications and nominations for the position of Dean of the College of Liberal Arts and Sciences. The College is the largest of six academic units at the University of Maine.

The University of Maine is the flagship institution of the University of Maine System, offering bachelor's, master's, and doctoral degrees. As the State's land grant university and sea grant college, the University of Maine is responsible for providing high-quality undergraduate and graduate education, doctoral studies, basic and applied research or creative achievements, and outreach services.

The College of Liberal Arts and Sciences includes the Departments of Anthropology, Art, Chemistry, Communication Sciences & Disorders, Communication & Journalism, Computer Science, Economics, English, History, Mathematics & Statistics, Modern Languages & Classics, Philosophy, Physics & Astronomy, Political Science, Psychology, and Sociology, and the School of Performing Arts. In addition, the College contains a number of centers, units and interdisciplinary programs.

The Dean of the College reports to the Executive Vice President and Provost, and serves as the chief executive officer of the College, with responsibility for all aspects of administration including strategic planning, budgeting, program coordination, monitoring, planning, and implementing academic programs, and communication with other units within and outside the University. The Dean is expected to show creative leadership in enhancing the effectiveness and visibility of the College's teaching, research, and outreach missions; and to provide leadership and support for the faculty. An appreciation of the value of synergy across disciplines throughout the University is essential.

An applicant for the position of Dean should present evidence that demonstrates leadership and organizational skills, a commitment to achieving diversity, and the requisite vision to address the programmatic and technological challenges of the 21st century. Skills in the area of development, external fund raising, fiscal management and strategic planning for a complex organization are required. This individual must be an articulate spokesperson for the College with the ability to work effectively with faculty, staff, students, and administration in an environment of shared decision-making and governance. The successful candidate must have a distinguished record of teaching, research or creative achievement, and administration in a college or university, and the credentials to qualify for the rank of Professor with tenure in a discipline within the College.

Salary will be commensurate with experience and qualifications. Review of applications will begin on January 15, 2003, and will continue until a suitable candidate is named. The preferred appointment date is July 1, 2003.

Send a letter of application addressing the position and qualifications, a curriculum vita, and the names, addresses, and telephone numbers of three references to:

Dean Search Committee
ATT: Carole Gardner
5703 Alumni Hall, Suite 201
University of Maine
Orono ME 04469-5703

The University of Maine is an Equal Opportunity/Affirmative Action Employer. Applications from and nominations of women and minority candidates are strongly encouraged. The University, upon request, provides reasonable accommodations to persons with disabilities.

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Chief Information Officer

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. The College offers a vibrant and intellectually challenging environment with a rich and active cultural life. The College is currently seeking candidates for Chief Information Officer.

The Chief Information Officer provides leadership to the institution for planning, development, implementation and integration of all information technology, telecommunications and media resources. This key individual works with the College's senior staff to identify and communicate technology implications for all strategic initiatives and anticipates changes and emerging trends in information technology that might impact College resources. The CIO serves as a member of the President's cabinet and works with College leadership to ensure the development of creative applications of technology to the curriculum and the College's technological infrastructure. This individual provides technology leadership to the administration, faculty and students and oversees the administrative computing, network and systems administration and communications services for the College.

We're seeking a seasoned and innovative leader with significant managerial experience in positions of increasing responsibility. The ideal candidate will possess considerable knowledge of computer systems and software, with proficiency in multi-user and stand-alone computer systems in a networked environment. Proven ability to provide leadership and mastery of managing a diverse staff and a variety of projects simultaneously are essential. Effective communication skills, both verbal and written, are critical.

Requirements include a graduate degree (preferred), or applicable technical certifications, and a minimum of 10 years of progressively more senior responsibility for technology within an academic or similar institution.

To apply, reference the position title of Chief Information Officer on the subject line and e-mail a resume, letter of interest, professional references and salary requirement to hrjobs@agnesscott.edu. Review of applications begins immediately.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer

DARTON
COLLEGE
Albany, Georgia

The following positions are available:

- ☐ **Cardiovascular Technology Program Director,** twelve-month, tenure-track.
- ☐ **Computer Information Systems Faculty,** academic year, tenure-track.
- ☐ **Dental Hygiene Faculty,** twelve-month, tenure-track.
- ☐ **Dietetic Technician Program Director,** twelve-month, tenure-track.
- ☐ **English Faculty,** academic year, tenure-track.
- ☐ **Health Information Technology Director,** twelve-month, tenure-track.
- ☐ **Learning Support Mathematics Faculty,** academic year, tenure-track.
- ☐ **Physics Faculty,** academic year, tenure-track.

For detailed job description and application procedures visit our web site at <http://www.darton.edu> or **write or call Personnel Office, Darton College, 2400 Gillionville Road, Albany, GA, 31707; 229/430-6720.**

AA/EOI Women and Minorities are encouraged to apply.

FULL TIME FACULTY OPENINGS

Pima Community College is the 10th largest multi-campus community college in the nation with an annual enrollment of approximately 32,000 students in 87 credit course programs and 19,000 students in non-credit courses. Classes are offered at six campuses, at three community-learning centers, and at approximately 145 other off-campus locations. The College also meets the needs of the community through business and industry training, the Center for Training and Development, Adult Basic Education, and the Small Business Development Center. In addition, classes are offered in neighboring Gila and Santa Cruz counties, which do not have a community college, and the College is currently helping the Tohono O'Odham Nation to establish their own tribal community college. Tucson is located in a lush desert valley surrounded by four mountain ranges. A multicultural, southwestern city with more than 850,000 people in the metropolitan area, it is renowned for its rich heritage and superb weather.

PCC is committed to hiring employees who are creative, open to change and new methods or work practices, have a passion for continuous learning and self-improvement and are willing to promote the College's mission as a learning institution. Besides traditional class structuring, the College meets the needs of students by offering weekend, year-round, telecommunication and accelerated courses of instruction. Since service to our students is our highest priority, faculty can expect to participate in innovative methods and flexible scheduling. Instructional Faculty members are expected to support the four values of the College's Mission Statement: vision and leadership; quality learning in a caring environment; diversity; and responsiveness and collaboration.

The College seeks applicants for the following full-time instructional and educational support faculty positions.

INSTRUCTIONAL FACULTY OPENINGS

- **ACCOUNTING**
- **ACCOUNTING/BUSINESS**
- **ART**
- **AUTOMOTIVE TECHNOLOGY**
- **BIOLOGY**
- **BIOLOGY (mediated)**
- **EDUCATION**
- **EMERGENCY MEDICAL TECHNOLOGY**
- **HISTORY**
- **HUMANITIES/PHILOSOPHY**
- **MATHEMATICS (multiple positions)**
- **NURSING**
- **PSYCHOLOGY**
- **READING**
- **RESPIRATORY THERAPY (multiple positions)**
- **SIGN LANGUAGE**
- **SPANISH**
- **SOCIOLOGY/HISTORY**
- **WRITING (multiple positions)**

EDUCATIONAL SUPPORT FACULTY OPENINGS

Unless otherwise noted, Educational Support positions are performed via a flex year contract (number of days of accountability equivalent to an academic year performed during a 12-month fiscal year).

- **Counselor (9 mo. flex)**
- **Librarian (9 mo. flex) (2 positions)**

Closing Date: January 17, 2003

Discipline-specific job announcements, employment application, and required application materials
may be viewed and downloaded at: **www.pima.edu/jobs**
or contact: **Pima County Community College District**
Human Resources, Employment Office
4905-D East Broadway, Suite 102, Tucson, AZ 85709-1190
Toll Free 1-877 PIMAJOB; Phone (520) 206-4624; TTY (520) 206-4852; Fax (520) 206-4662

PimaCommunityCollege

Pima Community College is an Equal Opportunity/Affirmative Action Employer.

FLORIDA
GULFCOAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

CALPOLY
SAN LUIS OBISPO

Cal Poly State University. The University Center for Teacher Education at Cal Poly State University, San Luis Obispo, is accepting applications for four tenure-track, full-time, academic year positions in educational leadership, special education, and teacher education (two). All relevant application information is available on Cal Poly's website at www.academic-personnel.calpoly.edu/index.html or contact Marilyn Scarpiello, UCTE Dean's Office, 805-756-2126, mscarpie@calpoly.edu. EEO

UNIVERSITY OF
FLORIDA

DIRECTOR SAFETY AND SECURITY

The University of Florida is currently recruiting for the Director, Safety and Security (Chief of Police). The University of Florida is a comprehensive land-grant university, a member of the Association of American Universities, and one of the nation's largest universities, enrolling over 47,000 students annually. The University's Police Department, a nationally accredited and State of Florida accredited law enforcement agency, is established to provide protection and service to the university community. Currently, the department employs 164 personnel, 90 sworn law enforcement officers, and 74 non-sworn support personnel, with a budget of over $7 million. The Chief of Police oversees all personnel and directs and coordinates all the activities of the University of Florida Police Department. **Minimum qualifications:** Master's degree in criminal justice or related field and six years of relevant experience or bachelor's degree in same and eight years of experience. Must be able to meet minimum employment standards as required by the Florida Criminal Justice Standards and Training Commission. **Preferred qualifications:** Extensive knowledge of law enforcement operations and criminal justice system. Salary is negotiable based on qualifications and experience.

The University of Florida also has a generous benefits and leave package. Please submit cover letter, resume, and a list of three references by January 13, 2003, to **Melissa Curry, Human Resources, PO Box 115002, Gainesville, FL 32611**; fax to **(352) 392-7094**; or e-mail MS Word documents to **melissa-curry@ufl.edu**. Reference **LP# 825440**.

If an accommodation is needed to apply due to a disability, please call (352) 392-4621 or the Florida Relay System at 1-800-955-8771 (TDD). AA/EA/EEO.

Green River Community College
anticipates openings for fall 2003 in the following disciplines:

Full-time Tenure Track Instructors

- Anatomy/Physiology
- Art/Ceramics
- Biology
- English
- Geographic Information Systems
- History
- Math
- Occupational Therapy
- Physics

Detailed information about each position, including required qualifications and response deadlines, may be found on the College's web site:
http://www.grcc.ctc.edu/hr.
E-mail: hr@grcc.ctc.edu
Phone: (253) 833-9111, ext. 3320

EOE/AA

Green River
COMMUNITY COLLEGE
12401 SE 320th St., Auburn, WA 98092-3699

THE UNIVERSITY OF MICHIGAN
ANN ARBOR

Dean - College of Literature, Science, and The Arts

The University of Michigan invites both nominations and applications for the position of Dean of the College of Literature, Science, and the Arts. The core liberal arts college in one of the nation's premier public research universities, the school comprises 104 academic programs, six museums, and a range of resources that perennially attract the strongest students and faculty. The College combines the richness and diversity of its academic programs with personalized student advising and research opportunities that are unique in a school of its scope and size.

The successful candidate should be a nationally recognized scholar with the desire, ability, and vision to have a leadership role within a University that is in the forefront of research and scholarship, graduate education, undergraduate education, and institutional, professional, and public service. The Dean must possess a fundamental commitment to diversity that is essential to the continued vitality of all of these areas.

In providing intellectual leadership to the College community, the Dean works with the faculty and constituent units in a number of important areas: research, scholarship, and educational and service programs. The Dean also oversees all aspects of financial and personnel administration and assumes a major role in fundraising and external relations for the College. In addition, the Dean of LS&A has a major leadership role to play in the broader University, stimulating and facilitating synergistic collaboration with other schools/colleges and interdisciplinary institutes/centers/programs. As the chief academic, administrative, and financial officer of LS&A, the Dean reports directly to the Provost and Executive Vice President for Academic Affairs.

Nominations and applications will be reviewed on an ongoing basis beginning December 1, 2002 and will be accepted until the position is filled. Individuals from underrepresented groups are encouraged to apply. Correspondence should be addressed to:

James S. House
Chair of the LS&A Dean Search Advisory Committee
and Professor of Sociology
University of Michigan
3074 Fleming Administration Building
Ann Arbor, MI 48109-1340

E-mail inquiries may be addressed to Professor House at
lsa.search.chair@umich.edu.

The University has retained the services of Judith Auerbach of Auerbach Associates to assist the Search Advisory Committee in this process. Telephone: 617-451-0095. E-mail may be addressed to sara@auerbach-assc.com.

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

WWW.UMICH.EDU

OREGON STATE UNIVERSITY

Director of the Center for the Humanities

Director, Center for the Humanities (CFTH), is the chief administrative officer of the CFTH reporting directly to the Vice Provost for Research. The successful candidate must have an earned terminal degree (which is field specific), and demonstrated scholarly/creative productivity, justifying an appropriate academic appointment. The candidate will be a recognized scholar with strong credentials and accomplishments in the humanities, as well as be able to provide interdisciplinary and collaborative administrative leadership in ensuring the continuing development and success of the Center.

The Director is responsible for overseeing the day-to-day operations of CFTH, including fiscal accountability and coordination of CFTH activities, both on campus and within the larger local and national communities. The Director is supervisor of other Center staff and provides guidance to visiting internal and external scholars. The position is a full-time 9-month appointment: 0.5 FTE as Director of the Center and 0.5 FTE in an appropriate department at the rank of Professor (preferred) or Associate Professor. For review of the full position announcement refer to our website **http://osu.orst.edu/jobs** or call (541) 737-3537. For full consideration, apply by 1/31/03.

Direct letter of application, including a two-page statement of the candidate's view of the role of a Humanities Center and the contributions the candidate could make as a Director, a curriculum vitae, and three letters of professional reference, to:

Jon Hendricks, Dean, Search Committee Chair
Center for the Humanities
Oregon State University
811 SW Jefferson Avenue
Corvallis, OR 97333
(541) 737- 4380 (FAX)

Oregon State University is an Affirmative Action/Equal Opportunity Employer, and has a policy of being responsive to the needs of dual-career couples

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Faculty
Organizational Behavior/Organization Development
Federal Executive Institute

The Federal Executive Institute (FEI), a residential executive education center for senior federal government leaders, is seeking a full-time faculty member. The position involves the facilitation of small groups, design and presentation of leadership skill workshops, custom design and coordination of leadership education programs for agencies, consulting to enhance leadership and organizational performance, and executive coaching. We seek individuals who are comfortable working in a collegial setting, use a wide range of adult learning methods, and are self-motivated learners. Applicants must have an earned doctorate in a field related to the work of the Institute and considerable experience in executive education. FEI is located in Charlottesville, Virginia. **FEI is a component of the Office of Personnel Management** (OPM) which is an equal opportunity employer and provides reasonable accommodations to applicants with disabilities. Salary range: $64,500 - $101,500 (depending on experience and prior compensation).

If you wish to apply, you must email your resume to **LJPender@opm.gov** or mail it to Ms. Jane Pender, FEI, 1301 Emmet Street, Charlottesville, VA 22903. Your resume must be postmarked by December 31, 2002.

For more information about FEI, visit our Web site at **(www.leadership.opm.gov/fei)**. For inquiries about the position, contact Jane Pender on (434) 980-6235.

Pennsylvania College of Technology

PENNSTATE

Director of the College Library
(Search Reopened)

Pennsylvania College of Technology invites applications and nominations for the Director of the College Library. This is a time of opportunity for the Director, because the Library will be undergoing significant expansion and renovation. The Director needs to have the knowledge, imagination, and resourcefulness to lead in the design of the Library facilities. He or she will guide the planning for space utilization, workflow, public services access, technical support facilities, the integration of technology, and the maintenance of the attractiveness of the Library to the College community. The new Director will be a leader with the skills to advance space utilization, information literacy, and technology use, as well as the institution's vision as Pennsylvania's Premier Technical College.

The Director manages all aspects of library operations and assumes a leadership role in determining library policy, developing and monitoring budget, and long-range planning. The Director supervises 6 full-time librarians, 13 support staff, and student assistants. Minimum qualifications: Master's degree in Library Science from an ALA-accredited institution; five years of experience in an academic library or learning resources center with two years in a supervisory capacity; and knowledge of library architecture and design, information technology, library automation, cataloging, collection development, and reference. The College anticipates filling the position in late Spring or as soon thereafter as feasible.

Pennsylvania College of Technology, an affiliate of The Pennsylvania State University, is located in Williamsport, a family-oriented community, ideally situated along the Susquehanna River at the foot of Bald Eagle Mountain in north central Pennsylvania. Nearly 6,000 students are enrolled in Penn College's bachelor and associate degree and certificate majors, which combine hands-on experience with theory and management education.

Penn College offers a competitive salary and benefits package, including excellent educational benefits for employees and dependents at Penn College and Penn State. Submit a completed College application for employment AND a letter of interest, resume, and names, addresses, and telephone numbers of three professional references to: **Human Resources (279), Pennsylvania College of Technology, One College Avenue, Williamsport, PA 17701.** Position will remain open until a suitable candidate is identified; however, review of applications will begin upon receipt. For more information about Penn College, please visit our Web site at www.pct.edu. A detailed job announcement and an application for employment are available at www.pct.edu/humareso/stafjobs.htm or by calling (570) 327-4770.

Penn College is committed to affirmative action, equal opportunity, and the diversity of its workforce.

Shippensburg University

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

Coordinator of Academic Support Services for Student Athletes/Assistant Director of Conferences. For more information about these positions and other opportunities at Shippensburg University visit our website at:

http://www.ship.edu/HR/Index.html

LINDSEY WILSON COLLEGE

Mathematics:Assistant Professor beginning Fall 2003. Ph.D. required. Teach at all levels in undergraduate program. Teaching assignment, 27 semester hours annually. Lindsey Wilson is a four- year college affiliated with the United Methodist Church serving students in rural, South-central Kentucky. Send letter of application, current resume, copies of transcripts, statement of teaching philosophy, evidence of teaching excellence and three current references to **Dr. William B. Julian, Provost and Dean of Faculty, Lindsey Wilson College, 210 Lindsey Wilson Street, Columbia, KY 42728.** Screening begins immediately and continues until filled. *Minorities and women are encouraged to apply. EO*

CHAIR

COLUMBIA

Columbia College Chicago invites applications for the position of Chair of the Liberal Education Department. Columbia College is a leading arts and media college-a dynamic, creative, interdisciplinary learning environment. Liberal Education is housed in the School of Liberal Arts and Sciences, and offers general education courses in thirteen disciplines as well as an innovative new major in Cultural Studies and minors in Latino/Hispanic Studies and Women and Gender Studies. The department has 16 full time and 90 part time faculty.

The chair should demonstrate collaborative, visionary leadership for interdisciplinary liberal education; ability in administration, curriculum and faculty development, grantmanship, scholarship, excellence in teaching, experience leading full and part time faculty and staff. Ph.D. in History, Humanities, Social Sciences, Cultural Studies or related fields is required.

Columbia College in an urban, open admissions institution of over 9,500 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. For more information about Columbia, see **www.colum.edu**, and about Cultural Studies at Columbia see **www.colum.edu/undergraduate/culturalstudies**.

Deadline for applications is February 15, 2003. We will continue to review applications until the position is filled. Please send letter of application discussing your vision of Liberal Education in an arts and media environment; curriculum vitae and five references to:

Liberal Education Chair Search
Human Resources Department
Columbia College Chicago
600 South Michigan Avenue
Chicago, Illinois 60605.1996
M/F/D/V

HILLSBOROUGH
Community College

Located in the Tampa Bay area on Florida's sunny Gulf coast, Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. HCC seeks candidates with a strong commitment to teaching, the use of technology, and innovation. HCC offers competitive pay and benefits in a diverse, multicultural environment dedicated to serving our students and our community. The College is particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

FACULTY POSITIONS FOR 2003-2004. Positions begin August 2003. Applicants must follow application instructions on the HCC website (**www.hccfl.edu**). Submit (1) completed HCC Employment Application (online applications accepted) and (2) copy of academic transcript from regionally accredited institution of higher education showing graduate degree. Applicants encouraged to submit resume/supporting documents. Requires Master's and minimum 18 graduate semester hours in discipline. All documents must be received in Employment on or before **closing date of Friday, January 17th, 2003.**

Projected faculty positions (subject to funding): Architectural Design and Construction Technology (Dale Mabry), Biology (Dale Mabry-2 & Plant City), Business (Ybor City), Chemistry (Dale Mabry-2), Early Childhood Management (Ybor City), Economics (Brandon), English (Brandon, Dale Mabry-3 & Ybor City), History (Dale Mabry-3 & Ybor City), Humanities (Brandon, Dale Mabry-3 & Ybor City), Journalism/Mass Communications (Ybor City), Mathematics (Brandon, Dale Mabry-5 & Ybor City), Nursing (Dale Mabry-3), Psychology (Dale Mabry), Reading (Dale Mabry), Respiratory Care (Dale Mabry), Spanish (Brandon), Speech (Brandon and Dale Mabry) and Theatre (Ybor City).

www.hccfl.edu

California State University
Dominguez Hills

Carson, CA 90747

DEAN
# of the
SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

(Administrator IV)

Applications and nominations are invited for the full-time management position of the Dean of the School of Business and Public Administration. California State University, Dominguez Hills is a comprehensive, urban university that serves a culturally rich, diverse student body of over 13,000 students, including approximately 2,000 students enrolled in distance learning programs statewide. The university is located in the city of Carson which is between Los Angeles and Long Beach in the South Bay portion of the greater Los Angeles metropolitan area. The School of Business and Public Administration (SBPA) is one of three professional schools at the University along with the College of Arts and Sciences. SBPA has over 60 full- and part-time faculty serving over 2,000 majors. SBPA offers the B.S. in business administration and public administration as well as the MBA and MPA. The programs are accredited by the Association of Collegiate Business Schools and Programs and the National Association of Schools of Public Affairs Administration. SBPA is currently in the second year of candidacy for AACSB accreditation. SBPA has taken a national leadership role in distance learning. The MBA program is currently in its fifth year of being offered interactively on the Internet. The MPA program is currently in its second year of being offered interactively on the Internet. Both the MBA and MPA are also offered on the campus. Additionally, SBPA has recently developed a joint Masters of Science in Engineering Management program with another California State University campus with the SBPA offering the management courses.

Responsibilities: Reporting directly to the Provost/Vice President for Academic Affairs, the Dean is the chief academic and administrative officer of the School and works to strengthen degree programs. The Dean assists faculty by mobilizing support, both internally and externally, for their teaching and research activities. The Dean has primary responsibility for fostering and sustaining an environment of academic excellence, overseeing strategic planning and curriculum development, providing leadership in fundraising; and for working effectively with the faculty, staff, and students as well as with the community, industry, and government. The Dean is expected to provide strong and creative leadership in managing the programs of the School, establishing goals and objectives consistent with the University's mission, goals and objectives, and in overseeing the recruitment, retention, and continued development of a high quality faculty and staff within the context of shared governance.

Qualifications: Candidates must have an earned doctorate from an accredited school in Business or Public Administration and a strong record of teaching, research, publication, and service that merits appointment to the rank of Professor; significant and successful university administrative experience at the department head level (or equivalent) or above; demonstrated collegial leadership, interpersonal and management skills: a demonstrated record of achievement in academia, business or government; experience managing a complex organization with budgetary responsibilities; evidence of team building and an ability to build collaborations; and experienced with AACSB accreditation and committed to leading the school toward this accreditation.

Preferred Qualifications: Demonstrated ability to work collaboratively with community organizations; demonstrated consultative and interpersonal competencies; documented record of successful generation of external funds; demonstrated successful management of an information technology environment and alternative modes of instruction; experience with international programs; a record of successful internal fiscal management and advocacy; and knowledge of the disciplines represented in the School (i.e., Accounting & Law, Computer Information Systems, Finance & Quantitative Methods, Management, Marketing, and Public Administration).

Appointment and Salary: Appointment will be within the CSU Management Personnel Plan (MPP) at the Administrator IV level. Salary will be commensurate with qualifications and professional experience.

Application Procedure: The following material must be submitted to constitute a complete and acceptable application: a letter of application (or nomination), a current curriculum vita or resume (CV preferred), and at least four (4) recent letters of recommendation sent directly to the search committee from the references. Please refer to recruitment number 03-SBP-01M. These application materials should be sent to:

George A. Pardon, Chair
School of Business and Public Administration Dean Search Committee
c/o Office of the Vice President for Administration and Finance
California State University, Dominguez Hills
Carson, California 90747

Review of applications will begin immediately (but no later than February 9, 2003), and will continue until the position is filled. Anticipated start date for this management position is August 1, 2003.

EQUAL OPPORTUNITY, SECTION 504, TITLE IX EMPLOYER

Clery Act crime statistics for CSUDH available at http://www.csudh.edu/dhpd/dhpd.htm.
or by calling campus Public Safety Department at (310) 243-3639.

NORTH HARRIS MONTGOMERY
COMMUNITY COLLEGE DISTRICT

Anticipated Full-Time Faculty Openings
Fall 2003

With over 40% enrollment growth in the past two years (35,160 student headcount in Fall 2002), NHMCCD and its five member colleges (North Harris, Kingwood, Tomball, Montgomery, and Cy-Fair) seek to fill the following faculty positions. For more information about our campuses and services, please check out our website: www.nhmccd.edu

Full-time faculty positions are anticipated and subject to budgetary approval by the NHMCCD Board of Trustees.

NORTH HARRIS COLLEGE
Accounting - Ref# 10520
American Sign Language - Ref# 10519
(2) Art History - Ref# 10509
Biology/Anatomy & Physiology - Ref# 10511
Child Growth and Development - Ref# 10516
(2) Computer Information Technology - Ref# 10512
CISCO - Ref# 10507
Desktop Publishing - Ref# 10508
(2) Developmental Studies ESL - Ref# 10504
(2) Developmental Studies Reading - Ref# 10505
(2) Developmental Studies Writing - Ref# 10506
Drama - Ref# 10503
Electrical Technology - Ref# 10502
English - Ref# 10515
Geographic Information Systems/Geology - Ref# 10500
(2) Librarian - Ref# 10517
(2) LVN - Ref# 10499
(3) Mathematics - Ref# 10514
Medical Assisting - Ref# 10501
Physics - Ref# 10513
Spanish - Ref# 10518
Speech - Ref# 10510

KINGWOOD COLLEGE
Biology - Ref# 20254
Business/Marketing/Management - Ref# 20255
Computer Graphic Arts - Ref# 20256
Computer Information Technology - Ref# 20257
(2) English - Ref# 20258
Interior Design - Ref# 20259
Librarian - Ref# 20260
Mathematics - Ref# 20261
Music - Ref# 20262
Theatre/Drama - Ref# 20263
Dental Hygiene/Program Director [Start date June 2003] - Ref# 20264
(2) Associate's Degree Nursing [Start date Jan 2004] - Ref# 20265

TOMBALL COLLEGE
(2) Associate's Degree Nursing - Ref# 30382
Chemistry - Ref# 30383
Counselor - Ref# 30384
Developmental Studies English - Ref# 30385
Development Studies ESL - Ref# 30386
English - Ref# 30387
Geography - Ref# 30388
History - Ref# 30389
LVN - Ref# 30390
(2) Mathematics - Ref# 30391
Political Science - Ref# 30392
Psychology - Ref# 30393
Sociology - Ref# 30394
(2) Speech - Ref# 30395

MONTGOMERY COLLEGE
(2) Associate's Degree Nursing - Ref# 40341
(2) English - Ref# 40342
(2) History - Ref# 40344
Human Services - Ref# 40345
Kinesiology - Ref# 40346
LVN - Ref# 40347
Mathematics - Ref# 40348
Music - Ref# 40349
(2) Psychology - Ref# 40350
Spanish - Ref# 40343

CY-FAIR COLLEGE
Associate's Degree Nursing - Ref# 80042
Computer Numeric Control/Machining - Ref# 80076
Developmental English - Ref# 80067
Director, Library/Information Services - Ref# 80098
Emergency Medical Services/Paramedic - Ref# 80081
English - Ref# 80047
Fire Science Technology - Ref# 80082
Geographic Information Systems - Ref# 80083
LVN - Ref# 80072
Logistics Warehouse Distribution - Ref# 80087
Mathematics - Ref# 80018
Medical Assisting - Ref# 80087
Political Science - Ref# 80060
Radiology - Ref#80089
Radiology/Clinical Coordinator - Ref# 80074
Radiology/Program Director - Ref# 80061
Sonography - Ref# 80090
Welding - Ref# 80091

Closing date: 2/28/03. Please apply on-line no later than February 28, 2003. NHMCCD fosters and appreciates ethnic and cultural diversity. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome. For complete vacancy announcements, educational and submission requirements, and access to our on-line application go to: **http://job.nhmccd.edu.** All faculty positions subject to completion of a criminal background check. *AA/EEO*

TRINITY CHRISTIAN COLLEGE

Trinity Christian College, Palos Heights, Illinois, a four-year liberal arts college in the Reformed tradition, has the following openings, beginning August 16, 2003: Art-either MFA in sculpture or ceramics, or Ph.D. in art history - 20th century; Athletics Director-combined with either a faculty appointment or coaching position; Computer Science-M.A. required, Ph.D. preferred; Director of Ethnic Diversity-combined staff/faculty position; Ph.D. preferred; Education Department Chair-Ph.D. required; History-U.S. and non-Western history; Ph.D. preferred; Nursing-community health; MSN required, doctorate preferred; Physical Education-Ph.D. preferred; Psychology-emphasis in experimental psychology; Ph.D. preferred. The following positions are available beginning either 2003-04 or 2004-05: Business-with expertise in finance; Ph.D. preferred; Communication Arts-with emphasis in theater/performance; Ph.D. preferred; Education or Special Education-Ph.D. preferred; Sociology-with experience in research methods; Ph.D. preferred. For specific position descriptions and application materials, contact: Dr. Liz Rudenga, Provost at 708.239.4839 or **provost@trnty.edu**. *EOE/AA*

**University of Connecticut
Health Center**

Director, Office of Research and Sponsored Programs (ORSP)

The University of Connecticut Health Center is seeking highly qualified applicants for the position of Director, Office of Research and Sponsored Programs (ORSP), the Health Center's pre-award grant administration office. ORSP is responsible for the management of the Health Center's sponsored agreements and grants, review of extramural grant/contract applications; assistance in the preparation of grant applications; negotiation of research and material transfer agreements; set-up of sponsored program accounts, including those funded by the Health Center Research Advisory Committee, maintaining funding opportunity information; liaison with funding agencies; development of policies related to the administration of extramurally funded programs; managing electronic grant application submissions and implementing and managing the Health Center's electronic research administration system.

The Director is responsible for:

1. Overall supervision, training and management of the staff of ORSP.
2. Exercising leadership in the review and negotiation of applications and agreements.
3. Resolving problems related to compliance with federal grant administration regulations.
4. Assure compliance with applicable funding agency regulations regarding administration of extramural grants.
5. Developing educational programs on grantsmanship and grant administration for new faculty and staff.
6. Liaison with the Office of the Attorney General, Office of Clinical Trials and the Center for Science and Technology Commercialization and Fiscal Administration Research Finance and the Sponsored Programs Office at the University of Connecticut's Storrs Campus.
7. Coordinating the review and development of policies related to the management of extramurally funded programs.

The minimum acceptable qualifications for this position are:

- Extensive experience in academic research administration;
- Advanced knowledge of federal extramural funding policies and procedures, and familiarity with negotiation issues related to intellectual property ownership, publication restriction, indemnification, and tax issues related to not-for-profit organizations;
- Excellent communication and negotiation skills;
- Ability to interpret policies and act independently in a highly complex regulatory/legal/fiscal environment;

Additional desirable qualifications include:

- Education/training in the sciences;
- Experience working for funding agencies.

The UCHC is an equal opportunity employer M/F/V/PwD.

The Director reports to the Associate Vice President for Research Administration.

Applications should be sent to Leonard P. Paplauskas, Associate Vice President for Research Administration, University of Connecticut Health Center, Farmington, CT 06030-1920; (860) 679-3173.

Purchasing

ASSISTANT DIRECTOR OF PURCHASING

New Jersey City University is currently accepting applications for the position of Assistant Director of Purchasing. Primary responsibilities will include supervising Staff, reviewing and approving requisitions, and soliciting bids for acquisition of goods and services. Will also provide continuous guidance in developing and improving procurement processes and developing and drafting Requests for Proposals.

The results oriented candidate we seek will possess a BA, 6 years experience in purchasing and negotiating contracts, and a minimum of 1 year experience in writing Requests for Proposal under New Jersey State Contract Law. We also require excellent writing, organizational, interpersonal and communication skills and strong motivational abilities. Experience with PeopleSoft financials and previous work in a college/university setting necessary.

Application deadline: December 24, 2002

Please forward a letter of interest and resume to:

Ms. Adele Davis-Bey, Search Committee Chair
NEW JERSEY CITY UNIVERSITY
Hepburn Hall, Room 105
2039 Kennedy Boulevard, Jersey City, NJ 07305
E-mail: adouglas@njcu.edu

New Jersey City University is an Affirmative Action/Equal Employment Opportunity Employer. Minorities and women are encouraged to apply.

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, visit our website at:

www.njcu.edu.

Click on Employment Opportunities.

FACULTY POSITIONS

Fox School of Business and Management

Temple University is a comprehensive, public research university located in the Philadelphia metropolitan area with a student enrollment of over 30,000.

The Fox School of Business and Management at Temple University seeks full-time, tenure track faculty to fill vacancies in the following departments:

- Accounting
- Entrepreneurship
- Finance
- International Business
- Management Information Systems
- Tourism and Hospitality Management

Interested applicants should apply by January 6, 2003 directly to:

Senior Associate Dean,
Fox School of Business and Management,
TEMPLE UNIVERSITY, Philadelphia, PA 19122

Temple University is an affirmative action/equal opportunity employer. Minorities and women are encouraged to apply.

Choose **TEMPLE**

UNIVERSITY

UNIVERSITY OF
FLORIDA

UNIVERSITY CONTROLLER

The University of Florida seeks a University Controller to plan, organize, staff, direct, and control all activities in the Finance and Accounting Division. The University of Florida is a comprehensive land-grant university, a member of the Association of American Universities, and one of the nation's largest universities, enrolling over 47,000 students annually. Responsibilities of the Finance and Accounting division include accounting, cashiering, payroll, inventory control, budgetary control, disbursements, financial management, investment management, contract and grant accounting, financial reporting, indirect cost proposal and rate negotiation, purchasing card coordination, and travel management. This position oversees 10 departments and approximately 170 employees. The University Controller interprets and communicates fiscal policies to university employees; implements all financial, cost, and tax accounting policies and procedures; and develops service-oriented programs to support the research and instructional responsibilities of the University. This position reports to the Associate Vice President for Finance and Administration.

Minimum qualifications: Master's degree in business, accounting or related fields and six years of relevant experience or bachelor's degree in same and eight years of experience. Salary commensurate with experience, plus a generous benefits and leave package. **Preferred qualifications:** CPA and previous experience in an academic environment, managing operating budgets in excess of $500 million, and supervising a large staff.

Please submit cover letter and resume by January 15, 2003, to **Jennifer Curtis, Division of Human Resources, PO Box 115002, Gainesville, FL 32611**; fax to **(352) 392-7094**; or e-mail MS Word documents to **jen-curtis@ufl.edu. Reference LP# 809440.**

If an accommodation is needed to apply due to a disability, please call (352) 392-4621 or the Florida Relay System at 1-800-955-8771 (TDD). AA/EA/EEO

The
UNIVERSITY
of VERMONT

Engaging minds that change the world

Vice President for Finance and Administration

Burlington, VT

The University of Vermont (UVM) seeks a strategic finance executive to play a lead role in managing financial resources, and ensuring that finance operations and fiscal policy effectively support the University's day-to-day and long-range objectives. UVM, a comprehensive research university with nearly 7,600 undergraduate and 1,400 graduate students in eight colleges and schools, including a College of Medicine, reflects a unique blend of public land-grant mission and private college atmosphere with a corresponding complex financial structure.

The Vice President will report to the new President and collaborate closely with the Provost and senior leadership across the institution on the oversight of UVM's $370M budget, $700M in assets, and $208M endowment. S/he will ensure that finances are sound, revenues optimized, and expenses minimized (without reducing academic quality), and further establish that administrative operations and processes are as streamlined, facilitative, and transparent as possible. S/he will lead a team of 450 staff with two Associate Vice Presidents and a Controller/Treasurer as direct reports. Areas of responsibility include: human resources, treasury operations, business services, facilities management, risk management, purchasing, and auxiliary services with budgets totaling approximately $46M.

Ideal candidates will have ten years progressively responsible financial management experience in an academic research setting that includes a medical center and faculty practice plan, in a role involving strategic resource planning, accounting systems, financial analysis and presentation, cash management and control, investment management and strategy, capital planning and budgeting, direct/indirect cost allocation, and indirect cost recovery rate negotiation. Ability to identify and implement innovative approaches to resource management and strong communication, supervisory, and leadership skills are essential. Advanced degree required; MBA and/or CPA strongly preferred. The Committee strongly encourages applications from women and minorities.

To learn more, visit: www.uvm.edu. Application materials should be received by Jan. 15, 2003. To apply, send resume with cover letter, in confidence, to: **Sarah Herman, ISAACSON, MILLER, 334 Boylston Street Boston, MA 02116, Fax: (617) 262-6509, e-mail: 2563.uvvpf@imsearch.com.** *(Electronic submission of credentials encouraged.)*

The University of Vermont is an Equal Opportunity/Affirmative Action Employer.

Welcome to the Forefront of Education

The DePaul University School of Education seeks applications for three approved and funded positions for the 2003-2004 academic year. Two positions at Barat Campus: Elementary Education, Assistant Professor and Secondary Education and Educational Leadership, Assistant Professor. One position at the Naperville Campus: Elementary Education, Assistant Professor.

The School of Education actively seeks to build and maintain a diverse faculty. For all positions, the School seeks faculty members who bring critical perspectives to the issues of urban education, multiculturalism, reflective practice, and social justice.

Elementary Education, Assistant Professor
Barat Campus

Expertise in pre-service teacher education and elementary methods with appropriate certification and K-12 experience. Prefer background in reading, language arts and professional development. The person hired will have a demonstrated ability to integrate theory and practice and a clearly defined research agenda. Primary teaching responsibilities include undergraduate and graduate elementary introduction, elementary methods, and reading methods. Additional responsibilities include supervising Master's Projects, monitoring student performance in clinical experiences and facilitating the student teaching seminar and capstone. Interest or additional expertise in working with diverse student populations is desirable.

Secondary Education and Educational Leadership, Assistant Professor
Barat Campus

Expertise in pre-service secondary teacher education and professional development of teachers. Preference given to candidates who can contribute to Educational Leadership. Additional responsibilities in graduate admission and advisement, monitoring of student performance in clinical experiences, and supervision of the Master's project process. The person hired will have a demonstrated ability to integrate theory and practice and a clearly defined research agenda. This faculty member teaches courses in secondary education, educational leadership, educational psychology, foundations and assessment. Interest or additional expertise in working with diverse student populations is desirable.

Elementary Education, Assistant Professor
Naperville Campus

The person we seek will be responsible for programs at the University's campus in Naperville, approximately forty miles west of Chicago. The position requires expertise in Elementary Education, with an emphasis in field-based experiences and a background in social studies or other related areas of elementary curriculum & instruction. The person hired will have a demonstrated ability to integrate theory and practice and a clearly defined research agenda. Primary teaching responsibilities will be undergraduate and graduate methods of courses including clinical experiences that address the needs of emerging, developing, and independent teachers. Interest or additional expertise in teacher induction and social issues affecting teaching is desirable. Salary is commensurate with qualifications and experience.

Please send: letter of application clearly delineating qualification for areas of expertise; a complete and up-to-date vitae; official transcripts; one example of recent professional publication/presentation; a one page statement of philosophy of teaching; and three to five professional letters of reference sent directly. Deadline for applications: rolling status, until positions are filled.

Send all applications and support materials to: **Dalila Gonzalez, Assistant to the Associate Dean, School of Education, DePaul University, 2320 North Kenmore Ave., Chicago, IL 60614-3298. Fax: 773-325-7713. Applications sent by E-mail will not be accepted.**

DePaul University aggressively pursues a program of equal employment and educational opportunity. Members of all underrepresented groups, women, veterans, and persons with disabilities are invited and encouraged to apply.

DEPAUL UNIVERSITY

THE OHIO STATE UNIVERSITY

Psychology/Counseling/Social Work

The Counseling and Consultation Service at The Ohio State University, a multi-disciplinary site, seeks a clinician with a terminal degree (Ph.D., M.S.W., M.A.) in a mental health field (license for independent practice in Ohio expected within three years of employment). Demonstrated skills, knowledge and experience in individual and group counseling, supervision, consultation and outreach. Interest, training, and demonstrated expertise in counseling and programming to meet the personal, career, and academic concerns of Hispanic, Latino(a) students. Bilingual preferred. Twelve month (negotiable) contract with attractive benefits. Position available September, 2003. Submit vita, graduate transcripts, three letters of recommendation, and a personal statement of interest, (including level of competency in Spanish, experience with Hispanic, Latino(a) population, and philosophy of professional practice in a university counseling setting) to: **Dr. Dennis Alexander, Ph.D., Counseling and Consultation Service, The Ohio State University, 1640 Neil Ave., Columbus, OH 43201-2333.** Closing date for application: February 15, 2003, may extend until position is filled. *An Affirmative Action, Equal Opportunity Employer. Qualified women, minorities, Vietnam Era veterans, disabled veterans, and the disabled are encouraged to apply.*

ARMSTRONG ATLANTIC STATE UNIVERSITY

Armstrong Atlantic State University. **Five Positions:** Asian History, Comparative Politics, Criminal Justice, and Mathematics. Five tenure-track positions are available at Armstrong Atlantic State University in Savannah, Georgia. All require Ph.D. in the appropriate field. History Department seeks specialist in Asian History, Criminal Justice, Social and Political Science seeks specialists in Comparative Politics (for regions other than western Europe) and in Criminal Justice or Criminology. Mathematics has two positions available, including one with a strong preference for a specialist in statistics. For further information and application instructions, see **http://www.hr.armstrong.edu/HUMANJB.HTM**

MICHIGAN STATE UNIVERSITY

The College of Education announces the following tenure system positions to begin fall 2003.

- **Assistant Professor, Department of Educational Administration.** Review of applications will begin January 10, 2003.
- **Assistant Professor, Department of Counseling, Educational Psychology and Special Education.** Review of applications will begin December 20, 2002.

A complete description is available at College website **http://ed-web3.educ.msu.edu/college/jobs/default.htm.** *Minimum qualifications for positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.*

Women and minorities are encouraged to apply.
MSU is an affirmative action/equal opportunity institution.

FIU

Florida International University
Miami's public research university

DEAN, COLLEGE OF ARTS & SCIENCES

Florida International University
Miami, Florida

The Position: Florida International University, a leading doctoral research institution, seeks applications and nominations for the position of Dean of Arts and Sciences. The successful candidate should have an academic record that would warrant an appointment as a Full Professor. Candidates should have extensive senior experience in academic and research management, fiscal administration, fundraising, and faculty development in a complex research university environment. A national reputation for innovation and creation of community linkages are important candidate assets. The Dean serves as the chief administrative officer of the college, reports directly to the Provost/Vice President for Academic Affairs, and serves as a member of the Council of Deans. This 12-month position carries a competitive salary and benefits.

The College: The College of Arts & Sciences is the largest academic unit of the university, offering the major disciplines of the arts, humanities, social sciences, and the natural and mathematical sciences in its 19 departments, two schools, and several centers. Its mission includes primary responsibility for the core curriculum and service courses at two campuses, along with high-quality undergraduate and graduate degree programs. The college offers 37 baccalaureate, 24 master's, 12 doctoral degrees, and interdisciplinary certificate programs. Each semester more than half of the university's students take courses in the college, where the university's Phi Beta Kappa chapter is housed. The college has approximately 500 full-time faculty, 400 graduate assistants, and an annual budget of $65 million that includes $16 million in external grants.

The University: Florida International University, one of America's most dynamic public institutions, serves Southeast Florida, the state, the nation, and the international community by creating new knowledge through teaching, research, and public service. As a Carnegie classification "doctoral/research extensive" university, FIU offers more than 175 baccalaureate, master's and doctoral degree programs in 280 majors through 16 colleges and schools to students nationwide and from more than 130 foreign countries. Founded in 1972, FIU currently enrolls 33,000 students. With its strong history of diversity and minority representation among its students, faculty, and administrators, FIU ranks in the top 1% in campus diversity among all U.S. universities. For further information, please visit www.fiu.edu.

Deadline and Contact Information: Korn/Ferry International, which is assisting with this search, invites confidential inquiries, applications and nominations. To ensure their full consideration, applications and nominations should be received as soon as possible. Candidates will not be accepted after January 17, 2003. All communications will be held in total confidence. Nominations should include candidate contact information. Applications, which should include a letter explaining relevant experience and a current resume, may be directed to

John Kuhnle, Managing Director
Korn/Ferry International
900 19th St., NW, Suite 800
Washington, DC 20006
Fax: 202/318-4475
E-mail (preferred): anne.reich@kornferry.com

Florida International University
is an AA/EO Employer.

Student Activities Coordinator; Columbia University in the City of New York. The Office of Student Development & Activities works to enhance the educational experience of Columbia College and Fu Foundation School of Engineering and Applied Sciences students by fostering a dynamic and enriching University community, supporting responsible student governance and co-curricular activities, and assisting students in their development as individuals, community members, and leaders. The Office is committed to building a community that celebrates and respects the diversity of its members and to proactively developing programs within the Alfred Lerner Student Center which advance these values. The primary role of the Student Activities Coordinator will be to provide developmental advisement to 50 student organizations (35 at which are cultural organizations) by consistent outreach in his or her purview to develop strong advisory relationships with their leaders as well as provide guidance with interpreting University policies & procedures. The Coordinator will also monitor and advise student organization budgets. Other duties include vital participation in the planning and implementation of the New Student Orientation Program and providing support to the office's other programming functions as well as the student leadership development initiatives. **QUALIFICATIONS:** Bachelor's degree and two years professional experience in Student Activities advising/event planning; Masters in Student Personnel Administration or related field preferred. Strong knowledge of student development theory, leadership development theory, multiculturalism, and community building required. Demonstrated ability working in an urban setting, excellent communication skills and experience working with diverse student population required. Frequent evening and weekend hours necessary. **THE IDEAL CANDIDATE** will have a strong background in working with cultural organizations as well as students of color and other cultural populations. **SALARY RANGE:** 38K to 40K. For consideration, submit a resume and 3 references to **Sharron Evans, Assistant Director, The Office of Student Development & Activities, MC 2601, 2920 Broadway, New York, New York 10027.**

Foothill-De Anza Community College District

Faculty Vacancies

- Graphic Design Instructor
- Math Instructor
- Music Instructor
- Physics Instructor
- Drama Technical/Theatre Production Instructor
- Vocational/Special Ed Instructor
- Sociology Instructor

For application materials contact:

Foothill-De Anza
Community College
District
Employment Services
12345 El Monte Road
Los Altos Hills,
California 94022
650-949-6217,
employment@fhda.edu
or visit our web-site at
www.fhda.edu

MOLLOY COLLEGE
A.D. 1955

FALL 2003 TENURE-TRACK POSITIONS

Molloy College is an independent, comprehensive college on Long Island committed to excellence and dedicated to student achievement. We currently seek applications for the following Fall 2003 tenure-track positions (and one immediate opening for January, 2003).

EDUCATION

(5) ASSISTANT PROFESSORSHIPS IN EDUCATION

PhD and EdD in Education, plus teaching experience and certification required. Two positions in Childhood Education, one in Mathematics and Literacy, others in Adolescent Education with expertise in science and math.

Immediate Opening in January, 2003 for Secondary Education Teacher with experience in science and math.

BUSINESS

PROGRAM DIRECTOR BUSINESS MANAGEMENT

We seek a PhD candidate in one or more business management and accounting fields to provide leadership in teaching and curriculum development for fast growing department. Business administration and classroom teaching experience preferred.

COMMUNICATION ARTS

ASSISTANT PROFESSOR COMMUNICATION ARTS

Teach courses in communication and speech arts. Also moderate college newspaper, perform academic advisement and serve on college committees. PhD in communications and strong teaching skills required.

MATHEMATICS/COMPUTER SCIENCE

PhD in Computer Information Systems or related area required; prior college teaching experience preferred. We seek a strong commitment to student achievement, excellent communication and interpersonal skills and expertise in all areas of CIS

MODERN LANGUAGES

ASSISTANT PROFESSOR SPANISH

ABD or PhD preferred to teach beginner, intermediate and advanced courses, and courses in language teaching methodology. Must have near-native fluency in Spanish and demonstrate excellence in language teaching. Experience in computer-aided language instruction and familiarity with multi-media equipment helpful.

To apply, send cover letter, cv and names and addresses of three references to
Lisa Miller, Human Resource Director

MOLLOY COLLEGE
1000 Hempstead Ave.,
Rockville Centre, New York 11571-5002
Fax: 516-256-2293
Email: Lmiller@molloy.edu

Equal Opportunity/Affirmative Action Employer.
Woman, Minorities, persons with disabilities
and veterans encouraged to apply

www.molloy.edu

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

DEAN
FACULTY OF ARTS AND SCIENCES - NEWARK

Rutgers, The State University of New Jersey, invites nominations and applications for the position of Dean of the Faculty of Arts and Sciences, Newark. The Faculty of Arts and Sciences is a vital, research-active faculty offering undergraduate, masters and Ph.D. programs through the Newark College of Arts and Sciences, University College-Newark, and the Graduate School-Newark. Reporting to the Provost of the Newark Campus, the Dean has responsibility for 265 faculty and 6200 students. The campus also has extensive collaborations and joint programs with New Jersey Institute of Technology and The University of Medicine and Dentistry of New Jersey, which are adjacent to the campus.

Founded in 1936, the Newark College of Arts and Sciences, is part of a multi-campus state university, with locations in Newark, New Brunswick, and Camden. The Newark campus includes, in addition to the College of Arts and Sciences and University College, the Rutgers School of Law, the Faculty of Management, and other professional schools and institutes. The campus is ranked first among national universities in the diversity of its student body. The Rutgers-Newark campus is located within Newark's University Heights District, along with four other major institutions of higher education, the nationally-renowned Newark Museum, the New Jersey Performing Arts Center, and Science Park. Newark is not only New Jersey's largest city, but a major college town as well, with more than 30,000 students. Only fifteen minutes from Manhattan, Newark is part of the New York metropolitan area, and the campus reflects the excitement of this flourishing urban region. The campus has a strong urban mission, and makes extensive use of the urban environment in teaching and research.

Applicants for the position of Dean must have an earned doctorate or equivalent in a discipline represented in the Faculty of Arts and Sciences, significant teaching and administrative experience, and a record of outstanding scholarly achievement commensurate with appointment as a full professor in the Rutgers University system. The Dean must have the capacity and vision to provide dynamic leadership and creative support for a faculty committed equally to excellence in research and teaching. The Dean will also have a unique opportunity to play a leadership role in Newark's continuing renaissance by expanding collaborations between the campus and the city's educational, cultural, and scientific institutions.

Review of applications will begin January 27, 2003 and will continue until the position is filled. Please send a letter of interest and c.v. and arrange to have five letters of recommendation sent to:

Professor Rachel Hadas, Chair, FAS-N Dean Search Committee
c/o Provost's Office
Rutgers, The State University of New Jersey
123 Washington Street
Newark, New Jersey 07102

Additional information about the campus and the University is available at **http://rutgers-newark.rutgers.edu/**

Rutgers University is an Equal Opportunity/Affirmative Action Employer.

COUNSELOR TITLE V GRANT

... access to the 21st century
Union County College

You will provide professional counseling services for Hispanic students in a federally funded five-year Title V grant for Hispanic Serving Institutions at Union County College. The grant supports initiatives to improve the academic retention and graduation rates of Hispanic college students. Qualifications: Master's degree related to guidance and counseling, student personnel services or student development. Exp'd in teaching, tutoring and/or counseling students. Fluency in Spanish and English prefd.

DIRECTOR OF HISPANIC SUPPORT CENTER

In this role you will manage the Hispanic Support Center, which includes full-time job developers. The Center provides Job placement, assessment and other support services for Hispanic and other students of the college. Motivate and educate students concerning the importance of degree completion, assist students in creating career plans. Qualifications: Bachelor's Degree in Career Counseling/Placement/Workforce Development or related area required; Master's Degree prefd; Fluency in Spanish and English; History of advocacy for Hispanic community preferred; proven job placement experience; Exp in Higher Education, preferably at a Community College.

Send resume to: **Office of Human Resources, Union County College, 1033 Springfield Ave., Cranford, NJ 07016. Fax: (908)709-7683. AA/EOE**

NORTHERN ESSEX COMMUNITY COLLEGE

Fulltime Career Development Counselor (Academic Advisor / Planner) (MTA/MCCC Unit position). This position will assist in the design of an Academic/Career Advising/Planning Program using the guidelines of Best Practices in the field, adapting and/or creating components to best serve the community at NECC. Provides a one-stop entry point for students accessing NECC programs; assesses student needs; assists in matching career goals and appropriate academic programs to those needs; collaborates with students and other pertinent staff to develop student goals and time lines for goal achievement; develops a tracking system and database to trace all student achievements with particular focus on Latino achievements; designs and implements a monitoring system to ensure students are on track; maintains close associations with Faculty Mentors, Faculty Partners, and Student Mentors; conducts periodic progress assessments with students and their instructors; assists in accessing referral services as needed; coordinates Job Shadow, Cooperative Education, Internship Placements; designs and implements outreach programs; acts as a conduit between the Lawrence community and NECC to ensure students' academic and career growth; and works closely with CPAC staff and Title V Director. Reports to the Assistant Dean of the Career Development Center.

Minimum Qualifications:

The ideal candidate will have Hispanic Bicultural/Bilingual skills; Master's degree in an appropriate field or in progress close to completion; significant experience in career and academic advising and experiential education; innovative program design and implementation; consensus building; community building and teamwork.

The candidate should have skill in: the ability to see the big picture; written, oral, and interpersonal communication; assessing needs and building efficient strategies to meet those needs on the student, faculty, and staff levels; multi-tasking; career and academic advising to produce a well-rounded, practical, manageable package for students; mentoring and monitoring students; the placement of students in field experiences. The candidate must be ready to present a complete career portfolio with specific attention dedicated to related activities.

Salary Range: $36,500 - $40,000 (Annual Basis) Complete Benefits Package

To Apply: Please send resume and cover letter indicating **Post #533-O** to the Associate Dean for Human Resources, Northern Essex Community College, 100 Elliott Street, Haverhill, MA 01830. E-mail address: **HR@necc.mass.edu** or Fax: 978-556-3723

Deadline: Candidate evaluation will begin on December 20, 2002 and will continue until the position is filled. For a complete job description please visit our website at **www.necc.mass.edu**

Cleveland State University

Cleveland State University invites applications for the following:

Director of Undergraduate Admissions

Cleveland State University is a public, comprehensive university serving Cleveland and the northeast Ohio region, enrolling some 16,000 students and employing 550 faculty and more than 1,000 staff. The metropolitan Cleveland area approximates 2 million people and features a thriving business community and outstanding cultural, recreational and intellectual activities in a pleasant environment with a wide choice of attractive communities in which to live. Cleveland State University offers an outstanding benefit package to full-time faculty and staff that includes medical, dental, vision, disability and life insurance as well as tuition assistance.

Cleveland State University is committed to non-discrimination on the basis of race, color, religion, national origin, sex, age, handicap or disability, sexual orientation, disabled veteran or Vietnam era veteran status, and to equal access in education. Cleveland State University is an affirmative action, equal opportunity employer and especially encourages applications from minorities and women, persons with handicaps or disabilities, and disabled and Vietnam era veterans.

For complete job description and application requirements, please visit **www.csuohio.edu/HRD/** or **www.HigherEdJobs.com.**

The University of Texas El Paso

SUMMER SEMESTER - 2003

THE COLLEGE OF EDUCATION at The University of Texas at El Paso, a Doctoral Research Intensive University, invites nominations and applications for the position of **Dean of the College of Education.** UTEP is located in El Paso, a city of 800,000 in far west Texas bordering Cuidad Juarez Mexico with a population of 1.8 million, making it the largest bi-national metropolitan area in the world. UTEP's student population of over 17,300 is more than two-thirds Mexican American and includes 1,749 students from Mexico. Student demographics, together with UTEP's strong commitment to serving the region, its focus on a wide range of borderland issues and a highly competitive research agenda supported by a portfolio of 340 active awards for research and sponsored projects, have made the University a national model of excellence in higher education. Among UT System institutions, UTEP ranks second in federal research expenditures.

The College of Education is committed to preparing effective teachers, counselors, diagnosticians and school administrators, who successfully address the problems of schools and other youth serving agencies, especially in communities with sizable Hispanic populations. The College houses three Departments: Teacher Education, Educational Leadership and Foundations, and Educational Psychology and Special Services that offer undergraduate and masters degrees. The College also manages several major grant programs, teacher preparation projects and a doctoral program in Educational Leadership and Administration. Approximately ninety (90) faculty serve over 1,500 undergraduate and 850 graduate majors and award approximately 500 degrees per year.

Candidates for the College Dean position must have an earned doctorate, an outstanding record of scholarly achievement in a college or university, and teaching excellence and be eligible for a tenured appointment at the rank of Professor in a College of Education Department. Candidates should also have a history of successful academic administrative experience at the level of program director, department chair or higher. They must also have had success obtaining extramural funding for college or university based educational programs or research, an awareness of national and state educational policies and issues that affect teacher and school administrator preparation programs, an ability to lead multidisciplinary teams of faculty and staff in the College of Education and other UTEP Colleges involved in teacher preparation. Candidates must also have the ability to communicate effectively with bilingual (English-Spanish speaking) teachers, students, school administrators and parents in a predominately Hispanic community.

Screening of applications will begin **February 3, 2003** and continue until the position is filled. Please submit a letter of interest, a current vita and the names, addresses and telephone numbers of at least three (3) references who may be contacted by the search committee. Appointment may begin as early as **June 2003,** but no later than **mid-August 2003.** Salary will be competitive. Nominations and application materials may be mailed to: **Dr. Howard C. Daudistel, Dean College of Liberal Arts, College of Education Dean Search Advisory Committee, Liberal Arts Building 343, University of Texas at El Paso, El Paso, Texas 79968**

The University of Texas at El Paso is an Equal Opportunity / Affirmative Action Employer. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or sexual orientation in employment or the provision of services.

Job Posting
Assistant Vice President of Human Resources
Michigan State University

Michigan State University **(www.msu.edu),** with 44,500 students, is one of the largest public land grant universities, and has the distinction of belonging to the Association of American Universities (AAU). MSU's mission of teaching, research and outreach is supported by the university's diverse employment base of approximately 12,000, including 4,000 faculty and academic staff and 8,000 support staff. MSU is composed of 14 colleges, including three medical schools. It is also home to the largest on-campus student housing system with nearly 17,000 students living on campus. The campus is situated on 5,200 acres in a park-like setting.

Human Resources is a central service and support organization which reports to the Vice President for Finance and Operations. The Assistant Vice President for Human Resources is responsible for the development, implementation, and administration of comprehensive human resource programs, which provide support, guidance, and training for support staff and administrative units. Such activities involve close collaboration with the Assistant Provost for Academic Human Resources who reports to the Provost and is responsible for faculty and academic staff matters.

The Assistant Vice President for Human Resources' specific responsibilities cover human resource programs including employee relations, collective bargaining, classification and compensation, benefits (for all employees), personnel policies and procedures, recruitment, training and professional development, personnel records, and human resource information systems.

The Assistant Vice President for Human Resources works with and maintains an effective relationship with faculty, staff, deans, vice presidents, senior administrators, and unions to assess and provide needed human resource services. The Assistant Vice President advises the offices of the President, Vice President for Finance and Operations, and Provost in strategic human resource planning for the university.

Candidates are required to have substantial experience and demonstrated success in human resources in a large university setting with diverse employee populations.

Candidates must possess an undergraduate degree with a master's degree or equivalent education desired. Candidates must be able to provide leadership within a collaborative educational environment. Candidates must further demonstrate strong planning skills, financial expertise, excellent oral, written and communication skills, and an understanding of technology uses and needs that support a human resources unit.

To apply, please send a letter describing your interest and pertinent qualifications, resume, and the names and contact information of four professional references by January 3, 2003 by e-mail to **avpsearch@cga.msu.edu** or to the attention of **HR Search Committee, Michigan State University, 412 Administration Building, East Lansing, MI 48824-1046; 517-353-6772 (fax).**

Salary is commensurate with experience. Review of applications will begin after the application deadline and will continue until position is filled.

MSU is an affirmative-action, equal-opportunity institution.

EDUCATION

TALLAHASSEE COMMUNITY COLLEGE
It's for you

TALLAHASSEE COMMUNITY COLLEGE FACULTY POSITION VACANCIES

THE COLLEGE

Tallahassee Community College is a dynamic and growing comprehensive community college located in Tallahassee, Florida. TCC's fall enrollment of over 12,000 students consists of a diverse group including a 41% minority population. TCC enjoys a strong reputation for teaching excellence and for producing successful Associate in Arts and Associate in Science graduates. Tallahassee is also home to two state universities, FSU and FAMU; TCC partners with both universities and with a number of private institutions to afford even greater opportunities for all students.

FACULTY CHARACTERISTICS AND RESPONSIBILITIES

In addition to the minimum qualifications listed for each position, all faculty are expected to have a demonstrated commitment to student retention and success, to challenging and cultivating student achievement beyond the classroom, to supporting a diverse population of learners, to working in a participatory and collegial setting, to supporting continuous improvement of curricula and services, to using technology and other innovative approaches to enhance the teaching/learning process, and to participating in professional growth activities.

Faculty responsibilities include instruction, curriculum development, academic advising, support of college policies and procedures, and participation in department and college activities and committees.

POSITIONS AND QUALIFICATIONS

College Preparatory Math
Requires minimum of bachelor's degree in mathematics or mathematics education and a demonstrated knowledge of developmental education. A master's degree in mathematics or mathematics education with 18 graduate hours of mathematics is desired.

College Preparatory English
Requires minimum of bachelor's degree in English or English education and a demonstrated knowledge of developmental education. A master's degree in English or English education with 18 graduate hours of English is desired.

Sociology
Requires a master's degree in sociology. Primary teaching responsibilities include principles of sociology and at least one collateral area such as contemporary social problems or marriage and the family.

Speech
Requires a minimum of a master's degree in communications with an emphasis in oral communication. Primary teaching responsibilities are interpersonal communication and public speaking.

English (2 positions)
Requires a minimum of a master's degree in English. Primary teaching responsibility is college composition. Secondary assignments are possible in literature.

Chemistry
Requires a minimum of a master's degree in any area of chemistry or in a closely related field with 18 graduate semester hours in chemistry. Teaching assignments include courses and laboratories in freshman and sophomore chemistry courses.

Mathematics
Requires a minimum of a master's degree in mathematics or a closely related field with 18 graduate semester hours in mathematics. Teaching assignments include freshman and sophomore mathematics courses.

College Preparatory Reading
Requires minimum of bachelor's degree in reading or reading and language arts and a demonstrated knowledge of developmental education. A master's degree in reading or reading and language arts is desired.

Psychology
Requires a master's degree in psychology. Primary teaching responsibilities include general psychology and the psychology of personal and social adjustment. Secondary assignments are possible in human development and social psychology.

Humanities/Art History
Requires a minimum of a master's degree in art history or in philosophy, classics, religion, comparative literature, or integrated humanities courses with a minimum of 18 graduate hours in art history. Primary teaching responsibilities are art history and general humanities courses.

Humanities/Music
Requires a minimum of a master's degree in music history, music literature, musicology or a minimum of a master's degree in philosophy, classics, religion, comparative literature or integrated humanities courses with a minimum of 18 graduate hours in music history/music literature. Primary teaching responsibilities are music history/music literature and general humanities courses.

Biology
Requires a minimum of a master's degree in the biological sciences or in a closely related field with 18 graduate semester hours in biology. Teaching assignments include courses and laboratories in freshman and sophomore biology classes including anatomy and physiology.

Earth Science
Requires a minimum of a master's degree in geology or oceanography or in a closely related field. Teaching assignments include general education courses in the earth sciences.

APPLICATION PROCESS:

1. A completed TCC instructional application...
2. Letter of interest addressing suitability for the position.
3. Copy of transcripts (Unofficial acceptable until offer of employment)
4. Three letters of reference addressing suitability for position as indicated on the back of the faculty employment application.
5. Submission of a sample syllabus or other instructional materials that you would like to have considered as part of your application.
6. Written responses as requested for individual positions.
7. Visit the College's website at www.tcc.fl.edu for additional application submission instructions.

CONTACT INFORMATION:

The College will be closed for winter break December 18, 2002 through January 1, 2003. Applications will be accepted after January 1, 2003 through February 21, 2003.
Faculty Search Committee, Tallahassee Community College, Human Resources Department, Tallahassee, FL 32304-2895
Phone number: (850) 201-8225, Email address: facpos@tcc.fl.edu, Web address: www.tcc.fl.edu

Tallahassee Community College is an equal opportunity, affirmative action employer and welcomes applications from all persons

THE GRADUATE CENTER
THE CITY UNIVERSITY OF NEW YORK

MAGNET DOCTORAL FELLOWSHIPS

For African American and Hispanic Students

To encourage African-American and Hispanic (Latino/a) students to pursue academic careers, fellowships are awarded under the Minority Access/Graduate Networking (MAGNET) Program at The Graduate Center of The City University of New York.

PRESIDENT'S FOUR-YEAR FELLOWSHIPS

Four-year fellowships are offered to entering students in any of the 31 doctoral programs at CUNY. Awards are contingent upon acceptance into a program and satisfactory progress. Applicants must be U.S. citizens or permanent residents. Stipends are $16,000 per year plus full tuition. Fellows meet monthly for academic discussions, mentoring, and peer support.

Application Deadline: February 1, 2003.

NATIONAL SCIENCE FOUNDATION/ALLIANCES FOR GRADUATE EDUCATION AND THE PROFESSORIATE (NSF/AGEP)

A two-year NSF/AGEP fellowship is offered through the MAGNET program to African-American and Hispanic (Latino/a) students entering a doctoral program in the STEM disciplines (Sciences, Technology, Engineering, or Mathematics) at The Graduate Center of The City University of New York.

NSF/AGEP fellowships will supplement existing CUNY financial support for up to $23,000 per year, in addition to granting full tuition remission for two years. Continued financial and academic support will be made for up to six years by CUNY. Renewal is contingent upon satisfactory academic progress. Candidates (who must be U.S. citizens or permanent residents) will be considered on the basis of demonstrated financial need and academic performance in the STEM areas.

Application Deadline: February 1, 2003.

For applications, contact: **Office of Educational Opportunity & Diversity Programs, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016; 212/817-7540; E-mail: oeodpmail@gc.cuny.edu; Web site: http://web.gc.cuny.edu/oeodp**

Parttime Community Outreach Counselor (Mentor Coordinator) (MTA/MCCC Unit position)

(20 hours/week) This position will assist in the design of a model Mentor Program under the Title 5 Grant geared to the Latino population at NECC; create, coordinate, and implement a Mentor recruitment, training, and information program targeting both in-house faculty and staff, and external community members; assess Latino students' needs and create vehicles for Mentors and Mentees to design programs, strategies, evaluations, etc. which will meet those needs; provide group meetings for Mentors and Mentees; ensure appropriate collaborative efforts are undertaken by all players in the Mentor Program with students, Student Mentors, Partners, faculty external to the Mentor Program, staff, and high level NECC administrators, and community members as appropriate; create and implement PR media packets for distribution to all appropriate target markets; assist in the accessing of new funding resources for the Mentor Program itself and for Mentee scholarships; assist in establishing a Job Shadowing program; perform other duties deemed necessary to create, maintain, and enhance the Mentor Program at NECC. Participate actively in all center and school activities as appropriate; work in close association with CPAC staff. Reports to the Assistant Dean of the Career Development Center.

Minimum Qualifications:

The ideal candidate will have: Hispanic Bicultural/Bilingual skills; a minimum of bachelors in an appropriate field; excellent organizational skills and oral, written and interpersonal communication skills; and the ability to communicate on, and to, all levels of the school and external communities in both written and oral formats; significant experience in program design, planning, implementation, and supervision; the ability to supervise clerical student staff; experience working in, and with, diverse groups and innovative programs; the ability to collaborate and multi-task effectively, the ability to function as part of a multifunctional, multicultural work team; prior college level experience.

The candidate should have skill in: developing passion for innovative programs, management, leadership, setting up and working in teams and building community; strengthening existing partnerships and creating new ones; reviewing data, checking for discrepancies and revising computerized records as appropriate; using Microsoft Word, Access, and Excel; making queries and designing databases and reports. The candidate must be ready to present a complete career portfolio with specific attention dedicated to related activities.

The candidate must be willing to act as a liaison between Haverhill and Lawrence campuses and do targeted recruitment both on the internal NECC campus and within the external community.

Salary Range: $17,400 - $20,000. (Annual Basis) Pro-rated fringe benefits package.

To Apply: Please send resume and cover letter indicating **Post #532-O** to the Associate Dean for Human Resources, Northern Essex Community College, 100 Elliott Street, Haverhill, MA 01830. E-mail address: HR@necc.mass.edu or Fax: 978-556-3723

Deadline: Candidate evaluation will begin on December 20, 2002 and will continue until the position is filled.

For a complete job description please visit our website at **www.necc.mass.edu**

Assistant Director/Latino Student Recruitment

The University of San Francisco seeks an experienced Assistant Director for Latino Student Recruitment, a mid-level position, to report to the Senior Associate Director of Multicultural Student Recruitment and Retention. The Assistant Director has primarily responsibility for recruitment of prospective freshman with a special focus on Latino students, evaluation of applications and management of programs that contribute to the University's enrollment and academic needs. The Assistant Director will represent the university in a variety of settings; network with students, faculty and staff; develop and maintain relationships with counselors; counsel prospective students and their families about admission programs and procedures; and serve as an "ombudsperson" on-campus for Latino students.

For a complete job description and requirements and information on how to apply, please visit our web page at

www.usfca.edu/hr/employment.

Director, Institute for Literacy in America Abraham Lincoln Presidential Center for Governmental Studies

University of Illinois at Springfield seeks literacy institute director. Mission of newly established institute is to advance Lincoln's ideals by providing leadership toward establishing Illinois as a model for addressing literacy programs and activities.

Director provides leadership and direction for projects and activities of the institute. Minimum qualifications: master's degree in relevant discipline such as education, leadership development or public administration; five years of administrative experience, including budget development and management of staff and projects; extensive experience in coordinating literacy programs/activities; grant development/fundraising experience; strong interpersonal skills; demonstrated oral and written communication skills; knowledge of government and politics. Applications screening begins immediately and continues until position is filled. Send letter, application, current resume, names, email, and phone numbers of four professional references to **Chair, Literacy Director Search, UIS, One University Plaza - MS PAC 451, Springfield, Il. 62703-5407.**

For full ad see:
http://alpcgs.uis.edu/employment/literacydir.htm.

UIS is an AA/EEO employer.

University of Cincinnati

PROVOST/SENIOR VICE PRESIDENT

(22UC8154) A dynamic and energetic leader is sought by the University of Cincinnati for its academic health sciences center. Nominations and applications for the position of Sr. Vice President and Provost of Health Affairs are invited. The successful candidate will articulate a strategic vision bringing together a broad constituency to advance the academic health sciences center to the top tier of research organizations in the country. This position is responsible for advancing the academic missions of the Colleges of Medicine, Nursing, Pharmacy and Allied Health Sciences. The position oversees the relationship with the hospitals and health systems associated with the academic health sciences center, including University Hospital, Cincinnati Children's Hospital, Shriners Burn Hospital, the VA Hospital, the hospitals of the Health Alliance, as well as the Hoxworth Blood Center. The position will also oversee technology transfer activities and relationships with external constituencies including companies, the city, the state and the federal agencies. The position reports directly to the president of the university and serves on the President's Cabinet.

The University of Cincinnati is a doctoral research extensive institution with external funding in the Health Affairs area in FY02 exceeding $180M. The Health Affairs area has more than 800 faculty, 1000 graduate students, and 650 professional students. The Health Affairs area has a budget approaching $500 M (without hospitals) and is expected to grow significantly in the next few years with the implementation of the "Millennium Plan" now underway.

Candidate qualifications should include a record of distinguished scholarly achievement in a health science discipline and a significant record of imaginative, dynamic, successful and increasingly responsible administrative leadership in the academic health sciences. Salary will be competitive. The review of applications will continue until an appointment is made. Nominations and applications, which should include a letter of interest (noting control #), curriculum vitae and references, should be sent to: J. Baker, Baker-Parker, Inc., 5 Concourse Parkway, Suite 2440, Atlanta, GA, 30328-6111 or jbaker@bpasearch.com.

The University of Cincinnati is an affirmative action/equal opportunity employer. Women and Minorities are encouraged to apply.
UC is a smoke-free work environment.

UNIVERSITY OF Cincinnati

CUA

Director of Teacher Education

The Department of Education at The Catholic University of America is seeking a candidate to fill a tenure track position at the assistant or associate professor level. The candidate must have an earned doctorate in elementary education or a related field in education and must be able to provide evidence of research promise. Desirable characteristics include 1) parochial, private, and/or public school experience as a teacher, and 2) an interest and commitment to issues in urban education and Catholic education, particularly the education of minority students. The responsibilities for the position include teaching and research duties expected of all faculty members. In addition, the candidate will assume the following administrative responsibilities: 1) act as certifying officer for teacher certification programs, 2) coordinate elementary education, 3) advise students, 4) write accreditation reports and coordinate NCATE-NASDTEC Accreditation visits, 5) serve as the University's representative at consortium and professional meetings.

The salary for the position depends on the applicant's qualifications and experience. The appointment will begin September 1, 2003. Applicants should send a letter of interest, a curriculum vita, and three letters of reference to:

Dr. Shavaun Wall, Chair
Department of Education
The Catholic University of America
Washington, DC 20064
202-319-5805

Applications will be accepted until January 15, 2003 or until a suitable candidate is found. The Department of Education is actively seeking the candidacy of minority scholars.

CUA was founded in the name of the Catholic Church as a national university and center of research and scholarship. Regardless of their religious affiliation, all faculty members are expected to respect and support the University's mission.

CUA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The UNIVERSITY of VERMONT

Engaging minds that change the world

Vice President for Research and Dean of Graduate Studies

Burlington, VT

The University of Vermont (UVM) is seeking an innovative, experienced and energetic leader to join a new President and his team and serve in the newly created role of Vice President for Research and Dean of Graduate Studies. UVM, with $102M in external grants and contracts, is the flagship public research university in the State and is designated as 'Doctoral/Research Extensive' by the Carnegie Foundation. Located on a single campus in Burlington, Vermont, it enrolls approximately 10,000 undergraduate, graduate, medical and non-degree students and is comprised of eight academic units.

Reporting to the Provost, and as a member of the Deans Council and Presidents Cabinet, the Vice President will advocate for research, scholarship, and graduate education, take the lead in identifying future research thrusts and investments, expand selected doctoral programs and promote multi- or cross-disciplinary research. The Vice President oversees the Graduate College, the Office of Sponsored Programs, Animal Care, Regulatory Research Oversight Committees, and represents the University externally to government agencies and foundations. The position is also responsible for intellectual property and technology transfer policies and practices.

The successful candidate will have excellent communication skills, an earned doctorate, a substantial record of accomplishment in their field of research, a sound knowledge of federal competitive grant processes, and seasoned experience in research administration and/or graduate education in a university or comparable setting. A strong commitment to cultural diversity and a passion for graduate education (as evidenced, for example, by a strong record of mentoring and supporting graduate students), are essential. The Committee strongly encourages applications from women and minorities.

Compensation will be competitive and commensurate with experience. To learn more about UVM, visit: www.uvm.edu. Application materials should be received by Jan. 10, 2003. All inquiries, nominations/referrals, and current curriculum vitas with cover letters, should be sent in confidence to: **Denise O'Grady Gaffney, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116, Fax: (617) 262-6509, e-mail: 2562.uvvpge@imsearch.com.** *(Electronic submission of credentials strongly encouraged)*

The University of Vermont is an Equal Opportunity/Affirmative Action Employer

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HARVARD UNIVERSITY

ADMINISTRATIVE FELLOWSHIP PROGRAM

Harvard University seeks to attract candidates, especially those from underrepresented ethnic minority groups, to administrative careers in higher education. Applicants must have at least five years of work experience. The **2003-04 Administrative Fellowship Program** seeks applicants with B.A. degree and backgrounds in athletics/sports management, information technology, alumni affairs and development (conference planning and/or fund raising), research (behavioral sciences), finance, or human resources (employment and compensation).

- Fellows receive stipends and are placed in full-time work assignments in Harvard schools or central administration departments for the duration of the Program.
- Seminars, lectures and case studies have been designed for the Fellows to enhance management and administrative skills, self-assessment and career development.
- Evaluation of the applications will be based on professional achievement, interviews at Harvard, and suitability for the Program.
- Inclusive dates for the 2003-04 Program are September 2003 through August 2004.
- Application deadline: **February 14, 2003.**

For application materials, please call/write:

Administrative Fellowship Program
Office of the Assistant to the President
Holyoke Center, Room 935
1350 Massachusetts Avenue
Cambridge, MA 02138
(617) 495-8919
or download application form at **www.oap.harvard.edu/afp**

Harvard upholds a commitment to affirmative action and equal opportunity.

MACALESTER COLLEGE

PRESIDENT

The Board of Trustees of Macalester College announces a search for the College's next president, to succeed Michael S. McPherson, who has served as president since 1996. The appointment will be effective August 1, 2003, or as soon thereafter as possible.

Founded in 1874, Macalester College is a highly selective, residential liberal arts college located in the heart of one of America's most attractive and livable urban areas. Its 1,810 students come from virtually every state and nearly 80 nations. Approximately 15 percent are international students, reflecting the College's longstanding international character, and 14 percent are U.S. students of color. About 10 percent of the students are National Merit Scholars. Ten Macalester students have been Rhodes Scholars and, in the past 12 years, 37 have received Fulbright-Hays Awards, 18 have received National Science Foundation Fellowships, five have received Truman Scholarships and one has been awarded a British Marshall Scholarship.

The College's 150 full-time faculty are internationally diverse. Twenty percent are people of color and 46 percent are women. Twenty-seven academic departments offer 37 majors and 33 minors, including a number of interdisciplinary programs. The current operating budget is $78 million and the market value of the endowment is $442 million, as of June 30, 2002.

The College's recent rigorous planning process has resulted in campus-wide efforts to implement strategic initiatives intended to reaffirm the College's strengths and core values of educational excellence, internationalism, diversity, and service, while at the same time seeking new ways to apply them to the challenges of the 21st century.

The Trustees and the Presidential Search Committee seek a president whose life and career exemplify the values of a liberal arts education and whose academic and administrative record demonstrates the leadership, management, communication, and fundraising abilities to build on Macalester's tradition of excellence and to extend its role as a national educational leader.

The search will remain open until the position is filled.
Nominations and expressions of interest should be submitted to:
David A. Ranheim, Chair
Presidential Search Committee
Macalester College
P.O. Box 50068
Minneapolis, MN 55405
E-mail: presidentialsearch@macalester.edu

Electronic submissions (Microsoft Word format) to
presidentialsearch@macalester.edu are encouraged.
For more information about Macalester College,
please consult our website: www.macalester.edu.

Macalester College is assisted in this search by:
Barbara E. Taylor
Senior Consultant
Academic Search Consultation Service
Phone: 703-527-0138
Fax: 703-527-6327
E-mail: bet@academic-search.org
Academic Search website: www.academic-search.org

Macalester College is an Equal Opportunity Employer
Committed to a Diverse Work Force.

EMPLOYMENT OPPORTUNITIES

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

The University of Texas at Brownsville and Texas Southmost College is seeking applicants for full-time tenure track positions (except where indicated otherwise) in a broad range of disciplines. We seek candidates interested in joining a dynamic partnership of a Masters degree-granting institution, which is a component of The University of Texas System, and a comprehensive community college. Salary is commensurate with experience and qualifications. An appreciation for cultural diversity is required. Searches will continue until positions are filled. UTB/TSC is located in a semi-tropical environment at the southernmost tip of Texas, one block from the border with Mexico and about 30 minutes from South Padre Island on the Gulf of Mexico.

***All positions require a Ph.D. in their respective area of discipline.**
ABDs will be considered for some positions, unless otherwise indicated.

School of Education

Curriculum & Instruction

Field Based Teaching Specialist in Curriculum and Instruction Specialization in Teacher/Education. Master's in C&I required.

School Specialties

Curriculum Specialist (Three positions)

School of Business

Accounting

Assistant/Associate/Full Professor of Accounting
Undergraduate/graduate level courses.
ABD accepted under exceptional circumstances (Three positions)

- Cost/Managerial and Financial
- Financial, Accounting Information Systems and Auditing
- Financial, Theory and Graduate

Positions contingent upon funding.

Business Administration

Assistant/Associate Professor of International Business
Assistant/Associate Professor of Finance
Assistant/Associate/Full Professor of Management
Assistant/Associate/Full Professor of Marketing
Positions contingent upon funding.

Business Technology

Assistant Master Technical Instructor/Assistant Professor

School of Health Sciences

Nursing

Assistant/Associate Professor – Associate Degree Nursing
Requirements: Master of Science Degree in Nursing

College of Liberal Arts

Behavioral Sciences

Assistant Professor in Experimental Psychology

Criminal Justice

Assistant Professor
ABDs considered if graduating by hiring date

English & Speech

Assistant Professor of English Specialization in Rhetoric & Composition
Assistant Professor of English Specialization in Linguistics

Social Sciences

Assistant Professor – Americanist
Assistant Professor – Europeanist/Middle Eastern

College of Science, Mathematics & Technology

Biological Sciences

Assistant/Associate Professor – Genetics
Assistant/Associate Professor – Cell/Molecular Biology, Ecology, Marine Biology or Physiology (Two positions)

The review of candidates will begin in January 2003 and continue until the positions are filled. Please submit a letter of interest, curriculum vitae, transcripts (a copy is acceptable for applying), and a list of five references with name, address, and telephone number to:

UTB
TSC

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at www.utb.edu

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC is a "Smoke Free" Institution.

American Council on Education

ACE

Assistant Director for Security and TrainingPartner Outreach Unit

The General Educational Development Testing Service of the American Council on Education is seeking an Assistant Director for Security and Training for the Partner Outreach Unit. The individual will report to the Director of the Partner Outreach Unit, and will support the Director and GED Senior staff in carrying out GEDTS security policies and procedures with strong emphasis on training. This individual should be a seasoned GED or Testing professional with the ability to build a systematic process for ensuring security and proper test administration for over 3,000 sites. Must be an excellent communicator as presenter, trainer, correspondent and negotiator.

Qualified candidates should have a baccalaureate degree and concentrated work experience in the testing and training arenas. At least five years experience in management of programs and people. The candidate must have excellent written and oral communications skills. Must be able to work cooperatively under pressure of deadlines, changing and competing priorities. Must be proficient in documenting systems and processes.

The American Council on Education is conveniently located near the Dupont Circle Metro in downtown DC. We offer an excellent employer paid benefits package. Send a cover letter detailing your interests in this position, with resume and salary requirements to:

Assistant Director for Security and Training Search
American Council on Education
One Dupont Circle, NW, Suite 250
Washington, DC 20036
Email resume@ace.nche.edu

DEPUTY DIRECTOR,
OFFICE OF INTERNATIONAL
SCIENCE AND ENGINEERING
National Science Foundation, Arlington, VA

NSF seeks candidates for the position of Deputy Director, Office of International Science and Engineering (INT). Information about INT can be found on their website at www.nsf.gov/sbe/int.

Appointment to this Senior Executive Service position will be on a career basis with a salary range of $125,972 to $138,200. Applicants must have a Ph.D. or equivalent professional experience in a field of science, engineering, or management, and demonstrated leadership skills.

Announcement S20030017, with qualification requirements and application procedures, can be found at www.nsf.gov/jobs or contact the Executive Personnel Staff, 703-292-8755 (If hearing impaired call TDD 703-292-8044). Applications must be received by January 3, 2003.

NSF is an equal opportunity employer.

Vice Chancellor for Finance and Administrative Services

BELIEVE THAT EDUCATION IS PRICELESS?

PIMA COMMUNITY COLLEGE DOES.

PCC transforms and enriches lives through teaching excellence, community partnerships, lifelong learning opportunities, and developing the potential of our people and our communities. As the fifth largest multi-campus community college in the nation with six campuses, PCC opens its doors to more than 100,800 credit and noncredit students each year, and offers more than 150 degree and certificate programs that span the spectrum of occupational, developmental, and general education, university transfer programs, and corporate training and community education.

Professionally, ours is a thriving world of challenge, inspiration and achievement. We are committed to a multi-cultural environment where diversity is our strength, and we have the strategic vision to provide a 21st-century learning environment. Besides regular class structuring, PCC offers weekend, year-round telecommunication and accelerated courses, athletic programs, and cultural enrichment.

Personally, the College offers a lifestyle second to none in Tucson, a growing metropolis of 850,000 in the greater metropolitan area. It is Arizona's second largest city, with a postcard image of cactus forests, rolling hills, craggy mountains and all of the cultural, recreational, outdoors, and educational attractions imaginable. The city has a rich cultural heritage, superb weather and a very affordable cost of living.

Now is the time to bring your expertise, charisma and vision to our College in a highly visible leadership position.

Serving as the Chief Financial Officer of the District and reporting directly to the Chancellor, the Vice Chancellor for Finance and Administrative Services will provide executive level vision, leadership and direction for the College through the management and supervision of the following departments: Administrative Services and Facilities, Finance, and Information Technology. The Vice Chancellor will also build community support partnership collaborations, develop mission success indicators, create long-range, strategic, and facilities' plans, assess student outcomes, supervise fiscal reports, review reports, serve on national boards and commissions to network and enhance the standing of the College, and provide highly complex support to the Chancellor.

The ideal candidate will be an accomplished financial leader experienced in leading and managing a district through the development, recommendation and implementation of highly effective policies/procedures. Qualifications include: a Master's degree (Ph.D. preferred); a strong background in senior administration (preferably in an academic environment); demonstrated knowledge of fiscal management, facilities planning, information technology, strategic planning, program development, enrollment management and community relations; and excellent interpersonal and communication skills. Only those who possess experience in and are sensitive to the diverse academic, socio-economic, cultural, ethnic and disability backgrounds of community college students and the community at large will be considered. A collaborative, consultative and inclusive management style a must.

CLOSING DATE: JANUARY 10, 2003.

Job announcement, employment application, and required materials may be viewed and downloaded at

www.pima.edu/jobs

or contact: **Pima County Community College District**
Human Resources, Employment Office
4905-D East Broadway, Suite 102, Tucson, AZ 85709-1190
Toll Free 1-877-PIMAJOB; **Phone** (520) 206-4624;
TTY (520) 206-4852; **Fax** (520) 206-4662

PimaCommunityCollege

[illegible]

FULL-TIME LEGAL SECRETARY

Legal Services for Cape Cod and Islands, Inc., providing free civil legal services to low-income and elderly clients, is now accepting applications for two full-time secretaries, **one in our Plymouth office and one in our Hyannis office.** A qualified applicant must possess excellent Windows 98 and WordPerfect 9.0 skills, strong communication skills, the ability to effectively manage a fast-paced work environment, and a sensitivity to low-income, elderly, and homeless clients. Fluency in Spanish or Portuguese desired. Salary commensurate with experience; full benefits package. To apply, please send resume and cover letter specifying which office position you are applying for to [illegible], 460 West Main Street, Hyannis, MA 02601. Positions open until filled. No phone calls. People of color and applicants with disabilities are encouraged to apply. *The legal services program is an Equal Opportunity Employer and does not discriminate on the basis of age, class, color, disability, ethnicity, faith, gender, national origin, race, or sexual orientation.*

YORK COLLEGE
City University of New York

HEALTH EDUCATION INSTRUCTOR/ASSISTANT PROFESSOR

York College seeks qualified applicants for this position. Review of applications begin 1/10/03.

For further details about this position, please visit www.york.cuny.edu/~hmr

Click on "Job Listings" & "Faculty Openings"

EEO/AA/ADA/IRCA

CAMPUS PRESIDENTS

HAVE THE BEST OF ALL POSSIBLE WORLDS...

PCC & TUCSON!

Pima Community College transforms and enriches lives through teaching excellence, community partnerships, lifelong learning opportunities, and developing the potential of our people and our communities. As the fifth-largest multicampus community college in the nation with six campuses, PCC opens its doors to more than 100,000 credit and noncredit students each year, and offers more than 150 degree and certificate programs that span the spectrum of occupational, developmental, and general education; university transfer programs; and corporate training and community education.

Professionally, ours is a thriving world of challenge, inspiration and achievement. We are committed to a multicultural environment where diversity is our strength, and we have the strategic vision to provide a 21st-century learning environment. Besides regular class structuring, PCC offers weekend, year-round telecommunication and accelerated courses, athletic programs, and cultural enrichment.

Personally, the College offers a lifestyle second to none in Tucson, a growing multicultural southwestern metropolis of 870,000 people in the greater metropolitan area. It is Arizona's second largest city, with a postcard image of cactus forests, rolling hills, craggy mountains and all the cultural, recreational, outdoors, and educational attractions imaginable. The city is has a rich cultural heritage, superb weather and very affordable cost of living.

Bring your vision, creativity, charisma and leadership talent to one of the following high-level executive opportunities.

CAMPUS PRESIDENT - WEST CAMPUS

The 267-acre West Campus is home to the Health-Related Professions, a Center for the Arts, and Intercollegiate Athletics. Facilities include classrooms, laboratories, a learning center, a library, bookstore and student activities center.

CAMPUS PRESIDENT - NORTHWEST CAMPUS

Scheduled to open July 2003, the comprehensive campus is planned to accommodate 10,000 students and will serve the educational, cultural, and recreational needs of northwest Pima County.

Ideal candidates for both positions will be accomplished educational leaders with proven experience in leading and managing a campus, including developing, recommending and implementing long- and short-range goals, policies and procedures. Qualifications include a Master's degree (Ph.D. preferred); a background as a Campus Senior Administrator or in a multi-unit educational institution, preferably with some community college experience; excellent interpersonal, communications, and listening skills. Positions require leadership experience in fiscal management, strategic planning, curriculum/and instruction, program development, student retention, enrollment management, facilities planning and community relations. You must be open to change and new methods; sensitive to the diverse academic, socio-economic, cultural ethnic backgrounds of students & the community; and possess knowledge of current principles in learning theory, cognitive and personal development and teaching.

A collaborative, consultative and inclusive management style is essential.

CLOSING DATE: JANUARY 10, 2003.

Job announcement, employment application, and required materials may be viewed and downloaded at **www.pima.edu/jobs**

or contact: **Pima County Community College District**
Human Resources, Employment Office
4905-D East Broadway, Suite 102, Tucson, AZ 85709-1190
Toll Free 1-877-PIMAJOB, **Phone** (520) 206-[illegible];
TTY (520) 206-[illegible], **Fax** (520) 206-[illegible]

PimaCommunityCollege

Pima Community College is an Equal Opportunity/Affirmative Action Employer in principle and practice.

How Easy
Can It Get?
Outlook
E-Mail us your
ads at:
Outlook@sprintmail.com
And visit our Website at http://www.HispanicOutlook.com

Northwest Missouri State University, Maryville Missouri

Genetics/Molecular Biologist, Assistant Professor. Ph.D (or ABD) with an emphasis in genetics and biotechnology. Teaching load with 12-13 hours during the fall and spring trimesters consisting of a combination of introductory genetics, molecular genetics, plant physiology, senior seminar, general biology, and general botany labs. Most courses must include hands-on laboratory activities. An interest in establishing undergraduate/graduate research is highly desirable. Other expectations include academic advising, committee work, and other duties as assigned. For complete details, visit www.nwmissouri.edu/HR/humanres.html.

Northwest is an Equal Opportunity Employer.

Vice President for Student Affairs
Texas A&M University

Texas A&M University invites applications and nominations for the position of **Vice President for Student Affairs at Texas A&M University**. The mission of the Division of Student Affairs is to facilitate students' learning both in and out of the classroom by providing continuously improving, high quality services and developmental opportunities, while fostering an inclusive campus community in support of the educational mission of Texas A&M University. The Division operates with an annual budget of more than $77 million, employing 700 full-time staff and approximately 2000 student staff. The Vice President for Student Affairs is responsible for several departments dedicated to student welfare, leadership enhancement and recreation.

Located in College Station, Texas A&M University, with more than 45,000 students, is a public, comprehensive doctoral research university dedicated to the creation and dissemination of knowledge in diverse academic and professional fields. While continuing to fulfill its traditional mission as a land, sea, and space-grant institution, the University is expanding its role to meet the changing needs of state, national and international communities. This tradition-rich University is committed to preeminence in teaching, research, public service, and student enhancement.

The Vice President for Student Affairs is a key member of the University leadership team and must provide visionary leadership, be committed to increasing the resources of the Division, and be ardent in promoting diversity and a global perspective among students and staff. Qualifications include a distinguished record of progressive leadership in student affairs or related area, an earned doctorate (or extraordinary experience) in an appropriate field, demonstrated excellent administrative skills, and the ability to work collaboratively and effectively with all University constituencies especially with academic affairs.

Salary and benefits are competitive (campus house is included) and commensurate with experience and credentials.

The planned appointment date is August 2003. The search will continue until the position is filled, but for full consideration nominations and applications should be received by **February 1, 2003**. Applications should include a letter of interest, curriculum vita, and names, addresses and phone numbers of five references. Nominations and applications should be sent to: **Dr. Jane Close Conoley, Chair, Vice President for Student Affairs Search Advisory Committee, Texas A&M University, 4222 TAMU, College Station, TX 77843-4222.**

Texas A&M University is an Equal Opportunity and Affirmative Action Employer and has a particular commitment to increasing the diversity of its administration, faculty, and student body.

Many viewpoints, *one goal.*

State Center Community College District (SCCCD) serves a million people in our 6,500 sq. mile region in central California. We celebrate diverse ideas and backgrounds, and invite you to consider joining our dynamic team as we help the next generation prepare for tomorrow's challenges.

Associate Dean of Instruction, Humanities Division

Fresno City College

You will recommend teaching, class and room assignments; develop/manage budgets, coordinate faculty hiring; develop academic and occupational programs for all sessions; lead initiatives in curriculum development; mediate student and staff problems; establish business/community relationships; and develop informational materials for publication. Requires a master's degree in a humanities related field combined with documented achievements in teaching, supervision or administration; budget preparation/management skills; ability to develop faculty assignments, experience developing innovative programs and revising curriculum; knowledge of classroom technology and distance learning and experience in grant acquisition/management.

Deadline for application is 4:00 p.m. (PST) Friday, January 10, 2003. For an application package, please contact SCCCD's Academic Human Resources Office, referencing Position #2582, at: **1525 E. Weldon Avenue, Fresno, CA 93704-6398**. Phone: **559-226-0720**. Fax: **559-229-7039**. Visit our Web site at: **www.scccd.com**. EOE

State Center Community College District   Fresno, California

INDIANA UNIVERSITY NORTHWEST

2003 Faculty Opportunities

IUN is an equal opportunity, affirmative action employer with a commitment to recruiting and retaining a diverse faculty and staff by expanding employment opportunities for minorities, women and persons with disabilities. All qualified applicants are encouraged to apply. Candidates with an interest in developing and implementing curricula that addresses multicultural issues and/or with demonstrated success in working with diverse populations of students are strongly encouraged to apply.

One of the eight comprehensive universities in the Indiana University system, Indiana University Northwest (IUN) is located in metropolitan Northwest Indiana, approximately 30 miles southeast of Chicago and 10 miles from the Indiana Dunes National Lakeshore. The campus has a diverse student population of 5,000 and offers Associate, Baccalaureate and Master degrees in a variety of undergraduate and graduate programs in arts and sciences, business and economics, education, nursing and health professions, public and environmental health and social work. IUN emphasizes quality teaching, research and service. As a student-centered campus, IUN is committed to academic excellence characterized by a love of ideas and achievement in learning, discovery, creativity and engagement.

Qualified candidates should send requested materials to **Indiana University Northwest, 3400 Broadway, Gary, Indiana 46408-1167** c/o the chair of the search committee for the specific position(s) of interest. All positions will begin in **August 2003** unless otherwise noted. For detailed position announcements, see www.iun.edu/~jobsnw.

SCHOOL OF BUSINESS AND ECONOMICS

- **Associate Professor of Economics and Director of the Center for Economic Education**
- **Associate Professor of Management**

COLLEGE OF ARTS AND SCIENCES

- **Lecturer in English**
- **Lecturer in Anthropology/Sociology**
- **Assistant Professor of French/Minority Studies**
- **Geosciences-Assistant/ Associate Professor (Sedminentologist/Stratigrapher)andVisiting Assistant Professor (Surficial Geology)**
- **Lecturer in Biology**
- **Microbiologist**

SCHOOL OF PUBLIC AND ENVIRONMENTAL HEALTH (SPEA)

- **Assistant Professor of Political Sciences**
- **Lecturer in Public and Environmental Affairs**

SCHOOL OF EDUCATION

- **Director of Field Experiences/Assistant Professor of Education (July 1, 2003)**
- **Mathematics Education**
- **Special Education**
- **Social Studies Education**

SCHOOL OF NURSING

- **Assistant Professor**

DIVISION OF SOCIAL WORK

- **Assistant Professor**

LIBRARY SERVICES

- **Director of Library Services (July 1, 2003)**

SUMMER 2003

International Studies Association

MADRID - SPAIN

Scholarship Program for Teachers, Counselors & School Administrators

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¡PUNTO FINAL!

HISPANICS IN STUDY ABROAD: CHANGING THE FACE OF MONOLINGUAL AMERICA

Thomas Virado Millington grew up in a Bolivian-American household and lived in Spain for three years. Currently, he is the program officer for Spanish Language Programs at Brethren Colleges Abroad in North Manchester, Indiana. Earlier he taught Spanish at several high schools.

For years, Americans have had to endure the stigma of being monolingual, of being unwilling to engage the world on global, multilingual terms, of appearing content at having non-American nationals learn English to engage them on their own terms. This is about to change. The agent of this change is not a new methodology of foreign language instruction but a change in demographics within the U.S. itself.

The American landscape is changing. The Hispanic population is steadily increasing and, by the year 2050, according to the Tomás Rivera Policy Institute, will approach 100 million, about a quarter of the total U.S. population. While conservative nativists might not like this demographic upsurge, there is potential for growth and strength from this. The growing Hispanic population in the United States can help dispel the stereotype of the "monolingual American" notion by inundating American culture with the Spanish language and thus forcing business and the sports and entertainment industries to adapt. This is something Europe did long ago. One would be hard pressed these days to find a European who did not have at least working knowledge of one or two languages other than his/her own. America might have taken longer to realize the advantages of being bilingual, but it is at least headed in the right direction. With the increasing Hispanic population in the U.S., the likelihood of eradicating the generalization that Americans speak only one language also increases.

A good way to showcase this trend is through study abroad. The study-abroad experience is a perfect vehicle for illustrating to the world that American society is rapidly becoming bilingual. Each year, more Americans study abroad. For Hispanics, the study-abroad experience can allow them to become more global. Unfortunately, not many Hispanics are studying abroad. A recent survey by "Open Doors" revealed that only 5 percent of Hispanics studied abroad in their last year of school. This figure is disappointing because one would expect that Hispanics, with their bilingual and bicultural "head start," would be at the forefront of the study-abroad population. While financial, academic, and familial obligations or shortcomings inevitably play a role in the small number of students who study abroad, I will focus on two seldom-acknowledged reasons.

Bilingualism and biculturalism are both lauded for their diversity and vilified for their supposed "anti-nationalism" (after Sept. 11, the latter sentiment has risen in the U. S.). In this context, some people view the study-abroad experience as being antithetical to Hispanics. Opponents of bilingualism and biculturalism would view study abroad more as an interruption than as a personal experience of growth in a global world. They would argue that a study-abroad experience would preclude Hispanics from the process of "Americanization." This attitude is not only detrimental to Hispanics but to the U.S. as a whole because other countries would not be able to see the ethnic diversity that makes the U.S. so unique. It is imperative to note that the study-abroad experience, whatever the language of the host country, is a global experience for the Hispanic. Being more global does not mean becoming less American.

Hispanics who are bilingual should not be content with attaining a perceived "status" but should learn a third and fourth language. This diversification of Hispanics can be beneficial. Having already adjusted to speaking two, Hispanics will have a facility for learning other languages. The more the world sees Hispanics as representatives of the U.S. while studying abroad, speaking and learning other languages, the less credence the generalization of Americans will have. In many ways, Hispanics can be ambassadors for a bilingual U.S.A.

And Hispanics who study abroad in a country whose principal language is Spanish do benefit from their experience. The Spanish language is not static; rather it is multifaceted. Much like the English spoken in Britain, Australia, and the U.S., each Spanish-speaking country has expressions, accents, and inflections that make **its** Spanish unique to its territory. The Spanish of Argentina differs from that spoken in Spain, and the Spanish spoken in Mexico is not the same as that of Bolivia. Likewise, the culture encountered in each Spanish-speaking country is different, and the Hispanic studying abroad would benefit from experiencing it.

An experience abroad for Hispanics can also make them realize a sense of pride in their ethnicity. By studying abroad, Hispanics can further appreciate the customs and values of their families. In turn, they can promote their own culture overseas. But the ultimate beneficiary of Hispanics studying abroad will be the United States. The image of the "monolingual" or "naïve" American abroad will shift toward one of a bilingual American who is adaptable and, more importantly, ready and willing to engage other people in global, non-American terms. But for this to happen, more Hispanics need to study abroad and show the world what they can do.

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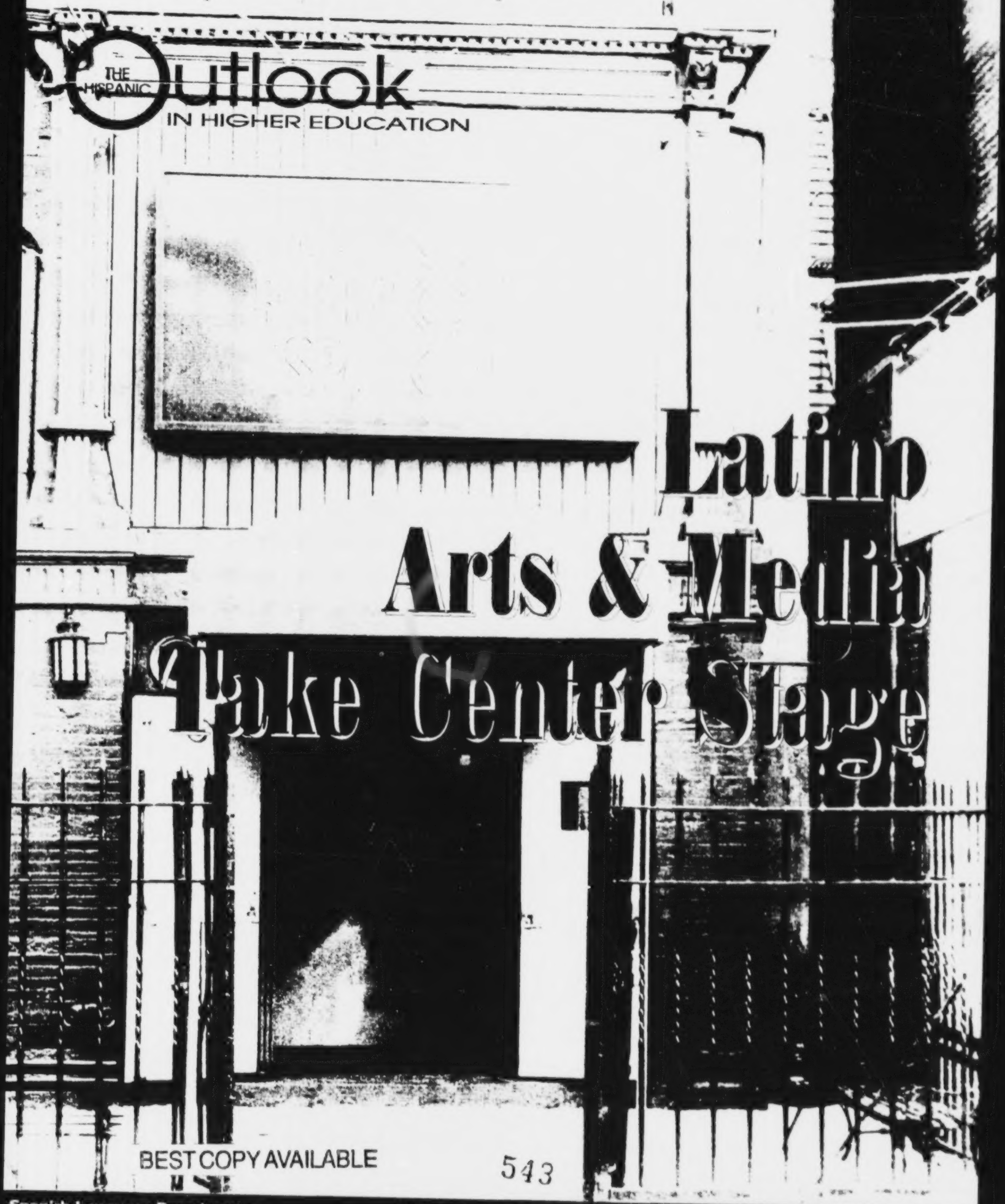

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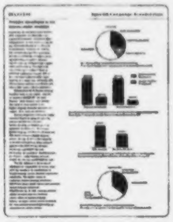

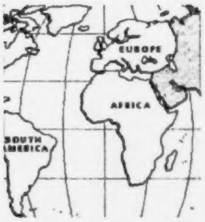

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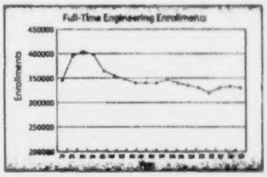

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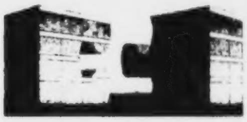

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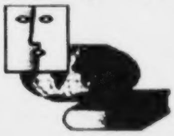

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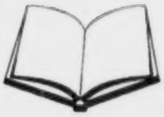

¡PUNTO FINAL! back cover

The Importance of Bilingual Employees to a Diverse Study Body

Cover Photo Courtesy of Repertorio Español

Esquina Editorial

Dear Colleagues:

About this time last year, the Lumina Foundation for Education released a report that low-income students not only have less access to higher education, but that in 22 states, the median-income students have at least twice as many loan-free options for meeting college costs as the poor ones. What are we to make of that?

There was some good news. Lumina found that in 14 states and in D.C., at least 90 percent of the public institutions are accessible to low-income, dependent students.

This year's happy news is that Lumina has approved nearly $10 million in 26 grants aimed at expanding college access and student success nationwide. All will impact Hispanic students and two specifically target Latinos–a $4.6 million grant to AAHE and $100,000 to Indiana/Purdue. Among the academic advisors to Lumina is San Diego CCD Chancellor Augustine Gallego.

In our next issue, *HO* looks at how financial choices affect college success and how urban minorities are preparing–or not preparing–for college. We report on the 529s–the new college savings plans. And a college student offers readers her perspective on what she deems an inequity in the financial aid system. It seems her middle-income parents won't come up with any money toward expenses, so she's billed for her share and theirs too.

La vida isn't always fair, but sometimes there is sweet justice. John B. Fenn, an 85-year-old professor forced to retire from Yale at age 70, just won a Nobel Prize. Yale, which dropped mandatory retirement a few years back, is this very month opening a center for its emeritus faculty who want to stay connected.

Bravo to Professor Fenn and to his current academic home, Virginia Commonwealth University, and kudos to Yale on its new center.

Hasta Pronto,
Suzanne López-Isa
Managing Editor

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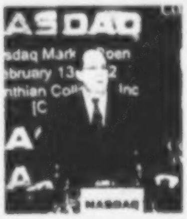
First Impression

by Isis Artze

High Ranking for Higher Ed–*Forbes*



Corinthian College, which owns and operates for-profit colleges, earned the No. 4 spot on *Forbes* magazine's ranking of the "200 Best Small Companies." Founded seven years ago, Corinthian produced net income of $34 million in the past 12 months. Company co-founder and chief executive David Moore told *Forbes* that he focuses many efforts on job placement and student services, to the extent that student service employees even help students with personal issues such as locating day care for their children. Today, 83 percent of alums find jobs. Moore also revamped the financial aid department, adding staffers who educate students about debt and responsibility. What's the forecast for Corinthian? "The biggest threat won't come from competitors," predicts *Forbes*. "The $275 billion postsecondary industry should grow 30 percent over the next decade," says J.P. Morgan, "enough for 3,000 accredited institutions to share in the wealth." Corinthian, it says, "needs to stay on good terms with Uncle Sam, whose financial aid payments account for a staggering 81 percent of its revenues." Other education contenders . . . No. 24 Education Management, No. 36 ITT Educational Services.

Eliminating Remedial College Courses

The education column in the Oct. 14 issue of *Time* magazine read: "Who's Ready for College? Conservatives want to get rid of remedial education. If so, only two-thirds of today's freshmen need apply." It cites the alarming statistic that more than 600,000 freshmen who arrived at U.S. colleges this fall–29 percent–are taking at least one remedial reading, writing, or math class. These courses cost taxpayers roughly $1 billion a year, says *Time*. "Nothing angers conservatives more than fiscal excess on behalf of the slothful, which is how they see remediation; nixing the classes has become a pet issue for some." The City University of New York was forced to limit its vast remedial course offerings in 1999, spurred by New York Republicans. But a localized concern has reached the national level, as even President Bush spoke out against the rise of remediation in a back-to-school speech on Aug. 29. Other states join the fight. Tennessee's higher education commission has suggested eliminating remedial coursework altogether, even at community colleges. Opponents say that: 1. It's already difficult for community college students to transfer to four-year colleges, and that extending this pipeline would add another obstacle; 2. states shouldn't ask students to pay for remedial courses, as these students are often the victims of terrible high schools; and 3. a great percentage of remedial course students are Black or Hispanic, which would add another barrier to diversifying college campuses. *Time* adds that "the stakes are even higher," explaining that "the number of students who need remedial classes is so great . . . that ejecting them could effectively end the American experiment with mass postsecondary education." California offers a "promising" approach: it expels students who do not complete their remedial coursework within a year, and an extensive high school outreach program helps ensure that high-schoolers know about the policy far in advance.

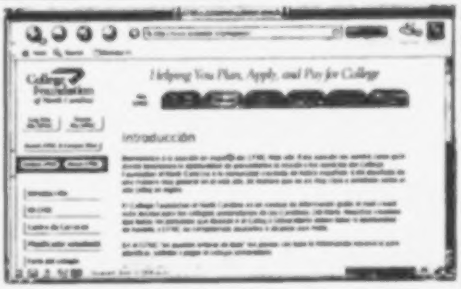
INSIDE ADMISSIONS

THE STUDENT INTEREST FACTOR

Most higher ed insiders and high school college counselors know that an increasingly important admissions factor is a student's "demonstrated interest." One important reason is a factor called "yield"–the fraction of students accepted to a college that enroll there–which is taken into account in rankings such as *U.S. News & World Report's*. Critics of this 'interest' factor say it is unfair to students who cannot afford to visit colleges or simply don't know that sending email and making phone calls can be an admissions advantage. The National Association for College Admission Counseling passed a resolution at this year's annual meeting asking its Admissions Practices Committee to consider whether the association should take a formal stand on the practice of "denying or waitlisting clearly admissible applicants due to a perceived lack of interest on the part of the applicant." Conference officials said this was yet another example of how college admissions has become a matter of "gamesmanship" in which those who know how to play the game get in. The committee will report its findings at next year's annual meeting.

Online College Mentor, Now in Spanish

Los Angeles-based Xap Corporation, a leader in Internet-based, student-centered Web sites, announced the release of the first of several planned Mentor Systems with Spanish language content. These systems provide students and parents with a simpler way to planning for college admission, search for and select colleges, find scholarships and financial aid, plan a career, and apply to college. The first Mentor System with content in Spanish, NCMentor, is available at www.cfnc.org (College Foundation of North Carolina), and is offered by the state of North Carolina. "Our goal is to increase the accessibility to higher education for all students," said Allen Firstenberg, Xap president and CEO. "There is a special need for students whose parents don't speak English or for students who are the first in their family to attend college."



Title: **The Modern Imagination and Mexico's Ancient Books**

College: Stanford University
Department(s): Spanish & Portuguese
Professor: Gordon Brotherston
Conducted in: Spanish

"If America is a continent that is still discovering itself, then a key factor in the process is evidence of how things were before Europe invaded, as this is manifest in language, art, music, astronomy, medicine, and, not least, the written page," writes Professor Brotherston in his description of the course, adding that "the 'codices' or pre-Cortesian books of Mexico in this sense constitute a highly privileged chapter of world literature." The course analyzes these codices' original functions and significance, and their impact on modern life. Course materials include color reproductions of codices in books, slides, and videos. One of the possible questions students can answer for their final paper: "In turning to the codices, what factors did Diego Rivera seek to introduce into his murals and/or book illustrations?"

If you would like to submit a "1st Class" course, please e-mail the details or syllabus to bispanicoutlook@yaboo.com.

The Changing Face of Teacher Education

Targeting Higher Education

by Gustavo A. Mellander

A few years ago, high school counselors were encouraging students not to major in education for there were few teaching jobs. That has changed and changed dramatically. Today teaching, be it in higher education or in K-12, is on an accelerated growth trajectory. Many young Hispanics will be able to find opportunities not heretofore available.

Teachers are essential pillars to the well-being of our society. Recent studies now offer compelling factual evidence that the quality of the teacher is one of the most significant determinants of student learning.

A major question now being addressed on many campuses is this: are our teachers being well trained in our colleges and universities?

It is generally suggested that, with a few exceptions, the answer is no.

The matter of teachers and their education has captured the public's interest and thus that of the politicians. President Bush's fiscal year 2003 budget request for the Office of Postsecondary Education has a section devoted to "teacher recruitment, preparation, and development."

The Challenge

There are serious obstacles to improving teacher quality and enhancing the teaching profession to meet the needs of all students. Teachers have never had to be as well prepared as they must be today.

Teachers, beyond being expert teachers and knowledgeable in their disciplines, must now be proficient in other widely diverse areas. They must, for example, be prepared to address the needs of diverse students, enhance education through technology, and help their students meet new, more challenging academic standards.

Demographic trends–i.e., retirements of existing teachers, increased immigration of families with many young children, and the need for a higher education among a higher percentage of the general population–all bode well for many opportunities in teaching.

It is estimated that America's colleges and schools will need to hire more than two million teachers over the next decade. Of that number, more than half will be first-time teachers. Presently teacher shortages are particularly acute in high-poverty areas, both rural and urban, as well as in academic fields such as mathematics, science, special education, and bilingual education. States and school districts face the dual challenge of attracting more people into the teaching profession while improving teacher quality.

For these reasons, the nation's attention has focused increasingly on the roles of institutions of higher education and on the states to ensure that new teachers have the content knowledge and teaching skills they need to help all students reach high academic standards.

Bush proposes to address these issues in three ways: (1) by providing teachers with the training and support they need and deserve; (2) by attracting capable individuals into teaching; and (3) by holding institutions of higher education accountable for the quality of the teachers that they produce.

Teacher Preparation and Support

A lack of collaboration between teacher preparation programs and colleges of arts and sciences, and between institutions of higher education and the school districts they serve, has resulted in too many new teachers unprepared for the realities of today's classroom.

The lack of an effective system to hold institutions of higher education accountable for the quality of the teachers they graduate has meant few consequences for institutions that fail to improve and reform how they prepare teachers.

Too often, new teachers enter the classroom with inadequate knowledge of the subjects and skills they are assigned to teach. Further, in too many cases, new teachers receive only minimal professional support in the early years of their teaching.

As a result, it is not surprising that 22 percent of new teachers quit the profession in their first year, and between a third and half of those entering the teaching profession leave before the end of five years. Research also shows that the teachers most likely to leave the profession after only a few years tend to be the most qualified ones.

To address these shortcomings, the administration has requested $90 million in fiscal year 2003 to continue support for the Teacher Quality Enhancement program. This program is designed to increase student achievement by improving the way we recruit, prepare, license, and support teachers. It targets these goals by providing incentives, encouraging reforms, and leveraging local and state resources to ensure that current and future teachers have the academic content knowledge and teaching skills they need. $339 million is to be provided to states to enable them to continue developing innovative ways to improve the quality of the teaching force and to hold teacher preparation programs accountable for preparing competent teachers. States may use these funds to reform teacher licensing and certification requirements, provide alternative routes to state certification, develop mechanisms to ensure the effective recruitment and payment of highly qualified teachers, and address the problem of social promotion. Scholarships may also be awarded to prospective teachers.

Awards have already been made to 31 states. Seventy-nine percent of the awards are for reforming teacher preparation curricula, 95 percent are to increase professional development activities, and 65 percent involve holding teacher preparation programs accountable for the quality of their graduates.

Partnerships, Diversity, and Parents

The 2003 budget request would also provide $46.7 million for partnerships consisting of at least one institution of higher education preparing teachers, a college of arts and sciences, and one high-need local school district. Funds must be used to implement reforms to hold such programs accountable for preparing highly competent teachers, providing high-quality clinical experience, and creating opportunities for professional development.

Funds may also be used to prepare teachers to work with diverse student populations, involve parents in their children's education, disseminate information on effective practices, and coordinate with state activities.

Attempts to fashion and implement new mechanisms to provide administrators with managerial and leadership skills may receive funding as well.

Fund for the Improvement of Post Secondary Education

The Department administers several other programs to strengthen teaching colleges. The 2003 budget includes $39.1 million to continue support for competitive FIPSE projects.

FIPSE supports locally developed projects that are models for innovative reform and improvement in a broad range of postsecondary education areas. In fiscal year 2002, priority was given to projects that proposed reforms in five designated categories, one of which was improving the preparation of teachers.

Hispanic-Serving Institutions and Foreign Languages

Bush also requested $462.9 million—a $15.8 million increase over fiscal year 2002—for programs designed to strengthen the academic quality, institutional management, and fiscal stability of Historically Black Colleges and Universities (HBCUs), and Hispanic-Serving Institutions (HSIs), among others. Funds may be used to support a wide variety of activities, including establishing or enhancing teacher preparation programs.

The president also proposed a total of $102.5 million for the International Education and Foreign Language Studies (IEFLS) programs. The request provides an increase of $4 million over fiscal year 2002. Of the total amount, $13 million is for Overseas Programs that support study, curriculum development, and other academic activities in foreign countries by teachers and prospective teachers.

The goal of the program is to improve language skills and cultural awareness and promote and improve modern foreign language training and area studies in K-12 and institutions of higher education. The Overseas Programs focus specifically on teacher preparation and development, creating a significant educational "ripple effect" as each teacher or faculty member trained under an IEFLS overseas program takes the experience back to the classroom.

Recruitment and Scholarships

Research indicates that if individual states would open up the teaching profession to well-educated, highly qualified individuals from other fields, such as to well-prepared liberal arts graduates, it could dramatically reduce shortages while increasing teacher quality. States are encouraged to establish partnerships to increase alternative and innovative routes to teacher certification.

Existing programs such as Troops to Teachers and Transition to Teaching open up the teaching profession to talented individuals and provide them the training and support they need to become high-quality teachers.

Recruitment

In addition, the 2003 budget for the Teacher Quality Enhancement program would provide $8.9 million specifically to support recruitment efforts.

These funds would support innovative efforts by states and collaborative partnerships to respond to shortages of mathematics, science, special education, and bilingual and English as a Second Language teachers.

Local educational agencies could use these funds to recruit highly qualified teachers, award scholarships for candidates to complete teacher preparation programs, and support scholarship recipients. Further, it is recommended that follow-up services be provided to former scholarship recipients to help them during their adjustment period.

Scholarship recipients are required to teach in a high-need local educational agency for a period of time equal to the period for which they received scholarship assistance. To date, 28 grants have been made to agencies in 17 states. Further, 63 percent of recruitment grant recipients are supporting other innovative strategies to ensure that high-need school districts are able to recruit qualified teachers.

Student Assistance

The federal student financial aid programs play an important role in the recruitment and preparation of teachers. In 1999-2000, nearly half (45.1 percent) of the individuals enrolled in postsecondary education majoring in education or related fields received federal student aid averaging nearly $5,300. In that year, a quarter of those majoring in education or a related field received a Pell Grant, and a third received a Stafford loan.

Offering student-loan forgiveness in exchange for service is one way to recruit and retain qualified undergraduates majoring in education. In 1999-2000, two-thirds of all graduating seniors who majored in education had received Stafford loans at some point in their undergraduate career. For those with Stafford loans, the average debt was approximately $15,500.

Currently, all teachers who were new borrowers as of October 1998 and teach for five consecutive years in qualified low-income schools are eligible for up to $5,000 in loan forgiveness. President Bush has proposed substantially increasing the maximum amount of loan forgiveness—up to $17,500—for mathematics, science, and special education teachers at qualified low-income schools.

Accountability

In the past, some colleges and universities have been indifferent to the success of their graduates in passing state teacher assessments tests. Those days may well be over. There is a newly energized bipartisan determination in Washington to hold institutions of higher education that prepare teachers accountable for the quality of their graduates.

Plans are underway to re-examine state certification and licensure requirements to make sure that what they demand of prospective teachers is supported by scientific evidence of what makes for effective teaching.

In too many states, requirements are light on the attributes that research has shown to matter—such as content knowledge—and heavy on regulations that research has shown not to matter—such as requiring education school courses.

In order to promote accountability, Title II of the Higher Education Act requires that all institutions of higher education with teacher preparation programs report annually to their state and the general public on the percentage of their program completers who pass state teacher certification or licensure assessments.

This public disclosure will create a positive incentive for institutions of higher education to focus on important, performance-based outcomes, and for the entire institution to take responsibility for graduating well-prepared teachers.

The Nationally Renowned Repertorio Español

REPERTORIO
ESPAÑOL

by Kerri Allen

In 1968, a time when the United States was redefining class, race, and gender—and breathing life into a new world—two Cuban men set out to share their artistic heritage with New York. And Repertorio Español was born. Four years later, the now nationally renowned company moved to the historic Gramercy Arts Theatre on 27th Street, and has remained there ever since.

Producer Gilberto Zaldívar and artistic director René Buch sought a new way to introduce people of all ages, backgrounds, and countries of origin to the riches of Latin American, Spanish, and Hispanic American theater. Throughout the past 35 years, the off-Broadway company has kept that promise.

Getting Started

Gilberto Zaldívar, while living in his native Cuba, worked for Goodrich Industrial Products, a far cry from the footlights that would later flood his world. Though theater was a part-time vocation at the onset, he co-founded Cuba's Teatro Arlequín, a 199-seat space dedicated to contemporary works. He soon left the industrial sphere, but not yet for the theater world. Zaldívar relocated to New York in 1961 and became a corporate accountant with the Diners Club. Five years later, he made connections with the Greenwich Mews Theatre, known for presenting African American and other minority works. In 1968, Zaldívar produced "The Phantom Lady" ("La dama duende") by the classical Spanish playwright Pedro Calderón de la Barca. Directing it was a newcomer to the Mews; that director was René Buch.

Another cubano with a love of theater, Buch came to the Greenwich Mews with intense theatrical training and a background in international communication. Buch had taught Spanish language and Spanish literature at the Yale School of Drama, and held a master's in fine arts from Yale. He was drawn from New Haven to New York City, always a hotbed of theatre.

Buch was an adept writer, as well as a director, and was hired by the U.N. to edit the Spanish edition of the *United Nations Journal*.

By the time he met Zaldívar, he had already founded two theaters in Cuba, Pro Arte de Oriente and Acción Teatral de Autores (ATA). But the most profound career choice would be his next: creating Repertorio Español.

First Production

Ironically, the first Repertorio production was not one of Hispanic, Latin, or Spanish origin. It was Edward Albee's "Who's Afraid of Virginia Woolf?" Born in Washington, D.C., in 1928, Albee is not Hispanic, but the rationale behind his works matched Repertorio's ideals. The playwright once characterized his work as "an examination of the American Scene, an attack on the substitution of artificial for real values in our society, a condemnation of complacency, cruelty, and emasculation and vacuity, a stand against the fiction that everything in this slipping land of ours is peachy-keen."

When "Woolf," which remains Albee's most famous play to date, opened in 1962, the absurdist sexual farce shocked an audience with a theatrical background of comparatively innocuous works such as "The Sound of Music" and "The Miracle Worker." A decade later, the cultural landscape of the United States had changed, but the impact of "Who's Afraid of Virginia Woolf?" had not diminished, only altered. Then suddenly, through Repertorio, it was welcoming a new Hispanic audience. The theater's mission to open doors to new audiences had begun.

Over three decades, Repertorio Español has grown exponentially. Current productions range from Lorca's classical "Bodas de sangre," to Lydia Cabreras's collection of Afro-Cuban stories, "Cuentos afrocaribeños," to contemporary dramas by Dolores Prida. From dance and musical productions to a comprehensive education program, one tiny dream has transformed into a paradigm of powerful off-Broadway work and a successful cultural arts venue.

Pepito Guerra and Franklin Domínguez in "Mi tía la jamona" at Repertorio Español in New York City.

The Performers

Being a repertory company, Repertorio Español maintains a dramatic ensemble of everything from illustrious theater veterans to emerging talents. More than 30 performers comprise the company, ranging from actors such as Ricardo Barber, a member of Repertorio Español since 1981, to Monica Pérez-Brandes, a young Puerto Rican actress appearing in three touring productions, "La casa de Bernarda Alba," "Bodas de sangre," and "La gringa."

But actors are not the only part of the equation. Five years after its inception as a theatrical venue, Repertorio introduced dance to its growing audience. Flamenco star Pilar Rioja first performed in 1973 and continues to appear there today. Her unique and fluid style of flamenco led to her nickname, Queen of Spanish Dance. In 1999, Rioja's 26th year with the theater, *The New York Times* noted, "So potent is Ms. Rioja's presence and quiet theatricality that she could probably draw cheers simply by reading the proverbial telephone directory on the stage." Rioja will perform again this year, beginning on April 2.

Breaking barriers and altering precedents, Repertorio boasts the first actress to be awarded an Obie (the prestigious off-Broadway Theater Award conferred by *The Village Voice*) without having performed in English; the winner, Ofelia González, is still a member of the company. Under the direction of Zaldívar and Buch, Repertorio has won four Obies as well as a Drama Desk Award for Sustained Excellence in 1996. Today, the theater is looked upon as the foremost Spanish language theater company in the United States, its fame the result of the long-standing commitment of Buch, Zaldívar, and the members of the company.

Domínguez and Solá

Repertorio Español hosted a Colombian Festival last September and a Dominican Festival in October. The former was ushered in with a Chucho González play, "Con todas las de la ley" ("All That the Law Allows"). Continuing through the winter is "Chrónica de una muerte anunciada" by Colombia's prized autor, Gabriel García Márquez. But it was two major forces from la República Dominicana that made the Dominican Festival a true triumph: Franklin Domínguez and Monina Solá.

Born in Santiago de los Caballeros, República Dominicana, Franklin Domínguez has written more than 70 plays throughout his 50 years in professional theater. Playwright Domínguez is also a director, actor, and political activist. In 1969, he founded the political party el Partido Movimiento de Conciliación Nacional (MCN) to foster a spirit of patriotism and to encourage the Dominican Republic to unite more completely.

His success as a playwright is unequivocal. A seven-time winner of the Premio Annual de Teatro Cristóbal de Llerena de la Secretaría de

Mario Heredia, Monina Solá, and Franklin Domínguez in "Qué buena amiga es mi suegra" at Repertorio Español

Educacion, Domínguez has made his mark in Dominican theater history. His plays have been translated into German, French, Chinese, English, and Portuguese and produced on five continents.

In October, Domínguez's "Qué buena amiga es mi suegra," a melodramatic comedy about the good side of mothers-in-law, had Repertorio audiences in stitches. On a quiet Sunday afternoon, the historic house was nearly filled with a largely Caribbean audience. Monina Solá, for whom the lead role of Genarina was written, was deemed enchanting and hilarious as the "anti"-mother-in-law.

The *suegra* Genarina flies into New York to visit her daughter Dilia and her son-in-law Julio, whose marriage is suffering from the stresses of child-rearing and, consequently, a diminished social life. While trying to keep their romance alive, Julio becomes increasingly hostile, as Dilia becomes more reclusive. Domínguez pushes the play further into comedic farce as Dilia not only shrinks from her husband, but is unable to speak in Julio's presence. (A condition another character appropriately dubs "Julitis".)

Filling out the colorful cast were el Señor Siemprealegre (Mario Heredia) and the Jerry Lewis-esque Claudio, played by the playwright/director himself, Domínguez. As the couple's tenant, Claudio and his beloved (but never-seen) dog Fifi provide the piece with its most crucial comic moments. When Dilia declares to everyone that her *mamá* is coming to visit, Claudio cautions Julio, "Prepárate al divorcio o suicidio" ("Get ready for divorce or suicide"). Foiling Claudio is Siemprealegre, the ever-present neighbor who incessantly reminds everyone to "buscar el lado positivo" ("look on the positive side"). But there is no need for advice once Dilia's mother arrives. To the men's surprise, Genarina is no meddling curmudgeon, but rather a vivacious woman with sage advice not only for Dilia, but for all who speak with her. Genarina deduces that Dilia's condition is in fact an "unconscious strike" against Julio. Meanwhile, both Siemprealegre and Claudio are becoming hopelessly smitten by Genarina's energy and intelligence.

"Qué buena amiga es mi suegra" doesn't ask its audience to ponder deep conundrums–it only asks them to be entertained. Stock characters–the heroine, the hero, the fall-man–dramatize *telenovela*-style to everyone's delight.

Solá, whose name is inscribed on Santo Domingo's Boulevard of the Stars, elaborated on her artistic journey in a Repertorio dressing room after one performance. She was influenced to act by her father, who himself was an actor of Puerto Rican descent. At the age of 4, Solá began to perform, and throughout her life has remained a vital force in Dominican theater. "Qué buena amiga es mi suegra" was Solá's third show with Repertorio Español, but not likely her last. Her commanding presence and precise comedic timing make her performances utterly enticing. She has worked with Domínguez before, and notes that his works appeal to her because they "andan mensajes"– they impart messages. Whether that message be to look past stereotypes, as in "Qué buena amiga," or one that offers a more political edge, as in "Lisístrata odia la política" (1979), the work of Domínguez has kept the interest of this wonderful actress, and adoring theatergoers, for many years.

Solá noted that her success and the successes of other theater professionals is fueled by a commitment to *autoanálisis* and practice, but also by early training in the arts.

Sembrando/Planting Seeds

Repertorio Español reaches out to audiences of varying ethnicities; it employs actors, dancers, technicians, and musicians from Spanish, Latin, Caribbean, and Hispanic heritages; but perhaps most importantly, it offers opportunities for young people of all backgrounds to experience theater, learn about different cultures, and to grow as artists.

Directing the education department, Robert Weber Federico oversees the diverse elements of the theater's many praiseworthy programs. The Mentoring Program allows students to act and write, offering not only theater experience, but analytical and public speaking skills as well. Teacher Training Sessions give educators the opportunity to participate in writing, acting, or directing a small scene. The sessions demonstrate the effectiveness of theater as a teaching tool in the classroom.

¡Dignidad! is Repertorio's educational outreach program for underprivileged students who might not otherwise learn to appreciate live theater or to understand their own (or another's) cultural heritage. Through its touring company, Repertorio reaches students outside New York City and helps children learn the Spanish language and appreciate the arts. Annual contests in theater criticism, playwriting, and even poster-making engage young minds in healthy competition and promote multiculturalism.

For 35 years, Repertorio Español has opened minds through its plays, opened doors for young dreamers, and opened its arms to the public. Whether it be an American absurdist farce, a vivacious Spanish dancer, or an Afro-Cuban orisha–the face of Repertorio Español may change, but its soul is ever-present, keeping the spirit of Hispanic, Spanish, and Latin American culture alive.

Researchers Examine Spanish-Language Broadcasting

Major Disparities in Pay and Benefits

by Tony P. Martinez and Alison P. Martinez

Radio advertising revenue more than doubled during the 1990s, totaling $19.8 billion in 2000, including $557 million to Spanish stations.

Spanish-language television broadcasters in the Los Angeles area earn 70 percent less, on average, than English-language broadcasters. That is, the median salary for Spanish-speaking television on-air talent is about $60,000, while for English-speaking talent the median salary is about $200,000. In radio, the median salary for Spanish-language on-air talent is about $41,000, while for English-speaking talent the median is about $60,000. These whopping disparities were uncovered by University of California-Los Angeles researchers Abel Valenzuela, Jr. and Darnell Hunt.

Hunt earned a Ph.D from UCLA, and, after several years in media and with the U.S. Commission on Civil Rights, is now professor of sociology at UCLA, chair of that department, and director of the Center for African American Studies. He is known for statistical analysis and for his publications on mass media, in which he shows how "what we believe to be real is socially constructed over time."

Abel Valenzuela, researcher

Valenzuela earned a Ph.D in urban and regional studies from Massachusetts Institute of Technology and is now associate professor of Chicano studies and urban planning, holding a joint appointment in the Department of Urban Planning and the César E. Chávez Center for Chicana and Chicano Studies. He is also director of UCLA's Center for the Study of Urban Poverty. Ongoing research subjects include immigrant day laborers, janitors, mothers forced off welfare by reform, and "camionetas" (the informal buses that provide cheap transportation for Latino immigrants).

UCLA

When UCLA opened its doors in 1882 (as the Los Angeles branch of the California State Normal School) the population of Los Angeles was only 11,000. With visionary leadership, the institution grew in stature as the city grew in size. Now the population of the Los Angeles metropolitan area is more than 16 million, and UCLA is one of the nation's 10 leading research universities.

UCLA's 36,900 students now include 9.2 percent Mexican-American and 3.9 percent other Latino students. The 3,238 faculty

UCLACSRC **Spanish-Language Broadcasters**

WORKING CONDITIONS IN THE BROADCASTING INDUSTRY

Importantly, the interviews reveal that 86% of the respondents are dissatisfied with employment conditions. Non-standardized hiring practices, the lack of job security, low pay, and limited benefits all contribute to the interviewees' discontent. In addition, 86% of female broadcasters report being sexually harassed in the workplace, and an equal percentage of male broadcasters express awareness of discrimination against women in the industry. Over half of the respondents report working without an individual employment contract; 25% of those who have worked overtime report receiving no overtime pay; and finally, 30% of those interviewed have been fired at some point in their careers without explanation.

Unionization: Of all Spanish-language broadcast media in Los Angeles, only two are unionized (KMEX-TV and Metro Network, which contracts with stations). This stands in sharp contrast to the English-language television stations in Los Angeles, all of which are unionized.

Income: Disparities between the largely unionized English-language broadcasting industry and their non-unionized Spanish-speaking counterparts are most significant around income. On average, Spanish-language television broadcasters earn 70% less than those at English-language stations. (see fig. 2) The median salary for on-air talent at English-speaking stations is approximately $200,000 for television broadcasters and $90,000 for radio broadcasters. In comparison, Spanish-language broadcasters' median incomes averaged $60,001 for television and $41,000 for radio.

That this difference is due to lack of unionization is suggested by the higher wages and better benefits at the small number of Spanish-language stations that have implemented unionization. The median income of a unionized Spanish-language broadcaster ($80,001) is almost double that of a non-unionized Spanish-language broadcaster ($43,846) (see fig. 3). Still, although unionized salaries are higher than non-unionized salaries within the Spanish-language industry, the higher salaries remain remarkably low when juxtaposed with English-language station-workers' median salaries.

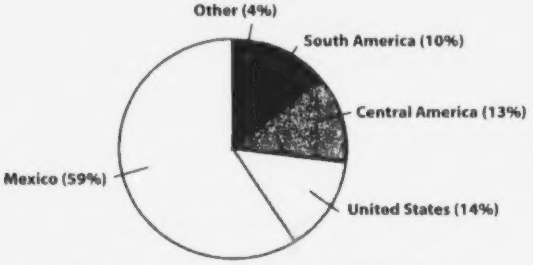


Fig. 1. Country of Origin among Spanish-Speaking Broadcasters.
Source: Spanish Broadcasting Survey, UCLA Center for the Study of Urban Poverty, 2001.

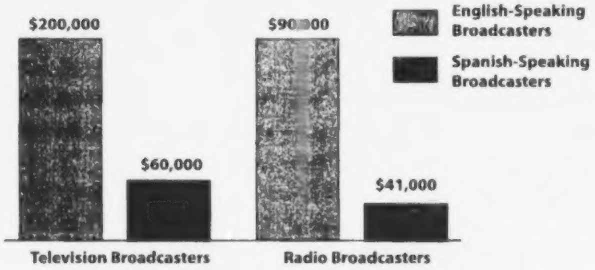


Fig. 2. Median Annual Earnings among English-Speaking and Spanish-Speaking Broadcasters by Media.
Source: Spanish Broadcasting Survey, UCLA Center for the Study of Urban Poverty, 2001.

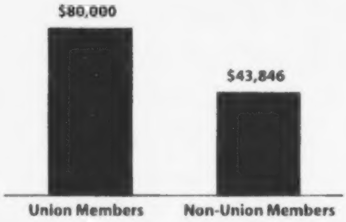


Fig. 3. Median Annual Earnings among Spanish-Speaking Broadcasters by Unionization.
Source: Spanish Broadcasting Survey, UCLA Center for the Study of Urban Poverty, 2001.

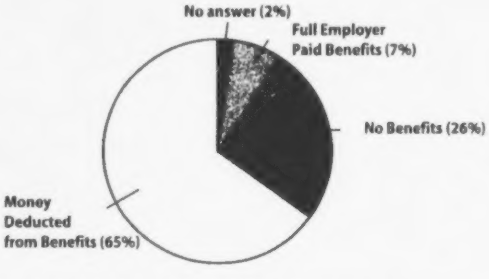


Fig. 4. Health Benefits among Spanish-Speaking Broadcasters.
Source: Spanish Broadcasting Survey, UCLA Center for the Study of Urban Poverty, 2001.

include several Nobel prize winners. Scores of centers and institutes coordinate research in every field of knowledge and endeavor.

Center for the Study of Urban Poverty

Valenzuela's Center for the Study of Urban Poverty examines poverty/underclass issues in a broader institutional context, emphasizing the role of educational policies, healthcare policies, social welfare policies, and economic and industrial policies as either facilitative or prohibitive agents to the poor's entry into the mainstream of American society.

The Center's mission emphasizes collaboration and dissemination of research findings to local policymakers. So when the American Federation of Television and Radio Artists (AFTRA) asked for a scientific study of Spanish-language broadcasting employees in the Los Angeles area, Valenzuela said yes.

It turned out that 85 percent of these well-educated broadcasting professionals were born outside the United States. Their employment experiences parallel those of uneducated, underclass immigrants in disturbing ways.

Telemundo is the nation's fastest-growing television network of any type.

The Broadcasting Industry

The broadcasting industry in the United States comprises 1,695 television stations (of which four are Hispanic-owned) and 13,120 radio stations (of which 130 are Hispanic-owned). Included are 356 noncommercial TV stations and approximately 3,000 public, religious, and educational radio stations.

Deregulation is bringing consolidation, with one corporation now allowed to own many stations, even in the same market. Consolidation and powerful new technology are holding down job growth. The Bureau of Labor Statistics projects that the number of people employed as TV and radio announcers, which was 43,000 in 2000, will actually shrink 7.9 percent by 2010.

The Bureau observes that corporations took on big debt to buy up independent stations and are now trying to hold down costs, including wages. Median pay of radio and TV announcers nationwide, at large stations and small, was only $9.54 per hour as of 2000. This pay is for jobs that demand a college degree plus experience to get in the door. Approximately 450 four-year colleges plus many two-year colleges and trade schools are turning out graduates in journalism, mass communications, and broadcasting. The Bureau sums up the job market: "Keen competition is expected for many jobs, particularly in large metropolitan areas, due to the large number of jobseekers attracted by the glamour of the industry."

Valenzuela agrees. "The Spanish broadcasters feel that their radio or television jobs offer them fame, social status, name recognition, and a pathway to being a celebrity," he says. Or, as Hunt puts it: the attraction of on-air work in broadcasting is its "semi-star status."

Still, the researchers believe that even workers in "glamour" jobs deserve workplace justice.

"Spanish-language stations are an industry that is growing at a very fast rate in many areas of the country," Valenzuela observes. "The growth is both physical and financial. The stations are making tremendous profits, but wages have not gone up."

Univision, which controls 80 percent of the Spanish television market in the United States, has become the fifth-largest television network in the U.S. Telemundo is the nation's fastest-growing television network of any type.

There are 574 "Hispanic-format" radio stations in the United States, making this the fifth most popular kind of radio programming, according to the Radio Advertising Bureau. Valenzuela points out that "Hispanic-format" stations make little attempt to provide in-depth information on critical issues. They mostly play *rancheras*, *corridos*, rock *en español*, and popular tunes.

Nevertheless, listeners are loyal. Arbitron reports that over 95 percent of Hispanics aged 12-64 listen to radio every week–typically about 24 hours per person per week. Radio advertising revenue more than doubled during the 1990s, totaling $19.8 billion in 2000, including $557 million to Spanish stations.

Survey Findings

Valenzuela and Hunt surveyed 114 Los Angeles Spanish-language on-air broadcasters in spring 2001, and conducted in-depth interviews with 14.

Eighty-six percent of the respondents report dissatisfaction with employment conditions. They say that stations hire and fire arbitrarily–30 percent report that they have been fired themselves without explanation at some point in their career.

Employment contracts would provide important benefits, including security of employment throughout the contract period, health insurance, and other fringe benefits, and usually better wages. However, most respondents do not have individual employment contracts.

Eighty-six percent of the women report sexual harassment in the workplace. Eighty-six percent of their male colleagues have observed discrimination against women.

Spanish-language broadcasting workers are eligible for health benefits only if they work full time, and most must pay part of the cost. In contrast, English-language workers get health coverage through the employer-paid AFTRA Health Fund, available to all full-time employees and many part-time workers.

Most Spanish-language broadcasting workers are eligible for 401k retirement plans only. In contrast, unionized workers are eligible for "defined-benefit" pension plans fully paid by employers.

And, as detailed above, English-language hosts and announcers draw two or three times the pay of Spanish-language colleagues.

This year's merger of NBC and Telemundo throws the disparities into sharp relief.

"In Chicago, Telemundo and NBC employees are in the same building, doing the same work and often supervised by the same people, but they have two separate compensation packages," says AFTRA's Leslie Simon. NBC is operating under a cross-utilization policy, she explains, to increase revenue by having advertisements appear on both English and Spanish networks. It is a very close integration of the merged organizations.

"We don't think that NBC should be allowed to keep a two-tier system when the employees do the same work side by side but get unequal treatment," Simon continues. "What the union wants is for NBC to provide all of its employees, including Telemundo employees, with the same base salary and an explicit operating structure, including job descriptions and hiring and firing procedures."

English-language hosts and announcers draw two or three times the pay of Spanish-language colleagues.

On Aug. 9, the Los Angeles City Council threw its support behind AFTRA and the Spanish-language broadcasters. Councilman Nick Pacheco sponsored a resolution urging NBC to recognize the rights and professional status of news anchors and reporters at recently-acquired Telemundo. AFTRA's press release quotes Pacheco: "This is a basic matter of fairness and justice. The folks who do the reporting for Telemundo are important assets in the Latino community. They deserve the same respect and treatment as their English-language colleagues at NBC."

California state Sen. Richard Alarcon, Assembly Member Jackie Goldberg, and civic leaders also supported the resolution. It passed unanimously, but NBC remains intransigent.

Immigration Status

Eighty-five percent of respondents to Valenzuela's survey were born outside the United States, and 59 percent of those come from Mexico. The survey did not broach the touchy subject of immigration status. "There are not too many illegals in this (high-profile) profession," the researcher notes.

The survey did probe education and professional dedication. Ninety-three percent of respondents have formal industry-related training, and 35 percent hold baccalaureate degrees. Many state that they came to the United States specifically to further their careers.

These factors describe the qualifications for H1-b visas, so it is likely that many survey respondents hold that visa status. A requirement is that H1-b employees maintain continuous employment, or leave the country. Theoretically, they can change employers, but that is difficult, especially in a competitive industry like broadcasting. Obviously, this requirement limits the options of H1-b employees and puts them in a weak bargaining position.

Not only immigrants but also native-born Americans of Hispanic descent may find limited employment options in broadcasting. Fifteen percent of Valenzuela's survey respondents were born in the United States and presumably speak fluent English as well as Spanish. But that doesn't mean they can get jobs at English-language stations.

Many studies have found that minorities are underrepresented in media, Hispanics most of all. For example, Steve Rendell and Will Creeley studied public radio stations in seven big cities for the nonprofit organization, Fairness and Accuracy in Reporting (FAIR). They found that although populations served were on average 25 percent Latino, only 1 percent of the hosts and anchors at the stations studied were Latino. In Los Angeles, with a population 40 percent Latino, the researchers found no Latino daytime host or anchor at all on the top public radio station.

"It's like a dual labor market," says Hunt. "You take a group of people who have barriers to entry, and you take advantage, paying less and making bigger profits."

An Indiana study highlights the importance of parity. Kathleen Fox of Ohio University studied on-air radio personalities at stations large and small throughout the state of Indiana. Her respondents said that their pay and benefits were low for the work, but a majority, nevertheless, felt "adequately compensated." Why? Because their pay was comparable to others doing the same work in the same market.

How to Get to Parity

"Unionization is one of the key things that could help the Spanish broadcasters in reaching parity with their English-speaking peers," Valenzuela declares. "Many of the ills in the industry would be addressed, including wages, health, and other benefits, discrimination, overtime pay, and bad hiring and firing practices.

"Wages in the Spanish sector are lagging far behind," Valenzuela continues. "Let's not forget that capitalism's main goal is to make as much money as possible with not too much outlay. Profits are to be maximized, not wages.

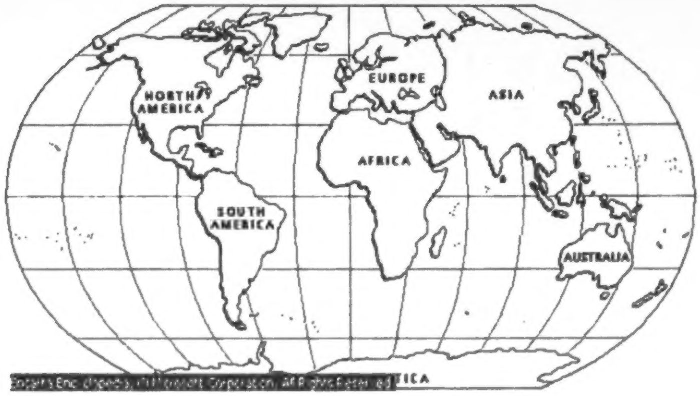
"But the Spanish broadcasters are working in a special relationship with the people they reach. They serve as icons, role models, and information brokers, relaying world news and entertainment to the fastest-growing (and soon to be largest) minority population in the United States. They should not be treated as second-class citizens but rather as the assets they have become in the Spanish-speaking community."

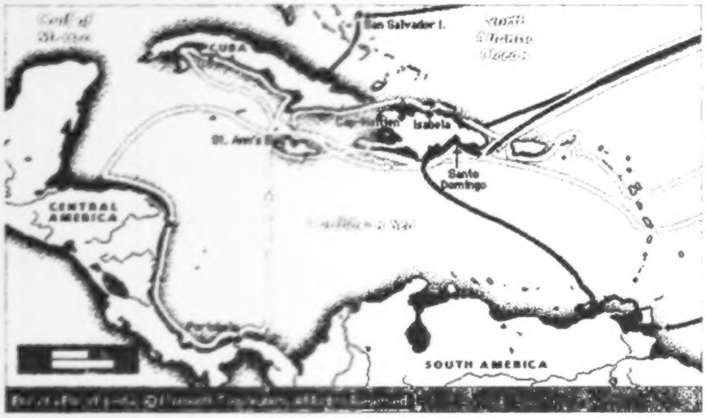
For a copy of the policy brief or full report of the Spanish broadcaster study, please visit http://www.sscnet.ucla.edu/issr/csup.

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator, Alison a research librarian.

Whose Continent Is It, Anyway?

Seven Continents Map





Christopher Columbus Routes map

by Inés Pinto Alicea

As the U.S. public becomes increasingly wary of opening up the nation's doors to immigrants from other countries in post 9/11, it seems that a more fundamental, centuries-old question continues to nag us–whose continent is it anyway?

North America is the third-largest continent, and it is comprised of the United States, Canada, Mexico, and Central America. The fact that a large portion of the continent is Spanish-speaking often escapes the U.S. public and politicians alike. Instead, the focus has been on the steady stream of Spanish-speaking immigrants to the U.S. from the southern part of the continent and the impact, both negative and positive, on the country itself.

Immigration to the U.S. from the southern countries of the continent has been particularly contentious for at least the past two decades, but after Sept. 11, immigration from around the world, particularly from Middle Eastern countries, underwent additional scrutiny. In higher education, the Bush administration recently launched a system to more closely track the movements and activities of all foreign students. It also is developing a policy to monitor and even bar some foreign students seeking advanced training in areas that could impact national security or deal with the development of weapons of mass destruction.

But, the unease with immigration from the southern part of the continent is just part of the story. Latin Americans have also felt trepidation over their relationship with their northern neighbor. As José M. Nieves, associate professor of information systems technology at Lord Fairfax Community College, in Warrenton, Va., puts it, the term North America represents the geography of the land mass, but also is a term that is at times weighted down with negativity. "The term North America has come to denote several things that may not be as desirable," said Nieves, a native of Puerto Rico. "We all know how the southern and central countries call North America "El Norte", which many times has undesirable connotations, as in the connotation of different social strata or even social acceptance."

Issues of immigration and land ownership historically have been inextricably tied together, and grappled over by many nations, particularly those that share the landmass of a continent. Marguerite Rivera Houze, executive director of the Paso Al Norte Immigration History Museum at the University of Texas-El Paso (UTEP), said other countries share the concerns over immigration as well, including those on the European continent. For example, Germany has an influx of Bosnians; and France, immigrants from Africa.

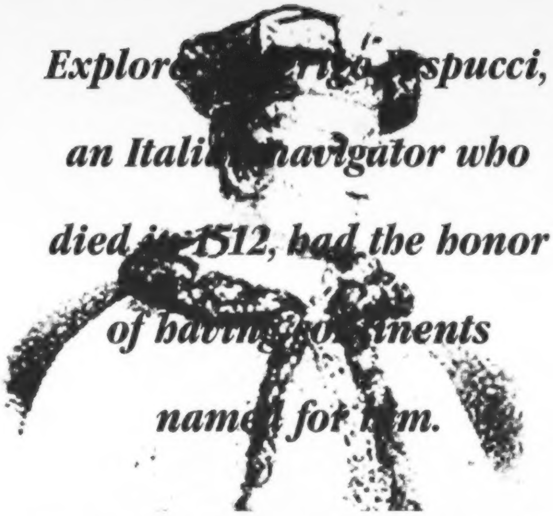
"There is global concern about migrants and the impact immigration has on respective nations," said Rivera Houze. "There is tremendous fear of people who are different from us, and that has been exacerbated by Sept. 11. But, as a nation, we are strong enough to absorb new immigrants without losing anything."

Rivera Houze said the question of who owns the continent is no longer relevant. Moreover, she said that throughout history, the borders between the countries making up the continent have shifted, suddenly changing national allegiances for those people caught up in border changes due to war and politics. Nieves said that from a strict point of view, it would be easy to say that the continent belongs more to the indigenous cultures, such as the "American Indian," the Eskimos, and native races in Mexico and Central America. A more modernist view would allow that the "newcomers" to the land could also lay stake to the continent.

"The continent does not 'belong' to one particular group of people," said Lino Gutiérrez, international affairs advisor for the Washington-based National War College. "Those of us who inhabit it enjoy its benefits, but also have an obligation to preserve it for future generations."

More important than laying claim to ownership of the continent are the issues of social justice, says Roberto González Echevarria, professor of Hispanic and comparative literature at Yale University in New Haven, Conn.

Isabel McConnell, an accountant with the fed-



Explorer Amerigo Vespucci, an Italian navigator who died in 1512, had the honor of having continents named for him.

eral government and a graduate student at George Washington University, born in Chile, agrees with Echevarria, adding that more should be done by the U.S. to embrace its indigenous roots, and more effort should be placed on giving youngsters a better rounded perspective of the country's history and its indigenous history.

"I think that the continent belongs to everyone who is working to make the Americas a better place for our children," said McConnell. "I think the key is to work together while accepting our differences and roots."

Gutiérrez said he believes the United States is becoming much more accepting of different races and ethnicities because it is becoming so multicultural. But he said more attention should be paid to the study of indigenous and other ethnic groups in the continent as well as pre-Columbian inhabitants such as the Maya, Aztecs, and Incas.

"I believe today we take pride more than ever in our Native American, European, and African roots," said Gutiérrez.

The UTEP museum being developed will provide a different perspective on U.S. history–that of immigration from South to North, rather than the more widely taught movement from East to West across the U.S. While East-West migration is an important part of U.S. history, it is the sole perspective on which most history books focus. Rivera Houze wants the UTEP museum to expand on historical developments in the South and West prior to the East-West migration.

Rivera Houze said that while many historians focus on Plymouth Rock as a key starting point for U.S. history and the migration westward of the population as to how the country developed, the UTEP museum discusses the impact of the arrival of the Spaniards in the 1500s, the importance of the indigenous people already in the west, the way the border between the United States and Mexico shifted over the years, and what the impact of migration from the south to what is now the United States meant to the new country.

"There were Native Americans here well before the Europeans showed up," said Nieves. "Look at any history course of the country." The pre-Columbian era is written of very little, she said, "mostly because of a lack of data. But is that a barrier or is it really an excuse? That they (the Europeans) began really recording time for posterity at that moment is irrelevant. That real records of time before then do not exist is also irrelevant."

The museum, history books that focus on Latino contributions to history, and courses in Chicano, Puerto Rican, and Hispanic American studies help Hispanics learn about and value their contributions to the United States and to the continent as a whole, said one professor who has been putting together a written and oral history of World War II veterans of Hispanic descent.

She noted that the World War II Hispanic veterans interviewed by her and by the students she leads in the project all discussed the discrimination they faced over the years, but they remained extremely patriotic to the United States of America.

"We (Hispanics) have made contributions to this country, but we haven't been recognized for our contributions," said Maggie Rivas Rodríguez, assistant professor of journalism at the University of Texas at Austin, who launched the World War II project. "That's painful. We have a rich history, and we need to do a much better job of teaching it and learning it."

Origins of "America"

North America, South America, Latin America, Central America, United States of America. How did the term America come about and why did it proliferate?

Gutiérrez distinguishes the word Latin America from the other terms that reflect their relationship to the continent. The term Latin America, he explained, has been used to differentiate between Spanish- and Portuguese-speaking Central and South America and English-speaking North America and the Caribbean.

"The term is used in Spanish, Portuguese, and English. It is understood that while not all inhabitants in Latin America are "Latin," i.e., of Spanish/Portuguese extraction, the term "Latin America" includes all races and ethnic groups in the continent, including indigenous groups, Afro-Latinos, Arabs, and Asians," said Gutiérrez.

And how did the continent become known as North America instead of being named for Christopher Columbus, who was well known for his discoveries of what are now known as the Americas?

Columbus was the victim of faulty public relations while a lesser-known explorer–Amerigo Vespucci, an Italian navigator who died in 1512, had the honor of having continents named for him because his writings about his explorations were more widely published and caught the interest of the European public. Both the continents of North and South America are named for him.

According to an online article by Thomas Tirado, a history professor at Millersville University of Pennsylvania, Vespucci went on his first expedition as a navigator in 1499. This expedition reached the mouth of the Amazon River and explored the coast of South America. Vespucci was able to calculate how far west he had traveled by observing the conjunction of Mars and the moon.

The article said that on his second voyage in 1501, Vespucci sailed along the South American coast to within 400 miles of the southern tip, Tierra del Fuego. While on this voyage, Vespucci wrote two letters to a friend in Europe. He described his travels and was the first to identify the New World of North and South America as separate from Asia. (Until he died, Columbus thought he had reached Asia.)

"Vespucci also described the culture of the indigenous people, and focused on their diet, religion, and, what made these letters very popular, their sexual, marriage, and childbirth practices," Tirado wrote. "The letters were published in many languages and were distributed across Europe (they were a much better seller than Columbus' own diaries)."

German geographer and cartographer Martin Waldseemüller, who translated Vespucci's narrative in 1507, suggested that it might be proper to name the new continent America, an adaptation of the explorer's given name of Amerigo. Applied first to the southern continent, the name gradually came into use as that of the two western continents after it appeared on a planisphere published by Waldseemüller in 1516.

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Facing a Critical Shortage of Engineers

by Thomas G. Dolan

The United States is facing a critical shortage of engineering talent, and unless this problem is properly addressed, the situation will only get worse. That's the message of Malcolm R. O'Neill, Ph.D., who has been addressing groups of engineers and educators around the country. O'Neill, chief technical officer, Lockheed Martin Corporation, Bethesda, Md., details four main problems, and their solutions.

The overwhelming problem, O'Neill points out, is a rapidly increasing demand for engineers, accompanied by a correspondingly decreasing supply. Drawing from the U.S. Bureau of Labor statistics, he shows the projected job growth in selected disciplines from 1998 to 2008.

The demand for aerospace engineers will grow from 53,000 to 58,000 for a 9.4 percent change; electrical, 357,000 to 450,000, 26 percent; mechanical, 220,000 to 256,000, 16.4 percent; and computer, 5,626,000 to 11,144,000, 98 percent. The total demand from 1998 to 2008 will move from 6,056,000 to 11,908,000 or 96.6 percent. "This represents a tremendous growth of almost 100 percent," O'Neill says. He points out that the huge demand in the computer area, as well as mathematics, not listed, is that these skills are needed in virtually every area of engineering and science.

Meanwhile, the supply of engineers needed is diminishing. Turning to his own field, O'Neill, drawing from the AIA employment database, shows that the number of aerospace engineers peaked in 1989 and 1990 at 1,375,000, but declined to 794,000 in 2001. At the same time, the requirement for engineers has increased, from below 30 percent to about 45 percent. For instance, about 50,000 of Lockheed's 120,000 employees are engineers. This is due to a shift from a more operational, production focus to one more dominated by instrumentation, automatic data processing, and other more computerized aspects.

Adding to the diminishing supply of engineers is the fact that a greater percentage are older and closer to retiring. For instance, O'Neill shows, from the BAH study, that in aerospace, due primarily to consolidation, now 63 percent of the engineers are over 40. "There's nothing bad in engineers being over 40," O'Neill says. "But, as they retire, there will be that many fewer younger engineers not being replenished by the younger generation."

The graying of engineers also represents what was once the workforce boost provided by the baby boomers. In this respect, O'Neill points out, the crisis in engineering is a reflection of demographics as a whole. The baby boomer phenomenon started in 1945. But, at this point, there are not enough births sufficient to replace the baby boomers. The labor force for the next 20 years has already been born. The fastest growing segments of the population are 45-54 and 55 plus, and the core 25-34 and 35-44 age groups are declining.

"Enrollment in engineering schools has gone down from a high of 400,000 in 1983 to about 330,000 in 1999," O'Neill says. Looking at data from the National Science Foundation, O'Neill notes that, from 1991 to 2000, computer-engineering graduates did increase from 8,259 to 15,351. However, during this same period, the number of aerospace engineers declined from 4,072 to 2,175, electrical from 29,245 to 21,424, and mechanical from 19,443 to 17,241. Overall, the number of engineering graduates in these disciplines dropped during this period from 60,798 to 53,189, which, says O'Neill, "represents about a 10 percent drop, and is very worrisome."

When you get to younger students, the situation gets even bleaker. Referring to statistics from the Second National Innovation Summit, 2001, O'Neill shows that, at the fourth grade, U.S. students are about 10 percent above the

HISPANIC AMERICAN SCIENTISTS AND ENGINEERS AT A GLANCE

- Hispanic women constitute 1 percent of the scientific and engineering workforce in the United States.
- In 1996, Hispanic women were granted 6.8 percent of the B.S. degrees in science and engineering (13,222 out of 194,420), up from 4.3 percent in 1989. Of those, the greatest proportion were in social sciences and psychology.
- The number of Ph.D. degrees in S&E earned by Hispanic women increased from 141 in 1987 to 334 in 2000. Only 12 of those doctoral degrees were in engineering, representing 2.5 percent of all Ph.D. degrees granted to American women.
- In 1997, only 1,300 of the 39,800 female university professors in S&E were Hispanic. Of those, only 400 had tenure.
- Just 82 Hispanic women scientists and engineers hold positions at NASA. That number represents less than 1 percent of NASA's S&E workforce.
- The participation o f Hispanic women in physical sciences, mathematics, and engineering is low compared with that of other American women and men.
- Annual mean salaries for female Hispanic engineers are the lowest among women engineers. On average, they earn 10 to 13 percent less than Anglo, Asian, and African American women engineers.
- The unemployment rate of Hispanic women scientists and engineers is higher than that of their Anglo and African American counterparts.

Analysis of National Science Foundation data prepared by Dr. Dora Elia González y Musielak for Hispanic Business.

Joseph Barba, deputy provost and professor of electrical engineering, The City College of New York

international average in math and science, but by the 12th grade, U.S. students score lower than every European country, as well as Canada and Australia, 12 percent lower than the average math and 15 percent lower in science.

Meanwhile, the labor force is becoming more diverse. Minority groups are the fastest growing segment in the U.S. labor force, and it's estimated that by 2008, minority groups will comprise 29 percent of that force. Yet, at the same time, points out Patrick J. Natale, P.E., executive director, National Society of Professional Engineers, Alexandria, Va., "Minorities are underrepresented in engineering. We need to reach children at an early age to show them what a great career engineering can be. We're missing a great opportunity by not doing this fully enough."

He adds that his society, in cooperation with others such as the National Society of Black Engineers, are making the effort. Adds NSBE's national chairman, Delano M. White, "There definitely is a shortage of engineers, and we do need a concerted cooperative effort among the engineering societies to go out into the communities to attract children from every background."

A central problem, O'Neill points out, is that it's very difficult for K-12 teachers to motivate their students for math and science if they aren't particularly motivated themselves. "Over 40 percent of these teachers have never been trained in math and science," he says. "A principal might tell a teacher to teach biology because it's needed. The teacher may not be trained in that subject, and may not even like it. His attitude is certainly going to be conveyed to his students."

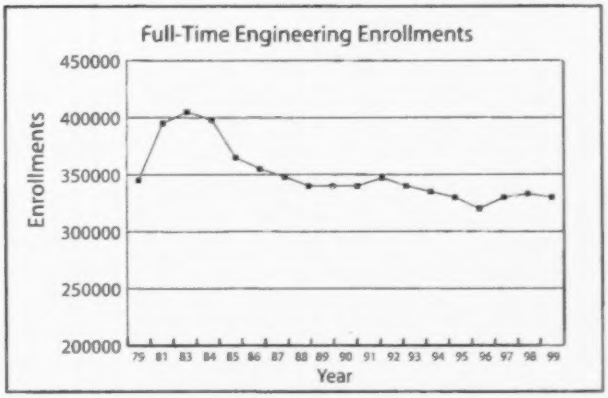
Critical to getting good, motivated teachers is paying them what they are worth. "In computer science, engineering, and math, you see starting salaries of $40,000 to $60,000, but teachers are getting starting salaries of $20,000 to $35,000. We can't expect good teachers if we don't reward them enough."

Industry can help, O'Neill continues, by hiring teachers for the summer, and by "adopting schools," with programs such as sending a worker in to conduct a lab once a week, thus bringing a "real life" dimension of engineering to the students. O'Neill also suggests that companies can participate more in science fairs and open houses. He also advocates creating incentives for delayed retirement.

Industry can also work more with colleges and universities, says O'Neill, to create more grants and scholarships, as well as internship and co-op programs.

"We must tap our diversity in age, race, and gender to remedy the critical shortfall in engineering talent," O'Neill concludes. "We must clearly articulate the societal value of the engineering profession, advocate engineering careers, and ensure that all Americans have access to the necessary educational opportunities."

Engineering Enrollment Trends are Down...



Source: National Science Foundation-Science and Engineering Indications 2000

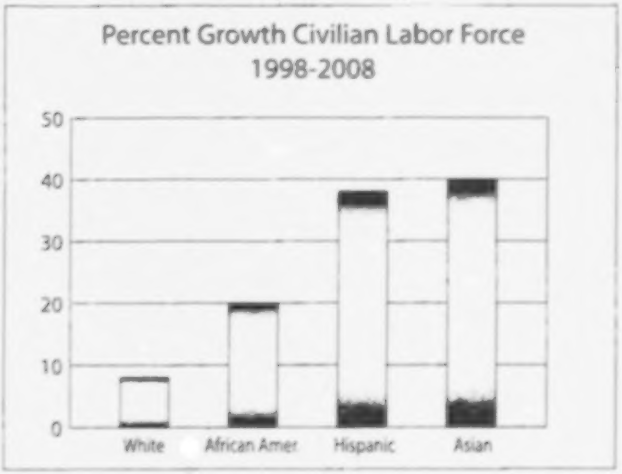
Engineering Graduates Selected Disciplines

Discipline	1991	2000
Aerospace	4,072	2,175
Electrical	29,024	21,424
Mechanical	19,443	17,241
Computer	8,259	15,351
Total	60,798	56,191

Source: Engineering Workforce Commission

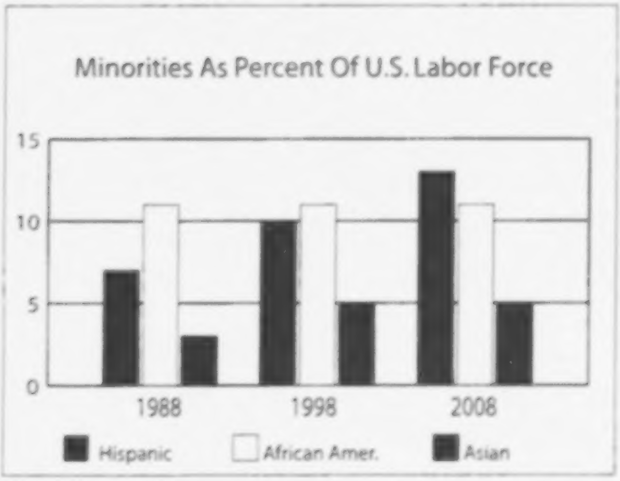
Replenishment of Technical Workforce Occurring as Supply Diminishes

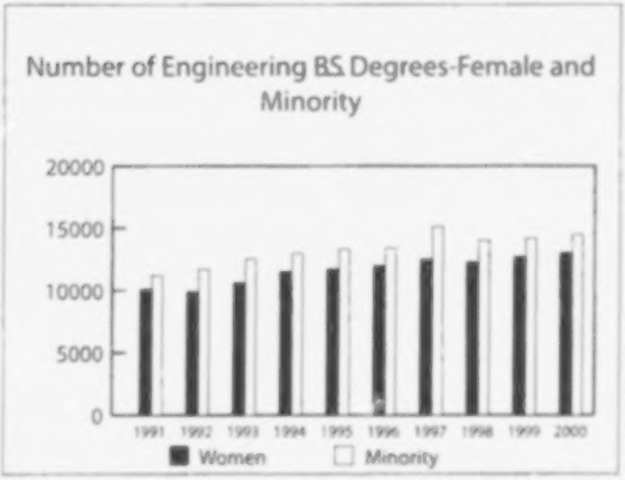
The Labor Force is Becoming More Diverse



Opportunity:

- Minority groups fastest growing segment of U.S. labor force
- By 2008, minority groups will comprise 29% of labor force
- Outreach to minority and women populations to enter engineering is having an impact but has leveled off





THE HISPANIC PERSPECTIVE

What does this coming critical shortage of engineers mean for Hispanics? Especially the younger generations? Here are two different points of view. One speaks of the opportunity for Hispanics to fill this engineering gap. The other indicates that this opportunity is not as clear-cut as it might first appear.

To start with the upside, Elsa Villa, director, engineering programs office, of the University of Texas-El Paso, the top producer of Hispanic baccalaureate engineering degrees in the nation, sees the positives.

"Opportunities are going to expand," Villa says. "Hispanics have been, by and large, an untapped pool for engineers, and that pool will now be tapped.

"Speaking broadly," Villa continues, "the state of Texas will be a state in which the minority is becoming the majority pretty soon, and this trend is prevalent in much of the rest of the country. There is also the trend of looking at economically disadvantaged children. The goal is to increase participation, to close the gap by now including in the system those who had previously been shut out."

Villa relates that her school is aggressively pursuing a lot of programs to encourage young people to explore the opportunities for broadening their education generally, and engineering specifically. "We have our national engineering open house at which 1,500 to 2,000 of our faculty, students, and corporate partners get together to explore career opportunities. There are open labs, demonstrations, hands-on activities, design competitions, internship programs, and more."

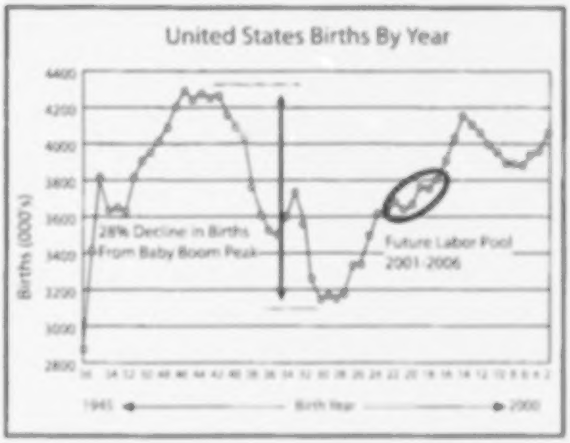
Are corporations really that interested in hiring Hispanics?

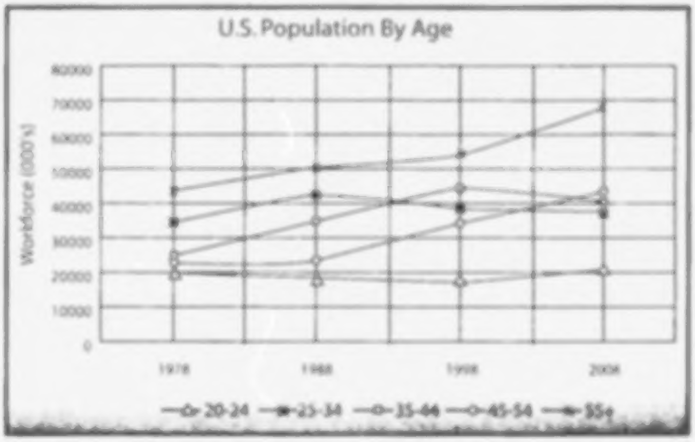
"Absolutely," responds Villa. "Corporations want to diversify. They operate in a global economy, and want to span that diversity. So for companies like GM, Boeing, and IBM, Hispanics are on the short list."

A somewhat different perspective is offered by Joseph Barba, deputy provost and professor of electrical engineering, City College of New York, NYC. "I think there are two ways of looking at it," Barba says. "On one hand, yes, there is a shortage of engineers in general, and Hispanics are underrepresented. There will be opportunities for Hispanics to enter this field. The Department of Education and other government agencies are pumping more money in to make engineering attractive to young people."

On the other hand, Barba says, there is a paradox, for job opportunities are opening up for graduating undergraduate engineers, but this is a great disincentive for furthering

U.S. Workforce Projections


United States Births By Year


U.S. Population By Age

- Labor force for next 20 years already born
- Births not sufficient to replace baby boomers

- Fastest growing segments of the population are 45-54 and 55+
- Core 25-34 and 35-44 age groups are declining

their education. "What I've seen, especially at the graduate level, is that it is extremely difficult to get Hispanics to go into master's and Ph.D programs, so there is a great shortage of Hispanic engineers with advanced degrees in the field.

"I have many students who were the first ones from their family to graduate from college. They often don't come from well-to-do families, and it has been a struggle to get there. But now they see lucrative salaries, so they accept jobs as computer programmers or other lower-level jobs. Students see they can start earning as much as an assistant professor. They don't look at future opportunities. They want a job now, so they can support themselves and their families."

Not only that, Barba says, the shortage of engineers has "resulted in many dot-com companies picking up students and hiring them as low-level programmers, so they don't even complete their undergraduate school. And once they have left, and established a certain level of prosperity, it's very difficult to come back and complete the degree. Even the few doctoral students get picked up by Wall Street. The salaries are so good; students ask themselves, why go on and complete their education? This is a major problem."

Why?

"There are less role models to emulate. It's important to be able to point to really successful engineers in the field who come from a Latino background. Younger people have to see, this is a person who has done it. As people become satisfied with more readily available, but lower-level jobs, it becomes harder and harder to point to these types of successes."

Aren't there still ways to overcome what Barba calls the "mixed blessing" of the engineering shortage, and find ways to encourage Latinos to aspire to the higher-level jobs have traditionally been filled by Whites, and, if this trend continues, will still be filled by Whites? "There have been people far better than I who have worked on it," Barba says. "But it remains a major problem."

The global economy is also a two-edged sword," Barba says. He agrees that a Latino, and, especially, bilingual background, can be a real plus. However, he notes that one of the many factors of the international trend for many U.S. industries is finding cheap labor abroad, to the detriment of U.S. workers in those fields. "If companies need to get engineering work done and they start outsourcing it to India, China, and other places, we may not be able to get those opportunities back," Barba says. "So the shortage of engineers here can ultimately lead to a reduction of engineers here."

In other words, when it appeared that the U.S. was a land of opportunity, but mainly for Whites, Hispanics had to struggle to find their place in the sun. And, now, when it appears that opportunities are opening up for Hispanics, they will still have to struggle.

...While Demand Will Continue To Grow

U.S. Engineering Job Growth-Selected Disciplines
1998-2008

Discipline	1998	2008	% Change
Aerospace	53,000	58,000	9.4
Electrical	357,000	450,000	26.0
Mechanical	220,000	256,000	16.4
Computer	5,626,000	11,144,000	98.0
Total	6,256,000	11,908,000	96.6

Source: U.S. Bureau of Labor Statistics

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Giving Hispanic Students a Fighting Chance

Mentoring and Pre-College Workshops Target Chicago Families.

by Frank DiMaria

In a concentrated area of Chicago with a substantial Hispanic population, young Hispanic community leaders given the chance to attend and ultimately graduate from college were discovering that few of their Hispanic peers got the same opportunity. To remedy the situation, the high school counseling center at Cristo Rey Jesuit High School and two community organizations serving the neighborhoods of Pilsen, Little Village, and Back of the Yards–the Gads Hill Center Teen Connection and the Resurrection Project La Casa Educational Center–pooled their counseling efforts. Together they formed a guidance counseling program that uses volunteer counselors to educate Hispanic high school students and their parents on the importance of higher education and guide them through the postsecondary education process, using a series of workshops and student mentoring.

Roughly 79 percent of the population in Pilsen is Hispanic, the majority being Mexican-American. Average family income is less than $35,000. Only about 57 percent of the neighborhood's population has earned a high school diploma, and only 4.91 percent received a bachelor's degree or higher.

In Little Village, 32 percent of the population received a high school diploma or higher, and 4.02 percent received a bachelor's degree or higher.

Jaime Contreras, director of college counseling and testing at Cristo Rey Jesuit High School, delivers some of the workshops and says that the program focuses on first-generation students who earn B's and C's and are frequently overlooked by high school counselors.

"The counselors in the public schools here are overworked," he says, and the guidance departments, "undermanned."

"They don't have as much time to give to each student that comes in asking for assistance," says Contreras.

Indeed, in some cases, there is just one counselor for every 300 students.

Workshops are delivered in both Spanish and English and are open to high school students as well as their parents from the three neighborhoods. Borrowing from a College Board survey published in the year 2000, Contreras and the program counselors developed guidelines and the program goals. Contreras welcomes representatives from colleges, universities, and organizations to offer their perspectives and insights at the workshops. Each workshop in the series builds upon the preceding one. The first offers a look at the many postsecondary education options.

Alicia J. Rodriguez, education organizer at The Resurrection Project, says most parents and many students are unaware of the difference between a two-year degree, a four-year degree, a college, and a university. The first workshop provides examples of the many institutions and degree options open to students. Equally important, the students and parents learn which schools offer financial aid, scholarships, and bridge programs.

Once the students are aware of their options, they are ready to attend the workshop on writing a personal statement. For this workshop, a representative of Loyola University offers students examples of both well-written and poorly written personal statements.

"The main thing is that I want the students to hear from someone who reads personal statements all the time," says Rodríguez.

By the end of this workshop, students create an outline and the Loyola representative critiques their statements.

Many parents in these poor neighborhoods expect their children to begin contributing to the family finances immediately after their high school graduation, says Contreras. To help change the minds of those parents who want their children to go directly to work rather than to college, the program offers a workshop on the importance of higher education. For many, it becomes a matter of immediate gratification; in this case, the lure of money versus investing in education, says Contreras.

Rodríguez uses statistics to prove just how important a higher education can be to Hispanics. She tells the parents that the average annual income for a Hispanic who earns a high school diploma is only $20,578. Those who receive an associate's degree can earn $29,939 per year, while those who earn a bachelor's degree can expect an annual income of $35,084.

"We let them know that if they really invest in their child and if they really want them to contribute, not only will they be better off because they're educated four or five years from now, but this is how much more [money] they will be able to contribute to the household. So we basically are letting them know that it is an investment," says Rodríguez.

But Contreras knows that many of these parents are blue collar workers who have come from impoverished communities in Mexico, Central America, and South America. He appreciates their point of view.

"They've been struggling all their lives, and now I come along and say, 'Oh–your son or daughter who is now making $5,000? We're going to ask you for half of that for school.' They give me the dirtiest look, as if to say, 'you're taking money away from my family,'" says Contreras.

Two workshops that are equally important to parents and students are the ones on scholarships and financial aid. Over the years, Contreras, Rodríguez, and the other volunteer counselors have gathered information regarding the many scholarships available to Hispanic students and discuss these with the students and parents during the scholarship workshop. Then they guide them through the entire process.

"We show them how to fill out the scholarship applications and how to handle the interview aspect of it. When we first started, we did about a half-hour to an hour on scholarships." But it becomes so involved, he says, "it has turned into a two- or three-hour workshop."

One mistake that many students make, says Rodríguez, is inquiring about scholarships too late. She urges the students she counsels to begin their search for scholarships early. There are many more scholarships available for high school seniors than for college freshmen, she says, so by the time a student enters college, many of the scholarships have already been awarded.

Because some of the parents are illiterate in English and Spanish and have only a sixth- to eighth-grade education, they can become easy prey for scam artists. Rodríguez related a recent experience in which a student and her mother were approached by a representative from a privately owned business who said he would help the son in the family apply for college, find a scholarship, and secure financial aid–for a $1,000 fee. The parent bought the bogus services only to have to dispute the charge later with her credit card company.

Contreras shoots from the hip, telling the parents the truth about sacrifices they will have to make to get their kids through college.

This workshop also warns students about so-called scholarship companies that charge $40 to $100 to develop a student profile and supply a list of potential scholarships, services a student can get for free on fastweb.com.

Most parents have an opinion about where their child should go to school, and in most cases that opinion is tied to money. Some parents, says Rodríguez, assume that if their child attends college, there will be no financial assistance. For this reason alone, the financial aid workshop is very important to parents. In the workshop, Contreras shoots from the hip, telling the parents the truth about sacrifices they will have to make to get their kids through college.

"While we know that we are dealing with lower-income families or families that have fixed incomes, we convey to the parents that the responsibility of paying for a college education falls on their shoulders. Of course we're looking for financial assistance in the form of grants, scholarships, work-study, loans, et cetera. But whatever is left over, it's understood," he says, that the parents are going to have to "buy in and take care of those costs for their child."

From building good study habits to locating the library on a college campus, the workshop on college survival skills touches on every aspect of collegiate life. Rodríguez calls this workshop a reality check. She reminds the students that when they go off to college, they are there to study. Although she will not deny that having a social life is important, she urges her students to strike a balance between academics and socializing. And for those students who have secured loans, she offers advice on handling solicitations from credit card companies.

She tells them, "Now that you have student loans, everyone wants to offer you a credit card, so don't go crazy. If you do get a credit card, you need to pay that money back. It's not free money."

We also educate them on budgeting their money," says Rodríguez.

Some students with aspirations of moving on to higher education need extra help preparing for the standardized tests required to get into college. Unfortunately, such tutoring can cost $600 to $1,000. For this reason, the program offers a workshop on understanding standardized tests as well as free tutoring.

"Cambridge Testing Services will come in and train professionals. They provide the materials and the programs. There is also a regional organization here called Test Squad Research Institute. They'll hire someone from the neighborhood, from the staff of the school that is going to sponsor the test preparation, to deliver the preparation to the children. It's usually the standard six to eight weeks, and it includes a simulated ACT or SAT test," says Contreras.

Once a student elects to pursue a postsecondary education, is ready to take the necessary tests, and his or her parents have bought into the idea, the program offers visits to college. Contreras has his students visit a wide variety–large urban schools, large rural schools, small urban schools, and small rural schools.

"When the students make these college visits, they go into classrooms. We hook them up with students who have volunteered through us, and we know, or students that we've been put in contact with through minority student services. They walk the students through the day, take them to lunch, take them to the library. This makes it more personal," says Contreras.

Contreras and his volunteer counselors supply the students with questions for the college representatives. They urge the students to inquire about Latino support services or, at the very least, minority support services. "We also have them ask about retention rates. There has been a big push to get minorities in schools, but how much do they value them? Are they doing the minimum 65-70 percent retention, or are they really trying and getting their retention rate to 80-85 percent, which is more reputable," says Contreras.

To augment the workshop series, the program offers mentoring, provided by community guidance counselors and college students who volunteer their time. Nights on which workshops are not held, students have the opportunity to meet with their mentors.

"Oftentimes the mentors offer the same information that we as professionals give them, but they do it in a more palatable way," says Contreras.

Mentors speak one-on-one with the students, give advice, and proofread their personal statements. Even those students who have attended all the workshops "and have all the bases covered, still want a mentor," says Rodríguez.

"They want someone to work with them. They want someone to talk to them about college," says Rodríguez.

As a mentor, the first topic Rodríguez covers with her students is the catalog book. She discusses setting up a schedule and stresses that attending college is not as simple as choosing random courses and accumulating credits. She urges her students to pay close attention to their course selections, making certain they choose required courses.

"I always tell the students, 'as soon as you get to college, and even better, before you get there, pick up the catalog book.' I get students who don't know about the catalog book; some who have never heard of the catalog book," says Rodríguez.

Last year, 170 students received mentoring and attended workshops at The Resurrection Project.

Looking to the future, Contreras hopes to get to the point where students who have come through the program can deliver the workshops and mentor the students. He also hopes to one day see a collaborative partnership spread throughout the entire city.

"There are a lot of organizations doing what we do. We are not original; we did not reinvent the wheel. We basically collaborate and share what we've learned," says Conteras.

Contreras knows it is unrealistic to think that his program alone could service all 12 Hispanic neighborhoods in Chicago. However, with the cooperation of other community organizations throughout the city, he hopes it can be done.

"I'm not trying to find a cure for AIDS. I'm not building a new building. I'm trying to build hope and lives and expectations in this community," he says, so that all the children "can have the same expectation that the students in the more affluent schools have," says Contreras.

"We have a commitment to this community, and we have a hope for these children. We have to believe that every generation is going to go further along the education path. So one day we will be on the national average and they'll say, 'OK–there is no difference between Latino and Anglo.'"

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Assistant, Associate or Full Professor in Master of Information Management Degree Program

The University of Maryland's College of Information Studies (CLIS) is developing a new degree program, Master of Information Management, to accompany its existing Master's of Library Science degree. The degree proposal is under review. Final approval of the program is expected by February 2003. The faculty of the two programs will be integrated, and the College is recruiting three additional faculty members to begin teaching in the fall of 2003.

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Applications will be accepted until the positions are filled, however, for best consideration, apply by January 15, 2003. The positions are expected to be filled by August 2003. Inquiries and applications should be sent to the **Search Committee Chair, Dr. Claude Walston, Professor, College of Information Studies, 4105 Hornbake Building, College Park, MD 20742-4345. Phone 301-405-2049. E-mail: cw6@umail.umd.edu.** More information is available from from thee College's web site, www.clis.umd.edu.

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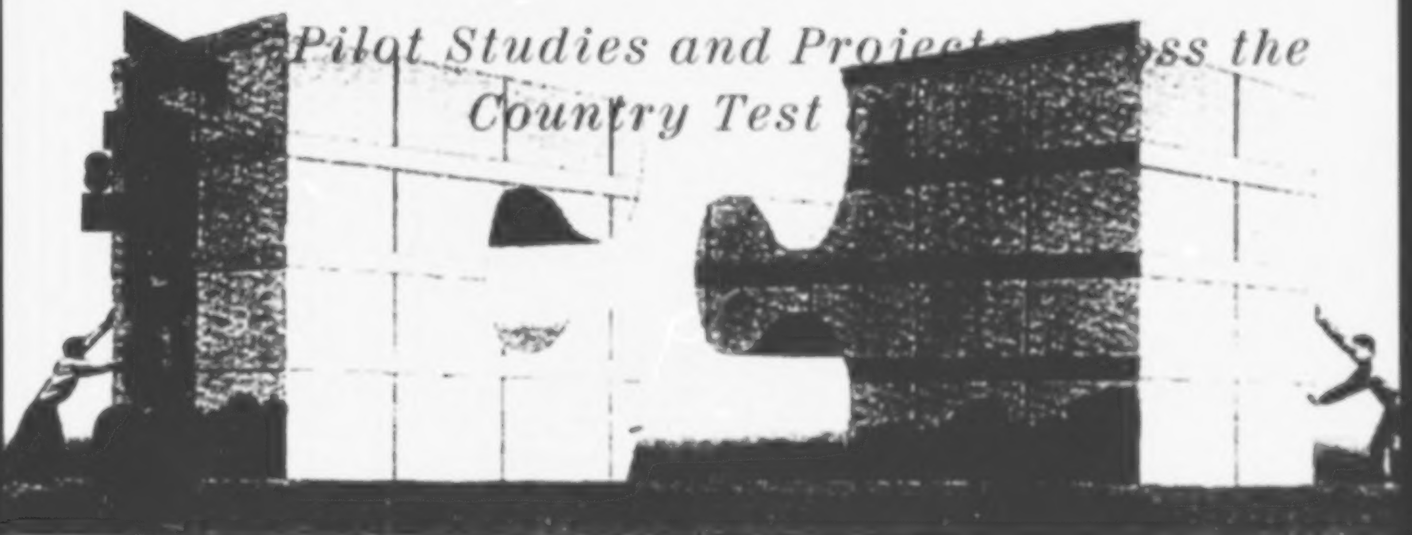

Pilot Studies and Projects Across the Country Test

Making K-16 a

Calling the relationship between K-12 and higher education "dysfunctional," a group of policymakers has called for more collaboration between the two systems. They have specifically identified cooperation in the areas of raising academic standards, teacher preparation, and community involvement as critical to improving education in the United States. The group met and developed position papers at a conference sponsored by the Institute for Educational Leadership and the National Center for Public Policy and Higher Education.

"It is obvious that the problems in one sector cannot be solved without the cooperation of the other sector," said Kati Haycock, director of the Education Trust. Based in Washington, D.C., the Trust works on national and local levels to improve student achievement from kindergarten through college.

Haycock and others who are promoting relationships between schools and colleges have taken up a cause that is hampered by widespread misperceptions and turf battles. In the minds of many, the U.S. operates a seamless system of education; that is, once a student finishes high school, he/she can continue on to four years of college, a master's degree, and even a doctorate. But those who work in the two systems know the concept is a myth. In actuality, there is little dialogue between K-12 and higher education, a situation that many believe is the reason why a large percentage of students are poorly prepared for the rigors of higher education and often need remediation.

While college faculty complain about the situation, they also know that their institutions have devoted substantial resources to "fixing the problem." Most colleges, even prestigious ones, have remedial courses. At public two-year and four-year schools, those departments are often huge, with thousands of students in basic skills math and English programs. This makes the remedial segment of the curriculum one that produces revenue and jobs in higher education and could be the source of a territorial battle in a K-16 reform movement.

For a specific example of how the two sectors are at odds, Haycock uses mathematics education, citing the amount of high school math that is still taught in college as part of remedial courses or low-level math requirements. Since these courses provide full-time positions and teaching jobs for many faculty members, there is no incentive for them to "bend over backwards" and help school districts strengthen their curricula.

"If college mathematics departments all of a sudden taught only the mathematics not also taught in high schools, a full 80 percent of the credit hours of the math department would disappear overnight," said Haycock.

Haycock points out that at the graduate level, one quarter of the master's degrees and nearly half of the doctoral degrees are awarded to students who are citizens of foreign nations. Yet, the faculty in these departments feel no obligation to reach out to local high schools to encourage American young people to choose math and science careers.

Haycock says it's time to put "money on the table" for collaborative efforts and combine those resources with tough accountability measures.

But how can two systems that are so disconnected learn to work together when they have stood apart for so long? The situation is compounded by political structures in most states that often distinguish between higher education and public schools through different governance systems, different legislative committees, and separate funding.

And then there is what some term as an "attitude problem," a reference to higher education's reluctance to engage in the discussion. While college presidents may call for cooperative ventures, the faculty remain by and large disinterested. In the education hierarchy, college professors have always distanced themselves from their public school teaching counterparts. Even when they belong to the same union, such as the National Education Association (NEA), the governance structure consists of different committees and lobbying efforts on behalf of the two sectors. But there are some hopeful signs.

The Maryland Model

Maryland began one of the flagship collaborative efforts in 1995 with its "Maryland Partnership for Teaching and Learning K-

16," an alliance of the Maryland Department of Education, the state Higher Education Commission and the University of Maryland. Donald Langenberg, who retired in August 2002 after 12 years as chancellor of the University System of Maryland, championed the partnership.

"With almost 70 percent of high school graduates now seeking postsecondary education within two years of graduation, it is essential that preparation for college be a universal standard," wrote Langenberg when he outlined the case for the partnership.

The partnership was born with strong rhetoric that took aim at both sides of the system. The high schools in Maryland were asked to make a commitment to ensure that high school graduates meet standards. On the other side, the University committed to ensuring that its teacher candidates were prepared to bring student performance in line with those standards.

As bluntly expressed in its statement of purpose, the partnership said, "the colleges and universities must cease graduating underprepared teachers, and school systems must cease employing ineffective and underqualified teachers. We cannot expect students to meet high standards that their teachers themselves are unable to meet or are underprepared to help their students meet."

So far the partnership has made progress on the following goals:

1) developed end-of-course examinations for high school seniors, beginning with the class of 2007
2) obtained agreement from high school writing teachers and university faculty in English composition about the standards for first-year college writing
3) developed an associate of arts degree in teaching so that community colleges can help remedy the shortfall in teachers expected in Maryland in the coming years
4) redesigned teacher training programs, in cooperation with education faculty and school superintendents

Members of the partnership do not think they can reform education overnight. They believe it will take at least 20-25 years for their initiatives to be truly effective. But the partnership points out, "persistence is essential."

The Philadelphia Story

Several of the most innovative school-college programs are located in Philadelphia. One of them, the Philadelphia Higher Education Network for Neighborhood Development (PHENND), is impressive in its scope of participants and projects. PHENND is a consortium of 42 higher educational networks, which work to engage colleges and universities with their local schools and communities and to coordinate and integrate programs.

> ***"It is obvious that the problems in one sector cannot be solved without the cooperation of the other sector."***
>
> KATI HAYCOCK,
> DIRECTOR OF THE EDUCATION TRUST

A partial list of PHENND partners includes Bryn Mawr, Drexel, Immaculata, the University of Pennsylvania, and Swarthmore, as well as community colleges, and branches of Penn State and Rutgers. The PHENND philosophy is fairly simple: higher educational institutions are often intertwined with their neighborhoods, and can function as permanent anchors and catalysts for community improvement. Therefore, it is in the interest of these institutions to make significant efforts to improve their neighborhoods and public schools.

PHENND began in 1987 with a series of small grants and has gradually built its network and finances to include permanent staffing and a number of projects aimed at systemic school reform.

"Over the years, we have developed a great network. Our database has over 3,000, including 300-400 faculty," said Hillary Aisenstein, director of PHENND. "If they are not available for a particular project, they refer us to someone else who can help.

"In addition, we finally have some hard money, and we are able to run annual conferences and provide course development grants."

As Aisenstein explains, PHENND is literally a "matchmaker," often bringing public school teachers together with their colleagues in higher education to support innovative teaching and learning.

"For example, we have a teacher at Turner Middle School in West Philadelphia who wanted to do a lesson in anti-violence but wanted part of the project to explore intervention strategies and solutions," said Aisenstein. "She is now hooked up with a communications class at La Salle University, and the college students are using their expertise in videotaping to document middle school student interviews on violence."

Aisenstein said that there is also an instructor at the University of Pennsylvania who teaches a "Crime and Society" course and has created independent study projects for students, who work on projects in neighborhood schools. Another example of collaboration involved a Chicano studies professor from Swarthmore College whose students went out and worked on a service-related program involving the mushroom farmers in Chester County, Pa.

Aisenstein and the members of PHENND are optimistic that as higher education expands its working relationship with the community and its public schools, there will be substantial benefits for everyone. She says that PHENND will continue to be a catalyst to bring the various systems together. They are currently working on a project involving the nutritional health of public school students and their families.

"We now have a new grant from the Department of Agriculture involving food stamp information and enrollment," said Aisenstein. "We will be enlisting college and high school students to help us out through curricular-related activities."

Another Philadelphia-based program fostering collaboration takes aim at improving teacher quality by involving Temple University, the region's largest provider of new teachers, and the Philadelphia School District's Office of Human Resources. Known as the Excellence in Teaching Partnership and sponsored by the Philadelphia Education Fund, it is an effort to boost the number of certified middle school teachers and create a user-friendly recruitment and hiring system in the district. Temple helped the district attack the problem of finding qualified middle-grade teachers by creating an undergraduate Middle School Endorsement Program as part of its pre-service education curriculum.

At the other end of the city, the University of Pennsylvania has taken up the cause by becoming a lead partner in a large-scale coalition comprised of principals from West Philadelphia public schools, representatives from nonprofit institutions such as the Philadelphia Zoo and Children's Hospital, small and large for-profit firms, community groups, and political leaders. The coalition works directly with school district administrators in West Philadelphia to improve curriculum and professional development, expand school-to-career opportunities, expand services for children and their families, and advocate in other ways for the 25 public schools in West Philadelphia.

Stanford Takes on Standards

One of the most vexing parts of the K-16 reform puzzle is the lack of compatibility between high school exit standards and college admissions requirements. Experts say that the gap has been created because most high school tests have focused on minimum competency rather than on the knowledge and skills needed to succeed in college.

At Stanford University, educational researchers are developing recommendations to bridge the gap through an ambitious effort, The Bridge Project: Strengthening K-16 Transition Policies. Michael Kirst, an education professor at Stanford, is one of the project leaders.

"When states overwhelmingly tie their assessment systems to minimum high school graduation requirements, it often mitigates their usefulness for higher education," said Kirst.

Kirst and his colleagues have used six states for a pilot study, which examines admissions and placement policies at public universities and colleges and compares them to state and local high school exit standards. Their findings support the presence of a "disjuncture" between K-12 and higher education, especially in the lack of compatibility in assessment mechanisms and the confusing signals that parents and students receive about what is needed to succeed in college.

"If K-12 educators, students, and parents had a better understanding of what students should know and be able to do to enter college, remediation rates might be lower," said Kirst and his colleague Andrea Venezia, director of the project.

The Bridge Project has been in progress for several years and is reaching the stage where its findings will be shared on a nationwide basis. Preliminary recommendations call for stronger links between senior-year high school courses and undergraduate general education requirements at colleges plus better information and counseling on college-transition issues at the high school level. These and a host of other suggestions will be part of the project's policy report, which will be released in spring 2003.

"We will be going to Washington to share our findings and make recommendations for national reform that will help students prepare for, enter, and succeed in postsecondary education," said Kirst.

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No Child Left Behind:
The Impossible Dream?

by
Michelle Adam

The challenge, as expressed by Michael Cohen, is in being able to truly hold schools accountable within the ambitious timetable established by the Bush administration.

Almost a year to date, President George W. Bush enacted what many have described as the most sweeping changes in education since the Elementary and Secondary Education Act was adopted in 1965. On Jan. 8, 2002, he signed into law the No Child Left Behind Act.

The essential purpose of the law is exactly as its title suggests: Within 12 years, all public school students will be required to perform at a proficient level under state standards, and schools will be held accountable in an effort to ensure that, literally, no child is left behind. Impacting Bush's decision is our nation's urgent need to close the gap between the disadvantaged students and their peers.

"We need to close the achievement gap in American education between disadvantaged students and their more affluent peers. The current system is unfair to disadvantaged children," said John Boehner, R-Ohio, chairman of the House Education and the Workforce Committee. "Too often these children are simply shuffled through the system without ever getting the chance to learn to read and solve basic math problems. Changing this requires accountability for results, high standards, and focus on every student as an individual."

Abigail Thernstrom, a member of the Massachusetts State Board of Education and a commissioner on the United States Commission on Civil Rights, described this same state of American education in her

"Let's not kid ourselves. Getting all of our students to anything close to what NAEP defines as proficient is just not possible."

ABIGAIL THERNSTROM,
U.S. CIVIL RIGHTS COMMISSIONER

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own terms: "The racial gap in achievement is the civil rights issue of our time. We will not have racial equality until this gap is closed."

Thernstrom speaks to the issue in her soon-to-be published book, with the working title "Getting the Answers Right: The Racial Gap in Academic Achievement and How to Close It." She also addressed her concerns regarding educational disparity during a conference sponsored by the Thomas B. Fordham Foundation last February. She joined other speakers in a discussion and analysis of the No Child Left Behind Act.

Thernstrom cited the disparaging statistics recently gathered by NAEP in math and reading assessments (NAEP stands for the National Assessment of Educational Progress, also known as "the Nation's Report Card." Since 1969, NAEP has been the only nationally representative and continuing assessment of what America's students know and can do in various subject areas): "Only 32 percent of all American students scored at the Proficient or Advanced level in fourth-grade reading. For Blacks, it was just 12 percent; and for Hispanics, 16 percent. The scores in math were even worse, with only 5 percent of Blacks, 10 percent of Hispanics, and 26 percent of all students rated Proficient or Advanced in fourth grade. By 12th grade, even fewer non-Asian minority students fell into the top NAEP categories."

Added Thernstrom, "At the end of 12 years of education, seven out of 10 African Americans lack even a basic command of math. That is the case for more than half of Hispanics too. Reading scores are somewhat better, but still terrible. The picture for low-income children is also appalling. Seventy-three percent of kids eligible for free or partially reduced lunch are below Basic level in 12th-grade math."

It's exactly these kinds of statistics that spurred President Bush to push for testing and accountability measures through the No Child Left Behind Act. "It is a terrific start, a big first step," said Thernstrom about the legislation. "The assessments are a wake-up call."

Although the law was established merely a year ago, beginning with the 2002-03 school year, schools have already been required to administer tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12, in all schools. Beginning in 2005-06, tests will need to be administered every year in grades 3-8 in math and reading. By that same year, every federally funded classroom is expected to include a highly qualified teacher (The No Child Left Behind Act increased federal teacher quality aid by 38 percent in 2002, to $2.85 billion). Beginning in 2007-08, science achievement must be tested too.

"We need to close the achievement gap in American education between disadvantaged students and their more affluent peers. The current system is unfair to disadvantaged children."

JOHN BOEHNER, R-OHIO,
CHAIRMAN OF THE HOUSE EDUCATION
AND THE WORKFORCE COMMITEE.

The Act also provided $900 million during 2002 for the President's Reading First plan. Federal dollars will continue to be tied to programs that use scientifically proven ways of teaching children to read. Communities will also benefit from a federally funded program called Early Reading First. This program is intended to help develop language and reading skills in pre-school children, especially those from low-income families.

States will be expected to reach 100 percent proficiency for all students within 12 years, and upon striving for this goal will be asked to "raise the bar" gradually. Student progress will be measured and tracked for those who are economically disadvantaged, from racial or ethnic minority groups, disabled, or have limited English proficiency.

While states will administer their own tests, their results are to be measured against an external benchmark, the National Assessment of Education Progress tests. A small, random sample of students in each state will be required to participate in the fourth- and eighth-grade NAEP in reading and math every other year.

Schools that do not make adequate yearly progress for two consecutive school years will be identified by the district as needing improvement. These schools will then be eligible to receive federal funds to aid in this matter. If, however, they continue to fail to meet the standards of adequate yearly progress (AYP) for four consecutive years, the district will have to take action to improve the school, such as replacing staff, offering students supplemental services, or offering parents the option of taking their children to other public or charter schools. After five consecutive years of failing to make yearly progress, the school will then be subject to penalties, such as state takeover, the hiring of a private management contractor, converting to a charter school, or staff restructuring.

To describe the plan as ambitious is an understatement, according to Michael Cohen, former assistant secretary for elementary and secondary education of the U.S. Department of Education and special assistant to former President Bill Clinton on education policy. Cohen spoke about the legislation at the Thomas B. Fordham conference, and in doing so reviewed the history and challenges of similar past legislation.

"In 1994, President Clinton proposed and passed several pieces of sweeping legislation that, for the first time, forged a state-federal partnership to implement standards-based education reform nationwide. Goals 2000 and the 1994 ESEA reauthorization (the Improving America's Schools Act) created a new framework for the federal role in elementary and secondary education, based on challenging state standards, and aligned assessments for all students, accountability for results, flexibility on how to achieve them, and increased targeting of federal education resources to high poverty schools," said Cohen in his address.

While the No Child Left Behind Act builds upon this foundation, he added, it extends beyond it by "providing state and local education officials with greater flexibility in the use of federal resources, significantly tighter school accountability requirements, and greater state direction over the design of state testing and accountability systems." He went on to say that "most significantly, it changes the ground rules for accountability, by requiring schools and school systems to bring every child up to state standards within a finite period of time, and to close achievement gaps based on race, ethnicity, language and income.... More forcefully than before, these new provisions take aim at the 'tyranny of low expectations' for students from poor and minority backgrounds, and seeks to replace them with a culture of high expectations and adult responsibility."

The challenge, as expressed by Cohen, is in being able to truly hold schools accountable within the ambitious timetable established by the Bush administration. As he pointed out, the ability of the state to implement standards and effective testing measures, and for the federal government to enforce accountability, may stand as the greatest challenge. Since the process of establishing state standards and appropriate measures of testing are fairly new, many states have thus far needed more time to develop systems that would actually work. And, as Cohen pointed out, it is crucial within this framework for the federal government to establish strong ties and provide more support to states than in the past in order to navigate this foreign territory more effectively.

Matthew Gandal, executive vice president of Achieve, a national nonprofit that helps states raise standards and achievement in their schools, shared concerns similar to Cohen's during the Fordham conference.

"Now that the legislation has passed and the bill has been signed by the president, the question remains: how are the states going to pull it off?" he asked. "Only 16 states currently have grade-by-grade tests in reading and math, and only nine of those states have tests aligned with their standards (a requirement of the law). The rest will have to fill in the blanks with new tests. Achieve estimates that well over 200 new state-level tests will have to be created over the next several years to meet the new federal requirements." (Not only will states have to carefully decide what kinds of tests to administer to students, but will have to do so quickly and within a very limited market of companies that produce tests.)

While many speakers at the Fordham conference on the No Child Left Behind Act applauded President Bush for his commitment to standards and accountability, many wondered how, in actuality, our nation would achieve these ambitious goals. Thernstrom, for example, was "all for testing," but she has also witnessed the challenges of implementing standards and achieving proficiency in her home state of Massachusetts.

"Let's not kid ourselves. Getting all of our students to anything close to what NAEP defines as proficient is just not possible. It's not possible in Massachusetts or in any other state," she said. Regarding her Massachusetts, she added, "We have been pouring money into education since 1993. There has been a major push for high standards and real accountability. And we cut the failure rate on MCAS (Massachusetts Comprehensive Assessment System) roughly in half last year. But we still have a large group of students who are in danger of not graduating from high school. Moreover, once again, the failure rate is strongly skewed by race. Nearly two-thirds of the state's Black high school students and seven out of 10 Hispanics will not receive diplomas in 2003 unless they do better on one or both of the English and math tests."

Although No Child Left Behind has determined that failing schools will receive intervention and then be required to offer students the chance to go to another school if the school continues to score poorly, Thernstrom has seen these same promises turn sour in Massachusetts. "Where are you supposed to go? Your kid goes to an unsatisfactory Boston elementary school. Good luck in finding one that's better and has empty seats," she said. And when it comes to intervention measures, she added, "neither the state nor the districts know how to turn schools–no less whole districts–around.... We are not going to get there without radical changes."

While No Child Left Behind may be setting standards much higher than ever established before, it has provided attention and a much needed push for our schools to improve "or else." Whereas earlier, schools distorted measurements of success by excluding students with disabilities and English difficulty from their testing process (among other ways of increasing test scores), this latest legislation takes into account the specific subgroups that are the very reason for education reform in the first place. The federal government requires that state assessments are disaggregated within each state into the following categories: economically disadvantaged students, students with disabilities, students with limited English proficiency, major racial and ethnic groups, and gender.

"In the case of LEP (limited English proficiency) students, the legislation goes as far as to require testing in English proficiency beginning in the 2002-2003 school year," said Richard Wenning, vice president for the Education Performance Network, the professional services arm of New American Schools. (He was joined by Paul Herdman, director of Accountability and Evaluation Services at New American Schools, and Nelson Smith, managing director for New School Services at New American Schools, at the Fordham conference.)

"This is a major departure from the 1994 law, and a clear signal of federal intent that achievement standards should apply to all students–and that everyone should become proficient in English.

"The No Child Left Behind Act of 2001 is a solid step in the direction of establishing a new nationwide commitment to the high academic achievement of all children," he concluded. "An interval of celebration is in order–but most of the tough decisions, and huge task of implementation, still lie ahead."

Edinboro's Latino Youth Program Paying Dividends

Partners with Schools, State, and GE

by Inés Pinto Alicea

More than 80 Latino middle and high school students spent a week at Edinboro University of Pennsylvania and at General Electric's (GE) Erie plant as they participated in the fifth annual Latino Leadership Development Program.

Designed to encourage the students "to stay in high school and to inspire them to go to college," the program is showing signs of success. Some of the earliest participants have a much higher college-attendance rate–49 percent–than the national average of 11 percent in the Latino community.

"What makes this program unique is that it targets Latino youth," said Denise Ohler, associate dean of enrollment management, director of career services, and head of the leadership development program. "Not a lot of programs do that. Usually, they say they are for disadvantaged or minority youths."

The program attracts Latino middle and high school students to the Edinboro campus for a week of academic and leadership training. The program, held June 9-14, was sponsored by the University in Edinboro, GE Transportation Systems, Pennsylvania Higher Education Assistance Agency, the GE Hispanic Forum, and the School District of the city of Erie. Edinboro University, part of the Pennsylvania university system, has 7,700 students, of whom 77 are Latino. Students from Erie and Pittsburgh, Pa., and Cleveland, Ohio attended.

Activities focus on strengthening academic skills in math, science, and communication and enhance leadership skills, positive self image, and professional career awareness.

The program was developed in 1997 in response to the growth of the Latino population in northwest Pennsylvania and to the need to boost Latino high school graduation rates in the area. Originally, it recruited only high school students, but slowly expanded. Middle school students were first invited in 2001, through a grant from GE, which allowed for instruction in mathematics and the application of mathematical concepts to practical engineering projects.

Denise Ohler, associate dean of enrollment management, director of career services, and head of the leadership development program, Edinboro University of Pennsylvania

Program organizers wanted to provide younger children with important role models, help them begin to develop career and academic goals, and steer them toward good academic performance so they would continue their education beyond high school. The program began with 23 students five years ago, and last summer had 85, including some who'd participated in earlier years. An outreach counselor works with Latino families in the surrounding communities to recruit students to the program.

The University reaches out to guidance counselors, too, to recruit middle and high school students. The program tries to attract students with grade point averages of 2.5 or higher, but, according to Ohler, isn't strict about the qualifications. "We try to capture the middle of the road students," said Ohler.

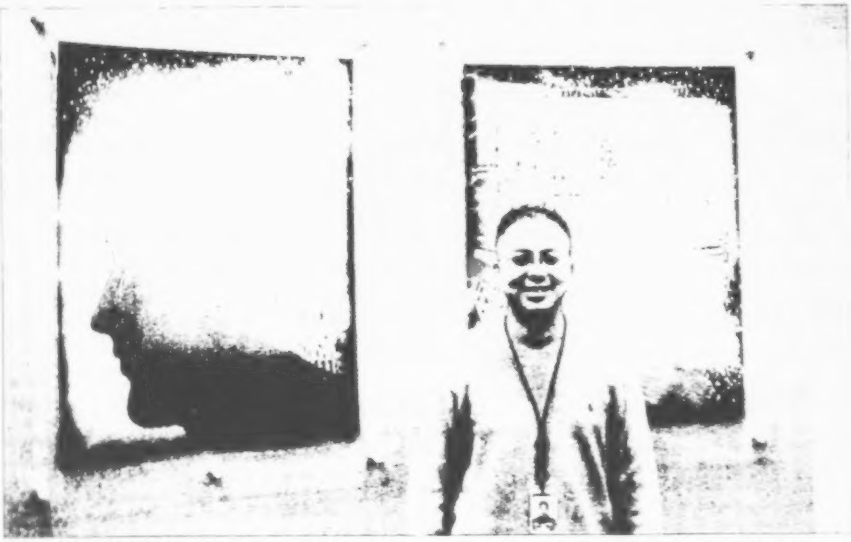
The 2002 program was launched with a ceremony at Edinboro's University Club and ended with a closing and awards ceremony. The week was filled with activities ranging from a talk about residence life at a university to math instruction, a campus tour, a scavenger hunt, career development exercises and discussions, and the completion of a pre-engineering design project.

The first year the leadership development program was held, the students designed a mousetrap. Another year, students built bridges. The projects not only develop engineering skills but also hone leadership skills and the ability to work with other people, said Ohler. Students compete against each other and win prizes, such as gift certificates from local merchants, for the best project. The students have to prepare an advertisement about their project, determine the total costs of developing it, and write an article about their efforts.

Students stay in the residence halls during the week to get a feel for living at a university campus. Latino college students serve as resident assistants and mentors to the students who attend the weeklong program.

The leadership program continues throughout the school year, giving students the opportunity not only to strengthen their own academic skills, but also to serve as role models by mentoring/tutoring younger Latinos in area elementary schools.

The GE Hispanic Forum provides instruction and guidance for the students, who range in age from 14 to 18, on problem-solving, e-learning, careers in engineering and mentoring, and design competition and application in science and math principles. The Forum is comprised of young Hispanic professionals in different careers, and they design the curriculum.


Mario K. Medina, the program leader for remote monitoring and diagnostics at GE Transportation Systems

Mario K. Medina, the program leader for remote monitoring and diagnostics at GE Transportation Systems (GETS), said GETS has sponsored the leadership program for the past three years and that the Hispanic Forum, one of four diversity network groups at the company, was asked by the company's human resources department to represent the business in support of the Edinboro initiative. GE thought the leadership initiative offered a good opportunity to partner with Edinboro University to help shape the lives of Latino students.

The seven-day program, developed to expose Latino students to a variety of professional careers, has included a full day at the GE plant in Erie to understand the business, hear from many leaders from multiple disciplines within the Fortune 100 Company, and participate in the GETS design competition and leadership workshop hosted by the company's CEO.

"At GE Transportation Systems, we're constantly looking for the best and brightest talent," said Medina. "That's why we see programs like the one with Edinboro as one of the most effective ways to encourage Latino students to successfully get technical degrees, and ultimately populate our talent pipeline for the company."

From (l. to r.): Elionel Rodriguez, Angel Serrano, Christian Santiago and Javier Cruz work on their roller coaster at GE's learning center. The project was part of Edinboro University of Pennsylvania's Latino Leadership Development Program.

The GE Transportation Systems' Hispanic Forum, a subset of a company-wide Hispanic Forum, is a group dedicated to recruiting, developing, and retaining the best Hispanic and other diverse talent for the business by providing support comprised of coaching, mentoring, and role modeling. The GE Company has a corporate-wide system of women and minority network groups with similar goals.

Medina said the GETS Hispanic Forum in Erie has a growing, active membership of more than 30. Nearly all in the Forum have worked in the Edinboro leadership development program in some capacity. In 2001, Forum members put in almost 350 hours of effort, and involved their counterparts at the GE Lighting (GEL) facility in Cleveland with students from the Cleveland area also attending.

Thanks to the support of the GE Fund, a philanthropic branch of the GE Company, GETS and GEL, the company has donated more than $80,000 to fund this initiative.

Ohler said the students enjoy being surrounded by other Latinos–Latino professionals and other students–throughout the week and hearing about their experiences and the paths they followed to get to the points they have reached.

"This whole synergy develops," she said.

The GE employees also are fulfilled by the experience, and it gives the company a strong outreach program into the Latino community.

Medina said that GETS "treasures programs like this one, as the employees get fulfillment from it, the Company builds a strong pipeline as a result, and ultimately Latino students of Edinboro are re-energized and have a better understanding of the outcomes of completing their degrees."

"Many of the students are so eager to participate," he said. Some of its graduates return as mentors.

While students don't receive credits for program participation, they are given stipends of $100 to $150. This is done because some are from low-income families and are giving up wages in order to attend the program.

The program costs upward of $60,000 to run yearly and is constantly looking for sources of funding. The prime sponsor last summer was the firm Waste Management, which garnered high praise from Edinboro's president, Dr. Frank G. Pogue. "We are delighted," he said, "that Waste Management has chosen to be a partner in this program that aims to enhance educational opportunities for Latino students."

With the 2002 program behind them, Edinboro officials are making preparations for next year, adapting the curriculum to the projected realities of fall 2003.

PHEAA Launches EducaciónSuperior.org

Latino Leadership Development is just one of the programs Pennsylvania has developed to address the needs of Latino students. The Pennsylvania Higher Education Assistance Agency (PHEAA) recently announced the launch of EducaciónSuperior, a Web site designed for Spanish-speaking visitors who are planning for higher education.

EducaciónSuperior.org provides planning information for nontraditional students and parents of students, as well as in-depth information on financial aid programs.

"PHEAA's primary mission is to make higher education affordable and accessible to everyone," said PHEAA board chairman Elinor Z. Taylor. "This means that the information must be understandable for all of our audiences. Approximately 10 percent of the U.S. population speaks Spanish as their primary language. It is important that we provide them with a tool for planning for higher education."

EducaciónSuperior.org is divided into four main sections, the first of which stresses the importance of higher education.

Another explores the many financial aid programs available.

A section designed especially for parents emphasizes that students should be introduced to the importance of postsecondary schooling at an early age. It provides information to help parents of children in elementary school as well as of those in secondary school.

The final section helps adults who would like to continue their education at a postsecondary school, whether their goal is personal fulfillment, a more stable job, or a higher salary and more comprehensive benefits.

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The School of Education at the University of Kansas invites applications for the following **tenure track faculty** positions with a starting date in August of 2003. Review of applications will begin January 13, 2003, and continue until the positions are filled.

CHAIR, DEPARTMENT OF TEACHING AND LEADERSHIP (T & L). Qualifications for appointment as an associate or full professor with an earned doctorate in one of these areas of specialization: Elementary, Middle Grades, or Secondary Education, Educational Administration, Foundations, or Higher Education, and prefer administrative experience in an academic setting.

ASSISTANT PROFESSOR, DEPARTMENT OF HEALTH, SPORT AND EXERCISE SCIENCES. Qualifications for appointment as an Assistant Professor in Health Education with an earned doctorate in a health related field. Commitment to teaching, scholarly productivity, and service are required.

For each position, please send a letter of application, curriculum vitae, contact information for three current references, and a statement of research interests, and teaching philosophy (T & L only) to the Chair of the Search Committee for (position seeking), J. R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045-3101.

The University of Kansas is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and State legislation prohibits discrimination on the base of race, religion, color, national origin, ancestry, sex, age, disability and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status and parental status.

National Research Council Fellowships Office

Senior Program Officer/Associate Director

The Associate Director will oversee the NRC-administered Ford Fellowship Programs and will serve as liaison to the university community for all programs in the NRC Fellowship and Associateship Offices. Information on these programs can be viewed at www.nationalacademies.org/fellowships and www.nationalacademies.org/rap. The incumbent will work directly with the Ford Foundation on policy and administrative issues, will evaluate existing methods and devise new and innovative methods of outreach to assure maximum participation in the programs, will collaborate with Ford Fellows, both past and present, to further program objectives, and will monitor the progress of the programs in meeting the objectives of the Ford Foundation. The Associate Director will serve as the principal liaison for the Fellowship and Associateship Offices with the academic community, seeking innovative ways to increase awareness of fellowship opportunities at the graduate and undergraduate levels. For the Research Associateship Programs, he/she will lead the efforts to recruit highly qualified candidates, with particular emphasis on increasing the diversity of applicants and awardees.

The ideal candidate will possess a doctoral degree in science, engineering or the humanities and have a background in undergraduate and/or graduate education; some administrative experience is preferred. The candidate should be familiar with fellowship programs and have experience in outreach and minority recruitment. Applicants should possess excellent oral and written communication skills and be comfortable working across a wide range of disciplines and in dealing with universities and research laboratories. Frequent travel is required.

Salary will be commensurate with experience. For additional information regarding this position or for information on how to apply, contact: **Ms. Cheryl Thompson, Office of Human Resources, National Academies, 500 Fifth Street NW - NA M105, Washington, DC 20001.**

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Student Organizations Paving the Way for Latinos at SFA

From the top, Omega Delta Phi, Kappa Delta Chi, and Sigma Lambda Gamma

Latino-Based Greeks Earning Highest GPAs

by Shirley Luna

Three Latino-based Greek organizations at Stephen F. Austin State University in Nacogdoches, Texas, have shown by example that fraternity or sorority membership may play a role in helping Latino students complete a successful college career.

The SFA chapter of Sigma Lambda Gamma had the highest grade point average of any sorority or fraternity on campus in the fall of 2001. Likewise, SFA's chapter of Omega Delta Phi had the highest GPA of any fraternity on campus during the same semester.

All three of the Latino-based groups perform community service projects throughout the academic year.

"Through these service activities, SFA students work with community members from every walk of life–elementary students, high school students, business leaders, and the low-income elderly. They serve as mentors, as recruiters for SFA, and as ambassadors of good will," said Dr. Tito Guerrero III, SFA president.

"As much as they are helping the Nacogdoches community, they are also helping themselves by learning how to deal with a multitude of personalities, and they are helping SFA."

Omega Delta Phi Fraternity

José Capellán, an international business major from Puerto Rico, moved to the U.S. at age 12. He lived for four years in Chicago with his parents, both physicians completing their medical training. Instead of returning as planned to their home in Puerto Rico when their training was complete, they relocated to Lufkin, Texas, where they accepted positions in established and successful medical practices. José subsequently enrolled at SFA, a 30-minute drive from his new home.

"I wanted to be involved in something," Capellán said. "Some friends told me that fraternity life was the best, but most of them are living far away from their homes right now, so they really needed something to be their home away from home. I'm not that far from home, so I wasn't sure that I really needed to be in a fraternity. But it has turned out to be home away from home for me, too."

Omega Delta Phi was founded on the principles of unity, honesty, integrity, and leadership. Although originally established as a Latino fraternity, Omega Delta Phi membership is open to all ethnic groups.

"Maybe it's bad, but at first I felt more comfortable around my own people," Capellán said. "But the thing I love about this fraternity is that it's

José Capellán, member of Omega Delta Phi and a sophomore international business major at SFA

diverse. We don't care what color you are. We don't care whether you are Black or White, Chinese or green. You are welcome here. You are in because of who you are, not your color or anything else."

While the group is not restricted by ethnicity, there are requirements for membership.

"You have to be willing to help the community," Capellán explained. "You have to keep your grades up, and you have to act in a way to give a good name to the group, to the community, and to SFA."

Capellán admits that during his high school years he wasn't a dedicated student.

"I was just there because my parents expected me to be," he said. "I never studied, and my favorite subject was lunch because I got to see my friends." Although he has been more focused as a college student, Capellán went inactive from his fraternity for one semester when his grades dropped.

"When I went inactive, I attended the meetings as a guest, but I felt like I had lost my voice because I didn't have any input into the group, and I couldn't help out with things. It wasn't a good feeling."

Capellán's grades improved, and he rejoined his fraternity brothers as an official member.

"Keeping my grade point average up not only keeps me in the group, it will help me professionally after graduation. I will be proud to tell people what my grade point average was," he said. "Now I work hard to keep my grades up. I have more confidence in myself, and it's a good feeling. My parents love it, too."

Among the fraternity's community service projects is service to elderly people in the community who need help with house and yard work. "That is a great experience," Capellán said. "We help people with their yards and paint their homes. We go there to work, but we wind up just mingling with them, too. It is really fun."

In an effort to reduce the number of hours some schoolchildren spend at home alone, the fraternity members tutor children after school at a local church. They also have coached a basketball team for 8-year-olds.

"The best part of working with the basketball team was to train them and then watch them play," Capellán said. "During games, they would do something that we had worked with them on, and then we'd think, 'Wow, I taught them that.

"The group sponsors a Brothers Against Drunk Driving project the week before spring break each year.

Nanci Eguia, senior accounting major at Stephen F. Austin State University and president of Sigma Lambda Gamma

"We encourage people to sign pledges not to drink if they are going to drive," Capellán said. "We have a police officer come and speak to the members, and they've brought a car that was totaled by a drunk driver and set it up outside the University Center. It makes a big impression at a very appropriate time of year."

Sigma Lambda Gamma Sorority

Nanci Eguia, president of the SFA chapter of Sigma Lambda Gamma and a senior accounting major from Houston, has been a member of the group since the second semester of her freshman year at SFA.

"I think I went home every weekend my first semester here," Eguia said. "But then I met the founders of the chapter and became a member, and I didn't want to go home so much after that."

During both the fall 2001 and the spring 2002 semesters, the group had the highest GPA of any Greek organization on the SFA campus.

"We stress academics," Eguia said. "It's one of our principles. We have mandatory study hours for new members and for girls whose grades have fallen below standards. We use a buddy system, and each girl is assigned a tutor."

The chapter's insistence on academic achievement benefits every member of the group.

"Our group maintains a log of all the members," she said. "Girls who are really good at a particular subject, like chemistry, are listed with their phone number. So if anyone in the group needs help with that subject, even if you're not working on mandatory study time, you can just call that person for help." The tutor not only studies with her partner, she also serves as a motivator.

"I know several of the girls have had the option of going home, but have chosen to stay in school because of the sorority," she said. "We are like a family. We have had hard times–academically, socially, or emotionally–but we push each other to make it through."

As part of a long-term project with a local Latino community of very low-income families, the sorority members helped the SFA Nursing Department by serving as translators during a healthcare assessment.

"We went to every house in the neighborhood," she said. "The Nursing Department was doing a

Vanesa Gómez, recent SFA graduate with a degree in international business, Kappa Delta Chi charter member survey of the medical needs of the community and the services families had received. We have played with the kids and tutored them. We became very comfortable with them and got to know each child's individual personality. We also got to know everything that went wrong in the neighborhood."

Eguia is particularly pleased with the group's influence on the young girls in the neighborhood.

"Our national saying is 'We are in the business of empowering women,'" Eguia said. "The middle and high school girls saw us wearing our sorority shirts and our SFA shirts. We would talk about who was going to college and who wasn't. Many of them had the same family stories we had. Several of them said they couldn't leave their homes to go to college in another city. But we let them know that it didn't matter what college you go to, as long as you go. I think we let them know, 'This is what we're doing, and you can do it, too.'"

"You are in because of who you are, not your color or anything else." José Capellán

"I not only know the difficulty in actually creating an organization from practically scratch, but the great friendships that can come out of working so hard for something that makes you proud." Vanesa Gómez

"This has made me want to give back, not only to my parents, but also to the community. Even after I graduate from college and have a career, I know that I will continue to serve as a mentor." Nanci Eguia

Eguia said working with the subdivision residents made her thankful for the opportunities she has been given in life.

"It made me appreciate what my parents have given me," she said. "My parents came from Mexico with nothing. This has made me want to give back, not only to my parents, but also to the community. Even after I graduate from college and have a career, I know that I will continue to serve as a mentor."

Kappa Delta Chi Sorority

Vanesa Gómez, a recent graduate of SFA with a degree in international business, now works for an employment agency as a bilingual staffing supervisor. At SFA, she was a part of the group that chartered the Kappa Delta Chi sorority in 2000.

"A group of SFA students at a conference attended a Latino Greek forum," Gómez explained. "They had information about the different organizations, and we became very interested in getting Kappa Delta Chi on our campus. That was probably the most powerful experience I had in the sorority–being there from the beginning. I not only know the difficulty in actually creating an organization practically from scratch, but I also know the great friendships that can come out of working so hard for something that makes you proud." The Latina-based group opens its membership to girls of all ethnic groups, and Gómez said the diversity of the group adds to its value.

"We realized that, while no two families are exactly the same, every ethnic group has its own traditions," Gómez said. "I think when the African American members of our group became aware of our culture, and we saw their traditions, it made all of us realize that we have things to be proud of."

Wilma Córdova, a social work faculty member at SFA, is faculty advisor for the group. Córdova said she observes changes in the girls as they continue their education and their membership in the sorority.

"They get support from their involvement in a group setting and in working toward meeting the goals the group has set," Córdova said. "They do work very hard, and they learn to work together. When there is a conflict, they learn to work that out. It's an introduction to the real world."

Córdova believes the girls learn skills that will help them in their careers and in life.

"They learn to prioritize," she explained. "They have to get their work done for the sorority and maintain their grades. It's a balancing act."

Sorority life also keeps students true to their culture and inheritance at a time in their lives when they are searching to establish their own identity.

"This is a way to stay connected to their culture," Córdova said. "They keep the traditions that they've been taught by their families, so that when they come to college, those ideals aren't left at home."

Results

The Latino population represents the fastest growing segment of the U.S. population, and this should lead to an increase in the percentage of Latino students entering college. President Guerrero believes that Latino-based Greek organizations have a positive impact on the careers of college students, and that they are only a part of the process of increasing Latino enrollment in institutions of higher education.

"To ensure that an increase in Latino higher education enrollment follows the increase in Latino population, we must ensure that children from families that do not have experience with college receive information and support services in time to prepare for, apply to, and enroll in college," he said. "Once enrolled, the Latino groups can help create campus environments that value diversity and provide support to help all students complete their education."

A bachelor's degree is worth $26,691 more in annual earnings than a high school diploma, according to U.S. Census Bureau statistics. It is also a prerequisite to earning a master's degree, an opportunity far too few Latinos are eligible to pursue. The continued underrepresentation of Latinos in institutions of higher education has a negative economic impact on Latinos, as well as society as a whole. Greek organizations may play an important role in breaking the cycle of poverty prevalent among Latino families.

Author Shirley Luna is editorial coordinator in the Office of Public Affairs at Stephen F. Austin State University, Nacogdoches, Texas.

FYI...

HACU Conference Inspires New Agendas for Empowerment

DENVER, Colo.

New agendas for the education and economic empowerment of the nation's youngest and largest ethnic population are emerging in the wake of powerful calls for action at last October's 16th Annual Conference of the Hispanic Association of Colleges and Universities (HACU).

"A diverse national community of Hispanic American leaders in education, business, public service, and philanthropy came together to present a compelling agenda for the country that calls for record new support for the higher education needs of our fast-growing Hispanic communities," said Antonio R. Flores, HACU president and CEO.

"Our nation's future economic success and security depends on the education success of a population group that already makes up one of every three new workers entering the U.S. workforce, and which also constitutes the fastest-growing segment of our school-age population. We can no longer afford to ignore the needs of a population group that suffers disproportionately high poverty rates, as well as historically low high school and college graduation rates," Flores said. "This is not a Latino issue; this is a national imperative."

HACU's 16th Annual Conference attracted more than 1,000 educators, advocates, and public policymakers. Corporate, community, and student leaders from throughout the Americas and called for record new public- and private-sector support for Hispanic education initiatives spanning kindergarten through college and the lifelong learning needs of today's rapidly evolving, high technology workplace.

"We're losing one out of every three Latinos that enter school," Leslie Sánchez, executive director of the White House Initiative on Educational Excellence for Hispanic Americans, told the conference. "We have to ensure that these children stop falling behind."

Raúl Yzaguirre, president of the National Council of La Raza, said more Hispanic representation is needed not only in Congress, but also inside the "bureaucracies" of federal government to better represent the needs of Hispanic Americans, especially when it comes to federal funding priorities for Hispanic education initiatives.

Hispanics remain the only underrepresented population group in the federal labor force, according to HACU, which has been calling for record new federal spending for Hispanic higher education initiatives.

"In this economy, a degree is no longer a luxury, but a necessity," said Rep. Robert Menéndez, D-N.J., successful advocate in Congress for Hispanic higher education spending increases as a member of the Congressional Hispanic Caucus.

HACU represents more than 335 member and partner colleges and universities that serve the largest concentrations of Hispanic higher education students in the U.S. HACU also represents a fast-growing international membership of higher education institutions located throughout the Americas and Spain.

Education Department Says Internet Access Up in U.S. Public Schools

WASHINGTON, D.C.

In less than a decade, America's public schools have progressed from just over a third having access to the Internet to virtually all schools now being connected.

In addition, America's schools continue to make consistent progress in expanding Internet access in instructional rooms, according to ***Internet Access in U.S. Public Schools and Classrooms: 1994-2001***, recently released by the U.S. Department of Education's National Center for Education Statistics (NCES).

"We have reached an important technology goal by connecting our schools to the Internet," said John Bailey, director of the Office of Educational Technology. "Now we must use these connections for a far more important goal of improving student achievement. For these connections to truly make a difference, teachers must be trained and students must have access to quality educational content."

In fall 2001, an estimated 99 percent of U.S. public schools had access to the Internet; in 1994, when the annual survey on Internet access was first conducted by NCES, 35 percent had access. Eighty-seven percent of instructional rooms in U.S. public schools had Internet access in 2001, up from 3 percent in 1994.

The annual survey on Internet access is part of an overall NCES effort to track the availability and use of technology in schools. The full text of the report and supporting data tables are available online at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002018.

FYI

Health and Human Services Department Offers Statistical Profile of Hispanic Older Americans

WASHINGTON, D.C.

The U.S. Department of Health and Human Services Administration on Aging recently published a statistical profile of Hispanic Americans aged 65-plus. The following data is adapted from *Older Americans 2000: Key Indicators of Well-Being*, available at http://www.agingstats.gov.

Nearly 35 million Americans are age 65 and over. Three in five in this age group are women. Over the next 40 years, the number age 65 and older is expected to double and age 85 and older to triple. Along with general trends for America's population, Hispanic populations are living longer.

The Hispanic older population was 1.7 million in 2000 and is projected to grow to over 13 million by 2050. In 2000, Hispanic persons made up 5.6 percent of the older population. By 2050, that percentage is projected to become 16 percent. And by 2028, the Hispanic population age 65 and older is projected to be the largest racial/ethnic minority group in the 65-plus age group.

Despite the overall increase in educational attainment among older Americans, substantial educational differences remain among racial and ethnic groups. In 1998, about 29 percent of the Hispanic older population age 65 and older had finished high school, compared with 67 percent of the total older population. Also in 1998, 5.4 percent of Hispanic older Americans had a bachelor's degree or higher, compared with 14.8 percent of all older persons.

During 1994 to 1996, about 65 percent of Hispanic women and men reported good to excellent health. Among the total 65-plus population, this figure was 72 percent. Positive health evaluations decline with age. Among Hispanic men ages 65-74, 69 percent reported good to excellent health, compared with 51 percent among Hispanic men age 85 or older. A similar decline with age was reported by Hispanic women, from 65 percent at age 65-74 to 55 percent at age 85 or older.

In 1996, about 3 percent of Hispanic older persons reported difficulty in obtaining medical care; 7 percent reported delays in obtaining health care due to cost; and 3 percent reported that they were unsatisfied with the health care they received. The comparable figures for the total population aged 65 or older were: 2 percent reported that they had difficulty in obtaining medical care; 6 percent reported delays in obtaining health care due to cost; and 3 percent reported that they were unsatisfied with the health care that they received.

SRI International Evaluates Impact of U.S. Fulbright Scholar Program

MENLO PARK, Calif.

SRI International, an independent research institute, announced results of a two-year outcome assessment of the U.S. scholar component of the Fulbright Educational Exchange Program, the U.S. government's flagship international educational exchange program. The U.S. Fulbright Scholar Program is administered by the Council for International Exchange of Scholars (CIES) through a cooperative agreement with the U.S. Department of State's Bureau of Educational and Cultural Affairs.

SRI found strong evidence that the program is achieving its mandate of promoting mutual understanding and cooperation between the U.S. and other nations, and that it has diverse and often powerful impacts not only on Fulbright scholars themselves, but also on their colleagues, students, friends, and families.

SRI researchers found two key themes: the capacity of the Fulbright experience to increase Americans' knowledge of and engagement with the world, and the power of personal relationships to increase mutual understanding. These themes are particularly compelling in view of the events of Sept. 11, 2001.

The study indicates that during their grant period, the scholars teach, collaborate on research with colleagues and students, organize workshops, provide media interviews, socialize with neighbors, and interact in many other ways with a variety of people in their host countries. When they depart, they leave behind books and other materials, changed curricula, new ideas and new perspectives, and increased understanding of American culture–immediately and for many years to come.

People-Places-Publications-Conferences

PEOPLE & PLACES

HSF Honors Hispanic Leaders

The Hispanic Scholarship Fund (HSF) inducted past HSF scholarship recipients and deserving Latinos into its inaugural HSF Alumni Hall of Fame. The inductees were honored for overcoming great obstacles in earning a college education, excelling in their respective careers and communities, and being positive role models for future Hispanic students.

The five inductees are: Dr. Richard Carmona, U.S. surgeon general and former Arizona trauma surgeon and SWAT team deputy; Rodolpho Carrasco, Stanford University graduate and associate director of Pasadena, California's Harambee Christian Family Center; Lisa Quiroz, Harvard University graduate and founder and publisher of *People en Español*; Elias Fernández, University of California-Davis graduate and winemaker for Shafer Vineyards in California's Napa Valley; and Fortunato Tapia, community outreach organizer for the Los Angeles Unified School District.

Nevada State Opens its Doors

The University and Community College System of Nevada officially opened its newest addition–Nevada State College.

The occasion marked the beginning of Nevada's long-awaited third tier of education, the state college, which, as a baccalaureate-granting institution, offers students an alternative between the community college and the university. Eighteen full-time faculty and staff are overseeing the inaugural class of 182 students.

Nevada State's first president, Dr. Kerry Romesburg, said the College is focused on attracting students interested in education.

Located in Henderson, Nev., the Dawson Building, Nevada State's main facility, is near the site of its future 550-acre campus. Once the College raises $10 million, it will receive $13 million appropriated by the state for construction of facilities. Plans are already underway to acquire additional space for the College.

Murguia Named to List of "Most Influential Hispanics"

Hispanic Business magazine named University of Kansas (KU) Executive Vice Chancellor for University Relations Janet Murguia one of the nation's 100 "Most Influential Hispanics."

Murguia oversees KU's internal and external public relations, including governmental and public affairs, the campus radio station, visitor services and special events, and trademark licensing office. She also coordinates the University's strategic planning and marketing office. Before joining KU in 2001, she was deputy campaign manager and director of constituency outreach for the Gore/Lieberman presidential campaign, senior White House liaison to Congress, deputy assistant to President Bill Clinton, and deputy director of legislative affairs. She began her career as legislative counsel to former Kansas congressman Jim Slattery.

Murguia has bachelor's degrees in journalism and Spanish, and a juris doctorate, all from KU. She is on the board of directors of the National Council of La Raza.

Minority Homeownership Key to Economy, Says HUD

A report released by U.S. Department of Housing and Urban Development (HUD) Secretary Mel Martínez concluded that closing the home ownership gap between Whites and minorities will stimulate the housing sector of the U.S. economy by an estimated $256 billion.

Martínez released the report *Economic Benefits of Increasing Minority Homeownership or Blueprint for the American Dream* at the White House Conference on Increasing Minority Homeownership.

The report indicates that home ownership brings stability to families and communities, provides a foundation for financial security, creates jobs in fields related to construction trades, and benefits businesses that sell home improvement and other housing-related goods and services.

In response to the report, the Bush administration announced more than $18 million in grants to promote home ownership and housing for low-income families. Organizations participating in HUD's Housing Counseling grant program already provide services to help people become or remain homeowners or find rental housing. Twelve national and regional agencies and 322 state and local grassroots housing counseling agencies are expected to receive the grants.

In the News at Georgetown

- Georgetown University (Washington, D.C.) received a five-year, $4.6 million grant from the federally funded GEAR-UP program to help prepare low-income high school students for college. The grant supplements the Institute for College Preparation at the Center for Minority Educational Affairs at Georgetown, a six-year program with a combined college entry rate of 96 percent.
- The Rev. Gasper F. Lo Biondo was named director of the Woodstock Theological Center at Georgetown. Prior to his appointment, he led the Global Economy and Cultures Project at Woodstock, which coordinates research at Jesuit social research centers around the world. Lo Biondo was a teacher and associate pastor in Chile.
- Georgetown received a $1.3 million U.S. Department of Education grant to train future ESL teachers. It allows Georgetown to offer scholarships to 22 students in its master's degree program in teaching ESL, and provides professional development and in-service training to ESL paraprofessionals and current ESL teachers in the District of Columbia and Arlington, Va., public school systems.
- Georgetown professors Randall Bass, Carl Goodman, Heidi Ehernberger Hamilton, and Bradley Strahan received fellowships from the Fulbright Scholars Program to lecture and/or

conduct research abroad. Twelve foreign scholars were awarded Visiting Fulbright Scholar grants to lecture or conduct research at Georgetown.

Smithsonian Exhibit Captures Mexican Tradition and History

In New York, the Smithsonian's National Museum of the American Indian (NMAI) is presenting a multimedia presentation of the ceremonial landscapes, histories, and traditions among contemporary native communities of the Huatulco-Huamelula region of Oaxaca, Mexico. "The Edge of Enchantment" incorporates photographs, music, video, and objects to illustrate the complex relationship of the people of coastal Oaxaca with their environment.

The NMAI exhibit centers on the *encantos* or enchantments of the individual communities. *Encantos*, physical spaces of mystery and power that lead to an unknown world, are woven into the story of each community and help form its identity, beliefs, and dreams. The exhibit includes nearly 100 photographs by Robert Ysáis of the people, places, and events of the region. Visitors can experience an *encanto* through a life-size video projection in which they can see and hear Oaxacan elders discuss the *encantos* through their own history. The exhibit also has an installation of historical materials, traditional furniture, and other elements of the architecture of Huatulco-Huamelula artisans.

The Museum published a companion book, *The Edge of Enchantment: Sovereignty and Ceremony in Huatulco, Mexico*, by NMAI curator Dr. Alicia M. González. It includes images by Ysáis.

A-Rod Makes All-Star Donation to Miami

The University of Miami (Fla.) announced that Texas Rangers All-Star shortstop Alex Rodríguez contributed $3.9 million to the University to fund an annual Boys and Girls Club of America scholarship and to kick off a stadium renovation campaign for the University's baseball team.

Rodríguez also announced his intention to enroll at Miami for a degree. As a high school senior, he was accepted as a student to the University of Miami.

"When I signed my contract with the Seattle Mariners in 1993, there was only one other possible decision I might have made," said Rodríguez. "I could have enrolled at Miami. I chose baseball first, but I always expected–and promised my mother–I would one day enroll in the University and get my degree. That day has arrived," Rodríguez said.

Rodríguez's contribution is the largest ever to the University's baseball program. Upon completion of the ballpark renovation, it will be renamed Alex Rodríguez Park.

Hunter's Centro Awarded for Documenting New York History

The New York State Board of Regents and the State Archives awarded the Center for Puerto Rican Studies at Hunter College the 2002 Debra E. Bernhardt Annual Archives Award for Excellence in documenting New York's history. The award is given to an individual or organization in New York that has demonstrated leadership in documenting the history of groups that traditionally have been omitted from the historical record.

The award was presented to Félix Matos Rodríguez, Centro's director, and Nélida Pérez, associate director of Centro's library and archives. The state commended Centro's Library and Archives for ensuring that the history of the Puerto Rican community in New York is preserved and made accessible for future generations, and recognized its strong outreach programs that have made previously unknown archival records accessible to students, teachers, scholars, genealogists, and the community.

The New York State Archives recognized Centro with an award once before–in 1994, for excellence in archival work.

UC-Irvine Receives Record Grant from NSF

The University of California-Irvine (UCI) was awarded a five-year, $14.2 million National Science Foundation (NSF) grant for a new math and science education partnership– Faculty Outreach Collaborations Uniting Scientists, Students and Schools, or FOCUS–to benefit high-need students pre-K through 12th grade. It is the largest NSF grant ever received by UCI.

The FOCUS program will help more than 100,000 students in three high-need Southern California school districts: Compton, Santa Ana, and Newport-Mesa. Many of the students are from low-income families and are designated as English learners, with Spanish as their first language.

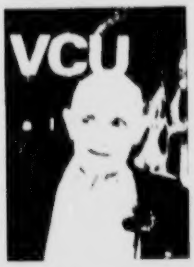
Program goals involve engaging high-need students in quality math and science curricula and raising the number, diversity, and quality of preparation of math and science teachers. It will also work to create a collaborative model for ongoing professional development of faculty in grades pre-K through 12, and to contribute to the national dialogue on how to effect systematic change in these grades.

Norfolk State School Awarded NSF Grant

Norfolk State University's (Va.) School of Science and Technology was awarded a $2,247,000 grant from the National Science Foundation for a new program that provides science, mathematics, engineering, and technology (SMET) students a seamless environment for recruitment, pre-entrance preparation, advising, mentorship, and research experiences.

The program, Science and Technology Academicians on the Road to Success (STARS), is designed to increase the number of SMET graduates of historically underserved groups. STARS will build on existing Norfolk State SMET programs and provide pre-college education, close faculty-student interactions, positive classroom experiences, research involvement, and financial incentives. It also will prepare students to attend graduate school and become more effective employees in the highly technological environments of the 21st century.

Virginia Commonwealth Professor Receives Nobel Prize



Dr. John B. Fenn, Virginia Commonwealth University (VCU) department of chemistry research professor and affiliate professor in chemical engineering, is one of three recipients of the 2002 Nobel Prize in chemistry.

The 85-year-old, a former Yale University chemistry professor and Princeton University professor of aerospace and mechanical sciences, won the Prize for his invention of a pioneering technique in mass spectrometry that allows researchers to weigh large biological molecules, such as proteins, with unprecedented accuracy. The technique helps speed the development of drugs and might lead to a quicker diagnosis of cancer.

He shares half of the $1 million award with Koichi Tanaka of Japan, who also contributed to this study of mass spectrometry. The other half was awarded to Kurt Wüthrich of the Swiss Federal Institute of Technology in Zurich.

Fenn received a bachelor's degree in chemistry from Berea College and doctorate from Yale. He joined the Yale faculty in 1967, becoming professor emeritus in 1987. He has held visiting professorships in Italy, Japan, India, and China. His current research at VCU is supported by the National Science Foundation.

Northern Essex Receives Grant for PACE Program

Northern Essex Community College (NECC) in Massachusetts received a four-year, $1.2 million U.S. Department of Education grant for its Pathways to Academic and Career Excellence (PACE) project, which provides student support services to increase retention, graduation, and transfers to four-year institutions. The program is geared toward first-generation, low-income, disabled, and/or academically disadvantaged college students.

For 22 years, PACE has helped more than 4,000 NECC students and generated more than $5 million in resources, staffing, and services. The project has a network of intensive, individual services that include professional and peer tutoring, in-depth academic and transfer advising, mentoring and tracking, and a monthly newsletter. PACE also offers field trips to four-year colleges, midterm evaluations, grants scholarships, and student and academic planning workshops.

AAUW Honors President of Hispanic Scholarship Fund Institute

Sarita E. Brown, president and CEO of the Hispanic Scholarship Fund Institute, was given a 2002 Women of Distinction Award by the American Association of University Women (AAUW). She was the only Hispanic to receive the 2002 award.

For the last two decades, Brown has worked in national educational institutions and in government developing policies and programs to raise academic achievement and opportunity for low-income students and students of color. At the Hispanic Scholarship Fund Institute, she works to increase public and federal resources for Latino higher educational achievement by creating strategic partnerships with federal agencies and educational and Latino organizations, disseminating data on Latino educational progress, and developing Latino talents for careers in the public sector.

Brown was executive director of the White House Initiative on Educational Excellence for Hispanic Americans, a senior fellow in the American Council on Education's Office of Minorities in Higher Education, and an assistant dean of academic affairs at American University. She is the founder of the Graduate Opportunity Program at the University of Texas-Austin, which gained national recognition as a model in graduate education for students of color, ranking first in the nation in awarding doctoral degrees to Hispanics when Brown left the program in 1993.

News from Western Illinois University

- Western Illinois University's (WIU) Leslie F. Malpass Library is exhibiting, through spring 2003, "All of Us Are Related, Each of Us Is Unique," a collection of 18 panels that showcase the diversity of humanity. By illustrating the routes our ancestors took to migrate to other countries, the panels reveal that while the races in humanity are unique, biologically they are similar.
- Guillermo Donoso, dean of the College of Agriculture and Forestry Engineering at the Pontificia Universidad Católica de Chile (the Catholic University of Chile), presented the keynote address during a WIU International Day celebration. The lecture was part of the U.S. State Department program "Learn from the Past, Live in the Present, and Reach into the Future" program, which focuses on the pending U.S.-Chile Free Trade Agreement.
- Persons interested in campus diversity and multicultural strategies participated in the teleconference "Diversity Strategies for Today's Complex Environment," presented by the Washington Regional Task Force Against Campus Prejudice and held at WIU.

Palo Alto Hires New Student Affairs VP

Palo Alto College (Texas) named Dr. Adolfo R. "Sonny" Barrera its vice president of student affairs. Barrera had been assistant vice president for student affairs and director of multicultural affairs at Southwest Texas State University for 10 years.

Barrera is an experienced college psychology instructor, counselor, and high school and middle school teacher of physical and earth sciences. He led conference presentations for the Texas Association of College and University Student Personnel Administrators and the American Association for Higher Education.

He received a bachelor's degree in geography at the University of North Texas, master's in guidance and counseling from Texas A&M University-Corpus Christi, and doctorate in educational psychology at Texas Tech University.

UNLV Hosts Lectures on Argentine Tango/Cuban Immigrant Experience

The University of Nevada-Las Vegas (UNLV) hosted two lectures with Latin American themes as part of its University Forum lecture series.

UNLV dance instructors Allyson and Gabriel Manta examined the evolution of the Argentine tango dance, music, and lifestyle in their talk "The Argentine Tango: A Lecture and Demonstration." After a lively discussion, The Tango Silhouette Ensemble, directed by the Mantas, demonstrated varied styles of the tango.

The lecture series also featured a book reading and talk by Florida State University English Professor Virgil Suárez, whose parents worked as a pattern cutter and seamstress in sweatshops in Havana, Cuba, before immigrating to the U.S. Suárez frequently has presented readings on topics such as the immigrant experience, family, and violence in America.

Paige Keynoter at Conference on Faith-Based and Community Initiatives

More than 1,500 leaders of faith-based and community organizations from Atlanta, Ga., and surrounding areas learned how to better help meet the needs of the poor in their communities through federal grants, at a conference co-sponsored by the White House Office of Faith-Based and Community Initiatives and five centers located at the departments of Education, Labor, Justice, Health and Human Services, and Housing and Urban Development.

The daylong conference was the first in a series of regional educational conferences sponsored by the White House office to provide grassroots faith-based and community organizations with training and information on how to compete for federal funding. Participants learned about available federal grants, grant-writing and funding processes, and legal requirements that apply to recipients of federal funds.

U.S. Secretary of Education Rod Paige (pictured) delivered the keynote address, speaking on the commitments of the Bush administration and the special office in helping faith-based and community organizations receive their share of federal dollars, without facing bureaucratic barriers.

Bush created the initiative to leverage the contributions of grassroots community and faith-based groups to help meet social service needs across the nation.

Rutgers Launches Intercultural Endeavor

Rutgers University (N.J.) received a $225,000 grant from the Bildner Family Foundation to promote and enhance intercultural interaction among its diverse undergraduate student body.

The university-wide project, part of the New Jersey Campus Diversity Initiative, will reach students in and out of the classroom through curricular and co-curricular activities that will include new courses in a variety of disciplines and modifications to existing academic programs on the University's three campuses. It will seek to connect and enhance existing activities related to diversity to make the issues of diversity and intercultural interaction central to the undergraduate curriculum and nature of the Rutgers community.

"The multiplicity of cultures and ethnic groups enriches the academic and social experience at Rutgers, but we truly become a community by understanding each other and by learning and developing together," said Joseph J. Seneca, vice president for academic affairs at Rutgers.

Isabel Nazario, director of the Rutgers Center for Latino Arts and Culture and executive director for intercultural initiatives, was selected project director for the new endeavor.

Ochoa Named Associate Graduate Studies Dean At Texas A&M

Ozden O. Ochoa, Texas A&M University professor of mechanical engineering, was appointed associate dean of graduate studies. She will focus her position on international aspects of graduate education.

Ochoa, an international authority on composite materials and structures in aerospace and offshore and automotive applications, is known for building alliances between academia and industry. She is on many national and international research panels, including the NATO Science for Peace Program, and has received awards for teaching excellence from the American Society for Mechanical Engineers and from Texas A&M.

Ochoa has advised more than 20 graduate students in computational and experimental mechanics and is on the editorial board of the *Journal of Mechanics of Materials* and *Journal of Composite Materials*.

Jan. 31 Deadline for NAHJ 2003 Internships/Scholarships

The National Association of Hispanic Journalists (NAHJ) announced its 2002-2003 Rubén Salazar Scholarship Fund competition and its 2003 Convention Internship Program competition.

NAHJ offers several scholarships for students pursuing careers in English or Spanish-language print, photo, broadcast, or online journalism–The Newhouse Scholarship Program, María Elena Salinas Scholarship Program, Christina Saralegui Program, and NAHJ Newsroom Bound Program.

NAHJ also offers opportunities for students to qualify for the following internships: The NAHJ Latino Reporter newspaper project, NAHJ El Noticiero television project, NAHJ Radio Ondas radio news project, NAHJ Latino Reporter Digital online news project, and NAHJ Student Campus program.

Applications must be postmarked on or before Friday, Jan. 31, 2003. For a free NAHJ 2003 Internship/Scholarship application, go to www.nahj.org/student.html.

Porada New Provost of Dominican University

Dr. Kenneth J. Porada was appointed provost of Dominican University of California. Porada comes from Heidelberg College in Ohio, where he was interim president. Among his accomplishments at Heidelberg were establishing a highly successful Honors Program; fund raising for a new science center; and reformulating the general education requirements.

Porada was also vice president for academic affairs, dean, and professor of psychology at Heidelberg. Within his professional discipline, he has published articles in psychopharmacology and the psychology of learning and memory.

Porada holds a bachelor's degree from Miami University, where he was elected to Phi Beta Kappa, and a master's and doctorate from Bowling Green State University.

Student-Athlete Graduation Rates Reach New Plateau

For the first time since the National Collegiate Athletic Association (NCAA) began tracking graduation rates, Division I student-athletes graduating by August 2001 reached the 60 percent plateau, according to a recent NCAA Graduation Rates report, produced annually from data collected by the U.S. Department of Education.

The 2002 report shows that 60 percent of all student-athletes who entered Division I colleges and universities in 1995-96 graduated within six years, the measure used by the Department of Education to indicate graduation success. That figure compares to 58 percent for the entire full-time student body at those same institutions. The rates for both groups are two percentage points higher than the previous year's.

Graduation rates were also up for Divisions II and III. However, the rates are less reliable for those two divisions since the data only measure graduation rates for student-athletes on athletic grants-in-aid and fewer student-athletes in those divisions receive aid.

Historian Speaks at Pomona on Mexican Political Parties

Noted historian Adolfo Gilly gave an overview of "Mexico 2002: Political Parties and Social Movements" at a Pomona College (Calif.) event sponsored by its Latin American and Iberian Lecture Series and Latin American Studies Program.

Gilly, a professor at the Universidad Nacional Autonoma de Mexico's (UNAM) School of Graduate Studies, Department of Political and Social Sciences, has written many books on social movements and revolutions in Latin America. His most recent include *El cardenismo: Una utopía mexicana* (1994), considered the most comprehensive analysis of one of Latin America's leading revolutionary nationalists, Lazaro Cárdenas; and *Chiapas and the Rebellion of the Enchanted World*, translated in 1998 by Daniel Nugent. His earlier work includes books on the guerrilla movement in Guatemala, the Mexican revolution, and the Cuban revolution, translated into several languages.

Gilly has been a member of the UNAM faculty since 1979.

News from Virginia Tech

- Judge Marilyn Milian, who in 2001 became the first female judge to preside over the syndicated TV courtroom show "The People's Court," recently spoke at Virginia Polytechnic Institute and State University. Fluent in Spanish, Milian spent a year at Harvard Law School as director of training for the Guatemala Project, responsible for training the Guatemala trial judiciary, defense, and prosecution bar in investigatory and trial techniques. Milian received her undergraduate degree at the University of Miami, graduating *summa cum laude*, and graduated *cum laude* from Georgetown Law School.

- Representatives from indigenous communities in Guatemala, Puerto Rico, and the U.S. spoke about their experiences as First Americans during the Virginia Tech program "Remembering Columbus, Celebrating Survival: Indigenous Rights in the Americas." Panelists included Jorge Luis Tala and Baslia Popol, who are Kachiquel Mayans from San Andres Itzapa, Guatemala.

- Yonsenia White, assistant professor in the Department of Art and History at Virginia Tech, led a video lecture, "The Life and Artistry of Frida Kahlo." Frida Kahlo (1907-1954) was one of the most influential painters of the 20th century. Her work was heavily influenced by pre-Columbian and Mexican mythology and symbolically reflects her struggles as a woman, artist, and political activist.

Bergen Community College Opens $10 Million Technology Center

Dr. Judith K. Winn, president of Bergen Community College, one of the largest colleges in New Jersey, announced the opening of a new $10 million Technology Education Center.

"It took five years from conception to completion–and the support of many, many people in our community," said Winn (pictured).

Photo © Commerce & Industry Assoc. of N.J.

The two-story, 50,000-square-foot facility includes a simulated manufacturing laboratory, six computer labs, interactive television and videoconference classroom, state-of-the-art meeting and training center, electronic library, and two-domed observatory. Wireless and converged technologies are used throughout the center.

According to Richard Goldberg, president of the Commerce and Industry Association, the Center will be a "magnet for business."

Latina Dance Project Performs at SUNY-Brockport

The Latina Dance Project, a collective of four Latina contemporary dance makers, opened the dance season at State University of New York (SUNY)-College at Brockport with the "Embodying Borders" dance concert, classes and a lecture, and a workshop for migrant children.

The co-founders of the Project are Licia Perea, Eluza Santos, Juanita Suárez, and Eva Tessler. Perea collaborates with husband/film director José García David and is artistic director of "Danzantes." Santos is associate professor of modern dance at the University of North Carolina-Greensboro. Suárez is an assistant professor of modern dance at SUNY-Brockport. Tessler is associate director of the award-winning Borderlands Theater of Tucson, Ariz.

Annenberg Passes Away

Walter H. Annenberg, media industry giant and distinguished philanthropist, passed away in October. He was 94.

Called the most generous philanthropist of his generation, Annenberg donated more money to American higher education than any other individual, in support of American education, communications, art, and culture. Since 1951, the family and the Annenberg Foundation gave $288 million to the University of Southern California (USC), and founded both the USC Annenberg School for Communication and the USC Annenberg Center for Communication.

Annenberg was founder and publisher of *TV Guide* and *Seventeen* magazine, former editor and publisher of the renowned *Philadelphia Inquirer*, and former chair of Triangle Publications.

One of the country's foremost collectors of art, he bequeathed his extensive collection to New York's Metropolitan Museum of Art in 1991.

USC President Steven B. Sample called him "a pioneer, a visionary, an exemplary philanthropist, and, above all, an extraordinary human being."

Central Connecticut State Aligns with Spanish American Merchants

The Spanish American Merchants Association (SAMA) formally opened its new office in Central Connecticut State University's (CCSU) Institute of Industrial Engineering and Technology.

During the inaugural festivities, CCSU President Richard L. Judd welcomed SAMA Connecticut Rep. John Martínez, SAMA Director Julio Mendoza, and Edna Negrón, director of the Connecticut Regional Office of the Puerto Rican Federal Affairs Administration. Judd announced that CCSU will donate 20 surplus computers to SAMA to give the association "a technological advantage in today's fiercely competitive business environment."

"The new SAMA office underlines a solid, established link between SAMA and CCSU's Office of Hispanic Business Collaboration," said Judd. "That office will become a catalyst for economic success and a clearinghouse for the mutually beneficial exchange of ideas, training, and business opportunities between Connecticut and the Caribbean, and Latin America."

Utah and Norfolk State Exchange Ideas on Diversity

University of Utah Assistant Professor Janet M. Shaw and Norfolk State University (NSU) Associate Professor Kara A. Witzke teach diversity classes at their public universities. Ironically, both classes lack just that: diversity.

According to enrollment figures for fall 2001, 92.6 percent of the University of Utah's 27,203 students were Caucasian; 6.8 percent, Hispanic, Asian, and Native American; and 0.6 percent, African American. At historically Black NSU, 89 percent of the 6,721 students were African American; 8 percent, Caucasian; and another 3 percent, Hispanic, American Indian, Asian American, and foreign international students.

In an effort to understand how cultural influences can promote or deter physical activity and exercise, Shaw and Witzke have taken turns visiting the other's university with students. Their classes have been exploring issues of race, diversity, and discrimination based on age, obesity, gender, socioeconomic status, sexual preference, and more.

González Joins Rhode Island Higher Ed Board

Dr. José González recently became a member of the Rhode Island Board of Governors for Higher Education, part of the Rhode Island Office of Higher Education.

González has supported higher education in Rhode Island for almost three decades. Currently, he is director of equity and access for the Providence Public School Department and education faculty adjunct at Rhode Island College. He is founder and past president of the Latino Dollars for Scholars Foundation of Rhode Island, a nationally affiliated organization designed to raise funds and offer scholarships.

He has a bachelor's degree and a master's from Rhode Island College, and graduate degrees in higher education administration, planning, and social policy from the Harvard Graduate School of Education.

News from NYU

- The New York University (NYU) Stern School of Business celebrated what it deems its most talented and diverse MBA class ever. This academic year, the MBA program received more applications than ever–a record 4,962–and a 23 percent increase over the previous year. Underrepresented minorities are 13 percent of the new class, an increase of 5 percent.
- NYU's King Juan Carlos I of Spain Center hosted two events recalling the Spanish Civil War. Pulitzer Prize-winning novelist E.L. Doctorow delivered the Abraham Lincoln Brigade Archive/Bill Susman Annual Lecture, "Then and Now." Cary Nelson, editor and Jubilee Professor of Liberal Arts and Sciences at the University of Illinois at Urbana-Champaign, discussed a new anthology of poetry by American writers, *The Wound and the Dream: Sixty Years of American Poems About the Spanish Civil War*.
- NYU was awarded a $1.7 million grant by the Howard Hughes Medical Institute to support undergraduate education in biological sciences.
- The Alberto Vilar Global Fellows in the Performing Arts program is accepting applications for AY 2003-04. Talented performing artists are encouraged to apply by submitting an application by Feb. 1, 2003. For further information, go to www.nyu.edu/vilar.

National Institute of Aging Study Presented at UC-Davis

Older Latinos living in the Sacramento, Calif., area experience a prevalence of dementia similar to that of Caucasians, but have a higher risk of dementia caused by type-2 diabetes and stroke. These are some of the findings of a five-year National Institute of Aging study of 1,789 older Latinos that was presented at the Latino Healthy Aging Summit at the University of California (UC)-Davis Medical Center in Sacramento.

The Sacramento Area Study on Aging, known as SALSA, was designed to assess overall prevalence of dementia in older Mexican-Americans, determine the distribution of dementia by cause, and evaluate the contribution of type-2 diabetes, stroke and apolipoprotein E genotype on the development of dementia. The study consisted of interviews and periodic screening for diabetes, blood pressure and blood fats, and testing for physical and memory performance.

Mary Haan, principal investigator and associate professor of epidemiology at the School of Public Health at the University of Michigan, said that the results underscore the strong need to reach out to the Latino community with screening and intervention efforts to prevent not only diabetes and hypertension but also dementia.

Women's Sports Foundation Continues GoGirlGo

The Women's Sports Foundation started the second year of its highly successful GoGirlGo educational grant program. In its first year, more than 75,000 GoGirlGo kits were distributed to girls programs and organizations across the U.S. In the second, it expects to see 90,000 kits distributed.

The unique program utilizes four GoGirlGo characters to educate young athletes about health risk behaviors and life lessons such as body image, bullying, diversity, smoking, drugs, and stress. The program features true-life stories of champion athletes such as Brandi Chastain, Lisa Fernández, Mary Riddell, Jennifer Rodríguez, and Theresa Witherspoon.

The grant program will award more than $300,000 to organizations with sports programs that serve girls from areas with high instances of health risk behavior, girls in areas underserved by sports programs, and girls in economically disadvantaged areas. For more information, log onto GoGirlGo.com or call 1-800-227-3988.

Texas Professors Mine Plants for Gold

Jorge Gardea-Torresdey (pictured l.), University of Texas-El Paso (UTEP) professor of chemistry, Miguel José Yacaman (r.), chemical engineering professor at the University of Texas (UT)-Austin, and researchers from the Universidad Nacional de Mexico made a surprising discovery about a common plant.

They found tiny particles of gold in alfalfa, a plant most commonly grown as feed for livestock. The pure nanoparticles of gold measure less than a billionth of a meter in diameter and form in the plant's roots and shoots.

The researchers' findings have received international attention, with articles published in China and England. The findings, also published in *Chemical Engineering News* last spring, point to environmentally friendly applications. For example, alfalfa could be planted and harvested to remove gold and other metals from contaminated soils. Gardea-Torresdey also stated that gold harvested from alfalfa might prove useful in the microchip industry.

"This collaboration between two important universities in the UT System is great," said Gardea-Torresdey.

Montas Couple Praise PCC Business Program

Photo © Portland Comm. Col.

While Aquiles and Julie Montas look for a new Portland, Ore., area location for their Latin dance club and restaurant, there is one thing for certain that the couple knows it can count on–the assistance of Portland Community College's (PCC) Small Business Management program.

The Montas couple faithfully attended the PCC program's classroom sessions, realizing the benefits. "One valuable lesson we learned was it doesn't matter how much is coming in the door, what matters is what you're holding on to," said Julie.

Aquiles was so impressed with the Small Business Management program that he said that he would do whatever PCC asks him to do. "I would like to work with PCC so I can teach people who are planning to start a business to show them what hurdles may lie ahead," said Aquiles.

LIU-Brooklyn Receives NIH Grant for Mental Health Research

In an effort to boost mental health research involving persons from different cultural and ethnic backgrounds, the National Institutes of Health (NIH) awarded a $1.46 million Career Opportunities in Research grant to Long Island University's Brooklyn Campus.

"Our goal is twofold," said Carol Magai, psychology professor and dean of research, and project director. "We want to prepare minority students for advanced degrees and mental health careers and to encourage undergraduate psychology majors in mental health research involving diverse populations."

Brooklyn is one of the most ethnically diverse communities in the country, home to approximately 155 nationalities speaking roughly 93 languages. "Given its diversity, Brooklyn is the ideal location in which to train students in cultural diversity and mental health research," said Magai, who is also director of the Campus' Center for Studies of Ethnicity and Human Development.

San Francisco Hosts Latino Artists Exhibit

"CUATRO VOCES: Recent work by Zulema Di Marco, Santiago Gino Gervasi, Gabriel Navar, and Veronica Rojas" was recently on exhibit at the University of San Francisco's (Calif.) Thacher Gallery.

Combining classical and modern dance elements, Di Marco produces figurative sculptures in metal and stone. Inspired by her travels around the world as well as her native Argentina, she portrays the characteristics of our physical differences as well as the diversity of natural surroundings.

Gervasi uses figurative and abstract elements to depict a multitude of experiences and concerns–past, present, and future. His colorful, engaging, and exotic work includes several images that reference his native Peru.

Navar paints a world of tropical ecstasy, combining elements from his two cultures–Mexico and the Bay Area. His figurative and colorful landscapes are inspired by his love for earth and the divine.

Rojas' paintings portray a unique, intriguing dimension where color and imagery are perfectly balanced, creating a strong visual statement. Rojas uses symbols and materials from her native Mexican culture along with personal items.

Rijos Presents Recital and Master Class at NJCU

Classical guitarist Ivan Rijos presented a free recital and master class at New Jersey City University.

Rijos has given concerts, performed in festivals, and soloed in orchestras throughout the U.S., Mexico, Spain, Cuba, Greece, Italy, Puerto Rico, Martinique, and Curacao. A recent performance was the world premiere recording of Ernesto Cordero's "Concierto de Bayoan" with the San Juan Pops Philharmonic Orchestra.

Rijos has a bachelor's degree from the Puerto Rico Conservatory, where he won the Arturo Somohano Medal for Excellence in International Musical Achievement, and a master's from the University of Arizona, where he won the first Il Magnifico Award for artistic achievement. He has also studied at the Peabody Conservatory.

News from the University of Southern California

- Researchers, academics, entrepreneurs, and activists converged at the University of Southern California (USC) and the Museum of Contemporary Art for "Race in Digital Space 2.0," a three-day event exploring the challenges minorities face in an era of rapidly evolving digital technologies. Conference sessions included current public policy affecting "digital divide" and privacy issues, the global reach of new media, and innovative and creative uses of technology within communities of color.
- For 25 years, the MESA program at USC has been helping students at local middle and high schools prepare for college and careers in science, math, and engineering. In 1977, USC MESA (Mathematics, Engineering, Science Achievement) was working with 100 students in four schools. Today, Director Larry Lim oversees a program that aids approximately 1,500 secondary students in 20 or more nearby public schools. The USC chapter is one of the largest and most acclaimed of the state-funded MESA programs.
- USC's College of Letters, Arts, and Sciences announced a three-year plan to recruit 100 of the country's highest-level, most-respected faculty members. The $100 million recruitment effort will be specifically for the College, which now employs about 409 faculty members. The addition of 100 new faculty will represent close to a 25 percent increase.

- Thanks to $617,000 in funding through the USC Good Neighbors Campaign, 25 new or continuing USC-community partnership programs got a boost. These programs provide after-school tutoring and literacy, health and science education, art, music, and theater programs for local schools, and other activities that serve the neighborhoods around USC's two campuses.

Minnesota Mourns Loss of Wellstones, McEvoy, and Others

The University of Minnesota held a memorial service Oct. 29 for Minnesota Sen. Paul Wellstone, his wife Sheila, daughter Marcia Wellstone Markuson, and campaign staffers Tom Lapic, Will McLaughlin, and Mary McEvoy–six of the eight people killed in a plane crash five days earlier.

Approximately 20,000 people attended, including former President Bill Clinton, former Vice President Al Gore, and nearly half the Senate.

Wellstone's green campaign bus was parked on campus grounds, adorned with memorial wreaths.

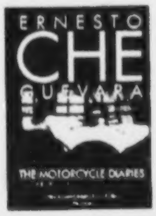
McEvoy, known as a staunch advocate for young children, was a University of Minnesota professor of educational psychology and former chair of the department of educational psychology.

The University's Graduate and Professional Student Assembly later announced that a new Mary A. McEvoy Award for Public Engagement and Leadership will be given each year to one graduate student and one professional student who best exemplify the union of erudition and civic responsibility. Each recipient will receive a $1,000 scholarship.

PUBLICATIONS

The Motorcycle Diaries: A Journey around South America

By Ernesto Che Guevara



These are the diaries written by Che Guevara during his riotous motorcycle odyssey around South America at the age of 23. Translated by Ann Wright.

2000. 156 pgs. ISBN 1-85984-066-3. $15.00 paper. Verso. (800) 233-4830.

Mexico City in Contemporary Mexican Cinema

By David William Foster

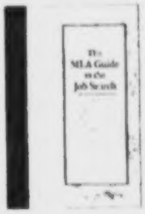
Mexico City

David William Foster explores how Mexican filmmakers use Mexico City as a vehicle for exploring the City's crime, living space, politics, social and ethnic identities gender issues, and youth culture. Based on the readings of 14 recent critically acclaimed films.

2002. 216 pgs. ISBN 0-292-72542-6. $21.95 paper. University of Texas Press. (800) 252-3206.

The MLA Guide to the Job Search: A Handbook for Departments and for Ph.D.s and Ph.D. Candidates in English and Foreign Languages

By English Showalter, Howard Figler, Lori G. Kletzer, Jack H. Schuster, and Seth R. Katz

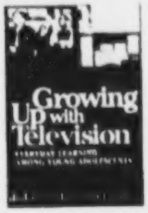


Updated and expanded, this book helps students facing the current job market and department administrators hiring new faculty members.

1997. 156 pgs. ISBN 0-87352-682-1. $5.00 paper. MLA. (646) 576-5161.

Growing Up With Television: Everyday Learning among Young Adolescents

By JoEllen Fisherkeller

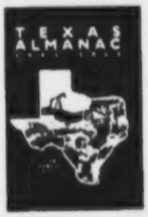


JoEllen Fisherkeller draws on the experiences of young adults talking about television to bring forth a powerful interdisciplinary book on how young adults watch and learn from television. They discuss their hopes for the future as well as the challenges they currently face and the role television plays in their everyday lives.

2002. 224 pgs. ISBN 1-56639-953-X. $19.95 paper. Temple University Press. (800) 447-1656.

Texas Almanac 2002-2003

Mary G. Ramos and Robert Plocheck, eds.



This 61st edition of the *Texas Almanac* upholds its reputation as the definitive source for Texas information, which it has been since 1857. In one compact volume, the *Texas Almanac* puts the Lone Star State at your fingertips.

2001. 672 pgs. ISBN 0-914511-32-7. $13.95 paper. Texas A&M University Press. (800) 826-8911.

Tejano Proud: Tex-Mex Music in the Twentieth Century

By Guadalupe San Miguel, Jr.

Tejano Proud

From small town Texas to the big cities, Tejano music is rapidly becoming known as a rich and vibrant form of Mexican music. *Tejano Proud* provides a history of the evolution of Tejano music–its ups and downs and its importance to Mexican Texas culture in the context of Anglo-Mexican relations.

2002. 224 pgs. ISBN 1-58544-188-0. $17.95 paper. Texas A&M University Press. (800) 826-8911.

The Magic Curtain: The Mexican-American Border in Fiction, Film, and Song

By Thomas Torrans

Retired journalist Thomas Torrans explores how works of fiction have depicted the social instability of the U.S.-Mexico borderlands and how the border has been readily fashioned into exotic backdrops for films, novels, ballads, and tales in which characters shift easily from one culture to another.

2002. 235 pgs. ISBN 0-87565-257-3. $2995 paper. TCU Press. (800) 826-8911.

The Other Side of the Popular: Neoliberalism and Subalternity in Latin America

By Gareth Williams

Drawing on deconstruction, postcolonial theory, cultural studies, and subaltern studies, *The Other Side of the Popular* is not only a reflection on the limitations and possibilities for thinking about the politics of Latin America, but a study of the Latin American culture itself.

2002. 375 pgs. ISBN 0-8223-2941-7. $2295 paper. Duke University Press. (888) 651-0122.

The Development of Modern Spain: An Economic History of the Nineteenth and Twentieth Centuries

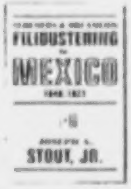
By Gabriel Tortella

This reinterpretation of the history of modern Spain from the Enlightenment to the threshold of the 21st century explains the surprising changes that took Spain from a backward and impoverished nation, with decades of stagnation, civil disorder, and military rule, to one of the 10 most developed economies in the world.

2000. 544 pgs. ISBN 0-674-00094-3. $52.50 cloth. Harvard University Press. (800) 488-2242.

Schemers and Dreamers: Filibustering in Mexico 1848-1921

By Joseph A. Stout, Jr.



In the mid-19th century, various groups formed north of the border to invade Mexico. Called filibusters, these invaders sought to raid, steal, and conquer Mexican territory. *Schemers and Dreamers* details the unsuccessful attempts of filibustering in Mexico.

2002. 224 pgs. ISBN 0-87565-258-1. $2795 cloth. TCU Press. (800) 826-8911.

Many publications featured in this section are available through amazon.com.

CONFERENCES

IEEE Deans Summit II

January 9-12, 2003

The educational activities board of IEEE presents "Deans Summit II: Fostering Campus Collaborations." Share your effective strategies for collaborative programs on community outreach, future teacher preparation, and pedagogical practices for engineering education. At Biscayne Bay Marriott Hotel & Marina, Miami, Fla.

Contact: Douglas Gorham, d.g.gorham@ieee.org; Web site, www.ieee.org/eab/fcc

89th Annual Meeting of AAC&U

January 22-25

The academy is rethinking what should be expected from college education. While the new century irresistibly invites stark–and usually artificial–calls to question foundational ideas, we are, in fact, standing at a social and educational crossroads. The need for deep questioning is genuine. Pre-conference symposium, "Shared Futures: Diversity, Inequality, and the Challenge of Global Citizenship." At Sheraton Seattle, Seattle, Wash.

Contact: AAC&U, (202) 387-3760; e-mail, meetings@aacu.org; Web site, www.aacu.org

LA CHISPA 2003 Conference

January 23-25

LA CHISPA is a referee international conference on Hispanic languages, literatures, and cultures sponsored by Tulane University and held in New Orleans in alternate years since 1981. At the Monteleone Hotel, New Orleans, La.

E-mail: lachispa@tulane.edu

NABE 2003

January 28-February 1

Join thousands of educators, policymakers, community members, and business and government representatives at the National Association for Bilingual Education's 2003 conference, one of the world's largest conferences on the education of linguistically and culturally diverse students. In New Orleans, La.

Web site: www.nabe.org

TACHE 2003 Conference

January 29-31

The Texas Association of Chicanos in Higher Education, a professional association committed to the improvement of education and employment opportunities for Hispanics in higher education, holds its annual event. Guest speaker, Dr. Sylvia Hurtado. At the Omni Hotel-Downtown, Austin, Texas.

Web site: www.tache.org

13th Annual Institute on College Student Values

February 6-8

With the theme "Moral and Civic Responsibility: Can We Assess the Character Outcomes of College?," the Institute will focus on character development in college and strategies for assessing moral and civic outcomes. Sponsored in cooperation with the Association for Institutional Research. At Florida State University, Tallahassee, Fla.

Contact: Dr. Jon Dalton, (850) 644-6446; e-mail, jdalton@admin.fsu.edu; Web site, www.CollegeValues.org

Academic Advising Administrators' Institute

February 12-14

The 1st Annual Academic Advising Administrators' Institute is the only professional development opportunity that focuses specifically on the issues facing academic administrators. Sponsored by NACADA. At the Holiday Inn Riverwalk, San Antonio, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACE's 85th Annual Meeting

February 15-18

Join 1,200 college and university presidents, chancellors, senior administrators, and other higher education leaders. Confirmed speakers include: Donna Shalala, president, University of Miami; Gwen Ifill, moderator, "Washington Week"; Sir John Daniel, assistant director-general for education, UNESCO. At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; Web site, www.acenet.edu

Law and Higher Education Conference

February 16-18

"The 24th Annual National Conference and Workshops: Law and Higher Education" is organized by Stetson University College of Law. This conference's unique approach has received the ABA's prestigious Tweed Award. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

Stop Surfing-Start Teaching 2003 National Conference

February 16-19

"Teaching and Learning through the Internet" is brought to you by Continuing Education at the University of South Carolina. In Las Vegas, Nev.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

NACADA Mid-South Regional Conference

February 23-25

"Making History in Charleston," hosted by the National Academic Advising Association, offers an opportunity for advisors to explore the best methods and practices in academic advising, to what extent technology has been incorporated into advising, and where technology may take us in the future. At the Embassy Suites Downtown, Charleston, S.C.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NACADA Rocky Mountain Regional Conference

February 26-28

The theme of this conference of the National Academic Advising Association is "The Spirit of Academic Advising: A Commitment to Students." Sessions will focus on exemplary practice, models of effective organizational design, research studies, and facts regarding how advisors contribute to our students' futures. In Sedona, Ariz.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

Contact: fax, (414) 276-4650; e-mail, CSCTFL@aol.com; Web site, www.centralstates.cc

Mendelson Center for Sports Conference

March 14-15

The Mendelson Center for Sports, Character & Community holds its second biennial conference with the theme "Sports, Character, and Responsible Citizenship." This interdisciplinary conference will address theoretical, empirical, and practical considerations. At the University of Notre Dame, Notre Dame, Ind.

E-mail: cscc@nd.edu

AAHE Learning to Change Conference

March 14-17

This major new conference of the American Association for Higher Education focuses on the nexus of learning and change. Uniting the best features of AAHE's "Conference on Faculty Roles and Rewards" and "National Conference on Higher Education," this event convenes a wider circle of faculty and administrators to address the challenges of higher education. At Washington Hilton and Towers, Washington, D.C.

Web site: www.aahe.org/learningtochange

7th Annual NCIIA Conference

March 20-22

The theme of the 2003 conference of The National Collegiate Inventors and Innovators Alliance is "Big Ideas in a Small World: Invention, Innovation, and Entrepreneurship Education." In Boston, Mass.

Web site: www.nciia.org

NHMA's 7th Annual Conference

March 21-23

Join 1,000 physicians, residents, medical students, and healthcare industry and government representatives interested in Hispanic health and quality care at the National Hispanic Medical Association's 7th annual conference. This year's theme is "Model Hispanic Health Programs: Prevention, Treatment, Training, Research." At the Hyatt Regency Capitol Hill, Washington, D.C.

Contact: NHMA, (202) 628-5895; fax, (202) 628-5898; e-mail, nhma@nhmamd.org; Web site, www.nhmamd.org

NASPA 2003

March 22-26

NASPA, the National Association of Student Personnel Administrators, presents its 85th annual conference with the theme "Gathering at the Gateway: Renewing Our Spirit." At The Renaissance Grand Hotel, St. Louis, Mo.

Contact: Arlene Kidwell, (202) 265-7500; Web site, www.naspa.org/conference

TESOL 2003

March 25-29

The 37th annual convention of Teachers of English to Speakers of Other Languages, Inc., offers hundreds of sessions, distinguished international speakers, and scores of networking opportunities. In Baltimore, Md.

Contact: (703) 836-0774; fax, (703) 836-7864; e-mail, conventions@tesol.org; Web site, www.tesol.org

Academic Festival V: Beyond Borders

March 27-29

This conference, with the theme "Beyond Borders: Globalization and the Human Experience," will feature keynote speakers Dr. Elaine Pagels, Harrington Spear Paine Professor of Religion, and Dr. Paul Krugman, professor of economics, both of Princeton University. At Cameron University, Lawton, Okla.

Web site: www.cameron.edu/festival5/index.html

14th International Conference on College Teaching and Learning

April 1-5

"Learning Theory plus Motivation Theory plus Technology equals Dynamic Interactive Learning." Keynote presentations by Sylvia Nasar, Glenn DuBois, and Meave Leakey. At Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3238; e-mail, jchamber@fccj.edu; or Jeana Davis, (904) 632-3090; e-mail, jmdavis@fccj.edu; fax, (904) 632-3299; Web site, www.teachlearn.org

NACADA Mid-Atlantic Regional Conference

April 2-4

"The Advising-Teaching Connection," by the National Academic Advising Association, considers the role advisors play as educators of college students and the affinities between academic advising and college teaching. At the Sheraton Station Square Hotel in Pittsburgh, Pa.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

International Mentoring Association Conference

April 10-12

This is the 16th annual international conference on mentoring in education, business, human services, and community-based organizations. At Crowne Plaza Hotel, Philadelphia, Pa.

Contact: (606) 387-4474; fax, (606) 387-4289

AMSA Conference

April 11-13

The American Men's Studies Association presents "Globalization and the Critical Study of Men and Masculinities." Keynote speakers are Susan Bordo and R.W. Connell. At Vanderbilt University, Nashville, Tenn.

Contact: (615) 322-0882; Web site, www.mensstudies.org

108th Higher Learning Commission Annual Meeting

April 13-16

The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, provides at its annual gathering an opportunity to connect with more than 2,600 representatives from across the full range of higher education institutions. The theme of the 2003 meeting is "Restructured Expectations: Building New Partnerships for Learning." At the Hyatt Regency Chicago, Chicago, Ill.

Contact: Jeanne Darling, (800) 621-7440 ext. 133; fax, (312) 263-0471; e-mail, jdarling@hlcommission.org; Web site, www.ncahigherlearningcommission.org

ACCED-I 23rd Annual Conference

April 13-16

The Association of Collegiate Conference and Events Directors-International will hold its annual gathering, geared to conference and special events professionals in higher education. The theme of the conference is "IMAGINE." At the Sheraton World Resort in Orlando, Fla.

Contact: ACCED-I, Colorado State University, (970) 491-5151; fax, (970) 491-0667; e-mail, acced@lamar.colostate.edu; Web site, http://acced-i.colostate.edu

14th Annual National Service-Learning Conference

April 23-26

Join colleagues, educators, youths, policymakers, and community representatives at this National Youth Leadership Council event, with the theme "Weaving the Fabric of Community: A Celebration of Service-Learning." In Minneapolis, Minn.

Contact: National Youth Leadership Council, (800) 366-6952; Web site, www.nylc.org

ASM's 10th Undergraduate Microbiology Education Conference

May 16-18

The plenary sessions at this American Society for Microbiology event include: Biocomplexity, Rita Colwell, director, National Science Foundation; The Human Genome Project, Francis S. Collins, director, National Human Genome Research Institute, National Institutes of Health; and The Scholarship of Teaching and Learning, Lee S. Schulman, The Carnegie Foundation for the Advancement of Teaching. At the University of Maryland, College Park, Md.

Contact: Carlos Pelham, (202) 942-9317; e-mail, EducationResources@asmusa.org

NISOD 25th Annual Conference

May 25-28

The National Institute for Staff and Organizational Development (NISOD), a 600-member international consortium of community colleges and universities worldwide, proudly presents, in its silver anniversary year, the "International Conference on Teaching and Leadership Excellence." In Austin, Texas.

Contact: Margot Pérez-Greene, director, NISOD, (512) 471-1663; e-mail, mpg@mail.utexas.edu

NCORE 2003

May 27-31

The 16th annual National Conference on Race & Ethnicity in American Higher Education will be one of the most comprehensive national forums on issues of race and ethnicity in American higher education. In San Francisco, Calif.

Contact: The Southwest Center for Human Relations Studies, College of Continuing Education, University of Oklahoma, (405) 292-4172; fax, (405) 292-4177; Web site, www.ncore.ou.edu

HO

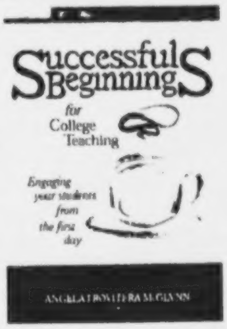
Book Review

By Kathy Fedorko

***Successful Beginnings for College Teaching: Engaging Your Students from the First Day,* by Angela Provitera McGlynn.** 156 pages. Madison: Atwood (1-888-242-7101), 2001. ISBN 1-891859-38-2. $21.00 paper.

Any college that has struggled to retain students knows how complicated the problem can be. Retention rates for Hispanic students can be especially troubling. As Angela Provitera McGlynn has written in *The Hispanic Outlook* magazine, college completion rates for Hispanics are "the lowest of any racial/ethnic group in America."

Because, as one study shows, college enrollment will increase by two million students in the next two decades and Hispanic students will show the highest increase, discovering ways to help students succeed remains imperative. McGlynn's *Successful Beginnings for College Teaching: Engaging Your Students from the First Day* provides teaching strategies for doing just that.



The book's suggestions are practical and user-friendly. Whether you've been in the classroom for decades or are meeting the first class of your teaching career, you will find ways to help your students persist and succeed. McGlynn is a trustworthy guide in this endeavor, having won the "Distinguished Teaching" award at her institution, where she has taught for 30 years, having conducted workshops nationwide, and having contributed frequently to *The Hispanic Outlook* magazine and other publications on diversity and effective teaching.

McGlynn's premise is that improving student success rates starts on the first day of class. The first chapter deals with preparing for that day and handling it so that students are eager to return to a relaxed, welcoming environment. Helping your students do well means making your policies and expectations clear and helping students get to know one another. McGlynn provides creative exercises whereby students and teacher can learn one another's names and stories, and inventive ways to convey the basics about a course.

Some might dismiss as feel-good nonsense the position that students need to feel safe in a friendly classroom and institution where they know their fellow students. But McGlynn refers to extensive research supporting her assumption that a relaxed classroom environment promotes student learning and persistence. Solid evidence woven unobtrusively into the discussion is one of the book's many accomplishments.

Whether students feel they **belong** in a class and at the institution is, research shows, one of the most important factors in whether students stay to earn a degree.

How teachers present their material and treat students is crucial to classroom environment. Students need to feel "respected, supported, and encouraged to learn," and McGlynn describes ways to accomplish this.

McGlynn also addresses helping students learn **how** to learn. She acknowledges that today's students might be less prepared for college work than in the past, but she implicitly rejects the response of some faculty members that "I shouldn't have to teach students how to study." Meeting students where they are might well mean helping them become what researchers call "self-regulating." Teaching students how to manage their own learning goes hand in hand with effective teaching strategies in general: setting goals for the students, maintaining positive regard for them, encouraging their participation, and providing reinforcement and useful feedback. McGlynn discusses how to create an interactive classroom, whether one uses lectures, class discussion, and/or collaborative learning groups. The latter, she points out, correlate with increased rates of retention and graduation, especially among minority students.

McGlynn also takes on the dilemma of "coverage." As she reminds us, just because we are "covering" the material doesn't mean that students are learning it. She provides insightful methods to help students make knowledge their own and cites the research that supports why these methods work. Implicit is the message that we **need** to care whether students are learning, since the health of our classrooms and institutions depends on our caring.

But what if some students impede classroom conviviality by behaving rudely? Maybe they read the paper, talk while the teacher is talking, or fall asleep. McGlynn shows how to deal effectively with "incivility" in the classroom. As in earlier chapters, McGlynn's suggestions are straightforward, useful, and respectful of both teachers and students.

In her last chapter, McGlynn addresses the "mid-semester blahs" by explaining that writing exercises not only help keep students engaged but also promote the learning and critical thinking skills we hope they will acquire. The chapter provides ways in which writing can be integrated even without increasing an instructor's workload. McGlynn also suggests how to help students retain what they've learned in class.

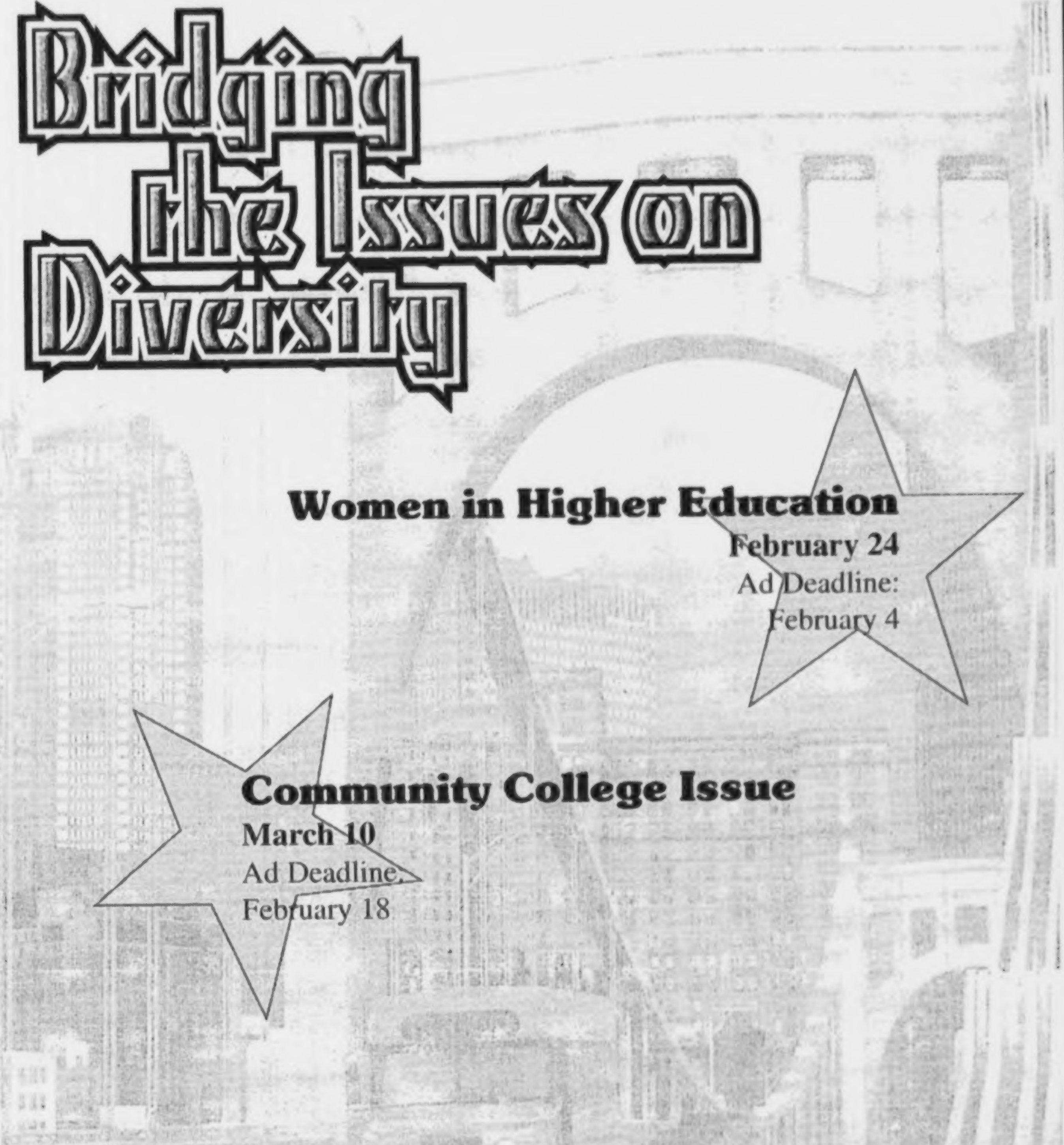
An appendix provides sample syllabi along with lists of resources–books, periodicals, online information, professional organizations, and conferences–followed by an impressive list of references.

Anyone who cares about becoming a more effective teacher and enhancing students' success, or who wants to know why she or he **should** care, won't be able to read this book without learning something valuable.

Dr. Kathy Fedorko is a professor of English at Middlesex County College, where she has taught for nearly 30 years. She has directed several state and national grant projects on teaching and learning at her college and has written many articles on the fiction of Edith Wharton, as well as Gender and the Gothic in the Fiction of Edith Wharton, *published by the University of Alabama Press.*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Bridging the Issues on Diversity



Women in Higher Education

February 24

Ad Deadline:
February 4

Community College Issue

March 10

Ad Deadline:
February 18

For more information please contact us at:
(201) 587-8800 (Ext-102 or 106)
Fax: (201) 587-9105
E-mail: Outlook@sprintmail.com

Mansfield University

is a small rural campus with 70 degree programs and 3,368 students. It's located in north Central Pa. 45 minutes north of Williamsport, PA and a half hour south of Corning and Elmira NY. Mansfield is a wonderful combination of a collegial family atmosphere, scholarly activity, close working relationships with students and cutting edge technology in both communication and the classroom.

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www.mansfield.edu

MANSFIELD
UNIVERSITY

FACULTY

COLUMBIA

Columbia College Chicago seeks applicants for a tenure-track appointment in the English Department to begin September 1, 2003. Applications will be accepted until February 15, 2003.

Responsibilities include coordinating the Developmental Reading Program (includes hiring and supervising part-time faculty and reading tutors) and teaching three reading courses per semester, plus committee work and professional development. Candidate must be interested in teaching in an open-admissions urban setting and dedicated to teaching students of diverse backgrounds. Ph.D. in Reading and experience in teaching at the college-level with program administration experience preferred.

Columbia College is a diverse, open admissions, urban institution of 9,500 undergraduate and graduate students, emphasizing arts and communications in the context of a liberal education. We offer a competitive salary and benefits package. Minority and women applicants are encouraged to apply. Submit cover letter, statement of teaching philosophy, and CV to:

Reading Search Committee
English Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research 1 institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor (3 positions)-	Interdisciplinary Oncology Prg-	OPEN
Professor- (Chair/Associate VP/Associate Center Director)	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Assistant/Associate Professor (3 positions)-	Nursing-	OPEN
Assistant/Associate/Professor-	Cancer Control Program-	OPEN
Associate In Research- (Transportation Economist/Analyst)	Ctr for Urban Transportation-	OPEN
Assistant In Research (2 positions)-	Ctr for Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor-	Anesthesiology-	OPEN
Director-	Business & Financial Svcs-	OPEN
Director (Student Academic Support)-	Student Affairs-	OPEN
Associate Vice President-	Administrative Affairs-	OPEN
Program Director- (Environmental & Occupational Health)	Public Health-	OPEN
Assistant Professor-	School of Art & Art History-	01/10/03
Assistant Professor-	School of Art & Art History-	01/10/03
Associate Dean-	FMHI-	01/10/03
Assistant Professor-	Geology-	01/15/03
Assistant Professor-	Mathematics (Biology)-	01/15/03
Associate Professor/Professor-	Physical Ed, Wellness & Sport-	01/17/03
Instructor-	Physical Education-	01/17/03
Full Professor-	Childhood Education-	01/21/03
Assistant/Associate Professor-	Education Measurement & Rsch-	01/22/03
Assistant Professor-	Dance-	01/27/03
Assistant Professor-	Psychological & Soc Foundations-	01/31/03
Assistant Professor-	Psychological & Soc Foundations-	01/31/03
Assistant Professor-	World Language Education-	01/31/03
Assistant Professor-	Gerontology-	01/31/03
Associate/Full Professor-	Adult, Career & Higher Ed-	01/31/03
Associate/Full Professor (2 positions)-	Educational Leadership & Scholarship-	01/11/03
Associate/Full Professor-	Adult, Career & Higher Ed-	01/31/03
Associate/Full Professor/Director-	Gerontology-	01/31/03
Chair & Professor-	Educational Leadership & Policy-	01/31/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**, or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu**, for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

CLARK
UNIVERSITY

CLARK UNIVERSITY MASTER OF ARTS IN TEACHING PROGRAM

Scholarships Available

Scholarships for the Clark University Master of Arts in Teaching program are available for qualified students seeking a teaching license. Awards will be given to selected applicants who meet graduate student requirements and who will commit to teach in a high-need urban area for at least one year after completing the program. The program is full-time for one year, beginning in May 2003 and ending in May 2004. To receive information and an application packet, contact the Hiatt Center for Urban Education at (508) 793-7222 or at **msheppard@clarku.edu**. Information is also available at **www.clarku.edu/departments/education**. Applications for the 2003-04 program year are due by February 1, 2003. We are especially interested in receiving applications from aspiring teachers of mathematics or science. *Minorities and women are strongly encouraged to apply.*

Broward
Community
College

Opening doors to a brighter future

Broward Community College (BCC) is a large, three-campus, three-center urban institution serving 52,140 credit/non-credit students plus 14,826 students served by the Center for Economic Development. Located in Southeast Florida, BCC was founded in 1959 as the first public higher education institution in the county. BCC functions as the principal provider of undergraduate higher education for the residents of Broward County. Through a wide variety of degree/certificate programs and continuing education courses, the College attracts a great diversity of students, including individuals planning to receive their Associate's degree, transfer for a Bachelor's degree, acquire new job skills, and those seeking education for personal enrichment. In addition, the College is also a source of cultural enrichment; a resource for community development, business, and industry; and an avenue for continued skill upgrading and enhancement and retraining. As a public comprehensive community college, BCC serves well its role as a significant segment of America's higher education effort.

An official BCC application,
www.broward.edu/personneloper/pdf/BCCapplication.pdf,
and copies of graduate transcripts must be received by 01/31/2003
to be considered for employment.

FACULTY POSITIONS

BCC seeks candidates to fill tenure-track teaching faculty positions. Most teaching positions are for a two semester (163 day) contract, beginning August, 2003. Applicants must have completed 18 graduate semester hours in the teaching discipline and hold a Master's degree. College level teaching experience is preferred. Salary ranges (based on degree & years of experience) are: Master's (18 graduate semester hours in appropriate discipline), $31,963- $41,552; Doctorate (24 graduate semester hours in appropriate discipline), $37,716-$47,305. Non-teaching faculty positions have a contract length of 194 or 213 days.

Accounting Faculty, #116 (Central Campus) Master's degree with 18 graduate semester hours in Accounting with CPA required. Candidate should also possess industry experience, multimedia presentation skills, accounting software skills, website development skills and WebCT experience.

Access Services Librarian, #115 (Central Campus) This is a joint-use academic library between BCC and Florida Atlantic University. This position will develop and implement policy and procedures, establish department goals and objectives, conduct needs assessments, make recommendations for the hiring and evaluating of career staff, maintain effective communication, and make recommendations to improve services. Will also require some high quality reference assistance, which will include evening and weekend hours. Requires: Master in Library Science from an ALA accredited institution; four years of professional experience, with a minimum of two years in an integrated library circulation system and/or interlibrary loan; successful supervisory experience preferably in a library setting; evidence of strong interpersonal skills, demonstrated written and oral communication skills; evidence of experience working in a computer-intensive Windows environment; knowledge of copyright law; a demonstrated ability to work with a multi-ethnic and diverse public; a commitment to public service with a strong customer service orientation; and the ability to work in a team environment with an emphasis on shared decision-making. Desire familiarity with Ariel and the ExLibris Library Management System. More library info: http://ucl.broward.edu. This is an 11-month (213 day) faculty position. Service on appropriate committees and task forces is expected. (Salary: $46,779-$54,298).

Art Faculty, #232 (Central Campus) Master's degree with 18 graduate semester hours in Graphic Design or a closely related discipline required; Master of Fine Arts preferred. Professional design experience required. Expertise with MAC platform needed. Familiarity with PC in the area of Graphic Design. Ability to teach foundation courses: 2-D, Art Appreciation, Drawing I, and Color Theory. Ability to develop and expand Graphic Design program a strong plus. Portfolio required.

Art Faculty, #208 (Central Campus) Master's degree with 18 graduate semester hours in Photography or a closely related discipline required; Master of Fine Arts preferred. Ability to teach foundation courses. Familiarity with digital imaging. Interest in developing/expanding Photography Program a plus. Portfolio required. Example of student work suggested.

Biological Sciences Faculty, #155 (Downtown Center) Master's degree with 18 graduate semester hours in Biological Sciences required. Teaching duties could include: General Biology, Human Anatomy and accompanying labs. Familiarity with technology essential. Teaching hours will be balanced between day and evening schedule.

Biological Sciences Faculty, #241: THREE Positions Available (Central Campus) Master's degree with 18 graduate semester hours in Biological Sciences required. Teaching duties could include courses in: Anatomy & Physiology, majors and non-majors Biology, Microbiology, Zoology and Botany. The successful candidate will be expected to participate in committee work and curriculum development in a diversified, dynamic department.

Business Administration Faculty, #413 (Central Campus) Master's degree with 18 graduate semester hours in Business Administration required. Excellent communication and interpersonal skills a must. Solid computer and PowerPoint presentation skills preferred. Experience with cultural diversity and international business experience a plus.

Chemistry Faculty, #234 (Central Campus) Master's degree with 18 graduate semester hours in Chemistry required. Teaching duties could include lectures and/or labs in general chemistry and chemistry for Allied Health students, and may also include lectures and/or labs in organic chemistry. Strong preference for an individual with chemical instrumentation expertise.

Chemistry Faculty, #373 (North Campus) Master's degree with 18 graduate semester hours in Chemistry with concentration in Organic Chemistry required. Teaching duties could include Introductory Organic Chemistry and General Chemistry lecture and laboratory courses. Knowledge of technology is a plus.

Computer Science Faculty, #262: FOUR Positions Available (Central Campus) Master's degree with 18 graduate semester hours in Computer Science or a closely related discipline required. Certifications to teach Microsoft (MCSD and/or MCSE and/or MCDBA), Cisco (CCNP and/or CCNA), Oracle (DBA), Sun (Java and/or Solaris), Linux, and/or CIW (Designer and/or Manager) courses are highly desirable. Consideration will be given to candidates with the desired certifications, but who hold a lesser academic degree.

Computer Science Faculty, #993 (North Campus) Master's degree with 18 graduate semester hours in Computer Science or a closely related discipline. Detailed knowledge of and ability to teach various contemporary programming languages, such as C++, C#, Visual Basic, Java, etc., various operating systems such as Windows and Unix, computer applications programs, such as Microsoft Office, and various networking environments, such as Windows NT/2000 Server and/or NetWare 5/6 are required. Additional consideration will be given to candidates with certification in one or more of the following: MCT, MCSD, MCSE, MCSA, CCNP, CCNA, CNE, CNA, CIW, SCSA, OCA, OCP, A+, i-Net+, Linux+, Network+, and/or Server+. Candidates must be an advocate of student centered learning, energetic, enthusiastic, and willing to continually learn new advances in technology.

Counselor, #299 (North Campus) Master's degree with 18 graduate semester hours in Counseling, Student Personnel Services or related field required. Responsibilities include: serving as a Student Affairs generalist assisting with academic advisement, educational planning, career development, student success initiatives, personal counseling and testing. Computer skills and community college experience preferred. This is a non-teaching 213-day calendar faculty position; salary commensurate with calendar, degree, and experience.

Education Faculty, #421 (Central Campus) Master's degree with 18 graduate semester hours in Education required. Must demonstrate ability to teach a wide range of Education classes. Computer technology skills preferred.

English Faculty, #149: FIVE Positions Available (3 Central / 1 South / 1 Downtown Ctr) Master's degree with 18 graduate semester hours in English or Linguistics required. Of special interest to the department in filling some of these positions are: a high level of computer literacy and a demonstrated interest and experience in teaching technical and professional (workplace) writing. Individuals selected for these positions can expect to teach a combination of college-preparatory (developmental) and college credit writing courses.

ESL Faculty, #300 (Central Campus) Master's degree with 18 graduate semester hours in ESL required. Experience teaching ESL/Reading is preferred. Knowledge of instructional technology is desired.

Graphic Design Technology Faculty, #1049 (Downtown Center) Master's degree with 18 graduate semester hours in Graphic Design or comparable field required. Teaching duties could include: introductory and advanced levels of all Graphic Design courses. Knowledge of MAC & PC platforms with knowledge of design, electronic media, industry software, and web publishing. Teaching hours will be balanced between day and evening schedule.

Mathematics Faculty, #247: THREE Positions Available (Central Campus) Master's degree with 18 graduate semester hours in Mathematics required. Dedication and enthusiasm for teaching a must. Applicant should be willing to teach the entire span of Math courses from Pre-Algebra to Calculus III. Applicant will contribute time and effort to academic endeavors at the department, campus and college levels. Willing and able to incorporate technology in the classroom and must be open to new teaching strategies to enhance student success.

Mathematics Faculty, #117 (North Campus) Master's degree with 18 graduate semester hours in Mathematics required. Experience teaching both college preparatory and college level Mathematics courses with an understanding of the needs and concerns of community college students. Must have experience using appropriate technology and must be willing to work with varying instructional modalities.

Music Faculty, #210 (Central Campus) Orchestral Conductor. Master's degree with 18 graduate semester hours in Music required. Terminal degree preferred. Secondary area in Music History preferred, others considered. Ability to teach Music foundation courses, such as Theory, History or Appreciation.

Music Faculty, #436 (Central Campus) Director of Jazz Ensembles. Master's degree with 18 graduate semester hours in Music required. Terminal degree preferred. Secondary area in Music Technology preferred, others considered. Ability to teach music foundation courses, such as Theory, History or Appreciation.

Position Openings

Nursing Faculty, #339: TWO Positions Available (Ctr for Health Science) Master of Science in Nursing, Florida RN License, ADN teaching experience, and medical-surgical Nursing experience required. Prefer experience with distance learning, and basic computer skills including Word Processing, File Manager and PowerPoint.

Sociology Faculty, #313 (Central Campus) Master's degree with 18 graduate semester hours in Sociology required. Commitment to teaching a wide range of undergraduate Sociology classes. Willingness to work with a diverse population.

Theatre Faculty, #1075 (Central Campus) Master's degree with 18 graduate semester hours in Theatre; Master of Fine Arts preferred. Experience teaching Directing, Acting, Theatre History and Voice with the credentials to teach other Theatre courses. Candidate must commit to directing at least one play per academic year.

ADMINISTRATIVE POSITIONS

Salaries are based upon qualifications and experience.
Administrative positions are a 242-day calendar.
Most Administrative positions will begin July 1, 2003.

Provost, South Campus, #0071 The Provost serves as the chief administrative officer for the South Campus of the College. Responsible for the comprehensive coordination of the campus academic, fiscal, and student affairs activities; provides overall leadership and vision for the direction of the campus in coordination with the College's mission, collegewide goals and initiatives, and College administration; represents the College and College campus in various civic, community and professional organizations. Performs related work as directed. Required: Doctoral degree (Ph.D or Ed.D) supplemented by progressively responsible professional experience that provides broad knowledge of higher education administration, instructional programming, budget administration, and fiscal management.

Vice President, Financial and Human Resources, #0002 (Downtown Center) Position reports to the College President for major programs and divisions of finance and budget, human resources, staff development, and labor relations. The VP for Finance & HR is responsible for the comprehensive direction and administration of the assigned programs and divisions; accountable to College Administration, the College President, and the College's Board in sound fiscal management and administration of collegewide fiscal human resources. Position provides overall leadership and vision for the direction of assigned programs and collegewide goals and initiatives. Will represent the College in various civic, community and professional organizations at the local, state, and national level as required. Performs related work as directed. Required: Master's degree in Educational Administration, Business Management/Administration or related field and professional management experience that provides broad knowledge of higher education administration, fiscal and human resources management, budget administration, strategic planning, and automated information solutions.

Director, Aviation Institute, #33 (South Campus) The Director oversees Associate of Science programs in airport operations, aircraft maintenance, aviation administration and professional pilot technology; manages the institute's budget; hires and supervises faculty and staff; develops programs; and serves as a liaison with appropriate industry partners, other educational institutions and the FAA. Master's degree in Aviation and/or appropriate FAA certificates; administrative experience involving Federal Aviation Administration and Federal aviation regulatory knowledge and compliance required. Applicants must demonstrate their ability to provide dynamic leadership for Institute programs and personnel, and to work effectively with the institute's flight contractors, industry partners and the FAA. Previous work in an academic setting preferred.

Controller, #0007 (Downtown Center) This position interprets and ensures compliance with all College policies and procedures regarding finance and business practices in accordance with generally accepted standard accounting principles, established procedures, departmental guidelines and regulatory requirements applicable to the work. Responsible for developing, implementing, and administering accounting, financial and business programs to efficiently serve both internal and external client needs while maintaining federal, state and institutionally mandated financial compliance. Work includes providing managerial oversight to accounting staff in the receipt, processing, auditing, and reporting of fiscal and accounting activities. Performs related work as directed. Required: Master's degree in Business Administration, Finance Administration, Accounting or related field and progressively knowledgeable/responsible experience in the development, management and administration of multiple business, accounting and financial systems, preferably within a public educational or similar institutional agency; Certified Public Accountant (CPA) preferred.

Department Head, Communications, #399 (South Campus) Master's degree with 18 graduate semester hours in Art, Modern Foreign Language, Reading or Speech and a minimum of three to five years progressively responsible experience in the administrative functions of department operations at the post-secondary level. Experience working with a culturally diverse student population and the ability to provide enthusiastic and energetic leadership is preferred.

Department Head, Communications/Fine Arts, #187 (North Campus) Master's degree with 18 graduate semester hours in a discipline within the academic department and a minimum of three to five years progressively responsible experience in the administrative functions of department operations at the post-secondary level. Must have documented teaching experience in at least one of the following areas of specialization: Speech/Communications, Modern Foreign Language or Fine Arts. Experience with instructional delivery using technology, experience working with a culturally diverse student population and the ability to provide enthusiastic and energetic leadership is preferred.

Department Head, English/ESL/Journalism, #426 (South Campus) Master's degree with 18 graduate credits in an English discipline and a minimum of three to five years progressively responsible experience in the administrative functions of department operations at the post-secondary level. Experience teaching college English, ESL or Journalism, preferably at a community college is required. Desire to lead a friendly, cosmopolitan, creative and democratic department is strongly preferred.

Department Head, Natural Science/Wellness, #212 (Central Campus) Position is responsible for the overall operation of the instructional department in accordance with College policies, procedures, and contractual agreements. The candidate will teach, develop faculty schedules, evaluate faculty, supervise the activities of program coordinators, supervise lab and clerical staff, prepare and manage the budget, establish and implement departmental goals, and develop and revise curricula with the department. This large department offers courses in General Biology, Anatomy/Physiology, Microbiology, Zoology, Botany, Chemistry, Physics, Astronomy, Geology, Oceanography, Earth Science, Physical Science, Environmental Science, Landscaping, Horticulture, Pest Control, Wellness and Recreation. Master's degree in Biological or Physical Science with 18 graduate semester hours in the discipline required and a minimum of three to five years full time post secondary teaching experience.

Director, Enrollment Management, #1857 (Downtown Center) Master's degree with three to five years experience in areas of Enrollment Management. Bilingual a plus. Call center experience preferred.

Coordinator, Enrollment Services/Registration, #695 (South Campus) Bachelor's degree and three years experience with Enrollment Management, supervision of Registration and Admissions, innovative technologies and a multicultural population. Master's preferred. Candidate will supervise the Admissions and Registration offices and Enrollment Service Officers, and implement the campus enrollment management plan.

Coordinator, Student Success, #107 (South Campus) Bachelor's degree and two years experience in the administration of student affairs programs. Master's preferred. Will develop, implement and evaluate student success initiatives that target at-risk students including, but not limited to: early warning systems, classroom visitations, student success workshops and tutoring. Works collaboratively with faculty, prepares educational planning with at-risk students, and informs at-risk students of College support services. Supervises the Student Success Specialist and the Mentor Program.

Enrollment Services Officer, #456 (North Campus) Bachelor's degree and two years Admissions experience at the post-secondary level required. Experience with student information systems; strong organizational, interpersonal, computer, communication and customer service skills. Ability to work independently and as part of a group with a high level of energy and flexibility. Valid driver's license with reliable transportation needed. Evenings and weekends required. Previous recruitment work in business and industry/college preferred.

An application package for each position is required and must include: a completed employment application, copies of graduate transcripts and a letter of intent. Fully completed application packages must be received by January 31, 2003, to be considered for employment. Upon selection, official transcripts will be required. Please forward all information to: *Broward Community College/ H.R./225 E. Las Olas Blvd./ Ft. Lauderdale, FL 33301.* Call (800) 682-3646 / (954) 201-7338 for an application or information. Apply on-line at: www.broward.edu , click on "Jobs" then "BCC Jobs Online", or Download an application at: *http://www.broward.edu/personneloper/pdf/BCCapplication.pdf.*

Positions are contingent upon budget approval by the Board of Trustees.

BCC is committed to the principle of diversity. We are interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, veterans, and disabled individuals.

Fellowships in Oceanography for Minority Undergraduates

The Woods Hole Oceanographic Institution offers special educational opportunities in oceanography for minority undergraduate U.S. citizens or permanent residents. These awards are designed to provide training and research experience in Woods Hole for students who have completed at least two semesters of undergraduate study in physical or natural science, mathematics, or engineering and have an interest in marine sciences, oceanographic engineering or marine policy.

Fellowships may be awarded for a ten to twelve week period in the summer or for a semester during the academic year and may be renewed the following year. The Fellow is paid a stipend of $365 per week, plus round trip travel allowance from their home school or university to Woods Hole. This program is conducted with support from and in cooperation with the Woods Hole Field Center, U.S. Geological Survey.

Application deadline for Summer 2003 is February 15, 2003.

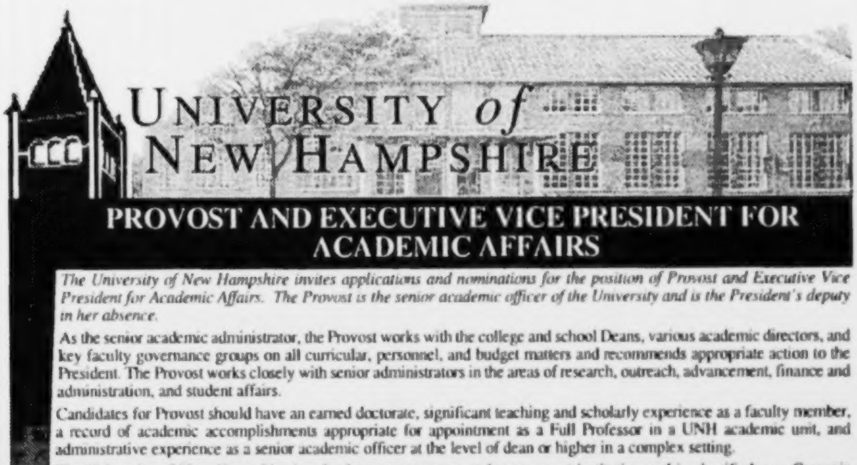
Application forms can be obtained from WHOI's website:
http://www.whoi.edu/education/

or write:

WOODS HOLE
OCEANOGRAPHIC
INSTITUTION

Academic Programs Office, MS #31
Woods Hole Oceanographic Institution
360 Woods Hole Road
Woods Hole, MA 02543-1541
or call: (508) 289-2219
or email: education@whoi.edu

An equal opportunity/affirmative action employer.



UNIVERSITY *of* NEW HAMPSHIRE

PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of New Hampshire invites applications and nominations for the position of Provost and Executive Vice President for Academic Affairs. The Provost is the senior academic officer of the University and is the President's deputy in her absence.

As the senior academic administrator, the Provost works with the college and school Deans, various academic directors, and key faculty governance groups on all curricular, personnel, and budget matters and recommends appropriate action to the President. The Provost works closely with senior administrators in the areas of research, outreach, advancement, finance and administration, and student affairs.

Candidates for Provost should have an earned doctorate, significant teaching and scholarly experience as a faculty member, a record of academic accomplishments appropriate for appointment as a Full Professor in a UNH academic unit, and administrative experience as a senior academic officer at the level of dean or higher in a complex setting.

The University of New Hampshire is a land-grant, sea-grant, and space-grant institution and is classified as a Carnegie Doctoral Research Extensive university. It strives to combine the learning environment of a liberal arts college with the breadth and spirit of discovery of a land-grant research university. The University has approximately 10,900 undergraduate students, 2200 graduate students, and 700 full-time faculty. Undergraduate and graduate degree programs are offered in the colleges and schools of Liberal Arts, Life Sciences and Agriculture, Engineering and Physical Sciences, Business and Economics, and Health and Human Services, and at the university's urban branch in Manchester. Graduate degrees are offered in 80 programs of study at the Masters level and 30 programs of study at the doctoral level. Research funding recently surpassed $86 million annually; and a $100 million capital campaign, adding new research centers and faculty chairs, has just been completed. Additional information about UNH, and about the Provost search, is provided on the University's web site (www.unh.edu).

Applications will be held in strict confidence unless the candidate agrees otherwise and should include a letter describing experience and qualifications, a curriculum vitae, and the names of three references. Letters of nomination should include full contact information for the nominee. Review of applications will begin on January 15, 2003.

Application material should be submitted to the Co-Chairs of the Provost Search Committee
Professor Sally Ward and Dean James McCarthy, c/o Office of the President
University of New Hampshire, Thompson Hall, 105 Main Street, Durham, NH 03824

The University of New Hampshire, as an affirmative action, equal opportunity employer is committed to excellence through diversity among its faculty and staff and shall not discriminate in recruitment, selection and employment on the basis of color, religion, sex, age, national origin, sexual orientation, disability, veteran's status or marital status.

SWT

ASSISTANT VICE PRESIDENT for STUDENT AFFAIRS AND DIRECTOR OF MULTICULTURAL STUDENT AFFAIRS/ADA COORDINATOR

SOUTHWEST TEXAS STATE UNIVERSITY

Southwest Texas State University invites applications and nominations for the position of Assistant Vice President for Student Affairs and Director of Multicultural Student Affairs. SWT is a master's and doctoral-level public university with an enrollment of over 25,000 students. The university is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio.

DUTIES AND RESPONSIBILITIES

The Assistant Vice President/Director of Multicultural Student Affairs is responsible for the administration and facilitation of academic excellence and retention of underrepresented students. This individual reports to the Vice President for Student Affairs, is a member of the Student Affairs Council and works with a variety of student populations, including students with disabilities. This individual serves as the designated ADA coordinator on campus. The Assistant Vice President/ Director is responsible for the oversight of the Student Health Center, the Office of Disability Services and the TRIO programs on campus.

QUALIFICATIONS

The Assistant Vice President/Director is expected to possess broad theoretical and practical knowledge of recruiting and retention practices for under-represented groups in higher education, to provide educational programming to advance better understanding of multicultural and diversity issues on campus, the ability to create and develop a learning environment that ensures the success of these groups, and the ability to supervise TRIO outreach programs.

This individual is expected to effectively articulate the university's core values relative to diversity to a variety of constituencies - including admissions candidates, students, parents, faculty and staff. This individual will have the capacity to generate effective links with the faculty, students, parents and alumni to develop comprehensive recruiting and retention programs for underrepresented groups.

The successful candidate must have a Master's degree (Doctorate strongly preferred) and preferably, will have at least eight years experience in working with college or university underrepresented populations, with at least three years experience in a mid-management level or higher position, or other similar relevant experience, experience managing complex budgets and dealing with administrative duties, excellent oral and written communication skills, demonstrated experience in successful grant writing, administration of scholarship programs for targeted populations, and strong advising and organizational skills.

APPLICATIONS

This position will remain open until filled, with review of applications to begin February 3, 2003. Applicants should send a letter of application and resume, together with a one-page statement their personal philosophy relative to the retention of underrepresented groups to **Dr. James D. Studer, Vice President for Student Affairs, Southwest Texas State University, 601 University Dr., San Marcos, TX78666. Phone #:(512) 245-2152. Job # 136**

SWT is an EEO employer. SWT is committed to increasing the number of women and minorities in faculty and administrative positions.

HILLSBOROUGH
Community College

Located in the Tampa Bay area on Florida's sunny Gulf coast, Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. HCC seeks candidates with a strong commitment to teaching, the use of technology, and innovation. HCC offers competitive pay and benefits in a diverse, multicultural environment dedicated to serving our students and our community. The College is particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

FACULTY POSITIONS FOR 2003-2004. Positions begin August 2003. Applicants must follow application instructions on the HCC website (**www.hccfl.edu**). Submit (1) completed HCC Employment Application (online applications accepted) and (2) copy of academic transcript from regionally accredited institution of higher education showing graduate degree. Applicants encouraged to submit resume/supporting documents. Requires Master's and minimum 18 graduate semester hours in discipline. All documents must be received in Employment on or before **closing date of Friday, January 17th, 2003.**

Projected faculty positions (subject to funding): Architectural Design and Construction Technology (Dale Mabry), Biology (Dale Mabry-2 & Plant City), Business (Ybor City), Chemistry (Dale Mabry-2), Early Childhood Management (Ybor City), Economics (Brandon), English (Brandon, Dale Mabry-3 & Ybor City), History (Dale Mabry-3 & Ybor City), Humanities (Brandon, Dale Mabry-3 & Ybor City), Journalism/Mass Communications (Ybor City), Mathematics (Brandon, Dale Mabry-5 & Ybor City), Nursing (Dale Mabry-3), Psychology (Dale Mabry), Reading (Dale Mabry), Respiratory Care (Dale Mabry), Spanish (Brandon), Speech (Brandon and Dale Mabry) and Theatre (Ybor City).

www.hccfl.edu

EDUCATION

INSTRUCTORS

Mott Community College is committed to providing high quality, accessible and affordable educational opportunities and services that promote individual development and improve the overall quality of life in a multicultural community. Our strength lies in promoting excellence in teaching and eliminating barriers to learning. To assist us in meeting this mission, we are searching for candidates for the following full-time positions:

- **Business Instructor** - The selected candidate will be responsible for conducting classes in basic business, marketing, and management courses and possibly courses in other disciplines offered in the Division depending upon the faculty member's educational training and experience. Position is scheduled to start at the beginning of the Spring or Fall 2003 semester.
Minimum Requirements: Master's Degree in Business, Business Management, Marketing or a related field from a CHEA accredited institution (minimum of 20 graduate hours in Marketing and Management). Two years experience in management, marketing or directly related field. Experience using appropriate technology and writing supporting curriculum and teaching strategies. Evidence of continuing professional development. Evidence of entrepreneurial experience or small business consulting or business ownership, which can be applied to instructional techniques and classroom and curriculum management.
Additional Desirable Qualifications: Higher education teaching experience, especially in a community college setting. Familiarity with use of computer-based instruction, knowledge of distance learning practices, competency-based instruction, and modularized courseware.

- **Spanish Instructor** - The selected candidate will conduct classes in Spanish, assist in curriculum planning and development for the discipline, and will participate in annual program/discipline evaluation and revision. Position is scheduled to start at the beginning of Fall 2003 semester.
Minimum Requirements: Master's Degree in Spanish. Recent teaching experience in Spanish at the post-secondary level. Innovative, flexible, and positive teaching style. Familiarity with computer-based instruction. Individual teaching philosophy placing emphasis upon student success. Evidence of continuing professional development.
Additional Desirable Qualifications: 18 graduate hours of French language courses. Experience in teaching French and/or ESL (English as a Second Language). Experience in leading Study Abroad Programs. Familiarity with distance learning, learning technologies, competency-based instruction, and modularized courseware.

For a complete listing of qualifications and additional details, please visit our website at www.mcc.edu. Application deadline is January 24, 2003. If interested in applying for this position, please submit a letter of interest (indicating position title), resume, three letters of recommendation and copy of graduate transcripts to:

Mott Community College
Human Resources, CM 1024
1401 E. Court Street
Flint, MI 48503
Fax (810) 762-0595
Resume@mcc.edu

Mott Community College

Mott is an AA/EEO employer. Selected candidates must submit to a drug test and criminal background check. In accordance with the Americans with Disabilities Act, if applicants have accommodation needs they may call (810) 762-5396

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Associate Provost for Admissions and Records

Nominations and applications are invited for the position of Associate Provost for Admissions and Records at the University of Illinois at Urbana-Champaign. The Associate Provost reports to the Provost and will work closely with the deans of the academic colleges and schools to develop and implement a comprehensive recruitment and admission plan to attract an academically talented and diverse student body. Successful candidates will have the vision and expertise necessary to devise outstanding recruiting tools and strategies; knowledge of recent research and trends in demography, enrollment and recruitment in higher education; demonstrated capacity to effectively recruit an outstanding and geographically diverse student body; evidence of relevant administrative and budgetary experience; and experience in the application of cutting-edge technology for the recruitment, admissions and the delivery of student records. The Associate Provost is responsible for overseeing the Office of Admissions and Records, which employs 130 staff with a budget of $4 million. The Office is responsible for maintaining admission information and academic records for all students and sustaining active relationships with high schools, community/junior colleges, and other institutions of higher education throughout the country.

Requirements for the position include a Master's degree or higher, a minimum of five years of progressive experience in Admissions and Records and demonstrated success in the field. Salary is commensurate with experience and qualifications. The preferred start date is August 21, 2003.

The University of Illinois at Urbana-Champaign is a Top 10 public research university with a worldwide reputation for excellence in teaching, research and service. There are approximately 28,000 undergraduate and 10,000 graduate students from all 50 states and over 100 countries enrolled in 16 colleges, schools and institutes.

To be assured of full consideration, nominations and/or applications (including names and contact information for three references) should be submitted no later than February 1, 2003, to:

Professor Ruth Watkins, Search Committee for Associate Provost
University of Illinois at Urbana-Champaign
601 East John Street
Champaign, IL 61820
Attn: Shirley Apperson **(Ph: 217-244-9483 Fax: 217-244-5639)**

Affirmative Action/Equal Opportunity Employer

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

CHANCELLOR SEARCH

The Board of Trustees of the Dallas County Community College District invites applications and nominations for the position of Chancellor. After 12 years of distinguished service as Chancellor, Dr. J. William Wenrich has announced his retirement effective August 2003.

The Board of Trustees and the Search Committee seek letters of interest or nominations for the Chancellor's position as head of one of the five largest community college districts in the United States and as the largest undergraduate institution in the State of Texas. The Chancellor will lead the District's seven independently accredited colleges, as well as two nationally recognized centers for distance learning and economic development.

Challenges and Opportunities

The Board of Trustees is seeking a gifted and proven leader with significant experience, intellectual and political capability, and integrity, who also demonstrates the energy and wisdom to lead, inspire and manage a large, complex and urban multi-college district. The Board of Trustees and the DCCCD community will provide the freedom and encouragement for the next Chancellor to lead the District creatively, fairly, ethically, and with accountability.

The impetus for greatness for DCCCD will require a leader who can address the following challenges and opportunities:

- Provide leadership and resources to develop, implement and continuously improve instructional programs and services to meet the rapidly changing needs of the communities, workforce demands and an increasingly diverse student body.
- Successfully seek more funding and responsibly invest resources to educate a growing population.
- Build on goodwill within the community for the District while maintaining and gaining greater support from key political stakeholders at the local, regional, state, and national levels.
- Manage effectively the potential for growth, and maintain and improve the District's position as the most vital higher education force in Dallas County. This effort will require greater outreach to diverse communities served by the District while demonstrating commitment to the successful future of all students, as well as supporting and valuing the contribution of all district employees.
- Address the capital needs of the District to meet the long-term needs for new facilities, and the refurbishment and maintenance of existing facilities, including any necessary bond issues.
- Seek the right balance between central or district solutions, respecting the relative autonomy of each college while seeking greater cost effectiveness and efficiencies and encouraging creativity, innovation and pursuit of excellence.

Preferred Characteristics

The next Chancellor shall be a dynamic, strong and proven leader who thrives in a complex and demanding environment. The complete list of characteristics is available on **www.dcccd.edu**.

Qualifications:

- An earned doctorate from an accredited institution preferred.
- Demonstrated experience in the teaching and learning process.
- Extensive high-level administrative experience or equivalent experience.

APPLICATION PROCESS:

Nominations and applications will be accepted until the position is filled. However, to ensure full consideration, individuals should submit a complete application prior to February 21, 2003.

Please submit a letter of application (not to exceed 5 pages) that succinctly addresses how you would address the challenges and opportunities identified and how you meet the stated personal and professional qualifications. Submit a current resume, including an e-mail address and cell phone number, plus a reference list with the names, telephone numbers and e-mail addresses of nine references: two supervisors, two board members, two direct-reports to the candidate and three faculty members from your current or former institutions. Applicants should fully describe qualifications and experiences that have prepared them to serve the needs of the District. This information will serve as the basis for the initial review of materials.

Please submit application materials to: Board of Trustees, Dallas County Community College District, c/o ACCT, 1233 20th Street, N.W., Suite 605, Washington, D.C. 20036. Please note **application materials** on the envelope. An electronic copy of the application package must be submitted to Susan Smee at **ssmee@acct.org**.

For additional information, nominations or inquiries, please contact: Dr. Narcisa A. Polonio, ACCT Director, Board Leadership Services 202.775.4667 ext.118, or 202.276.1983 or email at **npolonio@acct.org**. Information also is available on the District's web site at **www.dcccd.edu** and the ACCT site at **www.acct.org**.

The Dallas County Community College District is an Equal Opportunity/Affirmative Action Employer

-An ACCT Search-

UW

UNIVERSITY OF WASHINGTON

Director of Teacher Education

COLLEGE OF EDUCATION

The College of Education at the University of Washington (***www.washington.edu***) is seeking a Director of Teacher Education for appointment beginning July 1, 2003 for an eleven month appointment. Faculty rank and starting salary will depend upon the successful applicant's prior experience and accomplishments. Candidates desiring an appointment either as a tenured professor (associate or full) or as a non-tenured faculty member with security of employment are invited to apply.

Context

The College of Education (***www.educ.washington.edu/COEWebSite***) is deeply committed to teacher education that prepares teachers for successful careers and models best pedagogical practices, including the integration of technology in instruction and learning. Faculty from across the College teach in the post-baccalaureate Masters in Teaching (MIT) program, ensuring that students benefit from current research in a wide range of areas. The MIT incorporates the teaching credential so that our graduates are thoroughly grounded in content knowledge, educational theory, research, and effective practices to meet the challenge of providing all students, including those from the most diverse populations, with an excellent education. Our nationally recognized program annually enrolls approximately 250 pre-service teachers, almost equally divided between elementary and secondary education.

Responsibilities

The Director of Teacher Education will work closely with the Boeing Chair in Teacher Education to provide intellectual leadership and direction to the teacher education program. The successful candidate will be expected to:

Provide leadership: Provide statewide and national leadership in teacher education. Develop, evaluate, and establish initiatives in teacher education.

Develop & maintain partnerships: Collaborate with other University of Washington departments and partner schools on pre-service preparation. Nurture productive relationships with key external organizations.

Manage and direct the teacher education programs: In collaboration with College faculty, staff, and other relevant parties carry out administrative tasks for the program.

Teach and engage in research: Teach courses in the teacher education program as well as teacher-education courses in the doctoral program. Carry out a program of research and scholarship in teacher education or a related field.

Qualifications

Minimum qualifications include demonstrated success in leading and directing an academic organization, preferably a teacher education program, and the ability to work effectively with individuals from a range of backgrounds and organizations at the local, state, and national level. Demonstration of successful collaborations with both university and P-12 school faculty and administrators; a record of scholarship in teacher education; and an earned doctorate in an appropriate field.

To apply: Send a letter of interest that includes a statement of qualifications, curriculum vita, selected publications, and three letters of reference to the attention of Professor Bill McDiarmid via:

Ms. Leslie Burch
College of Education
Box 353600
University of Washington
Seattle, WA 98195-3600

The University of Washington is an affirmative action, equal opportunity employer. The College of Education is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veteran.

Dean, School of Architecture

The University of Maryland, College Park, invites applications and nominations for the position of Dean of the School of Architecture.

The Dean of the School is expected to build upon the School's achievements and lead it to an even higher level of academic excellence and recognition. The Dean will develop and implement the School's Strategic Plan; guide and support the School's academic and allied programs; foster and encourage excellence and innovation in teaching, research, and service activities; maximize existing School resources by promoting inter-disciplinary and multi-disciplinary activities; represent the School to its alumni, allied professions, and friends; support the University's capital campaign; and manage the School's budget and staff. A detailed position description is available online at: **www.personnel.umd.edu.**

The appointment date is between August 2003 and August 2004. Consideration of applications will begin in January 2003 and continue until the appointment is made. All materials should be sent to:

Search Committee for Dean of the School of Architecture
Main Administration Building, Room 1119
University of Maryland
College Park, MD 20742

The University of Maryland is an equal opportunity employer; women and minorities are encouraged to apply. The University has a policy of being responsive to dual career couples.

UNIVERSITY OF
MARYLAND

DIRECTOR NURSING EDUCATION

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago.

We seek a Director to assume the responsibilities for the operation and coordination of the Associate Degree Nursing Program and the Certified Nurse Assistant Program. The selected candidate will be responsible for nursing curriculum development and evaluation for both programs, and providing information on the College and its registered nurse and basic nurse assistant programs for the general public and specific target groups.

A Master's Degree with a major in Nursing; current licensure as a Registered Nurse (or eligibility for licensure) in Illinois; at least two years of clinical nursing practice; and at least two years experience as an instructor in a nursing education program required.

For full consideration, applicants must submit a completed application form, current resume, letter of interest, three letters of reference and official degree transcripts, and proof of RN licensure/eligibility no later than February 7, 2003. For application/information call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clcillinois.edu, COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.

College of Lake County

EOE/AA/M/F/D/V

www.clcillinois.edu

MIT

ENVIRONMENTAL POLICY FACULTY SEARCH

Department of Urban Studies and Planning

The Department of Urban Studies and Planning at the Massachusetts Institute of Technology is seeking to fill a tenure-track faculty position at the assistant or associate professor level in the area of environmental policy. The person we hire will be expected to teach undergraduates and professional degree candidates and to supervise doctoral students specializing in environmental policy and planning (both domestic and international). The department seeks a dynamic and creative teacher with a strong research track record in the study of environmental justice, industrial ecology, environmental health policy or ecosystems management. Candidates should have significant teaching experience. Applicants with applied or practice-related experience will be preferred.

Applicants must hold a Ph.D., although very experienced practitioners without a doctorate will be considered. Send: (1) a letter of application; (2) resume; (3) name, address and phone numbers for three references the committee may contact; (4) one recent publication; and (5) several paragraphs describing one or two relevant courses that the candidate has taught. Please send to: **Chair, Environmental Policy Search Committee, Department of Urban Studies and Planning, 9-332, 77 Massachusetts Avenue, Cambridge, MA 02139-4307.** Review of applications will begin January 1, 2003, and continue until the position is filled. For more information, contact: **Prof. Lawrence Susskind, Chair, Search Committee. Phone: 617-253-2026. Fax: 617-253-7402. e-mail: susskind@mit.edu**

MIT is an Affirmative Action/Equal Opportunity Employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

Kennesaw State UNIVERSITY

Assistant Professor of Three Dimensional Design/Ceramics/Sculpture

The Department of Visual Arts at Kennesaw State University is seeking applications for a nine-month tenure-track position as Assistant Professor of Three Dimensional Design/ Ceramics/ Sculpture; appointment to begin August 2003. The Visual Arts Department, fully accredited by NASAD, is an established, rapidly growing department with 450 majors within two degree programs @ the Bachelor of Fine Arts in Art and the Bachelor of Science in Art Education. **Qualifications:** A Master of Fine Arts Degree in either Ceramics or Sculpture. The candidate must have a record of effective teaching, preferably beyond the teaching assistantship level.

Responsibilities include teaching art courses in Three Dimensional Design, Art Appreciation, Ceramics and Sculpture (metal casting). For each course, the candidate must display the following skills: Three Dimensional Design/A demonstrated knowledge of design concepts and their application to three dimensional form and environment as well as knowledge and experience in the safe use of basic wood shop machines and hand tools are essential. Art Appreciation/General knowledge of art appreciation content and a willingness to teach to large classes are required. Ceramics/The candidate must demonstrate knowledge and experience in a) hand and wheel building techniques, b) glazes and glaze applications, c) firing processes and techniques, and d) the operation and maintenance of a gas kiln and other firing equipment. Sculpture (Metal Casting)/The candidate must demonstrate knowledge and experience in a) casting of a variety of metals, b) mold making systems, processes and techniques, c) metal finishing and patination, and d) operation and maintenance of a gas furnace, foundry equipment and facility. Advisement, professional service, scholarship/creative activity and continued professional development are position requirements.

Applications will be accepted until the position is filled. To guarantee consideration, application materials must be postmarked by January 15, 2003. Candidates should send a letter of application addressing the applicant's position qualifications; teaching philosophy, scholarship/creative activity; current curriculum vitae; names, addresses, and telephone numbers of at least three references; and official graduate transcripts. Twenty slides of the candidate's creative work divided between ceramics and metal casting and ten slides of student work representing each area should also be included with the application. Send application materials to **Professor Ayokunle Odeleye, Search Committee Chair, Department of Visual Arts, Campus mailbox # 2901, Kennesaw State University, 1000 Chastain Road, Kennesaw, Georgia 30144-5591.**

KSU has established a notable record for the inclusion of minorities and women in its educational mission and strongly encourages applications from both groups. For a detailed description of the university, college and department, please visit our home page at **www.kennesaw.edu.**

Affirmative Action / Equal Opportunity Employer

Nassau Community College is a comprehensive College that serves an increasingly diverse population of 20,000 credit students.
Faculty members and professional employees with a commitment to diversity, multiculturalism and pluralism are sought for Spring/Fall 2003.

ANTICIPATED FULL-TIME FACULTY POSITIONS· SPRING AND/OR FALL 2003

ACCOUNTING: F/T Technical Assistant. Bachelor's &/or Master's Degree in Accounting. Tutoring &/or teaching experience a plus. **(Reply Box 1)**

ACCOUNTING: F/T Instructor, Accounting. BA plus an advanced degree, one of which must be in accounting. CPA or CMA license, practical experience, or teaching experience is required. **(Reply Box 2)**

ACCOUNTING: F/T Instructor, Business Administration. MBA degree in Management, plus practical work and/or teaching experience. **(Reply Box 3)**

ACADEMIC COMPUTER CENTER: F/T Administrative Assistant. A minimum of an AA in a computer related area is required. Coursework and/or experience in a Social Science area are preferred for assignments in the Academic Computing Center for Social Sciences. Strong working knowledge of Windows platform and work experience in a networked lab/classroom environment is required. **(Reply Box 4)**

ART: F/T Graphic Design/Multimedia Instructors. BA or BFA, MA preferred. Recent college level teaching required. Knowledge of the following preferred: QuarkXpress, Photoshop, Illustrator, Painter, Premiere, Director, HTML, Flash, Dreamweaver and 3D Modeling. Include letter of application, curriculum vitae, slides or printed samples of own work, student slides where available. SASE and names of three references. **(Reply Box 5)**

ART: F/T Computer Graphics Technical Assistant. AA degree in art-related area. Thorough knowledge of Macintosh hardware and system software required. Knowledge of major graphics and multimedia application software is essential. Duties include: maintenance and troubleshooting of lab workstations and peripherals, including printers, scanners and digital video, installation and troubleshooting of all software, local area network administration, supervision of part-time TA computer personnel. **(Reply Box 6)**

CHEMISTRY: F/T Instructor. MA in Organic Chemistry. Ph.D. preferred. Teach Organic and General Chemistry with college teaching experience required. **(Reply Box 7)**

CHEMISTRY: F/T Technical Assistant. BA in Chemistry and Chemical Laboratory experiences required, MA desirable. Knowledge of chemical and clinical instrumentation preferred. Computer literate a plus. Organize stockroom, prepare materials for experiments, implement safety procedures, assist students in tutorial help center, and supervise student aides. **(Reply Box 8)**

COMMUNICATIONS: F/T Instructor. MA required, Ph.D. preferred. Two years college level teaching experience required. A plus if the degree is in Communications studies, including interpersonal communications, rhetoric, and argumentation, or Media. **(Reply Box 9)**

CRIMINAL JUSTICE: F/T Instructor. Juris Doctor degree in combination with strong interpersonal, written and verbal communications skills. Practical experience in law enforcement and/or probation and/or corrections and/or parole is required. Administrative experience in any of the above areas and college level teaching experience is required. UP-211 waiver will be signed if necessary. **(Reply Box 10)**

CRIMINAL JUSTICE: F/T Instructor. MA in Criminal Justice or closely related field required, doctorate preferred. Must possess strong interpersonal, written and verbal communications skills. Practical experience in law enforcement and/or probation and/or corrections and/or parole is required. Experience in research methodology is highly desirable. Administrative experience in any of the above areas and college level teaching experience is required. UP-211 waiver will be signed if necessary. **(Reply Box 11)**

ENGLISH: F/T Instructors; Tenure-track and temporary one-year. MA or MFA; Ph.D. preferred in English, Creative Writing, Drama, Rhetoric, TESOL, Journalism, Composition Studies, or related multidisciplinary degrees; two years recent college-teaching experience in composition and literature; earned Ph.D. substitutes for one year of college teaching experience. **(Reply Box 12)**

HISTORY: F/T Instructor, History, Political Science and Geography. MA plus 30 graduate credits in History, expertise and experience teaching Sports History as well as surveys in American History and Western Civilization. College teaching experience required. **(Reply Box 13)**

HISTORY: F/T Instructor. MA plus 30 credits in History, expertise and experience teaching American, Western Civilization, and other world civilizations surveys as well as with an interest in Asia and the Middle East. College teaching experience required. **(Reply Box 14)**

HISTORY: F/T Instructor. MA plus 30 credits beyond in Political Science, expertise and experience in American Government and State and Local Government surveys along with ability to teach comparative and global politics. College teaching experience required. **(Reply Box 15)**

MARKETING/RETAILING: F/T Technical Assistant in Apparel Design. AA in Apparel Design (courses equivalent to NCC's APD degree courses) and fashion industry experience. Technical expertise in Pattern-making, Draping and Garment Construction; a working knowledge of industry equipment. **(Reply Box 16)**

MATHEMATICS/COMPUTERS: F/T Computer Science Instructor, Tenure Track Position. MA in Computer Science or related field. Ph.D., College level teaching experience and Novell CNI certification. Current experience with Windows 2000/XP, UNIX, Novell Netware, Java, C/C++, HTML, Systems, and current applications software. Excellent communication skills. **(Reply Box 17)**

MATHEMATICS/COMPUTERS: F/T Computer Information Systems Instructor, Tenure Track Position. MA in Computer Science or related field. Ph.D., College level teaching experience and Novell CNI certification. Current experience with Windows 2000/XP, UNIX, Novell, Netware, Java, C/C++, HTML, Systems, and current applications software. Excellent communications skills. **(Reply Box 18)**

MATHEMATICS/COMPUTERS: F/T Mathematics Instructor, Tenure Track Position. MA in Mathematics or related field with emphasis in mathematics. Preferred, Ph.D. College level and remedial teaching experience. Knowledge of and experience with the reform calculus and graphing calculators. Excellent communication skills. **(Reply Box 19)**

MATHEMATICS/COMPUTERS: F/T Technical Assistant, Computer Learning Center, Tenure Track Position. BA in Computer Science or related field, or AA in Computer Science and Network Certification. Knowledge of and proficiency in DOS, Windows 2000/XP, UNIX, Novell 5.x/6.x, C/C++, HTML, JavaScript, Java PC Assembly, Visual BASIC, Microsoft Office, and multimedia applications. Excellent communications skills. Teaching or tutoring experience is desirable. Assist students with Computer Science and Computer Information Systems courses and conduct help sessions. Day, evening and/or weekend hours will be required. **(Reply Box 20)**

MATHEMATICS/COMPUTERS: F/T Technical Assistant, Tenure Track Position in Math Center. BA degree required. Knowledge of logic, statistics, calculus through multivariable, linear algebra, differential equations, Harvard Calculus/Pre-calculus methods, mathematics software and graphic calculators. Teaching or tutoring experience desirable. Assist students with mathematics courses, conduct help sessions, perform administrative duties as required. Day/Evening and/or weekend hours may be available. **(Reply Box 21)**

MATHEMATICS/COMPUTERS: F/T Non-teaching Instructor for Basic Education Program. MA in Math or closely related field. Substantial experience at the college or secondary level required. To work in Math lab and tutor developmental and learning disabled students. In addition, load may include teaching one course per semester. Some evenings hours. **(Reply Box 22)**

MORTUARY SCIENCE: F/T Technical Assistant. MA or completion of Masters by start of 2nd year of employment. Candidate must possess a valid NYS Funeral Director's License with a degree from an accredited American Board of Funeral Service Education program, also must have current embalming experience. **(Reply Box 23)**

NURSING: F/T Clinical Instructor. MA in Nursing, current NYS RN license, three years clinical experience, strong medical-surgical nursing background. Second discipline in parent/child or psychiatric Nursing and AD teaching experience preferred. **(Reply Box 24)**

OFFICE TECHNOLOGY: F/T Instructor. MA required. Candidate must have previous college-teaching and curriculum development experience, recognized expertise in office-support subjects such as speedwriting, business writing, office management, office procedures and technology working in a Windows environment; must be proficient in the latest versions of Microsoft Office, Aldus Pagemaker and related graphics software, CorelDRAW, FrontPage, and Internet/Intranet. **(Reply Box 25)**

PHILOSOPHY: F/T Instructor. Ph.D. in Philosophy, evidence of undergraduate teaching experience, ability to teach Introductory Philosophy, Critical Thinking and applied Ethics classes. Broad background in the history of Philosophy. **(Reply Box 26)**

PHYSICAL SCIENCES: F/T Instructor. MA in one of the physical sciences with at least 12 credits in the specific discipline. Prior college Lab science teaching experience preferred. Teach introductory courses in the fields of Physical Science, Environmental Science, Astronomy, Geology, or Meteorology. Please send transcript. **(Reply Box 27)**

READING/BASIC EDUCATION: F/T Instructor. MA in Reading, doctorate preferred. Teaching experience at college or secondary level preferred. To teach non-credit development courses. **(Reply Box 28)**

READING/BASIC EDUCATION: F/T Non-Classroom Instruction Faculty. MA in Reading, English or Special Education. Tutor/mentor in reading and writing for a developmental population in a laboratory situation. Experience in teaching students with a learning disability and in determining appropriate accommodations in testing situation is necessary. Must be willing to work late afternoon and evening hours. **(Reply Box 29)**

SOCIOLOGY: F/T Instructor. DSW or Ph.D. in Social Work and prior college teaching preferred; to teach introductory Human Services as well as Freshman and Sophomore level Sociology Courses. **(Reply Box 30)**

ACADEMIC/STUDENT SERVICES DEPARTMENT: (Extended Search) Associate Vice President for Academic/Student Services. Assists the Vice President with leadership, management, policy recommendations, personnel supervision, departmental priorities to promote effective services; conducts special division-wide projects. Direct supervision of Director of Admissions; Director/Associate Dean for Financial Aid. **Qualifications:** Masters Degree in Student Personnel Administration/Education, Guidance and Counseling, or other appropriate academic areas; 4 years diverse experience in students services with proven ability in implementation of new programs. Excellent communication skills with proven leadership motivational capabilities. Salary commensurate with experience. ***Previous applicants need not reapply.*** **(Reply Box 31)**

INSTITUTIONAL RESEARCH DEPARTMENT:
F/T Institutional Research Assistant.
The Research Assistant reports to the Assistant Dean for Academic Affairs. Responsibilities include: Preparation of official institutional data reports; responses to required reports and questionnaires; respond to requests for data and analysis to support administrative and faculty department decisions of administrative and faculty department inclusive of planning and assessment functions; assist in the design and administration of survey instruments at all institutional levels; design formats which disseminate institutional data. **Qualifications:** Associate Degree required. Bachelor's Degree and two years institutional research experience is preferred. A demonstrated proficiency in PC-based software applications particularly Excel, Access and Word required. Experience with database development and statistical analysis using SAS or SPSS highly desirable. The successful candidate will have strong inter-personal and analytical skills, meticulous attention to detail and able to acquire new skills and efficiently solve problems. **Must submit three references with cover letter and resume.** **(Reply Box 32)**

ANTICIPATED ADJUNCT POSITIONS* Day and/or Evening/Weekends

ACCOUNTING: BA plus an advanced degree, one of which must be in accounting. A CPA or CMA license, practical experience, or teaching experience is required. **(Reply Box 33)**

ART: P/T Computer Graphic Instructors. BA, minimum in Multimedia courses. Field experience and knowledge in one or more of the following areas: Web Design, Digital Video, 3D Modeling or Interactive Multimedia. Must have recent college level teaching experience. **(Reply Box 34)**

ART: P/T Art History Instructor. MA in an art related field, professional development and recent college level teaching experience to teach Photo History, Art Survey, primitive and Medieval, Baroque, Renaissance, Modern and contemporary art history. **(Reply Box 35)**

BUSINESS ADMINISTRATION: P/T Instructor. MA of Business Administration plus practical work and/or teaching experience. **(Reply Box 36)**

CHEMISTRY: P/T Instructors. MA in chemistry or closely related field with two years of college teaching. **(Reply Box 37)**

CHEMISTRY: P/T Technical Assistants. BA in chemistry required. MA desirable. Laboratory preparation experience preferred. **(Reply Box 38)**

COMMUNICATIONS: P/T Instructor. MA in Communication Studies or Media. College level teaching experience is preferred. **(Reply Box 39)**

ECONOMICS & FINANCE: P/T Instructors. MA in Economics/Finance plus 30 graduate credits. (30 credits may be replaced by extensive business experience). **(Reply Box 40)**

ENGLISH: P/T Instructor. Ph.D. preferred. MA or MFA in English, creative writing, drama, rhetoric, TESOL, journalism, composition studies or related multidisciplinary degrees; two years recent college-teaching experience in composition and literature; earned Ph.D. substitutes for one year of college teaching experience. **(Reply Box 41)**

FOREIGN LANGUAGES: P/T Instructors. MA in language required for Arabic, French, German, Hebrew, Italian, Japanese, Latin, Portuguese, Russian and Spanish. College level teaching experience preferred. **(Reply Box 42)**

MATHEMATICS/COMPUTERS: P/T Instructor, Computer Science/Computer Information Systems. MA degree in Computer Science or related field. Ph.D., College level teaching experience, Novell CNI certification preferred. Current experience with one or more of the following: Windows 2000/XP, Novell Netware, C/C++, Data Structures, Java, Systems, HTML, UNIX, PC Assembly, Internet communications, and current applications software. Excellent communications skills. **(Reply Box 43)**

MATHEMATICS/COMPUTERS: P/T Instructor, Mathematics. MA degree in Mathematics or related field with emphasis in mathematics. Ph.D. College level and remedial teaching experience, knowledge of and experience with the reform calculus and graphing calculators preferred. Excellent communications skills. **(Reply Box 44)**

MATHEMATICS/COMPUTERS: P/T Technical Assistant, Computer Learning Center. AA in Computer Science or related field. Knowledge of and proficiency in most of the following: DOS, Windows 2000/XP, Novell 5.x/6.x, C/C++, HTML, JavaScript, Java, PC Assembly, Visual BASIC, Microsoft Office, and multimedia applications. Excellent communications skills. Teaching or tutoring experience is desirable. Assist students with computer science and computer information systems courses and conduct help sessions. Day, evening, and/or weekend hours may be available. **(Reply Box 45)**

MATHEMATICS/COMPUTER: P/T Technical Assistant, Math Center. BA degree required. Knowledge of logic, statistics, calculus through multivariable, linear algebra, differential equations, Harvard Calculus/Pre-calculus methods, mathematics software and graphic calculators. Teaching or tutoring experience desirable. Assist students with mathematics courses, conduct help sessions, perform administrative duties as required. Day/Evening and/or weekend hours may be available. **(Reply Box 46)**

MUSIC: P/T Instructors. Doctorate preferred. MA and evidence of college teaching required to teach beginning guitar, beginning piano, history and rock music classes. **(Reply Box 47)**

NURSING: P/T Instructor. MA in Nursing, current NYS RN license, three years clinical experience, strong medical-surgical nursing background. Second discipline in parent/child or psychiatric Nursing and AD teaching experience preferred. **(Reply Box 48)**

PHYSICAL SCIENCES: P/T Instructor. MA in one of the physical sciences with at least 12 credits in the specified area. Prior college teaching experience preferred to teach in the fields of Physical Science, Environmental Science, Geology, Meteorology, and Astronomy. Please send transcripts. **(Reply Box 49)**

PHILOSOPHY: P/T Instructor. MA in Philosophy, evidence of undergraduate teaching experience, ability to teach introductory Philosophy, Critical Thinking and applied Ethics classes. Broad background in the history of Philosophy. **(Reply Box 50)**

OFFICE TECHNOLOGY: P/T Instructor. MA required. Candidate must have previous college teaching and curriculum development experience, recognized expertise in office-support subjects such as speedwriting, business writing, office management, office procedures and technology working in a Windows environment; must be proficient in the latest versions of Microsoft Office, Aldus Pagemaker and related graphics software, CorelDRAW, FrontPage, and Internet/Intranet. **(Reply Box 51)**

READING/BASIC EDUCATION: P/T Instructor. MA degree in Reading, TESOL, English, Mathematics, or related field. Doctorate preferred. Must have substantial experience as a developmental reading, writing, or mathematics instructor at an accredited college, university or secondary school. Teach day/evening classes. **(Reply Box 52)**

READING/BASIC EDUCATION: P/T Technical Assistants. AA required. MA degree preferred. College or secondary tutoring experience required to work part-time in Math or Reading/Writing lab to tutor developmental students and learning disabled students. **(Reply Box 53)**

SOCIOLOGY: Adjunct Instructors. Part-time day or evening instructor to teach Introductory Sociology courses. ABD in Sociology or MA in related field plus equivalent professional experience to teach day or evening introductory Sociology courses. **(Reply Box 54)**

ALL POSITIONS SUBJECT TO BUDGETARY APPROVAL*

Position	Salary
Full-time Instructor	$45,686.00
Full-time Technical Assistant	41,983.00
Adjunct Instructor	774.58 per contact hour
Part-time Technical Assistant	21.08 per hour

Salary increases anticipated for Fall 2003

For all position details, visit our website:
www.ncc.edu/administration/employ

Send cover letter, indicate reply box number, ***resume postmarked no later than January 23, 2003 to:*** **Mr. Harold Bellinger, Assistant to the President, AA/EEO, Nassau Community College, One Education Drive, Garden City, New York 11530-6793**
Affirmative Action/Equal Opportunity Employer

Vice President for Student Affairs
Texas A&M University

Texas A&M University invites applications and nominations for the position of **Vice President for Student Affairs at Texas A&M University**. The mission of the Division of Student Affairs is to facilitate students' learning both in and out of the classroom by providing continuously improving, high quality services and developmental opportunities, while fostering an inclusive campus community in support of the educational mission of Texas A&M University. The Division operates with an annual budget of more than $77 million, employing 700 full-time staff and approximately 2000 student staff. The Vice President for Student Affairs is responsible for several departments dedicated to student welfare, leadership enhancement and recreation.

Located in College Station, Texas A&M University, with more than 45,000 students, is a public, comprehensive doctoral research university dedicated to the creation and dissemination of knowledge in diverse academic and professional fields. While continuing to fulfill its traditional mission as a land, sea, and space-grant institution, the University is expanding its role to meet the changing needs of state, national and international communities. This tradition-rich University is committed to preeminence in teaching, research, public service, and student enhancement.

The Vice President for Student Affairs is a key member of the University leadership team and must provide visionary leadership, be committed to increasing the resources of the Division, and be ardent in promoting diversity and a global perspective among students and staff. Qualifications include a distinguished record of progressive leadership in student affairs or related area, an earned doctorate (or extraordinary experience) in an appropriate field, demonstrated excellent administrative skills, and the ability to work collaboratively and effectively with all University constituencies especially with academic affairs.

Salary and benefits are competitive (campus house is included) and commensurate with experience and credentials.

The planned appointment date is August 2003. The search will continue until the position is filled, but for full consideration nominations and applications should be received by **February 1, 2003**. Applications should include a letter of interest, curriculum vita, and names, addresses and phone numbers of five references. Nominations and applications should be sent to: **Dr. Jane Close Conoley, Chair, Vice President for Student Affairs Search Advisory Committee, Texas A&M University, 4222 TAMU, College Station, TX 77843-4222.**

Texas A&M University is an Equal Opportunity and Affirmative Action Employer and has a particular commitment to increasing the diversity of its administration, faculty, and student body.

Join the Maricopa Family!

A GREAT PLACE TO WORK!

MARICOPA COMMUNITY COLLEGES

The Maricopa Community Colleges are a fast-growing lifelong learning system with great facilities, full benefits and *glorious weather*.

Job opportunities exist in faculty, management, technology, support staff, facilities, custodial, and other areas.

All employment opportunities are posted online at www.maricopa.edu/hrweb, and for public view at the District Office, Room 226, 2411 W. 14th Street, Tempe, AZ 85281 or 480-731-8444. Applications are required.

The Maricopa Community Colleges are located in the Phoenix, Arizona Metropolitan area.
MCCCD is an affirmative action and equal employment opportunity employer.

BOSTON COLLEGE

LYNCH SCHOOL OF EDUCATION
TENURE TRACK FACULTY MEMBER

The Department of Educational Research, Measurement, and Evaluation (ERME) is searching for a tenure track faculty member. Candidates will be expected to show excellence in teaching undergraduate and graduate students, with specific expertise in educational program evaluation and research methods, especially mixed methods approaches to evaluation design. A clear understanding of the current demands and expectations required by the government and other funding agents and a vision about the future of program evaluation are expected. Expertise in attitude and opinion questionnaire construction and administration is desirable. The successful candidate is expected to develop a research program with external funding. There is an opportunity to be associated with the internationally acclaimed Center for the Study of Testing, Evaluation and Educational Policy (CSTEEP). Applications will be reviewed beginning February 1, 2003, until the position is filled. Please send a current Curriculum Vitae, letter of interest, samples of scholarly writing and three letters of reference to **Dr. Joseph Pedulla, Chair, Search Committee, Lynch School of Education, Boston College, 336B Campion Hall, Chestnut Hill, MA 02467. (E-mail to: pedulla@bc.edu).**

Boston College is an Equal Opportunity Affirmative Action employer

Lynch School Website:
http://www.bc.edu/bc_org/avp/soe/

Director: Institute for Physical Science and Technology College of Computer, Mathematical and Physical Sciences

With 35 tenured faculty members, many holding joint academic appointments in Physics, Mathematics, Engineering & Chemistry, IPST faculty are internationally known & lead major research programs in Applied Math, Chem & Bio Physics, Computational Sci, Optical Physics, Nonlinear Dynamics, Space & Upper Atmos. Physics, and Stat. Physics.

UMD seeks an outstanding scientist to lead the Institute & develop/implement a vision as a premier interdisciplinary research center with high national visibility. Candidates must have an est. internat'l reputation in interdisciplinary research with strong management skills. The appointment will be made at Full Professor level & carries academic tenure. Applicants/nominees should submit a letter of interest, CV & a list of references. Nominations are encouraged. All materials should be sent for best consideration by March 15, 2003.

Dr. John Osborn, Chair, IPST Director Search Committee, c/o Chris Fuller, 3400 A. V. Williams Building, University of Maryland, College Park, MD 20742

For more information, please contact Dr. John Osborn (301) 405-5129 or jeo@math.umd.edu.

The University of Maryland is an affirmative action, equal opportunity employer. Women and minorities are encouraged to apply. Applications will be accepted until the position is filled.

UNIVERSITY OF MARYLAND

Anticipated Higher Education Faculty Opportunities

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves approximately 17,000 students from a 10-county area.

The following tenure-track positions are available for 2003-04. All positions require at least a Master's degree with a minimum of 18 semester or 27 quarter hours of graduate credit in the teaching field. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

#04-14	**Accounting** Principles of Accounting I and II.
#04-10	**Astronomy/Physics** Introductory astronomy and physics courses (lecture and lab).
#04-08	**Biology (2 positions)** Full range of biology courses (lecture and lab) in general biology, anatomy and physiology, or environmental science.
#04-25	**Business Information Systems** Business related Information Systems (IS) courses; additional graduate hours (18 semester/27 quarter) in Computer Science preferred with the ability to teach introductory Computer Science courses.
#04-11	**Chemistry (2 positions)** Full range of chemistry courses (organic and inorganic) lecture and lab.
#04-17	**Computer Science** Full range of computer science courses.
#04-15	**Economics** Principles of Macroeconomics and Principles of Microeconomics.
#04-21	**English (3 positions)** Full range of English courses (Developmental English through Introductory Literature); strong skills in teaching composition required.
#04-06	**English as a Second Language (2 positions)** Full range of ENSL courses (graduate degree in TESOL or Linguistics required).
#04-18	**Mathematics (2 positions)** Full range of math courses (Developmental Math through Differential Equations).
#04-19	**Mathematics/Engineering** Introductory engineering courses and full range of math courses (Developmental Math through Differential Equations); must have additional graduate hours (18 semester/27 quarter) in engineering.
#04-16	**Physical Education (2 positions)** Full range health and physical education courses.
#04-23	**Reading** Full range of courses that include basic and advanced reading skills.
#04-27	**Speech Communications** Introductory courses in oral communications.

APPLICATION DEADLINE: 01/31/03. Salary placement is commensurate with education and experience, entry-level salaries range from $34,400-$41,486 based on discipline and experience. The starting date for all positions is 8/11/03. The College reserves the right to extend searches, or in the event of budget restrictions, not offer positions advertised.

Applicants should reference the appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College
Human Resources Dept.
Attn: Judy Chastonay
3251 Panthersville Rd.
Decatur, GA 30034

Georgia
Perimeter
College

An AA/EOL/ADA Employer
Georgia is an Open Records State

For more information about Georgia Perimeter College, please visit our website at www.gpc.edu or call the jobline at (404) 244-2376.

www.gpc.edu

DEAN

FACULTY OF SOCIAL AND BEHAVIORAL SCIENCES

The Richard Stockton College of New Jersey

Stockton College is an innovative, residential, liberal arts and sciences college, with a student body of 6500 and a recognized record of academic excellence. Classified by the Carnegie Foundation as a Baccalaureate Liberal Arts I institution, the College is located on a 1600-acre wooded campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. The Division of Social and Behavioral Sciences consists of 46 full-time faculty strongly committed to teaching, scholarly research, and community service. The Division includes majors in Criminal Justice, Economics, Political Science, Psychology, Sociology/Anthropology, and Social Work as well as an interdisciplinary supporting study in Gerontology. Stockton students' general education is met by an innovative multidisciplinary General Studies curriculum to which all faculty contribute.

The Dean manages the Division, exercises curricular leadership, develops and administers the budget, oversees and mentors and facilitates faculty development, manages faculty recruitment, and participates in overall academic planning. The Dean reports to the Vice President for Academic Affairs. The position is managerial and does not carry academic rank. The position is available July 1, 2003.

QUALIFICATIONS

- A Ph.D. or equivalent in one of the disciplines within the Division
- Previous or current service at Associate and/or Full Professor rank
- Five years of academic administrative or equivalent experience
- A strong commitment to excellence in teaching and evidence of significant and successful teaching experience
- An understanding of the role of scholarship and service in undergraduate liberal arts education
- An understanding of the various educational resources necessary to support the social and behavioral sciences
- Demonstrable commitment to, and understanding of multidisciplinary teaching and curricula
- Excellent interpersonal skills and ability to communicate effectively with students, faculty and administrators from diverse backgrounds.

Successful experience in one or more of the following areas is desired: working in a collective bargaining environment; grant writing; fundraising; assessment; use of technology to enhance teaching and learning; in promoting projects across the social and behavioral sciences; and in graduate programs.

Salary is competitive and based on qualifications and experience. Screening will begin February 3, 2003. Applications must include a letter of interest and a curriculum vitae. Applicants should submit the names and telephone numbers of three (3) references to the address below.

Nominations, applications and letters of reference should be sent to Dr. **Lucinda Jassel, Chairperson, c/o Dr. David L. Carr, Vice President for Academic Affairs, Social and Behavioral Sciences Dean Search, The Richard Stockton College of New Jersey, PO Box 195, AA51, Jim Leeds Road, Pomona, NJ 08240-0195.**

The Richard Stockton College of New Jersey is an AA/EOE.
Women and minorities are encouraged to apply.
R032322

TEXAS A&M UNIVERSITY KINGSVILLE

Dean, Frank H. Dotterweich College of Engineering

Texas A&M University-Kingsville, a Hispanic Serving Institution and a member of The Texas A&M University System, invites applications and nominations for the position of the Dean of the Frank H. Dotterweich College of Engineering. The college has 40 full time faculty in six departments. Information on the University and the city of Kingsville can be found at **http://www.tamuk.edu**.

The college seeks candidates who effectively communicate a strong vision for the future of engineering education and ethics, academic scholarship and extramural funding. Additional job requirements can be found at **http://www.tamuk.edu/jobs/Staff_positions.htm**

Candidate screening will begin February 1, 2003, and continue until the position is filled. Finalists must have official transcripts mailed to Texas A&M University-Kingsville directly from each degree granting institution prior to an on-campus interview. Applications, including a letter addressing the job requirements, and a curriculum vita, including names, addresses, telephone numbers, and email addresses of three references should be sent to:

Dr. Ronald Hy
Chair of Search Committee
TAMUK, MSC 117, 700 University Blvd.
Kingsville, Texas 78363-8202
361-593-2717
ronald.hy@tamuk.edu

Texas A&M University-Kingsville is committed to excellence, the University invites applications from all qualified applicants.

EEO/AA/ADA

GATEWAY TECHNICAL COLLEGE

Dean of Instructional Support

Responsible for daily supervision of staff and management of processes for the occupational and general education instructional programs based on the Elkhorn Campus. Local supervision/management responsibilities: hire, supervise, and evaluate faculty, technical, and clerical staff; develop and manage instructional programs schedules and budgets; oversee professional development activities for staff; coordinate acquisition and use of instructional technology; manage grant projects related to instructional programs; connect with internal and external customers to identify needs and opportunities for new programming.

District coordinating responsibilities: facilitate curriculum process for selected academic programs, work with curriculum and advisory committees, coordinate with other administrators to ensure consistency of outcomes relating to instruction; serve on committees as assigned.

Qualifications: Master's degree in educational administration or relevant field. Experience in instructional supervision. Two years teaching experience. Two years (4,000 hours) occupational experience other than in education. Desired: Experience teaching adults. Knowledge of computer information systems occupations.

Closing Date: January 31, 2003.

For application materials contact: **Gateway Technical College, Employee Services, Administration Building, 3520 30 Avenue, Kenosha WI 53144, (262) 564-2868** or email **jobs@gtc.edu** All qualified applicants will receive consideration for employment without regard to race, color, sex or national origin.

An Equal Opportunity/Access Educator/Employer

California State University, Long Beach

California State University, Long Beach, a vibrant, comprehensive, urban university with an enrollment of approximately 34,000 students, is the largest campus in the 23-member California State University system. Located in Long Beach, the fifth largest city in California, the 320-acre campus near the ocean offers a beautifully landscaped, garden-like setting, an excellent physical plant, and outstanding instructional facilities enhanced by attractive, aesthetically pleasing architecture and design. CSULB is aggressively recruiting bright, high-achieving students who seek a traditional college experience, while maintaining its mission of providing access and opportunity for non-traditional students. This fall, more than 375 California high school valedictorians and National Merit scholars are studying on campus under the President's Scholars Program. CSULB, a young, proud institution striving to become one of the premier urban universities in the country, is strongly committed to high-quality undergraduate and graduate programs. The University is extremely proud of its long history of hiring outstanding faculty and staff, and it seeks to recruit and hire the most talented, inspiring, and dedicated professionals available.

Associate Vice President for Academic Affairs Research and External Support

The Associate Vice President for Research and External Support, in coordination with the college deans, provides vision and support for faculty research efforts and operational oversight for the University Research Office and its professional staff. In addition, the AVP for Research and External Support advises the Provost/ Senior VPAA on all matters related to research, research policies, and support for scholarly and creative activities. An important responsibility of the AVP will be to foster and seek out external support for mission-related research initiatives that are Division-wide or multi-college, including support from governmental and private foundations and other potential sources. He or she will also serve as liaison to the Division of University Relations and Development in connection with initiatives that cross public-private lines, in order to make faculty efforts to secure external funding seamless between public and private sources.

DUTIES: Provide the leadership necessary to increase support for scholarly and creative activity and externally funded research; create and maintain a strategic plan for the stimulation and facilitation of faculty research, scholarship, and creative activity in consultation with the faculty and deans of the colleges; advocate and represent the interests of faculty within our own university and to the external community; identify and seek out sources of external support for mission-related research and activities at the Division level and across colleges, and for international activities; and provide administrative oversight for the Office of University Research and the implementation of all federal, trustee, and campus policies governing research.

- REVIEW OF APPLICATIONS BEGINS: January 22, 2003 (position remains open until filled)
- SALARY: Commensurate with experience
- RECRUITMENT NUMBER: 1046
- APPOINTMENT DATE: On or about July 1, 2003

Please contact the office below or see the following web site for a complete position announcement, including minimum and preferred qualifications, and a more detailed job description:
http://www.csulb.edu/divisions/acadaffs/Academic_Personnel/job_listings.html

Submit a letter of interest addressing the minimum and preferred qualifications, curriculum vitae, three recent letters of reference, and a list of additional references including addresses, phone numbers, and e-mail addresses. Nominations and requests for additional information are invited. Submit applications and nominations to:

Academic Personnel Manager
Office of Academic Affairs – BH303
562-985-5157 or efoelber@csulb.edu

California State University Long Beach
1250 Bellflower Blvd
Long Beach, CA 90840-0118

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs. An EEO Employer

CSULB ... REDEFINING THE URBAN UNIVERSITY

FRESNO PACIFIC UNIVERSITY

Fresno Pacific University, the only fully accredited Christian university in California's Central Valley, has seven faculty and 3 administrative openings. Please visit our website at **www.fresno.edu** for information about the university, full job descriptions and application forms.

Fresno Pacific University, in its hiring practices, does not discriminate on the basis of race, ethnic or social background, sex, age or physical handicap. Women and members of minority groups are especially encouraged to apply.

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit

www.fgcu.edu

or call the 24-hr jobline @

239-590-1111.

FGCU is an EO/EA/AAI

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student/faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Assistant Director for Transfer Credit Evaluation

Reporting to the Director of Admissions, the Assistant Director for Transfer Credit Evaluation has primary responsibility for the evaluation of college transcripts for the transferability of credits towards a bachelor's degree at William Paterson University. This includes, but is not limited to, evaluating college transcripts for freshmen, transfer, readmit and second degree applicants, meeting with advanced standing students to discuss the outcome and evaluation process, and developing and maintaining a database for transfer credit evaluation agreements with area colleges/universities. Additional responsibilities include coordination of a computerized early alert system and the development of a computerized transfer credit evaluation system. The Assistant Director also serves as a liaison with faculty and administrative offices connected with the early alert and transfer credit processes.

This candidate also utilizes the ON COURSE software program to produce transfer credit evaluations; evaluates transcripts and holds advising conferences with newly admitted transfer, second degree and re-admitted students; works with Information Services and Registrar's Offices to develop appropriate screens for the faculty to use in order to identify students on early alert, holds academic counseling sessions with students in academic difficulty who have been identified through the early alert system, and develops and maintains a database of students on early alert.

Master's degree in Student Personnel Services, or related area, two years of professional experience in higher education or in a field directly related to the position, experience with computerized student records system and personal computer applications. Direct experience with SIS or SIS+ preferred as well as advising/counseling experience, transfer credit evaluation experience and knowledge of curriculum.

Assistant Director of Admissions

The Assistant Director of Admissions is responsible for participating in all phases of the recruitment and Admissions processes, including high school and community college visits, on-site evaluations, admissions counseling, reviewing and evaluating applications, developing and initiating recruitment strategies. In addition to general admissions responsibilities, he/she is responsible for developing recruitment and conversion strategies aimed at increasing our visibility in targeted geo-markets throughout New Jersey and other distant regions.

The Assistant Director also serves as a liaison with faculty and administrative offices connected with recruitment and enrollment processes.

The selected candidate also utilizes the Information Systems software program to conduct application review and admissions decisions for freshmen and advanced standing applicants.

Bachelor's degree in Student Personnel Services, or related area, two years of professional experience in higher education or in a field directly related to the position, experience with computerized student record system and personal computer applications. Direct experience with SIS or SIS+ preferred as well as advising/counseling experience. Travel required. Valid driver's license and car are required.

Both positions offer a comprehensive benefits package which includes free tuition for dependent children after one year of full time employment.

For both positions please send letter of interest, resume, and three references to **Jonathan McCoy, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.** William Paterson University is an Equal Opportunity Institution committed to Diversity. Women, minorities, and under-represented groups are encouraged to apply. Additional information about the University can be found at **http://www.wpunj.edu.**

William Paterson University
WAYNE, NEW JERSEY

Special Education

The University of Southern Indiana invites applications for the position of Assistant Professor of Education effective August 25, 2003. Responsibilities include teaching undergraduate and graduate courses in mild cognitive and/or academic disabilities in middle school and high school settings, supervising field experiences, and student advising. Experience with school-university partnerships, emotional/social disabilities or behavioral disorders, program development, and a reflective teaching model is desirable. A minimum of three years' 5-12 teaching experience and earned doctorate are required. Submit letter of interest with names of three references to **Dr. Joyce Hamon, Chair of Search Committee, Teacher Education Department, University of Southern Indiana, 8600 University Blvd., Evansville, IN 47712.** Fax: 812/465-[illegible] Email: **hamon@usi.edu** Web site: **www.usi.edu**

USI is an Affirmative Action/Equal Opportunity Employer.

Application deadline is January 30, 2003 or until position is filled.

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

DEAN OF THE SCHOOL OF EDUCATION

The University at Albany invites nominations and applications for the position of Dean of the School of Education. The oldest academic unit at the University, the School of Education was founded in 1844. The School is made up of 62 full-time faculty within four departments and seven research centers and programs, including the National Research Center on English Learning and Achievement, the Center for Urban Youth and Technology, the Child Research and Study Center, the Capital Area School Development Association, the Two-Year College Development Center, the Evaluation Consortium, and the Capital North Professional Development Consortium. The four departments-Educational Administration and Policy Studies, Educational and Counseling Psychology, Educational Theory and Practice, and Reading-offer six doctoral degree programs and twenty-six masters and certificate of advanced study programs. There are approximately 1,600 graduate students in the four departments. Annual sponsored funds exceed $6.8 million for programs in research, development, training, and evaluation.

The Dean is expected to lead the School of Education in promoting outstanding educational research that is relevant to educational practice and policy, in delivering strong, student-centered educational programs, in collaborating with the regional educational systems, in recruiting the best faculty and students, in fostering alumni development, and in generating non-state resources for the School. Applicants must qualify for a tenured faculty appointment, possess relevant administrative skills, and have demonstrated an ability to promote educational research with practice and to carry out successful fund-raising activities. The Dean is the chief academic, fiscal and administrative officer of the school and reports directly to the Provost and Vice President for Academic Affairs.

The University at Albany is one of four university research centers in the State University of New York system. With an annual enrollment of 12,000 undergraduate and 5,500 graduate students, Albany has approximately 600 full-time faculty and generates more than $126 million in annual external funding. Through its nine schools and colleges, the University offers more than 64 undergraduate programs, 84 master's degree programs, and 39 doctoral degree programs. The book, *The Rise of American Research Universities: Elites and Challengers in the Postwar Era*, published by Johns Hopkins Press, ranked The University at Albany 17th in research and scholarship among the nation's public universities. For more information about the University and the surrounding region, please visit our Web site at **http://www.albany.edu.**

Review of applications will begin on February 1, 2003. The position will remain open until filled. The anticipated start date is August 2003. Applications and nominations should include a letter discussing relevant experiences and accomplishments, a curriculum vitae, and contact information for three references. Please submit materials to:

Dr. Julie Horney
Chair, Dean of Education Search Committee
University at Albany, State University of New York
UAB 121, 1400 Washington Avenue
Albany, New York 12222

(518) 442-5214, fax (518) 442-3922,
E-mail: jhorney@uamail.albany.edu
The University at Albany is an Equal Opportunity, Affirmative Action Employer.

UIS
UNIVERSITY OF ILLINOIS SPRINGFIELD

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,500 students in 18 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

UIS is seeking assistant professors (except where noted below) in the following disciplines, beginning **August 16, 2003.** All candidates must have an earned doctorate prior to beginning employment.

College of Business & Management

Accountancy - Assume leadership role in developing research agenda. Teach graduate and undergraduate courses in one or more of the following areas: Financial, Taxation, Accounting Information Systems. Professional experience and certification required as well as publications commensurate with rank and in-field Ph.D, DBA or Juris Doctorate (rank open).

Marketing (Business Administration) - Tenure-track position to teach marketing management at the graduate level, as well as marketing electives at the graduate and undergraduate levels. Candidates must demonstrate a strong commitment to teaching, service and a consistent record of scholarship leading to journal articles in marketing (rank open).

Operations (Business Administration) - Tenure-track position to teach Production Operations Management and/or Quantitative Methods courses at the graduate and undergraduate levels. Candidates must demonstrate a strong commitment to teaching, service, and a consistent record of scholarship leading to journal articles in POM/QM (rank open).

Management Information Systems - Tenure-track position to teach and research in two of the following areas including but not limited to: e-government, structure of computer systems, management information systems, and decision support systems (rank open).

For further information about these positions contact: Dean's Office - College of Business & Management, CBM 13 - University of Illinois at Springfield - One University Plaza - Springfield, Illinois 62703-5407, or by phone at 217-206-6534.

College of Liberal Arts & Sciences

Biology - tenure-track assistant professor - Ph.D. in Molecular Biology, Evolutionary Biology, Genetics or related discipline. Teach genetics and advanced courses in molecular biology as well as participate in introductory biology courses. Develop a research program that includes undergraduate and Master's students.

Mathematics - tenure-track assistant professor - doctorate in mathematics or related field with strong background in mathematics. Undergraduate teaching in areas such as geometry, linear algebra, abstract algebra, calculus, discrete mathematics, history of mathematics, and/or physics.

For further information about these positions contact: Dean's Office - College of Liberal Arts & Sciences, BRK 472 - University of Illinois at Springfield - One University Plaza - Springfield, Illinois 62703-5407, or by phone at 217-206-6512.

College of Public Affairs & Administration

Environmental Studies (offers master's degree): Assistant Professor (tenure track) in environmental sciences - biology, chemistry, geology or a related discipline and science policy; must be able to teach ecology and a broad-based integrated natural science course that brings together the natural and environmental sciences.

For further information about this position contact: Dean's Office - College of Public Affairs & Administration, PAC 440 - University of Illinois at Springfield - One University Plaza - Springfield, Illinois 62703-5407, or by phone at 217-206-6523.

For more information about the University of Illinois at Springfield, visit our web site at: www.uis.edu.

UIS is an affirmative action/equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

Education That Works

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Assistant/Associate Professors
Fall 2003 Openings

Metropolitan College of New York (formerly Audrey Cohen College), a leading innovator in professional higher education and purpose-centered, experiential studies for nearly 40 years, is expanding its full-time faculty. Located at the intersection of *Tribeca* and *Soho* in New York City, we seek talented individuals who can bring their professional expertise to a diverse population of adult learners. **MCNY** is committed to appointing faculty who reflect the cultural diversity and gender of its student body and the City in which its students learn, work, and live.

A Ph.D or terminal degree is required at the time of appointment for all positions. Expectation of continuing research activity and scholarship.

The School for Human Services

- COMPUTER LITERACY/TECHNOLOGY • MATHEMATICS
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The Graduate School for Public Affairs and Public Administration

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- SPORTS, RECREATION & LEISURE SERVICE MANAGEMENT

The School for Business

- COMMUNICATIONS • HUMANITIES • MANAGEMENT INFORMATION SYSTEMS

For complete position descriptions and application information. check our website: http://www.metropolitan.edu.

Metropolitan College Of New York
Office of Academic Affairs
75 Varick Street
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METROPOLITAN COLLEGE OF NEW YORK
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Education that works.

FORMERLY AUDREY COHEN COLLEGE

DIRECTOR, FINANCIAL AID

The Dickinson School of Law for The Pennsylvania State University

The Director, Financial Aid, The Dickinson School of Law is responsible for directing the internal administration and operation of student aid functions as well as oversight of office functions. Direct the administration of financial aid programs. Assist students with financial aid matters. Develop and monitor procedures. Prepare and verify various reports. Requires Bachelor's degree or equivalent, plus two years of work-related experience. Excellent interpersonal skills and the ability to communicate confidential information in a sensitive fashion are required. We seek to fill the position with a goal oriented, self-motivated individual. Send cover letter, resume and salary requirements to **Employment & Compensation Division, Pos. # H-14725, 120 S. Burrowes St., University Park, PA 16801** or fax to (814) 865-3750. Applications will be accepted until position is filled.

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

DEPARTMENT CHAIR OPPORTUNITIES

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The College was founded in 1964 and serves approximately 17,000 students from a 10-county area.

Individuals will be responsible for providing leadership to faculty and staff under the supervision of the campus Dean of Academic Services. Some teaching is required. Master's degree with a minimum of 18 semester (27 quarter) graduate hours in the teaching discipline (see listing under each position); doctorate preferred.

#04-03 **HUMANITIES**
English, Speech/Communication, Reading, Philosophy, Religion.

#04-05 **MATHEMATICS, COMPUTER SCIENCE & ENGINEERING**
Math, Computer Science, Engineering* or related field (2 positions).

#04-29 **MATHEMATICS & ENGINEERING**
Math and/or Engineering*.

#04-24 **MATHEMATICS, COMPUTER SCIENCE, ENGINEERING, SCIENCE**
Math, Computer Science, Engineering*, Science.

#04-04 **SCIENCE**
Astronomy, Biology, Chemistry, Geology, Physics.

* Engineering degree requires additional 18 semester/27 quarter graduate hours in another discipline in the department.

* * *

#04-02 **DISCIPLINE COORDINATOR, INTERPRETER TRAINING**
American Sign Language, education of the Deaf & Hearing Impaired or related field. Certification in interpreting by RID or Level 4 or 5 certification by NAD. This is a non-tenure track position with rank and may require additional teaching responsibilities.

Salary is commensurate with education and experience (minimum entry salary for department chairs is $57,938; discipline coordinator $44,735) with excellent benefits. Positions will start July 1, 2003. Review of applications will begin February 10, 2003 and may continue until the positions are filled.

Applicants should reference the appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College
Human Resources Dept.
Attn: Judy Chastonay
3251 Panthersville Rd.
Decatur, GA 30034

Georgia Perimeter College.
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For more information about Georgia Perimeter College, please visit our website at www.gpc.edu or call the jobline at (404) 244-2376.

www.gpc.edu

UTD

THE UNIVERSITY OF TEXAS AT DALLAS

OPERATIONS MANAGEMENT

The School of Management is recruiting to fill an associate/tenure-track position in Operations Management. Appointment will be at the Associate/Full Professor level effective September 2003. Appointee must have a Ph.D. degree and an excellent record of research in supply chain management. Graduate education, emphasizing research training, and the desire to interact on research projects with faculty colleagues in supply chain management and related disciplines are desirable. A Center for Intelligent Supply Networks is being established at UTD, and the successful candidate will actively participate in the Center. Applicants should send a complete vitae (educational history, teaching, research and other pertinent work experience, list of publications and presentations), and the names, addresses, and contact numbers of three references to: **Academic Search #4098, The University of Texas at Dallas, PO Box 830688 M/S AD 23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for affirmative action statistical purposes is requested as part of the application, but not required. Review of application material will commence immediately and continue until the position is filled or the search is closed on May 31, 2003.

The University of Texas at Dallas is an Equal Opportunity/Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the university's faculty and administration.

VALENCIA COMMUNITY COLLEGE

Orlando, Florida

The college is currently recruiting for the following 10-month positions beginning August 2003:

- ✓ **Accounting**
- ✓ **Biology**
- ✓ **Chemistry**
- ✓ **Dance**
- ✓ **Education**
- ✓ **EMT/EMS**
- ✓ **English**
- ✓ **English as a Second Language for Academic Purposes**
- ✓ **Geology**
- ✓ **Humanities**
- ✓ **Information Technology**
- ✓ **Journalism**
- ✓ **Mathematics**
- ✓ **Music**
- ✓ **Paralegal Studies**
- ✓ **Political Science**
- ✓ **Psychology**
- ✓ **Reading**
- ✓ **Spanish**
- ✓ **Speech**

APPLICATION DEADLINE: February 13, 2003. For consideration, candidates must submit a completed Valencia Community College employment application for EACH position, photocopies of transcripts for all post-secondary work, and a written statement describing his/her concept of a learning-centered institution. To view the minimum required qualifications and download the required employment application, please visit our website at **http://valenciacc.edu** or for an application packet and position announcement via mail, please contact Human Resources, Valencia Community College, P.O. Box 3028, Orlando, FL 32802; 407-582-1333, fax 407-582-1679; or e-mail your request to **pers@valenciacc.edu**. **NOTE:** Resumes are NOT accepted in lieu of the completed employment application. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law. EA/EO

PRESIDENT

MISSISSIPPI STATE UNIVERSITY

The Board of Trustees of the Mississippi Institutions of Higher Learning announces a nationwide search to recruit a new President for Mississippi State University. The President is the chief executive of, and chief spokesperson for, the University and reports directly to the Board.

Founded in 1878, Mississippi State University is one of the nation's leading Land-Grant, Carnegie Commission 'Doctoral/Research Extensive' institutions. With the main campus located in Starkville, the University also operates an off-campus, degree-granting center in Meridian where both undergraduate and graduate programs are offered. The University enrolls over 16,000 students, employs 4,000 FTE faculty and staff and has an annual operating budget in excess of $400 million.

As reported by the National Science Foundation, Mississippi State ranks 57th in the nation among public universities in total expenditures for research and development. It ranks 5th in the nation in agricultural science research expenditures and 34th in engineering research expenditures. MSU's Engineering Research Center has the 13th most powerful supercomputing cluster at any American university.

The Board seeks nationally recognized candidates who understand and are committed to the role and mission of a major, modern Land-Grant university in the 21st century. The next President will be a person of vision and exceptional character who is dedicated to teaching, research, and service to the citizens of the state of Mississippi. The selected individual will have unquestioned personal and professional integrity, executive experience, exemplary interpersonal and communication abilities, a passion for the mission of educating and developing students, a strong commitment to research, an ability to secure funds from public and private sources, and an enthusiasm for economic development.

Review of candidate materials will begin immediately and will continue until a new President is selected. Please submit applications and nominations to:

R. William (Bill) Funk
Consultant to the Search Committee and Board
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
email: bill.funk@kornferry.com

– Mississippi State University is an equal opportunity/ affirmative action employer –

Secretary of the College

Colgate University
Hamilton, New York

Provides support to the Office of the President and the Board of Trustees. Reporting to the President, the Secretary serves on Colgate's senior staff and assists in the management of the President's office, serving as liaison with legal counsel, and carrying out special assignments at the direction of the President. Manages the logistics of meetings of the Board and selected committees.

Excellent administrative, organizational and communication skills and a high level of discretion are essential. Bachelor's degree, administrative experience and knowledge of Colgate or a similar residential liberal arts college are required. The position requires some travel and occasional work on evenings and weekends. Visit http://offices.colgate.edu/hr/

Send letter of interest, resume and 3 references to:

Colgate University
Human Resources
Department
Attn: Chair, Secretary
of the College
13 Oak Drive
Hamilton, NY 13346

315-228-7411
Fax 315-228-7171

email: humres@mail.colgate.edu

Colgate is an Affirmative Action, Equal Opportunity Employer. Developing and sustaining a diverse faculty and staff furthers the University's educational mission.

MILLERSVILLE
UNIVERSITY

DEVELOPMENTAL STUDIES/ UPWARD BOUND
INSTRUCTOR, DEVELOPMENTAL STUDIES

This position is a federally funded, grant supported, full-time temporary faculty appointment as Skills Development Coordinator in the Upward Bound Program, with renewal based on grant funding and successful job performance. As a university instructor, requirements in the areas of teacher education, school and community service are incumbent in the job responsibilities.

The Skills Development Coordinator is responsible to assist in the planning and implementation of the instructional component of the Upward Bound Program; serves as a liaison with University faculty and target high school personnel to monitor the academic progress of program students; maintains updated records and submits annual reports on students' progress; plans, recommends, and coordinates the implementation of the program's academic achievement focus; supervises, trains, and evaluates student support staff; assists Upward Bound Director in the areas of student recruitment, planning, and evaluation; teaches assigned Upward Bound courses; and identifies and promotes Upward Bound achievers.

Required: An earned Master's Degree in Education, Counseling, Psychology, or related field; three years minimum experience working with students in a post-secondary or high school setting; demonstrated record of, (1) commitment to the recruitment and retention of a diversified student body, (2) involvement in student and program development, (3) interpersonal and communication skills with the ability to communicate effectively with various university constituents, (4) successful teaching and/or workshop presentations at the collegiate or secondary level, and (5) an understanding of and/or experience in curriculum development; and a successful interview and teaching demonstration.

Preferred: additional post-Master's credits.

Full consideration given to applications received by **February 10, 2003**. Send a letter of application addressing qualifications, curriculum vitae/resume, copies of all transcripts, and the names addresses, and phone numbers of three references to: **Upward Bound Program/HO0106, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

An EO/AA Institution
www.millersville.edu

Multicultural Students, Staff and Faculty: Culturally Competent Leaders in Education, the Workplace and the Community

6th Annual Conference

February 6 - 7, 2003

UNIVERSITY *of* NORTH TEXAS

Division of Equity and Diversity

For conference program and registration form, visit:
www.unt.edu/edo/cwp&c.htm

More than 50 diverse presenters will participate. UNT is located in Denton, 25 miles from Dallas/Fort Worth International Airport.

AA/ADA/EOE

EMORY
UNIVERSITY

Dean of Emory College

Atlanta, Georgia

Emory University seeks a Dean of Emory College to provide strong leadership in liberal arts and sciences education, research, and service.

Emory College, founded in 1836, is the oldest of the nine academic units of Emory University. The College offers its 5,038 undergraduate students the benefits of a small liberal arts college within the context of a major, urban research university. The College has an outstanding faculty of 638 who teach in 29 departments and in the Graduate School of Arts and Sciences or allied professional programs, a committed staff of 212, and an annual operating budget in excess of $100 million.

Emory University enrolls approximately 11,400 students including 6,400 undergraduates and 5,000 graduate and professional students. A member of the Association of American Universities since 1995, the University's other academic divisions include the Graduate School of Arts and Sciences, Oxford College, School of Medicine, Nell Hodgson Woodruff School of Nursing, Rollins School of Public Health, Candler School of Theology, School of Law, and Roberto C. Goizueta Business School.

The Dean is the chief administrative and academic leader of Emory College with responsibility for furthering Emory's agenda of continuing its growth as a major research university with a leading undergraduate college. Additionally, the Dean is responsible for all matters relating to the administration of the College including academic programs, faculty, staff, students, facilities, resources, budget, alumni, fund raising, and relationships within the University as well as communities outside of the University. Finally, the Dean represents the faculty of arts and sciences within the university as well as externally.

The ideal candidate will possess the following: an earned doctorate; an outstanding record as an accomplished scholar and educator with a strong commitment to teaching; a demonstrated record of implementing innovative educational programs; an ability to manage an academic organization and work effectively with colleagues among both faculty and staff; an ability to recruit and retain outstanding faculty; a collegial, consultative management style allied with the ability to be decisive; exceptional interpersonal and communication skills; a strong commitment to students; an ability to develop external sources of funding; and an ability to serve as a bold and energetic champion of the arts and sciences within a major research institution.

PROCEDURE FOR CANDIDACY

Elaine F. Walker, Ph.D., Samuel Candler Dobbs Professor of Psychology and Neuroscience and Chair, Dean of Emory College Search Committee, requests that all inquiries, nominations and applications be submitted to her in care of the University's consultant:

Paula Carabelli
Spencer Stuart
2020 Main Street, Suite 350
Irvine, California 92614
949-930-8017
emorycollege@spencerstuart.com

Applications should include a current curriculum vitae; the names, positions and phone numbers of five references who will be contacted only with candidate's approval; and a letter describing the candidate's relevant experience and articulating the candidate's vision for the position. Screening will begin immediately and continue until an appointment is made, preferably in the Spring of 2003. All communications will be treated confidentially.

Emory University is an Equal Employment Opportunity/Affirmative Action Employer

Graduate School of Education and Psychology

Education Faculty Opening

The Graduate School of Education and Psychology has experienced rapid growth and currently has five tenure-track positions available in the Masters in Education and Teacher Credential Program. GSEP is based in Culver City in the heart of one of Los Angeles' most diverse neighborhoods. Professors will teach in Culver City and in our satellite centers in Orange, Los Angeles, and Ventura Counties, as well as on-line. The University is vigorously seeking faculty of color and members of other underrepresented groups.

Characteristics desired for each of the five positions:

Position One: Background in K-12 teacher education as it relates to second language acquisition foundations and methods, and sheltered content instruction experience.

Position Two: Background in K-8 reading/literacy training and higher education teaching experience related to reading/literacy.

Position Three: Knowledge and teaching ability in the area of the historical, philosophical, and social foundations of education and background in secondary teaching methods.

Position Four: Director of Teacher Education with previous leadership experience in higher education.

Position Five: Knowledge and teaching ability in the areas of Science and Mathematics.

Characteristics desired for all positions:

- Have K-12 teaching experience;
- Have an Ed.D. or Ph.D. in Education or a related field (or be in the process of completing their dissertation);
- Demonstrate a commitment to preparing professionals who are able to provide a quality education for the culturally and linguistically diverse student population;
- Enjoy participating in a collegial, supportive environment that facilitates personal, professional, and organizational growth;
- Be committed to working with a student body of working professionals, who are motivated, high-energy, and dedicated. Experience teaching adult students a definite asset;
- Be current on recent literature, participate in conferences in his or her field of expertise, and participate as a member of major organization(s) in the field;
- Have, or be prepared to develop, a line of scholarly research;
- Expect to chair dissertations and serve on dissertation committees;
- Have practical experience in technology-infused learning environments, in school or workplace settings and have online teaching experience using synchronous and asynchronous environments;
- Demonstrate currency in national curriculum standards and K-12 issues in technology policy and practice;
- Demonstrate knowledge and use of technology applications for classroom management and instruction; and
- Be knowledgeable of NCATE accreditation and/or California teaching credential requirements.

Pepperdine University background and areas of emphasis:

Pepperdine is a teaching university, where emphasis is placed on successful teaching supported by scholarly activities.

Tenure-track positions are ranked from assistant professor to professor. Rank, salary and benefits are commensurate with experience.

Pepperdine University is a highly selective private university, which has built a reputation for a value-based education consistent with the University's Christian heritage and mission. Through interaction in small classes, the school emphasizes faculty-student involvement and the development of the total person.

Application information:

Initial applicant screenings will begin January 31, 2003 and continue until positions are filled. Successful applicants should be available to start new positions either in late April or in the fall of 2003.

To apply, please submit a) current curriculum vita, b) letter of application, c) the names, addresses, and telephone numbers of three references from administrators, faculty, and colleagues related to K-18 teaching background, d) a statement of faith, and e) a CD-ROM with samples of creative higher education teaching lessons and course syllabi with web-based instruction, to:

Dr. Robert C. Paull, Associate Dean
Pepperdine University
Graduate School of Education and Psychology
400 Corporate Pointe
Culver City, CA 90230
Email: bpaull@pepperdine.edu

NO PHONE CALLS PLEASE

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the rights to seek, hire, and promote persons who support the goals and mission of the Institution.

WESTERN
KENTUCKY
UNIVERSITY®

DEAN
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Western Kentucky University invites applications and nominations for the position of Dean of the College of Education and Behavioral Sciences (CEBS). The University ranks among the best comprehensive public institutions. The College has a long history of success in preparing teachers and other school personnel. We are seeking a Dean who will provide leadership for all academic, fiscal, and personnel matters in the College, including teacher education services and other applied professional activities. The Dean will also provide support for professional preparation programs that involve other academic departments across the University, and partnerships with schools and other agencies that provide rich professional development, research, and service opportunities. The Dean reports to the Provost and Vice President for Academic Affairs.

Setting. The University is NCATE accredited and has approximately 18,000 students. (www.wku.edu) The College has 85 full-time faculty, 2,080 undergraduate majors, and over 1,500 graduate students. (http://edtech.cebs.wku.edu)

Completed applications will be reviewed beginning January 15, 2003 and will continue until the position is filled. A complete job description and a list of qualifications and application procedures are available on the web at:

http://www.wku.edu/Dept/Support/HR/

All qualified individuals are encouraged to apply including women, minorities, persons with disabilities, and disabled veterans. EEO/AA

Dean of the Undergraduate Program

Babson College, located 17 miles west of Boston, enrolls 1700 full-time undergraduate students served by approximately 160 full-time and 115 part-time faculty. We are consistently rated number one in both our Business Specialty Program and Entrepreneurship Program among all undergraduate business programs.

We seek nomination and application for a leader of the undergraduate program. The ideal candidate will possess strong academic, intellectual and administrative skills for continuing our policy of superior course offerings in management and liberal arts while enhancing our curricular innovation efforts and our reputation in global education, entrepreneurship and technology. The Dean is responsible for undergraduate admission, student financial services, career development, registrar services and program implementation, through the management and supervision of Deans, Associate Deans and Directors reporting to the Dean. Chairing the faculty curriculum decision committee, developing and evaluating faculty, external fundraising and promotion, and working in a team environment are critical aspects to the position. The Dean will report to the Provost who, in turn, reports to the President.

Must have doctoral degree and a record of strong, scholarly activity as well as significant experience in administrative and managerial leadership. A commitment to undergraduate education, development of faculty, diversity and globalism, and high academic and ethical standards are necessary. The ability to create and implement innovative ideas and strategic plans and strong presentation and communication skills are required.

Interested candidates, please submit a letter of nomination or self-interest, resume/vita, and references to: Dr. Michael L. Fetters, Provost, Babson College, Babson Park, MA 02457

Applications received by January 31, 2003 will receive full consideration.

Babson College is an Equal Opportunity Employer.

BABSON
COLLEGE

www.babson.edu

R·I·T

Rochester Institute of Technology

RIT is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in an inclusive environment. The leadership of the institute is especially committed to the recruitment strategies necessary to increase the future pipeline of African American, Latin American and Native American faculty. These candidates accounted for 31% of new faculty hired for the 2002-03 academic year.

RIT is a coeducational, privately endowed Institute, enrolling more than 14,600 full- and part-time undergraduate and graduate students preparing for technical and professional careers. Its eight colleges include Applied Science and Technology, Business, Computing and Information Sciences, Engineering, Imaging Arts and Sciences, Liberal Arts, Science, and the primarily federally funded National Technical Institute for the Deaf. There are more than 80,000 RIT alumni in all 50 states and many foreign countries.

RIT's modern 1,300-acre campus is located in Rochester, the third-largest city in New York State.

COLLEGE OF LIBERAL ARTS

Director, Foreign Language Center: M.A. or Ph.D. in Educational Technology, a foreign language or related field, expertise in foreign language educational technology, experience in maintaining a local area network, technology center operations, creating foreign language courseware and satellite transmission, interest in preparing grant proposals.

Chairperson, Department of Criminal Justice: Position will be filled at the Associate or Full Professor level. Ph.D. in Criminology, Criminal Justice or related social science discipline, established record of teaching, research in the field, and experience in academic administration.

Assistant/Associate Professor Sociology tenure track: Ph.D. and teaching experience preferred, should demonstrate strong commitment to undergraduate teaching the ability to offer courses in introductory sociology, urban sociology, population, research methods and social stratification.

Assistant Professor Communications (2): Ph.D. in Communication, successful teaching experience, a record or promise of published scholarly research and the potential for an active research agenda.

Assistant Professor Criminal Justice: Ph.D. in Criminal Justice or a related discipline, an established research agenda, expertise in criminological theory and competence with quantitative research methods.

Assistant Professor Economics: Ph.D. or ABD status in Economics, a strong record of teaching experience is a plus.

Assistant Professor Art Historian tenure track: Ph.D. expected, modernist with expertise in American Art and/or Architecture, ability to address social and political issues from the standpoint of current theoretical approaches.

Assistant Professor History of American Foreign Relations tenure track: Ph.D. and primary specialization in United States History.

Assistant Professor English tenure track: Ph.D. by September 2003, specialist in 16th and 17th century British literatures with demonstrated teaching excellence in Shakespeare and his contemporaries. Particularly interested in someone whose work reflects contemporary scholarship in areas such as feminism, new historicism, multiculturalism or post colonialism.

Assistant Professor Philosophy tenure track: Ph.D. in Philosophy, a firm grounding in the history of philosophy, proven commitment to scholarship and a proven record of teaching.

Assistant/Associate Professor Public Policy tenure track: Ph.D. in appropriate field, must be interested in Information and Communications Policy, teaching experience preferred, special consideration given to candidates with policymaking or management experience.

Assistant/Associate Professor Psychology (2) tenure track: Ph.D. in Psychology in the following areas: (1) Cognitive Psychology and (2) Clinical Psychology and Personality or Behavioral Analysis and Personality. Also requires a strong commitment to teaching, active research and publication and readiness to attract external funding.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

Chair of Manufacturing and Mechanical Engineering Technology and Packaging Science Department: Minimum of a Master's degree in an engineering related discipline and substantial relevant industrial and/or academic work experience. Proven leader with excellent organizational and communications skills. Ability to identify, articulate and implement innovative plans for the future.

Assistant Professor Center for Multidisciplinary Studies tenure track: Ph.D. in a technical discipline or sufficient industry experience, must be able to think broadly, creatively and futuristically about the development of specialized programs and their delivery methods.

KATE GLEASON SCHOOL OF ENGINEERING

Assistant Professor Electrical Engineering tenure track: Ph.D. in Electrical Engineering or related field of particular interest is specialization in digital systems and/or computer architecture. When applying please include statement of intent for developing a research program.

Assistant/Associate Professor Microsystems Engineering (Ph.D. Program) tenure track: Ph.D. in an engineering discipline, a strong commitment to research and teaching, research expertise in photonics and/or optical MEMS with applications to Microsystems.

Endowed Professor at the Associate/Full Professor level: Ph.D. in Engineering, an established record of leadership in academia or industry and should possess a motivation to support women in engineering programs.

Assistant/Associate Professor Computer Engineering tenure track (2): Ph.D. in Computer Engineering, Electrical Engineering, Computer Science or related discipline required, prior teaching and/or industrial experience a plus.

COLLEGE OF IMAGING ARTS AND SCIENCES

All positions require evidence of scholarly achievement, teaching and training experience, commitment to teaching excellence, and management and leadership experience.

Assistant Professor School of Print Media: MS or Ph.D. in Computer Engineering, Computer Science or Information Technology, professional experience with an emphasis on cross media publishing, teaching ability and experience in many of the following areas: cross media publishing, content origination and management, publishing production workflow, new media trend analysis, information knowledge and management.

Assistant Professor School of Print Media: MS or an MBA, professional experience in print media with an emphasis on finishing fulfillment and distribution. Teaching ability and experience in many of the following areas: finishing theory and applications, fulfillment and distribution operations, print production processes, business practices.

Assistant Professor School of Print Media: MS in Engineering or Ph.D. in Operations Management, professional experience with an emphasis on the application of operations management to print production. Teaching ability and experience in many of the following areas: print manufacturing operations management, high volume print production processes, quality assurance methods and practices, production planning and estimating, business practices.

COLLEGE OF SCIENCE

Director, Chester F. Carlson Center for Imaging Science: Ph.D. in a relevant scientific area with an outstanding research track record, substantial published work and evidence of a history of competitive external research support. Must also have demonstrated leadership skills in the academic environment with an aptitude for fostering partnerships within the university as well as with industry, government and other universities.

Assistant/Associate Professor Bioinformatics: Ph.D., relevant postdoctoral experience a commitment to teaching excellence, demonstrated competence in Bioinformatics and one or more of the following areas: molecular and cell biology, genomics, proteomics, analysis of gene expression and functional, comparative genomics.

Plant Ecologist: Ph.D., relevant postdoctoral experience and a commitment to teaching excellence.

Senior Faculty Cell and Molecular Biology: Ph.D., relevant postdoctoral experience and a track record of fruitful, extramurally funded research.

Assistant Professor Physics tenure track (2): Ph.D. in Physics, Astronomy, or closely related field, a strong commitment to excellence in teaching lecture and laboratory courses, and commitment to sustained research in an area compatible with the department's current research activities.

Assistant Professor and Visiting Assistant Professor Chemistry: Ph.D. in Chemistry, especially Biochemistry, must show exceptional promise for both teaching and research at the BS and MS levels.

Assistant Professor tenure track and Visiting Assistant Professor Mathematics and Statistics: Ph.D. in Mathematics or Statistics, proven ability in undergraduate teaching, continued scholarship activity and professional development.

Academic Coordinator Physician Assistant Program: B.S. degree, Master's degree preferred, certified graduate of an accredited program in Physician Assistant, minimum four years professional (clinical) experience, strong teaching skills.

Anticipated Openings:

Applied Mathematics, Bioinformatics, Biophysics, Human Anatomy and Physiology, Environmental Science, Microbiology, Materials Science, Biomathematics, Education Research/Curriculum Development Photonics - Quantum Information and Optics, Quantum Computing, Imaging Science - Algorithms, Sensors, Remote Sensing, and Color Systems.

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

All positions require knowledge of and experience with deafness and sign language or an expressed willingness to learn.

Instructional Faculty Automation Technologies (Robotics): Bachelor's degree in a related field such as engineering, engineering technology, or related technical education, minimum two years experience in an automation environment as an engineer or technician working with robotics, PLC's, HMI's, and EOI's and flexible manufacturing systems or equivalent demonstrable evidence.

Instructional Faculty Automation Technologies (Semiconductor): Bachelor's degree in a related field such as Engineering, Engineering Technology, or related technical field, two years experience in a semiconductor-manufacturing environment as an engineer or technician with experience in semiconductor processes and equipment maintenance and troubleshooting or equivalent demonstrable evidence.

Anticipated Opening

Instructional Faculty Chemistry: Master's degree in Chemistry, Science Education or related field, experience teaching chemistry and curriculum background strongly preferred.

B. THOMAS GOLISANO COLLEGE OF COMPUTING AND INFORMATION SCIENCES

Assistant/Associate Professor Information Technology tenure track: Ph.D. in a field closely aligned with the discipline of Information Technology preferred, Master's degrees with professional or teaching experience in the IT field considered, should have outstanding classroom skills and strengths in one or more of the following areas: Database Design and Application Development, Software Development, Visual Object-based Development, Internet Service Administration, Web and Multimedia Development or Human-Computer Interaction.

COLLEGE OF BUSINESS

Visiting Assistant Professor Leadership and Managing Change: Ph.D. in Management or related discipline from an AACSB accredited college, will consider ABD with expected completion by December 2003, must also possess the potential for strong research skills.

Assistant Professor Finance tenure track: Ph.D. in Finance (or related field) at an AACSB accredited institution, capable of publishing in preferred journals and teaching courses in the corporate investment areas. ABD's may be considered.

Review of applications will begin immediately. Applicants should include a cover letter, resume or curriculum vitae, and the names and addresses of three current references. Please visit our web site at www.rit.edu or the department web sites for more complete details. All applications must be mailed to:

M. Renee Baker, Manager of Faculty Recruitment
Rochester Institute of Technology
Department of Human Resources
8 Lomb Memorial Drive
Rochester, NY 14623-5604
mrbpan@rit.edu

University of Michigan - Flint

DIRECTOR of PUBLIC SAFETY AND SECURITY

The University of Michigan - Flint is seeking a law enforcement professional to direct its department of Public Safety and Security. The University of Michigan - Flint is one of three campuses in the University of Michigan System. To view the complete job posting, please refer to the websites referenced below.

Applications will be accepted until the position is filled, but application should be received by January 15, 2003 to ensure consideration during the initial screening process. To apply, please send a completed UM Application, Bid form, two (2) copies of your resume and two (2) copies of your letter of interest which must detail your qualifications for the job and address how you meet each minimum and desired job requirement, to:

University of Michigan - Flint Department of Human Resources
219 Harding Mott University Center
303 E. Kearsley Street
Flint, Michigan 48502 - 1950

To obtain a University application and bid form, please visit the UM-Flint website at www.umflint.edu/departments/HR and click on "Job Mall." The University of Michigan-Flint is an affirmative action, equal opportunity employer. For more information about the University of Michigan-Flint and the Department of Public Safety and Security, please visit the following websites:

https://www.umflint.edu

https://www.umflint.edu/departments/publicsafety

CHAIR

DEPARTMENT OF MATERIALS AND NUCLEAR ENGINEERING

The Clark School of Engineering (**www.eng.umd.edu**) provides a dynamic environment at the flagship campus of the University of Maryland. The Department of Materials and Nuclear Engineering is currently being reorganized to emphasize materials science and engineering, and this shift will be reflected in a new name for the Department. With substantial research activities, it is a major education and research unit at the University of Maryland. Further information can be found at **www.mne.umd.edu.**

Applications and nominations are invited for the position of Professor and Chair of the Department. The position is expected to start on or about July 2003. Candidates should have an earned doctorate in Materials Science or Engineering, or a closely related field, strong leadership ability based on proven interpersonal skills, a demonstrated research record and national recognition, a distinguished teaching record, a commitment to engineering education and diversity, and an ability to coordinate diverse interdisciplinary research, education and public service activities. The candidate, who must be qualified for appointment as a tenured full professor in the Department, will report to the Dean of Engineering. Responsibilities include leadership of a research-active academic department, program development with industrial partners, and stewardship of strong academic programs. The University of Maryland is an equal opportunity affirmative action employer. Women and under-represented minority candidates are particularly encouraged to apply.

Applications should include a current curriculum vitae and names, addresses (postal and e-mail) and phone numbers of at least five references. Application packages should be received by January 15, 2003, for best consideration. Applications should be sent preferably in PDF format to poshea@eng.umd.edu or by regular mail to: **Professor Patrick O'Shea, MSE Search Committee Chairman, Director, Institute for Research in Electronics and Applied Physics, Energy Research Facility, University of Maryland, College Park, MD 20742-3511.**

UNIVERSITY OF
MARYLAND

Education Multiple

ST. CLOUD STATE
UNIVERSITY
A tradition of excellence and opportunity

St. Cloud, Minnesota

The Department of Teacher Development is pleased to announce three tenure track, academic year, elementary education positions beginning August 25th, 2003.

Position 792781 (Asst/Assoc Professor) Elementary Mathematics Education
Responsibilities include teaching field based methods/curriculum courses in mathematics plus other requirements listed below. This position requires a doctorate in Mathematics Education or C & I with a specialization in mathematics education.

Position 792841 (Asst/Assoc Professor) Elementary Social Studies Education
Responsibilities include teaching field based methods/curriculum courses in classroom management and social studies plus other requirements listed below. This position requires a doctorate in C & I, Elementary Education or related field and specialization in social studies.

Position 793336 (Asst/Assoc Professor) Literacy Education
Responsibilities include teaching field based methods/curriculum courses in reading/language arts plus other requirements listed below. This position requires a doctorate in Literacy Education or C & I with emphasis in reading/language arts. Experience working with E.L.L. populations and with remedial reading programs (i.e. Reading Recovery) is desired.

RESPONSIBILITIES FOR ALL THREE POSITIONS:
Teach field based elementary methods/curriculum courses in undergraduate and graduate teacher education program. Supervise undergraduate clinical and student teaching experiences in public schools. Participate in program development, team teaching, and faculty governance; advise undergraduate and graduate students. Promotion and tenure are based on effective teaching, scholarly achievement or research, continued preparation and study, contribution to student growth and development and service to the university and community.

REQUIRED FOR EACH POSITION:

- Doctorate in appropriate field completed by August, 2003.
- Ability to teach courses in appropriate field.
- Minimum of 3 years licensed teaching experience in a K-6 public school setting.
- Commitment to working with persons with culturally diverse backgrounds.
- Ability to utilize technology in instruction.

DESIRED FOR EACH POSITION:

- Special consideration will be given to candidates who have experience working with culturally diverse populations in educational settings.

OPPORTUNITIES:
Our program provides opportunities for developing graduate cohorts, team teaching, participating in international programs, and participating in university-school-community partnerships.

Please submit letter of application addressing your qualifications for the position, three letters of recommendation, vita, graduate transcripts (copies acceptable) to Dr. Stephen Hornstein, Chair, Department of Teacher Development, St. Cloud State University, 720 4th Ave. South, St. Cloud, MN 56301. Telephone (320)255-2040. Email **shornstein@stcloudstate.edu**. For best consideration, your application should be received by February 3, 2003. The search will remain open however, until the position is filled. Salary is commensurate with experience and scholastic qualifications. Additional information about the university and the College of Education can be accessed online at **http://www.stcloudstate.edu**.

SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply; including minorities, women, GLBT, persons with disabilities, and veterans.

Director, Sangamon Auditorium

UIS
UNIVERSITY of ILLINOIS at SPRINGFIELD

Director, Sangamon Auditorium, University of Illinois at Springfield. Sangamon Auditorium is 2,018-seat venue, presenting diverse season of over 120 performing arts events. For additional information about Sangamon Auditorium see: **http://www.sangamonauditorium** or for information about the University of Illinois at Springfield see: **http://www.uis.edu/**.

The Director directs overall programming and operation of Sangamon Auditorium, its ancillary spaces and fiscal integrity; is primary spokesperson for Auditorium locally and nationally; oversees all aspects of organization especially through supervision of key staff. Responsibilities include programming (select, negotiate and secure all artists and attractions for UIS sponsored events in Auditorium), marketing, fundraising, facility and performance management, financial administrative tasks, and supervise 16 full time staff.

Bachelor's degree required, Master's degree preferred. Minimum 10 years programming and management experience in the performing arts, 5 of which must be in a significant leadership position. Salary commensurate with experience.

Application review will begin January 24, 2003 and continue until position is filled. Send resume, three reference names and phone numbers to: **Chair, Director, Sangamon Auditorium Search Committee, Office of Provost, PAC 528, One University Plaza, Springfield, Illinois 62703-5407.**

UIS is an affirmative action/equal opportunity employer. Minorities, women and persons with disabilities are encouraged to apply.

EDLP Lecturer Position for 2003-2004
California State University, Sacramento
Department of Educational Leadership
and Policy Studies

Educational Leadership is recruiting a lecturer with the ability to teach in one or more of the following areas: **(a)** policy studies; **(b)** school finances/law; **(c)** staff development; **(d)** leadership/supervision; **(e)** literacy; **(f)** higher education; **(g)** higher education student services; **(h)** community colleges; **(i)** human resources; **(j)** curriculum development and **(k)** bilingual programs and second language acquisition. Position #75 Lecturer

Review of applications begins February 1, 2003; position open until filled. For questions and application procedures visit our web site at http://edweb.csus.edu/. *AA/EO*

ACADEMIC SURGEON

The Department of Surgery at Temple University School of Medicine is currently seeking applicants for full-time academic surgeons in the specialties of general, trauma/critical care, cardiothoracic, transplant, vascular and plastic surgery. Qualified applicants will be board certified or eligible and must have completed an accredited surgery residency program. Responsibilities include teaching medical students and/or basic science research.

Applicants should forward a letter of interest, curriculum vitae and three references to: Daniel T. Dempsey, M.D., Chairperson, Department of Surgery, Temple University School of Medicine, 3401 N. Broad Street, Philadelphia, PA 19140, fax to 215-707-1915. Temple University is an EEO/AA employer and strongly encourages applications from women and minorities.

TEMPLE
UNIVERSITY
SCHOOL OF
MEDICINE

ITHACA
COLLEGE

Director of Intercollegiate Athletics and Recreational Sports

Ithaca College is conducting a national search for the Director of Intercollegiate Athletics and Recreational Sports. The College's overarching goal is setting the standard for excellence among residential comprehensive colleges, and athletics and recreational sports are an important element in achieving this goal.

The College's athletics program commands national attention: in 2002 Ithaca placed second in the nation for the Division III Sears Cup. Ithaca fields twenty five varsity teams that compete at the intercollegiate level and they have compiled an impressive record of national and league championships. The College values this success and will remain competitive at the national level.

In addition to the impressive accomplishments at the intercollegiate level, over 2,000 students participate in 19 intramural and 25 club sports under the auspices of the Recreational Sports program. Directing this program is an important component of the Director's responsibilities.

The Director is also responsible for integrating athletics and recreational sports with the entire college community, including student affairs, enrollment planning, institutional advancement, and administration.

To fulfill these goals the College is seeking a Director who has substantial experience in collegiate athletic programs and recreational sports, and has the drive and ability to make an outstanding athletics and recreational sports program at an academically competitive institution even better.

Specific qualifications for the position include: Master's degree and a minimum of 8 years related experience. Demonstrated ability to effectively manage a comprehensive intercollegiate athletics and recreational sports program at the college level. An in-depth knowledge and understanding of NCAA rules and regulations. Extensive management and supervisory experience, ability to forecast and develop comprehensive program and departmental budgets. Excellent interpersonal, organizational, written and oral communication skills, and the ability to effectively represent the College within and outside of the campus community.

Individuals interested in this opportunity, please apply on-line at **www.icjobs.org**, search for the position, and click on "apply" to complete contact form and attach cover letter and resume. Questions about on-line application may be directed to Brian Martinson, Office of Human Resources at (607) 274-1207. Screening of applications will begin immediately and will continue until the position is filled.

Ithaca College has retained Nicholas Brill of Auerbach Associates to assist the Search Advisory Committee in this process. Telephone: 617 451-0095; e-mail may be addressed to marika@auerbach-assc.com.

Ithaca College is an Affirmative Action/Equal Opportunity Employer. Members of historically underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

The Department of Performance Studies, College of Liberal Arts at Texas A&M University invites applications for a full-time tenure-track position in Acting. The department seeks highly qualified candidates to teach undergraduate beginning and advanced acting courses (two courses per semester) for the BA degree in Theatre; to mentor, coach and advise students; to maintain an active artistic and/or scholarly program; and to provide service to the university, community and discipline. Directing is possible within the active production season. Additional areas of expertise could include Voice, Movement, Acting Styles, Acting for the Camera, Musical Theatre, or other related courses. Union affiliation, commercial acting credits and teaching experience are desirable. The successful candidate will demonstrate the ability to teach effectively in a liberal arts environment, an excellent record as a collaborative artist, and the desire to play an active role in the development of the program in the liberal arts tradition. Texas A&M University, the state's oldest public institution of higher learning, has been one of the fastest growing and largest universities in the country with over 44,000 students. The Department of Performance Studies, the first department solely devoted to the arts on campus, was created in 1999 by combining the Music and Theatre Arts programs.

Rank and Salary: Assistant Professor; salary is highly competitive and is commensurate with training and experience. Starting Date: Fall Semester (August) 2003.

Applicants should hold an appropriate terminal degree. To apply, send letter of application, curriculum vita/resume, teaching/artistic philosophy, minimum of three confidential letters of recommendation by February 25, 2003. Applications and inquiries should be addressed to **J. Kevin Doolen, Chair of Acting Search Committee, Texas A&M University, Department of Performance Studies, 152 Blocker Building, College Station, TX 77843-4248.**

Texas A&M University is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women.

Founded in 1877 as a privately endowed coeducational institution, Rhode Island School of Design (RISD) offers 20 degree programs in the fine arts and architecture and design disciplines. RISD enrolls approximately 2,000 undergraduate and graduate students from 50 states and 50 countries and also includes a division of Continuing Education offering a variety of programs to more than 4,000 part-time students.

Assistant Director of Public Safety

Serves as second in command within the department. Supervises daily public safety services operations and provides 24-hour administrative on-call coverage of all serious incidents and activities occurring within the College. Ensures adequate staffing and approves overtime and scheduling changes. Provides training to department members. Directs campus safety/crime prevention programs. Participates in developing annual departmental operating budget. Develops crime and general trend reports. Oversees collection and distribution of statistical data using automated records management system to comply with CORI. Purchases equipment and uniforms. Enhances professional knowledge/skills by attending seminars/workshops and reviewing published literature.

Requires Bachelor's in law enforcement or equivalent combination of education and experience (related area and/or security industry/police training preferred); at least 5 years' progressively responsible experience with a law enforcement agency; familiarity with general laws of State of Rhode Island; passing of pre-employment physical, fingerprinting, National Crime Records Check and driver's record check.

Interested candidates should forward their resume to: Human Resources, Rhode Island School of Design, 2 College Street, Providence, Rhode Island 02903

RISD is an equal opportunity employer who encourages inquiries and applications from women and candidates of color. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

Foothill-De Anza Community College District

Faculty Vacancies

- Graphic Design Instructor
- Math Instructor
- Music Instructor
- Physics Instructor
- Drama Technical/Theatre Production Instructor
- Vocational/Special Ed Instructor
- Sociology Instructor

For application materials contact:

Foothill-De Anza
Community College
District
Employment Services
12345 El Monte Road
Los Altos Hills,
California 94022
650-949-6217,
employment@fhda.edu
or visit our web-site at
www.fhda.edu

San José State
UNIVERSITY

Director for Academic Services (010893)

San José State University invites nominations and applications for the challenging and exciting position of Director for Academic Services. This management position reports to the Provost and is responsible for the administration and management of programs such as the Educational Opportunity Program, Student Advising Center, Learning Assistance Resource Center, STAR Center, ASPIRE, Faculty Mentor Program, Pre-College Programs, and programs to prepare undergraduate students for graduate school. A key responsibility for this position will be to develop and facilitate short and long term plans to support student success, including possible reorganization, change, and continuous evolution of the Academic Services department to best serve the needs of the university.

Consistent with SJSU's Silicon Valley environment, the successful candidate will have proven leadership abilities in an environment that enhances community and diversity and promotes the academic achievement and personal development of students. The Director will have experience in the use of educational technologies that advance instructional programs and student services, as well as excellent organizational, communication, and public relation skills.

To ensure full consideration, applications should be received by January 15, 2003.

A complete Job Announcement containing additional information about San José State University and instructions for applying to this position are available on the SJSU Human Resources website at:

http://www.sjsu.edu/hr/

EO/AA Employer

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

Faculty of Arts and Sciences

DEAN OF STUDENT AFFAIRS

The Office of the Dean of Student Affairs provides academic services for 6,200 undergraduates at the Newark College of Arts and Sciences and University College-Newark. The Dean supervises a staff of over 30 full and part-time employees and oversees student academic advisement, judicial affairs, new student orientation and registration programs, transfer student evaluation, graduation certification, and the Career Development Center.

Rutgers-Newark with over 10,000 undergraduate and graduate students, is one of the nation's most diverse universities. Candidates should have extensive experience in student academic affairs and enrollment management, the ability to lead a dynamic and fast-paced office which makes extensive use of information technology, and a vision of undergraduate education commensurate with the campus' urban, professional, and scientific missions. An advanced degree is required, a terminal degree is preferred.

The review of applications begins **February 17, 2003**. A letter of application, CV and list of 3 references should be sent to: **Chair-Search Committee for the Dean of Student Affairs, Faculty of Arts and Sciences, Rutgers University at Newark, Room 325 Hill Hall, 360 Dr. Martin Luther King Jr. Blvd., Newark, NJ 07102.**

Rutgers is an EOE/AA Employer

ACT™

VICE PRESIDENT, EDUCATIONAL SERVICES

ACT, Inc., an internationally recognized leader in assessment and information services for education and business is seeking a **Vice President, Educational Services.** ACT is an independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services in the broad areas of education planning, career planning, and workforce development.

This senior manager will work with the CEO and the President/COO of the Education Division to: 1) formulate national strategies for marketing and selling ACT programs and services, 2) develop national and regional marketing and sales plans for ACT programs and services and, 3) engage in tasks critical to the successful introduction of new services into ACT including:

- Identifying, pursuing, and negotiating relationships with major users of ACT's programs and services.
- Developing and overseeing the implementation of strategies for enhancing use of ACT's programs and services.
- Establishing and maintaining relationships with professional organizations whose members benefit from the use of ACT programs and services and/or are potential users of ACT information.
- Keeping abreast of legislation, organizational initiatives, educational trends, and public policies with implications for ACT and its programs and services.
- Interfacing effectively with members of ACT's governance and advising boards.

The successful candidate will hold at least a Master's degree and seven or more years of progressively responsible, related management experience. ACT's National Office is located in Iowa City, Iowa, a progressive Midwest university community. ACT offers a competitive compensation package, including excellent benefits.

To apply, email a resume and cover letter, in MS Word or text format, to **Human Resources Department, employment@act.org, or by US mail to ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243-0168.** For more information, visit our website at **www.act.org.**

ACT is an Equal Opportunity Employer

1892 STRAYER UNIVERSITY

PRESIDENT
STRAYER UNIVERSITY
Washington, DC

Strayer University, a wholly owned subsidiary of Strayer Education, Inc., (NASDAQ: STRA) seeks a dynamic leader to succeed Dr. Donald R. Stoddard, who is retiring after five successful years of service as President.

Founded in 1892 when Dr. S. Irving Strayer founded Strayer Business College of Baltimore City, the university maintains its historical commitment to providing an education that prepares working adult students for advancement in their careers and professional lives. By constantly adapting to the latest techniques and technologies used in business, Strayer provides adult students with practical skills and a real-world learning forum in which to gain a competitive edge in a rapidly changing marketplace. Headquartered in Washington, DC with 20 campuses in Virginia, Maryland and North Carolina, and the option to "attend" entirely online, Strayer enrolls over 16,500 students from throughout the US and over 50 countries around the world.

Accredited through the Middle States Commission on Higher Education, Strayer's three fully accredited academic programs—Business/Economics, Accounting, and Information Technology-allow students to pursue the following degrees or certificates: Undergraduate Certificate, Undergraduate Diploma, Associate in Arts, Bachelor of Science, Master of Science, and Executive Graduate Certificate. The University employs over 125 full-time professors and 450 adjunct faculty members who are currently employed in the fields in which they teach.

Governance of Strayer University emanates from the Board of Trustees. The Board sets academic policy and standards and approves the annual budgets for University operations. All senior administrators report to the President of Strayer University who reports to the Board.

The Board of Trustees seeks a President with excellent academic credentials, entrepreneurial spirit, and demonstrated leadership in a complex organization. Desirable characteristics include an earned doctorate or comparable corporate expertise, significant administrative experience (preferably in higher education), and the ability to succeed in a culture that emphasizes performance-based metrics.

Korn/Ferry International is assisting with this search and invites inquiries and nominations. All communications will be held in strict confidence. An immediate response is desired as the search will terminate once the successful candidate is identified. Applications should include a resume and letter explaining relevant experience.

For inquiries and nominations please contact **Monisha Kaplan, Client Partner, Education Practice** (email monisha.kaplan@kornferry.com). In order to apply, please visit **www.ekornferry.com** and click OPPORTUNITES. Enter code #XW339 to view the full position description and submit materials.

Tulane University

VICE PRESIDENT FOR STUDENT AFFAIRS

Tulane University seeks applications and nominations for the position of Vice President for Student Affairs. The Vice President is the chief student affairs officer and reports to the Senior Vice President for Academic Affairs/Provost. The Vice President will lead faculty, students, and staff in developing and enhancing innovative student programs of national prominence and is directly responsible for the Career Services Center, Educational Resources and Counseling Center, Department of Housing and Residence Life, Office of Multicultural Affairs, Judicial Affairs, and the Department of Student Programs.

Tulane is a Carnegie Research Extensive, AAU institution with 12,000 students in 11 schools and colleges, and is recognized as one of the leading research universities in the United States. The University is entering a new phase of development that will directly enhance the overall quality of student life, including a new university center and two new residence halls scheduled for completion in the next five years.

The successful candidate must possess a terminal degree and significant experience within a comprehensive student affairs program. S/he must demonstrate a track record of enhancing the quality of life for students and of working creatively and effectively with colleagues throughout the academic and administrative leadership of an institution of comparable scale and complexity, preferably in an urban setting. The candidate must have a record of achievement that demonstrates a commitment to forging strong community ties and to working with a diverse population.

Please send applications or nominations to:

R. William Funk
Consultant to the Tulane Search Committee
2100 McKinney Avenue, Ste. 1800
Dallas, Texas 75201
Email:brennan.barthelemy@kornferry.com
Fax: 214-954-1849

The search committee will begin to review applications on February 1, 2003, and will continue to receive them until the position is filled.

Tulane University is an AA/EOE.

UNIVERSITY OF HOUSTON
Learning Leading

TENURE-TRACK FACULTY POSITIONS @ THE UNIVERSITY OF HOUSTON

The Department of Psychology at the University of Houston anticipates filling four tenure track positions for the coming year as part of a major expansion of the department. All appointments would begin August 2003. The positions are in the following areas of Psychology: Clinical (open rank), Interpersonal Conflict and Violence (Associate or Full Professor), Industrial-Organizational (open rank), and Social/Health (Associate or Full Professor). Candidates for all positions should demonstrate a record predictive of future scholarly productivity, ability to generate external funding, and capability of contributing to undergraduate and doctoral programs. Candidates with strong quantitative and/or measurement skills with interest in contributing to the Department's offerings in quantitative methods are especially encouraged to apply. Additional information on each of the available positions, including the application process, may be found at **http://www.psychology.uh.edu**. Review of candidates for each position will remain open until the position is filled.

The University of Houston is an Equal Opportunity/Affirmative Action Employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

The University of Texas
Pan American

The University of Texas-Pan American, Department of Modern Languages and Literature invite applications for Department Chair. Candidates should have a Ph.D. in a foreign language, preferably Spanish/French, credentials commensurate with the rank of Associate/Professor; demonstrated effective leadership and managerial abilities; demonstrated effective and strong interpersonal and communication skills, evidence of interacting effectively with diverse cultural and ethnic groups; and experience in curriculum development both at the undergraduate and graduate levels; and a strong history of scholary productivity and able to assist faculty enhance their publication goals. UTPA is a comprehensive university of over 14,300 students located in subtropical south Texas. The department has 13 full time faculty members and offers a BA and an MA in Spanish, and a minor in French. Additional programs and faculty are anticipated over the next several years. Review of applications starts February 17, 2003. The successful candidate can begin as early as July 2003. Applicants must submit a letter of application, curriculum vitae, and the names, addresses (postal and email), and telephone numbers of three references. Applications may be emailed or mailed to: **Dr. Wallace Tucker, Chair of the Search Committee for Modern Language and Literature, College of Arts and Humanities, The University of Texas-Pan American, 1201 W. University Drive, Edinburg, Texas 78541. E-mail: wtucker@panam.edu.** *UTPA is an EEO/AA Employer. Women and under representative minorities are encouraged to apply.* Note: This position is security-sensitive and subject to the Texas Education Code 51.215, which authorizes the employer to obtain criminal history record information. Texas law requires faculty members whose primary language is not English to demonstrate proficiency in English. (F02/03-85)

AMHERST
COLLEGE

FACULTY POSITIONS

Amherst College announces searches for four non-tenure track positions for the 2003-2004 academic year.

Amherst College is a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research. Additional information on faculty openings at the College can be found on the following web-site: **http://www.amherst.edu/~deanfac/facultypositions.html.** The mailing address is: **Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.**

Chemistry: Physical Chemistry. One year visiting position. Rank open. Ph.D. required. Lecturing and supervising two laboratory sections in one course each semester; these courses will be either at the introductory or advanced undergraduate levels. If desired, research space can be provided. Submit a CV and a statement of teaching philosophy and arrange for the forwarding of three letters of reference to be sent to: Professor David E. Hansen, Chair, Department of Chemistry. Review of materials will begin on February 1, 2003 and continue until the position is filled.

History. Mellon Postdoctoral Fellowship. Two-year appointment, 2003-2005. Ph.D. required by time of appointment. Half-time teaching (one course each semester) and half-time research. The Department seeks candidates to teach courses on the history of western Europe (excluding Germany), with emphasis on the twentieth century. Submit a CV, letter of application describing teaching and research interests, and three letters of reference to Professor Catherine Epstein, Department of History. Review of applications will begin on March 3, 2003.

History and Black Studies. One year visiting position. The Departments of History and Black Studies seek an historian of the African-American experience. The candidate will teach a two-semester survey of African-American history as well as two other courses in his or her field of expertise. Recent Ph.D.s encouraged to apply. Submit a CV, a letter describing your research and teaching interests, one or two examples of recent writing and at least three letters of reference to: African-American History Search Committee, Black Studies Department. Review of applications will begin on February 1, 2003.

Psychology. Mellon Postdoctoral Fellowship. Two-year appointment, 2003-2005. Ph.D. required by time of appointment. Half-time teaching and half-time research. The teaching load is one course each semester consisting of one basic service course (e.g., Introductory or Statistics) and one in the social area (e.g., Social or Social Cognition), as well as supervision of senior thesis. Candidates should submit CV, sample preprints/reprints, and three letters of reference to: Mellon Search Committee, Department of Psychology. Submission deadline is February 15, 2003.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

DIRECTOR OF HIGHER EDUCATION OPPORTUNITIES PROGRAM

Reporting to the Provost, the Director provides leadership for our HEOP program with a current enrollment of close to 60 students. The successful candidate will coordinate student counseling and other support services in conjunction with related campus departments; manage recruitment, admissions and other program activities; develop and prepare government and Institute proposals, reports and budgets; and monitor fiscal operations.

We require a Master's degree; at least three years' related experience in a higher education environment; and demonstrated administrative skills. Please submit applications, including a statement of your leadership philosophy and contact information for three references, by February 3, 2003 to: Provost's Office, Dept. HDS, Main Building 1

Pratt Institute is an equal opportunity employer.

Pratt

Pratt Institute
200 Willoughby Avenue
Brooklyn, NY 11205

PRESIDENT

NEW YORK, NEW YORK

A BETTER CHANCE

A Better Chance's mission is to increase substantially the number of well-educated minority youth capable of assuming positions of responsibility and leadership in American society. Through its largest program, College Preparatory School Program, A Better Chance places nearly 500 students of color yearly in some of the nation's finest college preparatory schools, both public and private, and today has 10,000 alumni. With a 40 year history, A Better Chance is the only program of its kind that operates on a national level and was recently named one of Americas Top 100 Charities by *Worth* Magazine (December 2002). A Better Chance's national spokesperson is Oprah Winfrey.

The central responsibility of the President is to ensure that A Better Chance fulfills its mission and remains the largest and finest selection and placement organization for minority youth. With an external focus, the successful candidate will provide leadership in pursuing the organization's vision, setting its direction, developing external and internal support for that direction, and inspiring external constituencies and internal staff. This is an opportunity to make a most significant impact on the positive growth of this important organization.

The President must possess strong leadership skills and the passion for the mission of A Better Chance. He/she must be a persuasive spokesperson with the presence, gravitas, and communication skills that will make him/her a magnet in attracting donors, volunteers, and media coverage. The ideal candidate should possess demonstrated fundraising skill by having led/participated in a successful fundraising drive, however, consideration also will be given to those candidates who possess the personal skills and background that would indicate strongly he/she would be a successful fundraiser. Candidates may come from academe (secondary or higher education); other not-for-profit organizations; the corporate sector; or government/politics, providing they have the leadership, fundraising and communication skills outlined above and a passion for and commitment to the mission of the organization. Experience working with children, especially children of color, or involvement in an organization that promotes opportunities for people of color, in a professional or lay capacity, is a plus.

Respond via the mail to: **Ann P. Kern, Managing Director, or Joan F. Sherry, Senior Engagement Manager, Korn/Ferry International, 200 Park Ave., 37th Floor, Dept BCHO, New York, New York 10166.** *An Equal Opportunity Employer M/F/D/V*

DEAN OF THE SCHOOL OF EDUCATION
C.W. POST CAMPUS

Long Island University, one of the nation's largest private universities, with six campuses in Metropolitan New York and Long Island, invites applicants and nominations for Dean of the School of Education at the C.W. Post Campus in Brookville, New York. The School consists of the departments of *Communication Sciences and Disorders, Counseling and Development, Curriculum and Instruction, Educational Leadership and Administration, Educational Technology, Special Education and Literacy, Health, Physical Education and Movement Sciences* and *LIU Center for Gifted Youth.* A total of ninety-seven programs, undergraduate, graduate and five-year programs are housed in the School of Education.

The Dean of the School of Education reports directly to the University Vice President for Academic Affairs and is responsible for providing leadership for all the programs and departments of the School. The successful candidate should be able to work with the Faculty to develop a vision that is consistent with the School's mission that is child-oriented and focused on working with elementary and secondary schools in solving real life problems. A doctorate, a background in teaching and administration and evidence of, and commitment to, scholarship are required.

The campus is in a beautiful academic setting on the north shore of Long Island in Nassau County, thirty miles west of Manhattan. Ten thousand students are enrolled in a wide range of undergraduate and graduate degree programs. In addition to the School of Education, the University has: Schools of Health Professions and Nursing, and Visual and Performing Arts, and the Colleges of: Management, Information and Computer Science and Liberal Arts and Science.

Please send your letter of application accompanied by a current curriculum vita, along with the names, addresses and phone numbers of three references to the **Dean's Search Committee, c/o: Dr. Liz Ciabocchi, Room 111, Bush Brown Hall, University Center, Long Island University, 700 Northern Boulevard, Brookville, NY 11548.** Applications received by January 22, 2003 will be guaranteed consideration. Confidentiality will be preserved until selected candidates accept invitations to visit the campus. The search will remain open until the position is filled. Salary is competitive.

LONG ISLAND UNIVERSITY

www.liu.edu

e-mail liz.ciabocchi@liu.edu

Long Island University is an Affirmative Action/Equal Opportunity Employer
Minority applications and nominations are encouraged.

UNIVERSITY OF
Nebraska
Lincoln

University of Nebraska Job Announcement

Reference Librarian (Assistant Professor of Law Library, tenure-leading)

Marvin & Virginia Schmid Law Library, University of Nebraska

Required Qualifications:
Master's degree from ALA accredited library school, degree must be received before starting date. Strong service orientation. Excellent interpersonal, oral and written communication skills. Ability to establish and maintain good working relationships with coworkers and patrons including faculty, students, the community and the practicing bar. Requires an energetic, flexible, creative, self-motivated individual who can work independently as well as cooperatively as a versatile and active member of the Law Library staff.

Preferred Qualifications:
Juris Doctor from an ABA accredited law school. Knowledge of computers, experience in a law library, and teaching experience.

Duties:
Participates as a member of the Public Services Department and the reference team to provide extensive reference service, teach first year legal research, and conduct research seminars and workshops for students, faculty and staff, as well as perform other duties as assigned. Works one evening and rotates weekend reference hours. Reports to the Head of Public Services. For more information about the Library, visit our web site at **http://www.unl.edu/lawcoll/schmid**

Salary:
Low 30s, commensurate with qualifications and experience. Excellent fringe benefits.

Apply:
Submit cover letter, resume and three professional references to:

Sandra B. Placzek
Head of Public Services
Marvin & Virginia Schmid Law Library
University of Nebraska College of Law
Lincoln, NE 68583-0902
splaczek2@unl.edu

Application Deadline:
Screening of applications will begin March 1, 2003 and will continue until the position is filled. Appointment date is negotiable.

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act, contact Sandy Placzek for assistance at 402 472 8261.

Business Ethics Position

The Mendoza College of Business at the University of Notre Dame invites nominations and applications for a non-tenure track faculty position in business ethics beginning in Summer 2003. The ideal candidate has a masters degrees in a business discipline and in philosophy or theology, evidence of teaching excellence, demonstrated ability of working in teams and preferably business experience. The position includes teaching and administrative duties and requires as a strong commitment to learning.

The Mendoza College of Business promotes business ethics in teaching and research and aims at intergrating the ethical dimension into all facets of business education.

Applicants should submit curriculum vitae including names of references and contact information to: **Patrick E. Murphy, C. R. Smith Director of the Institute for Ethical Business Worldwide, Room 394, Mendoza College of Business, Notre Dame, Indiana, 46556.**

Application Deadline: January 31, 2003

The University of Notre Dame is an affirmative action, equal opportunity employer. We particularly invite women and minority candidates.

UNIVERSITY of WISCONSIN
GREEN BAY

Dean of Professional and Graduate Studies

The University of Wisconsin-Green Bay is a public institution with 5,500 students and 20,000 alumni. Founded in 1965, it is located in Wisconsin's third largest metropolitan area.

The Dean of Professional and Graduate Studies reports to the Provost and is the academic and administrative leader for Professional and Graduate Studies.

Learn more about UW-Green Bay at the University's Web site — www.uwgb.edu

Review the full job description at our online site — www.uwgb.edu/hr/

Initial screening date is January 13, 2003; position open until filled.

UW-Green Bay is an Affirmative Action/Equal Opportunity employer. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released.

California State University, Long Beach

California State University, Long Beach, a vibrant, comprehensive, urban university with an enrollment of approximately 34,000 students, is the largest campus in the 23-member California State University system. Located in Long Beach, the fifth largest city in California, the 320-acre campus near the ocean offers a beautifully landscaped, garden-like setting, an excellent physical plant, and outstanding instructional facilities enhanced by attractive, aesthetically pleasing architecture and design. CSULB is aggressively recruiting bright, high-achieving students who seek a traditional college experience, while maintaining its mission of providing access and opportunity for non-traditional students. This fall, more than 375 California high school valedictorians and National Merit scholars are studying on campus under the President's Scholars Program. CSULB, a young, proud institution striving to become one of the premier urban universities in the country, is strongly committed to high-quality undergraduate and graduate programs. The University is extremely proud of its long history of hiring outstanding faculty and staff, and it seeks to recruit and hire the most talented, inspiring, and dedicated professionals available.

Associate Vice President for Academic Affairs – Academic Personnel

The Associate Vice President for Academic Personnel provides oversight responsibility for the University for all personnel processes, policies, and procedures related to academic personnel throughout the Division, and serves as the primary resource person for the Provost/Senior VPAA in the implementation of all such policies and procedures. He or she works closely with deans, associate deans, and department chairs in matters related to faculty recruitment and in interpreting provisions of the CSU-CFA (California Faculty Association) collective bargaining agreement. In addition, the Associate Vice President seeks out faculty input and is available to hear faculty concerns through such institutionalized channels as the Labor Management Committee and regular meetings with Lecturers. Reporting to the AVP for Academic Personnel are the Director of Employee Relations, the Academic Personnel Manager, and the Director of the Faculty Center for Professional Development. The Associate Vice President serves at the pleasure of the Provost and Senior Vice President.

DUTIES: Consults, develops, and implements new academic personnel policies and procedures for the campus and CSU system; advises VPAA on allocation of faculty positions; assists with administering faculty related nondiscrimination policies; oversees recruitment of faculty and academic administrators; oversees evaluations and salary of faculty employees; conducts workshops related to academic personnel; participates in campus Collaborative Management System (PeopleSoft) representing academic personnel; oversees administration of paid and unpaid leaves; ensures compliance with collective bargaining agreements for faculty and prepares recommendations for disciplines, faculty status disputes, negotiations of settlement, and contract grievances.

- **REVIEW OF APPLICATIONS BEGINS:** January 27, 2003 (position remains open until filled)
- **SALARY:** Commensurate with experience
- **RECRUITMENT NUMBER:** 1047
- **APPOINTMENT DATE:** On or about July 1, 2003

Please contact the office below or see the following web site for a complete position announcement, including minimum and preferred qualifications, and a more detailed job description:
http://www.csulb.edu/divisions/acadaffs/Academic_Personnel/job_listings.html.

Submit a letter of interest addressing the minimum and preferred qualifications, curriculum vitae, three recent letters of reference, and a list of additional references including addresses, phone numbers, and e-mail addresses. Nominations and requests for additional information are invited. Submit applications and nominations to:

Elena Macias, PhD
562-985-8816, 562-985-8761 Fax
or emacias@csulb.edu

Assistant Vice President, Sponsored Programs
California State University, Long Beach
6300 State University Drive, Suite 252
Long Beach, CA 90815

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs. An EEO Employer

CSULB ... REDEFINING THE URBAN UNIVERSITY

EMORY

SENIOR POSITION AT EMORY
CRITICAL APPROACHES TO VISUAL CULTURE

Emory University's Graduate Institute of the Liberal Arts invites applications and nominations for a senior tenured position in Critical Approaches to Visual Culture. The Institute welcomes scholars from a range of theoretical and methodological positions - from the social and historical to the anthropological, as well as areas of electronic imaging-whose work clearly reflects and is centered in interdisciplinary inquiry and training. Candidates with expertise in international visual cultures, particularly Asia or Latin Ameri. or/Caribbean, are especially welcome. Formal review of applications will begin on January 15, 2003.

Letter of application and curriculum vitae should be addressed to: **Professor Dana F. White, Graduate Institute of the Liberal Arts, S415 Callaway Center, Emory University, Atlanta, GA 30322.**

Emory University is an Equal Opportunity, Affirmative Action Employer.

THE COLLEGE OF ST. CATHERINE

The College of St. Catherine in St. Paul/Minneapolis invites applications for faculty positions to begin August 2003. With two campuses enrolling over 4,700, the College maintains graduate and undergraduate programs. Founded by the Sisters of St. Joseph of Carondelet, the College enjoys a long standing reputation for academic excellence, is committed to the education of women, and was the first Roman Catholic institution with a Phi Beta Kappa chapter. St. Catherine's seeks to be the world's preeminent Catholic College educating women to lead and influence. As an affirmative action, equal opportunity institution, the College of St. Catherine actively seeks applications from members of ethnic and minority groups.

Philosophy

Assistant Professor: full-time, tenure track position with the Philosophy Department. AOS: biomedical ethics with a subspecialty in disability studies; Ethics. AOC: Philosophy of Law or Business Ethics. Candidates should be well grounded in the history of Western philosophy, willing to participate in the interdisciplinary core program, dedicated to teaching both traditional and non-traditional undergraduates; able to demonstrate successful teaching at the undergraduate level. Teaching responsibilities include six courses per year in ethics and applied ethics, especially biomedical; and an interdisciplinary core course. Ph.D. in Philosophy required by 9/1/03. Evidence of teaching competence (evaluations) required. Review of applications will continue until position is filled. **Req. #02F12**. For information contact Dr. **Garry Pech, Philosophy Dept Chair**, gpech@stkate.edu

Theology

Assistant Professor: full-time, tenure track, entry level position, at the rank of Assistant Professor, with the Theology Department in Christian Ethics/Catholic Moral Theology, starting the fall of 2003. Ph.D. must be completed by 9/1/03. Responsibilities include a teaching load of three courses per semester, including an occasional graduate course. Other teaching opportunities include interdisciplinary and Core Curriculum courses. Background in Pastoral Theology and World Religions is a bonus. Seeking applicants appreciative of the Catholic theological tradition and who support the College's commitment to the advancement of women. Application deadline is 01/27/03. **Req. #02F14**. For information contact Dr. **Russell B. Connors, Chair, Theology Department**, at rbconnors@stkate.edu

Spanish

Assistant Professor: full-time, tenure track entry level position in Spanish, beginning August 2003. Ph.D. must be completed by 9/1/03. Experience with computer-assisted instruction, interest in "language across the curriculum," and innovative approaches to teaching and cross-disciplinary involvement highly desirable. Candidates must have native or near-native fluency in both Spanish and English, experience in a Spanish speaking country, and show evidence of superior teaching skills and support for the values inherent in the liberal arts. Responsibilities include teaching at all levels of Spanish language, as well as culture, civilization and literature. Possible secondary areas of specialization include Latin American Literature and Spanish for Business and for Health Professions. Other teaching assignments include non-major courses and interdisciplinary core curriculum courses. **Req. #02F16**. Review of applications begins 01/15/03. For information, contact Larry Collins at **lrcollins@stkate.edu**.

Masters of Library Science & Information Management

Assistant Professor: full-time, tenure track, entry level position, at the rank of Assistant Professor, in library information science and information management. The department offers graduate library and information science education as well as undergraduate majors in information management and health information management. Requirements: Ph.D. in library and information science or related field; broad interest in and perspective on the field of information and information services; teaching experience with adult learners at the undergraduate and/or graduate levels; a demonstrated record of publication. Preference given to applicants whose teaching/research interests are in one of the following areas: library collection development, information technologies and technology applications in libraries and information services, information seeking behavior, information sources and services. Review of applications begins 12/30/02 and will continue until position is filled. **Req. # 02F10**. For information, contact **Mary Wagner** at mmwagner@stkate.edu

To apply, submit an application letter, curriculum vitae, copy of transcript, and three letters of recommendation to: **The College of St. Catherine, Human Resources, 2004 Randolph Avenue F-17, St. Paul, MN 55105**. Include **Req. #** in your application letter.

www.stkate.edu

KENYON COLLEGE

Artist/Drawing/Tenure-track

Kenyon College announces a tenure-track opening for an artist with a strong drawing practice and a knowledge of current issues in visual culture to teach all levels of drawing and occasional courses in a secondary area of specialization. Applicants must have an MFA degree, a commitment to teaching and an active exhibition record. College level teaching experience is highly desirable. The Studio Art discipline includes 5.5 FTE. Members have a strong professional involvement and teach five courses per year, 12-15 contact hours/week. Responsibilities also include student advising, departmental and collegiate service.

Kenyon College is a highly selective, national liberal arts college of 1500 students located in the beautiful village of Gambier, 50 miles northeast of Columbus, Ohio. Kenyon welcomes diversity, offers competitive salaries and has an excellent benefits package, including spouse and domestic partner benefits.

To apply, please send a letter of application, statement of teaching philosophy, resume, 20 examples of your work, examples of student work, and at least three letters of recommendation and SASE to: **Drawing Search Committee, Department of Art, Kenyon College, Gambier, Ohio 43022.** Applications received by February 12, 2003 will be reviewed for possible interviews at the CAA conference.

An EOE, Kenyon welcomes diversity and encourages the applications of women and minority candidates.

EDUCATION

THE OHIO STATE UNIVERSITY

College of Education

Tenure Track Faculty Positions

Applied Statistics in Education. Assistant Professor. Doctorate in Ed. Statistics, Ed. Admin, Ed. Sociology, or Ed. Policy; statistics plus another of the areas listed above preferred. Background in multivariate analysis, hierarchical linear models, covariance, structural modeling, clustering and concept mapping, and data reduction techniques useful. Teach courses in above areas and assist with design and analysis of research and evaluation projects; engages in university service and governance activities; solicit extramural funding to conduct research in area of scholarship.

Early Childhood Education. Assistant/Associate Professor. Doctorate in early childhood education or related field and considerable to 3 years teaching experience in grades Pre-K-3 or equivalent. An interest and commitment to urban education and preparing teachers for urban contexts. Teach and advise students in early childhood programs, participate in school/university collaborative efforts related to teacher education; engage in service and governance activities; solicit funding to conduct research with a scholarly interest in assessment, inclusion, teacher education, or equity and diversity as related to the education of young children in grades Pre-K-3.

School Counseling. Assistant Professor. Doctorate in counselor education or school counseling; an interest in school counseling as a component of an integrated services delivery model in urban K-12 education and community settings; considerable to 2 years experience as school counselor preferred. Teach graduate courses in counselor education (multicultural counseling, counseling theories, supervision of internship); solicit extramural funding to conduct research in school counseling for K-12 education in urban settings.

Science Education. Assistant/Associate Professor. Doctorate in science education and considerable to 3 years teaching experience at 7-12 or equivalent; a commitment to collaborating with Arts and Science faculty and preparing middle and high school science teachers for urban schools. Teach and advise graduate students; participate in collaborative efforts related to teacher education; engage in service and governance activities both within and outside university; solicit extramural funding to support a substantive program of research and scholarship related to secondary and/or middle childhood science education.

Special Education. Assistant Professor. Doctorate in special education and considerable to 3 years teaching experience or equivalent; instructional expertise and scholarly interest in teaching methodologies related to language readiness, reading, math, social skills, functional assessment, adaptive behaviors, or special education technologies; interest in contributing to faculty, school, and community collaborations to improve the preparation of urban special education teachers. Teach and advise undergraduate and graduate students; solicit extramural funding to conduct research in area of scholarship.

Teacher Education. Assistant Professor. Doctorate in educational psychology or related field and experience in teacher education with emphasis in learning, motivation and cognition applied to teacher cognition and professional development. Teach and advise graduate students in learning to teach and learning and cognition; participate in a collaborative program; offer courses in development and learning for students in educational administration; engages in university service and governance activities; solicit extramural funding to conduct research in area of scholarship.

For details on positions and College of Education programs visit our web site **(http://coe.ohio-state.edu/)**. We will begin reviewing applications after February 1, 2003 and continue until positions are filled. Please submit a letter of application, copy of professional resume, representative publications, and three letters of reference to: **Dr. Mary O'Sullivan, Associate Dean, 149 Arps Hall, 1945 North High Street, Columbus, OH 43210-1172 or fax to (614) 688-3942.**

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ASSISTANT PROFESSOR SECONDARY EDUCATION/HISTORY

DePaul University
Chicago, IL

Tenure-track appointment, Assistant Professor, School of Education with shared teaching responsibility in the Department of History in the College of Liberal Arts and Sciences (60/40 split). Ph.D. (preferably in history) and middle school or secondary teaching experience (preferably in urban setting with diverse student populations) required. Primary teaching responsibilities include introduction to teaching, specialized educational methods, and history courses in his/her field of expertise. Strong commitment to undergraduate education and publication or scholarly potential required. Deadline for applications: review of applications begins **January 31, 2003** until position is filled.

Send letter of application, vitae, official transcripts, one example of recent professional publication/presentation, and three recommendations to: **Chair, Education/History Search Committee, c/o Dalila Gonzalez, Assistant to the Associate Dean, School of Education, DePaul University, 2320 North Kenmore Ave., Chicago, IL 60614-3298. Fax: (773) 325-7713.** Applications sent by E-mail will not be accepted. DePaul University aggressively pursues a program of equal employment opportunity. Members of all underrepresented groups, women, veterans, and persons with disabilities are invited and encouraged to apply.

DEPAUL UNIVERSITY

UTD

ACCOUNTING & INFORMATION MANAGEMENT FACULTY POSITIONS

The University of Texas at Dallas (UTD) invites applications for three positions in Accounting and Information Management effective September 2003. Appointment at Assistant, Associate or Full Professor level will be considered. Appointees must have (or expect) a Ph.D. or equivalent and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing research training and ability and interest in interacting with faculty colleagues on research projects in related disciplines are desirable. Applicants should send a complete curriculum vitae (educational history; teaching, research and work experience; list of publications, current research papers and presentations), and names and addresses of three references to: **Academic Search #4100, The University of Texas at Dallas, P. O. Box 830688, M/S AD 23, Richardson, TX 75083-0688.**

UTD is an AA/EOE

For more information, visit
http://www.utdallas.edu/dept/aim

CLARK • COLLEGE

CLARK COLLEGE
Vancouver, Washington

PRESIDENT

The Board of Trustees of Clark College invites nominations and applications for the position of President. As the second largest single campus community college in the Washington State system, Clark College serves nearly 25,000 students annually. The college is recognized for its strong academic coursework and industry-responsive professional and technical training programs in more than 100 fields of study. The College is supported by a successful foundation with assets of $51.7 million.

The five-member Board of Trustees is seeking a dynamic, visionary, and experienced leader who can build trust through a commitment to integrity, open communication, and the ability to build institutional unity in support of teaching, learning, and student success.

Candidates are required to submit a complete portfolio that will include:

- A letter of application (not to exceed five pages) that succinctly addresses the opportunities and challenges identified and how the applicant meets the preferred qualifications ***(delineated in the position profile located on our website at www.clark.edu)***
- Resume (including home, business and cell phone numbers)
- Eight references including name, position, address, telephone number, and email; references to include: three supervisors (one board member); two direct-reports, and three faculty members from current or former institutions
- Unofficial transcripts of master's and doctorate degrees

The position will be open until filled; however, applications should be received at the college by February 3, 2003 in order to ensure consideration by the search committee.

Nominations and applications should be submitted to:

Clark College Presidential Search Committee
Addison Jacobs, Chair
c/o Katrina Golder, Search Liaison
Clark College Personnel Services #7
1800 E. McLoughlin Boulevard
Vancouver, Washington 98663-3598
(360) 992-2325; TDD (360) 992-2317
Inquiries: ACCT Search Consultant Dr. David Pierce 309.451.8548; dpierce280@aol.com
ACCT Contact Dr. Narcisa Polonio 202.775.4667 extension 118; npolonio@acct.org

For complete information and position profile visit the Clark College web site at www.clark.edu

Affirmative Action /Equal Opportunity Institution

YORK COLLEGE
City University of New York

LABORATORY TECHNICIANS (2)

York College seeks qualified applicants to fill tenure-track positions in its **Health Sciences & Fine/Performing Arts Departments.**

For additional info, see:
www.york.cuny.edu/~hmr/
Click on "Job Listings" and
"Non-Teaching Openings"
Apply by 1/9/03
EEO/AA/ADA/IRCA

IOWA STATE UNIVERSITY

Associate Vice Provost For Extension

The Associate Vice Provost for ISU Extension, in cooperation with the Vice Provost for ISU Extension, provides leadership and vision for the Iowa State University Extension system and budget and supervises the ISU Extension administrative team. The Associate Vice Provost, together with the ISU Extension Area and Program Directors, develops and coordinates extension programming and develops extension initiatives. In addition, the Associate Vice Provost represents ISU Extension with state agencies, special interest groups, and extension stakeholders, and on university, state, and national committees. For requirements and application instructions, visit:

http://www.extension.iastate.edu/jobs/avp.html
Filing deadline: **February 14, 2003.**
ISU is an EEO/AA employer.

FACULTY VACANCIES
Fall 2003

New Jersey City University is a culturally diverse, public institution located in the greater New York metropolitan area, and is one of nine State Colleges/Universities in New Jersey. The University offers Undergraduate and Graduate programs in the liberal arts and professional disciplines to over 9,000 students, an extensive cooperative education program, and an expanding continuing education program. Full-time faculty number 238.

We are interested in faculty who want to become a member of a dedicated faculty which is committed to excellence in teaching, and who are actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off campus sites and asked to provide on-line instruction.

Faculty positions will be filled at the level of Assistant Professor. Selected appointments may be made at the Associate level for outstanding candidates. All positions require appropriate educational credentials.

COLLEGE OF ARTS AND SCIENCES
Dr. Liza Fiol-Matta, Dean

- **Art (3 positions):** Art History/Gallery Director, Studio Art
- **Biology (2 positions):** Cell/Molecular, Genetics/Developmental
- **English (3 positions):** Latin American, Caribbean, and US Latina(o) Literature; Contemporary World Literature; British Literature
- **Mathematics (3 positions):** Remedial Math and Advanced Graduate Courses in Mathematics Education
- **Modern Languages (1 position):** Spanish
- **Music, Dance, Theater (1 position):** Modern Dance
- **Philosophy (1 position)**
- **Psychology (2 positions):** Experimental, Statistics/Research Methods
- **Sociology (1 position)**
- **Women and Gender Studies (1 position)**

COLLEGE OF EDUCATION
Dr. Muriel Rand, Dean

- **Early Childhood (2 positions)**
- **Literacy Education (2 positions)**
- **Multicultural (1 position)**
- **Special Education (3 positions)**

COLLEGE OF PROFESSIONAL STUDIES
Dr. Sandra Bloomberg, Dean

- **Business Administration (1 position):** Accounting/Finance
- **Criminal Justice (1 position):** Security
- **Health Sciences (1 position):** Community Health
- **Nursing (3 positions):** Department Chair, 2 faculty positions

Applicants should send a letter of application, resume and the names and addresses of three references to the appropriate Dean.

The search committees will begin reviewing application materials on **January 15, 2003**. All positions will remain open until the successful candidate has accepted the position. An updated list of all positions can be found on the University's website, **www.njcu.edu**. All positions depend upon the receipt of State funding.

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597

Equal Opportunity Employer

WASHBURN UNIVERSITY

Associate Dean
SCHOOL OF NURSING

Washburn University seeks an Associate Dean, School of Nursing. Fully accredited program is second largest baccalaureate program in Kansas with onsite and online baccalaureate and articulation nursing programs offered to 200 students. **QUALIFICATIONS:** Doctorate, preferably in nursing, with minimum five years full-time college teaching, curriculum development, and sustained scholarly effort. Demonstrated strong leadership, communication, student advisement, and educational technology skills. RN licensure in Kansas required. Review of applications begins February 3 and continues until suitable candidate identified. Salary commensurate with experience for 12-month administrative position. Send letter of application, curriculum vitae, transcripts, names/telephone numbers of five references to: **Dean, School of Nursing, Washburn University, 1700 College, Topeka, KS 66621, (785) 231-1010, extension 1526.**

To enrich education through diversity, Washburn University is an EOE. Candidates from under-represented groups are encouraged to apply.

www.washburn.edu

The UNIVERSITY Of
TOLEDO

Social Work Department

The Social Work Department invites applications for a new tenure track Associate Professor position in our CSWE accredited undergraduate social work program. Successful applicants must have an MSW, two or more years of post-master's experience, and a doctorate in social work or a related field. In addition, candidates must have a record of scholarly publications and teaching experience to warrant rank at the Associate level.

Primary teaching responsibility will be in practice. In addition, the candidate should be able to teach with a focus in one of the following: aging, child and family services, or mental health. Responsibilities may also include field liaison, advising, and service. Scholarly and professional contributions are also expected, especially those consistent with the social and economic justice mission of our program.

Questions should be addressed to Terry Cluse-Tolar at 419-530-4397 or tcluset@utnet.utoledo.edu. For full consideration, interested candidates should send their vita, three letters of recommendation, copies of scholarly publications, and a letter of application by February 3, 2003 to: **Terry Cluse-Tolar, Ph.D., Chair, Department of Social Work, University of Toledo, Mailstop #119, Toledo, OH 43606.** The position will remain open until filled.

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator. Women and people of color are encouraged to apply.

ASU

ARIZONA STATE UNIVERSITY

VICE PRESIDENT
FOR STUDENT AFFAIRS
ARIZONA STATE UNIVERSITY
MAIN CAMPUS

Arizona State University seeks a Vice President for Student Affairs on the main campus in Tempe. The Vice President reports to the President of the University & provides oversight for 13 departments, which include AZ Prevention Resource Center, Career Services, Counseling & Consultation, Recreational Sports, Registrar, Residential Life, Student Affairs Computing Services, Student Development & Memorial Union, Student Financial Assistance, Student Health & Wellness, Student Life, Student Media, & Undergraduate Admissions. The Vice President will contribute to improving the recruitment, retention, & graduation of all students through Student Affairs services & programs, & will provide creative leadership in continuing the tradition of a positive ASU experience.

The Vice President is responsible for the oversight & management of enrollment services & non-instructional student support programs in support of the academic & research mission of the University. This individual also provides coordination for university-wide student affairs initiatives.

Arizona State University, a Research 1 institution, is a multi-campus university ranking among the first-rate research universities in the country & in the top 20 in the number of National Merit Scholars. Over 55,000 students are enrolled, of whom 24% come from out of state, & 20% are minorities. Approximately 5,200 students live in residence halls on main campus, & the entering freshman class has been more than 6,000 for the past three years. Tempe, a nationally recognized college town, is part of the metropolitan Phoenix area. By design, the university is fully engaged in the life of this cosmopolitan, culturally diverse community of nearly 3 million people.

REQUIRED QUALIFICATIONS: Doctorate in Counseling, Student Development, Higher Education Administration or related field & 8 years of related experience, which includes 5 years of supervisory experience or any equivalent combination of education &/or experience from which comparable knowledge, skills & abilities have been achieved.

DESIRED QUALIFICATIONS: demonstrated leadership, organization & management experience, experience in budgeting & resource management, effective written & verbal communication skills, experience in team administrative management, relevant experience in a major research university, experience working with a large & diverse student population.

This position is a full-time, 12-month administrative appointment with a preferred starting date of **May 1, 2003**, but the date is negotiable. The salary is competitive.

Nomination & applications must be mailed to:

David Young
Vice President for Student Affairs
Search Committee
Office of the President
Arizona State University
Box 872203
Tempe, AZ 85287-2203

Applications must include a curriculum vitae & a letter of interest that highlights important qualifications.

The deadline for receipt of applications is **January 24, 2003**; if not filled, weekly thereafter until search is closed. *AA/EEO.*

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available September 2003

Richard Stockton College is an innovative, residential, liberal arts and sciences college with a student body of 6400 located on a 1600-acre wooded campus in southern New Jersey, 15 miles from Atlantic City, one hour from Philadelphia, and 2-1/2 hours from New York City. As New Jersey's only nationally ranked Public Liberal Arts College, it has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combines a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor must hold a terminal degree and have considerable experience. Candidates for Assistant Professor must hold a terminal degree. Candidates for Instructor must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

COMPUTER SCIENCES AND INFORMATION SYSTEMS

Inst./Asst./Assoc. Professor, Tenure Track. The Computer Science and Information Systems Program at Stockton consists of about 375 majors and 9 full-time faculty. Teaching includes a broad range of undergraduate courses in Computer Science and Information Systems with emphasis on areas such as programming language structures, problem solving, operating systems, assembly language, and data structures. Send letter of application, resume and three letters of reference to **Dr. Marc Lowenstein, Dean of Professional Studies.**

EDUCATION

Inst./Asst./Assoc. Professor, Tenure Track. Teach undergraduate cert. courses, including methods course, work with students in schools and with science/math faculty to prepare students in the education program; student advisement. Required: Competence in pedagogy, methods, specifically for science/math, experience teaching K-16, knowledge of K-12 curriculum; competence in a math or science area and the pedagogy related to the area including technology and assessment. Send letter of application with CV, statement of teaching philosophy, and three letters of reference to **Dr. Virginia deThy, Director, Office of Teacher Education.**

Rank and salary are commensurate with credentials and experience. Screening will continue until positions are filled. Apply to appropriate Dean/Director at **The Richard Stockton College of New Jersey, AA23, PO Box 195, Pomona, NJ 08240.**

Stockton is an AA/EOE. Women and minorities are encouraged to apply.

R032381

UNIVERSITY OF FLORIDA

Assistant/Associate Professor, ESOL

The School of Teaching and Learning, in the College of Education at the University of Florida, is seeking a qualified individual to fill a tenure track position in ESOL. The position will require work in the context of a unified model of teacher education, involving partnerships with other departments in the College, especially Special Education, other units on campus, such as the College of Liberal Arts and Sciences, and the public schools. In addition to qualifications listed below, the position requires commitment to public education and an inclusive model of teacher education, ability and willingness to work collaboratively, an interest in the educational needs of a diverse population, and active involvement in professional organizations and activities. The School of Teaching and Learning, with approximately 30 tenure track faculty and 15 adjuncts, offers degrees in 9 specializations to an enrollment of approximately 400 undergraduate students and 350 graduate students, including 102 doctoral students.

Responsibilities: Teach undergraduate and graduate classes in ESOL, bilingual, and multicultural education; provide content leadership in teacher education programs and the infusion of ESOL in teacher education programs; contribute to the development of graduate programs; conduct and publish research; provide service to public schools, and pursue external funding for training and research.

Qualifications: Required. Earned doctorate in applied linguistics, ESOL, or multilingual-multicultural education; at least three years K-12 teaching experience in one of these fields; evidence of success in pre-service teacher education; and evidence of scholarly productivity. Preferred. Proven expertise in in-service teacher training; experience in securing and managing grants; and background and proficiency in Spanish. Salary negotiable. ***Application deadline: February 17, 2003.***

Letters of application should be accompanied by a resumé, two representative samples of scholarly writing; other supportive material as appropriate; and names, addresses, and telephone numbers of at least three references whom you have asked to provide letters of recommendation. Send application materials to the following address:

Dr. Danling Fu, ESOL Search Committee Chair
University of Florida
P. O. Box 117048
Gainesville, FL 32611-7048
Email: danlingfu@coe.ufl.edu

The University of Florida is a public, land-grant research university, one of the most comprehensive in the United States; it encompasses virtually all academic and professional disciplines. It is the oldest and largest of Florida's 10 universities and a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the University's threefold mission: education, research, and service. The Libraries of the University of Florida form the largest information resource system in the state of Florida. The College of Education is ranked by *US News & World Report* within the Top 20 of public AAU institutions and is accredited by NCATE. The University is located in Gainesville, which was recently selected as the most livable city in the nation. Gainesville has an urban population of more than 100,000.

The University of Florida is an Affirmative Action/Equal Opportunity Employer

California State University, Long Beach

California State University, Long Beach, a vibrant, comprehensive, urban university with an enrollment of approximately 34,000 students, is the largest campus in the 23-member California State University system. Located in Long Beach, the fifth largest city in California, the 320-acre campus near the ocean offers a beautifully landscaped, garden-like setting, an excellent physical plant, and outstanding instructional facilities enhanced by attractive, aesthetically pleasing architecture and design. CSULB is aggressively recruiting bright, high-achieving students who seek a traditional college experience, while maintaining its mission of providing access and opportunity for non-traditional students. This fall, more than 375 California high school valedictorians and National Merit scholars are studying on campus under the President's Scholars Program. CSULB, a young, proud institution striving to become one of the premier urban universities in the country, is strongly committed to high-quality undergraduate and graduate programs. The University is extremely proud of its long history of hiring outstanding faculty and staff, and it seeks to recruit and hire the most talented, inspiring, and dedicated professionals available.

Assistant Vice President for Academic Affairs – Curriculum and Advising

The Associate Vice President for Graduate and Undergraduate Studies, the Assistant Vice President will also be responsible for the development and implementation of sound, coherent programs at the undergraduate level; the integration of general education with students' majors; and the coordination of academic advising, enrichment, and remedial programs. Reporting to the Assistant Vice President are, among others, the Director of University Honors, the Director of Interdisciplinary Studies, and a number of academic advising centers. The Assistant Vice President will have an opportunity to effect reorganization among and within some of the reporting units.

DUTIES: Working with deans and department chairs, the Assistant Vice President will provide coordination and administrative oversight for both the graduate and undergraduate curriculum process, including ensuring adherence to relevant California State University and campus policies. He or she will be an advocate for quality in graduate, post-baccalaureate, and undergraduate education within our own university and to our external community. He or she will be expected to coordinate and ensure high quality academic advising for students at all levels, including providing necessary training to advisors, as appropriate. He or she will work with department undergraduate advisors and department and college graduate coordinators, respectively, in the interest of continuous improvement of academic programs. Consistent with the campus commitment to education of the "whole student," the Assistant Vice President will be expected to work regularly and collegially with student services and enrollment services personnel to improve delivery of services and programs that enhance student success and retention. The Assistant Vice President will also provide oversight for the several Academic Programs whose directors report to her/him.

- **REVIEW OF APPLICATIONS BEGINS**: January 22, 2003 (position remains open until filled)
- **SALARY**: Commensurate with experience
- **RECRUITMENT NUMBER**: 1045
- **APPOINTMENT DATE**: On or about July 1, 2003

Please contact the office below or see the following web site for a complete position announcement, including minimum and preferred qualifications, and a more detailed job description:
http://www.csulb.edu/divisions/acadaffs/Academic_Personnel/job_listings.html.

Submit a letter of interest addressing the minimum and preferred qualifications, curriculum vitae, three recent letters of reference, and a list of additional references including addresses, phone numbers, and e-mail addresses. Nominations and requests for additional information are invited. Submit applications and nominations to:

Academic Personnel Manager
Office of Academic Affairs – BH303
562-985-5157 or efoelber@csulb.edu

California State University Long Beach
1250 Bellflower Blvd
Long Beach, CA 90840-0118

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs. An EEO Employer

CSULB … REDEFINING THE URBAN UNIVERSITY

Metropolitan State University

Faculty Positions

Metropolitan State University, St. Paul/Mpls., MN, invites applications for the following faculty positions:

- ☐ **Ethnic Studies with African American emphasis**
- ☐ **Information and Computer Science**
- ☐ **Mathematics Teacher Educator**
- ☐ **Nursing**
- ☐ **Reference and Instruction Librarians**
- ☐ **Social Studies Teacher Educator**

For more information about the university, the positions and application procedures, go to **http://www.metrostate.edu/hr/jobs.cfm**

Metropolitan State University is an equal opportunity employer and educator

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College of Saint Benedict
Saint John's University

Education

The Education Department at the College of Saint Benedict/Saint John's University invites applications for two one-year term positions beginning Fall 2003. These positions may be renewed.

Full-Time Term Position in Math Education - Teaching responsibilities include courses in Elementary Mathematics Pedagogy, Middle Level Mathematics Pedagogy, and Introduction to Teaching. Qualified candidates will have at least a master's degree in education and substantial course work in elementary/middle level mathematics curriculum. The candidate must have at least three years of teaching experience in K-8 settings.

Full-Time Term Position in Mid-level Literacy and Language Arts Pedagogy - Teaching responsibilities include courses in Middle Level Literacy, Middle Level Language Arts Pedagogy, and Human Development. Qualified candidates will have at least a master's degree in education and substantial course work in middle level literacy and language arts curriculum. The candidate must have a at least three years of teaching experience with students in grades 5-8.

Additional adjunct teaching positions in Science Education, Elementary Language Arts and Pedagogy and Human Development will also be available.

Ideal candidates will have knowledge of the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards and/or the Minnesota Standards of Effective Practice, as well as the Minnesota Graduation Rule. Teaching experience at the undergraduate level is desired, as well as experience with instructional technology and an ability to teach foundation courses. The successful candidates will have effective communication skills in both oral and written language. Likewise, the candidates will have initiative, well-honed interpersonal skills, a record of successful teaching experiences, grounding in constructivism, and the willingness to be part of a team.

The College of Saint Benedict, a liberal arts college for women, and Saint John's University, a liberal arts college for men, are located four miles apart in Central Minnesota. The two institutions coordinate many of their programs. In the academic area, students of the two colleges attend classes on both campuses and select courses from a common curriculum. Academic departments are joint and the academic program is coordinated by the Provost for Academic Affairs, with the assistance of the undergraduate deans on each campus. This unique coordinate relationship allows each college to offer to its students a co-educational academic experience and expanded educational opportunities, while preserving the single sex character and distinct heritage of each institution.

All applicants must submit a letter of application, curriculum vitae, three letters of recommendation, copies of all transcripts required for application, official transcripts required for interview.

Human Resources Coordinator
Saint John's University
PO Box 7188
Collegeville, MN 56321

Application must be made before January 15, 2003. Applications made after this date cannot be guaranteed consideration.

Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply.
The College of Saint Benedict/Saint John's University are EEO/AA employers.

YORK COLLEGE
City University of New York

FALL 2003 TENURE-TRACK OPENINGS

York College seeks applications for the full-time faculty positions:

- **Assistant Professor, Business/Marketing**
- **Instructor or Assistant Professor, French/Creole**
- **Assistant Professor, Contemporary Literature**
- **Assistant Professor, Composition**
- **Instructor or Assistant Professor, ESL**
- **Assistant Professor, Movement Science**
- **Assistant or Associate Professor, Nursing**
- **Assistant Professor, Bio/Organic Chemistry**
- **Assistant Professor, Environmental Geology**
- **Assistant or Associate Professor, Earth/Space Science Education**
- **Assistant Professor, General Psychology**
- **Assistant Professor, Industrial-Organizational Psychology**
- **Assistant Professor, Social Work**
- **Assistant Professor, Childhood Education**
- **Assistant Professor, Spanish**

For additional information, see College website at www.york.cuny.edu; click on 'Information Desk,' 'Jobs at York,' 'Job Listings,' & 'Faculty Openings'. **Review of applications will begin 2/14/03**

EEO/AA/ADA/IRCA

Western Governors University

Faculty/Leadership Positions in Teacher Education

Western Governors University, a competency-based online institution supported by 19 governors and 25 major foundations and corporations, seeks superior faculty members to mentor school paraprofessionals and other working adults who are completing associate's, bachelor's and master's degrees in preparation for careers in teaching. Mentors provide close guidance to students preparing independently for their competency assessments; they do not teach classes or conduct other direct instruction. For complete information about WGU and its degree programs, visit our website at www.wgu.edu.

Western Governors University offices are located in Salt Lake City, Utah. The individual appointed to these positions could relocate or work from home, but travel to University offices and partner districts will be required.

Positions Available Immediately: Secondary Math Education and Elementary Education. **Qualifications:** Doctorate preferred; ABD or equivalent required. Experience with K-12 environments a priority, as is familiarity with ESL populations. Counseling adult students, assessment of learning outcomes, online learning and/or distance education are also highly desirable.

Position Available Immediately: Mentor/Project Coordinator for a Transition to Teaching grant that serves partner districts, Clark County School District in Las Vegas, Nevada, and Region IV Education Center in Houston, Texas. **Qualifications:** Ph.D. in elementary education or a related field is required, as is experience with K-8 schools and/or paraprofessional populations. Experience with ESL populations is a priority. Counseling adult students, assessment of learning outcomes, online learning and/or distance education are also highly desirable, as is potential for national leadership in teacher education.

The searches will remain open until our needs are met. Women and minorities are strongly encouraged to apply. Please send a letter of interest, clearly articulating your match with WGU's design in general and with Teachers College new programs, including design of WGU's teacher licensure programs in particular. Send the letter and your qualifications and experience with similar student populations, curriculum vitae, and contact information for five references to:

Human Resources
Western Governors University
2040 E. Murray Holladay Rd., Suite 106
Salt Lake City, UT 84117
or employment@wgu.edu

Western Governors University is an Equal Opportunity Employer

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EDUCATIONAL ADMINISTRATION AND SUPERVISION

Founded in 1846 by the Sisters of Mercy, Saint Xavier University serves 5000 students on two campuses in southwest Chicago. We have an opening for a full time tenure track assistant professor for classroom and clinical teaching in graduate education administration, supervision and foundations to start August 2003. Additional undergraduate or graduate courses may also be included. Guide graduate students in research projects, participate in program and University committees, be involved in school settings, engage in scholarly and professional activities and advise students. Qualifications include an earned doctorate in Education with a specialization in educational administration or related area, teaching and experience as a school administrator (principal or superintendent), working knowledge of the use of technology in educational settings, a willingness to work collaboratively with schools, interest in and a record of scholarly activity, and active participation in professional organizations. Prefer experience teaching in a university setting. Submit a letter of application (including a statement of philosophy about, and experience with, diverse populations), curriculum vitae, copies of transcripts from all institutions of higher education attended and contact information for three references to Dr. Beverly Gulley, Dean, School of Education, Saint Xavier University, 3700 W. 103rd Street, Chicago, IL 60655. Fax: 773-298-3201, or E-mail gulley@sxu.edu. Visit our website at: www.sxu.edu

SAINT·XAVIER
UNIVERSITY

EOE

DEAN OF THE SCHOOL OF EDUCATION
BROOKLYN CAMPUS

The School of Education of Long Island University, Brooklyn Campus, invites nominations and applications for the position of Dean. The office of the Dean of the School of Education is responsible for the oversight of undergraduate and graduate programs in teacher education as well as graduate programs in counseling, school psychology and school leadership. Applicants will join a staff that is collectively responsible for developing and implementing innovative programs in urban education.

We seek an individual with a demonstrated commitment to meeting the needs of culturally, socio-economically and linguistically diverse urban college students, including students who are immigrants and those with disabilities.

Qualifications include: demonstrated collaborative and inclusive style of leadership; commitment to an educational philosophy consistent with that of the School of Education; strong experience as an urban educator & administrator; demonstrated understanding of fundamental issues of educational policy and practice in urban settings; earned doctorate in Education or related field; ability to negotiate the complexities of working with a large urban school system and state regulatory bodies; commitment to working with school districts on innovative programs; and experience with fundraising and grant writing.

The Brooklyn Campus of Long Island University, occupying a 10-acre site in downtown Brooklyn, is one of the country's most dynamic and diverse urban campuses. It enrolls 8,100 students in over 52 graduate and 62 undergraduate degree programs in full range of areas, including business, education, pharmacy, nursing, health professions, liberal arts and sciences, public administration and fine arts. The School of Education is home to the Center for Urban Educators funded by the Henry Luce Foundation, supporting research on the education of teachers for urban contexts.

Please send your letter of application describing how the candidate meets qualifications accompanied by a current curriculum vita, along with the names of three references to: **Dr. Liz Ciabocchi, Room 111, Bush Brown Hall, University Center, Long Island University, 700 Northern Boulevard, Brookville, NY 11548.** To insure full consideration, applications should be received by January 24, 2003. Applications will be received and reviewed until the position is filled. Rank and salary are commensurate with qualifications.

LONG ISLAND UNIVERSITY

www.liu.edu

e-mail:liz.ciabocchi@liu.edu

Long Island University is an Affirmative Action/Equal Opportunity Employer.
Minority applications and nominations are encouraged.

Senior Faculty Position/Director
Mario Einaudi Center for International Studies

The Einaudi Center is a university-wide organization that serves as the home for more than 20 interdisciplinary programs. These include seven area studies programs, four of which are National Resource Centers, seven thematic programs that focus on policy issues or theoretical problems, and six that address development issues. In addition, the Center is responsible for a variety of non-programmatic activities relating to graduate and undergraduate international interests, such as support for travel for dissertation research and assistance to undergraduate organizations. More complete information on the Center can be found at its website: **www.einaudi.cornell.edu**.

The Center seeks a Director who has:

- a record of scholarly achievement in a field related to international studies which would allow appointment as a tenured faculty member in one of the University's academic departments
- a record of visionary leadership to encourage and support collaboration among faculty from diverse fields
- administrative experience appropriate for management of a complex academic organization
- the personal and professional skills to direct the Center's fund-raising efforts

The Director of the Einaudi Center is the John S. Knight Professor of International Studies who reports to the Dean of the College of Arts and Sciences and works closely with the Vice Provost charged with University-wide oversight and coordination of international studies. This is a nine-month faculty position with indefinite tenure beginning July 1, 2003. The directorship is a 12-month position, beginning July 1, 2003, for a five-year term. Salary is competitive and commensurate with experience.

Applications should be sent by February 15, 2003, to:

CORNELL

Gilbert Levine, Acting Director
Mario Einaudi Center for International Studies
170 Uris Hall, Cornell University
Ithaca, NY 14853

Cornell University is an Equal Opportunity/Affirmative Action Employer and Educator.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

UNIVERSITY of VIRGINIA

OFFICE OF UNIVERSITY DEVELOPMENT

Director of Arts Grounds Campaign

The Office of University Development is seeking candidates for two positions. The Director of Arts Grounds Campaign will strategically plan, implement, and manage fund-raising for Arts facilities. Duties include; lead gift solicitations, volunteer management, and coordination with related colleagues and schools across grounds. Five years of progressive development experience, as well as individual solicitation success at the six and seven figure gift level required. Experience managing volunteers is preferred. This position requires frequent travel.

Regional Development Officer

This position will manage the cultivation and solicitation of major gift prospects including the organization and management of regional volunteers within an assigned territory. This position requires three to five years of major gifts experience preferably with a research university or equivalent experience. Additional qualifications include excellent verbal and written communication skills and the ability to travel frequently.

Master's degree or equivalent work experience for both positions required and the positions will remain open until filled.

To apply, please forward a resume and cover letter with salary history to:

Yvonne W. Carter
Office of University Development
University of Virginia
P.O. Box 400807
Charlottesville, VA 22904-4807

The University of Virginia is an Equal Opportunity/ Affirmative Action Employer.

Prairie State College

FACULTY POSITIONS

Prairie State College a comprehensive community college located in a diverse district 25 miles south of downtown Chicago is seeking candidates for full-time, tenure track faculty appointments.

Full-time tenure track faculty positions for FALL 2003 Semester?

ASSISTANT PROFESSOR OF ADULT EDUCATION (ABE\GED)

ASSISTANT PROFESSOR OF ART HISTORY

ASSISTANT PROFESSOR OF BIOLOGY

ASSISTANT PROFESSOR OF MATHEMATICS (2)

ASSISTANT PROFESSOR OF NURSING

To learn more about the College and get a complete job description see our website at *www.prairiestate.edu*. Questions? Call Ms. King at (708) 709-3541. To apply, submit letter of interest, resume, and unofficial transcripts to:

Office of Human Resources
(identify the position you seek)
Prairie State College
202 S. Halsted Street
Chicago Heights, IL 60411

Candidate review begins January 27, 2003.
Position open until filled. EOE/AA

DARTON
COLLEGE
A two-year unit of the University System of Georgia

Albany, Georgia

Histotechnology Program Faculty: This position is available **July 1, 2003** at Darton College, University System of Georgia. Rank and salary dependent on qualifications. Master's degree in related discipline preferred. Histotechnology certification required. College teaching experience preferred.

Responsibilities: Teaching in the classroom & clinical areas, advising, college service, community service, other duties as assigned. Position will close **March 1, 2003.**

Visit our Web Site at

http://www.darton.edu/Fac_Staff/Positions/position.htm

for a complete job description and requirements or contact: **Personnel Office, Darton College, 2400 Gillionville Road, Albany, Georgia 31707** (229) 430-6720

AA/EOI

DEAN, SCHOOL OF ARTS AND SCIENCES

SAINT XAVIER UNIVERSITY, founded in 1846 by the Sisters of Mercy and located in a residential neighborhood 15 miles from Chicago's Loop, seeks a Dean for the School of Arts and Sciences. Saint Xavier serves over 5200 students in four schools; the School of Arts and Sciences is the largest, with 15 academic departments, twenty-five programs and one hundred full time faculty teaching both undergraduate and graduate students.

The school seeks a proven leader with a strong understanding of the value and role of the liberal arts within a comprehensive university. The Dean must work effectively with both faculty and senior administration to plan a sustainable future based on a clear vision for a school that integrates liberal arts education with professional studies. We are seeking an administrator with leadership experience beyond the department chair level. The successful candidate will be a dynamic leader with a record of effective program management. The Dean should possess the interpersonal skills essential for encouraging and supporting faculty in their efforts to strengthen their programs and pursue the resources required to sustain them. We also seek candidates supportive of the mission of Catholic higher education, sensitive to the issues in which it is engaged and committed to preserving a collegial learning community characterized by mutual respect and concern among faculty, staff, and students. The Dean of the School of Arts and Sciences reports directly to the Vice President for Academic Affairs and is a member of the Deans Council. The successful candidate will be able to represent the School of Arts and Sciences effectively within the University, the local community, the state, and in national forums on undergraduate and graduate education.

The Dean holds faculty rank and must have an earned doctorate in a discipline appropriate to the School and a record of teaching and scholarship that warrants tenure at the rank of Professor. The position is available July 1, 2003. Send letter of application documenting the above qualifications, curriculum vitae, and the names, addresses and phone numbers of four references to Dr. Judith Hiltner, Chair, Dean of the School of Arts and Sciences Search committee, Saint Xavier University, 3700 W. 103rd Street, Chicago, IL 60655. Application review will commence February 1, 2003.

Please visit our website at:
www.sxu.edu
EOE

SAINT · XAVIER
UNIVERSITY

RIVERLAND

COMMUNITY COLLEGE

A TECHNICAL & COMMUNITY COLLEGE

The Minnesota State Colleges and Universities System invites applications and nominations for President of Riverland Community College. Riverland Community College is a two-year comprehensive technical and community college offering more than 3,000 students a wide range of student-centered educational opportunities to enhance personal growth and community vitality. Facilities in Albert Lea, Austin, and Owatonna, Minnesota make it easy for students to complete one of more than 50 career programs or earn an associate's degree. In addition, the Riverland Training and Development division works closely with local business and industry to assess needs and train employees. The Business Management Education Programs work on site at farms and small businesses to help students learn business and financial management skills. To learn more about Riverland Community College, visit **www.riverland.cc**. To learn about the Minnesota State Colleges and Universities System, visit **www.mnscu.edu**.

Riverland Community College, located in the three communities of Albert Lea, Austin and Owatonna, serve students throughout southern Minnesota and northern Iowa. Less than 100 miles south of the Minneapolis/St. Paul metropolitan area and less than 50 miles west of Rochester, Minnesota, home of the renowned Mayo Clinic, residents of the Riverland region enjoy the advantages of a large community combined with the charm and security of a small town environment.

Responsibilities: The successful candidate will serve as chief executive officer of Riverland Community College and be responsible for leading the institution's faculty, staff and students in accomplishing the institutional mission. The president will be responsible for directing all activities and functions of the college in conformity with board policies and federal and state regulations, and for maintaining productive relationships with all segments of education, the community, legislators, and other state agencies.

Qualifications:

- ✓ An earned doctorate (preferred) or other appropriate advanced preparation
- ✓ A commitment to a student-centered learning environment and student academic success
- ✓ A demonstrated commitment to the mission of comprehensive community college education in multiple communities
- ✓ A professional attitude characterized by trust, empowerment, integrity, flexibility, accessibility, and the ability to nurture a positive, respectful college culture
- ✓ A commitment to the principle of academic freedom, shared governance, staff development, staff retention and evaluation, excellence in teaching, and Academic Quality Improvement Process (AQIP)
- ✓ Documented leadership/management skills in resource development, strategic planning, budgeting, communication, and fund-raising
- ✓ A dedication to cultivating and maintaining strong community partnerships with business, industry, other institutions of higher education, local school districts, and other community agencies
- ✓ Demonstrated commitment to create an environment which fosters student and staff diversity, promotes advanced technology, supports the use of innovative educational delivery systems and new and existing initiatives
- ✓ Understanding of employee contract administration
- ✓ Strong networking and advocacy skills with government/legislative decision-makers

Nominations and applications should be received as soon as possible. Review of candidate materials will begin in February 2003, with appointment as soon as possible after board action in May 2003. Application materials should include a letter of application, resume, and the names, addresses, and telephone numbers of at least five references which include faculty, student leadership, and community leaders. Applications, nominations, and requests for information should be specific to the MnSCU institution for which you are applying. All application materials should be directed to:

Linda Skallman, Associate Vice Chancellor for Personnel
Minnesota State Colleges and Universities
500 World Trade Center, 30 East Seventh Street, St. Paul, MN 55101
Telephone: (651) 296-5157 FAX: (651) 297-3145
Linda.skallman@so.mnscu.edu

MnSCU
Minnesota State Colleges & Universities

FOUNDED 1891
UNIVERSITY OF LA VERNE

Dean, College of Arts and Sciences

The University of La Verne invites nominations and applications for the position of Dean of the College of Arts and Sciences. This position will be available on June 1, 2003.

Founded in 1891, The University of La Verne is a Carnegie Doctoral II university, enrolling more than 8,000 students (6,000 FTE). The University's thirty-one acre central campus is located in La Verne, California, approximately 30 miles east of Los Angeles, beneath the San Gabriel Mountains in the Inland Empire, an area of exceptional economic growth, community diversity, and cultural opportunities. In addition, the University maintains regional campuses in Central and Southern California and a campus in Athens, Greece.

The mission of the University of La Verne encompasses four fundamental points. *A values orientation* enables students to become reflective about personal, professional and societal values. *Community and diversity* encourages students to understand and appreciate the diversity of cultures. *Lifelong learning* plants the seeds for continuing personal and professional growth. *Community service* inspires students with regard to civic responsibility.

The College of Arts and Sciences maintains excellent degree programs in the fine arts, humanities, social sciences and natural sciences. More than 80 full time faculty members offer 44 undergraduate majors as well as 3 masters degrees and 1 doctoral degree.

The Dean of the College of Arts and Sciences reports directly to the Provost/Vice President for Academic Affairs and is a member of the University's Senior Management Team, serving on the President's Cabinet and on the Deans' Council. The University seeks a Dean who will build on the achievements of the College in its traditional liberal arts degree programs and in the general education requirements for all undergraduates within the broader institution.

Leadership and Management: The Dean is the chief academic, administrative, and financial officer of the College. Responsibilities include: The educational experience of all students in the College; the promotion of faculty excellence in teaching, research and service; the encouragement of diversity in faculty and curriculum; the support of growth and vitality of the academic disciplines; the recruitment, evaluation and retention of high quality faculty and staff; the engagement in community outreach and promotion of the visibility of the institution; and the coordination of budget development and advocacy for the College budget.

Expectations: The successful candidate will: Have effective budget management and strategic planning skills; employ inclusive leadership, engaging a diverse and productive faculty; demonstrate a collegial style in a complex university setting; demonstrate a commitment to excellence in teaching and academic research and to leadership in professional organizations; and demonstrate excellent interpersonal and communication skills, effective decision making and organization skills as well as commitment to team-building and collaborative initiatives.

Requirements: A candidate must possess: An earned doctorate in a discipline within the College; academic administrative experience; evidence of scholarship and research; an exemplary teaching record; and academic qualifications for appointment to a senior faculty rank.

The University offers a competitive hiring range, which is based upon candidate qualifications and departmental equity, and a comprehensive benefits package. The University of La Verne has a strong commitment to diversity and encourages applications and nominations from traditionally underrepresented groups. The University of La Verne is an equal opportunity and affirmative action employer.

To learn more please visit our web site at www.ulv.edu. To apply for this position please send a cover letter, résumé, and the names and telephone numbers of three professional references to: **jobs@ulv.edu** or mail to: **Director Human Resources, University of La Verne, 1950 Third Street, La Verne, CA 91750.** A review of applications will begin January 15, 2003, and continue until the position is filled. Refer to position number 2381.

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTORS
FALL 2003
Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 20, 2003 in the following areas. Unless otherwise noted all positions require a Master's degree in the field and two years teaching experience and/or applied field experience. Experience at the community college or university level is desirable for all positions.

BILINGUAL COUNSELOR
NURSE ASSISTANT (CNA)

Bachelor's Degree in Nursing required; Master's Degree in Nursing preferred.

HISTORY
MATHEMATICS
PSYCHOLOGY

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values – quality, service, value, innovation and accessibility.

Review of applications will begin February 17, 2003 and applications will be accepted until the position is filled. To maximize the opportunity for selection, the following information should be forwarded to the Office of Human Resources as soon as possible: Letter of interest, resume, and completed college application form.

Visit our website for more information on these positions and to download an application packet.

www.waubonsee.edu/employment

Send completed applications and materials to:
Fax: 630 466-5596
HR@waubonsee.edu
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Waubonsee Drive, Sugar Grove, IL 60554

Equal Opportunity Employer

BRIDGEWATER
STATE COLLEGE
Associate Vice President for Human Resources

About the College: Bridgewater State College is a comprehensive public higher education institution with a student population of more than 9,500 and an employee population of over 1,000 faculty, professional and support staff. The College is ideally located midway between Boston and Cape Cod in historic Plymouth County and offers easy highway access to the many cultural and recreational opportunities of the region. The College was recently recognized by Yahoo magazine as one of the 50 "most wired" colleges in the country.

The College is seeking an experienced professional to serve as Associate Vice President for Human Resources, the chief human resources officer for the College. This position is responsible for managing a comprehensive human resources department which includes a payroll office, benefits administration and student employment in addition to employment, employee relations, labor relations and employee training and development. Approximately ninety-five percent of the employee population is represented by four collective bargaining units, with the Associate Vice President serving as chief administrator for two of those agreements and advising the Provost with the administration of the two faculty agreements.

The successful candidate will have at least five years of experience in a senior level human resources position, preferably in a higher education environment. A master's degree in a related field is required. Experience with the interpretation and administration of collective bargaining agreements and the ability to work collegially with the unions, considerable knowledge of employment related laws and regulations, strong communication skills, a commitment to diversity and the ability to be both an effective team leader and a contributing team member is required. A sense of humor, a commitment to fairness and equity in the workplace and a commitment to the mission of public higher education are also essential.

Review of applications will begin January 1, 2003. To be considered for this position, please submit a letter of interest, a comprehensive resume and the names, addresses and telephone numbers of at least five professional references to: **Miguel Gomes, Chairperson, Associate Vice President for Human Resources Search, Bridgewater State College, P.O. Box 499, Bridgewater, MA 02324.**

BSC
BRIDGEWATER
STATE COLLEGE

Bridgewater State College is an Affirmative Action/Equal Opportunity Employer with a longstanding commitment to increasing the diversity of its employee community.

www.bridgew.edu

UNIVERSITY OF FLORIDA
College of Education 2003
Position Announcement
Director
School of Teaching and Learning

The School of Teaching and Learning, in the College of Education at the University of Florida, invites nominations and applications for the position of Professor and Director of The School of Teaching and Learning. This cross-disciplinary department has a history of innovative approaches to teacher education and cross-departmental collaboration. The School is committed to excellence in research, graduate and undergraduate education, and collaborative partnerships with schools. The School, with approximately 30 tenure track faculty and 15 adjuncts, offers degrees in 9 specializations to an enrollment of approximately 400 undergraduate students and 350 graduate students, including 102 doctoral students. Programs include unified teacher education at the elementary and early childhood levels, secondary education, literacy education, instructional media and technology, and ESOL.

Responsibilities: Provide leadership in faculty development, innovative program development, collaborative partnerships, outreach to schools, grant writing, and strategic planning; maintain an administrative environment that promotes faculty teaching, research, and service; and represent the interests of the department at the college and university levels.

Qualifications: A doctoral degree and a nationally recognized program of research in one of the fields represented in the department; success in obtaining external funding; demonstrated leadership skills; demonstrated commitment to diversity; demonstrated skill in program and faculty development; excellence in research, teaching, and service; the ability to communicate effectively with the internal and external constituencies of the department; and knowledge of issues and policies influencing teacher education. Applicants must have the ability to provide leadership in teacher education. Applications from women, members of minority groups, and persons with disabilities are especially encouraged. Salary negotiable. ***Review of applications will begin on February 10, 2003. The position will remain open until filled.***

Letters of application should be accompanied by a vita; three representative samples of scholarly writing; other supportive material as appropriate; and names, addresses, and telephone numbers of at least three references whom you have asked to provide letters of recommendation. Send application materials to the following address:

Dr. Ben F. Nelms, Search Committee Chair
University of Florida
P. O. Box 117048
Gainesville, FL 32611-7048.
Email: bfn@coe.ufl.edu

The University of Florida is a public, land-grant research university, one of the most comprehensive in the United States; it encompasses virtually all academic and professional disciplines. It is the oldest and largest of Florida's 10 universities and a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the University's threefold mission: education, research, and service. The Libraries of the University of Florida form the largest information resource system in the state of Florida. The School of Teaching and Learning is one of five departments in the College of Education, which is ranked by *US News & World Report* within the Top 20 of public AAU institutions and is accredited by NCATE. The University is located in Gainesville, which was recently selected as the most livable city in the nation. Gainesville has an urban population of more than 100,000.

The University of Florida is an Affirmative Action/ Equal Opportunity Employer.

University of Kentucky

Executive Vice President for Finance and Administration

The University of Kentucky invites applications for the position of Executive Vice President for Finance and Administration, its chief non-academic administrative officer. The Executive Vice President reports directly to the President and works with the senior leadership team, Board of Trustees, executive and administrative colleagues, faculty and student leaders.

The Executive Vice President is responsible for the development and oversight of all fiscal and administrative resources, planning, policies and regulations, for the administration of all institutional funds, for the oversight of all business operations, and for the cost effective planning and operation of the University's major administrative functions.

The University is seeking an experienced senior administrator with a successful record of leadership and accomplishments, high professional standards, and an energetic and collegial style. Minimum qualifications include a Master's degree (or equivalency), preferably in business or related field. A terminal degree in business is highly desirable. This position requires ten years of experience in finance and/or administration with at least six years in senior executive roles. Experience in post secondary education management is highly desirable.

Candidates must be team players with strong leadership skills and a demonstrable commitment to excellence and a thorough understanding and support of the academic missions of education, research and service.

Salary will be competitive and commensurate with experience. Applications may be submitted for the position (reference SD500001) online at www.uky.edu/UKjobs, or alternatively, a letter of interest and resume may be sent to: Mr. Henry Clay Owen, Chair, Executive Vice President for Finance and Administration Advisory Group, Office of the Controller and Treasurer, 301 Peterson Service Building, University of Kentucky, Lexington, KY 40506-0005. Review of applications, nominations, and letters of interest will begin on January 31, 2003.

The University of Kentucky actively subscribes to a policy of equal education and employment opportunities. Women and minority candidates are encouraged to apply.

UK

UNIVERSITY OF KENTUCKY

Dean of Academic Affairs

Brookdale Community College (BCC) is a nationally recognized institution dedicated to total student development and community service. Located in a beautiful section of Monmouth County along the New Jersey shore, BCC invites nominations and applications for a dynamic administrator to assume the role of Dean of Academic Affairs. A July 1, 2003 appointment is anticipated.

The College, accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, grants A.A., A.S. and A.A.S. degrees and certificate programs in approximately 70 academic areas. The College maintains four community-learning centers that provide education to the urban communities of the county. The College enrolled almost 13,500 full and part time students in the 2002 fall semester. Enrollment has increased by 13% over the past year and significant growth is anticipated in the next five years. Brookdale forms partnerships with other educational providers to offer expanded access to post-associate degree learning at the baccalaureate and graduate levels. In addition, Outreach, Business and Community Development provides area residents with the opportunity for life-long learning, personal enrichment and corporate and community development activities, both credit and noncredit formats, at a wide variety of locations.

Reporting to the Executive Vice President of Educational Services, this position is responsible to coordinate curriculum development and program evaluation for academic programs. Additionally, the incumbent will: recommend additions, deletions and revisions to courses/programs of instruction; supervise planning and programming for instructional development/improvement; provide leadership for the infusion of technology and other effective teaching/learning methodologies into all classroom/lab instruction; provide leadership to advance academic services including high school programs, testing services, and distance learning; collaborate on the design and development of the academic master schedule; supervise and guide curricular programs such as honors, basic skills, and general education/pre-college ABE/GED and ESL programs; direct and facilitate the planning, distribution and tracking of Perkins funding; oversee the development of articulation agreements with transfer institutions and program articulation with secondary schools, and develop and approve budget for areas of responsibility. This position works with the Dean of Library and Learning Support systems on technology curricular issues and professional development plans for faculty. We encourage interested parties to visit our website at www.brookdalecc.edu.

The successful candidate will have an earned Doctorate from an accredited institution, as well as six years of progressive administrative experience, which demonstrates ability to work collaboratively with faculty and successfully as a supervisor. Teaching experience is required, preferably in a community college. Must have demonstrated leadership in developing curriculum, outcomes assessment and working with academic schedules. Excellent communication skills are essential.

Compensation is competitive and commensurate with qualifications.

Review of applications will begin by February 28, 2003, but will continue until the position is filled. Please submit a letter of application, resume, including salary history, and names, address and telephone numbers of three professional references to via fax to (732) 224-2970, or via email: hrdept@brookdalecc.edu, or by mail to:

Chair, Interview Committee for Dean, c/o Human Resources Office

BROOKDALE
COMMUNITY
COLLEGE

765 NEWMAN SPRINGS ROAD• LINCROFT, NJ 07738

***Brookdale Community College** is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.*

SCHOOL OF MUSIC
UNIVERSITY OF SOUTH FLORIDA, TAMPA

Assoc/Full Professor – Director of the School
Asst/Assoc Professor – Composition
Asst Professor – Piano Performance

Tenure/tenure earning faculty positions beginning 2003/2004 academic year; salary is commensurate. Full information available at our Website: http://music.arts.usf.edu/vacancy.

USF is an AA/EA/EO employer.

SONOMA STATE UNIVERSITY

Provost, Vice President for Academic Affairs, and Chief Academic Officer

Sonoma State University invites applications and nominations for the position of Provost, Vice President for Academic Affairs and Chief Academic Officer. The appointment will be made effective July 1, 2003.

Sonoma State University is one of the twenty-three campuses of the California State University system. Located 45 miles north of the Golden Gate Bridge and nestled in California's Wine Country, Sonoma State University has an enrollment of approximately 7,590 students with 258 full-time and 244 part-time faculty members. The university offers 41 bachelor's degree and 14 master's degree programs in various areas of specialization as well as selected professional preparation programs. Grounded in the liberal arts and sciences, Sonoma State University has been designated as a member of the Council of Public Liberal Arts Colleges (COPLAC). As the only California campus to be a member of COPLAC, Sonoma State University recognizes the importance of a liberal arts and sciences education for success in a complex global society.

The Provost, who also serves as the Vice President for Academic Affairs and the University's Chief Academic Officer, supervises the activities of the Dean of the Library, and the Deans of the Schools of Arts and Humanities, Business and Economics, Education, Science and Technology, Social Sciences, and Extended Education. The following organizational units are also part of the Provost's portfolio of responsibility: Enrollment and Student Academic Services, Academic Programs, Faculty Affairs, Research and Sponsored Programs, Academic Resources, Analytical Studies and Planning, and the Fairfield Osborne Preserve.

As the University's Chief Academic Officer, the Provost is responsible for the academic integrity of the university and provides leadership for the campus by establishing an intellectually stimulating environment. This includes, but is not limited to, the continual improvement of teaching and learning, the identification of educational effectiveness, academic planning, program development and review, the enhancement of diversity and a sense of community, and continued support of faculty research, scholarship, and creative endeavors. The Provost is expected to keep the academic mission of the university as a liberal arts and sciences institution at the center of campus energy and to integrate all aspects of campus life into a comprehensive learning experience for Sonoma State University students.

The Provost serves as the President's principal liaison to the Academic Senate, and as Vice President for Academic Affairs develops and manages the budget for the instructional program, and manages the strategic planning process for the Division of Academic Affairs. The Provost participates in the overall leadership of the campus via membership on the President's Cabinet, the President's Budget Advisory Committee, and various other consultative boards. The Provost is routinely engaged with the system-wide activities of the California State University, and is expected to be an active participant in fundraising. The Provost functions as the university's executive officer when the President is absent from campus.

Qualifications: (1) Experience and education qualifying the person to be appointed to a full professorship in a department extant at Sonoma State University. (2) Successful administrative experience in higher education with demonstrated achievement in the management of curriculum, academic personnel, budget administration, and long-range planning. (3) Demonstrated commitment to and an understanding of the core mission of a liberal arts and sciences institution with selected professional programs. (4) A successful track record, which demonstrates an ability to work effectively in an environment that relies on collegiality and consultative decision-making. (5) Proven experience illustrating an ability to provide effective academic leadership. (6) Significant accomplishment in the areas of teaching and scholarly activity. (7) Proven experience demonstrating an ability to foster and encourage a diverse campus community. (8) Ability to provide leadership in the use of technology and information systems to support teaching, learning, research, and administration.

The Provost is a member of the California State University Management Personnel Plan and reports to and serves at the pleasure of the President. Salary is competitive and commensurate with experience and qualifications. Benefits include extensive health, dental, and vision coverage, vacation accrual, retirement system membership, and fee waiver for approved University courses.

Application and Nomination Procedure: Although the University will accept applications or letters of nomination until a new Provost is selected, interested candidates should submit their application materials by February 14, 2003 to assure optimal consideration. At a minimum, application materials should include a detailed resume along with a cover letter describing how the candidate meets the qualifications for the position as well as a statement of educational philosophy. Materials should be sent to the **Office of the President, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, California 94928-3609.**

Sonoma State University is committed to Equal Employment Opportunity, and is seeking an individual with the motivation and skills necessary to foster a community that is supportive of a diverse student body.

Additional information about Sonoma State University may be found at **www.sonoma.edu.**

DEL MAR COLLEGE

DEL MAR COLLEGE POSITION
Corpus Christi, Texas

VICE PRESIDENT OF LEARNING AND ACADEMIC AFFAIRS

The Vice President of Learning and Academic Affairs is the chief academic officer and reports directly to the President. The Vice President provides leadership and supervises all instructional functions, including the library system. Responsibilities for this full-time position include development of instructional programs, oversight of appropriate budget matters, and supervision and evaluation of instructional administrators.

Del Mar College offers more academic, occupational, technical, and continuing education programs than any other college or university in the South Texas area. Since opening its doors over 65 years ago, Del Mar College has prepared more than a half million South Texas residents for the workforce. We offer academic, occupational, technical, and continuing education programs to more than 24,000 Coastal Bend students who enroll in one of the College's 150 credit and noncredit programs taught by over 600 faculty, including librarians, counselors, and adjunct faculty. Widely recognized as an exemplary academic institution, Del Mar College ranks as one of the nations' top 50 community colleges in awarding associates' degree to Hispanic students. The College offers programs on two primary campuses with combined physical assets of over $98 million dollars.

The Del Mar College community values learning, engagement and discovery. We are a learner-centered institution and, more broadly, a learning college that is student oriented with learner-based outcomes. We are dedicated to student success as we continue learning, listening, communicating, and growing.

Del Mar College is truly dedicated to helping students succeed, whether success means transferring to a four-year institution, finding that special position in a local company, or simply the satisfaction of learning something new. The College is a learner-centered institution and, more broadly, a learning college that is student-oriented with learner-based outcomes. Del Mar College strives to increase student success and increase retention of our learners. Del Mar College continuously improves, never resting on past successes, and uses state-of-the-art technology and instructional methods to provide quality programs and services to our learners.

Interested candidates may obtain essential job requirements and preferred characteristics and an application at the College's web site at www.delmar.edu/hres/index.html and/or the Job Line at (361)698-1190

Closes February 13, 2003 at 5 p.m.

Del Mar College District is an Equal Employment Opportunity and Affirmative Action Employer

ASSISTANT PROFESSOR SCIENCE TEACHER INDUCTION AND BIOLOGY

DePaul University
Chicago, IL

Science Teacher Induction and Biology, Assistant Professor. The person we seek will be a science teacher educator with an expertise in both the fields of pre-service education and biology. The person hired will have experience teaching biology at the college level, educating teachers in the methods of teaching science, and researching biology instruction. The qualified candidate will have an appointment in the School of Education with some teaching responsibilities in the Biology Department. Teaching assignments will include pre-service instructional science methods courses with a clinical component in area K-12 schools, and undergraduate non-majors biology courses. The person hired will also develop lines of communication about programmatic opportunities between the Department of Biology and School of Education. Teaching experience in urban schools with diverse student populations as well as experience in working in partnerships with schools is highly preferred.

Required qualifications: earned doctorate prior to appointment; a defined research agenda; ability to work collaboratively within and across programs; areas of expertise relevant to the respective specific positions to contribute to the School; recent experience in working with culturally diverse urban populations; commitment to urban education; excellence in teaching; service and scholarship or demonstrated potential; and a commitment to engage in service to the university/community.

Salary is commensurate with qualifications and experience. Please send: letter of application clearly delineating qualification for areas of expertise; a complete and up-to-date vitae; official transcripts; one example of a recent professional publication/presentation; a one page statement of philosophy of teaching; and three to five professional letters of reference sent directly. Deadline for applications: **February 3, 2003.** Send all applications and support materials stating position of interest to: **Dr. Jeffrey Kuzmic, Search Committee Chair c/o Dalila Gonzalez, School of Education, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298. Fax: (773) 325-7713. Applications by email will not be accepted.**

The School of Education actively seeks to build and maintain a diverse faculty. For all positions, the School seeks faculty members who bring critical perspectives to the issues of urban education, multiculturalism, reflective practice, and social justice. DePaul University is committed to diversity and equality in education and employment.

DEPAUL UNIVERSITY

CAPITAL UNIVERSITY
COLUMBUS, OHIO

Capital University
Faculty and Administrative Searches

Located in Columbus, Ohio, Capital University offers undergraduate and graduate programs in the liberal and professional studies to approximately 3,900 students, preparing them for full lives of service in the tradition of the Lutheran Church. Ethical, moral and religious values essential to leadership in society have been an integral part of a Capital education since the University's founding in 1830. These values are reflected in our commitment to building a diverse institution. The main campus in Columbus is in the heart of one of the nation's growing metropolitan areas. As the state capital and largest city in Ohio, Columbus offers residents the advantage of unlimited cultural, recreational and educational opportunities. During the fall of 2002, we anticipate administrative and faculty searches in the following areas:

College of Arts & Sciences:
- Dean, College of Arts and Sciences
- Biology – Vertebrate Physiology
- Chemistry – Analytical and Organic
- Education
- English-Rhetoric/Composition
- Political Science

School of Management:
- Finance
- Marketing
- General Management – Entrepreneurship emphasis

School of Nursing:
- Nursing

Office of the Provost:
- Associate Provost
- Assistant Registrar

Division of Student Services:
- Vice President/Dean

Detailed descriptions of these positions, desired qualifications, and application procedures can be viewed by visiting our Web site at:
www.capital.edu/cc/hr/academic.htm.

Equal opportunity employer. Women and minorities are encouraged to apply.

ST. BONAVENTURE
UNIVERSITY

DEAN
School of Arts and Sciences

St. Bonaventure University seeks applicants for the position of Dean of the School of Arts and Sciences. Candidates must possess an earned doctorate, a record of accomplishment commensurate with the rank of Professor in one of the departments in the School, and prior administrative experience at the department head/chair level or higher. For details see www.sbu.edu

EOE

POSITION AVAILABLE!

Interior Design: Assistant /Associate Professor

Nine month, tenure track. Available August 16, 2003. Terminal degree (MFA) in Interior Design or related field required. Ph.D. preferred. Will consider candidates who are ABD or who have an M.S., M.A., or M. Arch with appointment at the Instructor level until completion of the terminal degree. Previous experience in teaching, research, and/or professional practice, and NCIDQ certification preferred. The candidate accepted for this position must be able to meet eligibility requirements for work in the U.S. Screening will begin February 20, 2003 and continue until a candidate is selected and recommended for appointment. Send letter of application; vita; 20 examples of student work and/or professional work; statement of teaching philosophy; transcripts; list of three references, and three letters of recommendation to **Dr. Carol L. Warfield, Department of Consumer Affairs, Auburn University, AL 36849-5603.** AA/EO *Employer. Women and minorities are encouraged to apply.*

TALLAHASSEE COMMUNITY COLLEGE
It's for you.

TALLAHASSEE COMMUNITY COLLEGE FACULTY POSITION VACANCIES

THE COLLEGE

Tallahassee Community College is a dynamic and growing comprehensive community college located in Tallahassee, Florida. TCC's fall enrollment of over 12,000 students consists of a diverse group including a 41% minority population. TCC enjoys a strong reputation for teaching excellence and for producing successful Associate in Arts and Associate in Science graduates. Tallahassee is also home to two state universities, FSU and FAMU; TCC partners with both universities and with a number of private institutions to afford even greater opportunities for all students.

FACULTY CHARACTERISTICS AND RESPONSIBILITIES

In addition to the minimum qualifications listed for each position, all faculty are expected to have a demonstrated commitment to student retention and success, to challenging and cultivating student achievement beyond the classroom, to supporting a diverse population of learners, to working in a participatory and collegial setting, to supporting continuous improvement of curricula and services, to using technology and other innovative approaches to enhance the teaching/learning process, and to participating in professional growth activities.

Faculty responsibilities include instruction, curriculum development, academic advising, support of college policies and procedures, and participation in department and college activities and committees.

POSITIONS

- **College Preparatory Math**
- **College Preparatory English**
- **College Preparatory Reading**
- **Speech**
- **English**
- **Chemistry**
- **Mathematics**
- **Earth Science**
- **Sociology**
- **Psychology**
- **Humanities/Art History**
- **Humanities/Music**
- **Biology**
- **Radiology**
- **Nursing**

APPLICATION PROCESS:

1. A completed TCC instructional application.
2. Letter of interest addressing suitability for the position.
3. Copy of transcripts (Unofficial acceptable until offer of employment).
4. Three letters of reference addressing suitability for position as indicated on the back of the faculty employment application.
5. Submission of a sample syllabus or other instructional materials that you would like to have considered as part of your application.
6. Written responses as requested for individual positions.
7. Visit the College's website at www.tcc.fl.edu for position criteria and additional application submission instructions.

CONTACT INFORMATION:

Applications will be accepted until February 21, 2003.

Faculty Search Committee,
Tallahassee Community College
Human Resources Department
Tallahassee, FL 32304-2895

Phone number: (850) 201-8225
Fax number: (850) 201-8489
Email address: facpos@tcc.fl.edu
Web address: www.tcc.fl.edu

Tallahassee Community College is an equal opportunity [illegible]

ASSISTANT PROFESSOR

Industrial Design and Engineering Design Graphics

WESTERN
WASHINGTON UNIVERSITY

The Department of Engineering Technology at WWU seeks applicants to fill a tenure track, Assistant Professor position in Industrial Design and Engineering Design Graphics to begin September 16, 2003. For full consideration applications must be received by 2/7/2003. For a copy of the complete position announcement, including how to apply and the qualifications, go to www.etec.wwu.edu or call 360-650-3380. *AA/EOE.*

NORTH PARK UNIVERSITY

Special Education: Assistant/Associate Professor tenure-track, North Park University, Chicago, IL., August 2003. Faculty responsibilities include teaching and advising in the area of special needs, bilingual/ESL, or diversity education. **Required:** doctorate in Education with credentials in special needs areas such as teaching ESL/bilingual students, adapting curriculum, classroom management, the impact of disabilities on learning and communication processes, and the use of IEPs in education. **To Apply:** Submit a letter of intent, current curriculum vita, official transcripts, and three letters of reference to: Pauline Coffman, Executive Director, School of Education & Adult Learning, North Park University, 3225 West Foster Avenue, Chicago, IL 60625. North Park is sponsored by the Evangelical Covenant Church and we seek applicants with a personal commitment to our mission of Christian higher education. We encourage candidates from under-represented groups to apply.

UNIVERSITY OF FLORIDA

Assistant/Associate Professor Elementary Reading

The School of Teaching and Learning, in the College of Education at the University of Florida, is seeking a qualified individual to fill a tenure track position in elementary reading. The position will require work in the context of a unified model of teacher education, involving partnerships with other departments in the College, especially Special Education, other units on campus, such as the College of Liberal Arts and Sciences, and the public schools. In addition to qualifications listed below, the position requires commitment to public education and an inclusive model of teacher education, ability and willingness to work collaboratively, an interest in the educational needs of a diverse population, and active involvement in professional organizations and activities. The School of Teaching and Learning, with approximately 30 tenure track faculty and 15 adjuncts, offers degrees in 9 specializations to an enrollment of approximately 400 undergraduate students and 350 graduate students, including 102 doctoral students.

Responsibilities: Teach undergraduate and graduate classes in reading/literacy, advise undergraduate and graduate students, conduct and publish research, collaborate with elementary and special education faculty to participate in partnership activities with public schools, contribute to the development of graduate programs, and pursue external funding for training and research.

Qualifications: *Required:* Doctorate in reading or related field with experience in working with children with reading difficulties, at least three years elementary level teaching experience, evidence of success in collaborative pre-service teacher education, and evidence of scholarly productivity. *Preferred:* Evidence of success in school partnership activities and experience in securing and managing grants. Salary Negotiable. ***Application deadline: February 17, 2003.***

Letters of application should be accompanied by a resume, two representative samples of scholarly writing, other supportive material as appropriate, and names, addresses, and telephone numbers of at least three references whom you have asked to provide letters of recommendation. Send application materials to the following address:

Dr. Elizabeth Bondy
Reading Search Committee Chair
University of Florida
P. O. Box 117048
Gainesville, FL 32611-7048.
Email: bondy@coe.ufl.edu

The University of Florida is a public, land-grant research university, one of the most comprehensive in the United States; it encompasses virtually all academic and professional disciplines. It is the oldest and largest of Florida's 10 universities and a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the University's threefold mission: education, research, and service. The Libraries of the University of Florida form the largest information resource system in the state of Florida. The College of Education is ranked by *US News & World Report* within the Top 20 of public AAU institutions and is accredited by NCATE. The University is located in Gainesville, which was recently selected as the most livable city in the nation. Gainesville has an urban population of more than 100,000.

The University of Florida is an Affirmative Action/Equal Opportunity Employer.

The 2003 Harvard Institutes for Higher Education

State-of-the-art professional development for campus leaders at important stages in their careers

- **MDP: Management Development Program**
  MDP focuses on critical management issues facing administrators in the early stages of their careers. The program prepares participants to be more effective managers of their units, departments, or schools, and more valuable contributors to their institutions.
  June 15–27, 2003
- **MLE: Institute for Management & Leadership in Education**
  MLE is designed for experienced administrators responsible for thinking strategically about their institutions' change agendas: new curricula, new delivery formats, new alliances, and more diverse students.
  June 8–20, 2003
- **IEM: Institute for Educational Management**
  IEM provides a rare opportunity for the most senior-level administrators to examine critical leadership challenges. The program explores senior leadership, the contexts of leadership, the changing industry of higher education, and mobilizing for change.
  July 13–25, 2003

APPLICATIONS ARE DUE FEBRUARY 14, 2003

FOR BROCHURES AND MORE INFORMATION:
Phone: 1-800-545-1849 • **Email:** hihe@gse.harvard.edu
Website: www.gse.harvard.edu/ppe

Harvard
GRADUATE SCHOOL OF EDUCATION • CAMBRIDGE, MASSACHUSETTS

How Easy Can It Get?

E-Mail us your ads at:

Outlook@sprintmail.com

and visit our Website at http://www.HispanicOutlook.com

Pharmacology Chairperson

Temple University School of Medicine
(TUSM) Pharmacology Chairperson. TUSM is inviting applications from qualified scientists for a leadership position as Chairperson, Department of Pharmacology. Qualified candidates will have a Ph.D. or equivalent terminal degree; active investigator with outstanding record of academic accomplishment; experienced leader with broad academic and teaching interests and ability to develop strong extramurally funded research programs. Preference will be given to an applicant whose research relates to or expands ongoing research at TUSM. Salary and rank commensurate with qualifications and experience. Please send a copy of curriculum vitae and bibliography to **Ms. Chante Jefferson, Temple University School of Medicine, Office of the Dean, 3420 North Broad Street, 102 MRB, Philadelphia, PA 19140.** *Temple University is an affirmative action/equal opportunity employer and strongly encourages applications from women and minorities.*

Superintendent/President

Required Qualifications:

- A master's degree from an accredited institution; an earned doctorate is preferred.
- A minimum of 3 years of senior-level administrative experience, preferably at the community college level.
- Demonstrated knowledge of effective teaching and learning processes at the college level; community college faculty experience is desirable.
- A demonstrable record of community service and involvement.

Deadline: Thursday, January 30, 2003, at 4pm

Salary and Benefits: Salary, benefits, length of contract, and other terms and conditions of employment will be competitive and negotiable.

For employment application:
Call the Victor Valley College
jobline 760-245-4271 x2500
or Cindy Wilson
760-245-4271 x2328

www.vvcconline.com **Victor Valley College**
Victorville, California

EEO Employer

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
COLLEGE OF NURSING

FACULTY POSITIONS

With a tradition of excellence and leadership in research and nursing education, we invite applications for full-time faculty for Fall 2003.

TENURE TRACK FACULTY
CLINICAL TRACK FACULTY

(Family Nurse Practitioner, Adult Health, Gerontology, Community Health, Pediatrics)

Earned doctoral degree in Nursing or a related field and a Master's Degree in Nursing. A doctorate is required for tenure-track positions and to be eligible for appointment to all professorial ranks.

Highly competitive salary and comprehensive benefits package.

The College of Nursing at Rutgers, The State University of New Jersey, has over 750 students on campuses throughout New Jersey and offers the Baccalaureate, Master's and Ph.D programs. The College is committed to providing quality education in a diverse, scholarly, supportive, and caring environment.

Send letter of application, Curriculum Vitae, and letters of reference to:

Dr. Noreen Cavan, Associate Dean for Administration
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
180 University Avenue, Newark, NJ 07102
973-353-5293 x 627 • E-mail: cavan@nightingale.rutgers.edu
Visit our web site for more information:
http://nursing.rutgers.edu

UCDAVIS

UNIVERSITY OF CALIFORNIA, DAVIS
DEPARTMENT OF CIVIL
AND ENVIRONMENTAL ENGINEERING

The Department of Civil and Environmental Engineering at the University of California Davis invites applications for tenure track positions in:

Transportation Infrastructure Information Systems and high performance computing. We seek candidates with substantive experience and research interests in one or more of the following areas, applied to transportation: advanced distributed sensing/computing for infrastructure systems management, advanced sensing and information technology, database and information integration, real-time network optimization and control, and large-scale optimization. Candidates must have a Ph.D. degree in civil and environmental engineering (or a closely related field). In particular, candidates with a strong computational science and operations research background are encouraged to apply. The position will be filled at the Assistant Professor level. The successful candidate will be expected to develop a strong transportation-related research program in his/her chosen area and demonstrate teaching excellence at both the graduate and undergraduate levels.

The general area of Structural Engineering. Candidates must have an earned Ph.D. degree in civil engineering (or closely related field), be willing to teach undergraduate and graduate courses in structural engineering and develop a strong research program in his/her chosen area. Examples of research areas of interest include, but are not limited to: behavior of civil engineering structures under extreme and complex loadings; sensing and structural control technology; inverse analysis and system identification; real-time simulation / experimentation synergies; large-scale and multi-scale simulation; and metallic structures. Prospective candidates must have an approach to their research which is primarily computational in nature and addresses the theme of complex systems analysis. The position will be filled at the Assistant Professor level.

Fluid Mechanics. We seek candidates who have substantive experience and research interests in any aspect of water resources. Candidates must have a Ph.D. degree in Civil Engineering or a closely related field. Candidates with innovative research interests that may cross the traditional disciplinary boundaries are particularly encouraged to apply. The position will be filled at the Assistant Professor level. The successful candidate will be expected to develop a strong and independent research program in his/her chosen area and demonstrate teaching excellence at both the graduate and undergraduate levels.

The Department of Civil and Environmental Engineering currently has 33 full-time faculty, 170 graduate students, 380 undergraduate students, and is organized in five programs: transportation engineering, environmental engineering, geotechnical engineering, structural engineering and water resources engineering. Extramural research funding averages over $8-9 million a year. The department encourages inter-disciplinary research and faculty of the department maintain strong ties with other programs and research units, including the Institute of Transportation Studies, Davis (http://www.its.ucdavis.edu/), California Pavement Research Center, and new initiatives in many areas including Computational Science and Engineering and Environmental Science and Policy. More information about the department can be found at http://cee.engr.ucdavis.edu/.

The review of applications will begin March 1, 2003. Please specify the position for which you are applying. For full consideration, applicants should send, by February 15, 2003 (February 28 for transportation), a resume, transcripts, a description of their teaching and research interests and experience, two representative publications and a list of four potential references to:

Search Committee Chair
Department of Civil and Environmental Engineering
University of California
Davis, CA 95616

University of California at Davis is an equal opportunity employer and strives to achieve excellence through diversity.

University at Buffalo
The State University of New York

GRADUATE SCHOOL OF EDUCATION

The University at Buffalo is the State University of New York at Buffalo's (SUNY) largest and most comprehensive university and a member of the Association of American Universities (AAU). Salary and benefits for all positions are competitive and research opportunities are extensive.

All tenure track positions include teaching and advising masters and doctoral students, conducting and supervising research, seeking external funding, contributing to the School's initiatives in urban education and technology, and involvement with local schools in a collaborative, supportive, and dynamic University community.

Tenure track candidates should have strong academic credentials that reflect a high level of achievement or promise of scholarly productivity and potential for conducting innovative and quality research. They should also have the ability to secure external funding for research and educational programs and a commitment to work collaboratively with colleagues, local educators, and ancillary agencies. Expectations for clinical candidates are essentially the same as those for tenure track positions except that greater emphasis will be placed on teaching and advisement than on research and external funding.

Screening begins immediately and continues until the positions are filled. Please send nominations or letters of application together with vita and sample publications to: **Office of the Dean, Graduate School of Education, 367 Baldy Hall, State University of New York at Buffalo, Buffalo, New York 14260-1000. Fax: 716/645-2479.**

More complete descriptions of the following positions appear on our Graduate School of Education web site

http://www.gse.buffalo.edu.

Higher Education (Student Affairs Administration). Assistant Professor. Assist in the administration of the higher education and student affairs administration programs, including teaching, advising, and supervising masters and doctoral students.

Early Childhood Education. Assistant Professor. Develop and teach masters and doctoral courses in Early Childhood Education; develop sustained research program; teach, advise, and supervise masters and doctoral students; build relationships with and provide leadership for area schools; contribute to urban education and technology efforts.

Social Studies Education. Assistant Professor. Teach and advise in Social Studies Education masters program and in doctoral specialization, develop sustained research program, work with graduate students and area schools. Enhance a leading program in curriculum politics, policy, and reform.

Literacy Education. Associate/Full Professor. Teach and advise masters and doctoral students in literacy /reading, carry out research program, work with local schools, contribute to urban education and technology efforts.

Literacy Education. Clinical Assistant/Associate Professor. Supervise graduate students in practica and internship and those seeking certification, work with school/university liaison sites, teach courses in assessment, instruction, supervision and/or technology, work with urban and other local schools.

Math Education. Clinical Assistant/Associate Professor. Develop and teach courses in K-12 mathematics education (focus on grades 5-12 preferred); advise and supervise masters students and those seeking NY State certification; build relationships with and provide leadership for area schools; contribute to urban education and technology efforts.

School Counseling. Clinical Assistant/Associate Professor. Teach courses in school counseling and either consultation, career development; advise and supervise masters and doctoral students; work with school/community leaders.

Rehabilitation Counseling. Assistant Professor. Teach courses in the CORE accredited masters degree program; advise and supervise practicum and internship; develop sustained research program and publish in professional journals and scholarly outlets. Applicants must possess CRC or be CRC eligible.

The University at Buffalo is an Equal Opportunity, Affirmative Action Employer.

RICE

COMMUNITY ECOLOGIST

The Ecology and Evolutionary Biology Department at Rice University (http://www.ruf.rice.edu/~eeb/) seeks to fill a **HUXLEY RESEARCH INSTRUCTORSHIP.** This is a 2-year appointment for a recent Ph.D. for research (75%) and teaching (25%). Preference will be given to candidates with research interests in mechanisms controlling terrestrial community diversity and dynamics and/or alien plant invasions, and who will work collaboratively with the other community ecologists in the department. Teaching duties (normally 3 credit hours per year) will depend on the candidate's area of expertise. Applications, including curriculum vitae, a summary of research interests, and three letters of reference, are to be sent to: **Huxley Instructor Search Committee, Department of Ecology and Evolutionary Biology MS-170, Rice University, P.O. Box 1892, Houston TX 77251 - 1892, by February 15, 2003.**

Rice University is an Equal Opportunity/ Affirmative Action Employer.

RIO HONDO COLLEGE, Whittier, CA

Come Join Us!

Rio Hondo College, Whittier, California is currently seeking highly motivated professionals to join our team.

MANAGEMENT

- **Dean, Math & Sciences**
  $7,435. - $9,058. Closing Date: 3-3-03
- **Registrar**
  $5,529. - $6,735. Closing Date 2-13-03

FACULTY FULL-TIME

- **Nursing Instructor**
- **P.E. Instructor/Softball Coach**
  Salary Range: $43,099. - $63,222. Closing Date 2-24-03

Excellent benefits.
Call (562) 908-3405

RIO HONDO COLLEGE

EEO

UNIVERSITY OF FLORIDA

Counselor Education Faculty Position

Position Vacancy: The University of Florida Department of Counselor Education is accepting applications for the position of Professor of Counselor Education, scheduled to begin **August 2003.** The Department of Counselor Education offers the M.A.E./Ed.S., M.Ed./Ed.S., Ed.D., and Ph.D. degrees in four CACREP-accredited program areas: Counselor Education, Marriage and Family Counseling, Mental Health Counseling, and School Counseling and Guidance.

Qualifications: The position requires a specialization in School Counseling. **Commitment to interdisciplinary collaboration and diversity is essential. Expertise in teaching Multicultural Counseling, supervising dissertations, and/or experience in using computers/technology in teaching and counseling are highly desirable.**

Responsibilities: The position will involve teaching, research, and service responsibilities. Applicants are asked to indicate their areas of teaching, research, scholarly interest, and experience. Salary is commensurate with experience. CACREP graduates preferred. Review of the department and position descriptions can be found at: **http://www.coe.ufl.edu/counselor.**

Applicants should submit (1) a letter of interest that includes a description of professional and personal qualifications; (2) a current professional vita; (3) three letters of recommendation; and (4) a two-page statement of the applicant's teaching, research, scholarly interests, and experience. ***Review of application materials will begin on February 17, 2003. The position will remain open until filled.*** Applications that do not include all parts of the required four components will not be considered. The Search Committee reserves the right to contact an applicant's references unless specifically prohibited in writing by an applicant. Application materials should be sent to the following address:

Search Committee Chairperson
University of Florida
Department of Counselor Education
P. O. Box 117046
Gainesville, FL 32611-7046
Email: psherrard@coe.ufl.edu

The University of Florida is an Affirmative Action/Equal Opportunity Employer.

aascu

Millennium Leadership Initiative

June 13–16, 2003 • Washington, DC

The American Association of State Colleges and Universities (AASCU) is accepting applications for its Millennium Leadership Initiative—an intensive, hands-on leadership program designed to strengthen the preparation and eligibility of persons who are traditionally underrepresented in higher education leadership for the position of college or university president/chancellor.

Who Is Eligible

Senior and mid-level administrators (at dean's level or equivalent) in education, government or private sectors who have demonstrated the willingness and the potential to provide presidential and professional leadership in higher education. Candidates must be nominated by an AASCU president or chief executive officer.

The Millennium Leadership Initiative

Begins with a four-day institute followed by a year-long mentoring program.

Deadline for Applications

Completed applications with nominations by CEO, must be submitted to AASCU by March 1, 2003. Application forms and additional information are available by visiting **aascu.org/mli/**

Contact

Danita Young
AASCU • 1307 New York Avenue, NW • 5th Floor • Washington, DC 20005-4701
youngd@aascu.org • ph: 202.478.4677

Temple University School of Medicine

Temple University Children's Medical Center, the primary pediatric affiliate of Temple University School of Medicine in Philadelphia, PA, is seeking to fill several Clinician Educator track positions at the Assistant/Associate/Professor level.

- **Pediatric Emergency Medicine Specialist**
- **Pediatric Pulmonologist**
- **Pediatric Gastroenterologist**
- **Pediatric Intensivists**
- **Pediatric Neurologist**
- **General Pediatricians**

Interested individuals should reply with curriculum vitae to: **Stephen C. Aronoff, M.D., Professor and Chairperson, Department of Pediatrics, Temple University Children's Medical Center, 3509 N. Broad Street, Philadelphia, PA 19140, E-mail: Aronoff@temple.edu, Fax: (215) 707-6629.** Temple University is an EEO, m/f/d/v.

College of Mass Communication Middle Tennessee State University

The College seeks applicants for the following tenure track positions beginning the 2003-2004 Academic year

1. **Department of Electronic Media Communication— one position**
   Assistant Professor of electronic media production (No. H4250). Terminal degree preferred, master's degree with significant national/international professional media experience considered. Send application materials to Dr. Guanping Zheng, Search Committee Chair, Box 58.
2. **Department of Recording Industry- two positions**
   Production and Technology (No. H5290). Teach basic and advanced courses in Recording. Terminal degree preferred. Rank negotiable Music Business. (H5270) Teach business-related recording industry classes. Terminal degree preferred. Rank negotiable. University and industry experience for both positions. Send application materials to Cosette Collier, Box 21.
3. **School of Journalism - Five positions.**
   Public Relations (Nos. H5240, H5280), Media Design/Visual Communication (No. H5060), and Journalism (No. H5090, H5360). Rank negotiable. Terminal degree preferred. Working professionals with distinguished experience also encouraged to apply. Send application materials to Ray Wong, Search Committee Chair, Box 64.

The ACEJMC-accredited **College of Mass Communication**, has more than 60 full-time faculty and more than 3000 majors, is housed in a state-of-the art facility, and includes departments in journalism, electronic media communication, and the recording industry. The University and the department are committed to racial, ethnic, and gender diversity. Minorities and women are encouraged to apply. **College of Mass Communication, Box 51, MTSU, Murfreesboro, TN 37132,** or **www.mtsu.edu/~masscomm.**

UNIVERSITY OF FLORIDA

Counselor Education Faculty Position

Position Vacancy: The University of Florida Department of Counselor Education is accepting applications for an Associate Professor position, scheduled to begin **August 2003.** The Department of Counselor Education offers the M.A.E./Ed.S., M.Ed./Ed.S., Ed.D., and Ph.D. degrees in four CACREP-accredited program areas: Counselor Education, Marriage and Family Counseling, Mental Health Counseling, and School Counseling and Guidance.

Qualifications: The position requires a specialization in School, Mental Health, or Marriage and Family Counseling. **Commitment to interdisciplinary collaboration and diversity is essential. Expertise in teaching Multicultural Counseling, supervising dissertations, and/or experience in using computers/technology in teaching and counseling are highly desirable.**

Responsibilities: The position will involve teaching, research, and service responsibilities. Applicants are asked to indicate their areas of teaching, research, scholarly interest, and experience. Salary is commensurate with experience. CACREP graduates preferred. Review of the department and position descriptions can be found at: **http://www.coe.ufl.edu/counselor.**

Applicants should submit (1) a letter of interest that includes a description of professional and personal qualifications; (2) a current professional vita; (3) three letters of recommendation; and (4) a two-page statement of the applicant's teaching, research, scholarly interests, and experience. ***All application materials must be received by February 17, 2003.*** Applications that do not include all parts of the required four components will not be considered. The Search Committee reserves the right to contact an applicant's references unless specifically prohibited in writing by an applicant. Application materials should be sent to the following address:

Search Committee Chairperson
University of Florida
Department of Counselor Education
P. O. Box 117046
Gainesville, FL 32611-7046
Email: psherrard@coe.ufl.edu

The University of Florida is an Affirmative Action/Equal Opportunity Employer.

FACULTY

SOUTHERN
POLYTECHNIC
STATE UNIVERSITY
GEORGIA'S TECHNOLOGY UNIVERSITY

FACULTY POSITION

**SCHOOL OF ARCHITECTURE, CIVIL ENGINEERING
TECHNOLOGY, AND CONSTRUCTION
SOUTHERN POLYTECHNIC STATE UNIVERSITY**

The Architecture Program invites applicants for at least one full-time tenure-track faculty position starting in Fall, 2003.

Foundation

This position requires the expertise to teach architectural design studios, including drawing and design communication to undergraduate students in the first and second years.

Qualifications

Applicants must possess a Masters in Architecture degree as minimum credential, present a clear approach to teaching and design, and have effective communication skills.

Professional experience in architecture and a commitment to working with other faculty and seeking innovative teaching methods are essential. Applicants must also identify a second area of interest and research. Experience in digital media is a plus.

Rank and salary are dependent upon experience and accomplishments.

How To Apply:

Submit all of the following materials prior to the closing date:

1. Letter of application expressing interest in the position, approach to teaching in the instructional area, and related background.
2. Curriculum vitae with a list of three references with their telephone/fax numbers, mailing and e-mail addresses.
3. Evidence of professional, teaching, scholarly, and creative work relevant to the position in an 8.5"x11" format.

Electronic submissions will not be accepted. Send applications and all supporting materials to:

**Ameen Farooq, Chair, Faculty Search Committee
School of Architecture, Civil Engineering Technology, and Construction
Southern Polytechnic State University
1100 S. Marietta Parkway • Marietta, GA 30060-2896**

Southern Polytechnic State University is an EEO/ADA/AA Institution. Minorities and women are encouraged to apply.

FACULTY POSITIONS

Full-Time, Fall 2003

Situated on a 273-acre campus in Glen Ellyn, Illinois, and located 25 miles west of Chicago in a fast-growing, high-tech area with an increasingly diverse population, College of DuPage is currently accepting applications for the following vacancies for the Fall Term, 2003.

College of DuPage enrolls more than 34,000 students in 96 areas of study, including 50 pre-baccalaureate and 46 occupational and technical programs, and employs over 2,500 individuals to assist in the attainment of its goals. The College District 502 encompasses a dynamic metropolitan area with a strong economic base. The DuPage area offers an array of enriching cultural, recreational and educational opportunities.

ACCOUNTING
CULINARY ARTS*
ENGLISH (Reading)
REAL ESTATE*
THEATRE ARTS
COUNSELOR (2)
EDUCATION
HUMANITIES
SPEECH

A Master's degree in the field with previous teaching experience is generally required. *A Bachelor's degree is required for these positions with five years of work and teaching experience in the field.

Visit our website at www.cod.edu to obtain position details and to request an application packet.

COLLEGE OF DuPAGE
425 FAWELL BLVD., GLEN ELLYN, IL 60137
630-942-2460
www.cdhumres@cdnet.cod.edu

The College seeks candidates for these positions with the demonstrated ability to relate to/or enhance the success of minority populations. Equal Opportunity Employer.

College of DuPage

International Studies Association

SUMMER 2003

MADRID - ESPAÑA

Scholarship Program for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from **July 10 to July 31, 2003**, at the International Studies Association facilities in Madrid, Spain.

Includes: round trip airfare, instruction, three meals a day and room accommodations at Colegio Mayor Santa Maria de Europa of Universidad Complutense of Madrid. From: $2,399.

For information, write or fax your request to:
International Studies Association
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 794-0980
www.4isa.org
FAX: (201) 794-6019

KANSAS STATE UNIVERSITY

DEAN, COLLEGE OF ARTS AND SCIENCES

Kansas State University invites applications and nominations for the position of Dean of the College of Arts and Sciences. The College consists of 25 academic units offering more than 115 degree programs in the natural sciences, social sciences, and humanities and fine arts. Information about the position can be found at: **http://www.ksu.edu/artsci**

Letters of application should include a CV, a statement of purpose outlining vision for a College of Arts & Sciences and the names and contact information of at least three references. Application review begins Mar. 15, 2003. Appointment anticipated no later than June 30, 2004. Send applications and nominations to:

Dr. James Hamilton, Chair
Search Committee for Dean of Arts and Sciences
c/o Office of the Provost
106 Anderson Hall
Kansas State University
Manhattan, KS 66506-0113

KSU is an affirmative action/ equal opportunity employer.

LE MOYNE COLLEGE

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

Le Moyne College invites inquiries, nominations, and applications for the position of Vice President for Finance and Administration. The Vice President, who reports to the President, provides leadership for strategic financial planning and management of its implementation. Offices reporting to the Vice President include Human Resources, Endowment Management, Financial Services, Controller, Facilities Management, and Purchasing, with a total staff of approximately 50. Qualifications for the position include substantial experience in management and planning, financial sophistication, and strong communication and interpersonal skills. A master's degree and CPA are preferred but not required. Additional information about the position is available on the College's Web site at **http://www.lemoyne.edu/human_resources/adminpos.htm.**

Le Moyne is a Catholic and Jesuit college located in suburban Syracuse, New York. Le Moyne serves a primarily residential undergraduate student body of about 2,200, in addition to 700 graduate students in M.B.A. and education programs. The College has a strong and distinctive mission that focuses on dedication to leadership and service. The College is in excellent financial health, with an annual budget of $45 million.

The College is being assisted in this search by Jean Dowdall, Vice President, and Jane Courson, Associate, EMN/Witt/Kieffer. Nominations, applications and requests for additional information should be sent to them at **lemoyne@emnemn.com;** submission of materials by e-mail using MSWord attachments is very strongly encouraged. Items that cannot be sent by e-mail may be mailed to the consultants at **98 Old South Road, Nantucket MA 02554-6091.** Candidates should provide a resume and a cover letter describing their interest in and qualifications for the position, and the names and telephone numbers of at least five references; references will not be contacted until candidates have been notified. Review of candidate materials will begin February 15; for full consideration, materials should be submitted by that date.

Le Moyne College is an Affirmative Action/Equal Opportunity Employer and an Equal Opportunity Institution.

NCORE 2003

ANNOUNCEMENT AND CALL FOR PRESENTATIONS
16TH ANNUAL

National Conference on Race & Ethnicity in American Higher Education

May 27 through May 31, 2003 ● San Francisco, California

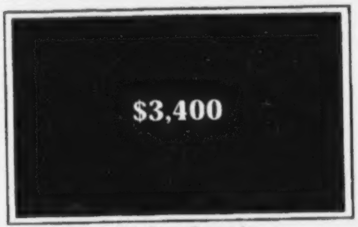
Sponsored by
The Southwest Center for Human Relations Studies
Public and Community Services Divisions ● College of Continuing Education
THE UNIVERSITY OF OKLAHOMA

For more Information please contact:

Public and Community Services Division
College of Continuing Education
The University of Oklahoma
2350 McKown Drive
Norman, Oklahoma 73072-6678

HISPANIC OUTLOOK 2003 RATE CARD

SUGGESTED AD SIZES



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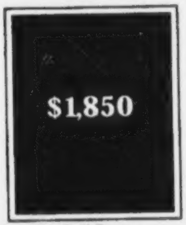

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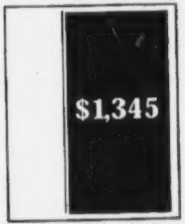

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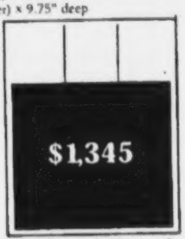

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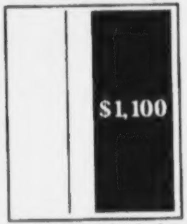

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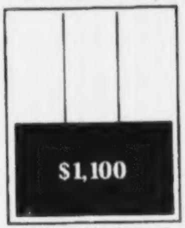

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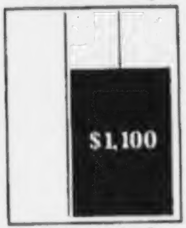

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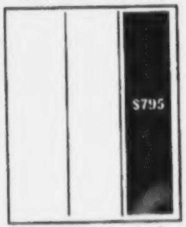

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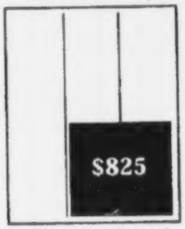

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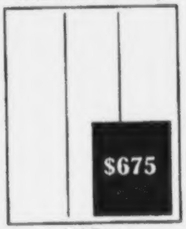

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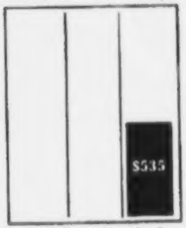

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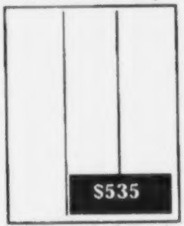

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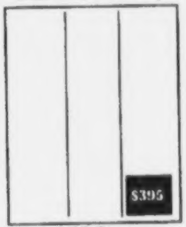

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MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
January 27	Jan. 7	*** Financing a College Education**
February 10	Jan. 21	
February 24	Feb. 4	*** Women in Higher Education**
March 10	Feb. 18	*** Community College Issue**
March 24	March 4	
April 7	March 18	**Graduate School Issue**
April 21	April 1	
May 5	April 15	*** Top 100 Colleges for Hispanics**
May 19	April 29	
June 2	May 13	*** Health Professions Issue**
June 16	May 27	
June 30	June 10	**Sports Issue**
July 14	June 24	
July 28	July 8	
August 11	July 22	**The Arts Issue**
August 25	Aug. 5	
September 8	Aug. 19	
September 22	Sept. 2	**Volume 13 Editorial Index**

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advertising;
210 Route 4 East; Paramus, NJ 07652

By E-Mail—**outlook@sprintmail.com**

By Fax—Transmit to (201) 587-9105 seven days a week.

To Confirm—Call (201) 587-8800 (x102 or x106)
Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

HUNTER

Dean of Social Work

Hunter College of The City University of New York invites applications and nominations for the position of Dean of the School of Social Work. Hunter College and its School of Social Work have national reputations as leaders in public urban education. Established in 1958, Hunter's School of Social Work prepares students for responsible, advanced, and creative practice in social work with a particular focus on serving the needs of diverse urban populations.

This is a critical and exciting time for the new Dean to lead the School of Social Work. The School's 40 full-time faculty teach nearly 700 students pursuing both masters of social work degrees and, in conjunction with The Graduate Center, CUNY, Ph.D.s in social welfare. The new Dean will be expected to build an environment of support and innovation while further advancing the stature of the School's academic programs. The Dean will be an energetic, experienced social work professional with vision, creativity, and a willingness to take risks. S/he must be a proven administrator with a track record of working collaboratively with a diverse group of faculty and fellow Deans, as well as social agencies and the social work community. The new dean will also have the organizational skills and ability necessary to navigate effectively in a complex academic setting. The ideal candidate will have an earned doctorate and/or Masters Degree in Social Work.

The Dean is responsible for the School's general academic and administrative management including curriculum, faculty, resource, and program development, and community relations. Reporting to the Provost and President of the College, the Dean will promote high-quality teaching and academic programs as well as research and service related activities. By drawing on the School's capacity for change and innovation, the diversity and excellence of its students and faculty, and its unique role in one of the world's great cities, the Dean will have the opportunity to bring the School of Social Work to a position of national leadership.

The College will be assisted in this search by Martha Eisenberg. Confidential inquiries, nominations and applications including a cover letter and resume may be made, preferably via e-mail, to: Martha S. Eisenberg, martha.eisenberg@verizon.net, Fax: (202) 318-2393

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¡PUNTO FINAL!

THE IMPORTANCE OF BILINGUAL EMPLOYEES TO A DIVERSE STUDY BODY

Deborah E. Lore, Esq., was recently appointed associate vice president for diversity and equal opportunity at the University of South Florida. She has worked in higher education in the areas of equal opportunity and diversity for more than ten years.

To a large extent, those who want to predict the effective institutions of higher learning in the year 2020 and beyond can pay attention to the diversity efforts being made now.

The list is long of strategies developed to help public institutions establish an academic and work environment that embraces and increases diversity–a sign of its significance.

A short list includes: committing sustained resources to recruitment and retention of students and faculty of color; ensuring that policies and procedures work effectively to eliminate discrimination and harassment; providing diversity education and awareness; encouraging and supporting highly qualified faculty who ensure that their research and teaching are relevant to a diverse world; and providing opportunities for acceptance, expression, and celebration of diverse cultures.

Increasingly, institutions serving urban and Hispanic communities see that maintaining their relevance and competitiveness requires another strategy to ensure that Hispanics matriculate and graduate–the presence of effective bilingual faculty and employees in key student service positions, such as admissions and financial aid, academic advising, health and wellness care, residence halls, community relations, and media relations.

These institutions recognize that acceptance and expression include respecting the Latin and Hispanic culture through language.

Many Hispanic students have families and friends whose first and sometimes only language is Spanish. Creating a climate that makes the institution accessible and welcoming to family and friends is vitally important.

In addition, bilingual services are required for strictly functional reasons. Policies and processes governing admissions, financial aid, campus housing, student rights and responsibilities, registration, and other facts of life of the academic world can be extremely challenging even to students and families that are products of an English-speaking world. Students often turn to their family, friends, and others in their support network for advice and guidance. To succeed, Hispanic students need to be able to engage their own personal support system. Access to Spanish-language material and expertise is necessary for a growing number of students to negotiate university policies, procedures, and practices.

For years it's been argued that providing Spanish-language materials and expertise would hamper immigrants from gaining the linguistic skills needed to thrive in America. But the growing body of research from Miami and other major centers of Hispanic immigration dispels this myth.

The availability of Spanish-language information and expertise does not prevent mastery of English. Rather, its presence is a tool that helps many Hispanic students succeed.

Many institutions do recognize the imperative to adapt to the realities of a diverse society. Others do not. It's common to see them mask their complacency and resistance to change under the guise of strategic analysis–most often the assertion that factors X, Y, and Z mean students from one minority group or another will not choose the institution and, therefore, that it would be a waste of resources to try to make it happen. These institutions will become more and more obvious as the demographic transformation of America continues. At some point, they will realize that a diverse student body with significant Hispanic presence will be essential to their prosperity and even survival. The longer they wait before making strong efforts to recruit and retain bilingual staff in key policy and service positions, the harder it will be for them to suggest that they have the respect for the Latin and Hispanic culture that encourages Hispanic attendance and success.

Reflecting Florida's leading position in America's demographic transformation, the University of South Florida and other states' public institutions recognize the opportunities to recruit Hispanic and other students of color. These include remaining competitive in an enrollment-based state-funded budget, attracting gifts from increasingly affluent diverse communities, and providing a quality education to all of Florida's students, which in turn will improve Florida. Such institutions in Florida and elsewhere realize that in the 21st century competitiveness requires more than hiring and retaining excellent faculty researchers and teachers, securing more federal dollars, serving their communities better, and graduating the most prepared student. Diversity in all these functions is essential.

These institutions recognize the importance of such changes as ensuring a welcoming climate for all students, faculty, and staff. They are working to prepare more students of color for graduate programs–a move essential to improving faculty diversity across the nation. They are making stronger efforts than ever to ensure that their research programs reflect the issues of ethnic communities. They are prepared to thrive.

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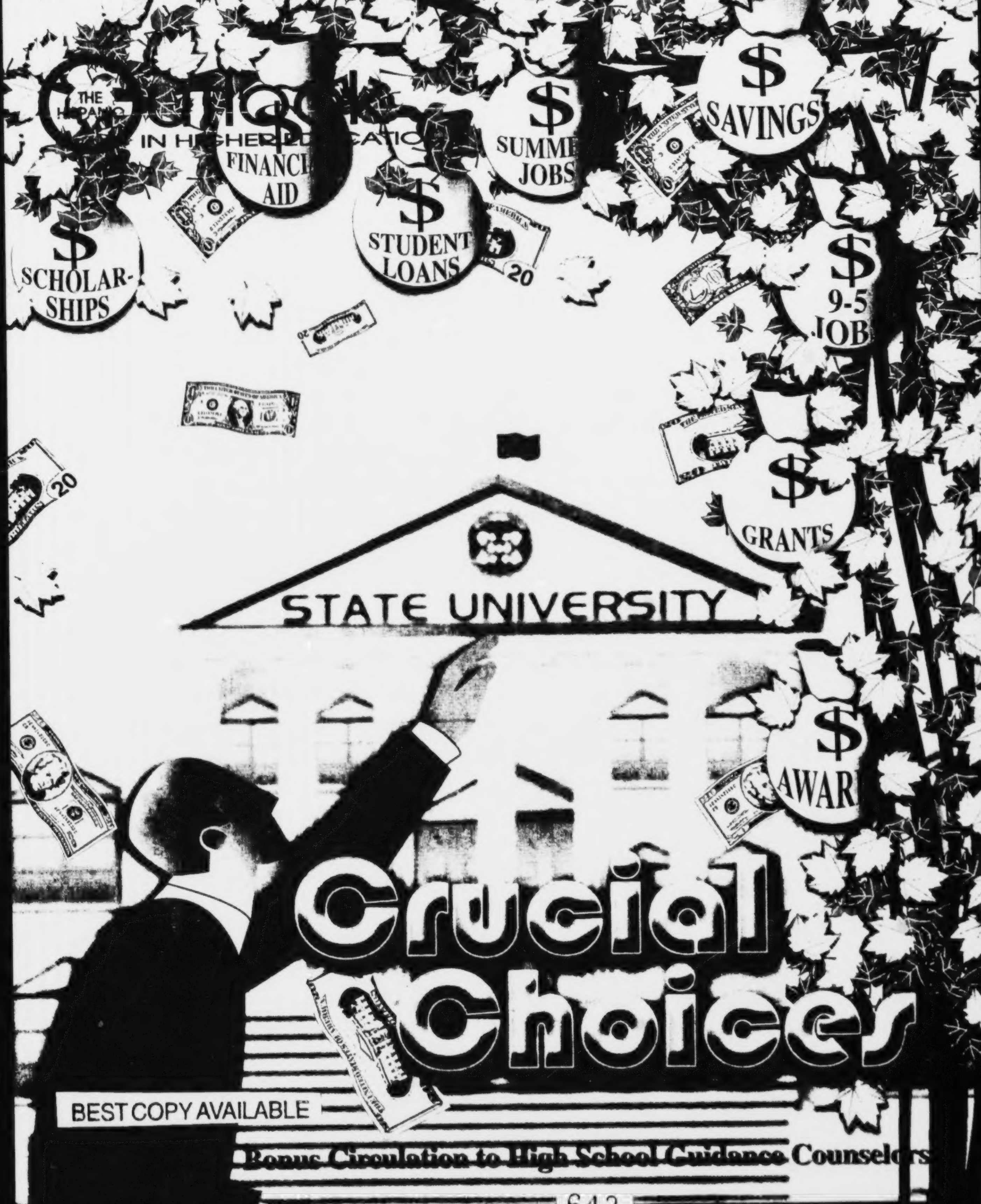
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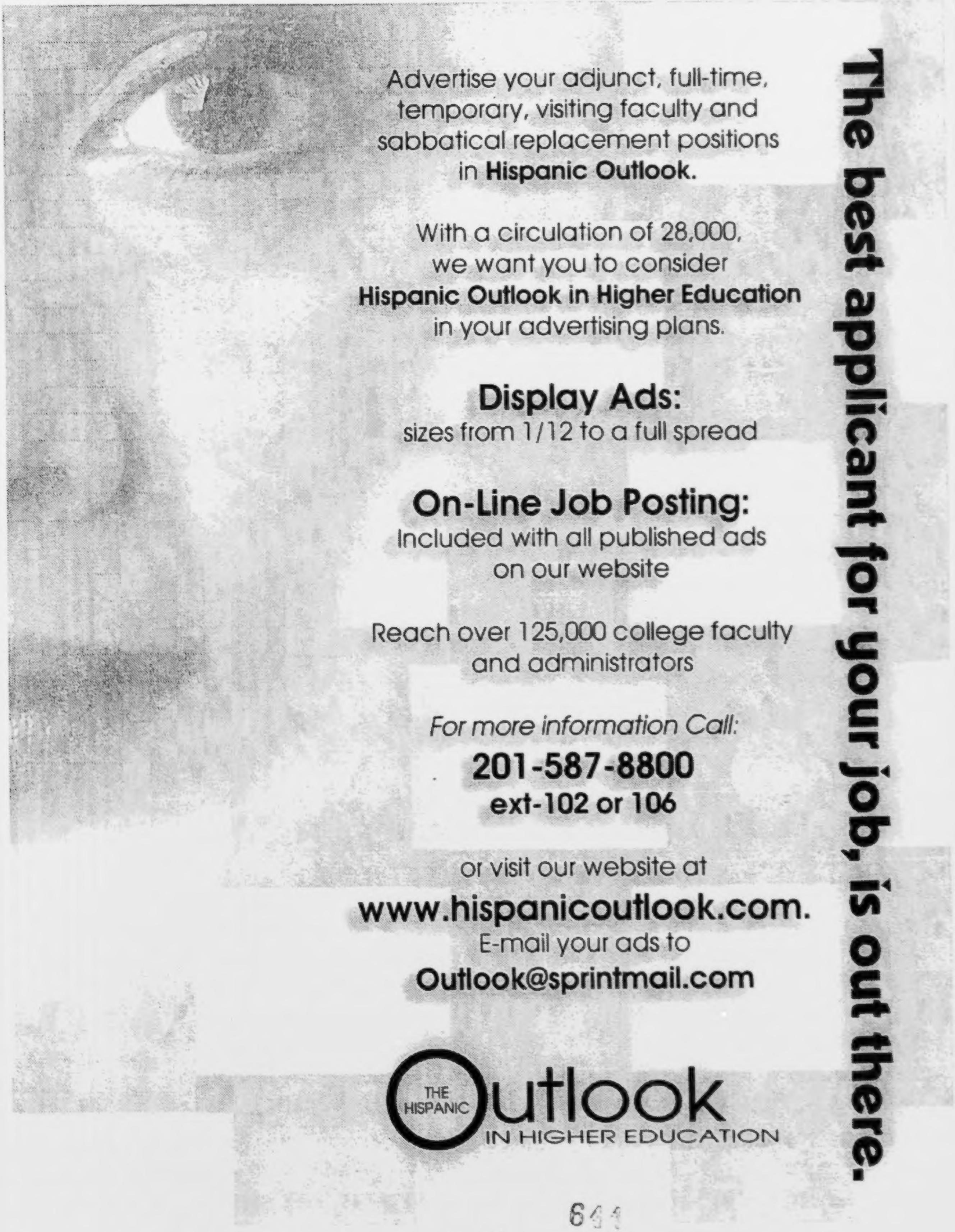

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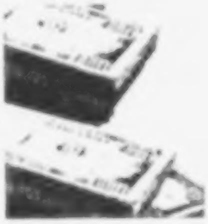

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Carmona, Carrasco, Quiroz, Fernández, and Tapia take a bow.

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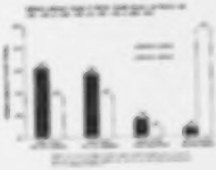

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Understanding Others' Culture

Esquina Editorial

Dear Colleagues:

¡Caramba! What a year this is shaping up to be. In March, Californians will vote on yet another proposal by University of California regent Ward Connerly, whose *Proposition 209* banning affirmative action became state law in 1996. Connerly's new initiative would prohibit the collection, analysis, or use of information pertaining to race or ethnicity by state and local governments in California.

Antonio Villaraigosa, Speaker Emeritus of the California Assembly, has warned that the initiative would "have a devastating effect on California's diverse communities." Organizations opposing passage include education, public health, environmental, and civil rights groups, among them MALDEF, the California Teacher's Association, ACLU, and the NAACP.

Connerly refers to his "Racial Privacy Initiative" as the next step toward a "colorblind society." NAACP President Julian Bond calls it "a manufactured complaint whose real intent is twofold–it is designed to draw to the polls voters who are opposed to civil rights and to eviscerate civil rights enforcement." Bond adds: "As long as race counts, we have to count race."

By June, we'll know whether the U.S. Supreme Court thinks *la raza cuenta*, as it intends to rule by then on whether the University of Michigan's affirmative action policies are unconstitutional.

This issue, we launch a new monthly column by Carlos Conde, *Latino Kaleidoscope*. His first column is a look at Latino voters, Latino candidates, and the fall 2002 elections.

Coming up February 10, we report on faculty advising, enrollment projections for the next decade, a California border initiative, and the link between education levels and lifelong earnings. *Y por supuesto*, bring news of promotions, awards, new ventures, and publications of, to, by, and about Latinos.

Hasta Febrero,
Suzanne López-Isa
Managing Editor

Letters To HO

NYPD Expresses Gratitude

HO contributing writer Alberto Huerta, in a ¡Punto Final! piece entitled "Mexico 'Ground Zero'" (May 20, 2002), commended a New York City police officer for his understanding and honesty after 9/11. Mr Huerta later received the following letter from the Police Department of the city of New York.

Dear Mr Huerta:

Police Commissioner Raymond W. Kelly has asked me to express his appreciation for your very thoughtful correspondence.

It is indeed gratifying to know the actions of Police Officer Frank Stevens of the Midtown North Precinct of the New York City Police Department warranted your written comments and commendation. Your kind remarks will be brought to the attention of the Chief of Department, Joseph J. Esposito, Chief of Patrol, Nicholas Estavillo and included in the permanent record of the officer concerned.

Thank you again.

Sincerely,
Lowell Stahl
Assistant Chief
Commanding Officer
Police Commissioner's Office
The City of New York

Lyman Locket

Corporate Diversity Vice President

by Roger Deitz

Comparison shopping often leads customers to Kmart. Finding products at a good price is particularly important for shoppers on a budget, as it is to many minority shoppers.

Once in the store, there are those famous Blue Light Specials announced on the intercom. What if your language is Spanish, and you can not make much sense out of English-language announcements? Or the weekly promotional circular, also in English?

When Hispanics comparison-shop, they now have even more reason to thank the giant retailer, because when it comes to Spanish, Kmart speaks their language. And this is only one aspect of its corporate outreach to Hispanics. The company's focus on diversity reaches to the shopping public and within the corporate ranks to employees and managers.

Last September, Kmart Corporation began publishing its weekly circular in Spanish. The corporation reports its advertising circular now reaches hundreds of thousands of Spanish-speaking Americans.

Released in conjunction with the September celebration of Hispanic Heritage Month, the circular is featured in 10 prominent Spanish-language newspapers across the country and is also available in 160 Kmart stores–all retail outlets serving communities with sizable Hispanic populations. An estimated 55 percent of all Hispanics living in the U.S. are situated within 15 minutes of a Kmart store.

Lyman Locket is a Kmart vice president and chief diversity officer. He administers the corporation's diversity programs while also managing the human resource operations in the company's logistics division and at its 18 distribution centers. He came up through the ranks, having been with Kmart since 1978 as an apparel manager in the company's western division. Today Kmart is a $36 billion company that serves America through 1,800 Kmart and Kmart SuperCenter retail outlets and through its e-commerce site, www.kmart.com.

Circular En Español

"We service a large Hispanic/Latino consumer base," he says. "We felt it was important to do a roto in Spanish. We thought this would be addressing that customer more directly, in many cases, in the language of their choice.

"Last week, I was in Los Angeles and have gotten some very good feedback from store managers." One in East L.A. reported that customers were very encouraged. "He told me that while they currently do a lot of Spanish-language translation in their store with Blue Light Specials or with advertisements in Spanish on a local level...the customers were even more thrilled to see a roto in Spanish."

Locket informs *Hispanic Outlook* that there are 10 to 12 prominent Hispanic or Latino markets, with about 700,000 copies of the circular being distributed to Spanish-language newspapers, and additional copies distributed in the stores in those markets. Included are Los Angeles, New York, Chicago, Miami, El Paso, and many other cities in Texas and Arizona.

"One of the drivers behind some of the things we are doing now is our chairman, Jim Adamson. He brings a whole new respect to the area of diversity. He's challenged us to think differently about how we address our consumers, particularly the multicultural consumer, and this is one avenue in terms of addressing that consumer. We've got a geo-demographic department that has extensive research, has done a lot of work in understanding who our customer is–by market, the makeup of our customer base. They understand a lot about the merchandizing needs of the customer, and they understand the impact of language within our stores.

"Our store managers tell us quite often about the need either for bilingual materials for our associates or the need to address the Spanish-speaking customer in the language of their choice. So, there's just been a lot of information coming from a lot of different areas. From our stores, kind of a top-down approach in terms of addressing our customer differently, and also on the marketing end, a whole new respect for what we need to do differently to address the emerging consumer and our consumer of the future."

> **La Vida *allows Kmart to speak directly to its Hispanic customers through its targeted editorial content.***

Introducing *La Vida*

In September, Kmart announced another key element of its multicultural marketing strategy–the launch of *La Vida* magazine, a Hispanic entertainment and lifestyle publication that features articles "that resonate with the heritage and cultural nuances of the Hispanic community." The publication reaches 10 million Spanish-speaking consumers in the U.S. each month.

The magazine is designed to build a relationship with the Spanish-speaking community by incorporating relevant information with a blend of product offerings from Kmart. The first issue featured Marc Anthony on the cover, including his special Kmart CD offer; horoscopes by internationally renowned astrologer and psychic Walter Mercado; and food and recipes by Giovanna Huyke, celebrity TV chef. There are health and beauty tips by Rashel Díaz, Univision host and spokesmodel for Sabado Gigante; Latin holidays; special in-store promotions; and a section highlighting Kmart's employees.

The buying power of the U.S. Hispanic population has grown by more than 156 percent in the past seven years to approximately $452 billion, "a phenomenal increase that experts say will keep climbing as the number of Hispanics continues to grow." Says Kmart, "*La Vida* provides a compelling approach for its brand partners with an opportunity to directly target the Hispanic market."

Within the corporation, other diversity efforts are afoot, of an educational nature. "We've got a top-down approach. We like to train our executives, and that training is already underway. We have taken 140 of our divisional vice presidents and higher associates through what we call the Expanding Your Connections program. That curriculum deals with getting executives to understand that there are members of the organization that we may not be connecting with as well as we think we are. It also deals with understanding the importance of diversity...identifying diversity as an organization, what we want to call diversity here at Kmart. That broadens the scope of diversity.

"We're looking at both ethnic and racial differences as well as differences in thinking and gender–a number of different dimensions. . . .We want to take that understanding to a level that creates an experience for a customer that is one we can be proud of. So, if customers come into our store, regardless of their background, their race, or their gender, we want them to walk away with a pleasant shopping experience. That would entail having the products they desire as well as a respectful shopping environment."

Locket said that over the years, Kmart had built very strong relationships with a number of organizations. "One in particular is with the National Society of Hispanic MBAs. Last year at their annual convention, we hosted their first ever event to induct people into their society. There are many others, including the NAACP, and just this past week we were honored by the National Action Network for our efforts in the area of diversity."

One of the most important aspects of his job, he says, is "creating an atmosphere in which all of our associates feel they can participate at their maximum level of potential. That's my over-arching initiative." Another is recruitment–building a diverse organization.

"We are energized. Jim [Chairman Adamson] has brought a lot of new energy to get us reinvigorated into building an organization that reflects our consumer base.

"We're working here within our corporate headquarters as well as in our distribution centers and in our stores to insure that the make-up of our organization reflects the communities that we serve."

The Value of Language

"One of the things we are working on is understanding the value of language within our stores. A number of folks within our organization are bilingual or multilingual...how do we leverage that as an organization?

"In our pharmacy division, we have an interactive voice system where customers can call in to get their prescriptions renewed, and they just added a translation in Russian. We've done a lot of translation in the past–of our training materials, benefits information." For example, associates can get benefit information in Spanish through the Kmart voice system.

Having done many things with regard to language, Kmart is now asking itself 'What more do we need?' And 'How we can do this in a manner that best reaches the associates or the customers that need it the most?'

Locket says, that Kmart also has initiatives on the college-recruiting front, both at historically Black colleges and universities and at universities that have other large multicultural populations, "so that we can continue to build an organization reflective of our customer base." Then there's the community, and the jobs that a Kmart represents.

"One of the things all the managers tell you about the communities they serve in is that typically their associates come from the surrounding communities and do a number of things to support the communities, on a local and national level. Much of what we do happens by virtue of having the associates who are active in the community. *La Vida* magazine will be highlighting their contributions."

Kmart, he says, is "a number one leader with The March of Dimes, which reaches out to expectant mothers"; is active with United Way chapters throughout the country; and is a national sponsor of The American Red Cross. "Also, many of the urban centers we are located in are communities that are underserved from a retail perspective. Even by being there, we feel very good about our ability to offer various services, and to participate in restoring economic development in those communities."

Periodically

by Isis Artze

New Hot Colleges: Anyplace Cheap—Interest Surges in State Schools as Parents Tally Stock Losses; Keeping Rutgers on the List

The Wall Street Journal, October 15, 2002
By Anne Marie Chaker

Baccalaureate Bargains

Kiplinger's Personal Finance, October 2002
By Brian P. Knestout

Parents are more concerned than ever with college tuition–and they're searching high and low for the bargains.

The Wall Street Journal attributes this increased attention to tuition to two consecutive years of stock-market losses–and the consequent shrinking college funds–for many families. One result has been a surge of interest in public universities. "Rutgers, the State University of New Jersey, has received more than 2,700 applications for its three campuses next fall–nearly triple the level at this time last year," Anne Marie Chaker reports, adding that the University of Rhode Island in Kingston and the University of Michigan at Ann Arbor are also reporting roughly 40 percent more prospective students than last year.

It's not only parents encouraging students to look at cheaper alternatives, reveals Chaker; guidance counselors are also advising students and parents to consider affordable colleges. "Jane Webber Runte, a college advisor in New Jersey, says she now tells students to keep an 'f.f.' ('financially feasible') list of state schools. High on her list: colleges such as the University of Virginia in Charlottesville and the State University of New York at Binghamton, which are well-regarded but cheaper than many private schools, even for out-of-state residents."

In addition, Carl Behrend, director of guidance at Orchard Park High School in Orchard Park, N.Y., told *The Wall Street Journal* that he's seen an increased interest in financial-aid materials from parents.

How will private institutions be affected? Jane V. Wellman, a senior associate at the Institute for Higher Education Policy in Washington, told Chaker: "While Ivy League and other marquee private schools will continue to get a large number of applicants, some analysts say lesser-known, but still costly private colleges may see a drop. These schools might then have to increase financial aid to attract more students–and raise tuition to defray those discounts."

The article mentions other possible effects of the economic slowdown: waiting lists at some private schools could be longer, more students will likely wait until they receive their loan packages to make a decision, and more students will apply to honors programs at state schools.

Kiplinger's story takes the stance that it's not only parents whose funds have declined, but also that of colleges: "Faltering state revenues–courtesy of the sluggish economy–and sour stock markets are squeezing education budgets just as schools are being hit by higher energy and healthcare costs."

Because of this, tuition and fees are rising substantially, it reports, citing the University of Florida's 8 percent increase in tuition for in-state freshmen and 17 percent increase for out-of-staters; and the University of Illinois, Urbana-Champaign's increase of 28 percent for first-year, in-state students.

Kiplinger set out to survey more than 500 public colleges and universities to find schools "with reasonable price tags from coast to coast." [See *Kiplinger*'s Top 10 at right.]

Its search also revealed an interesting fact: that the students at these "affordable" schools are smart beyond the books, as they "know how to sniff out a good deal." Brian P. Knestout reports that "Berkeley turned away nearly three-fourths of its applicants, and 99 percent of those admitted were in the top 10 percent of their high school classes. And once they arrive, students seem to thrive at Berkeley. About 95 percent of freshmen return for their second year."

To arrive at its list, *Kiplinger* applied its own formula to data supplied by the schools themselves, collected by Wintergreen-Orchard House, a division of Riverside Publishing. This data was supplemented by statistics from the U.S. Department of Education and *Kiplinger* reporting.

KIPLINGER'S TOP 10

1. University of North Carolina, Chapel Hill
2. University of Virginia
3. University of California, Berkeley
4. College of William and Mary, Virginia
5. University of Michigan, Ann Arbor
6. University of Georgia
7. New College of Florida
8. University of Illinois, Urbana-Champaign
9. University of Florida
10. SUNY at Binghamton

Criteria included: quality (based on entrance exam scores of '01 freshmen), total cost, average percentage of financial need met by aid given to students with need, average cost for a student with need after grants (but not loans), and average debt before graduation.

One extra consideration in the ranking was four-year graduation rates, since, *Kiplinger* insists, "a sweet deal can turn sour if you need to pay tuition for more than four years."

Among the Top 100 schools, the total cost for state residents ranges from $7,638 (Mississippi University for Women) to $18,995 (College of New Jersey); the total for out-of-staters ranges from $8,905 (Mississippi University for Women) to $33,299 (University of Michigan).

Kiplinger also gave credit to schools generous with need-based aid including loans, and measured what fraction of aid comes in the form of grants.

Grant, Loan, or Work?

How financial choices affect college success

by Tony P. Martinez and Alison P. Martinez

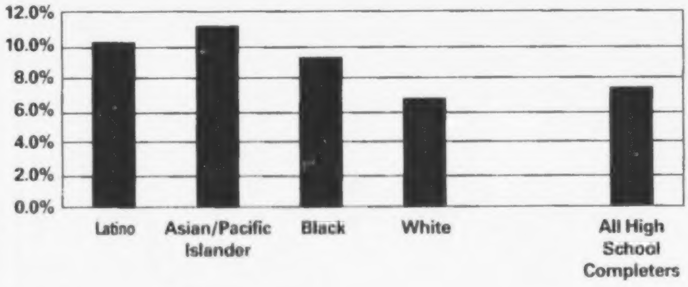
Every day, all over the country, college students are deciding to pay for college in ways that hurt their chances of graduating.

Students who are already at risk due to academic and social factors, including many Hispanic students, often do not understand how financial decisions interact with other decisions to help or hurt their academic progress.

It doesn't have to be this way.

"It is crucial that institutions understand and confront the effects of student choices on academic success," writes Dr. Jacqueline E. King of the American Council on Education in *Crucial choices: how students' financial decisions affect their academic success* (ACE, 2002.) "Every student can be helped by having a clearer understanding of the costs, benefits, and potential pitfalls associated with the various options."

A Large Percent of Latino High School Graduates are College Students



Source: October Current Population Survey

Student Success Supports College Success

The U.S. Department of Education expects enrollment at public four-year institutions of higher education to increase 18 percent between 2000 and 2010. Researchers Anthony Carnevale and Richard Fry predict that enrollment in higher education will increase by 2.6 million students in the years 2000 to 2015. Hispanic students will lead the increase, nearly doubling their numbers on campus from 1.4 million to 2.5 million undergraduates (*Crossing the great divide: can we achieve equity when generation Y goes to college?* ETS, 2000.)

Higher enrollment is good news, but it has a down side. No one is predicting big increases in state funding for higher education. Rather, educators expect frugal budgets.

How can colleges and universities maintain and improve the quality of education they offer while serving more and more students?

How can they maintain and improve the affordability of education even as reduced state funding forces tuition to go up?

"One of the most efficient, cost-effective means to accommodate growth is to lessen time to degree," King writes. "Every institution wants–and is expected–to maximize its graduation rate. If students move through their academic programs efficiently, they will graduate and make room for new students." Thus, student success will reduce strains on institutional resources.

King's report can help institutions support student success. *Crucial Choices* brings together the results of a decade's work on financial access to higher education. The report summarizes national data and trends, then provides "questions for institutional self-study," which help readers to individualize the report for a specific institution.

Hispanic Students Do Enroll

Richard Fry of the Pew Hispanic Center reports that about 10 percent of all Latino high school graduates are enrolled in higher education, compared to only 7 percent of the total population of high school graduates (*Latinos in higher education: many enroll, too few graduate*, Pew, 2002). Only Asians are enrolled at a higher rate.

However, he finds that Latinos are more likely to delay college past age 24, to enroll in two-year colleges, and to study only part time–all factors associated with increased risk of not graduating.

Similarly, King reports that low-income undergraduates are more likely than their fellow students to be Hispanic, female, age 25 or older, and supporting children. They are more likely to lack a high school diploma, and to have marginal academic preparation for college. For almost two out of three, neither parent ever went to college.

Research has shown that these risk factors make it harder for students to succeed in college. Students at risk need extra time to study and to build connections with the campus community.

Risk factors by no means guarantee failure. But when there are misapprehensions and mistaken choices, in addition to the risk factors that neither the college nor the student can control, failure becomes more likely.

Grants Fall Short

The mainstay of financial aid for low-income college students is the federal Pell Grant program. King's definitive 2000 status report on the Pell Grant Program (ACE, 2000) shows that students with risk factors are overrepresented among Pell grant recipients.

In its best year (1979-1980) the maximum Pell award covered 77 percent of the average cost of attending a four-year public college. For academic year 2000-2001, Congress made the biggest Pell appropriation ever, $7,770,000,000. Nevertheless, the maximum Pell award for 2000-2001 covered only 39 percent of the average cost of attending a four-year, public college. Thirty-nine percent can leave a lot of unmet need.

King calculates that despite substantial additional grant assistance, low-income students must now pay 42 to 61 percent of family income for college, on average. Although middle- and upper-income students face a higher net price in absolute terms, it represents 11 percent of their average family income.

Discussing the situation with *HO*, King explains that even though low-income students get financial aid, they have a higher "level of challenge in paying for college."

Cost Perceptions Do Matter

Edward St. John is professor of educational leadership and policy studies and director of the Indiana Education Policy Center at Indiana University. He has been studying the "financial nexus"–the influence of family finances on college choice and persistence for different income and ethnic groups.

St. John calculates that for families earning $25,000 or less, even after grants and loans, the average cost of attending college exceeds $5,000. He emphasizes that concerns about cost influence families and students throughout the whole process of preparing for, enrolling in, and attending college. His "Balanced access model" shows how financial concerns weigh into every decision, especially for the poor (*The access challenge: rethinking the causes of the new inequality*, IEPC, 2002).

King describes how students try to economize by choosing less than four-year college programs, living at home, and attending part time. She finds that they don't save much by living at home, and attending part-time actually costs more in total.

Most important, "research has consistently shown that, after other contributing factors such as family income and prior academic preparation are taken into account, students who attend college full time are more likely to complete a degree...[and] students who live on campus are more likely to persist." Living at home and attending part time put the goal of graduation in jeopardy.

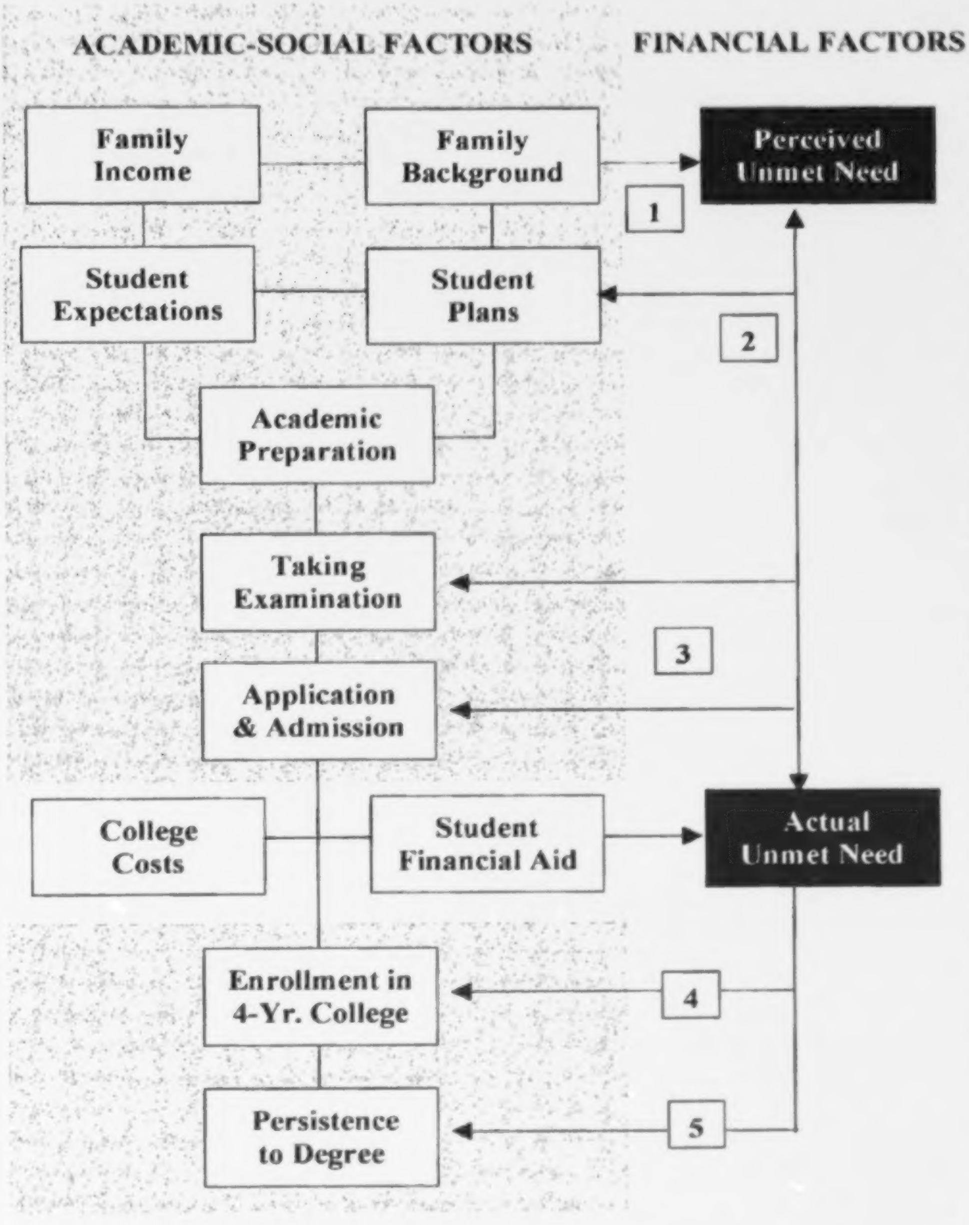
The college plan that is most likely to succeed is to attend full time shortly after high school graduation, live on campus, and work no more than 15 hours per week. For some students, especially those with children of their own, this plan for college success is not an option. For most, however, student loans could make it possible.

"Borrowing and working part time are clearly associated with success...yet less than 6 percent of freshmen adopted this strategy," King writes. "In fact, the largest group of freshmen chose the financing strategy that is least associated with success: borrowing nothing and working 15 or more hours per week."

King elaborated for *Hispanic Outlook*: "It is unfortunately not uncommon that students of color, especially Hispanic students, are very averse to taking out student loans, and there are good reasons for that. Their family may have experience that borrowing is dangerous. Also, when you take out a loan, you are betting on your ability to complete a degree and get a good job after graduation."

> ***"Students are making financial choices that impact their likelihood of succeeding academically."***
>
> DR. JACQUELINE E. KING, ACE,
> AUTHOR OF *CRUCIAL CHOICES*

A BALANCED ACCESS MODEL


ACADEMIC-SOCIAL FACTORS
FINANCIAL FACTORS
Family Income
Family Background
Perceived Unmet Need
1
Student Expectations
Student Plans
2
Academic Preparation
Taking Examination
3
Application & Admission
College Costs
Student Financial Aid
Actual Unmet Need
Enrollment in 4-Yr. College
4
Persistence to Degree
5

Hispanic students may not realize that with a degree, their economic chances are just about as good as everyone else's.

"If you could take out a loan and graduate on time instead of late, and you've majored in a marketable subject, a loan could be a good idea," the researcher declares.

King compares two imaginary students, Wendy and Paul, similar in all except one respect. Wendy does not borrow, works 25 hours per week, and, as a result, must take an extra year to graduate. Paul borrows $2,500 per year to permit himself to work only 15 hours per week and, as a result, graduates in four years. During the fifth year, while Wendy is still in school, Paul, who has graduated, earns $30,000.

Working 25 hours per week cost Wendy about $10,000.

It is assumed that Wendy does not get discouraged and drop out due to the extended time in college. *In that case, she would pay for the rest of her life in lost earning power.*

Hispanic Scholarship Fund

Ruth Petroff emigrated from Mexico at age 11, graduated high school, and enrolled in college, but dropped out after one semester. She emphasizes that, "As for knowing how the U.S. education system works, I was lost. In high school, perhaps because of my good grades, everyone seemed to assume that I understood, but I knew nothing about going for grants and loans. The monster of the idea of college was so huge that I didn't want to attack it alone."

Susan Porter of Sallie Mae confirms that "Lack of awareness of how to prepare, apply, and pay for college is one of the greatest barriers facing Hispanic students."

The Sallie Mae Fund has teamed up with the Hispanic Scholarship Fund (HSF) to create a new, more direct, person-to-person way of informing Hispanic high school students and their families about college: the "Primero en mi familia/First in my family" program.

In autumn 2002, the program presented free, bilingual family workshops at 15 largely Hispanic high schools in nine states plus Puerto Rico. The workshops oriented parents and students to the United States system of higher education. Then they explained how to prepare for college, both academically and financially. Bilingual handouts specified action steps for each year of high school, freshman through senior.

"Students and families find the information that we bring to them very, very helpful," says Terri Hernández Rosales, vice president of communication at HSF. "We help them understand the long-term benefits of college education. We let them know that paying for college does not have to be a barrier to any student's academic goals. They leave the workshop thinking: I think I can do this."

The Primero en mi familia/First in my family program has also published a book, *Ayuda Financiera para su Educación Superior: Aprovecbe Todas las Opciones que están a su Alcance*, available at no cost through a toll-free number: 866-858-7166.

Ohio State University

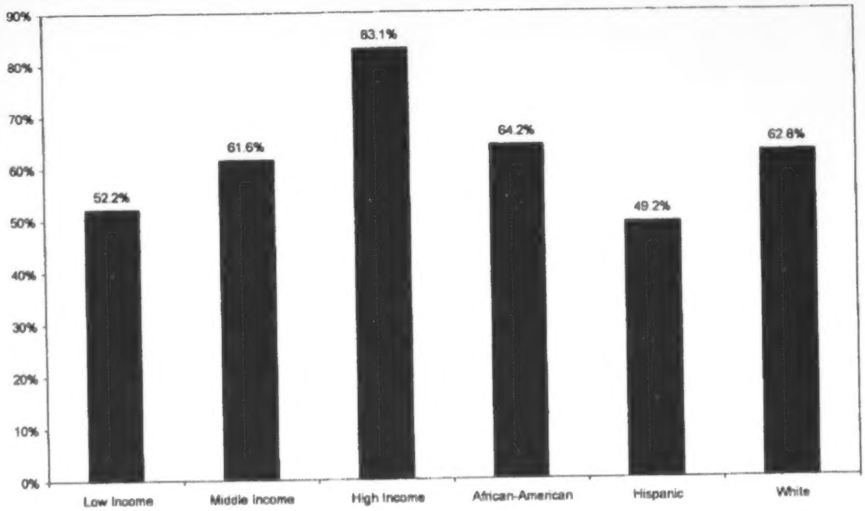
Already, King says, "Some institutions, like Ohio State, are making a conscious effort to integrate academic and financial advising, so that they can help students to make the best decisions."

Ohio State University (OSU) started as the land-grant Ohio Agricultural and Mechanical College, with 24 students when it opened in 1873. Now the University serves 55,000 students in undergraduate, graduate, and professional programs.

OSU has found a simple, practical way to help students coordinate financial and academic decision-making.

"What we have found really successful is to have financial aid counselors work not only in our office but also in the offices where academic advising is done," says Tally Hart, OSU's director of financial aid. "We have actual office hours in several of the colleges so that students may conveniently talk with academic advisers, and then, if they want to know the financial impact of an academic decision, there's someone from our office right there."

COLLEGE-QUALIFIED STUDENTS THAT ENROLLED IN A FOUR-YEAR COLLEGE



Source: NCES, 1997a, Table 20, p. 37.

OSU finds that financial and academic counselors develop closer working relationships now. "Academic advisers are becoming more aware of financial aid also," Hart observes. "The staff development impact has been a big benefit. The arrangement seems to be of extremely positive value to our students and also to the community of advisers."

King finds that students don't save much by living at home, and attending part time actually costs more in total.

Simulation of Income and Expenses Associated with Work and Borrowing Scenarios

Wendy	
Works 25 hours/wk @ $7.50/hr during academic year for 32 wks	$6,000
Works 40 hours/wk @ $7.50/hr during breaks for 16 wks	4,800
Total income	**10,800**
Fifth year of tuition, books, and supplies	5,000
Total expenses	**5,000**
Net gain	**$5,800**
Paul	
Earnings from post-BA job	$30,000
Total income	**30,000**
Borrowed $10,000 to compensate for working 15 hours/wk over four academic yrs	
$7.50/hr for 15 hrs/wk over 32 wks = $3,600. $6,000 – $3,600 = $2,400	
Total cost of $10,000 loan @ 7.5% interest over 10 yrs	14,244
Total expenses	**14,244**
Net gain	**$15,756**

Note: In both scenarios, living expenses are assumed to be constant.

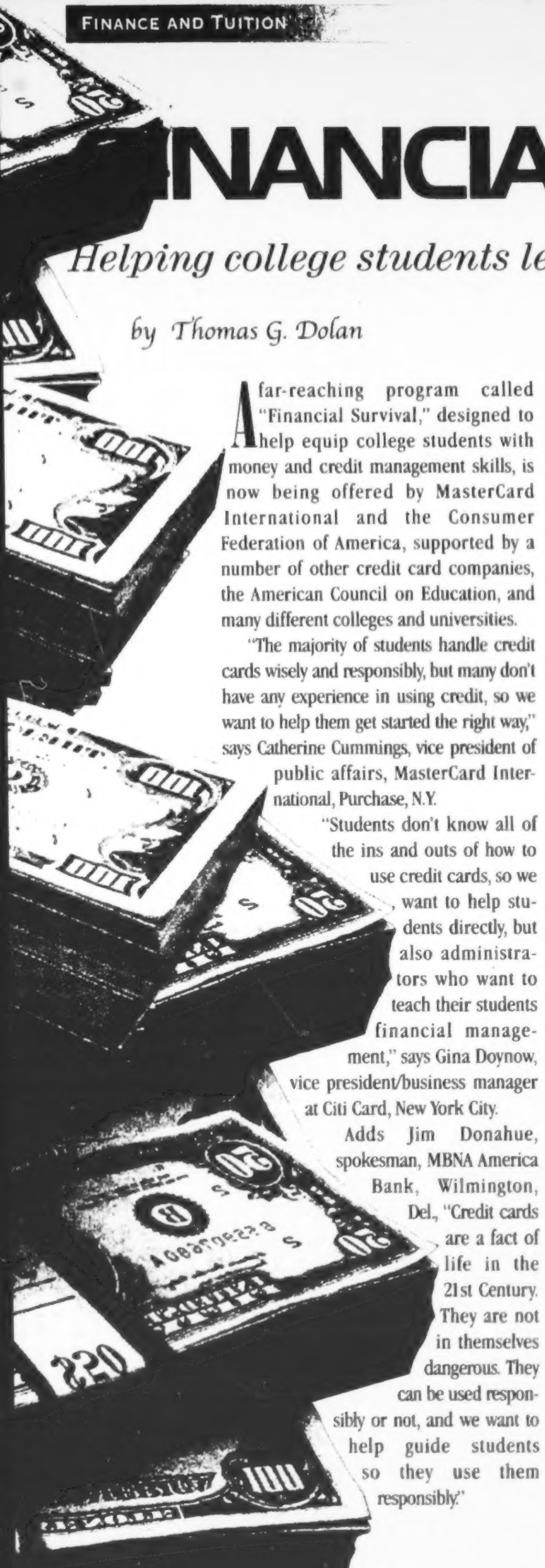
In addition, OSU also places financial aid counselors at strategic locations around campus during new-student orientation. "We take the service to the students in conjunction with their academic programming," Hart explains.

"Before, because of the sequential way that academic decisions are processed, by the time students found out all the impact of a decision, they might want to reverse the decision, but by then had already missed a significant amount of academic work," the director continues. "We were contributing to students' having to stay out for a term, when what we really wanted was for them to be on campus and in class. This is a specific way for us to address retention."

"First-in-the-family students are a primary focus of our efforts," Hart continues. "We want to be sure we are readily accessible for personal consultation with them and their families."

Could smaller schools try the OSU approach? Absolutely, Hart says: "We think this method is totally scalable for large and small institutions."

King concludes, "Students are making financial choices that impact their likelihood of succeeding academically." She emphasizes that there is no one-size-fits-all solution–not for students nor for colleges. She declares, "We have to find ways to give students the best advice possible about how they finance their higher education."



NANCIAL $URVIVAL

Helping college students learn money and credit management

by Thomas G. Dolan

A far-reaching program called "Financial Survival," designed to help equip college students with money and credit management skills, is now being offered by MasterCard International and the Consumer Federation of America, supported by a number of other credit card companies, the American Council on Education, and many different colleges and universities.

"The majority of students handle credit cards wisely and responsibly, but many don't have any experience in using credit, so we want to help them get started the right way," says Catherine Cummings, vice president of public affairs, MasterCard International, Purchase, N.Y.

"Students don't know all of the ins and outs of how to use credit cards, so we want to help students directly, but also administrators who want to teach their students financial management," says Gina Doynow, vice president/business manager at Citi Card, New York City.

Adds Jim Donahue, spokesman, MBNA America Bank, Wilmington, Del., "Credit cards are a fact of life in the 21st Century. They are not in themselves dangerous. They can be used responsibly or not, and we want to help guide students so they use them responsibly."

A university perspective is offered by Tally Hart, director of student financial aid, Ohio State University, Columbus, Ohio: "What I hear from parents is that they are very worried about youth getting into credit card debt. They have heard from the media how serious this can be, and want their children to understand how to handle money."

Jacqueline King, director of the center for policy analysis at the Washington-based American Council on Education, says her organization supports the project because "we are concerned with how students are able to finance their higher education, and part of this has to do with how they manage expenditures, not only for their education but also their personal needs."

These five respondents are on the advisory panel for Financial Survival, which is available to colleges and universities at no cost. The program includes student handouts and an educational Web site for students. Program materials include a PowerPoint and video presentation and a facilitator's guide for presenters. Educators can access these materials at www.financialsurvival.org.

The one-hour program uses common student experiences to teach money management. It uses interactive discussion of specific financial situations and choices available to students. Through these examples, students are shown advantages of budgeting, saving money, and using credit cards wisely.

The program was first tested with actual students. "One of the most important pieces of advice we received had to do not so much with content but tone," says Cummings. "We realized we could not lecture or talk down to students, so members of the advisory panel took a close look at all of the materials to make sure the right tone was maintained."

"Freshman orientation is definitely our top target," says Cummings, "and the program was designed with this in mind." Hart adds that it is easily adaptable to her student financial department, and she sees its potential as a part of academic financial courses in different formats, or adapted by residence hall counselors, or as part of the debt management program at the student wellness center, and perhaps in future years as part of summer school orientation. "There are a number of groups and activities that the basic format can be drilled down to," Hart says.

Credit card companies educating students in financial management is not in itself new. Many have been doing it for some time. What is unique about the Financial Survival program, says Cummings, "is that we're working with partners to deliver educational messages from a stronger platform. We believe our industry as a whole has special obligations to educate first-time users of credit."

Cummings says that MasterCard "has been involved in consumer education for more than a decade, with topics such as protecting yourself from fraud and buying online safely, with no sales or marketing messages, just purely educational topics."

Donahue says that MBNA also has had educational efforts which dovetail into and complement the Financial Survival program, but still has separate strands on its own. For instance, MBNA worked with the College Parent Association, Vienna, V.A., so that students can be issued cards in their parents' names, which gives parents a say in whether the credit limit is increased or decreased.

"Citi Card has been in the student market for about 20 years, and this is very

BEST COPY AVAILABLE

COLLEGE STUDENTS AND MONEY MANAGEMENT

- According to 1998 statistics from Campus Monitor, full-time college students control in excess of $19 billion in annual discretionary spending. Most students hold a job at some point during the year and use their earnings for a variety of expenses, including college tuition, books, clothes, and entertainment.
- More than 40 percent of all students report that they worked full time last summer; 22 percent worked 20-35 hours per week; 18 percent worked 5-20 hours, and 13 percent worked fewer than 5 hours. (American Savings Education Council, 1999 Youth and Money Survey)
- 48 percent of students report that they always save some money when they get paid or receive an allowance, and 41 percent say they save some money sometimes. (American Savings Education Council Youth and Money Survey) College students use a variety of financial services.
- 80 percent have a checking account; 77 percent carry an ATM card; 67 percent have a savings account; 57 percent have a credit card and 57 percent have a debit card.
- 62 percent with a major credit card in their name have one credit card. (Student Monitor, Spring 2001) College students are prudent in their use of credit.
- College students who carry a balance have an average balance of $531, an amount that has decreased in the past two years.
- 35 percent carry a balance from one month to the next.
- In monthly spending, students pay with cash most (53 percent), followed by debit card (19 percent), check (17 percent), and credit card (10 percent). (Student Monitor, Spring 2001)
- 86 percent of college students pay their own bills.
- 59 percent of college students pay their monthly credit card bill in full.
- Of the 41 percent of students who do carry a balance, 81 percent pay more than the minimum amount due. (The Institute for Higher Education Policy, Credit Card Survey, 1998)

College students consider credit cards to be useful financial tools.

- 59 percent of students said they apply for credit cards to establish a credit history.
- 33 percent of students get credit cards for protection against emergency.
- 16 percent of students get credit cards because they are safer to carry than cash. (Student Monitor, Spring 2001)

much a part of our core business," says Doynow. "We have been happy to do this both independently and in partnership with the MasterCard program." Doynow says Citibank has long offered financial literacy programs for students and for administrators, in media ranging from comic strips to video. A recent addition has been a personalized credit report which students can see on their Web site.

Do all these efforts help? "They really do make a difference," Doynow replies. "Having been in the market for 20 years, we've seen that when these students who learn financial management in college graduate, they become adult customers and are among our best users of credit today."

Minority Students and Credit

While learning good financial management is a basic skill that can aid any student, are there aspects that may be of special interest to Hispanic or other minority students?

"By law, we're color and gender blind, so we don't track individual usage in that way," says Doynow. "But I would imagine that for many lower-income or first-generation immigrant families, the student may be the first in his or her family to access credit, so in this respect this financial education would be even more important."

"Given that students of color are more likely to be low income, it is especially important for these students to learn how to manage money," says King. "If they get into trouble, their mom and dad may not be able to bail them out in a way that affluent or middle-class students might expect. These latter students may get into trouble, but it's not as likely that their bad credit choices will affect them academically, and they're not as likely to have to drop out to pay their debt."

Ohio State University has ongoing programs about credit and money management. "Of all of the groups on our campus," says Hart, "our Hispanic student magazine has published more of our materials than any other. We have very close ties with that group, and it's not because they're having any particular trouble. They're just more interested in learning about money management, and we think that's great."

Parents, credit card companies, schools, and other organizations are eager to teach students about how to handle their money and credit. How do the students feel about it? Isn't money management a somewhat boring topic?

"We have been overwhelmed," says Hart. "We offered one class in which we expected six students to show up, and there were 178. Last year in our first series, we had 1,600 students enrolled in 11 of our money management classes. There is a real demand for this, and students seem to really enjoy it, afterwards breaking up into small groups to discuss what they've just learned.

"Modern finances are complex, and students want to learn about this topic and be as responsible as they can, so we're doing all we can to provide the appropriate education."

Catherine Cummings, vice president of public affairs, MasterCard International, Purchase, N.Y.

Gina Doynow, vice president/business manager at Citi Card, New York City

LET THE BORROWER BEWARE

by Mary Ann Cooper

While establishing and managing credit is important, it is equally important to avoid common pitfalls that can turn your credit standing into a lifelong liability. Let the borrower beware when it comes to using plastic. Don't activate your credit card until you find out some important things about the bank or lending company you are dealing with. Here are some important caveats about credit cards:

1. Don't Get Caught Up in the Switches

Even when you do your homework and select a credit card company with the best rate and points to use for cash or airline tickets, the bank may decide that you aren't eligible for its premium card program, and will issue another card to you, instead. This card may have a different interest rate and even charge an annual fee. Read the fine print, carefully. If this card doesn't seem like a great deal, by all means, don't activate it. Cancel the account immediately, instead.

2. Don't Get Lost in the Mail

If a credit card company changes its post office address and you aren't aware of it, your bill could be caught up in an interoffice traffic jam. As your envelope shuffles around from mailroom to mailroom, your payment is getting later and later. Suddenly you can be hit with late fees and even lose your "good customer" low rate. Double-check the address before posting your payment.

3. Don't Be a Minute Late

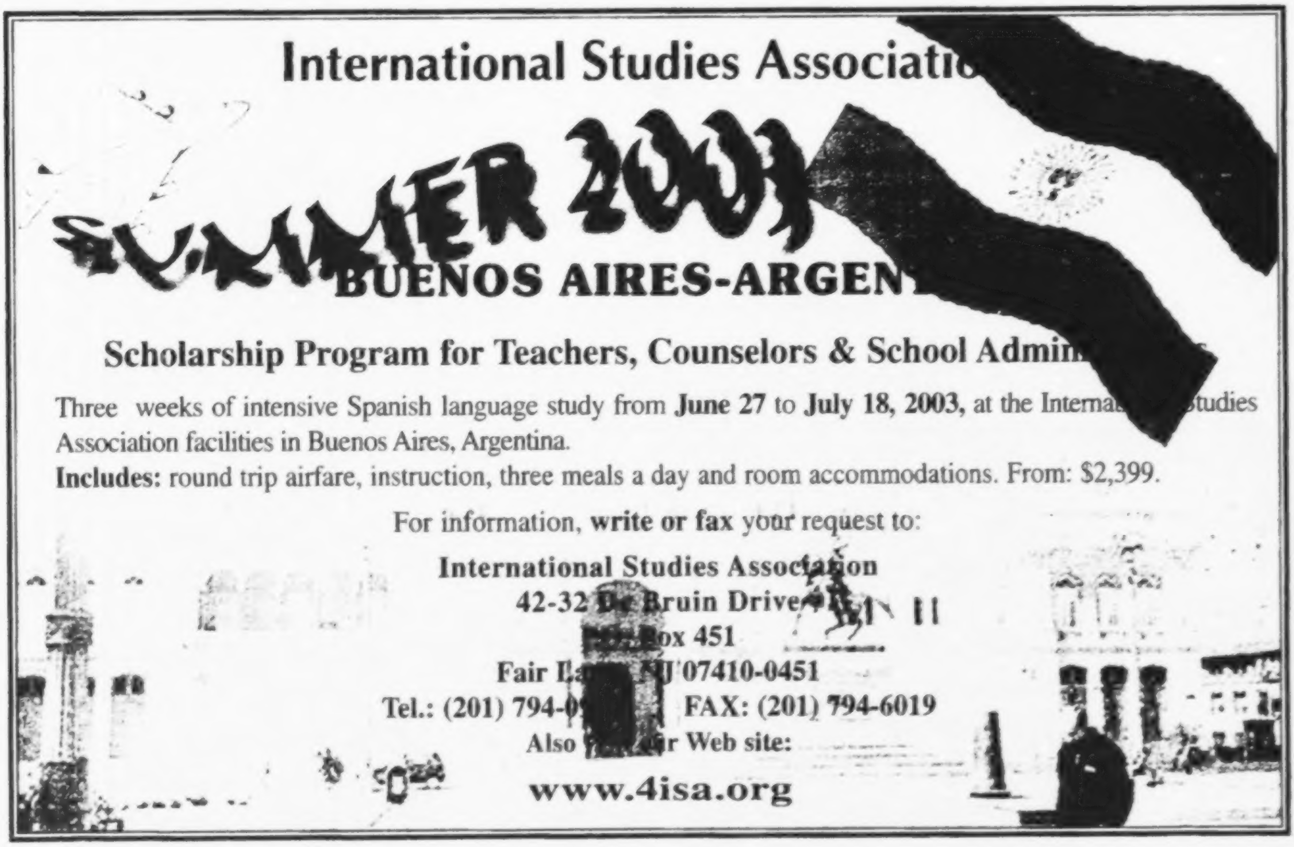
Some credit card bills actually assign a time as well as date for payment due. If your bill payment is processed just a few minutes after the time posted on the bill, you can be slapped with hefty late fees and have your interest rate hiked. Don't take a chance. Post your bill early. Also, be sure to check the grace period allowed by some banks. If the grace period is less than 30 days, you could be subject to interest charges before your bill arrives in the mail.

4. Don't Use your Credit Card as a Cash Machine

Getting a PIN number to use your credit card for cash withdrawals can be a costly proposition. Banks charge a higher rate for cash withdrawals and usually tack on a 2 to 4 percent fee for the privilege. You also start paying these higher interest rates immediately. There is no grace period for cash advances.

5. Don't Depend on Fixed Rates

The only guarantee given with a fixed rate is that you'll receive 15 days notice if the bank decides to raise the interest rate. And the bank doesn't need a reason to raise its rates. As part of the standard credit card agreement, banks can arbitrarily raise rates and not have to justify it.



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When Parents Won't Pay...

Debt-ridden student's perspective

by
Elaina Loveland

First, the calculation of the EFC should not assume parents are willing to pay for college.

Few people acknowledge one of the worst yet most ignored inequalities in higher education: students with parents who won't contribute to college costs.

Students whose parents are unwilling to pay for college are needlessly penalized under the current formula to calculate federal financial aid eligibility, since the Expected Family Contribution is based solely on parental income. If parents don't pay, a student is responsible for the cost unless they meet the very narrow guidelines for being considered legally independent. Students in this predicament often resort to taking out non-federal, high-interest loans. As a result, these students graduate with a much higher education debt than average.

There has been substantial media coverage in recent years on rising tuition costs and higher education debt for recent college graduates. In March 2002, the State PIRGs' Higher Education Project's report, *"The Burden Of Borrowing: A report on the rising rates of student loan debt,"* showed that 39 percent of college graduates have an unmanageable debt burden after college, which means that loan payments account for more than 8 percent of a borrower's monthly income. Furthermore, the study, based on data from the Department of Education's National Postsecondary Student Aid Study, showed that average debt has more than doubled since the early 1990s.

Although the "Burden of Borrowing" is a commendable effort to demonstrate the growing problem of student loan debt, it still does not address the population of students who have an even more unmanageable debt burden when their parents will not contribute to college costs. Clearly, student loan debt for the average student is spiraling out of control, as documented by the State PIRGs' report, but the problem is much worse for college students with no financial support from parents.

From personal experience, I know the trials a student faces when parents do not pay for college costs. During October of my sophomore year, my parents said they weren't paying for college anymore.

My focus in college shifted from my academic goals to working to support myself and to establish some sort of career path in order to pay for the pile of money I was going to owe. I had to figure out how to pay for tuition, books, and other necessities, such as clothes and toiletries, and my work-study 10-hour-a-week-job at the college library was not going to cut it. The answer: a new job and loans. I started working about 30 hours a week, took five to six courses a semester, and made a series of visits to the financial aid office. Although the college financial aid officers seemed to understand my situation, their sympathy did not get me any additional grants, scholarships, or reduced tuition. My parents refused to pay and even called the college to inform them of this development, but I still had to obtain my parents' financial information for the FAFSA form in order to be considered for financial aid.

I finished my undergraduate degree in 3 1/2 years instead of 4, and with about $40,000 in student loan debt–much of it from what my parents were required to pay as part of my "financial aid" package. I ended up taking out the maximum federal Stafford loan amounts plus additional non-federal loans (with high interest rates) to cover the amounts my parents were supposed to pay. This "cost" was deemed by the Student Aid Report Form (SAR), which lists the students' Expected Family Contribution (EFC). The EFC determines students' financial need based on parental income and any income a student has, which in the majority of cases is minimal to none. The U.S. Department of Education's online student guide states, "the formula used to calculate your EFC is established by law and is used to measure your family's financial strength on the basis of your family's income and assets." In my opinion, my EFC was simple: $0–my family was not contributing to my education. Since I had no substantial income (I made about $9,000 a year working minimum wage), my expected financial contribution should be $0. But, according to the federal government, the income of my parents was considered to be my income since they were expected to pay.

Because my family made a middle-class living, I was not eligible for all the federal financial aid programs so often available to low-income students. The government didn't care that my parents were not going to contribute to my college costs. The system makes calculations based on parental income, regardless of whether the parents are willing to participate. I was a self-supporting student, and my own finances characterized me as low-income. However, with the guidelines of the federal financial aid program, I was from a middle-class family and therefore was not low-income and did not fit into a financial need category. As a result, I ended up paying in loans, which added up to a hefty price tag on the cost of my education.

The Issue of Dependency

The major difficulty for self-supporting students whose parents won't contribute to the cost of going to college is the issue of dependency. The federal financial aid program has two categories for students: dependent and independent. Dependent students are traditional students, recent high school graduates who rely on their parents for financial support; independent students are uncommon. These students are self-supporting, but students cannot classify themselves as independent even if they don't receive any financial support from their parents.

There are only a few ways in which students can be separated from their parents financially and be considered independent: the student being age 24 or more, pursuing a graduate degree, being an orphan or ward of the court, being a veteran of the U.S. Armed Forces, being married or having dependent children or other dependents who live with you and who receive more than half of their support from you. If there are other extenuating circumstances, the Department of Education allows the college financial administrator to grant a student independent status in order for her or him to be eligible for more financial aid. However, this is a decision that is made by the financial aid administrator and cannot be appealed to the Department of Education. A student whose parents will not pay, for whatever reason, must tolerate the decision of the college financial aid administrator.

In my case, I was told it was extremely difficult to become an independent student, that such action would take tremendous effort of the financial aid office, and that it involved a lot of government "red tape." My financial aid office also believed my parents would change their minds about contributing to my college costs. Furthermore, my parents needed to agree not to claim me on their income taxes as a dependent to enable me to be declared independent–something that they refused to do since it would decrease the amount of their income tax return.

As a result, I was left with the burden of paying the EFC based on the assumption I was a dependent student receiving financial support from my parents.

Some might ask–why don't self-supporting students omit parental income on the FAFSA? The answer is simple: each student **must** report parents' financial information to be considered for aid. If parents refuse to provide the information, the student will not be able to apply for federal aid.

Obtaining parent's financial information can be very difficult. The parents might say–"Since we're not paying, why do I have to provide financial information?"

When parents do not want to provide documentation of their income and assets, the federal stipulation can create emotional conflict between the student and the parents.

Changing Status

The financial aid guide for prospective college students, *Financial Aid Officers: What They Do–To You and For You*, describes how difficult it can be for students to ask a financial aid administrator to change their dependency status. Author Donald Moore writes, "Since some students try to use 'independence' to enhance eligibility for assistance, many colleges are tightening their institutional rules and making it more difficult for phony 'independent' students to slip through" (18).

If a student receives no financial help from her or his parents to cover college costs, is under age 24, and does not fall into one of the narrow guidelines to be considered independent, the only option the student has is to appeal to a financial aid administrator to change the dependency status to that of an independent student. But, financial aid administrators are more than skeptical when it comes to students who claim that their parents will not pay for college and do not provide them any financial support. The assumption is usually that students are trying to abuse the system.

Federal loans, which have a lower interest rate than private loans, have limits. Often a student whose parents don't contribute to college cannot obtain the amount of money through taking out federal loans since the maximum amounts are based on what a student is expected to pay. If a student is still considered to be a dependent student, if their parents don't pay, the student must pay the balance (the amount the parents are expected to pay according to the EFC). These students find that they have no other choice than to apply for private, non-federal education loans.

Private Loans

Several companies offer non-federal loans for education. Sallie Mae is one of these companies. In addition to offering federal education loans, Sallie Mae offers its own education loan called a Signature loan. The Signature loan has a quarterly variable interest rate based on the Prime Rate; this rate is significantly higher than the federal rate since the lender is a corporation. If a student can't find a co-signer, the interest rate is even higher.

The federal financial aid program should not determine student financial need based on the assumption that parents will contribute to their children's college education. This stipulation leaves students without parental support in a dire situation, needing to finance their own education with multiple loans. Many already acknowledge that with the cost of college rising, students are experiencing debt burden at an unmanageable level–and this just considers the average student whose parents have helped them with college costs. Students considered dependents who are really self-supporting suffer much more, with an even greater debt burden. They not only have federal student loan debt, like the average student–they also have private student loan debt, which cannot be consolidated for a lower interest rate in the way that federal loans can be. Students who are forced to take out private loans to remain in school are then required to pay a high variable interest rate for the life of the loan.

The predicament of many self-supporting students is undeniably inequitable. Federal financial aid eligibility needs to be changed so that students can obtain more funding if their parents decide not to help them pay for college.

First, the calculation of the EFC should not assume parents are willing to pay for college. This would necessitate changes from the beginning of the financial aid process–when a student is filling out the FAFSA.

The FAFSA should not require parent's income information if the parents aren't going to contribute to college costs.

If the calculation of federal aid based on information on the FAFSA and the resulting EFC is not changed, then at the very least, the system for claiming independent status needs a drastic overhaul. Otherwise, inequity in the financial aid for self-supporting students will continue.

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529 PLANS:

A Revolution in Saving for College

Tax-free investing with few restrictions

by Marilyn Gilroy

For many parents, the worry about having enough money for their children's college education can be a constant source of anxiety. They wonder if they will ever have sufficient resources to pay tuition costs that seem to grow much faster than their ability to save.

For Hispanic parents, who often fall into lower income brackets, the lack of financial resources can create barriers to higher education that seem insurmountable. This is compounded when a son or daughter is expected to combine school with work in order to contribute to the family income.

Last fall the Pew Hispanic Center issued a report on low Latino graduation rates that suggested that Latinos are held back by financial pressures, not a lack of interest in higher education. The statistics show that many Hispanic families struggle to find the scholarships, loans, and savings needed to pay for college.

But there are steps that parents can take to ease the stress and help make college affordable. The 529 College Savings Plans, which started out as a section of the Taxpayer Relief Act of 1997, have become a lifeline to parents trying to fund their children's education. These plans, authorized as "qualified state tuition programs" in Section 529 of the Internal Revenue Code, are probably the fastest-growing tax free investment instrument in today's market.

When Congress sanctioned the 529 tax break, it recognized that parents desperately needed significant help to meet the challenge of soaring college costs.

Just how much have college costs risen recently?

According to The College Board, public college tuition increased almost 10 percent in 2001-2002, and private institutions reported a 6 percent increase. During the last decade, college costs overall increased by 40 percent, and projections call for those numbers to climb by even higher percentages in the next 10 years. Consequently, many families find the prospect of having enough money for college to be cause for concern, even though their children may still be in diapers.

Enter the 529 College Savings Plan, touted as "revolutionary" and one of the best ways to deal with the daunting task of funding college. The plans offer income tax advantages, state tax benefits, and investment advantages said to greatly expand the alternatives available to pay for future college expenses. According to experts such as those at SmartMoney.com, the question isn't **should** parents invest in a 529 plan but rather **which one**? Nearly every state now offers a 529 plan, with enrollment open to residents and nonresidents. Since each plan has different features and fees, it can be tough to sort all of the choices. But there are plenty of resources available to help parents understand their options. Consumers can find books, Web sites, and brochures that describe and rate the plans, but there are other user-friendly ways to decide what plan to purchase.

Jeff Coghan, 529 product manager for Alliance Capital, which manages Rhode Island's 529 plan, says that the best way to start is to sit down with a financial advisor.

"Financial experts will provide advice for in-

Those who recommend 529 plans expect that any negative impact on financial aid eligibility will be reduced or eliminated.

tle or no cost," said Coghan. "But of course, there is always the prospect that the session will strike a chord, and you will end up using their expertise and investing with them."

Alliance Capital's CollegeBoundfund is the country's largest plan offered by a single state. According to Coghan, there is $2.2 billion currently invested in the plan, spread among 310,000 accounts opened by state residents as well as individuals from other areas of the country. Coghan is bullish on 529 plans, and he explained why they are better than the more traditional approaches, such as trust funds or savings bonds.

"There are several big advantages of the 529," said Coghan. "The most important is that these investments grow tax free. In other words, as long as you use the funds for qualified educational expenses, you can reap the benefits of tax-free growth. If your child is young, this can mean 16 to 18 years of tax free growth."

"One of the other big advantages is the lack of restriction. Anybody can use these plans, regardless of income. This is not true of other accounts, such as the Coverdell Education Savings Account, which does impose income limits and restricts annual contribution amounts."

Here's how 529 plans work:

First, parents should know that there are two types of plans: prepaid tuition plans, which allow an individual to prepay a student's future tuition at today's rate; and college savings plans, which allow individuals to contribute to an account established to pay higher educational expenses at any eligible institution. Most financial advisers, including Coghan, say that the college savings plan is a better deal since a prepaid tuition plan only covers the costs of an in-state public school, not private schools, such as Princeton, or out-of-state schools.

"It's hard to predict whether or not a young child will end up going to an in-state school," said Coghan. "So many parents find the College Savings Plan to be their best bet."

The experts at SmartMoney.com agree that although the prepaid tuition plan sounds like a good deal, it only works if parents are able to say unequivocally that their child will go to college in their home state.

"In our opinion, this is a no-brainer: Go with the college savings plan," says Smartmoney.com's college planning Web page. Once parents decide they want to start a 529 plan, they must then determine how much to contribute. While minimum contributions vary from plan to plan, most remain affordable for even low- and middle-income families. In some states, an account can be opened with a minimum investment of $500 during the first year.

Alliance Capital offers a startup option that is typical of all plans.

"Our accounts can be started with an initial investment of $1,000 or what we call a 'dollar cost averaging option', meaning that there is an automatic contribution of $50 per month to the plan," said Coghan.

The money is usually invested in a variety of funds that include equities and bonds. This year, many plans have added a fixed-income option to quell fears about the volatility of the markets.

"We have added a stable value investment whereby accounts can earn a guaranteed 4.45 percent," said Coghan. "Compared with current

According to The College Board, public college tuition increased almost 10 percent in 2001-2002, and private institutions reported a 6 percent increase.

Let's face it.
An athletic scholarship isn't going to give him the $250,000 he'll need for college.

You are.

money-market rates, that's a pretty attractive number, and it's tax-free, which makes it even better."

Even after parents commit to building a 529 account, there are always anxieties about how to manage the funds.

"We try to design allocations so that investors do not have to switch their allocations based on market swings," said Coghan. A popular strategy, says Coghan, is to use age-based portfolio management, which means that the account is heavily allocated in stocks when the beneficiary is younger and moves to bonds as the child gets closer to college.

If all goes well, by the time college does roll around, there will be enough money in a 529 College Savings Plan to cover most expenses. And even though there are limits on how much can be invested during the life of the account, the use of indexing to determine the maximum contribution is generally effective in anticipating most higher education cost scenarios.

"We calculate expenses for college using various schools and assuming a possible five years of tuition and expenses," said Coghan. "In 2002, that meant that the maximum contribution to any one 529 could be up to $287,070 over the life of the account, but we recalculate that amount every year."

Parents engaged in careful planning for higher education may still face significant concerns regarding one of the most frequently asked questions about 529 accounts: How will the existence of a 529 plan affect eligibility for financial aid?

"Well, that's a good question," said Coghan. "It can depend on the assets of the parents or participants and the policies of the institution."

Coghan and other experts say that it is not quite clear how college financial aid administrators will treat 529 plans. There are different formulas for calculating financial aid, with some based on parents' income tax returns while others include all types of assets and investments. In fact, since rules and regulations keep changing, it is always uncertain as to how much financial aid will be available in the future. Several states are now awarding aid based solely on merit (grade point average) instead of need. Since Congress and the Department of Education keep revising financial aid rules, those who recommend 529 plans expect that any negative impact on financial aid eligibility will be reduced or eliminated.

And what happens to the 529 account if the child doesn't go to college?

"The beauty of these plans is that if your child doesn't go to college, you can hold on to the account for another sibling, or even a grandchild," said Coghan. "Some allow transfer of benefits to a first cousin."

With this kind of flexibility, it's no wonder that so much is being written about the positive values of opening a 529 account. As Smartmoney.com points out, these plans are so good that if parents aren't already familiar with 529 plans, then it is time for a crash course.

Parents are encouraged to start the process by looking at their home state's plan and at least begin to gather the facts, regardless of their beginning level or the child's age.

"With a program like this, it's never too late to participate," said Coghan "No matter how old your children are, you can benefit from these plans."

"Even with all the praise for 529 plans, there are still individuals who may ask: Are the 529 plans too good to be true? Are they really better than other investment strategies? How will the assets be protected?

"Those who may have doubts can take comfort in the fact that the plans now have at least three organizations that monitor plan development and implementation: the College Savings Plans Network (CSPN), a clearinghouse for information among existing college savings plans; the Investment Company Institute (ICI), the national association of the investment company industry; and the North American Securities Administrators Association (NASAA), representing the 50 state securities agencies responsible for capital formation and grassroots investor protection.

There are plenty of ways to find out more about 529 plans from independent sources. Reliable information and answers to basic questions can be found in a recently published brochure entitled "A Guide to Understanding 529 Plans." It is available free from ICI Investor Awareness Program, P.O. Box 27849, Washington, D.C. 20038-7850.

The brochure may also be downloaded on the Internet at the Web sites of the College Savings Plan Network (www.collegesavings.org), the North American Securities Administrators Association (www.nasaa.org), and the Investment Company Institute (www.ici.org).

Two Web sites offering comprehensive information on 529 College Savings Plans are: www.finaid.org/savings/529 ratings and www.savingforcollege.com.

For print resources: *The Best Way to Save For College: A Complete Guide to Section 529 Plans* by Joseph F. Hurley, CPA, and *The College Savings Plan* by Richard A. Feigenbaum and David J. Morton.

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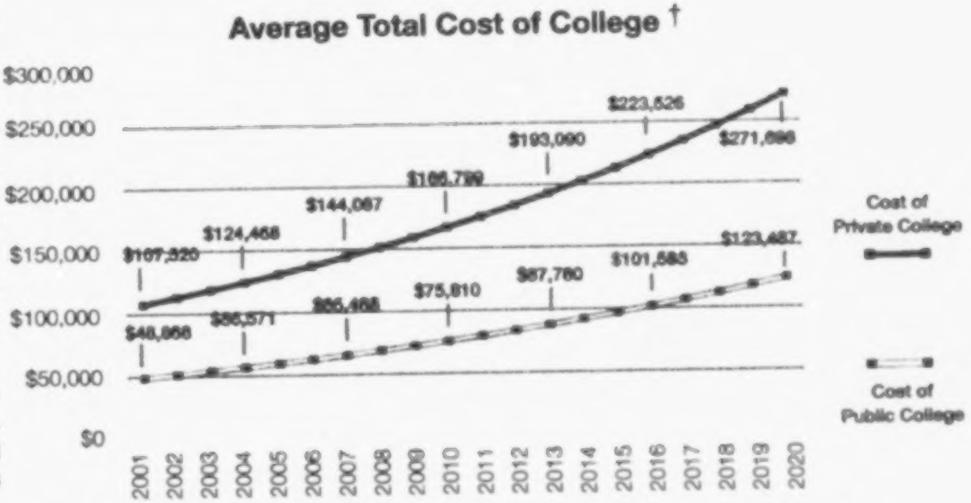


† *Average college costs include four years of tuition and fees, books and supplies, room and board, transportation and other expenses for the 2000–2001 school year, as stated by the College Board's "Trends in College Pricing" report. Projected costs assume a 5% inflation rate per year.*

COLLEGE KNOWLEDGE

Many Latino parents flunk TRPI "College Knowledge" quiz

The Tomás Rivera
POLICY INSTITUTE

by Inés Pinto Alicea

Hispanic children are more likely to miss out on crucial steps leading to college unless Latino parents, and the children themselves, become more knowledgeable about what it takes to go to college, according to a Claremont, Calif., think tank.

In the most comprehensive study of Latino parents ever conducted, the Tomás Rivera Policy Institute's (TRPI) Center for Latino Educational Excellence found that 96 percent of the Hispanic parents surveyed expected their children to go to college, but 66 percent failed to answer four out of eight basic questions about what it takes to make college a reality for their family. The study highlighted the lack of knowledge Latino parents had about what it takes to get their children into college, and it underscored the need to remedy those knowledge deficits to boost Latino college enrollment.

Researchers presented *College Knowledge: What Latino Parents Need to Know and Why They Don't Know It* to community leaders in Los Angeles, Chicago, and New York and presented policy recommendations to increase Latino college matriculation.

"The study shows that by the year 2015, Latinos will have the lowest percent of college graduates of any major ethnic group in the United States," said Harry Pachón, president of TRPI. "In order for this statistic to change, high schools, colleges, and parents must work together to assure students the opportunity to attend college."

A telephone survey of more than 1,054 Latino parents in Chicago, New York, and Los Angeles, and detailed case-study interviews of 41 of those parents revealed to researchers how few could answer the eight question mini-test of "college knowledge." Questions included: "Do colleges usually value

Corre[illegible]

1 F[illegible] what [illegible]nced placement classes often [illegible]ge credits?

Yes X

No ____

Don' t Know ____

2 From what you know, do colleges usually value a grade earned in an advanced placement course more highly than a grade received in a regular course?

Yes X

No ____

Don't Know ____

3 From what you know, do college prep courses include a two-year foreign language course other than English?

Yes X

No ____

Don't Know ____

4 From what you know, in what grade should your child start college prep courses?

9th grade X

10th grade ____

11th grade ____

12th grade ____

Don't Know ____

Source: The Tomás Rivera Policy Institute

[illegible], does a community college usually offer the same bachelor's degree that a university offers?

Yes ____

No X

Don't Know ____

6 To the best of your knowledge, which of the following tests is intended to give colleges a measure of your child's knowledge in specific subjects? Is it the Scholastic Aptitude Test II (or SAT-2), or the Graduate Record Exam (or GRE)?

The Scholastic Aptitude Test II X

Graduate Record Exam ____

Don't Know ____

7 To the best of your knowledge, is a non-citizen, permanent resident eligible to receive federal student financial aid?

Yes X

No ____

Don't Know ____

8 To the best of your knowledge, are the resident tuition and fees about the same for a four-year state college as they are for a two-year community college?

Yes ____

No X

Don't Know ____

grades in advancement placement classes more than in regular classes?"

"We were fairly astonished at the relative lack of knowledge," said Lou Tornatzsky, senior investigator for the study and director of the institute's Center for Latino Educational Excellence.

First-generation Hispanic parents averaged a little more than three correct answers on the eight-question test, while second-generation Hispanic parents averaged 4.34, and third-generation parents a 4.79, he said.

Many Hispanic parents don't realize that students should begin college prep courses in the ninth grade. Many Hispanic high school students are equally uninformed and are often surprised to discover that they don't have the coursework needed to be admitted to college when they are approaching graduation.

The findings suggest that unless these knowledge deficits are addressed, Tornatzsky said, Latino children are likely to miss out on crucial steps leading to college. He added that there is a stereotype in the academic community that Hispanic parents don't think about college for their children.

Yet, he says 96 percent of the parents surveyed expected their children to go to college. A separate TRPI study found that the percentage of household income spent on higher education is about the same–8 percent–for both Hispanic and Anglo families. TRPI also has reported that native-born Latinos are making strides in college graduation rates; the percentage of native-born Latinos with a college education rose from 10.7 in 1979 to 15.4 in 1998, a gain of 43.9 percent. Having parents who have gone to college positively impacts the probability that a child will go to college. The college-going rate for non-native born Hispanics, however, is far lower.

"If the current levels of educational attainment of Latinos do not rise significantly in the decades ahead, many Latinos will be reduced to working in low-paying jobs, and their ability to contribute to their country's workforce and our pensions will be severely limited," said Ricardo Fernández, president of the City College Bureau of the Bronx, New York City, at a recent news conference on Latino college participation. "The vitality of the U.S. workforce increasingly depends on Hispanic educational progress."

Harry Pachón, TRPI president

But the parents college knowledge report also found that the knowledge deficits were significantly higher among parents with lower incomes and educational backgrounds as well as among first-generation immigrants. There is a substantial income gap between Latino households and all U.S. households. That gap widened from about $12,000 in 1976 to more than $16,000 in 1998. At the same time, about 60 percent of all Anglo households had achieved middle-class status, but only 35 percent of all Latino households had done the same, according to TRPI.

The TRPI attributes this to a large growth in poverty households, a group the institution defines as having an annual household income under $20,000. Poverty households grew from 1.2 million in 1979 to 2.6 million households in 1998. The major reason was immigration. Nearly 42 percent of native-born Latino households achieved middle-class status in 1998. While that rate remains lower than that of non-Hispanic Whites, it is still higher than the 39 percent share in 1979. But among foreign-born households, the number of poor Latino households increased nearly threefold from 1979 to 1998, from fewer than 600,000 to more than 1.6 million households. Most of that increase occurred during the 1990s.

But Pachón said low-income parents and those with limited educational backgrounds expressed a true interest in trying to help their children, reporting in the survey that they had spent time researching colleges online with their children.

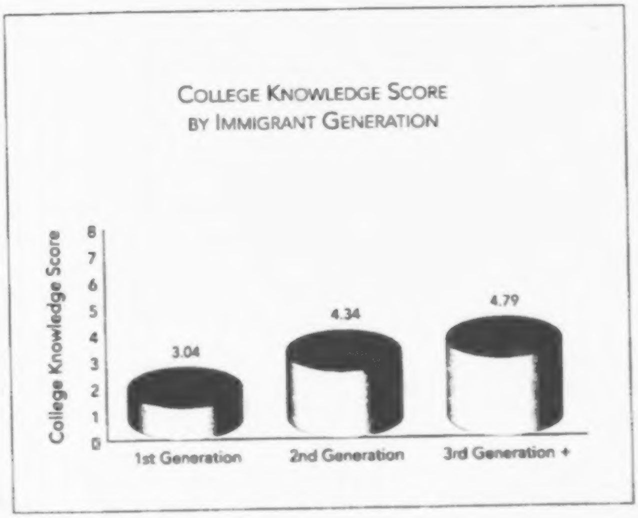
"Latino parents need to learn how to be actively involved in shepherding their children through this process," said María Casillas, president, Families in Schools. "However, in order to play a positive role, parents must know about the prerequisites and what actions need to be taken and when."

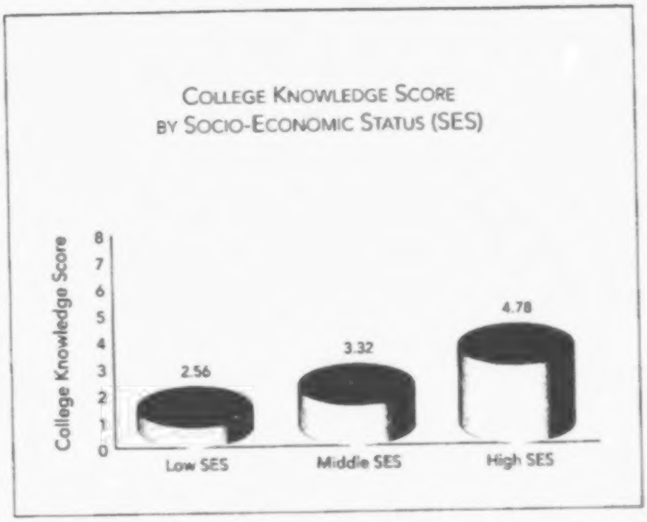
California State University Vice Chancellor Louis Caldera said that although CSU is renowned for its success in attracting and educating a highly diverse student body, the report recommendations have challenged CSU to consider new ways to improve its outreach efforts, especially to low-income, Spanish-speaking parents. "Overcoming language barriers will be key to improving the effectiveness of our outreach and on-campus visitation programs for that segment of the population that depends on such programs as a primary source of knowledge about what it takes to get into and succeed in college," Caldera said.

Pachon said colleges should develop Web sites that have Spanish pages as well because many limited English proficient parents reported visiting college Web sites with their children to help them navigate the process. Having a Spanish page explaining important facets of going to a specific college would help the parents tremendously, he said.

The TRPI researchers made several recommendations in the report to remedy the deficit in college knowledge, including:

- Make increased college knowledge a priority among Latino advocacy, political, and cultural organizations.
- Make increased college attendance a performance metric for the ongoing assessment of secondary schools.
- Launch a long-term public service announcement (PSA) campaign encompassing both Spanish-language and English-language radio and TV.
- Launch increased and focused college knowledge outreach to Latino





parents in low-socio-economic status communities.

- Increase the number of high school counselors and teachers who are genuinely bilingual.
- Work with college admissions offices and increase the use of "college rooms" in high schools.

The institute also compiled answers to the 10 necessary questions all parents should know in order to begin preparing their children for college admission. TRPI is developing a document that highlights several programs that have exemplary outreach efforts for Latino parents helping their children through the college preparation and application process.

"Parents have a desire to get their kids into college, but they lack information," said Pachón. "Parents have been an overlooked resource in the community so that is why we focused on the parents."

Shortly after the TRPI report was released, the Bush administration stepped into the picture. The White House Initiative on Educational Excellence for Hispanic Americans launched a bilingual Web site to help parents secure a college education for their children. YesICan.gov provides information on the myths and facts about college costs, 20 Questions to Ask Your Guidance Counselor, and things you need to know about paying for college.

"We commend the White House," said Pachón. "They immediately responded to our study."

The initiative worked with Collegeboard.com and Tormont Publishing to provide content. Commission members Rosario Marín, the U.S. treasurer, and Latin recording artist Jon Secada recently unveiled the Web site that provides parents with a one-stop center for information to increase college knowledge. The site's launch was accompanied by public awareness spots aired by Hispanic Broadcasting Corp. radio stations.

"All children, whatever their circumstances, deserve a chance to learn, achieve academic success, and have the opportunity to go on to college," said Leslie Sánchez, director of the White House Initiative. "YesICan.gov offers parents and students resources on how they can make this a reality."

Pachón said the TRPI survey came about because of an experience he had talking to a Mexican immigrant who was proud of his studious and high-achieving ninth-grade daughter, yet aspired to send her to a community college when she clearly qualified to go directly to a four-year college.

"He was not atypical," said Pachón.

Roberto Suro, director of the Pew Hispanic Center at the University of Southern California, said about 42 percent of Latino undergraduates go to two-year schools or community colleges as opposed to about 30 percent of White and Black undergraduates.

Sarita Brown, president of the Hispanic Scholarship Fund Institute, a public sector affiliate of the privately funded San Francisco-based Hispanic Scholarship Fund, the nation's largest scholarship-granting organization, said making sure students are prepared academically for college admission is just part of the equation. Equally complex is financing the education.

"Financial aid is fundamental for accessing higher education for students all over the country, and Latinos are no exception," she said. "Financing higher education is a complicated process for students and families. But particularly for those who are the first to attend."

Founded in 1985, the Tomás Rivera Policy Institute was established as a nonprofit organization to conduct and disseminate objective, policy-relevant research and its implications to decision makers on key issues affecting Latino communities. TRPI has evolved into the country's premiere research institute focusing on Latino issues and has garnered national recognition for its work in the education, immigration policy, information technology, and civic and social research. The organization advances critical, insightful thinking on key issues affecting Latino communities through objective, policy-relevant research, and its implications, for the betterment of the nation.

For more information on this or other studies, contact TRPI at (909) 621-8897. TRPI reports are also available online at www.trpi.org

HSF Hall of Famers Honored in Ceremony at White House

Carmona, Carrasco, Quiroz, Fernández, and Tapia take a bow

by Sandra Gardner

All children need heroes–people to look up to, to model their behavior on, people to inspire them. And if you're a child growing up as a member of a disadvantaged minority, with all the overwhelming obstacles that entails, that goes double.

Latino children need look no further for heroes than Dr. Richard Carmona, Rudy Carrasco, Lisa Quiroz, Elías Fernández, and Fortunato Tapia. For excelling in their careers and in community service, and serving as positive role models for Hispanic students, the five were recently inducted into the new Hispanic Scholarship Fund Alumni Hall of Fame, in a ceremony at the White House.

"I want our children to see themselves in these people," says Sara Martínez Tucker, president and chief executive officer of the Hispanic Scholarship Fund, the country's leading organization supporting Hispanic education.

Each of the inductees' stories is a tale of triumph over seemingly insurmountable odds. Some are children of immigrants, who struggled so that their children could have a better life. One grew up without parents, raised by an older sister who sacrificed her own chance at education. One climbed his way up from dropping out of high school to one of the highest offices in the land. Another resisted the peer pressure of neighborhood gangs to achieve success.

Carmona, the newly appointed U.S. surgeon general, was named the "Optimista" (the optimist) at the HSF ceremony for success achieved through persistence in the face of adversity. Of Puerto Rican descent, Carmona was a high school dropout who turned his life around in the Army. He served as a Special Forces medic in Vietnam, receiving the Bronze Star, the Purple Heart, and a Combat Medical Badge. After acquiring his GED, there was no stopping him. The first in his family to earn a college degree, Carmona graduated from the University of California, San Francisco, with the help of HSF scholarships, and then from the University's medical school, where he graduated at the top of his class.

After moving to Arizona, Carmona helped develop the first trauma care system in the southern part of the state, served as CEO of the Pima Health Care System, chairman of Arizona's Southern Regional Emergency Medical Care System, and as a member of the Pima County Sheriff's SWAT team, where he won several commendations. Last July, he was unanimously confirmed as surgeon general of the United States.

About his latest achievement, being named to the HSF Alumni Hall of Fame, Carmona says, "It is an absolute honor to be among the first group of inductees." He adds, "With that honor comes significant responsibility to lead and mentor those that are attempting to navigate the roads that are often the less-traveled."

Today, Carmona says, Latino culture and heritage is being embraced, and the public is searching for Latino role models.

His advice to young Latinos is to be one of those role models. "Dream high, persevere, be tenacious, be true to yourself, and demonstrate integrity and compassion in all you do. *¡Sí se puede!*"

Rudy Carrasco, associate director of the Harambee Christian Family Center, was named the "Altruista," (the humanitarian) for personifying the spirit of gratitude and the value of giving back to the community.

Not only was Carrasco orphaned at the age of 5, he endured scorn for his family situation in his East Los Angeles neighborhood.

"It was considered shameful to have no parents," says Carrasco, who is of Mexican-American descent.

His reaction was to focus on his work and move on with his life.

"Don't let somebody else's sense of propriety get to you or hold you down," he says. "Do your homework and move forward."

His older sister, Yolanda, admitted to Yale on financial aid, gave up her education to raise him and his two brothers. When Carrasco received notice about becoming a member of the Hall of Fame, he asked HSF to arrange for his sister to be at the ceremony.

"It was a wonderful honor to share with Yolanda," he says.

Carrasco has certainly done his sister proud. He received an HSF scholarship to attend Biola University, a small Christian college in La Mirada, Calif., where he was one of a handful of Latinos. Two years later, he transferred to Stanford University, still a member of a small minority, where he received a bachelor's degree in English.

Because HSF believed in him, he began to believe in himself. "It gave me a tremendous boost of confidence," he says.

Twelve years ago, Carrasco became involved with the Harambee Christian Family Center, a nonprofit youth services center in a Latino and African American neighborhood in Pasadena. (Harambee is Swahili for "let's push together.") In 1996, he was selected as one of

Hall of Fame inductees (pictured l. to r.): Mr. Rodolpho Carrasco, Mr. Fortunato Tapia, Mr. Elías Fernández and Ms. Lisa Quiroz.
(Pictured second and third from left): HSF president Sara Martínez Tucker and Dr. Richard Camona

"50 Leaders Under 40 to Watch" by *Christianity Today* magazine.

About his honor as an HSF Hall-of-Famer, he says, "It's exciting to be associated with such a worthy and achievable goal, to raise the percentages of Hispanics with college degrees from 9 to 18 percent."

Lisa Quiroz, founder and publisher of *People en Español* magazine, represents the "Triunfador" (the victor), for realizing the ultimate professional achievement and for "raising the bar."

Quiroz, who was born and raised in New York City, credits much of her self-confidence to supportive parents and teachers.

"My teachers looked at me and saw possibilities instead of limitations," she says.

Though there were only a handful of Latinos in her high school, her parents–her father, Mexican-American, and her mother, born in Puerto Rico–gave her a strong sense of identity. And her father dispelled the myth that Latino men aren't feminists.

"He encouraged me to go to Harvard," says Quiroz. Recipient of an HSF scholarship, she received a bachelor's degree in sociology and a master's degree in business from Harvard.

"Latinos have a high college dropout rate, usually for economic reasons. The HSF scholarships were significant to me and my Latino colleagues at business school. Six of the eight of us were on HSF scholarships," she says. "HSF is really important because it encourages children to believe in themselves and know their potential. For a person to succeed in college, they have to have a belief in themselves."

After obtaining her MBA, Quiroz went to work in the consumer marketing department of *Time* magazine. She created and launched *Time for Kids*, an award-winning classroom news magazine for elementary schoolchildren, with a circulation of more than 3.5 million.

In 1998, she became the founder and publisher of *People en Español* magazine. A Spanish spinoff of *People* magazine, the monthly magazine, written in Spanish, is targeted to Latinos living in the U.S. The best-selling Hispanic magazine in this country, *People en Español* now has a circulation of four million. Under Quiroz's leadership, The magazine topped *Adweek*'s 2001 and 2002 "10 Under 40 Magazine" Hot List in recognition of outstanding advertising sales and circulation growth.

Quiroz, who received the 2002 Hispanic Heritage Award for Leadership, is also active in civic issues, the professional development of minorities, and is an advocate for education. She was recently appointed by New York Mayor Michael Bloomberg to the city's Commission on Human Rights. In 2000, she was named one of the "100 Most Influential Hispanics" by *Hispanic Business* magazine, and in 2001, Hispanic Business Leader of the Year, by the Committee for Hispanic Children and Families. She has also received the "Woman of Distinction Award" from the Girl Scout Council of Greater New York. In 1998, she was named one of *Advertising Age*'s "25 Women to Watch" for her pioneering efforts in the U.S. Hispanic print market.

Quiroz brought her mother and her cousin, a female school principal in New York City, to the HSF awards ceremony.

President Bush recognized the first five HSF Alumni Hall of Fame inductees at the White House (pictured l. to r.): Dr. Richard Camona, Ms. Sara Martínez Tucker (HSF president and CEO), President George W. Bush, Mr. Elías Fernández, and Mr. Rodolpho Carrasco

"It was really wonderful to see the president being supportive of a lot of Hispanic initiatives," she says.

Fortunato Tapia, community outreach organizer for the Los Angeles Unified School District, was named the "Brilliante," (the rising star) for personifying limitless potential. Tapia, born and raised in South Central Los Angeles, says that home and school were his two havens, keeping him from getting caught up in the youth gangs all around him.

"I learned very quickly that there is no time out, no second tries," he says. "My environment made me very aware that if you don't plan for your future, you don't have one."

Tapia grew up as the only child of immigrant Mexican parents, who somehow managed to scrape together the money to send him to parochial school. But even with a partial scholarship, he was frequently pulled out of the classroom and told he couldn't take his final exam until his parents paid the balance of their tuition payments.

"I still don't know how they did it. They barely made ends meet at home with their blue-collar jobs, but they made every effort to provide the best education for me," he says.

With the help of a four-year HSF scholarship, a college scholarship, federal grants, and student loans, Tapia went to Woodbury University in Burbank, Calif. He commuted to college, traveling two hours each way by at least two buses, sometimes three. That turned out to be a good thing, he says.

"If I'd been able to live in a dorm, I would have been out of tune with reality," he says. "Because every time I got off the bus at home, reality hit: education was the only equalizer, and I'd better make the most of every opportunity afforded me."

He graduated from college as the class's commencement speaker, with a degree in international business and marketing. In every job he's held since then, he's been involved in outreach to various sectors of the local community. He worked for the Archdiocese of Los Angeles' Welfare-To-Work Program as a job developer, meeting with city council members, local businesses, community-based organizations, and community members to promote awareness of and support for the program. He was appointed special assistant to California's lieutenant governor, Cruz M. Bustamante, serving as community liaison throughout Southern California.

In February 2001, Tapia took on the job of community outreach organizer for the Los Angeles Unified School District. In this capacity, he plans and coordinates outreach activities throughout the Los Angeles community to gain support for new school construction.

Tapia says he's still on cloud nine about becoming a member of the HSF Alumni Hall of Fame.

"Even before the induction, it's been a privilege to be an HSF scholar. I'm reluctant to think where I'd be without HSF," he says. "I can count on one hand who I owe my success to: my parents and Sara Martínez Tucker. It's heartening to know that I had a 'second mother,' Sara Martínez Tucker, campaigning arduously across the country to make sure I'd have money to give me access to higher education."

Though he was an only child, Tapia feels he has 27,000 siblings, fellow alumni of HSF scholarships.

"HSF was more than just money, it was about giving me hope, the hope that was nourishment to my perseverance," says Tapia. "It kept me healthy in my heart."

Elías Fernández, head winemaker for Shafer Vineyards in Napa Valley, Calif., was selected as this year's honorary member of the Alumni Hall of Fame. He was named the "Inspirador" (the motivator) for personifying the hard work and sacrifice made by Latino families in pursuit of a college education. Fernández, who was selected as "Winemaker of the Year" by the ***Quarterly Review of Wines and Food*** and ***Wine*** magazine, grew up picking grapes in Napa Valley vineyards alongside his Mexican immigrant parents.

"I remember getting up as a kid at 6 a.m. in freezing weather on weekends to prune the vines," says Fernández.

His mother, who was not able to graduate from high school because she had to work, vowed that wouldn't happen to her children, even though times were hard. She signed Fernández up for school trumpet lessons, which eventually led to a Fulbright Scholarship for the Jazz Program at the University of Nevada at Reno. But whenever he came home, he kept falling in love again with the place where he grew up–and he didn't want to be a starving musician.

Fernández went to the University of California at Davis and received a degree in oenology, the science of winemaking, the first in his family to go to college. Three weeks before graduation, he was hired as assistant winemaker at Shafer, becoming head winemaker in 1994.

Fernández is excited about becoming a member of the HSF Hall of Fame. "I always felt I wanted to get back to the community, to tell kids, 'Look where I came from. Education is the thing.'"

When Fernández went to the White House for the HSF Alumni ceremonies, he brought his wife and his mother. "Being introduced in the HSF Hall of Fame was probably one of the highlights of my career, as it not only honored me, but also my mother and father, whose hard work and sacrifices are part of the reason I'm here today. My mother's vow to keep me in school obviously paid off."

"I want our children to see themselves in these people."

"We turned away over 7,000 eligible Latinos whose average GPA was 3.37."

SARA MARTÍNEZ TUCKER, PRESIDENT AND CEO, HISPANIC SCHOLARSHIP FUND

HSF was founded to strengthen the country by advancing college education among Hispanic Americans. The Hispanic college graduate rates are at 11 percent, less than half the national average. Spiraling high school dropout rates, now the highest in the country, at 29 percent, are expected to reach 32 percent by 2010. A major reason for the low college graduate rate among Hispanics is financial concerns: 75 percent of Hispanic college freshmen have money problems, compared with 58 percent of non-Hispanic White students.

Says Martínez Tucker, "Because HSF is committed to breaking the cycle of under-education with programs such as the HSF Alumni Hall of Fame, we are showing Latino students and their parents that–through higher education–it is possible to pursue successful careers and achieve economic security."

To date, HSF has awarded more than 54,000 scholarships–exceeding $89 million–to Latinos from all 50 states, Puerto Rico, and the U.S. Virgin Islands, who have attended more than 1,300 colleges and universities.

Martínez Tucker, the 47-year-old fairy godmother to Hispanic youth, is a sixth-generation Mexican-American, born on her family's ranch in Laredo, Texas. After graduating with honors from the University of Texas with a bachelor's degree in journalism, she received a master's degree in business administration with high honors from the University of Texas. She joined the corporate world, becoming the first Hispanic female to reach AT&T's executive level. She became involved with HSF as a board member, and eventually, its president. When AT&T split up and offered her early retirement, at the age of 40, the board convinced her to become president and CEO of the organization.

"I started thinking about the work I'd been doing, its meaning in life. I ultimately decided that just as my education had done so much for me, I wanted every Latino to have that option," she says. "My vision is that every Latino child will be able to create his or her own destiny."

She was named the 2000 Hispanic of the Year by *Hispanic* magazine and one of the 100 Most Influential Hispanics by *Hispanic Business* magazine for three consecutive years; received the Latino's Choice Award for Favorite Hispanic Leader in 2002 by Hispanic Online.com and *Hispanic* magazine's Heritage Achievement Award for Education in 1998.

Martínez Tucker is a whirlwind of activity. Her millions of flyer miles have paid off handsomely. Under her watch, the scholarship money has skyrocketed from $3.5 million in 1998 to $22.1 million in 2001. But she's still not satisfied.

"Even though we did $22.1 million last year, we were $17 million short of the money for needy Hispanic kids we could have helped," she says, adding, "We turned away over 7,000 eligible Latinos whose average GPA was 3.37."

Martínez Tucker raises money through relationships with corporations and foundations, celebrity fund-raisers in partnerships with local communities.

In December 2000, President Bush convened a group of Latino leaders and challenged them to find ways to create hope in their children. In May, 2001, at a conference hosted by President Bush, HSF released findings on its research on what it would take to double the rate of Hispanics graduating from college. Martínez Tucker wrote to the president, telling him she was taking up his challenge: what better way to create hope than by finding Latinos who had overcome obstacles? This resulted in the White House hosting the ceremonies honoring the HSF Alumni Hall of Fame nominees. A video was made of the honorees that will be offered to schools around the country.

"We did this, having them tell inspirational stories to our children, so they can say: 'If he or she can make it, I can, too,'" says Martínez Tucker.

Getting from High School to College

An ACT Policy Report

by Michelle Adam

"Most students will tell you that they are going to college, regardless of their background," said George L. Wimberly, research associate of ACT's debut report, released in late June from their Office of Policy Research. "Then the big question always arises: 'Do they know how to get there? Do they know about the courses that they need to take? Do they know about applying to schools?'"

As part of the study *Creating Seamless Educational Transitions for Urban African American and Hispanic Students*, 293 African American and Hispanic graduating seniors from 23 urban high schools within Chicago, Los Angeles, Miami-Dade County, Milwaukee, and New Orleans completed a survey and participated in 90-minute focus groups about their college planning.

What ACT wanted to determine, above all, was how well these urban minority students had planned and prepared for college, and the obstacles that they faced in effectively transitioning from high school to postsecondary training.

The Information Gap

While 84 percent of those in the study indicated that they had been accepted to a college, and most expected to earn beyond a bachelor's degree, many still lacked accurate college planning. According to report findings based on focus group discussions, "Some were unfamiliar with postsecondary opportunities. Some did not know the difference between two-year and four-year colleges. In some cases, it seemed students had haphazardly chosen a college. Several planned to attend colleges they had never visited or knew very little about. These students may have received a college viewbook or reviewed a college Web site, yet were unaware of academic programs that interested them or other opportunities the colleges offered."

"There's a high degree of uncertainty among these kids," said Wimberly. "There were many kids who had been accepted to a college, but not the college that they planned to go to, or they knew very little about the school they were going to. They hadn't applied for financial aid. This is in May or June, right before graduation, when you expect them to have all their ducks in order. Yes, they had taken the ACT assessment and maybe had applied to a college, but the logistics were not in line. Things were missing from applications. They hadn't submitted housing forms.

"Sometimes students just really did not know."

All the students selected in the study had taken the ACT assessment tests, and were about to graduate, with the intention of going on to college.

"Most of these students had expected to go to college since they were very young," said Wimberly. "Not only did they have high expectations of themselves, but the adults around them expected them to go to college."

Despite the students' aspirations, however, this research clearly revealed a gap between students' expectations and the tools and know-how at their disposal to effectively follow through on their dreams.

The study was conducted against the backdrop of a seamless P-16 education system. It centered on the very premise that we can no longer afford to see a high school diploma as the end all to education. Said Wimberly, "Because of the changes in the economy, it is necessary to have some training beyond high school, to expect all students to get to college. There is a need for people to have some kind of post-secondary training, yet minority students are not going to college as much as White students. And in the movement toward P-16 education, what's missing is the urban student. Urban students have different issues, especially those that are first-generation students."

Looking at the group of students involved in the ACT study, 20 percent of their fathers and 26 percent of their mothers had earned a bachelor's degree or higher, while nearly one-third reported their parents as having a high school diploma or less. Therefore, a sizeable percentage of these students were planning to go to college without their parents' guidance or experience to help them through the process.

"Parents have the strongest influence on the students—and push for them to go to college, yet they don't have the necessary information to help students make choices in taking college preparatory classes or working through the logistics of applying for college," said Wimberly.

For many of the students in the study, high school teachers, counselors, and courses played a supportive role in postsecondary planning. Forty-six percent said that counselors were very helpful; 47 percent said the same about their teachers. Many identified an "interested adult" who walked them through the college planning process.

"Students repeatedly missed out on educational opportunities and financial support because they did not apply or register on time."

GEORGE WIMBERLY, RESEARCH ASSOCIATE,
ACT OFFICE OF POLICY RESEARCH

Counselors Needed

Despite these positive role models, the study revealed a need for more thorough or organized college planning for students. Among the recommendations put forth by the report was the need for schools to provide counselors whose major responsibilities would be to help students with postsecondary planning.

These recommendations come in the face of a national average ratio of counselors to students in urban schools of 1-to-560, a far cry from the 1-to-250 maximum ratio recommended by the American School Counselor Association. To top that, counselors have, in the past years, shifted away from career and educational counseling to playing a greater role in dealing with social problems.

As a result of the study, ACT also recommended that districts provide students with counselors as early as middle school. "Starting in the seventh grade, districts should provide counselors specifically to help students plan courses for high school and begin thinking about postsecondary training," the report noted.

The recommendations arose in part from comments made directly by students, who unanimously endorsed the need to start preparing for college earlier. "Many of the students in our study reported that they had low grades during the ninth and 10th grades and, as a result, took less rigorous courses or repeated some courses," the report noted.

According to national data gathered by ACT, "counselors often are not involved in college planning until students' senior year of high school." The impact of this is that uninformed students become limited in their choices when selecting colleges and often take courses without being aware of the consequences of their grades and knowledge gained.

Said Wimberly, "Sometimes it wasn't until senior year that the students realized that their grades were cumulative."

"When we asked students what they would have done differently, they talked about working harder, getting better grades, and starting earlier in the whole college planning process," he said. "When it came to applying to schools, a lot of these things came up for students

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in their senior year, and it was all very new to them."

Time Management

Common among most of the students interviewed was their tardiness in filling out applications and having a hard time staying on top of the college planning process. "These are 17-year-olds that often need an adult to really drive this information home. The parents don't necessarily understand the process and are not providing information, and then teachers and counselors are overwhelmed. Many of them needed information earlier and much more information, even ... that they needed letters of recommendations," said Wimberly.

According to the report, "Registering for the ACT Assessment, completing the FAFSA [Free Application for Federal Student Aid], applying for local scholarships, completing college applications, and securing letters of recommendation were some of the college planning activities that students had difficulty completing by a specific date. Students repeatedly missed out on educational opportunities and financial support because they did not apply or register on time. Many students had not taken the ACT Assessment until spring of their senior year, had not applied for financial aid, and were unsure which college they would attend."

While many of the students surveyed were behind in filling out financial aid forms, "well over half of them (57 percent) indicated that college costs were a major obstacle, and over one-third (36 percent) said that college costs were a minor obstacle in their college planning."

Another area of interest for ACT researchers was finding out how helpful pre-college programs were for urban minority students. As cited in the report, "numerous government and locally supported pre-college programs have been implemented to help minority and low income students obtain and utilize college planning information.... Many colleges often offer outreach programs for minority and low income communities to enhance students' academic skills and increase their college awareness."

Despite these national programs, research findings revealed that "less than half (42 percent) of the students in this study indicated that they participated in special pre-college programs such as Upward Bound or Talent Search, a finding that suggests that while many college-bound urban African American and Hispanic students have been exposed to some type of pre-college program, the majority were not."

While it is programs typically targeting low-income students and historically underrepresented minorities that give students their first exposure to a college campus and the college planning process, only one-third of such programs first enroll students prior to eighth grade, according to the report. Therefore, it may come as no surprise that only 58 percent of those students surveyed who had participated in special pre-college programs found these programs to be very helpful.

Other resources for students in their college planning process were the Internet, peers, and extracurricular activities. According to the report, "High school extracurricular activities in this study played a significant role in students' college planning decisions. Nearly 90 percent of the students participated in some extracurricular activity in high school. This finding differs from earlier research (Brown & Theobald, 1998; Lippman et al., 1996) in that far greater numbers of urban minority students in the present study were involved in extracurricular activities.... Three-quarters of the students indicated that participating in high school extracurricular activities was very helpful (45 percent) or somewhat helpful (30 percent) in their college planning."

Also of note, however, is that nationally, Hispanic students are less likely to participate in extracurricular activities. Within this most recent report, these same findings held true. Said Wimberly, "Hispanics tended to be the ones least involved in extracurricular activities. It's not clear why, although it didn't stop them from getting into college."

Recommendations

ACT concluded the report with recommendations for schools and policymakers.

Its overall recommendation to schools was this: "Districts should have and should implement an Educational Transitions Strategic Plan that specifically includes and focuses on college exploration and postsecondary planning activities, programs, and outcomes that begin at least in the middle school and continue through high school." (This suggestion is especially essential in urban areas "that serve significant African Americans and Hispanic populations whose resources are stretched by multiple demands not always encountered in rural and suburban settings.")

Other recommendations, not mentioned previously, include the following:

Schools should make continuous efforts to explain and reinforce the postsecondary planning process to parents. They should facilitate informed and mentored peer networks, as early as middle school, to support school performance and postsecondary planning.

Counselors, teachers, principals, and other school personnel should create formal and informal relationships with students to assist them in the various phases of college planning.

All high school students should be required to begin (in the middle school) and complete as challenging a college preparatory core curriculum as possible.

School staff should help students recognize that performance in high school coursework has a cumulative and direct impact on the students' ability to succeed in subsequent coursework and in college.

Schools need to integrate a postsecondary planning component into extracurricular activities and provide information on college administrative tests, including registration dates, how to prepare, and how test scores are used.

Test scores need to be used to help students plan high school curriculum, identify areas of improvement, consider career options, and plan for college.

Schools should provide students with information and access to Internet-based and software programs that help them plan for college, and continually reinforce with parents that financial aid is available to help pay for college.

Schools must ensure that students are aware of, and meet, application deadlines for financial aid; and government agencies, businesses, church groups, community organizations, and local colleges should work collaboratively to make pre-college programs available to as many students as possible, and as early as possible.

These recommendations have already been sent to state legislatures, school districts, and other interested parties. This study was also presented at the 16th Annual Conference of the Hispanic Association of Colleges and Universities in October.

ACT and its researchers hope that their recommendations will influence school policy. When schools are more effective in helping minority students prepare for and enter college, they empower those students with great life choices, including career opportunities.

"The hope," said Wimberly, "is that we can have a better-educated and better-prepared workforce that is really able to compete." **HO**

10-Year Tuition Analysis Shows Major Leaps

With most of the increase shifted onto students

by Alexandra Salas Rojas

Less endowment, private gifts, and a decline in state contributions have shifted the weight of tuition onto student shoulders.

Financing a college education can be a daunting experience. For parents and students who avail themselves of the proper tools and learn about the various savings plans, assistance, grants, and scholarship programs, and don't wait until the last minute to save their pennies, the process isn't as excruciating. But even before the saving or the check writing begins, it helps to know what's involved in tuition, and what is responsible, besides inflation, for the marked increases.

Tuition and fees alone cost more in 2002 than in 2001, never mind books, supplies, room and board, commuter or other living expenses that are also part of the picture.

Sandy Baum, professor of economics at Skidmore College (N.Y.), was invited by The College Board officials to a Washington press conference to keep explain their "Trends in College Pricing" report.

According to tuition statistics, last year, on average, tuition and fees went up 9.6 percent at public colleges. At community colleges, tuition and fees rose 8 percent, up from 2001. At private four-year colleges, pricing went up 5.8 percent between the 2001-02 academic years.

Because room and board rates rose less than tuition and fees, the increase in the total fixed cost of attending four-year colleges is 7.5 percent for public institutions and 5.5 percent for private institutions.

The report's trend analysis reveals that over the 10-year period ending in 2002-03, after adjusting for inflation, "average tuition and fees

Average Annual Tuition and Fees, Room and Board (Unweighted) for Undergraduates, by Institution Type, in *Constant (2002) Dollars*, 1992–1993 to 2002–2003

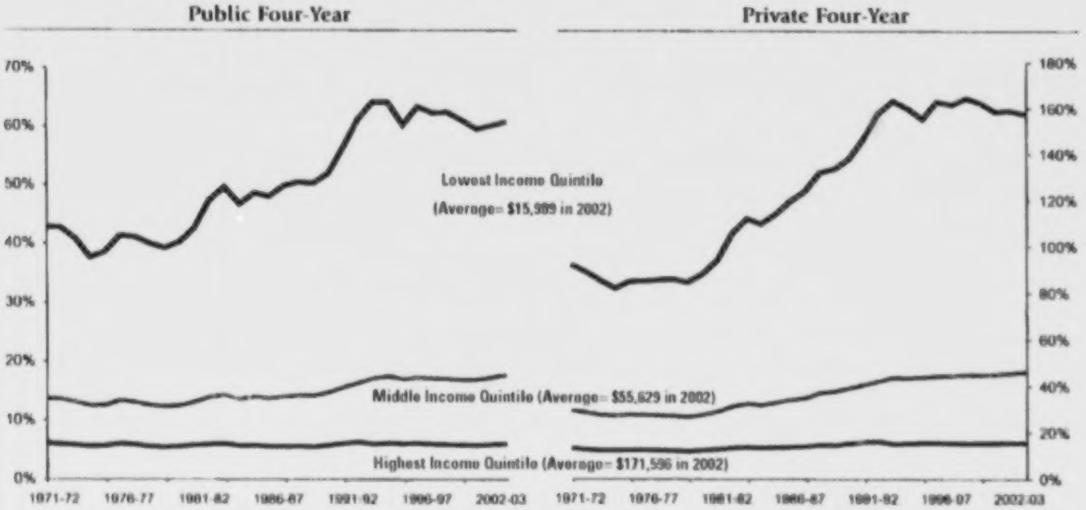
	Tuition and Fees												
Sector	92–93	93–94	94–95	95–96	96–97	97–98	98–99	99–00	00–01	01–02	02–03	*10-yr change*	*% change*
Two-Year Public	1,395	1,478	1,517	1,631	1,673	1,701	1,699	1,707	1,752	1,767	1,914	519	37
Two-Year Private	6,980	7,431	7,493	7,610	7,733	8,219	8,308	8,278	8,487	8,734	9,306	2,326	33
Four-Year Public	2,856	2,994	3,095	3,195	3,263	3,387	3,460	3,493	3,463	3,611	3,900	1,044	37
Four-Year Private	11,291	11,577	11,966	12,272	12,663	13,153	13,487	13,793	14,035	14,955	15,639	4,348	39

	Room and Board												
Sector	92–93	93–94	94–95	95–96	96–97	97–98	98–99	99–00	00–01	01–02	02–03	*10 yr change*	*% change*
Two-Year Public	--	--	--	--	--	--	--	--	--	--	--	--	--
Two-Year Private	4,500	4,699	4,644	4,657	4,595	4,634	4,744	4,811	4,726	4,641	4,896	396	9
Four-Year Public	4,294	4,387	4,440	4,484	4,521	4,646	4,754	4,817	4,803	5,019	5,235	941	22
Four-Year Private	5,074	5,188	5,251	5,288	5,336	5,424	5,511	5,574	5,601	5,828	6,039	965	19

All data are **unweighted averages**, intended to reflect the average prices set by institutions.

SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

Cost of Attendance (Enrollment-Weighted) as a Share of Family Income, 1971–1972 to 2002–2003



NOTE: Cost of Attendance is defined as tuition and fees plus room and board.

SOURCE: Annual Survey of Colleges, The College Board, New York, NY; pre-1987 tuition data are from Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics; income data from the U.S. Department of Commerce, Bureau of Labor Statistics.

at both public and private four-year colleges and universities rose 38 percent, much more slowly than over the preceding decade. Still, charges in both sectors have grown over the last two years at relatively high rates by historical standards. This is particularly true for public institutions, whose inflation-adjusted increase of 8.4 percent in tuition and fees is larger in 2002-03 than in any year since 1981-82..."

It's also important to note that while the cost of attending college rose, student aid (but mostly in the form of loans rather than grants) has also gone up.

"Tuition increases are different in public colleges from private institutions. In private colleges, trustees make the decision regarding increases." Baum explains that institutions try to balance the cost to families and how many people will be able to pay it.

Many schools receive and depend on endowments to offset costs. Says Baum, "the stock market has declined and, similarly, income from endowments is down."

According to *Trends in College Pricing*, between 1980-81 and 1995-96, "the portion of revenue at public colleges and universities coming through state appropriations declined from 45 percent to 36 percent. Tuition and fees increased to constitute 19 percent of revenues compared to only 13 percent in 1980-81. Tuition and fees account for a much larger percentage of the revenues of private colleges and universities. This amount grew to 43 percent in 1995-96 from 35 percent in 1980-81. Declines in state and federal funding as a percentage of total expenditures have shifted a greater share of the costs to students and families."

Public institutions follow other processes. "There is a different mechanism in every state. Depending on state legislation, in some states, each institution can set its own tuition. And for many public colleges, state funding represents a major portion of college funding." If the state appropriates less funding for college, then colleges and universities have to raise tuition, explains Baum.

Says Baum, it is very clear the years during which state budgets are tight, college revenue from this source declines and tuition goes up. For public colleges, she notes, 36 percent of the monies come from the state. If that drops, institutions have to raise tuition. In 1980, public institutions obtained 45 percent of their revenue from the state. Now they are more dependent on tuition.

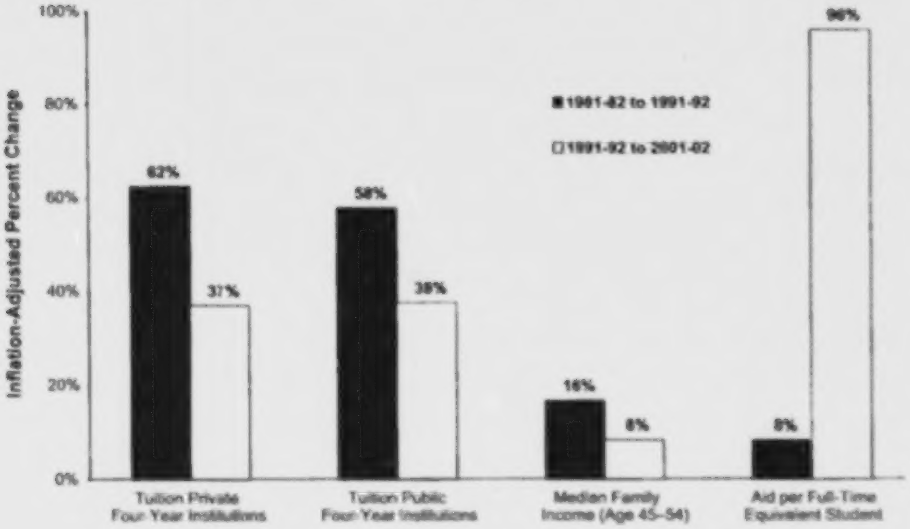
"This year tuition went up because many state budgets are strained. Those are political decisions by state legislatures. Each state sets its own policy. Private colleges can do what they want."

According to data from the *Digest of Education Statistics*, current fund revenues for public four-year institutions are broken up in the following manner: tuition and fees represent 19 percent; federal government–11 percent; state government–36 percent; local government–4 percent; another 4 percent from private gifts, grants, and contracts; 1 percent from endowment income; 22 percent from sales and services; and other sources, 3 percent.

In private four-year institutions, fund revenues originate from the following sources: 43 percent tuition and fees, 14 percent federal government, 2 percent state government, 1 percent local government, 9 percent private, 5 percent endowment income, 21 percent sales and services, and five percent other sources.

In the state of New York, for instance, tuition increases are expected. A recent article in *The*

Inflation-Adjusted Changes in Tuition, Family Income, and Student Aid, 1981–1982 to 1991–1992 and 1991–1992 to 2001–2002



SOURCE: Annual Survey of Colleges and Trends in Student Aid 2002, The College Board, New York, NY

NOTE: The end year for this graphic analysis is 2001 - 2002 rather than 2002 - 2003 because financial aid data are not available for the latter year.

Journal News discussed how tight budgets will affect New York state colleges. New York faces a budget deficit next year of as much as $10 billion. A spokesperson for Moody's Investor Services, which assesses the State University of New York's (SUNY) financial health, noted that despite SUNY's strong foundation, a tuition hike may be inevitable. However, that will not deter enrollment as college pricing at SUNY is more affordable than at private institutions.

John Nelson, a senior vice president at Moody's, commenting on tuition increases, said, "I think they absolutely have to. It's just a question of when." Still, he said, "The demand for SUNY is very high." Nelson notes, however, that enrollment would continue to grow because the college-age population is increasing and because the weak stock market is making it more difficult for families to afford private colleges.

On a positive note, while steep college pricing can hinder enrollment for some students, The College Board report finds that college participation has risen in the last 25 years across ethnic lines, although White student enrollment still outpaces that of other ethnic groups. Persistence and completion rates, however, appear linked to family background. "Fifty-four percent of high school graduates from the lowest-income quartile enroll in college compared to 82 percent of those with incomes above $86,000."

More on Tuition and Fees

National average student tuition and fees (excluding books, supplies, room and board and transportation) for 2002-03 for two-year public schools total $1,735; the two-year private total is $9,890; four-year public, $4,081; and four-year private, $18,273.

Tuition and fees at four-year public and private institutions in New England, $5,484 and $23,289, respectively, exceed rates in the middle states, the South, Midwest, Southeast, and the West Coast. Colleges in the middle states follow with the most expensive tuition and fees for the same categories.

An analysis of tuition and fee charges by region between 1992-93 and 2002-03 shows the following:

In the Midwest, two-year public and private tuition increased 22 percent and 26 percent. Four-year public experienced the biggest hike—45 percent, from $3,306 to $4,803. Four-year private colleges climbed 36 percent, from $12,668 to $17,225.

In the West, tuition and fees at four-year private institutions had the most significant change during that time period—32 percent, from $12,952 to $17,124.

In the Southwest, four-year public college tuitions get the most attention with a 97 percent change, from $1,784 in '92-'93 to $3,516 in 2002-03.

New England states' two-year private and four-year private institutions experienced the biggest percent change—58 percent ($10,373 to $16,390) and 31 percent ($17,740 to $23,289) respectively. Two-year public colleges, however, only indicated a relatively moderate change—12 percent, $2,357 to $2,643.

Schools in the South overall showed an average 40 percent change in rates.

The Latino Vote

by Carlos Conde

Many of today's Latino voters may be too young to remember this, but once upon a time there was a big minority group called "the sleeping giant." It kept getting bigger and stronger and people, politicians in particular, were warned to beware because one day it would shake off its lethargy and flex its muscles.

After the 2002 fall elections and as the 108th Congress goes into session, that perspective needs a bit of an updating. The giant is awake and growing and growling, but it's not trampling anyone yet.

All kinds of analyses and hypotheses are bouncing around over the performance of the Latino vote in the last elections. And what it portends for the future. Most are upbeat, since the Latino community did make some advances, but just how significant they are is debatable.

LATINOS
KALEIDOSCOPE

By the sheer growth of numbers in the last decade, Latino suffrage was bound to get better. In 1980, the U.S. Latino population was 14.6 million. Today, it's approaching 36 million.

The voter registration campaigns by advocacy groups seem to be working. However, the think tanks that track Latino voting can't seem to agree on the present number of registered Latino voters and how many of them actually vote. The eligible voters ranged from about 7 million to 9 million.

Preliminary analysis of the 2002 elections indicates that the Latino turnout was much less but that it was a deciding factor in some contests, like the California gubernatorial race.

So what do we have to show for it in 2002? And what does it say about the future? You be the judge.

The 2002 elections produced 217 Hispanics in state legislatures compared to 147 a decade ago. Latinos are now sitting in 32 state legislatures.

Fine tuning the numbers, however, shows that in California, where 32.4 percent of the population is Hispanic, only 27 of its 120 state legislators are Latinos. In Texas, which has the second largest Latino population, at 32 percent, the 181-member body has 37 Latinos.

Latinos elected to statewide office weren't that many either. Although the Hispanic population is making its presence felt in many states, particularly the Southwest, only nine Hispanics were elected to statewide office in 2002. Five, led by governor-elect Bill Richardson, were from New Mexico, which has a predominately Hispanic population.

As for the big enchiladas in the U.S. Congress, things also improved–but not that much. Before the elections there were 19 Latino congressmen and no senators. After the vote, there's still no Latino senator, but there are four more Latino congressmen on the roster, including one, Dennis Cardoza, who is Portuguese-American.

The election results have produced a flurry of spinning and academic dissection, and also some retrospection, by advocacy and study groups attempting to chart future strategy by examining the previous paths of the Latino electorate.

The popular concept of the Latino voter is that he/she is a Democrat at heart or a Republican, at best, in pretense. Maybe so, but the latter day Latino is becoming more politically opaque.

A pre-election study by the Pew Hispanic Center showed that most Latino voters may act like Democrats, and talk like Democrats, but they are not strongly attached to either party. As the study director, Robert Suro, said, "There is a mixture of beliefs and attitudes that is very hard to pigeonhole. Latinos are not necessarily a Democratic lock."

Although surveys and the recent elections show that Latinos still vote heavily Democratic, their better education and socioeconomic ascendancy is making them more discerning in their political involvement and in how they vote. Suro characterized it as "the first signs of ambivalence in the Latino voter."

The study did show that Hispanics still prefer the Democratic party over the Republicans, 53 percent to 27 percent, but were evenly split when they had to choose between Bush, the president, and the Democrats in Congress.

That type of ambivalence should be the clarion call for a charismatic elected Latino political leader of whatever stripe who can galvanize the constituency into sustained grassroots involvement. There's currently a short supply on both sides.

Henry Cisneros seems to have gone the way of Sonny Bono's polyester suits. The most exciting thing the Latino Democrats have going in Washington is California's political flappers, the congresswomen-sisters, Loretta and newcomer Linda Sánchez, who make up in flair what they lack in influence.

The Republicans don't offer anything much better, other than another sibling act, the Cuban brothers from Miami, incumbent Lincoln Díaz-Balart and his newly elected kid brother, Mario. Both are noted primarily for their Fidel Castro diatribes.

Perhaps the best equipped to become the Latino cacique is Congressman Robert Menéndez of New Jersey, who is the first Latino in national legislative history to be elected chairman of the House Democratic Caucus.

The position wields enormous power, and Menéndez, as one observer said, "is the smartest of them all" among his Latino colleagues. Menéndez' liabilities, however, are that he's another fierce Free Cuba patriot, and he's also about as exciting as a park bench.

So that leaves it up to incoming New Mexico Gov. Bill Richardson, a former congressman and Clinton Cabinet member. Richardson has the experience, the exposure, and the necessary ego, so the mantle appears to be his by default.

Personal ambitions and agendas aside, the national, state, and local Latino legislators face a daunting balancing act of living up to the hopes of their ethnic constituency "as one of ours" without overly compromising their elective mission with the rest of the voters who help keep them in office.

The Latino officeholders seem to have mastered it pretty well thus far. All in all, the present political panorama shows that happy days for Latinos are still not here, but they are getting closer. The sleeping giant is awake now, and perhaps still a bit drowsy, but watch out!

By Carlos D. Conde is an award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House, and worked on the political campaigns of George Bush. Sr.

HO

Across

1 Major college education expense
6 What you have to pay
10 Possess
11 Small educational charges
13 Spanish gold
15 Fellowship fund for new Americans
17 Off the ____
19 Railroad track
20 The decision was on ___ (pending)
22 Birmingham's locale
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33 Specifier
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39 Spelling
41 Laser jet
43 What you have to pay (mostly)
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47 American Planning Association- source of loans for Hispanic students
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55 Opportunity for students to save on college fees
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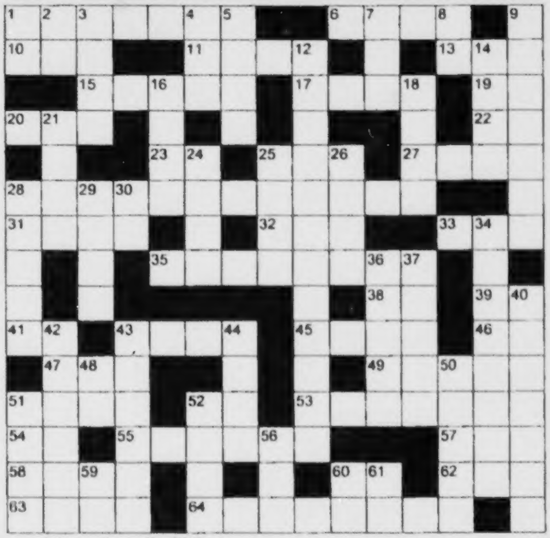
63 Snaky fish
64 (Goes with 42 down)



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25 Transport cost
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28 Decisive
29 National Center for Charitable Statistics- useful source of data for sources of college funding
30 Car club
34 Money provider for people of Spanish-speaking students (goes with 9 and 18 down)
36 Frightening
37 Indian pole
40 When you get your cash
42 Fund for talented minority students (goes with 64 across)
43 Symbols
44 Money you have to pay back later
48 Gym
50 Walnut's cousin
51 N_____ - fund for minority engineering students
52 Unprejudiced
56 Charges
59 National League
60 Fashionable
61 Letter afterward

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FYI...

ACE Examines Dramatic Growth of Nontraditional Faculty on Higher-Ed Campuses

WASHINGTON, D.C.

The number of nontraditional faculty at America's colleges and universities has increased dramatically over the last two decades, representing a significant shift in the composition of instructors on campuses across the country, according to a new monograph by the American Council on Education's (ACE) Center for Policy Analysis.

The New Professoriate: Characteristics, Contributions, and Compensation analyzes the most complete data available on higher education faculty. Between 1981 and 1999, the number of part-time faculty grew by 79 percent to more than 400,000. The total number of instructional faculty increased to more than one million during the same period. The ACE monograph looks at the characteristics of nontraditional faculty (defined as part-time faculty and those working full-time without tenure track status), and compares nontraditional and traditional faculty in areas of academic productivity, workload, compensation, and job satisfaction.

The monograph examined the latest available data collected by the National Center for Education Statistics (NCES) at the Department of Education, including results of the National Study of Postsecondary Faculty.

Among the key findings of the ACE analysis:

- The majority of faculty (65 percent) hired in the four years prior to 1998 were part-time. This represents a new trend in hiring rates.
- Seventy-four percent of all part-time faculty report having another job (65 percent were in higher education).
- After combining all income, part-time faculty earned on average $20,600 less than the average total personal income for full-time tenured/tenure track faculty.
- Despite differences in pay and benefits, nontraditional and traditional faculty reported similar levels of job satisfaction.

"During the late 1980s and into the 1990's, more institutions hired nontraditional faculty to meet the demands of burgeoning enrollments," said Eugene L. Anderson, research associate at ACE and author of the monograph. "The questions for higher education leaders are to what extent should they rely on nontraditional faculty, and how can colleges and universities employ these individuals in a way that is fair to all faculty and strengthens institutional capacity?"

Future of Campus Diversity Debated at AAC&U Conference

ST. LOUIS, MO.

Hundreds of college faculty and administrators gathered for the 4th Association of American Colleges and Universities' (AAC&U) Biennial Diversity and Learning Conference. Focusing on the theme of "Education for a World Lived in Common," the event featured lessons learned from decades of campus-based work on diversity and learning as participants grappled with new challenges facing higher education.

The conference featured hundreds of presenters from schools across the country and an excerpted premier of a new PBS miniseries on immigration, "The New Americans."

AAC&U Vice President Caryn McTighe Musil described the questions the conference was designed to address: "We are asking what higher education can do to bring us together in both local and global communities. We ask what learning would look like if it were based on a shared commitment to deliberate, thoughtful, and sustained investigations of our differences and our collective power to shape a better world."

Conference speakers grappled with these questions and presented the latest research about diversity and student learning. They described the sorts of programs that effectively prepare students with the intercultural and global citizenship skills they need in today's world. Conference participants explored the challenge of educating today's students for a world lived in common, despite the divisions, inequities, and differences that often seem to dominate national, global, and sometimes even campus life.

AAC&U Director of Programs Heather Washington, who coordinated the conference, said: "Today's students must prepare for a world of work that places a premium on group problem-solving and intercultural communication skills. Well beyond this need, however, is the need for colleges to provide students with not only the skills to navigate cultural complexity, but the commitment and dedication to work towards healthier communities and a more just world."

...FYI

NCLR Assesses Latino and Immigrant Vote in the 2002 Election

WASHINGTON, D.C.

The National Council of La Raza (NCLR) released *Mobilizing the Vote: Latinos and Immigrants in the 2002 Midterm Election*, its analysis of the 2002 election, and the Latino and immigrant vote. The analysis is a follow-up to a report NCLR released in July, *Mobilizing the Latino Vote: Tapping the Power of the Hispanic Electorate*.

"Our reports were born out of concern that too much attention has been paid to the phenomenon of candidates courting the growing Latino vote and not enough on the issues that concern Latino voters," noted Raúl Yzaguirre, NCLR president.

Like many others who analyze election results, NCLR was hampered in its analysis by the lack of exit poll demographic data from Voter News Service. However, data culled from other exit polls, organizations, and media reports gave NCLR evidence of the following:

- Latino (and immigrant) voters appear to have made the difference in several key races. For example, the *Rocky Mountain News* reported Latino turnout as a major factor in the defeat of Colorado's Amendment 31, an antibilingual education measure. In the closely contested race for governor of Arizona, the *Arizona Republic* reported that Democratic candidate Janet Napolitano was helped to victory by the 65 percent turnout in Pima County, home to the second largest Latino population in the state.
- Latino voter behavior in the 2002 election provided further evidence that Latinos judge candidates by their record and issue positions, not party affiliation. There were key examples of Latinos supporting or opposing candidates based on their perceived responsiveness–or lack thereof–to the Latino community, including the races for governor in New York, Florida, and California.
- The 2002 election provided evidence that candidates perceived as pro-immigrant garnered support from Latino and other pro-immigrant voters. Conversely, perceptions of hostility or indifference to immigrants cost several candidates support in the Latino community. For example, pro-immigrant Gov. Tom Vilsack of Iowa was re-elected while anti-immigrant Congressman and senatorial candidate Greg Ganske lost to Sen. Tom Harkin, a senator with a strong pro-Latino voting record.
- There are significant opportunities for party realignment and shifts in voting patterns. Candidates who have invested in understanding and acting on Latino concerns have done well, regardless of party affiliation. Furthermore, young Latino voters are not clearly aligned with any one party.

The Futures Project: Competing Colleges Adversely Affect Commitment to Public

PROVIDENCE, R.I.

As colleges and universities compete for students, funding, and prestige, higher education's ability to live up to its commitment to the public has begun to erode, according to a study sponsored by The Futures Project: Policy for Higher Education in a Changing World.

Public Agenda, a nonprofit public opinion and research organization, aided The Futures Project by moderating a series of conversations among 47 academic and political leaders. In the talks, college and university presidents, faculty members, and state legislators spoke candidly about mounting pressures on higher education and the special challenges they presented. Many of the leaders say that market forces are rapidly reshaping institutions of higher learning. New technologies have made it necessary for colleges that once competed regionally to compete nationally and even internationally. The accessibility and market share of for-profit universities is growing.

In this new climate, many of the college presidents and other leaders interviewed say that their institutions find themselves straying from their public mission as they scramble for the best students, the most profitable programs, winning sports teams, more research dollars, and higher rankings in popular "Top Ten" lists.

The resulting report is ***Meeting the Competition: College and University Presidents, Faculty, and State Legislators View the New Competitive Academic Arena.***

"At stake are key issues," said Frank Newman, founder and director of The Futures Project. "Will a college education be affordable? Will less well-off students be able to attend college, and, more importantly, graduate? Will we be able to trust the corporate-sponsored research on which so much depends? Will public universities and community colleges have the funding to support the community service activities that are the hallmark of American higher education?"

People-Places-Publications-Conferences

PEOPLE & PLACES

NCAA Welcomes New President

Indiana University (IU) President Myles Brand recently became president of the National Collegiate Athletic Association (NCAA). A career administrator, Brand is also on the Business-Higher Education Forum and is a member of the executive committee of the Indiana Conference on Higher Education.

Prior to his IU presidency, Brand was president of the University of Oregon (1989-1994), chair of the board of directors of the Association of American Universities (AAU), a member of the board of directors and executive committee of the American Council on Education (ACE), and a member of the board of directors of the National Association of State Universities and Land Grant Colleges. He also held administrative positions at The Ohio State University, University of Arizona, University of Illinois-Chicago, and University of Pittsburgh.

Brand earned a bachelor's degree from Rensselaer Polytechnic Institute and a doctorate from the University of Rochester.

Palo Alto Receives Record Grant

Palo Alto College (PAC) in Texas received a five-year, $2.5 million federal grant, the largest in the College's 17-year history. PAC will cooperate with the Texas A&M University-Kingsville System Center-Palo Alto to provide supplemental instruction and tutoring to students throughout their years on the campus.

The grant enhances academic support for both institutions and creates an endowment for student scholarships and faculty instructional innovation at PAC. It also enhances PAC's current English and Math Learning Centers and will establish a new Science Center for use by both PAC and Texas A&M-Kingsville.

In addition, PAC will be able to set up a $400,000 endowment with the funds. The College will have to raise $40,000 a year for five years, which will be matched by the U.S. Department of Education.

Texas A&M-Kingsville Formally Installs Juárez As President

Texas A&M University-Kingsville President Dr. Rumaldo Z. Juárez was the center of attention in Texas's Coastal Bend community at the University's official installation ceremony.

The campus-wide event introduced the newly elected Juárez to the community at large. He delivered a keynote address in which he highlighted his vision for the University. Students from each country represented on campus participated in a procession, carrying the flags of their countries.

Juárez was dean and professor in the College of Health Professions at Southwest Texas State University before coming to Texas A&M-Kingsville. He also worked at the University of Texas (UT)-Pan American and was executive director of the UT System Texas-Mexico Border Health Coordination Office. He taught at the University of Arizona, UT Health Science Center in San Antonio, UT Medical Branch-Galveston, and the University of North Texas.

Juárez received bachelor's and master's degrees in sociology from Texas A&M-College Station and a doctorate in rural sociology from Pennsylvania State University.

Washington Holds Annual Diversity Summit

The University of Washington (UW) held its 8th Annual UW Diversity Summit, sponsored by MOSAIC, the Multicultural Organization of Students Actively Involved in Change (MOSAIC), a group that creates projects to promote diversity at UW and abroad. The purpose was to unite people, organizations, and communities that are committed to diversity.

The Summit included a dialogue on campus climate and community outreach, an overview of a campus department diversity audit, and an introduction to the Critical Moments Project, a retention, awareness, and change project being used at colleges and universities across the nation. Through detailed discussion of in-depth case studies based on extensive interviews with individual students, the project prepares students, faculty, and administrators to respond proactively to campus and classroom events involving race, gender, class, and other differences.

The issues raised at the event were forwarded to UW leaders for further action.

Hostos Presents Afro-Puerto Rican Cultural Event

Hostos Community College's (N.Y.) Center for the Arts and Culture presented "BomPlenazo 2002: A Celebration of Afro-Puerto Rican Culture," a festival of Afro-Puerto Rican music and dance featuring groups from Puerto Rico, New York, Massachusetts, and Pennsylvania.

BomPlenazo 2002

Original art by: Samuel Lind

The lineup included three major concerts, showcases of local groups, four workshops: dance, percussion, instrument making, and mask making, panel/lecture-demonstrations, two children's performances, and a block party. Among the performing headliners were Viento de Agua, Los Pleneros de la 21, and Plena Libre. Juan Flores moderated a panel discussion exploring the role of bomba and plena in contemporary life in Puerto Rico and New York. Panelists included musicians and cultural activists: Juan Gutiérrez, Norma Cruz, Juan Cartegena, Carlos Torres, José Emmanuelli Nater, Tito Cepeda, Roberto Cepeda, and Héctor "Tito" Matos.

TAMU Professor Seeks Interdisciplinary Ph.D. in Hispanic Studies

Texas A&M University-College Station (TAMU) recently welcomed Miguel Méndez (r.), a leading voice in U.S. Hispanic literature, to help inaugurate TAMU's Hispanic Studies Community Series–one of three lecture series created by Manuel M. Martín-Rodríguez (pictured l.), director of Hispanic studies and associate professor in the department of modern and classical languages.

Martín-Rodríguez, hired by TAMU in 1999, is on a mission to finalize a proposal for an interdisciplinary, intrasystem Ph.D. in Hispanic studies which he says would be the first ever in the state of Texas, and possibly nationwide.

He says a consensus has been reached by participating departments at TAMU-College Station and with the other three participating institutions, Texas A&M-Corpus Christi, Texas A&M-Kingsville, and Texas A&M International.

The proposal, approved by TAMU President Robert M. Gates, requires endorsement by the board of regents and by the Texas Higher Education Coordinating Board.

UNLV Programs Help Prepare Low-Income Students for College

The University of Nevada-Las Vegas (UNLV) Center for Academic Enrichment and Outreach (CAEO) was awarded federal grants estimated at more than $32 million over the next five years to help prepare low-income middle and high school students for college.

Two of the grants were awarded through the U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), designed to encourage students to set high educational goals and go to college.

Two other grants were awarded through the Education Department's Educational Opportunity Centers (EOC) program, to support CAEO programs that help displaced or under-employed workers gain the necessary education for their chosen career paths.

"These programs will have a tremendous positive impact on the community while enhancing the preparedness of students for a successful and enriching college experience," said UNLV President Carol C. Harter.

The GEAR UP and EOC grants combined will enable UNLV to help more than 25,000 children, parents, and community members in low-income areas.

NSF Grant Enables Iowa Professor to Continue Climate Studies

A research team led by University of Iowa (UI) associate professor of geoscience Luis González received a three-year $258,000 National Science Foundation (NSF) grant to continue studying ancient rainfall patterns.

González, who also directs UI's Paul H. Nelson Stable Isotope Laboratory, says one of the project goals is to use knowledge gained by studying past greenhouse gas eras to develop more accurate and reliable forecasting of the impacts of future global greenhouse conditions. The team will use the isotope laboratory to analyze rock samples collected from sites in Texas, Mexico, and Colombia.

"Our earlier studies funded by a prior NSF grant have led us to find that in the region known as the Western Interior Basin, basically a sea that extended from Texas all the way to Alaska, the amount of rainfall in Iowa, Minnesota, and portions of Canada was much greater than what we see today in tropical rain forests. The grant extends our studies into the tropics," González said.

González will be relocating to the University of Kansas this year.

UC Law and Medical Schools See Boost in Minority Enrollments

University of California (UC) officials have attributed the recent significant gains in the enrollment of underrepresented students at UC law and medical schools to better recruitment, strong graduate outreach, and the declining cost of housing in the San Francisco Bay Area and Los Angeles.

According to reports, underrepresented groups at UC's five medical schools, UC-Davis, UC-Irvine, UCLA, UC-San Diego, and UC-San Francisco, made up 16.5 percent of the first-year class of 2002, up from 11.9 percent in 2001. UC's three law schools, UC-Berkeley, UC-Davis, and UCLA, reported that minorities accounted for 16.2 percent of the first-year students entering in 2002, up from 11 percent in 2001.

Hispanic enrollment, according to *The Sacramento Bee*, rose from 6.5 percent to 11.6 percent at UC-Davis and gained ground at UC-Berkeley, but declined at UCLA.

Though the numbers show positive signs for minority enrollments, they are still behind since California voters passed Proposition 209, an anti-affirmative action referendum. Prior to its passing, minority enrollments were consistently greater than 20 percent.

Rutgers Names New President

Richard L. McCormick assumed his new post as president at Rutgers University (N.J.) following a unanimous decision by the board of governors and ratification by the board of trustees.

Prior to his appointment, McCormick was president of the University of Washington, and held administrative posts at the University of North Carolina-Chapel Hill. Having grown up near the Rutgers-New Brunswick campus, he said he looked forward to coming home.

McCormick, an accomplished scholar in American political history, received a bachelor's degree in American studies from Amherst College and a doctorate in history from Yale University. He began his career as a professor at Rutgers, later becoming dean of the faculty of arts and sciences and chair of the history department. His parents also worked at the University; Richard P., a distinguished history professor, and Katheryne, an administrator.

Cabot Prize-Winners Speak at Columbia

The most recent winners of the María Moors Cabot Prize, oldest international award in journalism, discussed "Reporting on Politics and Globalization in Latin America: Whose Agenda Is It Anyway?" at Columbia University's (N.Y.) Graduate School of Journalism. Anne Nelson, director of the School's international programs, moderated the event.

2002 winners David C. Adams, *St. Petersburg Times*; Sergio Luis Carreras, Argentina's *La Voz del Interior*; Michéle Montas-Dominique, Haiti's Radio Haiti; and Robert J. Rivard, *San Antonio Express-News*, discussed how globalization has affected journalism in the Americas; the dynamics of market driven coverage; the role of the media in Latin America; and investigative journalism vs. political advocacy.

WestConn Lecture Connects U.S. and El Salvador

Dr. Carina Bandhauer, Western Connecticut State University assistant sociology professor, recently presented the lecture "U.S./El Salvador Connections: Report on a Transnational Village," which focused on her continuing research on the transnational connections between the two nations.

Since 1993, Bandhauer has worked with the Binghamton-El Charcón (El Salvador) Sister City Project, participating in two delegations to El Salvador. She is also currently conducting research on the national anti-immigration movement and received a 2002-2003 Connecticut State University Research Grant to look at how the movement has been affected by the events of Sept. 11.

Bandhauer received a bachelor's degree in sociology from the University of California (UC)-Riverside, master's from UC-Domínguez Hills, and doctorate from State University of New York-Binghamton. Her forthcoming book is entitled *The Last Gasp of White California: Prop. 187 and the Late 20th Century Anti-Mexican Movement.*

News from New Mexico

- The University of New Mexico (UNM) School of Law was given two awards by the American Bar Association Student Law Division: the Henry J. Ramsey, Jr. Diversity Award and the Best Law School Web Site Award. The Law School was also ranked No. 2 on *Hispanic Business* magazine's list of top 10 law schools for Hispanics.
- An art exhibition by the UNM Chicana/o Studies Program was on display at the Albuquerque International Sunport. The exhibit, displayed in three 12-foot cases, provided a glimpse of topics and themes emphasized by the program. One depicted the antecedents of the Chicano movement of the 1960s and '70s. Another illustrated the historical themes of the program's courses. The third case focused on the program's present community involvement.
- Tim Castillo, assistant professor in the UNM School of Architecture and Planning, received an honorable mention in an international architecture, landscape, and urban design competition. The "e2-contest," sponsored by groupe e2, a Paris, France-based organization interested in architectural research, awarded Castillo's submission, "PARK(ING)," which looks critically at the blacktop surface as unused space.
- UNM College of Education doctoral student Anselmo Torres-Arizmendi is currently studying at the International Institute for Education Planning in Paris. He was selected from 480 candidates worldwide to study in the Advanced Training Programme in Educational Planning and Management to learn the most current techniques and methodologies of educational planning. He also received a $25,000 grant.

Mejía Speaks at Mercy Commencement

Mercy College (N.Y.) celebrated the achievements of 900 associate's, bachelor's, and master's degree candidates at its 67th Commencement Ceremony.

Mercy President Dr. Lucie Lapovsky presided over the event, which featured Hipolito Mejía (pictured), president of the Dominican Republic, as guest speaker. Mejía received an honorary Doctor of Humane Letters in recognition of his efforts on behalf of the people of the Dominican Republic.

HSF and Procter & Gamble Partner to Provide Scholarships

The Hispanic Scholarship Fund (HSF) and the Procter and Gamble (P&G) Avanzando con tu Familia community outreach program have partnered to provide scholarships to deserving Hispanic students throughout the United States.

P&G will contribute to HSF 10 cents, up to $100,000, from each purchase of select P&G products using specially marked HSF/Avanzando coupons. The special coupons were inserted in the fall edition of *Avanzando* magazine as well as through Brand Saver coupons available in newspapers. The proceeds will go toward expanding HSF's regional and national scholarship services and activities, as well as to increase the organization's efforts to reach high school and college students through campus seminars nationwide.

P&G products participating in the program include Crest, Downy, Tide, Gain, Dawn, Pantene, Bounty, Charmin, Always, Head & Shoulders, Pampers, and Secret.

Air Force Secretary Speaks at Incarnate Word

During a visit to the University of the Incarnate Word (Texas), Michael Domínguez, assistant secretary of the Air Force for Manpower and Reserve Affairs, provided an operations update in a discussion of the ongoing military conflict in Afghanistan. Topics included the global war on terrorism, diversity in the Air Force, and the transformation of the Air Force in the new century.

Domínguez, one of the highest-ranking Hispanics in the Air Force, heads a four-division department. His responsibilities include diversity and force management. He is a graduate of the U.S. Military Academy at West Point and received a master's degree from Stanford University.

St. Thomas Receives Carnival Cruise Lines Grant for Center

St. Thomas University (Fla.) announced that it received a $1 million grant from Carnival Cruise Lines for the construction of a new science and technology center.

Construction on the two-story Carnival Cruise Lines Science and Technology Building will begin within the next few years. The building will contain four laboratories, six research laboratories, five clinical laboratories, four preparation rooms, and a media center. Each floor will house a circular amphitheater.

St. Thomas believes the center will attract top science scholars from throughout the U.S. and the world and, through its "Developing Leaders for Life" program, encourage a diverse pool of students to enter the field of science.

Torres to Head Association of American Law Schools

Gerald Torres, the H.O. Head Centennial Professor in Real Property Law at the University of Texas-Austin School of Law, was named president-elect of the Association of

American Law Schools (AALS). His presidency begins in January 2004.

The AALS is a learned society for law teachers and is legal education's principal representative to the legal profession, the federal and state governments, and other national higher education organizations.

Torres is a leading figure in critical race theory, an expert on agricultural and environmental law, and has interest in federal Indian law and international environmental law. Prior to teaching at UT-Austin, he taught at the University of Minnesota Law School and was a visiting professor at Harvard University and Stanford University. He also was a deputy assistant attorney general in the Environment and Natural Resources Division at the Justice Department, and counsel to former U.S. Attorney General Janet Reno.

Torres has a degree in political science from Stanford University, a law degree from Yale University, and a master's in law from the University of Michigan-Ann Arbor. He is a member of the American Law Institute.

White Resigns after Grade Tampering Scandal

Gardner-Webb University (N.C.) President Dr. Christopher White (pictured) resigned after admitting that he disobeyed University rules in the calculation of a top basketball player's grade point average.

The incident occurred in 1999 when White ordered that the GPA of the University's star basketball player, Carlos Webb, be calculated without an F grade he had received after cheating in a religion class. Without the change, Webb would have been ineligible for the 2000-2001 season, the season in which Gardner-Webb won the National Christian College Athletic Association championship.

White said he ordered the change because another school official gave Webb bad advice on how to improve his GPA.

The scandal left the small Baptist university divided as alumni, students, and faculty protested the breach of the school's honor code while the board of trustees affirmed White's leadership. Three professors quit in protest, and the board demoted two deans for criticizing White.

The National Collegiate Athletic Association issued a full investigation into the incident and other possible rules violations at Gardner-Webb.

Carlos Webb is no longer with the school.

News from NJCU

NEW JERSEY CITY UNIVERSITY

- New Jersey City University (NJCU) featured a solo exhibition of "poetic" watercolors by award-winning artist Dr. José Rodeiro, NJCU associate professor of art and coordinator of art history. The exhibit featured vibrant and intimate depictions of mysterious human interactions, using a realistic style to portray humans coping with the intrusion of technology terrorism, dehumanization, and alienation.
- NJCU received a $172,031 Title VI Undergraduate International Studies and Foreign Language Program Grant from the U.S. Department of Education for "Reaching Across Borders: Internationalizing Students in K-12 Urban Teacher Education," a project that will address the need for an international approach to teacher education.
- Chilean journalist and author Carolina Aguilera discussed and read excerpts from her new book, *Our Heros*, the story of 15 Latino firefighters who died in the Sept. 11 tragedy at the World Trade Center. Accompanying Aguilera to provide their testimonials were the families of the firefighters profiled in the book.
- The National Science Foundation awarded NJCU $396,000 to establish a Computer Science, Engineering, and Mathematics Scholarships Program. The award covers a four-year period in which NJCU will use $90,000 each year to fund scholarships for low-income, academically talented undergraduate students majoring in computer science and math.
- Members of the NJCU Latino art community, alumna Josephine Barreiro, students Olga Cruz and Richard León, and Dr. José Rodeiro, associate professor of art, participated in a special cultural program at the Newark Museum, "Corazones Unidos" ("United Hearts"). The program featured an exhibit of their works and a banquet.

Undergraduates to Receive Jack Kent Cooke Scholarships

JACK KENT COOKE FOUNDATION

The Jack Kent Cooke Scholarship Foundation of Virginia is awarding nearly $2 million in scholarships to 79 community college students and other financially strapped juniors and seniors from around the nation, enabling them to continue their education at some of America's best colleges and universities.

According to the Foundation, this will be the most generous scholarship program in the nation for community college transfer students wishing to pursue baccalaureate studies. It awards up to $30,000 per year to community college transfer students and juniors and seniors continuing at their current four year institutions. Students are using the scholarships at schools such as Yale University, Cornell University, and Syracuse University.

This is the third scholarship program established by the Foundation. It also provides college scholarships to families of victims of the Sept. 11 terrorist attacks.

Community College of Philadelphia Upgrades Information Services

Community College of Philadelphia

Community College of Philadelphia (Pa.) entered into a three-year multimillion dollar agreement with Collegis, Inc., a provider of comprehensive technology services to higher education, to implement and optimize the College's new administrative software system, Banner, which is designed for improved student, staff, and faculty information services.

The agreement provides a combination of on-site and remote implementation services for the duration of the project.

Repertorio Español Performs *Bodas de Sangre* at Bergen

Bergen Community College (N.J.) featured New York City-based theater company Repertorio Español's Spanish-language rendition of "Bodas de Sangre" ("Blood Wedding") as part of a performing arts series event, "This and That From Here and There."

Written in 1933 by renowned poet and dramatist Federico García Lorca and inspired by a true story, "Bodas de Sangre" marked a departure in modern poetic theater. Based in 20th-century Andalusia, with love a precursor to betrayal and tragedy, the play is concerned with fate and death.

To help the non-Spanish-speaking audience, Bergen made live simultaneous English translations available through headphones.

Incarnate Word Nursing Students Benefit from Grant

The University of the Incarnate Word (Texas) was awarded the "Together We Can" grant from the U.S. Department of Health and Human Services at a ceremony at the University of Texas Health Science Center (UTHSC) School of Nursing.

The $142,681 award will aid the University's efforts to help more students receive a nursing education, in hope of alleviating the country's nursing shortage.

UTHSC also received a department grant to help address nursing workforce diversity.

Latin American Authors Tour Northeast Institutions

Two of Latin America's best-known literary artists and human rights activists, Claribel Alegría and Ernesto Cardenal, both of whose works are available from Curbstone Press (www.curbstone.org), gave joint book readings at several colleges and universities in the northeast. Their tour made stops at Hunter College, Fairfield University, Smith College, Trinity College, and Eastern Connecticut State University.

Photo © Mel Rosenthal

Alegría speaks about justice and liberty for Central America in each of her 40 books of poetry, fiction, and essays. Born in Nicaragua, she and her family were forced into exile in El Salvador when she was a child because of her father's human rights activities. Years later, she was forced into exile in El Salvador again because of her opposition to human rights abuses there. After the conflict's resolution, the new government deemed her a national treasure. *Sorrow*, her recent collection of poetry, deals with the death of her late husband, Darwin Flakoll.

Cardenal is a recognized figure in Latin American letters. A priest, social activist, and former minister of culture in Sandinista Nicaragua, he is known as the most eloquent and ardent voice of that nation. After studying in Mexico City and at Columbia University, he converted to Christianity and studied for the priesthood at a Trappist monastery in Kentucky. He returned to Nicaragua as a priest and worked with the Sandinista National Liberation Front. He is currently director of the Nicaraguan cultural organization La Casa de los Tres Mundos. He has written more than 35 books in Spanish and his poems have been translated into many languages.

CSU-San Marcos Center for Books in Spanish Announces Workshops

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos announced three workshops slated for the Summer of 2003.

- June 23 and 24, "Books and Reading Strategies for Bilingual Students Grades K-8." This workshop will focus on reading, selecting, and using appropriate literature to teach reading strategies to bilingual students. Conducted in English.
- July 14-16, "Literature in Spanish for Children and Adolescents/La Literatura en Español dirigida a los Lectores Infantiles y Juveniles." Introduction to the literature in Spanish for children and adolescents including selection criteria and reading promotion strategies. Conducted in Spanish.
- July 28-30, "Traditional Literature from Latin America for Children and Adolescents/Literatura Tradicional de Latino América para Niños y Jóvenes". Introduction to pre-Hispanic and colonial myths and legends from Latin America for children and adolescents. Conducted in Spanish.

For more information, contact: (760) 750-4070; fax, (760) 750-4073; Barahona Center for the Study of Books in Spanish for Children and Adolescents, California State University-San Marcos, San Marcos, CA 92096-0001.

Wright State Grant Expands International Studies

The U.S. Department of Education awarded Wright State University (Ohio) three grants totaling $550,000 for new or expanded programs in international studies, international business education, and comparative regional planning.

Through awards in Undergraduate International Studies and Foreign Language, Business and International Education, and the Fund for the Improvement of Post Secondary Education award, Wright State will expand existing collaborations with universities in Europe and the Americas and develop new international education programs on campus. These initiatives help launch new courses in international studies and foreign languages, create an international business and trade certification process and honor society, and form partnerships with national and international higher education institutions to develop various interdisciplinary, academic programs and courses.

Grossmont Instructors Become Distinguished Faculty

Grossmont College (Calif.) faculty Dr. Gerald "Jerry" R. Baydo (pictured l.), instructor of history, and Leslie F. Lawrence (r.), art instructor, were selected by the academic and student services divisions to receive the College's Distinguished Faculty Award for 2002-2003. They were given the honor based on their sustained commitment to excellence in teaching or performance of assigned duties; for faculty contributions to their disciplines; for their active and involved roles in campus affairs; and for involvement in the community as representatives of the college.

Baydo, recently named the College's online coordinator, has encouraged the use of technology in the classroom. He is president of the National Social Science Association and was chair of the Grossmont history department, where he was instrumental in the development of courses in Latin American and Native American studies.

Lawrence's work as an artist has been displayed in public and private exhibitions around the world and has won honors and awards. As an instructor, he has brought important technological innovations to Grossmont's ceramics department and has created several Web sites for the College.

Iowa's Minority Enrollment on the Rise

The state of Iowa's Board of Regents reported that during the fall 2002 semester the University of Iowa (UI) had its highest enrollment of minority students. Iowa's total minority enrollment–undergraduate and graduate/professional–for fall 2002 was 2,568, up from 2,523 the previous year. Undergraduate minority enrollment went up to 1,679 from 1,617, but graduate/professional enrollments fell to 889 from 906 the previous year.

According to UI, in fall 2002: Hispanics were the only group to make gains in enrollment at both the undergraduate (plus 28) and the graduate/professional (plus 3) levels. Asians or Pacific Islanders gained the most undergraduates (plus 42), but lost the most graduate/professional students (minus 18). African American total enrollment fell after a larger reduction in graduate/professional students (minus 7) than a gain in undergrads (plus 1). Native Americans had the biggest gain among graduate/professional students (plus 5), which was complemented by the lone decrease in undergraduate students (minus 9).

The enrollment totals did not include foreign students attending UI on student visas.

Espinosa Selected Co-Director of Early Education Research Institute

Linda M. Espinosa, associate professor at the Graduate School of Education at Rutgers University (N.J.), was appointed co-director of the National Institute for Early Education Research. The Institute is part of The Pew Charitable Trusts' 7- to 10-year grant-making strategy to ensure universal voluntary access to high-quality early education for 3- and 4-year-olds.

Espinosa, a leader in the development of early education programs and policy, has been an elementary school principal and district administrator. Her research has centered on bilingual preschool education, Hispanic families and children, and early literacy for non-English speakers. A consulting editor and book editor for *Early Childhood Research Quarterly*, she has also published more than 35 articles and book chapters and written many curriculum guidelines and training manuals for early childhood teachers.

Espinosa completed her bachelor's degree at the University of Washington, master's at Harvard University, and doctorate in educational psychology at the University of Chicago.

Education and Workforce Committee Examines Teacher Training

The House Subcommittee on 21st Century Competitiveness recently held a hearing on "Training Tomorrow's Teachers: Ensuring a Quality Postsecondary Education." The hearing was one in a series reviewing issues that might be addressed this year as part of the reauthorization of the Higher Education Act.

During the next decade, school districts will need to hire more than two million additional teachers to keep up with increased student enrollment. And the No Child Left Behind Act calls for every student in every federally funded public school to have the opportunity to learn from a highly qualified teacher by 2005. This focus on teacher quality is accompanied by a historic increase in federal teacher quality funding.

This hearing focused on the effectiveness of provisions of Title II of the Higher Education Act that were enacted in 1998. Attention was given to the Teacher Quality Enhancement Grants for States and Partnerships program and to the reporting conditions required by law.

MALDEF Honors Trinity Professor

Arturo Madrid, Murchison Distinguished Professor of the Year at Trinity University (Texas), was honored by the San Antonio chapter of the Mexican American Legal Defense and Educational Fund (MALDEF) with the Matt García Public Service Award. The award is named after a former state legislator from San Antonio, remembered for his tireless efforts in promoting education and human rights. García was elected to the Texas House of Representatives in 1973 and served until his death 10 years later. One of his first acts as legislator was to carry the first bilingual education bill through the House Appropriations committee.

Madrid became a distinguished professor at Trinity University in 1993 after nine years as founding president of the Tomás Rivera Center. He currently serves on the boards of the A.H. Belo Corp., the National Center for Public Policy and Higher Education, and the Intercultural Development Research Association. He was the founding president of the National Chicano Council for Higher Education.

In the News at the University of Miami

- Alcibiades Hidalgo, former chief of staff to Cuban Minister of Defense Raúl Castro, spoke at Casa Bacardi, Institute for Cuban and Cuban-American Studies, University of Miami (UM), Florida. Hidalgo, who defected not too long ago, also served as Cuba's ambassador to the United Nations and Namibia, and as one of the chief negotiators in the mission to retire Cuban troops from Angola. He was also vice minister and member of the Central Committee of the Communist Party.
- Festival Miami, a series of musical events offered by the UM School of Music, presented the North American premiere of "Cecilia Valdés, A Cuban Ballet." The famed Cuban zarzuela, based on the novel by Cuban writer Villaverde, features a score by Cuban composer Gonzalo Roig with a modern reorchestration by José Ramón Urbay. The work, a compelling story showcasing the passion and tragedy found in misguided love, was choreographed by Rosario "Charin" Suárez and conducted by Marlene Urbay.
- UM hosted a two-day symposium in October on Latin American cities at the School of Business Administration. The event gathered scholars from Mexico City, Buenos Aires, Rio de Janeiro, São Paulo, Santiago de Chile, and elsewhere to explore interdisciplinary approaches to understanding urban spaces and experiences.

Cleveland State Installs President

Dr. Michael Schwartz was installed as the fifth president of Cleveland State University (Ohio).

Schwartz pledged to students, faculty, staff, business, community and political leaders, and delegates from colleges and universities across the nation that Cleveland State would become a leader in establishing innovative collaborations. He encouraged faculty to apply for grants to develop new programs that include two or more departments and, preferably, cross college lines, include a community partner, and hold promise for attracting new students. He vowed to "reward creativity, take some risks, and have some fun" at the University.

"The culture of timidity has to go. Let us pledge now that we shall strike out in bold new ways and create a new Cleveland State University," said Schwartz. "Excellence in all things should be our goal."

UT-Pan American Addresses Shortage in the Sciences

With the country now facing a critical shortage of homegrown scientists, researchers, and mathematicians with Hispanics representing less than half of that number, the University of Texas-Pan American took action in hopes of changing the face of the science community when it hosted Hispanic Engineering, Science and Technology Week (HESTEC). The event drew roughly 15,000 students in what was described as an innovative pilot program with nationwide implications.

Astronauts, educators, engineers, and government and corporate officials challenged middle and high school students to enter science, technology, mathematics, and engineering fields. The students were assigned Hispanic and corporate role models and given hands-on technology workshops. They also attended a congressional forum of science literacy and visited a walk-through model of a space station.

San Antonio Offers Gerontology Program

San Antonio College (Texas) will be offering an associate's degree in gerontology, described by an SAC instructor as the study of the aging processes and individuals as they grow from middle age through later life.

"The ever-increasing older population has produced a demand for better-trained and skilled professionals to work in the field of aging," said Program Coordinator Yvonne M. Lozano.

Lozano, who has worked with public and private organizations as an instructor, therapist, administrator, and facility investigator, has a bachelor's degree in behavioral sciences from the University of Mary Hardin-Baylor and a master's in gerontology from Baylor University.

She said that the 36-hour Gerontological Studies program can lead to a bachelor's degree program, professional school, or an entry-level position attending to the needs of the aging population, and also to careers in social work, physical therapy, nursing, administration, home health, urban planning, retirement planning, and medicine.

Middle Tennessee State Receives Diversity Grant

The U.S. Department of Education awarded Middle Tennessee State University (MTSU) a five-year ESL Enterprise Project grant totaling more than $1.3 million to develop a continuing education program for teachers seeking an additional certification in English as a Second Language (ESL).

The project calls for MTSU to collaborate with local school systems to train educators in teaching techniques, assessment strategies, and curriculum design for children whose primary language is not English. It will involve practicing teachers; pre-service teachers; students, pre-K through 12, enrolled in the targeted systems; administrators; and parents. There will be a strong technology strand with components such as a research-based journal highlighting teachers' materials and an interactive online journal designed by ESL students.

"The region has a rapidly growing population of linguistically diverse students, especially Hispanic students," explained Dr. Dorothy Valcarcel Craig, associate dean for teacher education at MTSU. "We want professional educators to have the skills required to accurately assess students," she said, "so that they can effectively work with students as well as parents."

Continental Provides Campus Visits

Continental Airlines announced a partnership with Upward Bound educational programs in six cities across the nation to facilitate college campus visits for Hispanic high school students and their parents.

"Volando al Futuro/Flying Toward the Future" will award airline tickets to deserving Upward Bound high school seniors–and their parents–accepted to a college or university in the continental U.S. that is farther than a six-hour drive. Upward Bound programs in Denver, Houston, Los Angeles, New York, San Antonio, and Washington, D.C., will be included in the program.

HACU Welcomes Coast Guard In-House Executive

The Hispanic Association of Colleges and Universities (HACU) welcomed U.S. Coast Guard Captain Adolfo Ramírez as a new in-house "executive on loan" to help HACU promote U.S. Coast Guard college and career opportunities to the country's youngest and largest ethnic population.

This marks the first time the Coast Guard has placed an officer in a nonprofit organization as an executive on loan. The partnership represents a part of the Coast Guard Recruiting Initiative for the 21st Century, established to recruit outstanding minority students, male and female, to the renowned U.S. Coast Guard Academy, which consistently ranks among the top colleges in the nation.

Ramírez is a decorated officer and graduate of the Coast Guard's Officer Candidate School. He was chief of the Investigations Office in Los Angeles-Long Beach; worked with the National Strike Force Pacific Strike Team, an elite environmental response team; and was assistant chief for the Coast Guard's National Response Center. He was responsible for the Coast Guard's "Workforce Cultural Audit" on diversity and was a chosen Ethnic Policy Advisor to the commandant of the Coast Guard.

Essex Student Receives Achievers Scholarship

Photo © Leon Bolden/ECC

Essex Community College (N.J.) student Kirsania González received a $1,000 scholarship from the Hispanic Association of Colleges and Universities, donated through the Wal-Mart Achievers Scholarship Program.

González emigrated from the Dominican Republic a little over a year ago to continue her education in the United States. The business administration major plans to transfer to nearby Rutgers University-Newark after graduation. Her dream is to own a clothing business.

"This is the first scholarship I have ever received," said González. "It will help me achieve my professional dreams."

Yakima Valley Hosts GEAR UP Meeting

Yakima Valley Community College (YVCC) in Washington hosted around 1,700 seventh-grade GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) students from surrounding school districts to teach them about the benefits of college and how to prepare for post-secondary education. YVCC is just one of the many stops the body of students will make in the next four years as part of the GEAR UP program.

GEAR UP helps middle school children in areas of low income and low educational attainment prepare for, pursue, and succeed in post-secondary education. It helps acquaint them with college life–both academic and social–and teaches them how to finance an education.

YVCC partnered with institutions and organizations such as the University of Washington and Microsoft Corporation to help bring GEAR UP to Washington's Yakima Valley.

Michigan Honored for Diversity Program

The Michigan Minority Business Council (MMBC) presented the University of Michigan with its 2002 Corporation of the Year award at its 19th Annual Awards Dinner.

Each year MMBC recognizes individuals and corporations that have significantly contributed to cultivating opportunities within Michigan's minority business community.

Timothy Slottow, interim chief financial officer, accepted the award on behalf of the University and credited the success of the University's Supplier Diversity Program.

CSUF Encourages High Schoolers to Pursue Higher Ed

More than 200 Orange County Chicano/Latino high school students took part in a conference hosted by the Chicana and Chicano Studies Department at California State University-Fullerton to encourage and motivate them to pursue higher education.

"Chicano/Latino students tend to be at high risk of dropping out of school and not going to college," said Dr. Isaac Cárdenas, chair of the Department of Chicana and Chicano Studies.

The conference was co-sponsored by the National Association for Chicana and Chicano Studies K-12 Caucus, the CSUF Chicano Resource Center ENLACE Project, and the CSUF Independent Latino Student Association.

Paige Announces $500,000 Grant to HSF and HSF Institute

U.S. Secretary of Education Rod Paige announced a $500,000 grant to the Hispanic Scholarship Fund (HSF) and the Hispanic Scholarship Fund Institute to help create the Partnership for Excellence in Latino Higher Education, a three-year initiative to increase parental involvement in K-12 schools in Latino communities across the country.

Inspired by the No Child Left Behind Act, the partnership seeks to develop effective outreach to Latino parents to empower them with information and resources to increase the success of their children in school.

"We are proud to have this opportunity to work with the Department of Education to close the information gap for Latino students and their families," said Sara Martínez Tucker, president and CEO of the Hispanic Scholarship Fund. "HSF and our public sector affiliate, the HSF Institute, are committed to ensuring greater academic success for this generation of college-going Latino students."

García Chosen to be Acting INS Commissioner

President Bush recently designated Michael García as acting commissioner of the Immigration and Naturalization Service (INS). García follows INS Commissioner James Ziglar, who departed late last year. Ziglar had announced in August his intention to return to the private sector.

Attorney General John Ashcroft said, "I welcome the president's choice of Michael García to shepherd the INS into the new Department of Homeland Security, with its central mission to keep our nation safe from future acts of terrorism. Mr. García is one of America's top terrorism prosecutors and will lead tough enforcement of our immigration laws to protect Americans from terrorism and secure our homeland."

García has been assistant secretary for export enforcement at the Department of Commerce since August 2001. Previously, he was a federal prosecutor in the Southern District of New York for nine years, handling terrorism-related cases such as the 1993 World Trade Center bombing, and the prosecution of four defendants charged with conspiring with Osama bin Laden to kill Americans abroad with the bombing of two American embassies in East Africa.

LULAC Praises Garza Confirmation

The League of United Latin American Citizens (LULAC) expressed its approval of the U.S. Senate's confirmation of Antonio Garza as ambassador to Mexico.

"We are enthusiastic about having a Hispanic in this important position, especially at a time when our two countries face important major issues of common interest and immediate concern," said Hector Flores, national LULAC president. "Since Sept. 11, our world has changed tremendously, and Tony Garza is someone who actually understands the challenges the two neighbors now face along our southern border. The challenge is to ensure homeland security while not shunning an important and longtime friend."

Garza, a second-generation Texan whose grandparents are from Mexico, has a long and distinguished record of public service. His public service career began in 1988 when he became the first Hispanic Republican elected to statewide office in Texas history as railroad commissioner, with oversight over the state's energy sector. In 1994, then Gov. George Bush appointed Garza as Texas secretary of state. During his three-year tenure, Garza was Texas' chief election officer, as well as lead liaison on border and Mexican affairs, working on a diverse range of issues including free trade, the environment, and border affairs.

February Deadline for Syracuse's Minority Fellowships

Minority students seeking careers as newspaper journalists are invited to apply for generous awards that combine graduate scholarships with internships at Syracuse University (N.Y.).

The Newhouse Graduate Fellowship/Internship in Newspaper Journalism for Minorities underwrites master's level study at the S.I. Newhouse School of Public Communications while providing on-the-job training at the Newhouse Newspapers. Two winners a year receive free tuition, monthly stipends of $1,100, health insurance coverage, and up to $3,300 in other benefits.

All application materials must be received by Feb. 10, 2003. This requires taking the Graduate Record Examination no later than Feb. 1. Contact: Graduate Records Office, 102 A Newhouse I, Syracuse University, Syracuse, NY 13244-2100; phone, (315) 443-1124; fax, (315) 443-3946; e-mail, pcgrad@syr.edu.

News from NAHJ

• The National Association of Hispanic Journalists (NAHJ) is holding its 14th Annual Scholarship Banquet Feb. 20, 2003, at the Plaza Hotel in New York City. This is one of the major fund-raisers that NAHJ holds to benefit future Latino journalists. NAHJ has awarded more than half-a-million dollars to more than 400 students since 1986. For more information, go to www.nahj.org/student/2003/banquet.

• According to NAHJ, the deadline for the Neiman Fellowship at Harvard University is Jan. 31, 2003. The Neiman Foundation, committed to the global dimension of journalism, selects an equal number of U.S. and international journalists for a 10-month appointment at Harvard. For mid-career journalists. Contact: (617) 495-2237 or http://neiman.harvard.edu.

• The deadline for the Knight-Wallace Fellowship at the University of Michigan is Feb. 1, 2003. The Fellowship is designed to broaden perspectives, nurture intellectual growth, and inspire personal transformation. For full-time journalists with five years' experience. Contact: (734) 998-7666 or www.mjfellows.org/fellowships/

• The deadline for application to the NBC News Associate Program is Jan. 30, 2003. This highly competitive program identifies outstanding aspiring journalists who bring diverse backgrounds to news production and news coverage. The program represents NBC's strong commitment to develop a diverse editorial staff within NBC News. Web site: www.nbcjobs.com/News_Associate_Program.html.

Jan. 31 Deadline for Latino Scholar Program at Howard

THE HENRY J. KAISER FAMILY FOUNDATION &

How does federal health policy affect health care in Latino communities? What steps can federal policymakers take to better meet the healthcare needs of Latinos and other traditionally underserved populations? How can federal health policy improve minority communities' access to quality health care? This summer, 13 minority college students and recent graduates will learn the answers to these questions and much more as participants in the Barbara Jordan Health Policy Scholars Program, established by The Henry J. Kaiser Family Foundation and based at Howard University, Washington, D.C.

The Scholars Program is open to all minority students, but Latino students are particularly encouraged to apply. The Scholars Program is now accepting applications for the session beginning in May 2003. The application deadline is Jan. 31. For more information, go to www.kff.org/docs/topics/ jordanscholars.html.

L.A. Mayor Asks: "Who Wants a Million Dollars?"

The office of Los Angeles, Calif., Mayor Jim Hahn has put together a "Free Cash for College" weekend, taking place at 50 local high schools Feb. 1-2, 2003. The Los Angeles Unified School District is inviting every high school senior in Los Angeles to attend with their families.

"Does anyone here want a million dollars?" Hahn recently asked a group of L.A. area high school students. "Well, that's how much more you will make over your lifetime if you get a college degree instead of just graduating from high school."

The event is part of Hahn's "Free Cash for College" campaign, designed to expand access to education and career opportunities for L.A. families. A collaboration of accounting firms, colleges, and universities will help students and their families complete the FAFSA, the application form required for California's Cal Grants, which provide $1,500 to $10,000 of annual education funding for qualifying families. The workshops will aim to increase the number of Cal Grant entitlements received by Los Angeles students. The event is open to the public and admission is free.

PUBLICATIONS

The Violent Foam: New and Selected Poems

By Daisy Zamora

VIOLENT FOAM

It is said that Daisy Zamora is the preeminent poet of her generation in Nicaraguan letters. This bilingual edition includes selections from highly acclaimed books and poems she has written since 1993. Translated by George Evans.

2002. 162 pgs. ISBN 1-880684-88-8. $15.95 paper. Curbstone Press. (860) 423-5110.

A History of Argentina in the Twentieth Century

By Luis Alberto Romero

This first English edition of the Argentine classic, originally written as an introductory text for university students and the general public, is a profound reflection on the "Argentine dilemma" and the challenges that the country faces as it tries to rebuild democracy. Translated by James P. Brennan

2002. 368 pgs. ISBN 0-271-02192-6. $22.50 paper. Penn State Press. (800) 326-9180.

Encyclopedia of the Clinton Presidency

By Peter B. Levy

CLINTON PRESIDENCY

This balanced account of the Clinton presidency includes more than 230 entries on the personalities, issues, accomplishments, events, and scandals of his administration. A perfect first-stop reference for students and others seeking information on this subject.

2002. 416 pgs. ISBN 0-313-31294-X. $65.00 cloth. Greenwood Press. (800) 255-5800.

School Choice Tradeoffs: Liberty, Equity, and Diversity

By R. Kenneth Godwin and Frank R. Kemerer

In addition to teaching literacy, numeracy, moral reasoning, political tolerance, respect for diversity, and citizenship, education policy should encourage liberty and equal opportunity, hold institutions accountable, and be efficient. This book examines the tradeoffs among these goals when government affords parents the means of selecting a school for their child.

2002. 335 pgs. ISBN 0-292-72842-5. $29.95 cloth. University of Texas Press. (800) 252-3206.

Spain: An Illustrated History

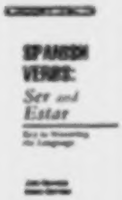
By Fred James Hill

This concise, illustrated volume explores the remarkable history of Spain. The book traces Spain's history from centuries of Islamic influence, to the conquest by Christian kings, the expansion and influence of the empire throughout the world, and the astonishing events of the 20th century.

2002. 175 pgs. ISBN 0-7818-0874-X. $12.95 paper. Hippocrene Books. (718) 454-2366.

Spanish Verbs: *Ser* and *Estar*

By Juan Serrano and Susan Serrano

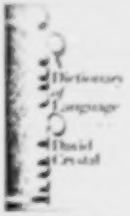


This invaluable aid for Spanish professors offers the keys to mastering the Spanish verbs *ser* and *estar*. Its eight chapters, with subheadings for easy reference, take the beginning-advanced student through the subtleties and nuances of the two "to be" verbs.

2002. 220 pgs. ISBN 0-7818-0024-2. $8.95 paper. Hippocrene Books. (718) 454-2366.

A Dictionary of Language

By David Crystal



This authoritative dictionary strives to answer all of your questions on the various theories and origins of language. It includes descriptions of hundreds of languages, definitions of literary and grammatical concepts, and explanations of terms used in linguistics, language teaching, and speech pathology.

2001. 389 pgs. ISBN 0-226-12203-4. $17.00 paper. University of Chicago Press. (800) 621-2736.

Blood and Debt: War and the Nation-State in Latin America

By Miguel Angel Centeno

Our understanding of the rise of the nation-state is based heavily on the Western European experience of war. *Blood and Debt* explores the different experiences of war in Latin America using innovative new data to examine how war affected the fiscal development of the state, the creation of a national identity, and claims to citizenship.

2002. 329 pgs. ISBN 0-271-02165-9. $45.00 cloth. Penn State Press. (800) 326-9180.

Folk Tales from Chile

By Brenda Hughes

The original inhabitants of Chile were Indians belonging to various tribes. Even after the Spanish imposed their language, religion, and culture, the Indians clung to their own language customs and beliefs. This selection of 15 tales gives us a taste of the variety of Chile's rich folklore–from the Spanish culture to that of the native Indian culture. Illustrated by Dick de Wilde.

2002. 121 pgs. ISBN 0-7818-0712-3. $12.50 paper. Hippocrene Press. (718) 454-2366.

Career Tips for Teens: What You Need to Know Before You Leave High School

By Phyllis Caves Rawley

Career Tips for Teens is a little book of common sense advice from a career coach and trainer. It's practical and funny, in a tip-per-page format that will save students from embarrassing interview mistakes and dead-end career choices.

2002. 190 pgs. ISBN 0-9719057-0-3. $6.95 paper. Professional Resources. (915) 822-3490.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NABE 2003

January 28-February 1

Join thousands of educators, policymakers, community members, and business and government representatives at the National Association for Bilingual Education's 2003 conference, one of the world's largest conferences on the education of linguistically and culturally diverse students. In New Orleans, La.

Web site: www.nabe.org

TACHE 2003 Conference

January 29-31

The Texas Association of Chicanos in Higher Education, a professional association committed to the improvement of education and employment opportunities for Hispanics in higher education, holds its annual event. At the Omni Hotel-Downtown, Austin, Texas.

Web site: www.tache.org

13th Annual Institute on College Student Values

February 6-8

With the theme "Moral and Civic Responsibility: Can We Assess the Character Outcomes of College?" the Institute will focus on character development in college and strategies for assessing moral and civic outcomes. Sponsored in cooperation with the Association for Institutional Research. At Florida State University, Tallahassee, Fla.

Contact: Dr. Jon Dalton, (850) 644-6446; e-mail, jdalton@admin.fsu.edu; Web site, www.CollegeValues.org

Academic Advising Administrators' Institute

February 12-14

The 1st Annual Academic Advising Administrators' Institute is the only professional development opportunity that focuses specifically on the issues facing academic administrators. Sponsored by NACADA. At the Holiday Inn Riverwalk, San Antonio, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACE's 85th Annual Meeting

February 15-18

Join 1,200 college and university presidents, chancellors, senior administrators, and other higher education leaders. Confirmed speakers include: Donna Shalala, president, University of Miami; Gwen Ifill, moderator, "Washington Week"; Sir John Daniel, assistant director-general for education, UNESCO. At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; Web site, www.acenet.edu

Law and Higher Education Conference

February 16-18

"The 24th Annual National Conference and Workshops: Law and Higher Education" is organized by Stetson University College of Law. This conference's unique approach has received the ABA's prestigious Tweed Award. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

Stop Surfing-Start Teaching 2003 National Conference

February 16-19

"Teaching and Learning through the Internet" is brought to you by Continuing Education at the University of South Carolina. In Las Vegas, Nev.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

NACADA Mid-South Regional Conference

February 23-25

"Making History in Charleston," hosted by the National Academic Advising Association, offers an opportunity for advisors to explore the best methods and practices in academic advising, to what extent technology has been incorporated into advising, and where technology may take us in the future. At the Embassy Suites Downtown, Charleston, S.C.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NACADA Rocky Mountain Regional Conference

February 26-28

The theme of this conference of the National Academic Advising Association is "The Spirit of Academic Advising: A Commitment to Students." Sessions will focus on exemplary practice, models of effective organizational design, research studies, and facts regarding how advisors contribute to our students' futures. In Sedona, Ariz.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

Contact: fax, (414) 276-4650; e-mail, CSCTFL@aol.com; Web site, www.centralstates.cc

ASCD's 2003 Conference and Exhibit Show

March 8-10

The Association for Supervision and Curriculum Development holds its Annual Conference and Exhibit Show—"Igniting the Passion for Learning." This year's guest speakers include Andrew Young, Linda Ellerbee, Edward James Olmos, Roger Wilkins, Carol Ann Tomlinson, Heidi Hayes Jacobs, and William Safire. At the Moscone Center, San Francisco, Calif.

Contact: ASCD, (800) 933-2723 or (703) 578-9600; Web site, www.ascd.org

NACADA Southeast Regional Conference

March 9-10

"Catch the Wave," the theme of this National Academic Advising Association conference, is meant to empower advisors to think about advising in new ways and to create new possibilities in advising. At the Beachside Resort & Conference Center, Pensacola Beach, Fla.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

Mendelson Center for Sports Conference

March 14-15

The Mendelson Center for Sports, Character & Community holds its second biennial conference with the theme "Sports, Character, and Responsible Citizenship." This interdisciplinary conference will address theoretical, empirical, and practical considerations. At the University of Notre Dame, Notre Dame, Ind.

E-mail: cscc@nd.edu

AAHE Learning to Change Conference

March 14-17

This major new conference of the American Association for Higher Education focuses on the nexus of learning and change. Uniting the best features of AAHE's "Conference on Faculty Roles and Rewards" and "National Conference on Higher Education," this event convenes a wider circle of faculty and administrators to address the challenges of higher education. At Washington Hilton and Towers, Washington, D.C.

Web site: www.aahe.org/learningtochange

7th Annual NCIIA Conference

March 20-22

The theme of the 2003 conference of The National Collegiate Inventors and Innovators Alliance is "Big Ideas in a Small World:

Invention, Innovation, and Entrepreneurship Education." In Boston, Mass.

Web site: www.nciia.org

NHMA's 7th Annual Conference

March 21-23

Join 1,000 physicians, residents, medical students, and healthcare industry and government representatives interested in Hispanic health and quality care at the National Hispanic Medical Association's 7th annual conference. This year's theme is "Model Hispanic Health Programs: Prevention, Treatment, Training, Research." At the Hyatt Regency Capitol Hill, Washington, D.C.

Contact: NHMA, (202) 628-5895; fax, (202) 628-5898; e-mail, nhma@nhmamd.org; Web site, www.nhmamd.org

NASPA 2003

March 22-26

NASPA, the National Association of Student Personnel Administrators, presents its 85th annual conference with the theme "Gathering at the Gateway–Renewing Our Spirit." At The Renaissance Grand Hotel, St. Louis, Mo.

Contact: Arlene Kidwell, (202) 265-7500; Web site, www.naspa.org/conference

TESOL 2003

March 25-29

The 37th annual convention of Teachers of English to Speakers of Other Languages, Inc., offers hundreds of sessions, distinguished international speakers, and scores of networking opportunities. In Baltimore, Md.

Contact: (703) 836-0774; fax, (703) 836-7864; e-mail, conventions@tesol.org; Web site, www.tesol.org

Academic Festival V: Beyond Borders

March 27-29

This conference, with the theme "Beyond Borders: Globalization and the Human Experience," will feature keynote speakers Dr. Elaine Pagels, Harrington Spear Paine Professor of Religion, and Dr. Paul Krugman, professor of economics, both of Princeton University. At Cameron University, Lawton, Okla.

Web site: www.cameron.edu/festival5/index.html

HACU Capitol Forum on Hispanic Higher Education

March 30-April 1

"The HACU 2003 Capitol Forum on Hispanic Higher Education: Creating a New Framework for Our Future" will advocate for a new framework within federal legislation, regulations, and reauthorization of the Higher Education Act for the next five years. Issues ranging from new funding for Hispanic-Serving Institutions, domestic and international education programs, and policies to strengthen the K-16 pipeline will be addressed. At the Washington Marriott Hotel, Washington, D.C.

Web site: www.hacu.net

14th International Conference on College Teaching and Learning

April 1-5

"Learning Theory plus Motivation Theory plus Technology equals Dynamic Interactive Learning." Keynote presentations by Sylvia Nasar, Glenn DuBois, and Meave Leakey. At Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231; e-mail, jchamber@fccj.edu; or Jeana Davis, (904) 632-3088; e-mail, jmdavis@fccj.edu; fax, (904) 632-3289; Web site, www.teachlearn.org

NACADA Mid-Atlantic Regional Conference

April 2-4

"The Advising-Teaching Connection," by the National Academic Advising Association, considers the role advisors play as educators of college students and the affinities between academic advising and college teaching. At the Sheraton Station Square Hotel in Pittsburgh, Pa.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

International Mentoring Association Conference

April 10-12

This is the 16th annual international conference on mentoring in education, business, human services, and community-based organizations. At Crowne Plaza Hotel, Philadelphia, Pa.

Contact: (616) 387-4174; fax, (616) 387-4189

AMSA Conference

April 11-13

The American Men's Studies Association presents "Globalization and the Critical Study of Men and Masculinities." Keynote speakers are Susan Bordo and R.W. Connell. At Vanderbilt University, Nashville, Tenn.

Contact: (615) 322-0882; Web site, www.mensstudies.org

108th Higher Learning Commission Annual Meeting

April 13-16

The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, provides at its annual gathering an opportunity to connect with more than 2,600 representatives from across the full range of higher education institutions. The theme of the 2003 meeting is "Restructured Expectations: Building New Partnerships for Learning." At the Hyatt Regency Chicago, Chicago, Ill.

Contact: Jeanne Darling, (800) 621-7440 ext. 133; fax, (312) 263-0471; e-mail, jdarling@hlcommission.org; Web site, www.ncahigherlearningcommission.org

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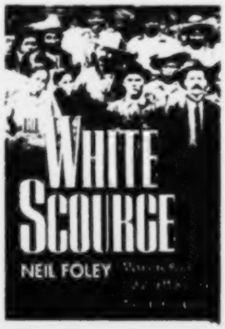
Book Review

By Mark Saad Saka

***The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Country,* by Neil Foley.** *339 pages. University of California Press, 1999. ISBN 0-520-20724-6. $15.47 paper.*

The White Scourge is a passionate ideological, economic, social, and cultural history of Texas cotton country, one that lends dignity and respect to the daily lives and struggles of America's rural laborers and migrant sharecroppers. Neil Foley brings together a tremendous body of primary data from government records, manuscript collections, and personal interviews and integrates these sources with dissertations, books, and articles. The geographic focus is central Texas, a laboratory for examining race relations in the early 20th century.



Traditional histories of southern agriculture center on a Black-White paradigm and fail to account for a Mexican presence. The expansion of cotton culture into central Texas drew thousands of Mexican immigrants into a region that, ironically, had held a large population of Tejanos before their violent expulsion in the 1830s after Texas seceded from Mexico. What emerged was a hybrid southwestern culture that Mexicans penetrated and transformed, coming to represent a third force in the bi-racial world of the South. This book successfully bridges the gap between African American, Mexican American, and southern history.

Last spring I used *The White Scourge* in my "Texas and Borderlands" course. What struck many of my Anglo, African American, and Mexican-American students is how little attitudes and fears over immigration have changed over the years. An important theme is the perception of Black and White sharecroppers that Mexican immigrants were pushing them out of their jobs and caused their economic displacement. Whites who had slipped into sharecropping felt that Mexicans worked for lower wages. But, as Foley points out, Mexicans faced the same high-credit, chattel-mortgage, bad-crop years as did Black and White sharecroppers, and were even worse off because of their political vulnerability and the language hurdle.

In the 1920s and '30s, corporate agri-enterprises aggressively recruited Mexican workers and successfully lobbied Congress to delete immigrant restrictions on Mexicans. Yet, rather than recognizing the macro-structural source of economic displacement–the concentration of large landholdings, mechanization of agriculture, low cost of cotton, high cost of credit, sharp rise in land prices, etc.–Mexicans were blamed for the deteriorating conditions of rural life in Central Texas. Then, as now, the immigrant is often scapegoated for the economic ills and anxieties of American society.

Another theme is the political activism of many early Mexican immigrants and their collective struggle to defend their rights. Many had been influenced by the revolutionary Mexican Liberal Party before coming to Texas and soon organized their own locals of the Renter's Union and the Land League. These encouraged the growth of Anglo unions and political organizations.

Tom Hickey, founder of the Texas Land League, an ardent supporter of Mexican revolutionaries Pancho Villa and Emiliano Zapata, castigated those White workers who had refused to organize themselves as Mexican immigrants had, and soon, the stereotype of the Mexican immigrant as a "submissive Indian peon" had transformed itself into the revolutionary "Brown Bolshevik." Many of my Chicano students found these stereotypes amusing, although I explained that racial myths such as these have often been used by politicians and industrialists to lower wages, exploit workers, or deport immigrants whom they described as politically undesirable.

The proportion of Mexican women who worked in the fields or rural Texas was around 57 percent, considerably less than Black women but significantly higher than White women. In contrast to Anglos, many Mexican and Black women were expected to work as domestics in the homes of Anglo landlords. During the off-season, most Mexican women worked in larger towns but were often criticized by wealthier Anglos for walking off their jobs when not shown what they considered to be the proper respect. Two of the young Chicanas in my class, both of whose mothers and grandmothers had once worked as maids, commented that they enjoyed this section the most.

The twilight of Texas cotton country came with the Great Depression and such New Deal Programs as the Agricultural Adjustment Act, which subsidized large growers at the expense of small farmers and tenants. The widespread adoption of tractors further led to the consolidation of large agro-enterprises. In addition, the catastrophic effects of the severe drought of Dust-bowl Oklahoma simply doomed the small farmer throughout Texas and the Midwest. Again, as earlier in the century, White sharecroppers who fled the Texas cotton fields blamed Mexican immigrants for displacing them.

This impressive book could be used in any course dealing with Southern, Southwestern, ethnic, or labor history and is best suited for an upper-level undergraduate or graduate course. By placing rural workers and immigrants in the center of history, Foley has presented a human face to the forgotten people who built America.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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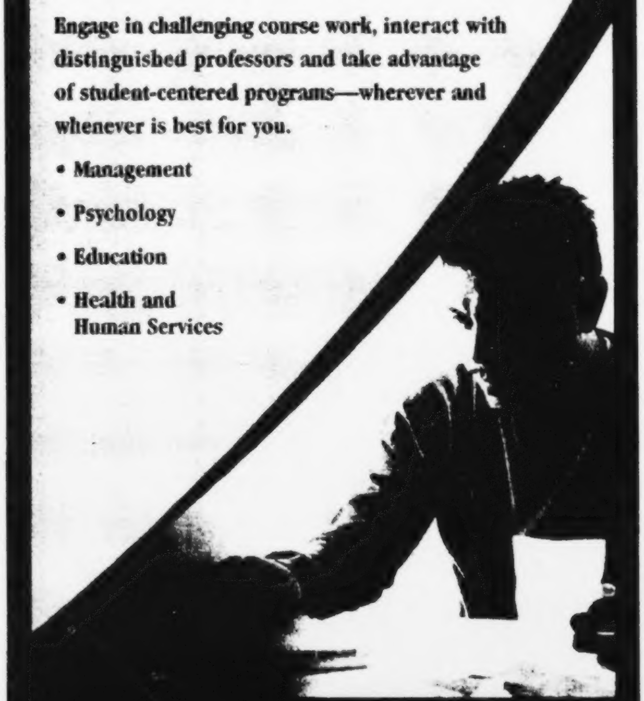

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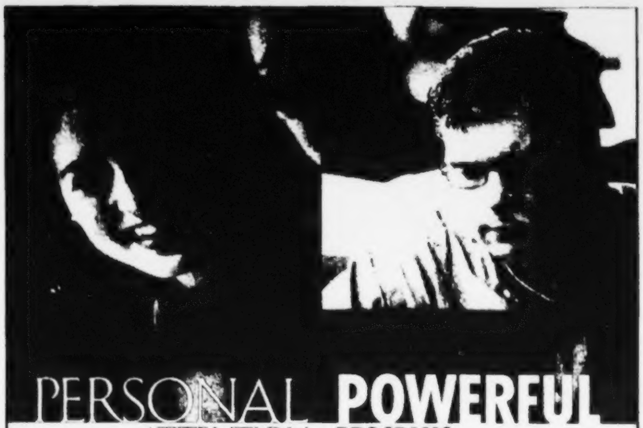

PERSONAL ATTENTION **POWERFUL PROGRAMS**

ST. MARY'S UNIVERSITY

One Camino Santa Maria
San Antonio, Texas 78228
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Make NC STATE UNIVERSITY Your Home!

POSITIONS OPEN

Department of Biomedical Engineering
College of Engineering
College of Agriculture and Life Sciences
North Carolina State University
Raleigh, North Carolina

POSITIONS:
Assistant/Associate Professors in Biomedical Engineering - Teaching and Research

NATURE OF WORK:
The successful candidates will join a growing biomedical engineering effort at NC State and will be expected to develop innovative teaching in the field of biomedical engineering and to establish an externally funded research program in the area of biomaterials, cellular and tissue engineering, neural and rehabilitation engineering, biosignal processing, biosensors, or bioinstrumentation. Other areas will also be considered. Teaching responsibilities will include both undergraduate and graduate biomedical engineering courses as well as academic and career advising for undergraduate and graduate students. These tenure-track positions provide substantial collaborative and interdisciplinary opportunities with dozens of companies in Research Triangle Park, faculty at the NC State College of Veterinary Medicine, and physicians and engineers at nearby academic institutions, including The University of North Carolina at Chapel Hill and Duke University.

EDUCATION AND EXPERIENCE:
Ph.D. or equivalent in Biomedical Engineering or related engineering field. Experience in biomedical engineering teaching and research is preferred.

APPLICATIONS CLOSED:
March 15, 2003, or until positions are filled. Applicants should provide a letter of interest that includes a CV, separate statements of teaching philosophy/interests and research goals, and the names of three references (with contact information).

CONTACT:
Dr. Marian McCord, Chair of Search Committee, Box 8301, North Carolina State University, Raleigh, NC 27695, Marian_McCord@ncsu.edu, 919-515-6571. Please direct all electronic applications to Dianne Yarbrough at yarbroug@eos.ncsu.edu.

North Carolina State University is an equal opportunity, affirmative action employer. Individuals with disabilities desiring accommodations in the application process should contact Dianne Yarbrough at yarbroug@eos.ncsu.edu or 919-515-9968.

UNIVERSITY of WEST FLORIDA

Composition/Rhetoric: Assistant Professor of Composition/Rhetoric and Director of Composition in the Department of English and Foreign Languages; salary commensurate with qualifications and experience. The starting date will be 1 August 2003 and this position is tenure-earning. The individual hired will be expected to teach courses in composition and rhetoric and serve as Director of Composition as well as engage in research and other appropriate scholarly activities. Requirements include a Ph.D. in composition and rhetoric in hand by the start date, documentation of excellence in teaching, and evidence of recent scholarly activity. To apply, send (1) letter of interest indicating qualifications, (2) curriculum vitae, (3) at least three letters of reference, (4) writing sample relevant to subject area; and (5) teaching portfolio, including a statement of philosophy for teaching composition, sample syllabi for a range of classes in rhetoric and composition, and teaching evaluations to **Mary Lowe-Evans, Chair, Department of English and Foreign Languages, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-5751.** Deadline for the receipt of all application materials is **14 February 2003.** Interviews at CCCCs.

UWF is an Equal Opportunity/Access/ Affirmative Action Employer.

DEL MAR COLLEGE

DEL MAR COLLEGE POSITION

Corpus Christi, Texas

VICE PRESIDENT OF LEARNING AND ACADEMIC AFFAIRS

The Vice President of Learning and Academic Affairs is the chief academic officer and reports directly to the President. The Vice President provides leadership and supervises all instructional functions, including the library system. Responsibilities for this full-time position include development of instructional programs, oversight of appropriate budget matters, and supervision and evaluation of instructional administrators.

Since opening its doors over 65 years ago, Del Mar College has prepared more than a half million South Texas residents for the workforce. We offer academic, occupational, technical, and continuing education programs to more than 24,000 Coastal Bend students who enroll in one of the College's 150 credit and noncredit programs taught by over 600 faculty, including librarians, counselors, and adjunct faculty. Widely recognized as an exemplary academic institution, Del Mar College ranks as one of the nations' top 50 community colleges in awarding associates' degree to Hispanic students. The College offers programs on two primary campuses with combined physical assets of over $98 million dollars.

Del Mar College is truly dedicated to helping students succeed, whether success means transferring to a four-year institution, finding that special position in a local company, or simply the satisfaction of learning something new. The College is a learner-centered institution and, more broadly, a learning college that is student-oriented with learner-based outcomes. Del Mar College strives to increase student success and increase retention of our learners. Del Mar College continuously improves, never resting on past successes, and uses state-of-the-art technology and instructional methods to provide quality programs and services to our learners.

Interested candidates may obtain essential job requirements and preferred characteristics and an application at the College's web site at www.delmar.edu/hres/index.html and/or the Job Line at (361)698-1190

Closes February 13, 2003 at 5 p.m.

Del Mar College District is an Equal Employment Opportunity and Affirmative Action Employer

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MichiganTech

Michigan Technological University

VICE-PROVOST AND DEAN FOR STUDENT AFFAIRS

Michigan Technological University announces a search for a distinguished, innovative, and nationally recognized leader to assist the University in continuing the development of exceptional and comprehensive student services, academic standards and student conduct. The Vice-Provost and Dean for Student Affairs develops and maintains diverse, positive, and enjoyable programs for Michigan Tech's students to grow as students, professionals, and responsible citizens. The position is available as early as 1 July 2003.

The Vice-Provost and Dean for Student Affairs serves as the chief university officer responsible for First Year Programs, Student Activities and student organizations, Counseling Services, Student Judicial Affairs, Undergraduate Scholastic Standards, and Disability Services. The Vice-Provost and Dean for Student Affairs also maintains oversight of student conduct by developing, monitoring and executing provisions of the Student Rights and Responsibilities Policy, the Sexual Misconduct Policy, the Academic Integrity Policy, and the Greek Judicial Board including the selection and training of relevant hearing officers and hearing panels.

The Vice-Provost and Dean for Student Affairs will work closely with the President, Provost, Vice Presidents, Vice Provosts, Deans, Directors, Chairs, faculty, students, and staff to promote scholarship and student programs within a diverse, holistic university environment that stresses the unity of teaching, scholarship and research.

Qualifications: Terminal degree or Master's degree with significant experience in student affairs; five years of professional experience in student affairs, at least three of which must be in a college or university setting; three years of experience in administration to include supervision of professional staff, development of the annual budget, strategic planning, management, and assessment; teaching experience in a higher education context; demonstrated thorough knowledge of emerging trends and needs of students; demonstrated knowledge of the law as it applies to student affairs in higher education; a commitment to diversity, affirmative action, and shared governance; detailed qualifications are available at **http://www.mtu.edu/deanofstudents/.**

Michigan Technological University is a comprehensive research university with 5915 undergraduate students, 710 MS and PhD students, and a reputation for exceptional instruction. The university is enjoying success in the growth of its research programs and capital facilities. Michigan Tech is located in the scenic Upper Peninsula of Michigan, at the base of the Keweenaw Peninsula near the shores of Lake Superior. Michigan Tech's 400 faculty and 1000 staff are focused predominantly on engineering and science activities in a multidisciplinary setting.

Submit nominations, inquiries, or application materials including a letter of application, vitae, and the names, addresses and email addresses of five or more references, in confidence, to:

Dr. Robert Johnson, Chair, Vice-Provost and
Dean Search Committee
c/o Human Resources
Michigan Technological University
1400 Townsend Drive
Houghton, Michigan 49931-1295

The Search Committee will begin reviewing applications on 3 February 2003 and continue doing so until the position is filled.

Michigan Technological University is an equal opportunity, affirmative action employer/educational institution.

UNIVERSITY OF CALIFORNIA

The University of California is an Equal Opportunity Employer committed to excellence through diversity.

The University of California continuously seeks applicants for faculty positions at each of its ten campuses. The campuses of the University of California provide exciting environments that foster world-class educational and research opportunities. Links to campus web sites announcing faculty and other academic appointments can be found at: **http://www.ucop.edu/acadadv/aca-jobs.html**

Berkeley | Davis | Irvine | Merced | Los Angeles | Riverside
San Diego | San Francisco | Santa Barbara | Santa Cruz

USC
UNIVERSITY OF SOUTHERN CALIFORNIA

Professor of Communication

Los Angeles

Communication: Open Position in rhetorical studies, political communication, or ethics

The Annenberg School for Communication at the University of Southern California is seeking applications for a tenure track appointment in rhetorical studies (open as to rank) with interests in local, national, or global political communication, theory development, ethical studies, and/or civic discourse. The ideal senior candidate will have demonstrated an exceptional record of research and teaching that has influenced or has the potential to affect policy and practice, and a commitment to multi-disciplinary scholarly inquiry. We are especially interested in candidates whose work will contribute to one or more of our four strategic initiatives: communication in the pursuit of public interest, communication and technology, entertainment, and globalization. The Annenberg School at USC is composed of two separate academic programs, one in communication and another in journalism. Candidates whose work relates to both schools are of unique interest to us. The School offers a doctoral and three masters programs that attract exceptionally talented students from around the world. It also offers an excellent undergraduate program. For more information on the school please contact our website at: **http://www.annenberg.usc.edu**.

The School seeks a faculty as diverse as Los Angeles and expects its faculty members to have a major impact on their fields through their professional leadership, research, and writing. Compensation will be competitive. Review of applicants will begin immediately, and will continue until the position is filled. Applications should include a curriculum vitae, three letters of support, and relevant examples of work. Applications and inquiries may be directed to **Thomas A. Hollihan, Associate Dean, Annenberg School for Communication, Los Angeles, California 90089-0281; hollihan@usc.edu; 213/740-3947 (telephone); 213/740-3772 (fax).** *USC is an Affirmative Action/Equal Opportunity employer*

Benerd School of Education
UNIVERSITY OF THE PACIFIC
3601 Pacific Avenue
Stockton, CA 95211

Five Faculty Positions in 2003-04

SCHOOL PSYCHOLOGY (2 positions)
SPECIAL EDUCATION
EDUCATIONAL ADMINISTRATION
DEVELOPMENTAL MATH

See **www.uop.edu/education** for complete position descriptions, contact persons, and application procedures.

The University is an equal opportunity/affirmative action employer encouraging excellence through diversity.

The Benerd School of Education offers credential and/or degree programs at Master's, Ed.S., and Ed.D. or Ph.D. levels for teachers, curriculum specialists, school administrators, and school psychologists. All credential programs in the School are fully accredited by the California Commission on Teacher Credentialing, and the University of the Pacific was the first institution in California whose professional education programs were nationally accredited by NCATE through the doctoral level.

HARVARD
SCHOOL OF
PUBLIC HEALTH

Our mission: To advance the public's health through learning, discovery and communication.

Yerby Postdoctoral Fellowship, 2003-2004

The Yerby Postdoctoral Fellowship Program aims to expand the number of underrepresented minorities entering academia. The program seeks to position minority scientists and policy analysts in roles of leadership, teaching, research, public service and national health policy. Each fellow is associated with a faculty mentor who will assist in the transition to an academic career. With the help of their mentor, fellows establish their own research agenda, present their research in school and national settings, gain experience in publishing papers in peer reviewed journals and participate in teaching. Candidates for this fellowship must be US citizens or permanent residents who are members of one of the following minority groups: African American, Hispanic, Native American, and/or Pacific Islander. Applicants with earned doctorates in a variety of fields are encouraged to apply.
See www.hsph.harvard.edu for fields represented at HSPH. Application deadline is March 1, 2003.

Special Assistant to the Associate Dean for Academic Affairs

Develops and carries out strategies for expanding the pool of underrepresented candidates for faculty positions at HSPH, which includes participating in all faculty search committees to develop the job profile and recruitment/outreach strategy, to network with individuals nationwide to identify and recommend potential candidates, and to create and maintain a database of resources and contacts. Develops a diversity website for the school. Prepares reports on faculty diversity and affirmative action. Requires Bachelor's degree (Master's preferred, especially in Public Health); 3 to 5 years' human resources and/or administrative experience in an academic institution; strong strategic sourcing, research and networking skills; knowledge of databases (preferably Access) and website development. NOTE: Initial commitment will be for 2 years, with the possibility of extension. **Req. #15615**

Apply on-line at www.atwork.harvard.edu/employment or send resume and cover letter to: Harvard University, Resume Processing Center, 11 Holyoke Street, Cambridge, MA 02138. For more information, visit our website at www.hsph.harvard.edu/hr.

At Harvard University, diversity is an essential source of vitality and strength.

Vice President for Student Affairs Texas A&M University

Texas A&M University invites applications and nominations for the position of **Vice President for Student Affairs at Texas A&M University**. The mission of the Division of Student Affairs is to facilitate students' learning both in and out of the classroom by providing continuously improving, high quality services and developmental opportunities, while fostering an inclusive campus community in support of the educational mission of Texas A&M University. The Division operates with an annual budget of more than $77 million, employing 700 full-time staff and approximately 2000 student staff. The Vice President for Student Affairs is responsible for several departments dedicated to student welfare, leadership enhancement and recreation.

Located in College Station, Texas A&M University, with more than 45,000 students, is a public, comprehensive doctoral research university dedicated to the creation and dissemination of knowledge in diverse academic and professional fields. While continuing to fulfill its traditional mission as a land, sea, and space-grant institution, the University is expanding its role to meet the changing needs of state, national and international communities. This tradition-rich University is committed to preeminence in teaching, research, public service, and student enhancement.

The Vice President for Student Affairs is a key member of the University leadership team and must provide visionary leadership, be committed to increasing the resources of the Division, and be ardent in promoting diversity and a global perspective among students and staff. Qualifications include a distinguished record of progressive leadership in student affairs or related area, an earned doctorate (or extraordinary experience) in an appropriate field, demonstrated excellent administrative skills, and the ability to work collaboratively and effectively with all University constituencies especially with academic affairs.

Salary and benefits are competitive (campus house is included) and commensurate with experience and credentials.

The planned appointment date is August 2003. The search will continue until the position is filled, but for full consideration nominations and applications should be received by **February 1, 2003**. Applications should include a letter of interest, curriculum vita, and names, addresses and phone numbers of five references. Nominations and applications should be sent to: **Dr. Jane Close Conoley, Chair, Vice President for Student Affairs Search Advisory Committee, Texas A&M University, 4222 TAMU, College Station, TX 77843-4222.**

Texas A&M University is an Equal Opportunity and Affirmative Action Employer and has a particular commitment to increasing the diversity of its administration, faculty, and student body.

FRANKLIN COLLEGE
FOR LEADERS FOR LIFE

The Education Department at Franklin College seeks to fill a generalist tenure-track position at the Assistant Professor level beginning Fall 2003. Doctorate or ABD in Education or a related field preferred. A candidate with a Master's degree in education or a related field who has exceptional expertise and personal experience in multicultural settings may apply with the expectation that an approved doctoral program must be completed before tenure is granted.

For more information, see our web site at
http://www.franklincollege.edu/hrweb/faculty.asp

Franklin College, an AA/EOE employer, is committed to diversity and equality in education and employment.

SOUTHWEST TEXAS STATE UNIVERSITY
San Marcos, Texas
Position Vacancies
Department: Art and Design

Position: Assistant Professor, Communication Design (Multimedia), Tenure Track. MFA in Multimedia/Communication Design Required.
Review Date: March 15, 2003
For further information, please contact Professor Mark Todd, Search Chair (mt10@swt.edu)

Position: Assistant Professor (Communication Design) Tenure Track. MFA in Communication Design required.
Review Date: March 15, 2003
For further information, please contact Professor Mark Todd, Search Chair (mt10@swt.edu)

Position: Assistant Professor of Art Education. PhD/EdD required. Annual renewable appointment (3 year)
Review Date: March 15, 2003
For further information, please contact **Professor Erik Nielsen, Search Chair (en04@swt.edu)**

SWT is an EOE

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and Southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 31,500 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus. Riverside Community College District is seeking outstanding candidates for the positions of:

- **MATHEMATICS INSTRUCTOR**
  Deadline: February 13, 2003
- **DEAN, STUDENT SERVICES**
  Deadline: February 13, 2003
- **DISTANCE EDUCATION / ELECTRONIC REFERENCE LIBRARIAN**
  Deadline: February 21, 2003
- **EMERGENCY MEDICAL SERVICES INSTRUCTOR/ PARAMEDIC PROGRAM DIRECTOR**
  Deadline: February 21, 2003
- **NURSING INSTRUCTOR "Medical Surgical"**
  Deadline: February 21, 2003
- **MANUFACTURING INSTRUCTOR**
  Deadline: February 28, 2003

A completed District application form, a cover letter, a current resume or vita, three current professional reference letters, legible copies of transcripts verifying college work and degrees, must be submitted to Human Resources by the deadline listed above - *Postmarks Not Accepted!*

Additional information and a required
District application form
can be downloaded from our Website:
http://www.rccd.cc.ca.us
or obtained by contacting:

Riverside Community College District

Human Resources
3845 Market Street, Riverside, CA 92501
Phone: (909) 222-8588

Indiana State University

Vice President for University Advancement and Executive Vice President of the Indiana State University Foundation

Indiana State University invites applications and nominations for the position of Vice President for University Advancement and Executive Vice President of the Indiana State University Foundation.

The Vice President reports to the President of the University and serves as the University's chief advancement officer. As a member of the President's cabinet, the Vice President advises the President on all aspects of University Advancement and promotes public understanding and support for the mission of the University. Responsibilities encompass all areas of University Advancement, primarily fund-raising and capital development, but also including marketing/communications, alumni affairs, public affairs, administrative communications, and publications. Accordingly, the Vice President develops and implements policy and budgets and supervises professional and support personnel in the Division of University Advancement. As Executive Vice President of the ISU Foundation, the Vice President oversees Foundation Development management and staff and serves as liaison to the Foundation Board of Directors and committees.

Qualifications for this senior level position include a baccalaureate degree with advanced degrees preferred; proven record of responsible advancement experience with an emphasis on successful fund-raising, extensive administrative leadership, and demonstrated success in planning and managing capital campaigns. The ability to inspire confidence from internal and external stakeholders is expected. An enthusiastic people-oriented, service-oriented, results-oriented individual is desired.

Salary and benefits are competitive and commensurate with qualifications and experience. Review of applications and nominations will begin on February 15, 2003, continuing until the position is filled. It is anticipated that the successful candidate will assume office July 1, 2003 or earlier, if possible. Interested candidates should submit a letter of application, with a current resume, detailing the candidate's accomplishments, qualifications, and relevant experience desired for this position. The names and addresses of five (5) references are required. Please submit all materials to: **Recruiter – Human Resources, Reference # S03-013, 1 Indiana State University, Terre Haute, IN 47809.**

THE UNIVERSITY

Founded in 1865, Indiana State University is a comprehensive state university comprised of 5 professional schools and the College of Arts and Science. The University has 500 faculty members, 11,000 undergraduates and graduate students, and 70,000 alumni, offering associate through doctoral programs. Many academic programs are nationally known, and several are the only ones of their kind in the State of Indiana.

The University is located in the city of Terre Haute which serves as the retail, cultural and athletics center of west-central Indiana and east-central Illinois. Terre Haute is within close proximity to the following major metropolitan areas: Indianapolis, St. Louis, Chicago, Cincinnati and Louisville.

www.indstate.edu/humres/employment

Indiana State University is committed to enhancing the cultural diversity among its faculty and staff and is an Equal Opportunity/Affirmative Action Employer.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(11 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(8 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Director-	Business & Financial Svcs-	OPEN
Director *(Student Academic Support)*-	Student Affairs-	OPEN
Associate Vice President-	Administrative Affairs-	OPEN
Program Director- *(Environmental & Occupational Health)*	Public Health-	OPEN
Assistant Professor-	Dance-	01/27/03
Assistant Professor-	Psychological & Soc Foundations-	01/31/03
Assistant Professor-	Psychological & Soc Foundations-	01/31/03
Assistant Professor-	World Language Education-	01/31/03
Assistant Professor-	Gerontology-	01/31/03
Associate/Full Professor-	Adult, Career & Higher Ed-	01/31/03
Associate/Full Professor *(2 positions)*-	Educational Leadership & Scholarship-	01/31/03
Associate/Full Professor-	Adult, Career & Higher Ed-	01/31/03
Associate/Full Professor/Director-	Gerontology-	01/31/03
Chair & Professor-	Educational Leadership & Policy-	01/31/03
Marlborough Chair in Urban Design & Architecture-	Architecture-	02/01/03
Assistant Professor-	Architecture-	02/01/03
Assistant Professor-	Childhood Education-	02/01/03
Assistant Professor *(2 positions)*-	Mathematics-	02/01/03
Assistant Professor-	Rehab & Mental Hlth-	02/01/03
Assistant Professor-	Religious Studies-	02/01/03
Assistant/Associate Professor-	Medical Microbiology & Immunology-	02/03/03
Assistant In Research-	Child & Family Studies-	02/03/03
Assistant/Associate Professor-	Composition-School of Music-	02/07/03
Biostatistician Assistant Professor- Assoc Prof/Prof/Rsch Asst Prof/Rsch Assoc Prof/Rsch Professor	Dean's Office-FMHI-	02/10/03
Instructor (2 positions)-	Mathematics-	02/15/03
Director (Student Enrollment)-	Student Affairs/Admissions-	02/15/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**, or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu**, for faculty positions, or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

BUTTE COLLEGE

Superintendent/President

The Board of Trustees of the Butte-Glenn Community College District invites nominations and applications for the position of Superintendent/President.

Visit the college's website for a detailed list of qualifications and the application process: www.butte.edu

The position closes February 15, 2003.

A GOLD HILL ASSOCIATES SEARCH

MICHIGAN STATE UNIVERSITY

The College of Education announces the following tenure system position to begin as early as May 15, 2003.

Assistant Professor of Science Education, Department of Teacher Education and the Center for Instructional Materials in Science. Review of applications will begin February 15, 2003. A complete description is available at the College website http://ed-web3.educ.msu.edu/college/jobs/default.htm. A doctorate in science education is required.

Women and minorities are encouraged to apply. MSU is an affirmative action/equal opportunity institution.

BEST COPY AVAILABLE

701

EDUCATION

Located half-way between
San Francisco and Sacramento,
Solano CCD invites
applications for:

FACULTY POSITIONS

BEGINNING DATE: 08/13/03 • DEADLINE: 02/11/03

ENGLISH (2 POSITIONS)
AERONAUTICS • PHYSICS/ASTRONOMY

PENDING POSITIONS

DEADLINE: 03/20/03

GEOLOGY/GEOGRAPHY • SPANISH

SALARY: Entry salary is $40,370-$61,329 contingent upon college preparation and teaching/occupational experience. Salary schedule is 16 steps to a maximum of $71,985. Longevity increments at 20th, 25th and 30th year of service: $1,500, $3,000 or $4,000.

BENEFITS: District paid medical, dental, vision and employee assistance program for employee and dependents. District paid life insurance for employee. Ten years of retiree benefits after 10 years of service.

To receive information: Visit our web site at www.solano.edu to download the announcement and application, email us at hr@solano.cc.ca.us or telephone 707/864-7129 to receive information by mail.

SOLANO COMMUNITY COLLEGE DISTRICT
Human Resources Department
4000 Suisun Valley Road
Fairfield, CA 94534-3197

EOE

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position

VICE PRESIDENT OF ACADEMIC AFFAIRS

LOS ANGELES VALLEY COLLEGE

APPLICATION REVIEW BEGINS MARCH 1, 2003

The Los Angeles Community College District is seeking a Vice President of Academic Affairs to serve at Los Angeles Valley College. Interested individuals who possess the required training and experience are invited to submit applications. The Vice President of Academic Affairs serves as a staff assistant to the College President and as a line officer in planning, organizing, supervising and administering the instructional programs of the college.

REQUIREMENTS
Applicants must meet State minimum requirements as an administrator either by: a California credential authorizing administrative service at the community college level or an earned master's degree or other advanced degree (from an accredited college or university); two years of full-time experience, or its equivalent, as a manager in business, industry, education, or government, preferably as an academic administrator at a college or university; community college teaching experience.

COMPENSATION
The salary range is $96,460 to $123,825 annually. New employees to the District will be allocated within the salary range according to previous salary, with a maximum of step 10 ($113,256). Employee benefits include 15.5 paid holidays annually, 24 days paid vacation annually, medical/hospital, dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION
All applicants must file a letter of intent, preferably three pages or less, which relates to the responsibilities and desirable qualifications detailed in the position flyer (the flyer is available from the District). Also required is a resume and the names, addresses and business and home telephone numbers of at least three references. Candidates in the interest pool will be notified by letter; their applications need not be reviewed if they fail to respond with the materials. The committee will begin reviewing applications after March 1, 2003, but late applications may be accepted until the position is filled. Cleared candidates will be sent additional application papers, and will be placed in an interest pool for up to two years. If selected, additional documentation, such as official transcripts, will be required. Send to: **Office of the President, Los Angeles Valley College, 5800 Fulton Avenue, Valley Glen, CA 91401.** ***For additional information, contact the college at (818) 947-2321. For information on the District please access www.laccd.edu.***

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

UMASS

HOUSING SERVICES RESIDENCE DIRECTOR

The University of Massachusetts/Amherst invites applicants for the position of **Residence Director**. The Residence Director is a full time professional staff member with live-in responsibilities that include the comprehensive management of the residential program for the 275-675 students housed in 1-3 residence halls. Duties include: coordination of a dynamic student development program with an emphasis on leadership and community development; promotion of diversity sensitive approaches in all aspects of the position; supervision of graduate and undergraduate staff; instruction of a seminar for new Resident Assistants; opportunity to serve and chair department and Student Affairs committees or task forces, management of facilities systems; implementation of student disciplinary procedures.

Qualifications: Master's degree in a related field such as Student Development, Higher Education, or Counseling plus one year post-baccalaureate experience required as a live-in staff member to include crisis intervention and work with diverse student populations (degree must be completed by date of hire); demonstrated experience and initiative with student and community development; supervision and staff training; advising student groups; creation and implementation of management systems. Also, demonstrated commitment and ability to implement affirmative action and non-discrimination policies, regulations and principles. Some evening and weekend work plus on-call/call-back duty.

Hiring Salary: $28,694 for a 43-week contract, a furnished apartment the value of which is considered part of compensation, salary adjustment for on-call duties, and benefits including tuition waiver options.

We will be interviewing at Southern Placement Exchange, NASPA, and ACPA. To receive priority consideration, please send your letter of interest, resume, and three letters of reference by the conference priority deadline of **February 17, 2003.** Applications will be accepted after the priority deadline until all vacancies are filled. Send materials to: **Residence Director Search Committee, Housing Services, University of Massachusetts, 121 County Circle, Amherst, MA 01003-0630. Fax: 413-545-1517**

The University of Massachusetts is an Affirmative Action/ Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

PERALTA COMMUNITY COLLEGE DISTRICT

The Peralta Community College District is seeking highly qualified individuals to apply for the following management positions:

SENIOR VICE CHANCELLOR FOR FINANCE & ADMINISTRATION & CHIEF OPERATING OFFICER

This is a management position reporting directly to the Chancellor. The Senior Vice Chancellor serves as the Chief Operational & Financial Officer of the District. Responsible for organizing, administering and directing the Financial and Business Services Division and the Administrative Services Division of the District Administrative Center.

DIRECTOR OF PHYSICAL PLANT

The Director of Physical Plant reports to the Senior Vice Chancellor for Administration and Financial Services and Chief Operating Officer. The duties are directly related to the administration and development of all physical facilities, grounds, equipment, and energy conservation programs of the District.

For information, contact
Peralta Community College District
Office of Human Resources in Oakland, CA
(510) 466-7297 or visit www.peralta.cc.ca.us.
AA/EOE

DEAN
COLLEGE OF SCIENCE

University of Idaho

The University of Idaho invites nominations and applications for dean of the newly formed College of Science. The successful candidate will assume leadership in undergraduate and graduate education and research at a growing, research-oriented university committed to an ethnically, culturally diverse community in a tolerant, stimulating educational environment.

The University of Idaho is a public land grant institution with primary responsibility in Idaho for research and granting the Ph.D. Degree. It is a Carnegie Doctoral/Research-Extensive institution enrolling over 12,400 students, with 10,000 served on the main campus at Moscow, Idaho. The University is a dynamic institution with clear, stated goals, and a strategic vision for its future that includes being a residential campus of choice in the Northwest; strong graduate and undergraduate education programs; and globally competitive research programs.

The College of Science consists of six departments including Biological Sciences, Chemistry, Geography, Geological Sciences, Mathematics, and Physics, as well as the Division of Statistics. The college currently enrolls 650 undergraduate students and 220 graduate students and employs 90 faculty and 30 staff. The faculty research is largely supported by approximately $8M in extramural grant funding. Additional information is available at http://www.sci.uidaho.edu.

The dean of the College of Science is the chief executive officer of the college and is responsible to the provost and president for the implementation of college and university policies. The dean is responsible for establishing an environment that stresses academic excellence, for managing personnel and budgets, for fostering robust research programs, and for fostering interactions with the science constituencies. Required qualifications for the position include a Doctorate and credentials to hold a tenured professorship, outstanding scholarly activities, outstanding communication skills, and proven leadership capabilities as shown by success as dean and/or chair of an academic department or equivalent position. Preferred qualifications include a proven record of external funding and the ability to effectively raise funds, a demonstrated commitment to the land grant philosophy, and a commitment to fostering an integrated and interdisciplinary science environment.

Candidates should submit a letter of application, a CV, plus the names of and contact information for at least three references. An appointment is expected in the spring of 2003. Review of applications will begin in January 2003 and continue until the position is filled. Applications and nominations should be directed to: Jerry Pieh; Attn. Charles Miller; Isaacson Miller; 334 Boylston Street, Suite 500; Boston; MA 02116-3805. Electronic submissions encouraged: cmiller@imsearch.com

"To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer."

UNIVERSITY OF NORTH FLORIDA

Director of University Libraries

The University of North Florida (Jacksonville, Florida) invites nominations and applications for an experienced Director of University Libraries to succeed the retiring director of the Thomas G. Carpenter Library. The Director is the chief administrator of the University Library and reports directly to the Provost/Vice President for Academic Affairs.

Job Description:
The Director of University Libraries is responsible for the organization, administration, operation, and evaluation of library services, physical facilities, staff, collection, and budgets. In concert with faculty, staff, and students, the Director strives to meet the educational objectives of the University by playing an active role in developing the library's collections and services. The Director sits on the University Dean's Council and works closely with other Florida public University Library directors.

Job Qualifications:
Masters of Library Science from an ALA-accredited program; at least 5 years of successful experience in library administration at the Division Head level or above in an academic institution that includes masters and doctoral level programs; documented experience with information technology appropriate to university libraries; demonstrated leadership and vision; demonstrated ability to work collegially with the library faculty in an atmosphere of participatory management; commitment to community outreach and fundraising; and, record of participation in state and/or national library organizations. Experience in research and scholarship in library-related issues and a second graduate degree are highly desirable.

Please visit our website at **http://www.unf.edu/library/info/about.html** for further library information and **http://www.unf.edu** for detailed information about the University.

Nominations are due by January 17, 2003 and applications must be postmarked no later than February 7, 2003. Applications must include a cover letter, two copies of detailed vita with name, address, and telephone number of three references. Anticipated starting date is July 1, 2003 and salary is competitive. Expressions of interest should be sent to:

Office of Academic Affairs
Search Committee Chair for Director of University Libraries
University of North Florida
4567 St. Johns Bluff Rd. So.
Jacksonville, FL 32224

"UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution"

DEAN
School of Business

Tulane University

Tulane University announces a nationwide search to recruit a Dean for the A. B. Freeman School of Business. The University seeks a visionary leader to advance the Freeman School's position among the top ranked private business schools in the nation.

The Freeman School, which enrolls approximately 1,300 of Tulane's 12,000 students, has a broad range of undergraduate and graduate programs including executive and international programs. The school has an operating budget of $30 million and an endowment of $50 million. The business school faculty is not departmentalized but is organized into accountancy, finance, information systems, management, marketing and organizational behavior areas. In the fall of 2003, the Freeman School will dedicate a new building, designed specifically to meet the needs of graduate and professional students and programs.

The Dean, as the chief executive officer of the business school, provides academic, intellectual, and administrative leadership to the School, and reports directly to the Provost. Candidates must have an advanced degree in a relevant field and a significant record that combines administrative or managerial experience with a research and scholarship record that warrants appointment as a Full Professor with tenure.

While the Search Committee will accept applications and nominations until a new Dean is selected, interested individuals are encouraged to submit their materials by February 28, 2003, to assure full consideration. For additional information, please feel free to contact one of the following members of the business school faculty who serve on the search committee:

Mary Konovsky (konovsky@tulane.edu),
Paul Spindt (spindt@tulane.edu),
Venkat Subramaniam (vencat@tulane.edu),
Mita Sujan (msujan@tulane.edu),
and John Trapani (jtrapan@tulane.edu).

Please send applications or nominations to the following:

R. William (Bill) Funk
Consultant to the Search Committee
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75230
Email: krisha.creal@kornferry.com
Fax: 214.954.1849

Tulane University and the A. B. Freeman School of Business are affirmative action/equal opportunity employers.

Additional information about Tulane and the A. B. Freeman School of Business can be found at **www.tulane.edu** and **www.freeman.tulane.edu.**

CENTRAL MICHIGAN
UNIVERSITY

ASSOCIATE VICE PRESIDENT FOR DIVERSITY

Established in 1892, Central Michigan University has a growing enrollment of 28,159 students, including 19,380 students on the university's main campus. Classified by the Carnegie Foundation as a doctoral/research-intensive university, CMU is recognized for strong undergraduate education, a range of focused graduate and research programs, and a demonstrated commitment to diversity. CMU is a student- centered university with opportunities for leadership and involvement for an energetic team. CMU competes at the Division I-A level in athletics. The main campus is located in Mt. Pleasant, an expanding mid-Michigan community of approximately 25,000 permanent residents.

CMU invites applications for the position of Associate Vice President for Diversity from qualified persons who share our commitment to diversity and nondiscrimination. The AVP for Diversity will have the primary responsibility for implementing, and continuing development of, the Institutional Strategic Plan for Diversity and promoting a more inclusive and diverse institution. Additional responsibilities include: coordinating diversity efforts related to curricular and co-curricular programs; encouraging and assisting all university departments in implementing programs and achieving departmental goals for diversity and equity; and creating mechanisms to receive input, participation, and support of directly affected groups.

The AVP for Diversity is a senior officer who reports to the Provost and also serves on the President's Executive Staff and works on behalf of the total campus community. Units with responsibility for minority, multicultural, Native American, women's studies, gay and lesbian, and student disability services issues all report to the Associate Vice President.

Qualified candidates for this position must have demonstrated leadership and administrative skills and increasingly responsible experience in higher education, preferably at a public university. A record of significant contributions in the area of diversity in higher education or in a complex organization is required. In addition, qualified candidates must possess excellent written and oral communication skills and knowledge of and experience in successfully addressing the issues and concerns of individuals from diverse backgrounds. Experience related to the specific functions of this position is desirable. A doctoral degree (or to be awarded within six months of appointment) or an equivalent terminal degree is required. Experience in integrating diversity into the curriculum is desirable.

REVIEW OF APPLICATIONS will begin February 14, 2003 and will continue until the position is filled. The anticipated starting date is July 1, 2003. Salary is negotiable and commensurate with qualifications and experience. Candidates should send a letter of application, vita, a two page statement of the applicant's philosophy on diversity in higher education, a two page administrative leadership statement, and the names, addresses, phone numbers and e-mail addresses of five references. Inquiries, nominations and applications should be sent to: **Office of the Provost, AVP for Diversity Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859. Tel: (989) 774-3932, Fax: (989) 774-2042.**

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (http://www.cmich.edu/aaeo/) URL's also include: http://www.cmich.edu; http://www.cmich.edu/insdiv/.

REED COLLEGE

VP/DEAN OF STUDENT SERVICES

Reed College, a distinctive liberal arts college in Portland, Oregon, is seeking a VP/Dean of Student Services. The VP/Dean is responsible for a variety of services and programs. Please see **web.reed.edu/deanofstudents** for details. Candidates with a Master's degree and ten years of experience in student services are preferred. Send letter, résumé, and names of three references to:

Prof. Joe Buhler
Reed College
3203 SE Woodstock Blvd
Portland, OR 97202
(email: jpb@reed.edu)

Screening will begin at the end of January.

Reed is an equal opportunity employer.

The School of Critical Studies at the California Institute of the Arts is seeking applications for a half-time position in Latin American Studies to teach two courses per semester - one introductory level course and one upper-division course in the instructor's area of interest. The successful candidate will have expertise in at least two of the following areas: history, art and culture, literature, political economy, and ethnography. Candidates should have an interdisciplinary approach to teaching, an interest in the arts and publications in their area of expertise. Ph.D. preferred. Qualified applicants should send the following materials no later than February 15, 2003: **(1)** letter of interest, **(2)** resume; **(3)** sample syllabi; **(4)** two writing samples reflecting current research; and **(5)** two letters of reference. Materials should be sent to **Nancy Wood, Dean, School of Critical Studies, Attn: Latin American Studies Search, California Institute of the Arts, 24700 McBean Parkway, Valencia, CA 91355.** *AA/EOE.*

Georgia Perimeter College, located in Atlanta, GA, currently has the following opportunity available:

ASSISTANT DIRECTOR OF INSTITUTIONAL RESEARCH

Position #03-201

For specific information, please visit our website at

www.gpc.edu/Employment

or call the

Jobline at (404) 244-2376.

Georgia
Perimeter
College.

An AA/EEO/ADA Employer
Georgia is an Open Records State

For more information about Georgia Perimeter College please visit our website at:

www.gpc.edu

STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT

COORDINATOR FOR CERTIFICATION AND GRADUATE ADVISEMENT

SUNY College at Brockport is seeking a qualified candidate for the position of Coordinator for Certification and Graduate Advisement. The incumbent will coordinate teacher certification and the department of education's graduate advisement office.

Required Qualifications: Master's degree. Three years of professional experience, including database management. Excellent communication skills with ability to work with a variety of constituents. Administrative skills including excellent organizational and problem-solving abilities.

Preferred Qualifications: Teacher certification and experience with public schools a plus. Administrative experience dealing with state regulations. Experience working in higher education.

Interested persons should submit a cover letter, resume and the names of three references to: **The Affirmative Action Office, SUNY College at Brockport, 421 Allen Administration Building, Brockport, NY 14420-2929 by February 14, 2003.** Electronic submissions may be sent to affirm@brockport.edu. For more information about the position, contact Dr. Christine E. Murray at cmurray@brockport.edu.

State University of New York is an equal opportunity/affirmative action employer.

OLYMPIC COLLEGE

VICE PRESIDENT OF INSTRUCTION

Olympic College is a state-supported community college; located on the Kitsap Peninsula in Bremerton, Washington (just a Ferry ride away from Seattle.

The VP of Instruction serves as chief academic officer, is accountable for providing executive-level vision, leadership, and direction for the College. Has specific responsibility for: Ed. planning and administration; Dev. of sound academic programs; Faculty teaching, service and scholarly work; Development of educational policies which guide the future of the College; Student learning.

For complete job announcement and application procedures including qualifications & experiences + required application materials, **visit our web site at www.oc.ctc.edu, e-mail jobs@oc.ctc.edu or call (360) 475-7300** M-F, 8:00 a.m. - 4:30 p.m. PST.

OC is an Equal Opportunity/Affirmative Action Employer committed to building a diverse workforce.

Job Hotline: (562) 938-4050
Web: http://www.lbcc.edu
Email: jobs@lbcc.edu

Long Beach Community College District, Long Beach, California has the following full-time faculty openings

ACADEMIC - FULL-TIME TENURE TRACK	Deadline to Apply
Salary Range: $42,002.00 - $65,280.90	
• Computer & Business Information Systems Instructor (CBIS)	February 12, 2003
• English Composition/Generalist Instructor (2 positions)	February 12, 2003
• Geology Instructor	March 5, 2003
• Math Instructor	February 19, 2003
• Psychology Instructor	February 26, 2003
• Speech Instructor	February 19, 2003

ACADEMIC - FULL-TIME TENURE TRACK	Deadline to Apply
Salary Range: $46,747.91 - $72,657.31	
• Counselor - 100%	February 26, 2003

ACADEMIC - FULL-TIME TENURE TRACK	Deadline to Apply
Salary Range: $39,351.00 - $65,280.90	
• Aviation Maintenance	March 5, 2003
• Computer & Office Technologies (CAOT)	February 26, 2003
• Computer Proficiencies for Academic Success (CPAS)	February 12, 2003
• Television Production	February 19, 2003
• Vocational Nursing - Nursing Assistant/Home Health Instructor	March 5, 2003

Long Beach City College

Long Beach Community College District
Academic Selection Committee
4901 E. Carson Street • Long Beach, CA 90808

Visit our web site for position announcement & application forms and information, or call the Job Hotline.

All materials requested in vacancy notice must be received no later than 5 p.m. on the deadline date. Submission of these materials is the applicant's responsibility. Long Beach Community College District is an EEO/AA Employer.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Invites you to apply for the following FULL-TIME FACULTY POSITIONS

Air Conditioning/Refrigeration
Art*
Art/Gallery Coordinator*
Art/Sculpture*
Auto Technology
Biology
Ceramics*
Chemistry (2)
CIS
Computer Program
Cosmetology
Counselor
Counselor/Articulation
Counselor/Re-Entry
Dance
Dean, Business and CIS
Dean, Language Arts/Library**
Dean, Science/Engineering/Math**
Earth Science
Economics
English (5)
ESL
EOPS Counselor
History (3)
Interdisciplinary/Basic Skills
Librarian
Mathematics (2)
Music-Guitar
Music-Piano
Music-String
Music-Theory
Music-Vocal Jazz
Nursing
Political Science
Psychiatric Technology
Reading (2)
Theater
Welding

TENURE TRACK POSITIONS FOR FALL 2003
Competitive salary. Excellent fringe benefits including medical insurance.
Completed District application is required by 2/10/03
* Closing date for Art positions: 2/28/03
** Closing date: 3/14/03
Job announcement and required application available at
www.nocccd.cc.ca.us
or contact us to request an application 714-808-4810 or hr@nocccd.cc.ca.us (no e-mail resumes accepted)
1830 W. Romneya Drive, 9th Floor, Anaheim, CA 92801

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

[illegible]

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

AUBURN UNIVERSITY

Auburn University, a leading public research university with many world-class programs and one of the nation's premier land-grant institutions, seeks a Provost and Vice President for Academic Affairs.

Founded in 1856, Auburn is Alabama's largest university with an enrollment over 23,000. The university has approximately 1200 faculty serving students from 50 states and over 100 foreign countries. Auburn's colleges include Agriculture, Architecture, Business, Education, Engineering, Forestry & Wildlife Sciences, Human Sciences, Liberal Arts, Nursing, Pharmacy, Sciences & Mathematics, Veterinary Medicine, and the Graduate School. Operating on an annual budget of $558 million, the university has an endowment of $255 million. Balancing research with its student-centered instructional and outreach programs, Auburn received $61 million in research grants and contracts in 2001-2002. Additional information about Auburn University is available at www.auburn.edu.

As chief academic officer of the university, the Provost and Vice President for Academic Affairs administers all academic programs involving instruction, research and outreach. The Provost reports directly to President William Walker and is responsible for advising him on university planning, resource allocation, and program development and evaluation.

The successful candidate should have an academic record that would warrant an appointment as a tenured full Professor. Candidates should have extensive senior experience in academic and research administration, fiscal management, and faculty development in a complex research university environment. Detailed information is available upon request.

Korn/Ferry International, which is assisting in this search, invites nominations and confidential inquiries. Applications, which should include a resume and letter explaining relevant experience, may be directed in confidence to:

John Kuhnle, Managing Director
Korn/Ferry International
900 19th St., NW, Suite 800
Washington, DC 20006
Fax: 202/318-4475
E-Mail (preferred): [illegible]

Auburn University is an Affirmative Action/Equal Opportunity Employer
Women and Minorities are Encouraged to Apply

Graduate School of Education and Psychology

Education Faculty Opening

The Graduate School of Education and Psychology has experienced rapid growth and currently has five tenure-track positions available in the Masters in Education and Teacher Credential Program. GSEP is based in Culver City in the heart of one of Los Angeles' most diverse neighborhoods. Professors will teach in Culver City and in our satellite centers in Orange, Los Angeles, and Ventura Counties, as well as on-line. The University is vigorously seeking faculty of color and members of other underrepresented groups.

Characteristics desired for each of the five positions:

Position One: Background in K-12 teacher education as it relates to second language acquisition foundations and methods, and sheltered content instruction experience.

Position Two: Background in K-8 reading/literacy training and higher education teaching experience related to reading/literacy.

Position Three: Knowledge and teaching ability in the area of the historical, philosophical, and social foundations of education and background in secondary teaching methods.

Position Four: Director of Teacher Education with previous leadership experience in higher education.

Position Five: Knowledge and teaching ability in the areas of Science and Mathematics.

Characteristics desired for all positions:

- Have K-12 teaching experience;
- Have an Ed.D. or Ph.D. in Education or a related field (or be in the process of completing their dissertation);
- Demonstrate a commitment to preparing professionals who are able to provide a quality education for the culturally and linguistically diverse student population;
- Enjoy participating in a collegial, supportive environment that facilitates personal, professional, and organizational growth;
- Be committed to working with a student body of working professionals, who are motivated, high-energy, and dedicated. Experience teaching adult students a definite asset;
- Be current on recent literature, participate in conferences in his or her field of expertise, and participate as a member of major organization(s) in the field;
- Have, or be prepared to develop, a line of scholarly research;
- Expect to chair dissertations and serve on dissertation committees;
- Have practical experience in technology-infused learning environments, in school or workplace settings and have online teaching experience using synchronous and asynchronous environments;
- Demonstrate currency in national curriculum standards and K-12 issues in technology policy and practice;
- Demonstrate knowledge and use of technology applications for classroom management and instruction; and
- Be knowledgeable of NCATE accreditation and/or California teaching credential requirements.

Pepperdine University background and areas of emphasis:

Pepperdine is a teaching university, where emphasis is placed on successful teaching supported by scholarly activities.

Tenure-track positions are ranked from assistant professor to professor. Rank, salary and benefits are commensurate with experience.

Pepperdine University is a highly selective private university, which has built a reputation for a value-based education consistent with the University's Christian heritage and mission. Through interaction in small classes, the school emphasizes faculty-student involvement and the development of the total person.

Application information:

Initial applicant screenings will begin January 31, 2003 and continue until positions are filled. Successful applicants should be available to start new positions either in late April or in the fall of 2003.

To apply, please submit a) current curriculum vita, b) letter of application, c) the names, addresses, and telephone numbers of three references from administrators, faculty, and colleagues related to K-18 teaching background, d) a statement of faith, and e) a CD-ROM with samples of creative higher education teaching lessons and course syllabi with web-based instruction, to:

Dr. Robert C. Paull, Associate Dean
Pepperdine University
Graduate School of Education and Psychology
400 Corporate Pointe
Culver City, CA 90230
Email: bpaull@pepperdine.edu

NO PHONE CALLS PLEASE

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the rights to seek, hire, and promote persons who support the goals and mission of the Institution.

University of California, Merced

FOUNDING FACULTY

The University of California is creating a dynamic new university campus and campus community in Merced, California. UC Merced will be the tenth campus of the University of California and the first American research university built in the 21st century. In keeping with the mission of the University to provide teaching, research and public service of the highest quality, UC Merced will be providing new educational opportunities at the undergraduate, masters and doctoral levels through three academic divisions: Engineering, Natural Sciences and Social Sciences/Humanities/Arts. These programs will utilize advanced, technology-based learning strategies and will encourage interdisciplinary research based on strong academic programs. Organized research will be facilitated through the Sierra Nevada Research Institute, with a focus on natural resource sciences and policy; and the World Cultures Institute, with a focus on issues of movements of peoples and their historical and cultural consequences. Other crosscutting, multi-disciplinary research institutes are envisioned and will be formed by the founding faculty. The campus is establishing an innovative research and learning environment that includes affiliations with Lawrence Livermore National Laboratory, the National Park Service, and industry. UC Merced will open with an initial enrollment of 1000 students in 2004 growing to 25,000 at build-out. See UC Merced web site for campus information: http://www.ucmerced.edu.

FACULTY SOUGHT

UC Merced is seeking outstanding scholars who will work with the Divisional Deans to plan and offer initial academic programs and assist in recruiting the initial complement of faculty, with an emphasis on developing cross-disciplinary research teams having unique capabilities.

The University of California, Merced, is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty, staff, and students. UC Merced is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantaged and underrepresented students. The University is supportive of dual career couples.

Faculty nominations and applications at all faculty ranks and in all disciplines pertaining to the three academic divisions are invited to apply. Preference will be given to the following:

Division of Engineering: Scholars from any field of engineering are encouraged to apply. We are particularly interested in receiving applications from individuals demonstrating strong scholarly accomplishment in the areas of Computing and Information Sciences or Energy and Environmental Engineering.

Division of Natural Sciences: Scholars from the biological sciences with particular encouragement to those having interests in systems biology, model organisms (yeast, mouse, arabidopsis) and microbial systems (host-pathogen interactions, microbial ecology), human biology, chemistry/materials (including analytical and environmental chemistry), environmental sciences, and applied mathematics/statistics.

Division of Social Sciences, Humanities and Arts: Scholars in any social science field, with a strong interest in policy studies, psychology, and economics; and scholars in any humanities, social sciences and arts field with a special interest in UC Merced's World Cultures Institute. We are especially interested in candidates who can contribute to the development of our Ernest and Julio School of Management.

Cohort groups of faculty will also be considered. Such cohorts represent an opportunity to gain an immediate strength within a scholarly field.

REQUIREMENTS

- A record of research, publication, and teaching sufficient for a faculty appointment at the University of California.
- A strong interest in creating a curriculum characterized by strong cross-disciplinary links.
- Experience in creating and offering new academic programs desirable.
- Experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantaged and underrepresented students.
- Strong commitment to excellence in education at all levels: lower division, upper division, graduate.

APPLICATIONS

Interested scholars and cohorts should send curriculum vitae, statements of research and teaching interests, and the names and addresses of five references to:

David B. Ashley, Executive Vice Chancellor and Provost
University of California, Merced
PO Box 2039, Merced, CA 95344-0039

Materials may be submitted electronically to: **ucmsearch@ucop.edu.** Completed applications will be accepted throughout the academic year ending June 2003. Priority will be given to applications received by February 1, 2003.

Cuyahoga Community College

Where Futures Begin

www.tri-c.edu

Located in Cleveland, Ohio, we are one of the nation's top community colleges, committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We respond to the needs of the community and prepare students for the high demand jobs of the 21st century, serving over 55,000 students a year.

Cuyahoga Community College

Academic Year 2003-2004

TENURE TRACK FACULTY POSITIONS*

In the areas of Business and Technology, Counseling, Health Careers and Science, and Liberal Arts.

Competitive salaries and excellent benefits package. For more information and application procedures, visit our Web site at: **www.tri-c.edu** and click on the Employment link. **Application deadline is February 14, 2003**. *Some positions are contingent upon final budget approval. AA/EOE

Founding Dean, School of Business Administration

St. John Fisher College–Rochester, NY

This is an exceptional opportunity to be a part of the innovation and growth at St. John Fisher College. The Board of Trustees recently approved the formation of the School of Business Administration consisting of 18 full-time faculty, and serving undergraduate majors in Management and Accounting, and graduate students in our MBA program.

As founding dean, this position requires an individual who can serve as the chief academic and administrative officer of the School of Business Administration. The preferred candidate will possess an earned doctorate in business or a related field, with a distinguished record of teaching and scholarship consistent with a tenured appointment at the rank of Professor. The dean should have experience with AACSB accreditation requirements and processes as evidenced through having led or significantly participated in a successful accreditation effort. Background in or familiarity with the culture of a small-medium size college environment having liberal arts and professional programs will be considered a plus.

The dean must be able to represent the School of Business Administration faculty to the College's senior administration, the board of trustees, and other internal and external constituencies, and be able to articulate a clear and compelling vision of business education at St. John Fisher College. We seek a consensus builder who will foster a sense of collegiality and enhance levels of trust within and among our stakeholders.

The dean will be responsible for academic program development and assessment, budget development and supervision, fundraising and financial development, and strategic planning to facilitate the growth of the School. The individual is expected to initiate and strengthen relationships with the business and professional communities for development, enrollment, and scholastic joint ventures.

A chance to place yourself amidst 136 park-like acres, surrounded by 12 modern buildings and a warm, friendly campus community. It is also a rare opportunity to contribute to our student population of nearly 2,000 full-time and 1,000 part-time students, who have access to 26 majors and 11 graduate programs (including an evening and a weekend MBA program).

Our close proximity to the Finger Lakes region and the Adirondack Mountains will translate into weekends that equal the excitement of your campus life. In addition, Rochester offers a high concentration of some of the largest international corporations and best hospitals in the nation, offering potential consulting opportunities and media recognition.

Please reply to: Dr. Jason Berman, C/O JFS Consulting,
P.O. Box 132, Alexandria, VA 22313-0132

We are an equal opportunity employer.

ST. JOHN FISHER COLLEGE

NEW YORK UNIVERSITY | THE STEINHARDT SCHOOL OF EDUCATION

DEPARTMENT OF ADMINISTRATION, LEADERSHIP AND TECHNOLOGY

PROGRAM IN EDUCATIONAL COMMUNICATION AND TECHNOLOGY

Assistant/Associate Professor, Tenure-Track

The Program offers masters and doctoral degrees that prepare individuals to apply cognitive science views of learning and instruction to research, design and production, evaluation, administration and use of instructional materials and environments for various technologies. This position includes teaching, research, curriculum and media project development, student advisement and dissertation advisement.

Qualifications: Earned doctorate in educational technology or a related field; demonstrated scholarship and media development that reflect current and visionary forms of educational technology; a record of designing and developing educational environments using educational technology, background in K-12 technology integration and teaching excellence.

Please send CV and letter of application to: **Professor W. Michael Reed, Search Committee Chair, Department of Administration, Leadership and Technology, New York University, The Steinhardt School of Education, 239 Greene Street, Suite 300, New York, NY 10003-6674.**

NYU is an Equal Opportunity/Affirmative Action Employer.

West Valley-Mission Community College District
14000 Fruitvale Ave. Saratoga, CA 95070

VICE CHANCELLOR

West Valley- Mission – Community College District

The Board of Trustees of West Valley-Mission Community College District invites applications and nominations for the position of Vice Chancellor, Administration. The Vice Chancellor reports to the Chancellor, who in turn reports to a seven member publicly elected Board of Trustees. The Board seeks an inspired, visionary leader to plan and organize programs, services and activities that provide technical, legal and operational direction for administrative operations supporting the entire District.

APPLICATION INFORMATION: The profile brochure which contains details of West Valley-Mission Community College District, the Challenges and Opportunities, and the application instructions should be requested by contacting Francine Caracciolo, Search Liaison West Valley-Mission Community College District, 14000 Fruitvale Ave, Saratoga, CA 95050 (408) 741-2131, or web site www.wvmccd.cc.ca.us.

FOR ADDITIONAL INFORMATION, contact Meg O'Mahoney, Director of Human Resources at (408) 741-2060, or email: meg_omahoney@wvmccd.cc.ca.us.

AMERICAN UNIVERSITY
WASHINGTON, DC

Director of the Law Library
Washington College of Law

American University's Washington College of Law invites applications and nominations for the position of Director of the Law Library.

The Director is a tenured or tenure track faculty member, and is responsible for the management of all law library operations. Responsibilities include oversight and leadership of strategic and short-term planning, budgeting, personnel administration, collection development and maintenance, and the delivery of library services to faculty, students and others. As a faculty member, the director may teach and is expected to participate in professional associations, perform service and engage in scholarship in his or her field. The Director reports to the Dean of the Washington College of Law. Salary and benefits are very competitive.

Candidates must hold both a JD from an ABA-accredited law school and an MLS or equivalent degree from an ALA accredited library or information science program. The candidate should also have significant experience in law library administration. Experience as the director of an academic law library is preferred. The successful candidate will demonstrate an ability to work effectively with faculty, administrators, staff, and students, will be knowledgeable of the research and educational needs of a diverse law school faculty and student body and will have a proven record of leadership, service and creative work and scholarship.

The Washington College of Law Library is a state-of-the-art research library that offers faculty, students, and members of the public access to over 500,000 volume equivalents of legal material, as well as a growing collection of electronic materials. It is a depository for U.S. Government and European Union documents. The library employs nine full-time tenured or tenure track faculty librarians, five of whom hold both law and library degrees, twelve full-time staff plus several part-time librarians and other personnel. More information about the library is available on its web site **http://library.wcl.american.edu**.

The Washington College of Law was established in 1896 by two prominent feminists as an independent coeducational law school. It became a part of American University in 1949. Today, the Washington College of Law is one of the leading law schools in the United States. The Law School has over 1,600 students, many from other countries, and nearly 60 full-time faculty members. It offers JD, LLM and SJD degrees and is known for its distinguished faculty; commitment to teaching and pedagogical innovation; excellent clinical and experiential programs; LLM programs in international legal studies and law and government; emphasis at both the JD and graduate levels on the study of international law and human rights; and programs on law and government, gender and women's rights, intellectual property, and law and business, among others.

American University is a major doctoral-granting university in Washington, D.C., that enrolls over 11,000 students, almost half of whom are graduate students. Washington, D.C., offers unprecedented professional opportunities as well as a rich mix of cultural arts, intellectual pursuits, and beautiful public spaces.

Candidates should submit a letter of application, curriculum vitae, and the names, titles and contact information for three references familiar with the candidate's qualifications to:

Associate Dean Robert Dinerstein
Chair, Law Library Director Search Committee
Washington College of Law
4801 Massachusetts Ave., NW
Washington, DC 20016

Applications will be accepted until the position is filled. If you are attending the AALS meeting in Washington, D.C. in January 2003, please so indicate, as members of the search committee may conduct screening interviews during that meeting.

American University is an EEO/AA employer committed to a diverse faculty, staff, and student body. The university encourages applications from minority and women candidates.

Colby

HEAD MEN'S CROSS COUNTRY AND TRACK AND FIELD COACH

The Colby College Department of Athletics seeks a full-time, benefited head men's cross country and track and field coach for the 2003-04 academic year. The head coach is responsible for the direction, instruction, supervision, and coaching of the men's cross country and track and field teams and the oversight and development of assistant coaches. Responsibilities also include the overall administration of the programs including budget, scheduling, and the recruitment of student-athletes. The ability to work with the head coach of the women's track and field program is essential

Colby is a highly selective, private, liberal arts college of 1800 students located in central Maine. The college is an NCAA Division III institution and is a member of the New England Small College Athletic Conference (NESCAC). It is the responsibility of the head coach to conduct the program according to all NCAA III, NESCAC Conference, and Colby College rules and regulations.

Bachelor's degree required; master's degree preferred. The candidate should have successful experience as a head coach or substantial experience as an assistant coach. Previous coaching and recruiting experience at the NCAA III level is desirable.

To apply, submit a cover letter, resume and three letters of professional reference to: **Marcella Zalot, Director, Department of Physical Education and Athletics, Colby College, 4900 Mayflower Hill Drive, Waterville, ME 04901.** Application review will begin **February 24, 2003** and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site: **www.colby.edu.**

A CALL FOR PANELISTS AND DISCUSSANTS

Northeastern Illinois University and the **WorkForce Diversity Institute** will host a conference: "A Call to Action: The Realities of Race in a Global Society;" April 3-5, 2003. We are looking for people willing to be panelists or discussants who have an interest and/or expertise in the following topical areas using a perspective on the **simultaneity or intersection of race, class, gender and sexuality**:

- CORPORATE AMERICA/BUSINESS
- EDUCATION/HIGHER EDUCATION
- GOVERNMENT/POLITICS
- HEALTH/HEALTH CARE/ REPRODUCTIVE HEALTH/HIV/AIDS
- HOUSING
- MEDIA
- RELIGION
- IMMIGRATION
- ASSESSMENT/STATISTICAL REPORTING

We are especially interested in panelists and discussants who can bring a **global perspective** to their presentation. Interested participants should submit a **detailed summary** (not to exceed 200 words) of a proposed presentation on any one of the areas listed above no later than **February 15, 2003.** Electronic submissions in Microsoft Word (2000 and earlier or Rich Text Format) are welcome.

Please Send Summaries to:
Carl Mackey
Workforce Diversity Institute
Northeastern Illinois University
5500 N. St. Louis Avenue
Room A114
Chicago, IL 60625
C-Mackey@neiu.edu
(773) 442-4714
FAX: (773) 442-4711

Northeastern Illinois University

WorkForce Diversity Institute

COMMUNITY
COLLEGE
SOUTHERN
NEVADA

Community College of Southern Nevada is currently recruiting for the following positions:

Administrative Faculty

Chief Technology Officer

Closes Friday, February 28, 2003

Academic Faculty

Air Conditioning
Architecture/Interior Design
Biology
Certified Nursing Assistant
Communication
Computing & Information Technology
Education
Emergency Medical Services
English
English/Basic Writing
Environmental Science
French
Health and Human Performance
History
Interpreter Preparation
Librarian
Massage Therapy
Maternity Nursing
Mathematics
Medical/Surgical Nursing
Mental Health/Nursing
Pediatric Nursing
Philosophy
Photography
Practical Nursing
Psychology
Sociology
Study Skills

Closes Friday, February 28, 2003
ALL POSITIONS CONTINGENT ON FUNDING

REQUIRED APPLICATION MATERIALS:

- Community College of Southern Nevada application (available on-line)
- Cover Letter and Resume
- Three letters of professional reference (dated within the last three years)
- Official transcripts from an accredited college or university with degree posted mailed directly to CCSN-Attn: Director of Human Resources-S2H

All materials sent remain the property of the College and will not be copied or returned. Faxed materials will not be accepted. **All required application materials must be received in Human Resources by the deadline date or your application will be disqualified.** All application materials will be held in strict confidence. Please submit a separate application package for each position. Postmarks will not be accepted. Submit application materials to: Community College of Southern Nevada, 3200 E. Cheyenne Ave., S2H, North Las Vegas, Nevada 89030. Telephone: (702) 651-4808 or (702) 651-4546 CCSN website: ccsn.nevada.edu, click on human resources.

Community College of Southern Nevada recognizes that embracing diversity maximizes faculty and staff contribution to our goals and provides the best opportunity for student achievement. CCSN is an equal opportunity/affirmative action employer. CCSN is responsive to serving the educational needs of a diverse and ever-changing community.

San José State
UNIVERSITY

Vice President for University Advancement

010837

The Vice President for University Advancement provides vision and leadership for the Division of University Advancement, which includes alumni affairs, development, communications and public affairs, and advancement services. The vice president plans and implements initiatives in support of the university's academic and student-centered mission, effectively deploying the personnel and resources allocated to the division.

San José State University, the first public institution of higher education on the West Coast, seeks an individual who will lead the division of university advancement management team. The Vice President for University Advancement works closely with administrators, deans, faculty, and staff in the development of strategies and plans to meet the private funding needs of the university.

A regional, metropolitan university located in the heart of Silicon Valley in San Jose, the nation's eleventh and California's third largest city, San José State University provides a cultural, artistic, and technical center for the surrounding community and is one of the largest of the 23 campuses of the California State University system. Diversity in both culture and curriculum is a central element of the campus. Many ethnic groups are represented, and no single ethnic group predominates among our student body of 30,000. Degrees are awarded in 136 subject areas, grouped into eight colleges, including a substantial number of professional majors.

QUALIFICATIONS: Candidates must have a minimum of a bachelor's degree from an accredited institution, an advanced degree is preferred; proven leadership, management, and administrative experience, with at least 10 years of progressively responsible development experience, are also required; experience in higher education fund raising including organizing and managing a capital campaign is highly desired, although consideration will be given to significant fundraising experience and success in other non-profit sectors.

Additionally, candidates should possess the following:
1. A thorough understanding of fundraising programs, including individual, corporate and foundation gifts, planned and deferred giving, grant development and annual programs, capital campaigns, and a thorough understanding of gift management and stewardship.
2. Demonstrated personal, successful major donor cultivation and solicitation and experience with planning and executing a major capital campaign.
3. Strong interpersonal skills, particularly with donors and volunteers; demonstrated strong public relations and communication skills with both external and internal constituencies; and successful experience working with boards and foundations comprised of prominent corporate and community volunteers and alumni.
4. Knowledge of and commitment to the use of information technology to support advancement programs and demonstrated organizational skills and experience in budget management, supervision of a large staff, and staff development.
5. Outstanding oral and written communication skills; ability to interpret technical procedures or regulations and to effectively present information and respond to questions from groups of managers, customers, and the general public.

NOMINATIONS AND APPLICATIONS: Should be addressed to:
Korn/Ferry International • Education: SJSU-VPA
1800 Century Park East, Suite 900 • Los Angeles, CA 90067
Or by email (PREFERRED): cal.education@kornferry.com
Questions should be directed to: Sharon Tanabe (310) 843-4179

Applications should include the following: a narrative letter indicating how the individual's training and experience relate specifically to the listed job qualifications; a current vita; and the names, titles, email and business addresses, and business and home phone numbers of at least five professional references. Screening will begin immediately and continue until the position is filled. Applications and nominations will be accepted until the position is filled, but only candidates whose applications are complete and received by **February 12, 2003**, will receive priority consideration.

Women, minorities and persons with disabilities are encouraged to apply.
Additional information is available on the SJSU website at: **http://www.sjsu.edu**

SJSU is an equal opportunity employer.

Hepatologist

TEMPLE UNIVERSITY SCHOOL OF MEDICINE - Hepatologist Department of Medicine/Section of Gastroenterology is seeking qualified candidates who are BE/BC trained at an academic medical center. Training in Hepatology and outstanding teaching and clinical abilities, including familiarity with liver transplantation, are necessary. Rank commensurate with experience/qualifications.

Fax CV and bibliography to **Robert Fisher, MD, Temple University School of Medicine, 3401 N. Broad Street, Philadelphia, PA 19140, fax: 215-707-2684**. Temple University School of Medicine is an EEO/AA employer and strongly encourages applications from women and minorities.

TEMPLE
UNIVERSITY
SCHOOL OF
MEDICINE

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Vice President of Academic Services

(#2AIN04)

Management position at Chabot College in Hayward, CA. Salary range $95,160-$113,028/yr. Requires Master's Degree, exp. in student services in post-secondary education. Close date: 02/27/03. For official application contact Chabot-Las Positas Community College District, Human Resources, 7011 Koll Center Parkway, Suite 200, Pleasanton, CA 94566, (925) 485-5200 or Email: hr@clpccd.cc.ca.us. EOE

Education

FACULTY POSITIONS

Full-Time, Tenure Track
Fall 2003

Moraine Valley Community College is a fully accredited, comprehensive community college, and a member of the League for Innovation in the Community College with an annual enrollment of approximately 8,300 FTE students, located in a southwest suburb of Chicago. The college is committed to achieving excellence through cultural diversity. Women, persons of color, members of other underrepresented groups, and those committed to working in a multicultural environment are encouraged to apply. Currently, we are inviting applications for the following full-time, tenure track positions that will begin August 2003. These positions require a strong commitment to teaching and to the use of technology and innovation in the delivery of instruction, and the ability to infuse new approaches into the teaching/learning process.

Your success + Your future = Their future.

Communications
(2 positions)

Will teach Communication I and II, mentor students in the Writing Center, and work actively and collegially with department faculty. Master of Arts in English required; graduate coursework in Rhetoric/Composition required.

Developmental Math

Will teach math courses within Developmental Education department. Master's degree in Mathematics or Math Education with 18 graduate semester hours in pure math required. Preference will be given to candidates with the ability to teach students at a variety of skill levels.

History/Political Science

Will teach college-level history and political science courses. Master's degree in History, or related field, with a minimum of 18 graduate semester hours in History. Graduate hours in political science also required.

Information Management Systems

Will teach courses in advance PC applications and office systems. Must possess strong working knowledge of programming principles and integration of Internet technology in course delivery. Experience in business education, training, or teaching in on-line environment and Microsoft Office Specialist certification preferred. Bachelor's degree required.

Nursing

Will teach medical-surgical nursing in the Associate Degree Nursing Program. Master's degree in Nursing and licenses or eligible for license as a Registered Nurse in Illinois required. Recent clinical experience and teaching experience in a community college preferred.

Sociology

Will teach college-level sociology courses. Master's degree in Sociology or related field with a minimum of 18 graduate semester hours in Sociology required.

Speech

Will teach courses in speech/communications. Ability to direct college forensics activities preferred. Master's degree in Communication with major concentration in speech communication required.

Moraine Valley Community College's compensation package includes salary commensurate with qualifications and an excellent benefit program. A review of applicants will begin February 3, 2003 and will continue until the position is filled. Please submit an **application or resume together with a letter of application and copies of transcripts** to the Office of Human Resources at:

Moraine Valley Community College
10900 S. 88th Avenue • Palos Hills, IL 60465
Fax: 708-974-3374
www.morainevalley.edu

Moraine Valley Community College is an equal opportunity employer and encourages minorities, females, disabled, and veterans to apply.

FALL 2003 FACULTY POSITIONS

Located on a modern campus in the historic and scenic Mid-Hudson Valley, Dutchess Community College/SUNY seeks dedicated & committed teaching professionals:

TENURE TRACK:

- **Accounting**
- **Behavioral Science--Psychology**
- **Behavioral Science--Generalist**
- **Business Technologies--Department Head**
- **Chemistry**
- **Communications**
- **English--Developmental Composition**
- **English--Reading Specialist**
- **History/Economics**
- **History/Government**
- **Physical Science/Geology**
- **Physics**
- **Nursing**

Temporary • Full Time

- **Behavioral Science--Criminal Justice**
- **English--Developmental Composition**
- **Wellness/Fitness**

Masters' Degrees required for all positions. *Application review will begin February 14, 2003.* For a complete job description and information visit the DCC website at: **www.sunydutchess.edu.** Go to Academics, Faculty Openings. Send a resume and cover letter indicating area of specialization to: **Human Resources Management, Dutchess Community College, 53 Pendell Road, Poughkeepsie, NY 12601. Fax: (845) 431-8595**

DCC is committed to the principle of diversity and encourages applications from women, minorities, veterans, the disabled and all others. We are proud to be an AA/EOE.

DUTCHESS
COMMUNITY COLLEGE

Temple University School of Medicine

Temple University Children's Medical Center, the primary pediatric affiliate of Temple University School of Medicine in Philadelphia, PA, is seeking to fill several Clinician Educator track positions at the Assistant/Associate/Professor level.

- **Pediatric Pulmonologist**
- **Pediatric Gastroenterologist**
- **Pediatric Intensivists**
- **Pediatric Neurologist**
- **General Pediatricians**

Interested individuals should reply with curriculum vitae to: **Stephen C. Aronoff, M.D., Professor and Chairperson, Department of Pediatrics, Temple University Children's Medical Center, 3509 N. Broad Street, Philadelphia, PA 19140, E-mail: Aronoff@temple.edu, Fax: (215) 707-6629.** Temple University is an EEO, m/f/d/v.

Dean, College of Medicine

THE UNIVERSITY OF

ARIZONA®

TUCSON ARIZONA

The University of Arizona in Tucson invites applications and nominations for the position of Dean of its College of Medicine.

Founded in 1967, the College of Medicine is part of The University of Arizona Health Sciences Center (AHSC), which also includes the University of Arizona Colleges of Nursing, Pharmacy, and Public Health and the Phoenix Health Sciences Campus. Clinical components of AHSC include the University Medical Center (a private non-profit 365-bed teaching hospital) and the University Physicians Incorporated (the faculty practice plan). The College currently has 405 medical students, as well as approximately 70 graduate students, more than 400 resident-physicians and fellows, and 478 full-time and 685 voluntary faculty.

The College's activities take place both in Tucson and Phoenix, including the Veterans' Affairs Medical Centers in these two communities. The College has eight Centers of Excellence in research, teaching, and patient care in the areas of cancer, cardiovascular disease, respiratory sciences, children's health, arthritis, valley fever, emergency medicine, and aging.

The individual we are seeking is one who will have the vision and skills to face the challenges and promises involved in leading the College of Medicine at a time of extraordinary advances in the biological sciences. The University of Arizona has embarked in a major effort to foster multidisciplinary research in modern biology and biotechnology, with specific application to the medical sciences. The new Dean will have a crucial role in moving the College of Medicine in this new direction and will have responsibility for planning and guiding construction of a new, $60 Million medical research building. Candidates must have an MD and a record of scholarly and research achievements of international significance. In addition, the candidate must have administrative and financial expertise, and experience in the preparation of budgets and the effective management of resources.

The University of Arizona is fully committed to fostering a diverse academic community and student body. For this reason, the candidate is expected to demonstrate exceptional ability in recruiting and supporting individuals with varied experiences, perspectives, and backgrounds, including minorities, women, disabled persons, and veterans.

The Dean is expected to promote interdisciplinary and collaborative programs in education and research within the College of Medicine, with other colleges at the University, and with other universities within the State. In addition, the Dean is responsible for advancing critical relationships with non-profit research organizations within our State such as the Translational Genomics Institute, as well as with healthcare organizations and providers, and with business and government leaders throughout the community.

In summary, the new Dean of the College of Medicine at the University of Arizona will play a major leadership role in our state in the fields of health care delivery, science-based medical education, and modern biology-based research as it applies to human disease affecting the diverse population of our State.

The Dean will jointly report to the University of Arizona Vice President for Health Sciences and the Provost, who report to the President of the University. As an equal opportunity and affirmative action employer, the University of Arizona especially encourages applications from women, minorities, disabled individuals, and veterans.

Review of applications will begin on February 14, 2003 and continue until the position is filled. For more information see: www.hr.arizona.edu. Applications, which should include a cover letter, a list of at least three references, and a complete Curriculum Vitae should be sent to the address below. Nominations are also welcome.

Fernando D. Martinez, Chair
Search Committee for the Dean of the College of Medicine
The University of Arizona
P.O. Box 245033
Tucson, AZ 85724-5033

The University of Arizona is an Equal Employment Opportunity/ Affirmative Action Employer - Minorities/Women/Disabled/Veterans.

Governors State University

DIRECTOR OF STUDENT INVOLVEMENT

Governors State University (GSU) invites applications and nominations for the position of Director of Student Involvement. Under the guidance of the Executive Director of Student Life, the Director of Student Involvement provides leadership and support in the development and implementation of special events, workshops, student organizations, and programs and services which recognize the ethnic and cultural diversity of the campus as a community strength. **Qualifications:** Master's degree in Counseling, Student Personnel, Higher Education Administration or related disciplines; three to five years work experience in student affairs with extensive experience in implementing student activities, overseeing clubs and student media, and being involved in conflict resolution/mediation and leadership development. This should include at least five years of supervisory or administrative experience; experience in budget development, long range and strategic planning and assessment; experience in developing and implementing multicultural student programs/observances; excellent oral and written communications skills; prior experience working with state and national professional organizations (i.e., ACPA, NASPA); experience with student media practices, procedures, technologies and, experience with an adult learner population. The review of applications will begin immediately and continue until the position is filled. To apply, interested candidates should send a letter of interest addressing qualifications, a current resume, and the names, addresses and telephone numbers of three professional references to: **Todd Rohman, Ph.D, Chairperson; Director of Student Life Search Committee; Governors State University; University Park, IL 60466. AA/EOE**

Please see our website for more information about the university and a full position description: www.govst.edu.

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pbcc

Palm Beach Community College

DEAN OF STUDENT SERVICES

Palm Beach Community College, Florida's first public community college, is a comprehensive two-year institution with four locations serving a large and diverse population in South Florida. The College is a premier teaching and learning institution in a highly desirable place to live, and offers a competitive salary and an outstanding benefit package.

PBCC is seeking a dynamic, experience student affairs generalist with a strong commitment to the personal development of students to manage its Palm Beach Gardens Campus Student Services Unit. Candidates must demonstrate a strong working knowledge of co-curricula and student success programming in a rapidly changing marketplace.

Responsibilities will include coordinating and integrating the following areas: new student enrollment center, student activities, counseling/advising, testing, career services, registration/admissions, disability support services, orientation, and financial aid. Position requires working collaboratively with campus managers, faculty and student groups/organizations.

Qualifications: A Master's degree and a minimum of four years of relevant student services supervisory and management experience are required.

Application Closing Date: February 28, 2003.

An application package is required and must include a completed PBCC employment application and copies of transcripts. Application packages that are not complete by the application closing date will not be forwarded to the screening committee.
To apply for this position, please submit an application package to:

Office of Human Resources, Palm Beach Community College,
4200 Congress Avenue, Lake Worth, FL 33461 • Fax: (561) 868-3131

Visit our Web site: **www.pbcc.edu** for additional information, closing dates, and employment application.

Palm Beach Community is an Affirmative Action, Equal Access/Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its student body, faculty and staff.

BEST COPY AVAILABLE

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AnokaRamsey
CommunityCollege

Anoka-Ramsey Community College is a multi-campus college with the Coon Rapids Campus located in a suburb 20 miles north of downtown Minneapolis/St. Paul; the Cambridge Campus is located 35 miles further north. Anoka-Ramsey Community College is part of the Minnesota State Colleges and Universities System. The college enrolls approximately 6,700 students with 1,500 at the Cambridge Campus and 5,200 at the Coon Rapids Campus.

POSITION OPENINGS

DEAN OF EDUCATIONAL SERVICES

Full-time, Coon Rapids Campus

APPLICATION DEADLINE: All application materials must be received in our office by February 21, 2003. STARTING DATE: Approximately June 1, 2003

RESPONSIBILITIES: Provide leadership for the divisions of math, business, foreign language, and other areas/duties as assigned. Successful candidates will possess and demonstrate the necessary skills and commitment that support the following college-wide strategic initiatives:

- Enhance the college's responsiveness to our communities
- Strengthen our commitment to teaching and learning through increased utilization of technology
- Become nationally recognized for Teaching and Learning
- Increase our commitment to global activities

QUALIFICATIONS: Master's degree and administrative experience required. PREFERRED QUALIFICATIONS: Doctorate and teaching experience preferred. This administrator position has a starting salary range of $58,000 - $75,403 with excellent fringe benefits.

DIRECTOR OF TECHNOLOGY

Full-time, Coon Rapids Campus

APPLICATION DEADLINE: All application materials must be submitted by February 21, 2003. STARTING DATE: As soon as can be arranged

RESPONSIBILITIES: The Director of Technology serves as the Chief Information Officer responsible for college-wide information technology oversight, planning and infrastructure. The position provides multi-campus leadership, communication and customer service strategy in the areas of administrative/instructional computing, telecommunications, distance learning and web technologies. The Director of Technology assists faculty, administration and customized training in the development of technology based curricula and training.

QUALIFICATIONS: Management and supervisory experience, a baccalaureate degree in computer science, management information systems or a related field is required. A master's degree and experience in an academic setting is preferred. The starting salary range is $62,373 to $99,743 depending upon education and experience. Excellent fringe benefits.

INSTRUCTOR OF NURSING (2 POSITIONS)

One at the Cambridge Campus and One at the Coon Rapids Campus
Full-time

APPLICATION DEADLINE: All application materials must be received in our office by February 21, 2003. STARTING DATE: August 2003

RESPONSIBILITIES: Teach in the two-year associate degree-nursing program. Primary responsibilities include classroom presentation, selecting, implementing and evaluating student clinical experiences, and demonstration and practice of selected clinical skills. Participation in discipline, division, campus and college matters through service on committees and attendance at regular meetings, as well as continued professional development is expected. Successful candidates will possess and demonstrate the necessary skills and commitment, which support one or more of the following college-wide strategic initiatives:

- Enhance the college's responsiveness to our communities
- Strengthen our commitment to teaching and learning through the increased utilization of technology
- Become nationally recognized for Teaching and Learning
- Increase our commitment to global activities

QUALIFICATIONS: Master's degree with a major in nursing, nursing administration, nursing education, public health nursing or a nursing clinical specialty; and One year of nursing experience at the professional level; and meets minimum qualifications for accreditation if required. This position may require some travel, as assigned between the Cambridge campus and the Coon Rapids campus of Anoka-Ramsey Community College. The starting salary range is $30,000 to $66,750 depending upon education and experience. Excellent fringe benefits.

INSTRUCTOR OF BIOLOGY

Full-time, Coon Rapids Campus

APPLICATION DEADLINE: All application materials must be received in our office by February 21, 2003. STARTING DATE: August 2003

RESPONSIBILITIES: Teach transfer level biology courses, lectures and labs, including environmental science, and possibly microbiology & anatomy and physiology. Participation in discipline, division, campus and college matters through service on committees and attendance at regular meetings, as well as continued professional development is expected. Successful candidates will possess and demonstrate the necessary skills and commitment, which support one or more of the following college-wide strategic initiatives:

- Enhance the college's responsiveness to our communities
- Strengthen our commitment to teaching and learning through the increased utilization of technology
- Become nationally recognized for Teaching and Learning
- Increase our commitment to global activities

QUALIFICATIONS: Master's degree with a major in biology or with 23 graduate quarter/16 semester credits in biology, which would apply to the major. PREFERRED QUALIFICATIONS: One year of teaching experience in biology is required. Knowledge of contemporary teaching/learning techniques, including computers and web-based/enhanced approaches is preferred. The starting salary range is $30,000 to $66,750 depending upon education and experience. Excellent fringe benefits.

INSTRUCTOR OF MATHEMATICS

Coon Rapids Campus

APPLICATION DEADLINE: All application materials must be received in our office by February 21, 2003. STARTING DATE: August 2003

RESPONSIBILITIES: Teach first and second year college-level math courses from pre-algebra to differential equations, including statistics. Participation in discipline, division, campus and college matters through service on committees and attendance at regular meetings, as well as continued professional development is expected. Successful candidates will possess and demonstrate the necessary skills and commitment which support one or more of the following college-wide strategic initiatives:

- Enhance the college's responsiveness to our communities
- Strengthen our commitment to teaching and learning through the increased utilization of technology
- Become nationally recognized for Teaching and Learning
- Increase our commitment to global activities

QUALIFICATIONS: Master's degree with a major in mathematics or with 23 graduate quarter/16 semester credits in mathematics which would apply to the major. PREFERRED QUALIFICATIONS: Knowledge of contemporary teaching/learning techniques, including computers and web-based/enhanced approaches is preferred. Teaching experience in mathematics plus knowledge of AMATYC and NCTM Standards is preferred. The starting salary range is $30,000 to $66,750 depending upon education and experience. Excellent fringe benefits.

APPLICATION PROCEDURES: Anoka-Ramsey's Application for Employment form, and Supplemental Protected Class Information forms are located at **http://www.anokaramsey.mnscu.edu/co-jobs/**. To complete the application process, mail a letter of application, current resume, Anoka-Ramsey application form, graduate and undergraduate transcripts, and optional Protected Class Information form indicating which position you are applying for to the following address:

Anoka-Ramsey Community College
Search Committee/Title of Position
11200 Mississippi Blvd. NW, Coon Rapids, MN 55433-3499
FAX: 763-712-4478

NOTE: All application materials must be received in our office by the deadline

INTERVIEWS: The college will schedule interviews after initial screening of applications. Travel expenses are to be paid by the candidate.

It is Anoka-Ramsey Community College policy to ensure that the selection process for this position is accessible to all candidates. Please contact the Human Resources Office, 763-422-3352, to obtain these materials in an alternative media and/or to request a reasonable accommodation during the selection process.

Anoka-Ramsey Community College is an equal opportunity, affirmative action employer and educator.

INDIANA UNIVERSITY

Dean of Graduate Studies
Job Announcement

Indiana University invites applications for Dean of Graduate Studies. The Dean is responsible for promoting and sustaining excellence in graduate education, scholarship, and research; exercising control over the financial resources of the office, and augmenting those resources through private fundraising in conjunction with appropriate offices within Indiana University. The Dean is a member of the Council of Deans on the Bloomington and Indiana University-Purdue University Indianapolis campuses. This position will report to the Vice President for Research, a university-wide officer who reports to the President.

Indiana University (**www.indiana.edu**) is an AAU Research 1 Institution with more than 3,200 faculty and 98,000 students, including 19,300 graduate students. In 2000-01, it had 327 advanced-degree programs and awarded 437 doctoral, 2,935 master's, and 905 professional degrees. As one of the nation's centers of academic excellence, IU continually seeks to enhance its research and teaching. In that spirit, Indiana University welcomes the ideas and vision of applicants for the development of this position.

The Dean's responsibilities will include:

✓ Coordinating and enhancing all research degree programs of IU's university-wide graduate programs. This entails maintaining quality of current programs, reviewing proposed programs, fostering interdisciplinary programs, appointing graduate faculty, and working with the graduate divisions of each school or campus.

✓ Overseeing a centralized office for information and policy about graduate and postdoctoral education.

✓ Serving as an advocate for graduate, professional and postdoctoral students.

✓ Working in collaboration with university administrators and development officers to raise funds for graduate education programs.

✓ Acting as a spokesperson for graduate education with various external agencies.

Applicants must have a record of academic scholarship and teaching that qualifies them for tenure at the level of full professor at Indiana University, including a record of working with and directing graduate students. They should have experience in administration in similar institutions; an understanding of large, multi-campus Research 1 universities; and a willingness to obtain external funding for graduate programs.

Candidates will be evaluated on the following professional and personal characteristics: commitment to maintain and extend the scholarly values, academic breadth, and the diverse missions of the University, outstanding leadership qualities including a record of successful leadership roles in colleges and universities; collaborative leadership style; commitment to consulting with and seeking advice from faculty, staff and students; desire and ability to advance graduate teaching; commitment to advocate and pursue funding from public and private sources; ability to work with external constituencies including state and federal government and the broader community; and demonstrated commitment to the diversity of students, faculty and staff, to equal employment opportunity, affirmative action and non-discriminatory practices, and to advancing an inclusive climate that stimulates diversity.

The Search Committee will begin reviewing applications on February 28, 2003, and will continue until the position is filled. It is expected the Dean of Graduate Studies will be appointed and take up his/her responsibilities by July 1, 2003. Applications, including a curriculum vita and names, telephone numbers, and addresses of references, should be sent to:

Indiana University
Dean of Graduate Studies
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attention: Dennis M. Barden/Laurie A. Pohl
2015 Spring Road, Suite 510
Oak Brook, IL 60523
Fax (630) 990-1257
or via email at lugrad@emnemn.com

Questions concerning this search may be directed to Dennis Barden at 630-575-6167.

Indiana University is an equal opportunity/affirmative action employer

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UNIVERSITY
OF MINNESOTA **Crookston**

CHANCELLOR

UNIVERSITY OF MINNESOTA, CROOKSTON

The University of Minnesota invites applications and nominations for the position of Chancellor of its Crookston campus. The University seeks an energetic, dynamic individual to lead and engage Crookston campus faculty, staff, students, and community in its critical mission and programs.

Background. The University of Minnesota ranks among the top three public research universities in the nation and is recognized for the quality of its education, research, and public service. UM, Crookston is one of four coordinate campuses in the University of Minnesota land grant system and provides a unique approach to polytechnic baccalaureate education and applied research and service. UM, Crookston's 97-acre campus is located approximately 300 miles northwest of Minneapolis and St. Paul, has an annual budget of over $20 million and an enrollment of 1450 full-time students, with a total headcount of approximately 2500 students (both degree and non-degree seeking). UM, Crookston is internationally known as the first college to provide all full-time students and faculty with notebook computers, was ranked one of the "Most Wired Colleges in America," and has been recognized as a *US News* "Best College" from 1999 to 2003 in the "Midwest Public Colleges" category.

Position. As chief executive officer, the Chancellor provides leadership for all campus programs, services, and activities, and is responsible for academic leadership, fiscal management, campus planning, and physical and human resource development. Additionally, the Chancellor represents the campus locally and statewide and provides leadership for outreach and fundraising efforts. If desired and appropriate, the individual in this position may hold a tenured faculty appointment. Anticipated start date is July 1, 2003; salary is competitive and commensurate with experience and qualifications. The Chancellor is appointed by the Board of Regents, upon the President's recommendation, and reports to and serves at the pleasure of the President.

Essential qualifications for this position include: an earned doctorate, or other terminal degree, from an accredited institution; at least 6 years experience as a faculty member with a demonstrated record of scholarship and substantial involvement in undergraduate education; at least 3 years experience in senior-level higher education administration; and a strong record in forming successful academic partnerships. *Preferred* qualifications include experience in: polytechnic and land grant education, rural development, and both public and private sectors. An extensive record of higher education leadership in fund-raising, alumni relations, and student services is also encouraged. Additionally, candidates must have the highest personal integrity and exceptional interpersonal, leadership, and communications skills.

Applications and nominations will be reviewed beginning February 1, 2003 but will be accepted until the position is filled. To apply, send a letter of application expressing interest in the position, current curriculum vitae or resume, and the names, addresses, and telephone numbers of four professional references. Individuals wishing to nominate candidates for this position should submit a letter of nomination, including the name, present position title, and address and telephone number of the nominee. All nominations and applications will be confidential and will not be made public without permission of the candidate or until candidate is named a finalist. *Applicants and nominators are strongly encouraged to submit their materials by email and Word attachments.*

The search committee is being assisted by consultants. Questions and requests for a full position description may be directed to Chuck Bunting (703-739-4630) or Stephen Leo (703-739-4631) or via the email addresses below. Nominations and applications should be sent to:

Chuck Bunting, Vice President
A.T. Kearney Executive Search
Minnesota Crookston Search
333 John Carlyle Street
Alexandria, VA 22314
Fax: 703 519 0391
E-mail: charles.bunting@atkearney.com or
stephen.leo@atkearney.com

For further information about the campus, visit the University of Minnesota, Crookston web site at: http://www.crk.umn.edu

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.

Executive Director

Center for Diversity in the Communication Industries

Emerson College is pleased to announce the creation of the Center for Diversity in the Communication Industries. This has been made possible by an initial generous contribution from The Lloyd G. Balfour Foundation to support the operating costs of the Center, specifically the funding for an Executive Director position.

Emerson College now seeks an entrepreneurial and visionary individual to serve as the founding Director of the Center for Diversity in the Communication Industries, who will manage its day-to-day operations and programming.

Emerson College has as its central mission the study of communication, media and performing arts, combining a liberal arts grounding with emphasis on applied experiences for undergraduate students, and professional education for graduate students. Degrees are offered in such areas as journalism, marketing communication (advertising and public relations), media arts, performing arts, publishing, and speech disorders.

The new Center is empowered by the President of the College to develop new institutional initiatives consistent with key strategic goals in the College's 2001-2005 Strategic Plan relative to the recruitment and retention of diverse faculty, staff and students, as well as to the placement of well-trained Emerson graduates of color in leadership positions within key communication industries served by the College's programs.

The Executive Director will work closely with a number of offices on campus (most notably, Academic Affairs, Admissions, and Institutional Advancement) on the attainment of the following goals:

1. Accomplishment of a new diversity program designed to meet the needs of Emerson College for the recruitment and retention of faculty, staff and students.
2. Setting and implementing goals for a measurable and lasting impact on increasing minority leaders and voices within key communication industries related to Emerson College programs.
3. Sensitizing the entire Emerson Community (all constituencies) to the needs and perspectives of diverse communities and audiences, and ensuring our students' ability to continue this sensitivity in the professional work environments.
4. Building, implementing, and managing multiple constituencies and collaborations, both internally and externally, in order to achieve the goals of the College.

The ideal candidate must possess:

- Master's Degree or above preferred
- Outstanding communication skills, both written and oral
- Experience in higher education diversity and multi-cultural programs
- A record of successful fund raising, public relations, and marketing
- Ability to attract people and resources to the College
- A collaborative attitude and ability to motivate college-wide efforts to achieve internal and external goals

Confidential applications and nominations may be sent to: **Chair, Search Committee, Center for Diversity, Office of the President, Emerson College, 120 Boylston Street, Boston, MA 02116.** Review of applications will begin on February 1, 2003 and will continue until the position is filled.

Emerson College is an Equal Opportunity/Affirmative Action employer focused on workplace diversity.

1880

EMERSON COLLEGE

BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

WWW.EMERSON.EDU

MICHIGAN STATE
UNIVERSITY

Department of Mechanical Engineering
http://www.egr.msu.edu

The Department of Mechanical Engineering at Michigan State University invites applications for tenure stream academic year faculty in the broad area of manufacturing, with an emphasis on science-based modeling and analysis of manufacturing processes. The candidate must hold an earned doctorate in a field relevant to manufacturing engineering. Industrial experience will be given favorable consideration. The appointment may start in either August 2003 or January 2004 and will be made at the rank appropriate to the credentials of the candidate. The candidate will be expected to teach at both the undergraduate and graduate levels and to lead a successful research program.

As a unit within the College of Engineering, the ME Department presently has 34 faculty members and administers BS, MS and PhD programs. The Department conducts leading-edge research in many areas and is committed to building a strong manufacturing program. MSU offers many opportunities for collaboration with other faculty in the College of Engineering in areas such as materials processing, control systems and robotics, as well as with faculty in the College of Natural Science and the College of Business. MSU is home of the Composite Materials and Structures Center (the largest integrated facility for composites research and development in a non-industrial environment in the US) and the Fraunhofer Research Center for Coating and Laser Applications. Michigan State University enjoys a large park-like campus with many outlying research facilities and natural areas. The greater Lansing area has approximately 450,000 residents, and the University is proactive in exploring opportunities for the employment of spouses, both inside and outside the University.

Candidates should submit a cover letter, curriculum vitae, the names of three references, and a statement of teaching and research interests to the address below. Applications will be reviewed on a continuing basis until the position is filled. For full consideration applications should be received before March 15, 2003.

Manufacturing Search Committee
Department of Mechanical Engineering
2555 Engineering Building
Michigan State University
East Lansing, MI 48824-1226

Michigan State University is an Equal Opportunity/Affirmative Action Institution and handicappers have the right to request and receive reasonable accommodation.

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WESTERN
WASHINGTON UNIVERSITY

Western Washington University Counseling Center has two positions for Psychologist/Counselor. Both are permanent, full-time, 10-month, generalist positions with specializations (eating disorders and abuse/trauma treatment, respectively). Doctorate preferred, license-eligible & clinical experience in college/univ. counseling center required. For full job announcement see http://www.ac.wwu.edu/~cgibin/~wwujobs/admin or e-mail **Alice.Magana@wwu.edu** or call 360-650-3164. To ensure full consideration, applications must be received by 3/10/03. *AA/EOC*

European Historian

COLUMBIA

Columbia College Chicago is seeking an entry level Modern European Historian with a teachable minor field in Asian, African, or Middle Eastern History to begin Fall Semester 2003. Ph.D. is required. Review of applications begins March 1, 2003.

Responsibilities include teaching twelve hours per semester, professional activity and service to the college, and community.

Located in downtown Chicago, Columbia College is a diverse, open admissions, undergraduate and graduate urban institution of over 9,800 students emphasizing arts and communications in a liberal education setting. The Liberal Education Department offers a Cultural Studies Major and minors in Latino Studies and Women and Gender Studies.

We offer a competitive salary and excellent benefits package. Minority and women applicants are encouraged to apply. Please send a letter of application, a statement of teaching, updated c.v., official graduate transcript(s), and a list of three references to:

Dominic A. Pacyga
Acting Chairperson
Department of Liberal Education
Columbia College
600 S. Michigan Ave.
Chicago, Illinois 60605

Eastern Michigan University

Associate Vice President for Extended Programs

Eastern Michigan University invites nominations and applications for an innovative, dynamic individual to provide administrative leadership as Associate Vice President for Extended Programs.

Extended Programs is dedicated to meeting the learning needs of people, their communities, organizations, agencies and businesses in the global setting. Extended Programs provides leadership in dissolving traditional campus boundaries through collaborative programs that complement and extend the educational, service and applied research activities of Eastern Michigan University.

Primary responsibilities as Associate Vice President for Extended Programs include:

- Promoting and developing strategic partnerships with the colleges to provide campus wide leadership towards lifelong learning in both degree and non-degree, part time and executive academic programs for baccalaureate and graduate continuing education.
- Increasing Eastern Michigan University's international outreach, coordinating campus international initiatives, and stimulating the development of educational programs and initiatives that advance campus objectives in globalization.
- Collaborating effectively with public agencies, private business sector and community-based organization in diverse multicultural environments.

As a vigorous advocate for life long learning, the Associate Vice President for Extended Programs has:

- An earned doctoral degree
- At least seven years of increasingly responsible teaching and administrative experience in higher education, and
- Success in managing a self-support extended programs unit.

Application review will begin after February 21, 2003 and will continue until the position is filled.

To apply: Please submit a letter of interest and curriculum vitae, as well as the name, address, e-mail address, and phone number of four references to: **Posting #APAA 0310, Eastern Michigan University, 202 Boone Hall, Ypsilanti, MI 48197.**

For questions please contact Ellene Tratras Contis, Search Committee Chair and Assistant Vice President for Academic Affairs, Office of the Provost, either by phone at 734.487.3233 or by e-mail at ellene.contis@emich.edu

Eastern Michigan University is a comprehensive public, metropolitan university of more than 24,500 students who are pursuing undergraduate, graduate, specialist, certificate and doctoral studies.

Eastern Michigan University is an equal opportunity, affirmative action employer.
Women, minorities, veterans and individuals with disabilities are encouraged to apply.

Don't be left in the dark...

Women in Higher Education

February 24, 2003
Ad deadline:
February 4, 2003

...and miss this important issue!

FOR MORE INFORMATION PLEASE CONTACT US AT:

Phone: 201.587.8800
Fax: 201.587.9105
E-mail:
Outlook@sprintmail.com

FACULTY POSITIONS

MiraCosta Community College, located in coastal North San Diego County, California, is recruiting for the following tenure-track positions for the upcoming academic year (subject to available funding):

- ADMINISTRATION OF JUSTICE INSTRUCTOR - closing date 03/05/03
- ASTRONOMY INSTRUCTOR - closing date 01/31/03
- BIOLOGY INSTRUCTOR - closing date 02/26/03
- DANCE INSTRUCTOR - closing date 02/12/03
- DIRECTOR OF RETENTION SERVICES - closing date 02/12/03
- DRAFTING/ENGINEERING TECHNOLOGY INSTRUCTOR - closing date 02/19/03
- ENGLISH INSTRUCTOR - closing date 02/26/03
- HOSPITALITY & RESTAURANT MGMT. INSTRUCTOR - closing date 01/29/03
- INSTRUCTION LIBRARIAN - closing date 01/29/03
- NURSING INSTRUCTORS, LVN PROGRAM - closing date 02/05/03
- WRITING CENTER DIRECTOR - closing date 02/05/03

For Administration of Justice, Biology and English, the job announcements will full details will be available by early- to mid-January.

For required application and job announcement:
see our website **http://www.miracosta.edu/info/admin/HR/jobs**
or leave your name, address & title of the position on the
Human Resources Job Line **760-757-2121, ext. 6868**
or e-mail your request to **jobs@miracosta.edu**
MiraCosta College, Attn: Human Resources
One Barnard Drive, Oceanside, CA 92056

MiraCosta College's two campuses and community learning center serve approximately 16,000 students in credit and noncredit programs. MiraCosta excels in transfer preparation and career training, and is recognized for its high-tech infrastructure. Activity at the college is driven by a collegial spirit of involvement and cooperation.

MiraCosta College is an equal opportunity employer and is committed to an educational environment which affirms and supports a diverse faculty and staff.

MiraCosta College

THE
OHIO
STATE
UNIVERSITY

We value CARING, CREATIVE, ENGAGING EDUCATORS who develop student communities that are academically and socially stimulating. We are looking for individuals to engage in meaningful interactions with a diverse student population and who are who eager to invest time in the development of students.

RESIDENCE EDUCATION COORDINATOR

We seek candidates who have the skills to develop and implement residential programs; design academic support programs for our residential communities; assess, analyze and report on student satisfaction and the effectiveness of current efforts; provide advising and support to professional staff members working with living-learning programs; encourage students to develop a sensitivity to, and appreciation of, differences; collaborate with faculty to enhance living-learning environments.

Successful applicant must have a Master's degree in College Student Personnel, Education or related field with at least two-years post-master's experience in student affairs, residence life/education or related area.

Remuneration: 12-month live-off position with a starting salary of $32,000; comprehensive benefits package; meal plan; professional development fund of $750 tuition waiver. Live-on opportunities are negotiable.

RESIDENCE HALL DIRECTORS
(Columbus campus and regional campuses)

Interested candidates must have the skills to coach and supervise RAs and student staff in undergraduate and graduate communities; shape student leaders while advising student groups; transition new students and families to the college experience; encourage students to develop a sensitivity to and appreciation of, differences; collaborate with faculty; provide support and referral to students in crisis; and challenge students to take risks within their communities.

Successful applicants must have a Master's degree in College Student Personnel or Higher Education with full-time or graduate residence life experience.

Remuneration: 12-month position with a starting salary of $27,500; furnished apartment; a comprehensive benefits package; meal plan; professional development fund of $500; tuition waiver. Live-out opportunities are negotiable.

To apply: Submit a resume and cover letter that addresses your qualifications to: **Professional Selection Committee, Office of Housing and Residence Education, The Ohio State University, 190 W. Woodruff Ave., Columbus, OH 43210-1119**

Applications received by February 21, 2003, will be given scheduling priority for pre-arranged interviews at ACPA, NASPA, Oshkosh Placement Exchange and Southern Placement Exchange. However, resumes will be accepted until positions are filled. Questions about the positions can be referred to the Office of Housing and Residence Education at (614) 292-3930 or to Amy [illegible], Professional Selection Committee Chairperson, via e-mail professional_selection@osu.edu. To learn more about OSU please refer to **www.osuhousing.com** and **www.osu.edu.**

The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

NYIT

NEW YORK INSTITUTE OF TECHNOLOGY

New York Institute of Technology, an independent senior comprehensive college with campuses on Long Island and in Manhattan, invites applications for the following Fall 2003 full-time tenure track positions.

SCHOOL OF EDUCATION AND PROFESSIONAL SERVICES

INSTRUCTIONAL TECHNOLOGY. Assistant/Associate Professor. Teach courses in instructional applications of the Internet, multimedia, curriculum design and instructional technology for K-12 and adult learners. Emphasis on effective practices in classroom applications and assistive devices, strategies for learner-centered instruction and theory-based reflective practice. Doctorate, evidence of excellent teaching and research ability, K-12 technology experience, and interest in school partnerships required.

EDUCATIONAL PSYCHOLOGY. Assistant/Associate Professor. Teach undergraduate and graduate courses in learning, assessment, classroom organization and management, and technology-mediated learning for K-12 and adult learners. Doctorate, evidence of excellent teaching and research ability, experience with instructional technology, and interest in school partnerships required.

READING/ENGLISH LANGUAGE ARTS. Assistant/Associate Professor. Teach courses in reading/English language arts, content and methods courses in initial teacher education with emphasis on balanced reading programs, using technology to aid developing literacy skills and theory-based reflective practice. Doctorate, evidence of excellent teaching and research ability, K-12 Reading/English Language Arts and instructional technology experience and interest in school partnerships required.

SCHOOL COUNSELING. Assistant/Associate Professor. Teach courses in child and adolescent development and courses in school counseling. Emphasis on preparing broadly skilled, socially conscious, reflective practitioner-leaders for P-12 school settings. Doctorate, evidence of excellent teaching and research ability, experience with instructional technology, and experience as a school counselor required.

SCIENCE EDUCATION. Assistant/Associate Professor. Teach science education content and methods courses with emphasis on scientific inquiry and discovery, problem solving, and materials and strategies of science education and theory-based reflective practice. Doctorate, evidence of excellent teaching and research ability, experience with instructional technology in science education, and interest in school partnerships required.

To apply, send a current curriculum vitae, a cover letter and three references to Dean Jacqueline Kress at New York Institute of Technology, P.O. Box 8000, Old Westbury, New York 11568-8000, or e-mail jkress@nyit.edu

NYIT is an AA/EEO institution

www.nyit.edu

Iona College, New Rochelle, NY

Associate/ Assistant Professor Education

Iona College announces two (2) tenure-track positions, beginning in Fall 2003.

■ ASSOCIATE/ASSISTANT PROFESSOR IN LITERACY EDUCATION

- **Teaching Experience:** Teaching literacy in schools with special education a plus; experience in teaching college-level courses in literacy education; New York State Certification in Reading.
- **Credentials:** PhD/EdD in literacy or curriculum and instruction.
- **Responsibilities:** Demonstrate a commitment to teaching, diversity, and scholarship; teach courses in literacy education at the undergraduate and graduate levels in the Adolescence Education Program; integrate technology to support student learning; offer methods for differentiated instruction on two campuses, and provide an active research agenda.

■ ASSOCIATE/ASSISTANT PROFESSOR IN EARLY CHILDHOOD AND CHILDHOOD EDUCATION

- **Teaching Experience:** Planning instruction and teaching at the early childhood levels with experience at the childhood levels; and experience teaching college-level courses.
- **Credentials:** PhD/EdD in curriculum and instruction/early childhood or related area; New York State Teaching Certification N-6.
- **Responsibilities:** Demonstrate a commitment to teaching, diversity and scholarship; able to organize and monitor field experiences for teacher candidates; teach introductory education courses and foundations to undergraduate and graduate levels.

Applicants for the above positions should send letter of intent, curriculum vita, three letters of recommendation, statement of philosophy of teaching & learning and official transcript to:

Dr. Patricia A. Antonacci, Chair
Education Department

IONA

715 North Avenue
New Rochelle, NY 10801

Iona College is a diverse community of learners and scholars dedicated to academic excellence in the tradition of the Christian Brothers and American Catholic higher education and is an equal opportunity employer.

The University of North Carolina at Chapel Hill
School of Education
Assistant/Associate Professor of Teaching English as a Second Language

The School of Education at the University of North Carolina at Chapel Hill invites applications and nominations for the tenure-track position of Assistant/Associate Professor of Teaching English as a Second Language (ESL) preparing teachers for K-12 classrooms. The position will begin as early as July 1, 2003.

The Position: The position involves teaching graduate and undergraduate courses in teaching ESL, supervising student interns, advising Master's and Doctoral students, conducting research in ESL and/or bilingual/bicultural education, working in the Latino community and other English Language Learner communities, and providing service at the local, state, and national levels. The successful candidate is expected to articulate and implement a strong research agenda.

Qualifications: The successful candidate will have: 1) an earned doctorate or the potential for having completed the doctorate by August 2003, 2) expertise in teaching ESL, bilingual and/or bicultural education, 3) a minimum of three years of successful teaching experience at the K-12 level. Eligibility for the North Carolina ESL licensure is required. Applicants must present a strong evidence of research potential, a demonstrated commitment to teaching, a history of working with Latino communities and other English Language Learner communities, and a strong foundation in current theory and practice.

The Application Process: The applicant should forward documentation, including a letter addressing the candidate's particular interests and qualifications related to the position, a current vita, official graduate transcripts, four original letters of recommendation, and a writing sample that reflects the applicant's scholarly work. Review of applications will begin March 10, 2003 and will continue until the position is filled.

Nominations and applications, stating the specific area of interest, should be submitted to:

Chair, Faculty Search Committee for
Teaching English as a Second Language
School of Education
CB#3500, Peabody Hall
The University of North Carolina at
Chapel Hill
Chapel Hill, NC 27599-3500

The University of North Carolina at Chapel Hill is an Equal Opportunity Employer.

PENNSTATE
College of Medicine

CHAIR, DEPARTMENT OF PSYCHIATRY

The Pennsylvania State University College of Medicine at The Milton S. Hershey Medical Center invites applications and nominations for the position of Chair of the Department of Psychiatry. The Chair reports to the Senior Vice President for Health Affairs and Dean of the College of Medicine of Penn State University and is accountable to the Executive Director and COO of the Hershey Medical Center for clinical affairs. The Chair serves as the leader of the discipline and principal administrative and academic officer for the Department, and is responsible for the coordination of teaching, research, and clinical services as well as overall planning, development, and resource management.

This multidisciplinary department consists of physicians, doctoral/master's level therapists, nurses, and case managers. Services include comprehensive mental health services and specialty services in three inpatient units, inpatient/outpatient sleep disorders clinic, adult partial hospitalization program, eating disorders program, specialty clinics in anxiety, dementia, ADHD, and obesity. Contracted community services are provided to schools, nursing homes, state hospitals, and prisons. An extensive, highly-regarded outreach education program trained 18,000 people in Central Pennsylvania on mental health topics last year. The department is nationally recognized in sleep research.

The successful candidate will have a doctoral degree and board certification, have a track record of research accomplishments and multidisciplinary collaborative activity, possess outstanding clinical and teaching skills, demonstrate experience in leadership and management in an academic psychiatry department, and communicate a vision of innovation and creativity to further the discipline of psychiatry while balancing the department's multiple missions.

Nominations and applications can be submitted online or sent to: **Luanne E. Thorndyke, M.D., Chair, Search Committee for Chair of Psychiatry, The Pennsylvania State University, College of Medicine, The Milton S. Hershey Medical Center, MC: H162, Pos. #: H-14100, PO Box 850, 500 University Drive, Hershey, PA 17033-0850, lthorndyke@psu.edu**

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

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Outlook@sprintmail.com

and visit our Website at http://www.HispanicOutlook.com

Sauk Valley Community College

Sauk Valley Community College is seeking innovative instructors who place student learning and student success as a top priority.

Sauk Valley Community College is located in the heartland of rural, agricultural America, on Illinois Route 2, along the scenic Rock River, midway between Dixon and the twin cities of Sterling and Rock Falls. The college district encompasses 1,466 square miles and is celebrating 35 years of service and growth to the community. With dedicated faculty and a solid reputation as well as a firm foundation for continued growth, Sauk is a great place to work and live.

Rockford is one-hour northeast of the campus, Chicago is approximately a two-hour drive to the east; and the Quad Cities is a one-hour drive to the southwest.

DEAN OF HEALTH AND PHYSICAL EDUCATION

(12 month Administrative Position)

The Dean reports to the Vice President of Instructional Services and is responsible for academic program development and administration, faculty and staff recruitment and development, coordination of clinical sites, and budget management. This division is comprised of Nursing (ADN, LPN, and CNA), Radiologic Technology, EMT/Paramedic, and Physical Education (including a fitness center). Requirements: Master's degree in Nursing; licensed (or eligible for licensure) as a registered nurse in Illinois; at least two years of teaching experience (preferably at the community college level) in a nursing education program; at least two years experience in clinical nursing practice; and evidence of academic leadership ability. The position will be available July 2003. Salary is competitive.

MULTI-DISCIPLINARY READING

(Faculty Tenure-track Position)

One full-time position to teach primarily development reading courses. Must demonstrate ability to teach in a computer –assisted environment. Requirements include a Master's in Reading or related field plus significant graduate hours in a secondary field. Particular secondary fields of interest include speech, English and/or education. Preferred characteristics include previous community college teaching experience and a desire to participate in distance learning modes such as compressed video and Internet instruction. This is a 10-month position with summer teaching and overload extra.

RADIOLOGIC TECHNOLOGY

(Instructor/Clinical Tenure Track Position)

One full-time position to teach courses in the JRCERT accredited Radiologic Technology (Diagnostic X-Ray) program. Requirements include a Bachelor's degree (Master's preferred) with ARRT credential. Candidates must also have a minimum of two years of clinical professional experience (five years preferred) and at least one year teaching in a JRCERT program (two years preferred). Other preferred characteristics include certifications in advanced modalities, experience using innovative strategies and technology in the classroom, and community college teaching experience. This is a 10-month position but summer teaching and overload is required.

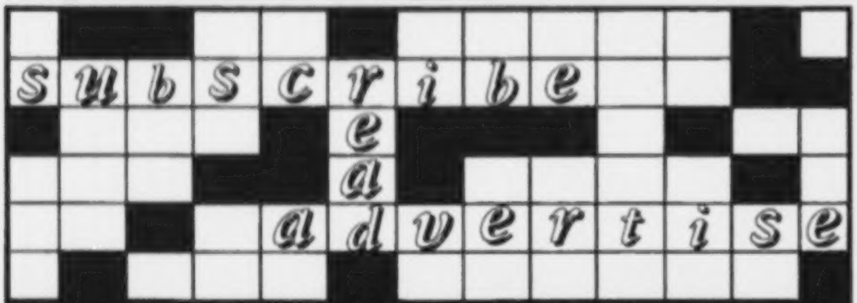
Preference will be given to candidates who demonstrate a commitment to the community college philosophy; familiarity with the use of technology in the classroom; demonstrate teaching strategies with a focus on student-centered learning and excellent interpersonal skills. Faculty positions will begin August 2003. Successful candidates will be placed on the salary scale to reflect their own degrees/experience. Salary is augmented by a liberal fringe benefits package and no FICA deduction.

To apply: Send letter of application, resume copies of all transcripts and the names and phone numbers of three professional references to:

Curt Devan • Coordinator of Personnel Services
SAUK VALLEY COMMUNITY COLLEGE
173 IL Route 2 • Dixon, IL 61021
E-mail: devanc@svcc.edu

Applications will be reviewed beginning March 3, 2003 until the position is filled.

SVCC is an affirmative action, equal opportunity employer. SVCC is interested in receiving applications from individuals who would enhance the diversity of the College.



The Hispanic Outlook

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E-mail: Outlook@sprintmail.com

Nos conoces por nuestra valentía, nuestra tecnología, nuestra pasión.

Nos conoces por nuestras habilidades, nuestra dedicación y nuestro orgullo.

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HIGHLINE
COMMUNITY COLLEGE

Washington State

Highline Community College, located in the Seattle metropolitan area, is accepting applications for the following full time, **tenure-track** positions for the 2003-04 academic year:

Mathematics (2)
Nursing
Microbiology
Physics
Business
Respiratory Care
Writing
ABE/ESL

These positions are subject to budget approval. To ensure full review of your application, materials should be received by 5:00 pm February 12, 2002.

For a detailed job description and application materials please call (206) 870-3751, email JOBS@highline.edu, or write to Human Resources, PO Box 98000, Des Moines, WA 98198-9800.

Highline is an Affirmative Action employer and seeks applicants who have diverse backgrounds and can contribute to the College's multicultural understanding and success.

BRIDGEWATER
STATE COLLEGE

Assistant Director, Student Activities Office

(Full-time, APA Unit Position)

Aid in the creation and implementation of student and staff developed activities and programs. Advise organizations and committees on programs such as Homecoming, Spring Fest, and Senior Week and coordinate the Fall Orientation "Fall Focus" programming on campus. Serve as program advisor to Senior Class and assist in the management of Senior Week programming. Develop and implement training and leadership development programs for student programmers and train, supervise and evaluate graduate assistants. Manage evening and weekend programs and events.

Master's in Student Personnel, Counseling, Higher Education Administration, or related field is required as is prior experience in student activities. Graduate work is acceptable. Contract negotiation and major event planning experience is required as are organizational and communication skills. Candidate will be expected to build working relationships with students, faculty and staff. Will be required to work nights and weekends as needed.

Salary will be dependent upon qualifications and experience.

To Apply: Submit letter of interest, resume and the names, addresses and telephone numbers of five professional references to:
Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.

Bridgewater State College is an Affirmative Action/Equal Opportunity Employer with a longstanding commitment to increasing the diversity of its employee community.

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

UTMB
The Institute for the Medical Humanities
The University of Texas Medical Branch

Visiting Scholars Program

The Institute for the Medical Humanities at the University of Texas Medical Branch at Galveston invites applications for its Visiting Scholars Program Theme for 2003-2004, **Professional Values and Social Responsibilities in Biomedical Sciences and Health Care.** The Institute seeks visiting scholars to carry out projects in humanities disciplines that will deepen understanding of and develop pedagogical approaches to the program's annually selected theme. Visiting Scholars will be selected on the basis of the significance of the proposed project and their relevance to the program's announced theme, the strength of their proposals outlining a plan of work for the period of residency, and the likelihood that projects will enhance the Institute's teaching and research programs and contribute to the visiting scholar's future teaching and writing. We are seeking scholars with a Ph.D. or other terminal degree in their disciplines from the full range of humanities disciplines. Graduate students are not eligible. Visitors are expected to carry out their proposed project (research, curriculum development) at the Institute and to participate in its multidisciplinary work (colloquia, symposia). Periods of residency may range from two months to nine months, and stipends amount to $4,000 per month.

Benefits and travel subsidies are not available. To apply, please submit a letter describing your interest in this opportunity, your plans for the period of residency you propose (approximately 500 words), a curriculum vitae, and two letters of reference to:

William J. Winslade, Ph.D., J.D.
Visiting Scholars Program
Institute for the Medical Humanities
University of Texas Medical Branch
301 University Blvd.
Galveston, TX 77555-1311

Applications for the period September 1, 2003 through August 31, 2004 are due by March 1, 2003. Inquiries can be directed to the Institute at the above address, or we can be contacted by telephone at 409-772-9393, by fax at 409-772-9381, or by electronic mail at dray@utmb.edu. The Institute's Web site is at **http://utmb.edu/imh/**.

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pbcc
Palm Beach Community College

Palm Beach Community College, Florida's first public community college, is a comprehensive two-year institution with four locations serving a large and diverse population in South Florida. The College is a premier teaching and learning institution and offers competitive salaries and outstanding benefits. The College is seeking applicants for the following positions:

DEAN OF HEALTH SCIENCES

Reporting to the District Vice President of Academic Affairs, the Dean will oversee and manage all programs and personnel, fiscal resources, facilities and equipment in the Health Sciences Department. The duties will also include active involvement on college committees, business partnership councils, health community committees/boards and act as college liaison for the promotion of and fundraising for health programs. Assures all health programs acquire and maintain program accreditation.

Qualifications: Masters degree in related area required. Four-seven years experience at Coordinator level or above, with at least two years at a community college required. An equivalent of one-year teaching experience at a community college required. A non-related Masters with strong related experience will be accepted. Doctorate degree preferred.

ASSOCIATE DEAN OF HEALTH SCIENCES

This position reports to the Dean of Academic Affairs/Health Sciences, who has direct supervision of Health Science Programs college-wide. The Associate Dean will supervise health science program faculty and staff college-wide. Responsibilities will include administering all assignments of the Health Science Programs including course scheduling, develop and maintain department budgets, supervise and evaluate faculty and staff, and oversee program accreditation standards.

Qualifications: A Master's degree in related area and a minimum of four years of program administration experience in higher education with at least two years as a department chair or comparable level are required. Health Science administration and teaching experience are also required. Experience supervising faculty, program development, and budget management is also necessary.

Application Closing Date for both positions: February 28, 2003. An application package is required for each position and must include a completed PBCC employment application and copies of transcripts. Application packages that are not completed by the application closing date will not be forwarded to the screening committee. To apply for these positions, please submit an application package to:

Office of Human Resources, Palm Beach Community College
4200 Congress Avenue, Lake Worth, FL 33461 • Fax: (561) 868-3131
Visit our website: **www.pbcc.edu** for information and employment application.

Palm Beach Community is an Affirmative Action, Equal Access/Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its student body, faculty and staff.

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pbcc
Palm Beach Community College

FACULTY POSITIONS

Palm Beach Community College, Florida's first public community college, is a comprehensive two-year institution with four locations serving a large and diverse population in South Florida. The college's mission is to provide an accessible and affordable education through a dedicated and knowledgeable faculty and staff, a responsive curriculum, and a strong community partnership, which together will enable students to think critically, demonstrate leadership, develop ethical standards and compete effectively in the global workplace. PBCC offers associate degrees for transfer, and for entry into the workforce, and also offers certificate level occupational programs and continuing education courses. The College is a premier teaching and learning institution located in a highly desirable community.

Palm Beach Community College is interested in candidates who are committed to teaching, who use technology, who are innovative, and who desire to teach in an institution with a diverse population. The College is very interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities. We invite applications for the following tenure track faculty positions beginning Fall Term 2003.

Art, Biology, Computer Science, English as a Second Language, English (Credit and Prep), Early Childhood, Health, Math, Nursing, Psychology & Human Services, Strategies for College Success. A Master's degree in teaching field or a Master's degree with 18 graduate semester hours in field is required. Teaching with multi-media technology preferred.

English & Reading (Prep), Math (Prep). A Bachelor's degree in field and teaching experience in field or graduate training in developmental education is required. Teaching with multi-media technology preferred.

Emergency Medical Services. A Bachelor's degree in related field, Certified Paramedic, and a valid drivers license are required. A Master's degree with teaching experience preferred. National EMT-Paramedic and knowledge of national curricula, national accreditation, and national registration also preferred.

Radiography. A Bachelor's of Science degree or equivalent is required; a Masters degree is preferred. ARRT and three years of clinical experience are also required. Teaching with multi-media technology preferred.

Respiratory Care. A Bachelor's degree in Cardio-respiratory or related field is required. Teaching with multi-media technology preferred.

Application Closing Date: February 28, 2003.

Final approval of positions is contingent upon budget approval by the Board of Trustees. A package for each position is required and must include a completed PBCC employment application, resume, letter of intent and copies of all transcripts. Application packages which are not complete by the application closing date will not be forwarded to the screening committee. To apply for these positions, please submit an application package to:

Office of Human Resources, Palm Beach Community College,
4200 Congress Avenue, Lake Worth, FL 33461 • Fax: (561) 868-3131

Visit our Web site: **www.pbcc.edu** for additional information, closing dates, and employment application.

Palm Beach Community College is an Affirmative Action Equal Access/Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its student body, faculty and staff.

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8 a.m. to 8 p.m.
Eastern Time

Or visit :
www.pueblo.gsa.gov/call

A public service of this publication and the U.S. General Services Administration's Federal Consumer Information Center

HUMANITIES FACULTY

COLUMBIA

Columbia College Chicago invites applications for an entry level tenure track position in Humanities in the Department of Liberal Education.

The applicant should be a specialist in African-American or African Humanities, with an earned Ph.D. (or completion of Ph.D. no later than September 2003). Applicants should have multi-disciplinary interests in at least two of the following fields: the arts, literature, philosophy, music, theatre, dance, religion, cultural studies, or performance studies. An interest in gender studies is welcomed. Class size is small and the course load is 12 hours per semester. Applicants should be willing to do administrative tasks.

Columbia College Chicago is a leading arts and media college-a dynamic, creative interdisciplinary learning environment. Liberal Education is housed in the School of Liberal Arts and Sciences, and offers general education courses in thirteen disciplines as well as an innovative new major in Cultural Studies and minors in Latino/Hispanic Studies, and Women and Gender Studies. The College is an urban, open admissions institution of over 9800 undergraduate and graduate students emphasizing arts and communication in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. For more information about Columbia, see www.colum.edu, and about Cultural Studies at Columbia, see **www.colum.edu/undergraduate/culturalstudies.**

Application review will begin on February 15, 2003 and continue until the position is filled. Please send a letter of application, a curriculum vitae, a statement of teaching philosophy, and three letters of reference to:

Humanities Search
Attn: D. Pacyga, Acting Chair
Department of Liberal Education
Columbia College Chicago
600 South Michigan Avenue
Chicago IL 60605

SPONSORS FOR EDUCATIONAL OPPORTUNITY POSITION ANNOUNCEMENT

Program Coordinator/Recruiter

Purpose

The Program Coordinator/Recruiter is responsible for the recruitment, evaluation, and support of the intern candidates for the SEO Career Program. The Program Coordinator serves as an operational liaison to partner firms, foundations, and other organizations, and is responsible for the management of assigned program areas and projects as determined and supervised by the Vice President and Associate Director of the Career Program.

The ideal candidate will be a team player who thrives in a fast-paced environment, who can take a leadership role in assigned areas, and is skilled at interacting with various constituents.

Qualifications/Requirements

- Minimum of a bachelor's degree from a regionally accredited college or university required.
- Minimum of 2 years professional work experience required. 1-3 years experience in recruitment, admissions, non-profit, or corporate environment preferred.
- Strong organizational skills, ability to multi-task, and handle changing priorities required.
- Strong written, verbal, and presentation skills required.
- Strong technology skills in word processing and database management required. Experience with Excel and Access highly desirable.
- Ability and desire to motivate college students and to relate effectively within both educational and corporate cultures required.
- Ability to communicate effectively with students, colleagues, clients, alumni, and senior staff members required.
- Ability and willingness to work nights and weekends during peak program seasons required.
- Valid driver's license required.
- Experience working in financial services, legal or consulting environment highly desirable.
- Flexibility and commitment to the mission of SEO highly desirable.

SEO offers a competitive salary and benefits package. Salary and title is commensurate with experience. To apply, please mail or fax cover letter and resume with salary history and three references to:

Bethany Pinnick, Program Assistant , Sponsors for Educational Opportunity (SEO)
30 W. 21st Street, 9th Floor, New York, NY 10010
E-mail: seoprogram_coordinator@yahoo.com, Fax #: 212.647.7010

THE CITY UNIVERSITY OF NEW YORK

URBAN NURSING EDUCATION FACULTY

The City University of New York is committed to providing excellent nurses for urban health institutions. Eight tenure track faculty positions in Urban Nursing Education are available as follows:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Assistant Professor of Nursing with specialization in Pediatric Nursing. Responsibilities include classroom and clinical teaching of Pediatric Nursing, serving on departmental committees and providing student advisement/counseling. Candidate should have Master's Degree in Nursing, clinical specialization and five (5) years of appropriate teaching experience and/or professional experience and New York State RN license.

BRONX COMMUNITY COLLEGE

Assistant/Associate Professor of Nursing with specialization in Medical/Surgical Nursing. Duties include instruction in the full range of clinical courses, clinical supervision, advisement and mentoring, assistance in improving pedagogy, supplemental instruction, curriculum development, and other program enhancements. Candidate should have demonstrable skills in teaching in clinical setting, curriculum development, instructional technology, innovative pedagogy, and research. Master's Degree in Nursing and New York State RN license required. Doctorate in Nursing is preferred. Evenings, weekends are possible.

HUNTER COLLEGE (2 POSITIONS) HUNTER-BELLEVUE SCHOOL OF NURSING

Assistant/Associate Professor of Nursing with credentials in Medical/Surgical Nursing, Maternal-Child Nursing, or Community Health Nursing. Responsibilities include teaching in undergraduate and graduate programs. Master's and Doctorate in Nursing and New York State license required. Candidates should have a demonstrated track record in nursing research and commitment to urban education.

LAGUARDIA COMMUNITY COLLEGE

Assistant/Associate Professor with specialization in Medical/Surgical Nursing. Duties include teaching in the newly developed LPN program, clinical instruction and supervision, student advisement, curriculum development, and other program enhancements. Master's Degree in Nursing, and New York State RN license required; Doctoral degree preferred. The ability to use computer technology and evidence of scholarly activity in an academic setting is preferred.

LEHMAN COLLEGE

Assistant Professor with specialization in Parent/Child Nursing and teaching experience in both undergraduate and graduate nursing programs. Responsibilities include clinical and classroom teaching, participation in course and curriculum development, proposal writing for funded projects, student advisement, research and scholarly activities and participation in department, college and community services. A Master's Degree in Nursing and a New York State RN license is required, as is a Doctorate in nursing or related field.

NEW YORK CITY COLLEGE OF TECHNOLOGY

Assistant/Associate Professor, with specialization in Medical/Surgical Nursing and teaching experience at the clinical and post-secondary levels, to teach in the Associate Degree in Nursing program. Responsibilities include classroom and clinical instruction, advising students and serving on various departmental and college committees. Minimum preparation required is a Master's Degree in Nursing and current New York State RN license; a Doctorate or significant progress toward the Doctoral degree is strongly preferred. Candidate should have experience in curriculum and web enhanced course development, program implementation and evaluation.

QUEENSBOROUGH COMMUNITY COLLEGE

Assistant Professor. Responsibilities include teaching clinical and lecture courses in medical/surgical nursing, curriculum development, student advisement, and participation in department and college committees. Must be available to teach in both day and evening program as needed. Master's Degree in Nursing, New York State RN license and strong current clinical background are required. Doctorate in Nursing is strongly preferred. Some clinical and teaching experience in pediatrics or obstetrics also helpful.

All salaries commensurate with credentials and experience. Review of applications begins immediately. Searches will remain open until positions are filled. For description of all position vacancies visit: www.cuny.edu.

Candidates should state which college position(s) they are applying for (if more than one, include duplicate materials.) Applications will be forwarded to the appropriate college(s). Send cover letter describing qualifications, experience, view of urban nursing education, with representative publications, vita and names of three references to: **Dr. Rosa M. Gil, University Dean for Health Sciences, Office of Academic Affairs, The City University of New York, 535 East 80th Street- 5th floor, New York, New York 10021**

EEO/AA/IRCA/ADA Employer

BROOKDALE
COMMUNITY
COLLEGE

FACULTY OPENINGS

TENURE TRACK: SEPTEMBER 2003

Brookdale Community College is recognized for its focused commitment to its students and community. **Brookdale** provides a world of opportunities for study, learning and working experience, in the traditional classroom, via the Internet, through experiential learning opportunities, and by distance education courses. **Brookdale** has grown dynamically into an institution with limitless horizons, as it continues to meet the evolving needs of its students and its community. The campus is located on 220 acres in central coastal New Jersey, approximately 50 miles south of New York City.

The College invites applications for **Faculty positions for September 2003. Brookdale** is an innovative, comprehensive open admissions two-year college. The College enrolled almost 13,500 full and part time students in the Fall 2002 semester. Enrollment has increased by 13 percent over the past year and significant growth is anticipated in the next five years. **Brookdale** forms partnerships with other educational providers to afford expanded access to post-associate degree learning at the baccalaureate and graduate levels. In addition, Outreach, Business and Community Development provides area residents with the opportunity for lifelong learning, personal enrichment, and corporate and community development activities, both credit and noncredit formats, at a wide variety of locations. We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technological literacy. These are full time, tenure track entry level positions.

CHEMISTRY

Master's degree in Chemistry or related field in Environmental Science (e.g., Geo Chemistry, GIS) with an emphasis in chemistry required (Doctorate preferred*). Teaching experience in Environmental Science and Chemistry is preferred. Teaching responsibilities include both daytime and evening classes in Allied Health Chemistry, Non-Majors Chemistry, Introductory Chemistry and Environmental Science. Experience with innovative approaches to teaching, such as student-centered learning/discovery learning, is preferred.

COMPUTER SCIENCE

(May be staffed at the Assistant Professor level.) Master's degree in Computer Science or related field is necessary. Preferred knowledge of C++, Visual Basic, NET, Java, HTML, JavaScript, Data Structures, Oracle, Unix, Linux and Microsoft Office Suite.

EDUCATION

Master's degree in Education required (Doctorate preferred*). Degree needs to reflect training in pre-school/Early Childhood Education. Experience with, and/or knowledge of, state and local early childhood associations as well as changing requirements and Alternate Route options for certification of teachers available in New Jersey beneficial. Experience with innovative approaches to teaching, such as student-centered learning/discovery learning is preferred.

ENGLISH (3 positions)

Master's degree in English or English Education required. Will consider Master's degree in closely related field with experience teaching college-level writing (Doctorate preferred*). Knowledge of current English composition pedagogy, ability to teach freshman composition and research writing courses necessary. Must have proficiency in use of computers for writing and teaching writing. Knowledge of/experience in curriculum design and assessment is preferred.

FASHION MERCHANDISING

Master's degree in related field is necessary. Extensive experience in the following coursework: Fashion Merchandising, 20th Century Fashion, History of Costume, Textiles, Sales Promotion and Display, Buying, Fashion Coordination, Retailing, Marketing and Sales and Advertising necessary. Currency in field documented by ongoing professional development and/or study. Teaching and curriculum development experience using learning outcomes in fashion merchandising at the college level is highly desired. Must be computer literate. Experience with distance learning delivery systems is preferred. Membership in fashion and costume related professional associations and participation in professional conferences is a plus.

HISTORY

Master's degree in History required (Doctorate preferred*). Demonstrated excellence in teaching preferred. Courses to be instructed include World Civilization survey courses and Latin American history.

MATHEMATICS (4 positions)

Master's degree in Mathematics or related field with at least 15 semester hours in graduate level mathematics is required (Doctorate preferred*). Successful candidate must be able to teach a breadth of courses in mathematics from prealgebra through differential equations. A strong background in developmental mathematics is a plus. Enthusiasm, dedication to teaching, commitment to the use of new technologies in the classroom, openness to new pedagogy and a willingness to participate in departmental curriculum collaboration are essential. Position may require evening and off-campus classes as part of the teaching responsibilities. Teaching developmental courses is an essential component of this position.

MODERN LANGUAGES

Master's degree in Education with an ESL or Foreign Language concentration, or Master's degree in a foreign language required. Fluency in English is required. Teaching experience in ESL preferred, as is fluency and teaching experience in a foreign language. Experience with Computer-Assisted Language Learning a plus.

NURSING

(May be staffed at the Assistant Professor level.) Master's degree in Nursing and current NJ licensure required. Experience in medical/surgical nursing and pediatric nursing/obstetric nursing preferred.

PSYCHOLOGY

Master's degree in Psychology required (Doctorate preferred*). Demonstrated excellence in teaching preferred. Generalist background with willingness to teach all courses at the first/second undergraduate year level. Experience with, and enthusiasm for, using technology in and outside the classroom. Must be flexible to work collaboratively in a large, diverse, growing, changing department.

SOCIOLOGY

Master's degree in Sociology required (Doctorate preferred*). Demonstrated excellence in teaching preferred. Preference will be given to those with skills in using technology for instruction.

***Earned Doctorate from an accredited Institution.**

Additional Preferences: Candidates should have familiarity with current technological advances related to the discipline. Positions may require participation in community-based activities. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Compensation: Annual salary range for **Instructor level** for September 2003 is $37,838-$43,514. Positions are entry level and salary is commensurate with qualifications and experience within the identified range. Faculty members teaching extra courses during the academic year and in the summer receive additional compensation. **APPLICATION DEADLINE:** February 17, 2003.

APPLICATION PROCESS: Please submit letter of application (indicating desired position), current *curriculum vitae*, unofficial copy of graduate transcripts, an official Brookdale Community College application (either paper, fax or on-line form), and three letters of recommendation, via fax to: (732) 224-2970, or via email: hrdept@brookdalecc.edu, or by mail to:

Brookdale Community College

Attention: Human Resources Department
765 Newman Springs Road • Lincroft, NJ 07738

Visit our website: http://www.brookdalecc.edu

***Brookdale Community College** is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.*

NORTH PARK UNIVERSITY

FACULTY POSITION

Intercultural Communication and Conflict Transformation

North Park University, located on the north side of Chicago, is a growing, urban, Christian institution offering undergraduate and graduate programs to nearly 2,500 students. See our website, www.northpark.edu. The university sponsors Centers in Africana, Latino, Scandinavian, Korean and Middle Eastern Studies.

The Communication Arts Department invites applications for a tenure-track assistant professor position. Ideal candidates will have a Ph.D. in communication studies or a closely related field by August 2003, teaching experience, and training in one or more or applied areas of conflict transformation. Candidates will be able to teach intercultural communication, intro to communication studies, and courses in conflict analysis and transformation, such as mediation, and the philosophy and practice of conflict transformation. Candidates must be able to articulate the interplay of their Christian faith with their scholarship, teaching, and practice of intercultural communication and conflict transformation.

To Apply: Submit a letter of intent, including a brief statement of faith, intercultural studies and conflict transformation, current vita, three letters of reference, and official transcripts to: **Dr. Robert Hostetter, North Park University, 3225 W. Foster Avenue, Chicago, IL 60625 or rhostetter@northpark.edu.**

Review of applicants for all positions will begin immediately and continue until the positions are filled.

North Park is sponsored by the Evangelical Covenant Church and we seek applicants with a personal commitment to our mission of Christian higher education. We encourage candidates from under-represented groups to apply.

83rd Annual Convention
American Association of Community Colleges

April 5-8, 2003 Adam's Mark Hotel
Dallas, Texas

The 2003 AACC ACADEMIC MARKETPLACE:
Investing In Futures

AACC

Questions?

Address all inquiries regarding the 2003 AACC Academic Marketplace to:
Suanne Raman / Academic Marketplace Manager, MRA Services
PO Box 389, Woodinville, WA 98072
Phone: (425) 636-1640 * Fax: (425) 636-1630
E-mail: sraman@mra-services.com
AACC Web site: www.aacc.nche.edu
AACC Academic Marketplace Web site: www.mra-services.com/aaccmarketplace03

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San Francisco
State University

ASSISTANT PROFESSOR OF MANAGEMENT

San Francisco State University
College of Business
Department of Management

3 Full-time tenure-track positions starting Fall 2003; March 3, 2003 Closing Date.

(1) Entrepreneurship. The position requires a dynamic and enthusiastic person to teach effectively in an award-winning program, and accomplish a research agenda in the field. The position offers the opportunity to teach other management courses on the undergraduate and graduate level (organizational behavior, advanced management, organizational development). Qualifications: Doctorate Degree in Business (AACSB accredited) with a specialization in entrepreneurship, and an established (or promising) research record and evidence of teaching in the field of entrepreneurship and/or family business.

(2) General Management. The position requires the effective teaching of undergraduate and graduate management courses, including Principles of Management, Organizational Behavior, and Advanced Management courses. Qualifications: Doctorate Degree in Business with a specialization in general management or organizational behavior from an AACSB accredited school (degree must be completed prior to appointment date).

(3) The Management of Technology and Innovation. The position requires the effective teaching of undergraduate and graduate management courses and to meet the College of Business initiative to develop a team of high-tech/biotech professors from across all College Departments. Qualifications: Doctorate Degree in Business (AACSB accredited school preferred) with a specialization or demonstrated research agenda in the management of technology and/or innovation (degree must be completed prior to appointment date). Undergraduate or masters in biosciences, engineering, or other technical areas, and working experience in these areas also preferred.

Letters of application, resume and supporting evidence (such as letters of references, summaries of research protocols, and summaries of teaching evaluations and experiences in business or consulting) should be sent to:

Dr. Ed Ericson
Chair, Department of Management
College of Business
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Email: ericson@sfsu.edu

We are particularly interested in attracting women, ethnic minorities and persons with disabilities. SFSU is an Affirmative Action Equal Opportunity employer.

HISPANIC OUTLOOK 2003 RATE CARD

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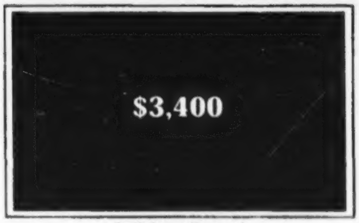

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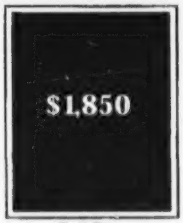

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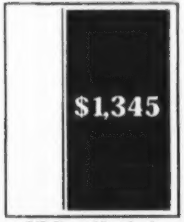

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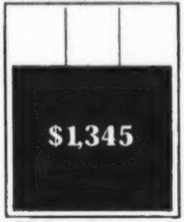

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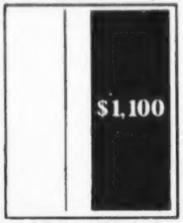

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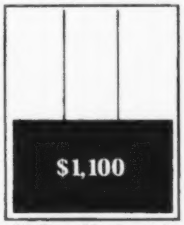

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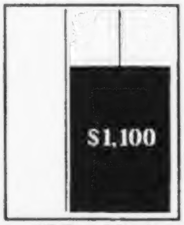

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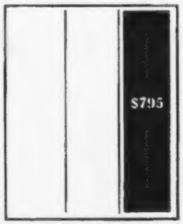

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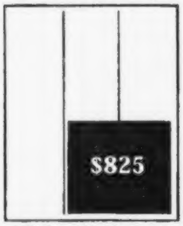

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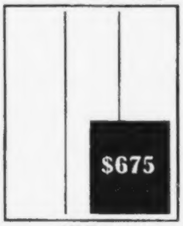

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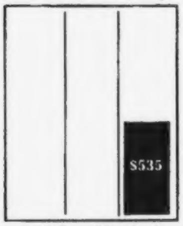

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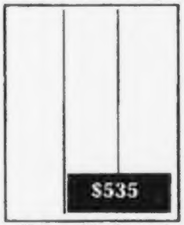

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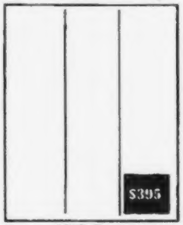

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February 24	Feb. 4	*** Women in Higher Education**
March 10	Feb. 18	*** Community College Issue**
March 24	March 4	
April 7	March 18	**Graduate School Issue**
April 21	April 1	
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May 19	April 29	
June 2	May 13	*** Health Professions Issue**
June 16	May 27	
June 30	June 10	**Sports Issue**
July 14	June 24	
July 28	July 8	
August 11	July 22	**The Arts Issue**
August 25	Aug. 5	
September 8	Aug. 19	
September 22	Sept. 2	**Volume 13 Editorial Index**

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¡PUNTO FINAL!

UNDERSTANDING OTHERS' CULTURE

Dr. Antonio Medina-Rivera teaches cultural studies at Cleveland State University.

I came to the U.S. in 1988 after completing a B.A. in Hispanic studies at the University of Puerto Rico. My experiences here have been positive and negative, my perspective dependent on my emotional and spiritual state. Now I identify more with my culture, probably because in the U.S. I must constantly define myself as Puerto Rican, Caribbean, Hispanic, Latino, non-White, non-Black, non-native speaker of English, native speaker of Spanish. People look at me or hear me and ask where I come from, what kind of accent is it that I have.

As a professor and student here, I have the moral, often difficult obligation to learn about other cultures. I have to not only read about but interact with people of different cultures, which allows me to better understand their needs and enables me to visit them. It is very important to meet different kinds of people within the same ethnic or cultural group–individuals with different levels of education, social status, religious beliefs, tastes and attitudes towards life–to fully appreciate and celebrate their cultures.

I also believe that it's fundamental to obtain a broader view, a view not limited to folkloric elements. I define "folklorization" as the process by which a culture is perceived only by its folkloric elements, reduced to popular elements such as music, food, and dance–and losing and/or trivializing the cultural group's real issues. Generalizations and negative stereotypes are substituted by "positive" ones, such as "all Blacks can dance" or "all Hispanics can sing or cook."

The U.S. mainstream culture, in a blind and confusing effort to achieve political correctness and become culturally cognizant, tends to folkloricize. In many diversity events, the main focus becomes the folkloric elements. Some must believe that celebrating another culture is simply enjoying its exquisite food, wearing national and symbolic dresses no longer worn in the celebrated culture or country, or dancing to exotic musical rhythms unfamiliar to its hosts. These events are marvelous, but it's time to transcend folklore. I don't want to continue as a folkloric icon. I yearn to be recognized, respected, and understood.

The most damaging part of excessive folklorization lies in the possibility of ignoring the real issues affecting some minority groups. The commonplace of "Celebrating Culture" needs to be replaced by ideas related to solidarity, understanding, empathy, collaboration, and development. I am sick of cultural celebrations that go nowhere and show no long-term commitment to the groups celebrated. I enjoy and embrace the celebratory dimension, but I urge that we transcend and reach deeper. My suggestions are:

LOOK AT YOURSELF first. Try to understand your culture first, with all its greatness and limitations, and then try to understand others'.

OBSERVE the people. Observe the differences in relation to your own culture–the different ways they dress, eat, or behave; their subgroups; where they live; and so on.

UNDERSTAND the differences. Read about that ethnic group. Transform your own misconceptions and stereotypes.

PARTICIPATE in the other culture. Interact with people and not just in their festivities. Make sure to be yourself. To be accepted by the "other," you don't have to **become** the "other." In the interaction, learn more about the "other," and show the "other" about yourself and your own culture.

EVALUATE your interactions. Receive feedback. In your evaluation, list the elements you need to change to continue your interaction.

CELEBRATE with the other. Yes! Now–after understanding or *starting* to understand what it is you are celebrating–it's time for celebration, time to share.

There is no understanding of one's own culture without interaction and participation in the life of another. It's not easy initiating that interaction. People of different ethnic groups (including myself), for many historical and social reasons, tend to be protective and seclusive, thus it's important to create mechanisms that promote dialogue.

During the last eight years, Cleveland State University has developed a Diversity Conference that emphasizes key issues affecting minorities in higher education. This Conference is a wonderful opportunity to initiate dialogue and help us understand many of the situations affecting ethnic groups within the community.

A disappointing aspect of this event is that the audience is generally formed by minorities (in this case, Blacks and Latinos). It seems that the "others" don't want to hear about our problems; they don't want to be educated about our issues. They only seem interested in events that focus on the food, the dance, the music. We need to challenge people to change this mentality.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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NEW YORK CITY
TECHNICAL COLLEGE
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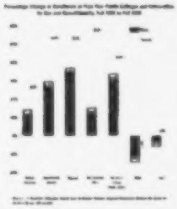

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A Cornell dean calls it "a lost art." Faculty earn no points for doing it or for doing it well. But who could deny its value?

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¡PUNTO FINAL! back cover

Realizing Synergy between Teaching and Research

Esquina Editorial

Dear Colleagues:

As the nation celebrates Black History Month, *Hispanic Outlook* offers *felicitaciones y gracias* to HBCUs, our Historically Black Colleges and Universities, and to all others that have welcomed and nurtured students of color over the centuries.

The oldest HBCU, and the only one situated above the Mason-Dixon line, was founded in Philadelphia in 1854 as the all-male Ashmun Institute and renamed for President Lincoln after his assassination.

In 1855, in Kentucky, an ardent abolitionist founded Berea College, a coed institution committed to interracial education and to the equality of *todos mujeres y hombres* from all "nations and climes."

The next two decades brought 11 more HBCUs–Alcorn State, Fisk, Hampton, Howard, Morehouse, Morgan, Shaw, Tuskegee, and Virginia State, plus Atlanta University and Clark College, since merged into Bethune-Cookman. Another handful would follow, the latest–Texas Southern in 1947 and the University of D.C. in 1974.

Many renowned and revered Black leaders were educated at these institutions, among them Martin Luther King, Jr., Medgar Evers, Thurgood Marshall, Barbara Jordan, and Marian Wright Edelman. We *saludamos* the colleges and universities that helped them rise to positions of influence.

Nuestra próxima edicion spotlights Latina academics, administrators, authors, and artists. We look at what holds Latinas back and what helps them get ahead. We also offer one man's candid perspective on the obstacles and opportunities facing Mexico's presidente, Vicente Fox, across the border.

To the HBCUs and HSIs, to Latinas and Latinos everywhere–especially our readers, and to Vicente Fox, *buena suerte!*

Suzanne López-Isa
Managing Editor

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First Impression

by Iris Artze

TWO AWARD-WINNING LATINO PROFS

The Council for Advancement and Support of Education (CASE) and The Carnegie Foundation for the Advancement of Teaching named four college and university professors as winners of the 2002 U.S. Professors of the Year Award for their dedication to teaching, commitment to students, and creative approach to education. Two of the four national winners, selected from more than 400 nominations, were Alicia Juarrero, professor of philosophy, Prince George's Community College, named Outstanding Community College Professor; and Francisco Jiménez , named Outstanding Master's University and College Professor. Juarrero, a native of Cuba, has taught at the college since 1975. "I believe in teaching the best the discipline has to offer in a way that excites and interests students–without sacrificing quality or intellectual rigor," she says. Juarrero will establish the Marlene Carpenter Philosophy Scholarship Award with her $5,000 cash prize. Jiménez, professor of modern languages at Santa Clara University (SCU), was born to illiterate farmworkers who immigrated to the United States from Mexico when he was 4 years old, reported *Santa Clara* magazine. He is the director of the Ethnic Studies Program at SCU, where he has taught since 1973, and much of his teaching and writing have been framed by his experiences as the child of Mexican migrant farmworkers. Nominees were evaluated in four areas: 1) impact on and involvement with undergraduate students; 2) scholarly approach to teaching and learning; 3) contributions to undergraduate education within the institution and community; and 4) support from colleagues and students.

Photo © Barbara McCuen/U.S. Newswire

Pictured l to r: Francisco Jiménez, Alicia Juarrero, James Adams, Dennis Jacobs

QUOTABLE

"There are no brownie points for trying; it's only figures that count," Ruth Schaffer, professor emeritus of sociology at Texas A&M, told the Houston Chronicle with respect to the college's attempts to diversify its student body and faculty. In 1981, Schaffer was asked by then-A&M president Frank Vandiver to chair a committee to investigate ways to improve the University's minority record, but she resigned last October because the faculty senate twice refused to approve the latest minority conditions report. "The important thing is what the data shows," said Schaffer. "I just felt with the antagonism–really more than antagonism, there were some hateful remarks made about why it was all right to be an all-White university without minorities–I just felt it would be incredibly stupid for me to do another report. I thought I was back in the '50s and '60s when [my husband and I] were teaching at the University of Alabama, which was during the time of integration at the University."

Two Thumbs Up

No one in higher ed can afford to miss "Real Women Have Curves"–a remarkable film about a first-generation Mexican-American girl who struggles to strike a balance between her mainstream ambitions–including college–and her family's traditions. Winner of the Sundance Film Festival Audience Award, and inspired by playwright and co-scriptor Josefina López's, the film stars America Ferrera as Ana, the protagonist whose experiences mirror those of countless young Latinas. In so doing, the movie provides the higher education community with invaluable insight. "Real Women" was originally made for HBO, and later released in theaters. Whether at the theater, at home on television, or on home video or DVD, this film is a must-see!

First Class

Title: Workers and Peasants in Latin American History
College: College of the Holy Cross
Department(s): History
Professor: Dr. Aldo Lauria-Santiago
Conducted in: English

This course examines the history of Latin America as seen from the perspective of workers and peasants. In the course syllabus, Dr. Lauria-Santiago explains that, "during the last two decades, historians and other social scientists have begun to pay special attention to the formation and experience of the 'popular' sectors." This class then introduces students to the major themes in this study. It considers the region's economic history, paying special attention to the organization of land and labor, and how these themes relate to the structural creation of social classes; looks at political mobilizations and participation and how they have affected the formation of the Nation-States in these countries; and also analyzes how the experiences of workers and peasants vary based on their ethnic, gender, regional, or national differences.

Every month, this section will profile a unique course pertaining to Hispanics, drawn from a wide range of departments in colleges and universities across the country. If you would like to submit a "1st Class" course, please e-mail the details or syllabus to hispanicoutlook@yahoo.com.

ALL STUDENTS WANT TO SUCCEED

In November, the Minority Student Achievement Network (MSAN) declared that Black and Hispanic students have as much desire to succeed in school as their White and Asian counterparts. This conclusion was based on a survey conducted in the 2000-01 school year in the 15 suburban districts that are members of MSAN. Based on 40,000 secondary student responses, the study explored issues such as teacher-student relationships, understanding of classroom material, homework, and peer pressure. Despite the commonly held belief that African American and Hispanic students often have an "anti-school" orientation, those students were more likely than White or Asian students to report that their friends think it is "very important" to "study hard and get good grades," the survey found. MSAN found that on average, African American and Hispanic students in the districts were more likely to live with only one or neither parent, and their parents were less likely to have college degrees. Complete survey results available at www.msanetwork.org.

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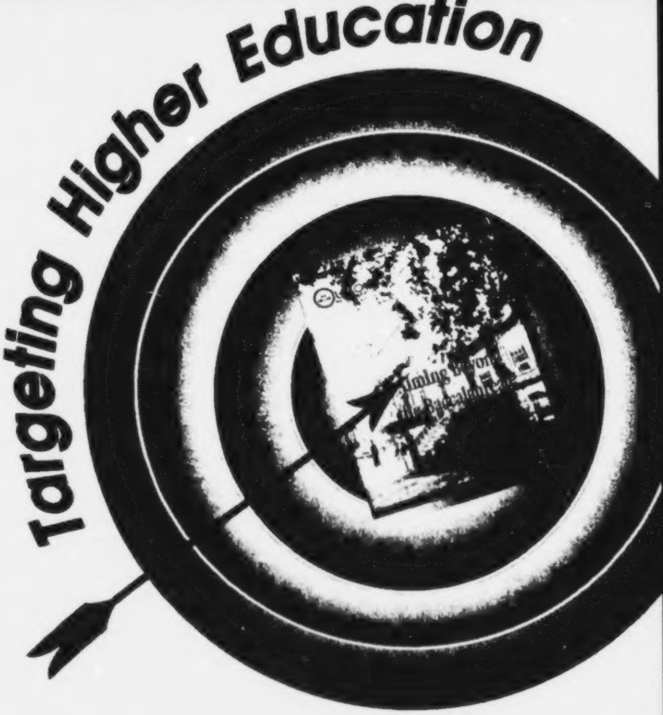
Computers, the Internet, and Higher Education



by Gustavo A. Mellander

Computers and the Internet have revolutionized the way we work, live, relax, relate to each other and to the rest of the world. They have fundamentally transformed and improved the way both the private sector and government serve millions of citizens. Few innovations have been as pervasive or succeeded in infiltrating the very fabric of our lives as quickly as they have.

Digital Inclusion

The Internet is an increasingly vital tool in our information society. More Americans are going online to conduct such day-to-day activities as business transactions, personal correspondence, research, information-gathering, and shopping. With each passing year, being digitally connected becomes ever more critical to economic, educational, and social advancement.

Now that a large number of Americans regularly use the Internet to conduct daily activities, people who lack access to those tools are at a growing disadvantage. Therefore, raising the level of digital inclusion–by increasing the number of Americans using the technology tools of the digital age–is a vitally important national goal.

Readers of *Hispanic Outlook* are not blind to the fact that Hispanics, nationwide, lag in their use of the Internet. Much has been written about that particular digital divide. It has not fallen on blind eyes. Many local church groups and schools have adopted programs to introduce youngsters, and those not so young, to the Internet. Universities have received grants to establish computer labs in lower income areas to help populations not heretofore served.

At the dawn of our republic, Thomas Jefferson wrote, "America's institutions must move forward hand in hand with the progress of the human mind." Well, today, as the progress of the human mind races ahead, it's vital that we make sure our democratic institutions keep pace. And if we do, we can create a more perfect, more responsive democracy for the Information Age. The Internet must be accessible to all, as a learning tool, as a method of empowerment, as a foundation for democracy.

Explosive Growth

Ten years ago there were only 50 Web sites on the entire World Wide Web.

Today, there are more than 25 million, the vast majority in English. The federal government has been particularly proactive in establishing useful data banks. Great progress has been made in bringing government resources into the digital age.

Instead of waiting in line, citizens can go online to file their taxes, compare their Medicare options, and find good jobs. They can tap into the latest health research, change their address at the post office, and follow NASA's missions in outer space. Students and parents can check out virtually every college in the nation and secure relevant date instantaneously. And all of this can be accomplished 24 hours a day, seven days a week.

But since there is so much information, is it difficult to access it? Indeed, with 27 million Web pages of government information now online, and more added every day, finding the information to service ones needs can be frustrating. Luckily, a one-stop Web site for federal online information has been established. It is www.firstgov.gov.

It is a boon for all, including college researchers and students. It is especially convenient for those far from Washington. It allows all, for the first time, to link to the Federal Information Service, or any service one seeks, without having to know the name of the agency or the program that offers it.

By going to www.firstgov.gov, one is just a few mouse clicks away from Web sites where one can apply for student loans, secure information for thousands of scholarships, as well as apply for grants and academic internships.

A Bit of History

The Internet had rather humble beginnings. It began as the Department of Defense's ARPANET program and was initially available to but a handful of individuals, some in the department and some at elite universities. Most Americans outside of those limited circles were completely unaware of the Internet as it then existed. Even after a couple of years, it is estimated that fewer than 90,000 people worldwide used the Net on a regular basis.

Today, amazingly, nearly 400 million people worldwide use the Net on a frequent basis for business, research, shopping, personal correspondence, social interactions, entertainment, listening to radio, and communications and information-sharing functions of every description.

Of these 400 million people online, fewer than half are from North America. This gap is expected to widen further as the world's online population becomes more nationally and culturally diverse and less "U.S.-centric."

It is becoming truly global in scope, growing more so with each passing day. The Internet draws people of all countries, cultures, and languages. The number of people using this still-young medium has grown in a geometric progression. The current online population is more than 3,000 times the number of people who were online just seven years ago.

Five years from now, some predict that the number of users worldwide will pass the one-billion mark. Of that number, more than 700 million users will live outside North America. Already, users who speak English as their primary language constitute only a little more than half of all persons using the Net. Those who speak English as a second language and the number of Web sites hosted in the U.S. are two factors that will continue to support the dominance of English on the Internet for a few more years to come.

Emerging Internet populations can be seen in various regions of the world. Online growth in areas such as the Asia-Pacific region and Latin America has surpassed expectations as e-commerce initiatives and personal Internet use have blossomed.

Despite the bright outlook for continued Internet penetration, there is a significant global digital divide, primarily between the North and South. For example, only 1.5 million people are online in Africa, 1 million of whom are in South Africa. Poverty and the inadequate telecommunications infrastructure in the developing world must be alleviated in order for Internet use to become fully established.

Fundamental changes are taking place in the way people communicate and conduct business. Although the digital divide still exists in the U.S., strides have been made in eliminating it. Every day, more Americans communicate via the Internet and new opportunities are created to assist all.

Last year, for the first time, women using the Net surpassed men, in the United States. Racial, economic, and other manifestations of what is called the "digital divide" continue to show that the diversity of users is accelerating.

Education and Transformation

The Internet is quickly becoming an essential part of every school or college. Students at all levels of education utilize it to conduct research and participate in a variety of online educational activities. Additionally, the emergence of virtual communities has drawn the world closer together as people from all walks of life may speak to each other in chat rooms and find a community with similar interests.

New technologies continue to transform how the Internet is used. Technologies such as XML, wireless Internet, and encryption are being standardized, thus strengthening e-commerce initiatives and other Internet activities. Alongside these new technologies, however, come new threats such as cyberterrorism. The U.S. and the international community have made significant advances in tracking and halting hacking and other forms of cyberterrorism.

E-business provides a glimpse into the future of the Internet, which has given industry an entirely new way of conducting business. Companies have revolutionized industry practices, creating greater efficiency and monetary savings. E-commerce has similarly exploded with online retailing and industry marketplaces. Business-to-consumer and business-to-business e-commerce promise to continue seizing an increasingly larger share of the goods and services market in the coming years. Outside the U.S., companies have begun to take note of the online successes of North American businesses and are starting to follow suit.

National Defense and Higher Education

Since the founding of the republic, there were clear and strong restrictions on how education was to be funded. Although there were a few exceptions, it was generally established that education was an individual state responsibility and not a federal one. The constitution, past practices, and widespread preferences supported that separation, which seems so alien to most Americans in this century.

The issue was skirted with the G.I. Bill of the late 1940s. By cleverly granting federal funds directly to students and not to higher education institutions, the separation could continue. The great experiment worked and millions of Americans became the first in their families to attend college. By all accounts, the program was a huge success with far-reaching consequences. Many correlate America's long-term economic boom, which began in the 1950s, to the mass higher education opportunities the G.I. Bill provided.

It also profoundly changed the nation's psyche. Not only did veterans receive a higher education–their spouses and children now felt empowered to fulfill their ambitions as well.

Today, going to college is a given. Nearly 70 percent of high school seniors go on to higher education.

It was a great first step, but the direct funding of colleges and universities by the federal government languished until the nation was shaken by Russia's Sputnik, launched in 1957. Given the country's reaction of fear, Congress moved quickly to find a way to fund education with federal dollars. Since Russia's space program presented a national defense threat, it was determined that it was legitimate for federal dollars to be spent on education to enhance America's national defense. It provided the mechanism to fund first higher education and later, K- 12.

As noted earlier, the government and universities collaborated to develop the first Internet networks. That might not have happened without federal funding. Early on it was assumed that the government and a few academicians would be the only users of the new technology. That elitist assumption began to disappear in the late 1980s.

At first, college administrators adopted computers to address administrative tasks more efficiently. Record keeping, inventories, data required by a variety of agencies, as well as student and faculty records could now be systemically collected, collated, and stored. Some administrators thought they would actually save money with the new systems. That was rarely the case. Computers may help make an organization be more efficient, but there is always a price to be paid.

At first, a few faculty also stepped into the computer age. They were usually adventuresome nerds. But with time, even scientifically challenged faculty members were pleasantly engaged. The opportunities to learn, to teach differently, and to research were enormous and gratifying.

It should also be pointed out that many a faculty member was dragged "screaming and kicking" out of a sense of embarrassment. Not only were their colleagues learning and getting "on line" but many students arrived on our campuses more knowledgeable and certainly more comfortable with computers than we were.

The pressures and pleasures were everywhere. Most joined the ranks of the technologically sophisticated. Yet more than a handful of colleagues jumped or were pushed into retirement, for the computer age was more than they wanted to cope with.

Today, at the dawn of a new century, most faculty and students are extremely comfortable with computers and the Internet. It is part of their professional and private lives.

Deconstructing the Barriers

CALIFORNIA
STATE UNIVERSITY
SAN MARCOS

A Border Pedagogy Initiative at CSU-San Marcos

by Zulmara Cline, Juan Necochea,
Patricia Prado-Olmos,
& John Halcón

The Initiative

California State University-San Marcos, in collaboration with two universities in Tijuana, Universidad Iberoamerícana and Universidad Pedagógica Nacional, has begun working on a border pedagogy initiative to provide educators an opportunity to discuss, reflect, and contemplate the issues that are a part of the border region and comprise the major topics facing educators today.

In the area of education, border issues have long been ignored, seen as invisible and not contributing much to the overall understanding of the border region (Rouk 1993). However, the importance of education in the borderlands is axiomatic, potentially serving as a powerful instrument of social justice and equity for poor communities. Indeed, public (and private) schools have a tremendous impact on the lives of the families and children who live and work in the border region (Fuentes 1997). As one border pedagogy participant stated, "we all share the same children." Thus the need for a binational border pedagogy initiative to explore the critical role of education in shaping a just democratic society.

This initiative has provided a forum for binational (Tijuana/San Diego County) participants to dialogue on border pedagogy issues, such as the role of language and culture in education, successful biliteracy programs, dispelling myths about parental attitudes, and other matters that may emerge. As educational leaders from three universities, it is imperative that we understand the educational concerns related to the borderlands that could serve as a guide to improve instructional practices in our teacher preparation programs and in our work in local public schools.

By structuring a dialogue for educators from both sides of the border, we are facilitating a space for diverse grassroots voices to be heard as best instructional practices and structures are fervently discussed in multiple languages. Including binational participants helps to navigate uncharted waters which will, hopefully, lead to new ways of addressing the needs of borderland students. The issues are extremely complex as questions of culture, language, school structures, instructional practices, and politics are interwoven into a complicated whole (Martínez 1994).

As Alex González, president of Cal State San Marcos, stated, "The importance of social justice, pedagogy, and methodology was seen as intertwined within the larger, social, economic, and political context of this region (Foreward, Necochea & Cline 2002).

As both nations contemplate how to address the diverse needs of students within our educational system, initiating a border pedagogy dialogue helps Cal State San Marcos be in the forefront of the movement. We are uniquely situated to take full advantage of the deep understandings that emerge as educators passionately engage in listening to each other's perspectives, instructional practices, and concerns.

There is much to learn from our south-of-the-border colleagues who often struggle with the same students and issues. The insights they share can have a profound impact on our educational expectations, school systems, instructional practices, and the reform agenda.

By engaging the three university communities in a binational dialogue, teachers and administrators could be much better situated to serve the complex social and academic needs of borderland students.

An initiative of this nature illustrates that we are living up to our commitment to ensure that educators and policy-makers are keenly aware of the linguistic, cultural, and economic diversities in the borderlands and to develop effective instructional practices and policies that are more just and caring.

Living up to our commitment for social justice and equity in the borderlands is a tremendous challenge, but now we know that we are not alone, for the ongoing binational collaboration with two Tijuana universities will help us come closer to our vision.

The Conferences

Thus far, the initiative has consisted of two conferences, one at Cal State San Marcos in August 2001 and another in May 2002 at Universidad Iberoamericana-Tijuana, with more than 200 and 300 binational educators, respectively, in attendance. Cal State president González, and Padre Diego Martínez Martínez, president of Universidad Iberoamericana-Tijuana, were active participants at each conference, lending institutional support, personal wisdom, and professional perspective to the issues being discussed.

Using an open dialogue style of communication, the conferences provided opportunities for educators to discuss the role of education in the border region, the institutional and governmental responsibilities, and the differences in attitudes and perceptions that already exist. However, most of the energy and passions were around getting acquainted and understanding each other. Most of the participants were motivated by a genuine desire to enter into conversations with across-the-border counterparts, to better understand each other as professionals and colleagues, and to grasp the intricacies of the workings of each educational system.

As one participant reflected, "For me and for them, this conference was an inspiration. They learned much about themselves as teachers and people by sitting at tables talking to professors, classroom teachers, and early childhood education teachers from their local communities–communities that are separated by an international border, but communities that have more in common than the separations of a border normally signify. All the way home, they chatted about the people they met, the new perspectives they had acquired about learning and schooling, and the across-the-border understanding and appreciation they had gained. For me, who gets such a buzz out of seeing future educators get animated about their chosen profession, I was inspired and encouraged that this new generation of teachers we are developing will indeed make a difference."

It was refreshing to see how the participants were truly seeking to understand, with no judgment whatsoever, the other system and trying to make sense of the students they encountered based on the different expectations and visions for education, becoming a part of the workforce, and the role of higher education.

Another participant reflected: "Our day trip to Mexico was very interesting. I enjoyed speaking with educators concerned with issues surrounding border education. Through extensive dialogue and shared ideas, I was able to better understand the key issues children face that live along the border. In addition, I was also able to develop a better understanding of the way educators feel in the border region."

The conferences, attended mainly by public school educators, served the purpose of building relationships, beginning dialogues, and helping the two sides understand schooling in the borderlands. The round table discussions provided a forum for individuals to explore and get to know each other as they discussed and sought understanding of the similarities and differences of their respective systems. For some participants, the day was a validation of what they have lived and experienced in their binational lives. For example, "The border pedagogy has always been my life, since I have always been bilingual and bicultural and have lived on both sides for so long that I see no sides but a way of life. I relate to both sides equally. . . . I enjoy, embrace, and appreciate living life and making the best of all situations because I see the pros and cons of both sides."

Overall, the conferences have provided a renewed hope for a different tomorrow, clearly expressed by the following participant.

"And to know who they were–classroom teachers, early childhood teachers, university professors, school administrators, from two countries–gave me hope that there is a better tomorrow that we are building and inspired me to get more active in helping to create that tomorrow. For all these reasons, I thank the visionaries, organizers, and planners of this conference and offer them my labor, support, and assistance for next year's conference."

Indeed, the conference organizers feel they have found a gold mine in the Border Pedagogy Initiative that has inspired and energized participants through a binational dialogue that gives power to the voices of participants.

A Participant Reflects: Border of Hope

The majority of U.S. participants gathered in a parking lot near the border in the cold early morning hours. Empty buses waited nearby as participants huddled in small groups, talking and discussing the coming day. The crowd was a mixture of teachers, MA students, and professors. Some were eager to be on the way, others expressed trepidation, and still others expressed resentment because they had been required to attend. As we boarded the buses, the energy of the crowd became more focused and positive. Even those who were resentful seemed determined to make the best of the experience.

The ride to Universidad Iberoamericana was relatively uneventful. After one false stop, we arrived safely. We emerged at a beautiful campus sitting on the bluffs above Tijuana near the coast. It was even colder here, and fog mixed with drizzle greeted us. Nonetheless, we were welcomed warmly, checked in, and directed to tables set up in a courtyard. Participants expressed some concern about being out in the cold, but we forged ahead.

One of the first challenges for the Spanish-speaking U.S. participants was filling out a demographic questionnaire. Even though we considered ourselves bilingual, we immediately realized that our Spanish skills were not sufficient to understand the questionnaire. Comprehension of some questions depended on the cultural context of Mexico. For example, the questionnaire requested information about one's marital status. In Spanish, the question was "estado civil." No one in my group, including a Mexican-born, U.S. raised educator, understood the reference. We figured it out when we looked at the English form. In Mexico, marriage is a function of the state and church separately. Couples may marry in the church, but must also be married in a separate ceremony in a civil court for the state to recognize the marriage. Thus, it is unlike the U.S., where religious clergy act as representatives of the state in making marriages legal.

As people found a seat, the conversations were subdued. Soon, conversations became more animated as more people arrived, food was served, and hot coffee was poured. By the time the program started, the energy of the crowd provided enough warmth for us all.

The opening remarks were well received. A number of English-only speakers remarked that they were grateful everything was translated between Spanish and English. We also discussed the level of Spanish used, which was more complex and academic than the Spanish used in U.S. schools and everyday contexts. To some degree, all of us, English monolingual speakers and bilingual speakers, were challenged and humbled by the immersion experience.

As the day progressed, the energy remained high, and the atmosphere became more positive. People began to talk a lot. Discussions were stimulating. As we moved between the tables, people fell in with the spirit of the conference and took some risks, sitting at a table where they didn't know anyone, trying out a little bit of their weaker language, and persisting.

Conference participants from both sides of the border were extremely pleased with the results and outcomes of the conference. Perhaps the best way to describe the experience is to organize the thoughts and feelings into two general themes. One centered on the language immersion experience, and the other theme centered on the general awareness of educational issues in another country.

One young woman, a first-year teacher, and English monolingual speaker, reflected on her day and described herself as overwhelmed by the language experience. She noted that she thought a lot of Spanish was used and that she was grateful she had stuck by the side of a bilingual speaker. She used a tremendous amount of energy to try to make sense of the Spanish language discussions. She felt out of place when discussions were stopped for the translation to occur. In fact, she sometimes felt like a bother because the translation seemed to interrupt the flow. Therefore, she didn't contribute to the conversation as much as she did at tables where more English was used and the discussion was translated to Spanish. She believed her experience was a quick glimpse into the world of a second-language learner in the U.S. and into the world of their parents as they try to negotiate the school system.

First conference participants

Everyone learned more about educational issues in both countries. Many expressed appreciation for the opportunity to meet and discuss with fellow educators the thoughts, ideas, and perceptions about education. Sometimes we were surprised at the things in common we had with our fellow educators: bilingual education, parent participation, funding, politics, curriculum, and standards. The role that education plays in the society and the community, and the impact that education has on life success, personal achievement, and fulfillment. Additionally, the role of education in a democracy was explored, as participants struggled with issues of access for both immigrant, indigenous, and migratory populations in both regions.

A Facilitator Reflects–The Borders That Separate Us

The clearly delineated border that separates Tijuana from San Diego County, Calif. is a menacing entity. At first view, it is easy to be intimidated by the mad scramble of humans who labor daily to cross that border in both directions. Were it not for the economic discrepancies that so vividly remind us of our privileged lives, one could not help but wonder why people would bother with the daily intercourse. A border separates us.

The physical environment of the border, of both sides, resembles a moonscape–craters, depressions, bowls, and cavities littered with debris alongside rows of peoples' homes. Wire fencing, metal-like ribbons that ebb and flow with the rolling hills that encompass the outskirts of downtown Tijuana, are endless, dashing to meet the horizon in all directions. Downtown San Ysidro is downtown Tijuana, by extension. The Pacific Ocean lies to the west of both downtowns, providing a backdrop of irony that only Salvador Dalí might imagine were it not there. The ostentatious buildings that dot the smog-filled horizon rise like cement saguaros living and dying on a blacktop-covered garden, overcome by mobile autos, 21st century ant-like pests. The slow-moving Tijuana river, a moat-like, cement-lined tributary, serves to remind all who would dare cross these sociopolitical boundaries that obstructions on both sides of the border were intended to facilitate entré into Mexico and to restrict access to the United States. A border separates us.

Yet, in all their glory and intent, such man-made obstacles have never matched the intellectual barriers that educators on both sides of the same border have constructed over the generations. The intellectual boundaries we have created on both sides are deeper, thicker, longer, and more difficult to penetrate than their cement-laden counterparts. A border separates us.

The thick marine layer hid the campus momentarily that morning, a translucent shroud threatening to end the day's activities before they began. Not easily intimidated, energized participants would have none of it, not on this day. Today was too important. They were part of something special, and nothing as innocuous as cold weather could dampen their spirits. Today, we would join as equals, all teachers, meeting to discuss the future of education on the borderlands. The rain came and went. The fog rolled in, the cold stayed. We stayed.

The topics spelled out clearly, in both Spanish and English, we began our discussions. Moderators were to begin the conversation by asking participants directly to introduce themselves and to comment on the topic at hand. Conversations began reluctantly yet quickly escalated to a crescendo. The air filled with a cacophony of voices as three rows of eight tables, each with eight to 10 persons, responded to the first question. Everyone, it seemed, had something to say, an opinion, a statement, a commentary; everyone present eager to participate. A dialogue began. And the floodgates opened. Over the next six hours, we talked, conversed, and debated. The failures of the previous years, the finger pointing, the accusations, the prejudices that arise across such borders everywhere, all came forth, spilling, flooding, deconstructing the barriers that kept us apart for so many generations. Ultimately, everyone spoke; all voices were heard. No one was silenced, not in this place, not today. Colleagues all participating at the table of discourse. College students and college presidents debated the future of education. College professors and classroom teachers discussed pedagogy of the border for the 21st century. And a few high school students talked with a few parents about their own education. Democracy in action we were that fateful day.

I served as moderator. An English/Spanish bilingual person by most people's standards. Yet, intimidated by the high levels of Spanish spoken by most people in my respective groups. It wasn't long before I realized that they spoke English as well as I spoke Spanish; apparently, they, too, were intimidated by the possibility of our bilingual conversations. That aside, the bilingual context was apparent, the playing field level. Everyone got to play in this game. Professionalism overtook our competitive nature, and we conversed energetically, albeit, often ill at ease. We spoke Spanish until we ran out of words; we reverted to English. They spoke English until their second language failed them; they reverted to Spanish. We mixed languages until metaphors made no sense; we then reverted to a pidgin-like sign language, invented on the spot, all with the intent of communicating our ideas to each other.

Somehow, in some manner, perhaps because we all wanted it to work so badly, a cultural, linguistic, educational placebo effect overtook us and gave us the courage to proceed without pain. We learned that day that we all have a lot to learn from each other. We concluded, knowing that we would return again next year, not only to resume our conversation and to remove more barriers, but to open the possibility of an open exchange of educational practice across less intimidating and unnecessary social borders. We learned this day that the "borders" metaphor is socially constructed. As such, it can be deconstructed. That is a noble goal, I believe. A border that separates us need not divide us.

Second conference participants

Next Steps

If educators are going to live up to the mandate of liberty and justice for all, there is an impelling need to work with and begin understanding our neighbors to the south. It is no longer acceptable to expect that Latinos will come to the United States and adapt and assimilate and become part of the American mainstream with no true understanding of the social, political, and cultural issues involved.

It is imperative that American educators understand a system of education that is necessarily different, but working toward the same goals, and thus have the knowledge and disposition to resist the political winds that regularly blow through the educational panorama each time an "education" governor or president gets elected.

At Cal State San Marcos, we are committed to continuing the border pedagogy initiative through fostering further opportunities for open dialogues and discussions. First and foremost, we would like to develop a Web site as a way to continue the binational dialogue through cyberspace. We want to facilitate teachers getting together, sharing ideas, going out for a cup of coffee, meeting to see each others' classrooms, and extending conversations.

We are also in the process of developing a joint "Diplomado" or Certificate of Advanced Study in Border Pedagogy. The Diplomado will allow educators to share more in-depth understandings with each other about the border region and conduct action research projects that will be the basis for informing practitioners and policy-makers on best practices in the border region. We would like to be in the position to effect substantive changes and help policy-makers sculpt a vision of what could be—especially as it pertains to the education of our migratory students.

In the meantime, we have had requests for a newsletter, an association of border educators, and participants' lists. It is obvious to us that what has been started has sparked an interest that has the potential of making a positive impact on the lives of borderland students.

Conclusion

We have so much to offer as we come together in a binational dialogue with common goals and common hopes. We are hopeful that our Border Pedagogy Initiative will contribute, in a small measure, to our ability to work with and be a part of making the American dream a reality for all of *la gente* on both sides of the border.

Indeed, a compelling vision is emerging from the "power of voice" of the binational dialogue that is increasingly illuminating "what we know we should be doing" in the borderlands if we are to provide equity and access to all students. These are exciting times for us. In this journey towards our vision of binational collaboration to improve public education, we know that we are often "creating the path as we walk it," so nicely reflected by Antonio Machado --

Caminante,
no hay camino,
se hace camino al andar.

We have a vision of where we want to be, as a premier teacher preparation university, and now we know that through a Border Pedagogy Initiative, two Tijuana universities will be making the path with us. We hope that others will join us.

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NYC College of Technology Now an HSI

Launches Innovative Programs to Help Students Succeed

by Sandra Gardner

With Hispanics comprising 28 percent of its 11,500 students, Brooklyn-based New York City College of Technology (City Tech) has become an official Hispanic-Serving Institution (HSI). HSIs are defined as having at least a 25 percent Hispanic full-time equivalent enrollment, and of that number, 50 percent must be low income.

Because of its HSI status, the College was eligible to be selected for two five-year Title V grants totaling $3.6 million. Title V grants are U.S. Department of Education grants awarded to HSIs to help Hispanic students from low-income families succeed in college. One that City Tech received–a collaborative grant between City Tech and LaGuardia Community College–is the only Title V collaborative grant currently awarded on the East Coast.

City Tech was recently selected as number one in diversity in baccalaureate degree-granting colleges in the North by *U.S. News & World Report* in its edition of "America's Best Colleges 2003."

"With nearly 100 languages spoken on campus, English is not the normal language you hear in the hallways," says City Tech President Dr. Fred W. Beaufait.

Much of the time, that language is Spanish. The College, a commuter school, has traditionally had a fair-sized Puerto Rican and Dominican population and, more recently, students of Mexican descent. Many of the Hispanic students are immigrants or children of immigrants.

City Tech, which offers two- and four-year degree programs, is the only college of technology in the City University of New York (CUNY) system. It ranks second in the nation in the number of Hispanic students enrolled in the engineering technologies, according to data published in ***Community College Week***.

"We are an institution of first opportunity for many, if not all, of our students," Beaufait says.

Nationally, Hispanic students have lagged behind other ethnic groups in completing four or more semesters of college and in earning bachelor's degrees. The 2000 U.S. Census figures indicate that among young adults ages 25 to 34, only 8.5 of Hispanics had earned a bachelor's degree, compared with 23.8 of non-Hispanic Whites.

City Tech's first Title V project has several components to help students stay in college and graduate.

One of these is a new Freshman Services Center, in which incoming students will work with counselors to help develop their career paths.

"Most of our students are the first generation in their family to go to college. They really need someone to help them through the maze," says Dr. Joann La Perla, provost and senior vice president for academic affairs, adding, "And some of the Hispanic students are not coming in with the strongest background in basic skills."

To help students master those skills, a team of English as a Second Language (ESL) and basic skills faculty works with teachers from academic departments and with counselors to strengthen students' language and math skills, as well as their personal growth. Dr. Estela Rojas, a mathematics professor and director of the Title V project, is creating "learning communities" with ESL students.

City Tech's one-semester "learning communities" pair small groups of incoming students with a faculty team in an integrated program that marries professional and basic skills classes.

"Because our students come for career programs, they're not always interested in the basics," says La Perla. "They need to see a connection."

The learning communities program, which began as a pilot in 2001-2002, has expanded and will continue to expand, eventually becoming a permanent part of the college curriculum. To be able to implement this new way of learning, the faculty received specialized training in interactive, multimedia instruction and participated in professional development workshops focusing on student assessment and dynamic teaching and learning strategies.

"There are incredible logistics involved," says La Perla. "It's mind-boggling."

Faculty whose teaching paths have never crossed before–computer programming and English, for example–have had to redesign their curriculum to work together as a teaching team.

"The idea is to contextualize math and English with the career departments. The faculty finds what relevant and common themes can be implemented in the classrooms," says Rojas.

As an example, she says, students working in groups of four would redecorate–in theory. "They'd decide how to change the walls, floors, windows. They'd 'go to the store' on the Internet. To buy what they need, they'd have to deal with real data–what the area is, how much it would cost to buy the paint. They'd apply what they learned in math to find out how many gallons of paint they'd need, for instance. Then they'd submit their entire project in writing, explaining their decisions."

Rojas believes that learning communities give students power to be independent thinkers and learners.

"Learning happens when you ask questions and are able to reflect about that," she says. "The faculty leads the students to ask questions, reflect, and find answers."

Rojas spends her vacations creating learning communities in elementary and high schools in her native Chile.

"It's a very exciting project, similar to City Tech, but the conditions are totally different," she says.

City Tech is putting its well-honed technological expertise to use in the learning communities. Think Blackboards. No, not the chalk-and-eraser type, but a new computerized course management system. A complete syllabus, course requirements, and homework assignments for the class can all be facilitated through Blackboard.

"It's the clicking of mice, not the clapping of erasers," says La Perla, with a laugh. "We're not only teaching technology, but using technology to support our programs."

And the integration of basic and professional learning as a route to student success seems to have paid off.

"Our students in the pilot program have had better grades and retention rates. More went on to the next semester without dropping out," says Beaufait.

Learning communities have been implemented within liberal arts programs at other institutions–integrating history, for instance, with English skills. But as far as Beaufait knows, the mix of professional and basic skills courses hasn't been done at the college level.

"Our unique experience with technology was able to bring the basic skills component into professional courses," he says. "It's never been tested before."

Technology is also at the heart of the collaborative program with LaGuardia, based in Queens, with a Hispanic student population more than one-third of its enrollment.

Dr. Estela Rojas, a mathematics professor and director of the Title V project

The collaborative project involves an articulation agreement whereby students with associate degrees from LaGuardia can matriculate directly into City Tech without losing credits in targeted programs, such as computer systems, advertising art and design, human services, legal assistant studies, and hospitality management, for a bachelor's of technology degree. The collaboration is expected to boost graduation rates at both colleges by at least 10. In addition, the number of students transferring from LaGuardia to City Tech is expected to increase from 20 per year to 100.

Dr. Fred W. Beaufait, City Tech president

Faculty whose teaching paths have never crossed before–computer programming and English, for example–have had to redesign their curriculum to work together as a teaching team.

The grant funds an Internet-based electronic portfolio system (ESP) that allows faculty from both colleges to closely monitor a student's academic progress.

Students at LaGuardia construct a Web site from a template designed by both colleges. Through student portfolios posted on the Web, students and faculty have ongoing access to the students' work. ESPs provide documentation of what the student has learned and how those skills will serve them in the future.

Dr. Joann La Perla, provost and senior vice president for academic affairs

The project also includes online discussion forums, which will connect students and faculty from both colleges.

"The two-year students will look at the work of our four-year students and communicate with them. We hope that will inspire them to continue their career," says Karen Bonsignore, professor of radiologic technology and medical imaging and director of the collaborative project. Part of the project grant funded a 24-station multimedia computer laboratory.

"It's equipped with all the software necessary for Web design and development and dedicated just to e-portfolio students," says Bonsignore.

Karen Bonsignore, professor of radiologic technology and medical imaging and director of the collaborative project

The idea behind the ESP is to create a self-evaluation process that will enhance learning. Students post examples of their best work in various areas, such as computer graphics, spreadsheets, video and digital images, as well as comment on the work. In this way, both the student and the faculty can gauge the student's progress over time. The goal is to increase transfers from LaGuardia's associate degree programs–as well as City Tech's own two-year programs–to the baccalaureate degree programs. And hopefully entice more students like Pedro Rojas, a Peruvian native, who graduated with an associate's degree as City Tech's class valedictorian in 2001–and later returned for a bachelor's degree in telecommunications. A student's ESP can keep working for him or her even beyond the bachelor's degree, however.

"Students can put their work on it and use it for job interviews. This way, they're able to go out and market themselves and show that they know the technology," says La Perla, adding, "We're trying to lessen the digital divide here. Our students have the technology."

Census Bureau Confirms Earnings Benefits of Higher Ed

Huge Growth in Hispanic Middle Class, Reports TRPI

by
Inés Pinto Alicea

The Latino middle class grew a whopping 80 percent over the past 20 years–a rate three times higher than among non-Hispanic Whites.

All workers profit from each additional degree they obtain, but women's and minorities' salaries continue to lag behind those of White males' at all degree levels, according to a new Census Bureau report.

The report, which looked at educational attainment and estimated work-life earnings, said the average lifetime earnings of a full-time, year round worker with a high school education are about $1.2 million, compared with $2.1 million for a college graduate and $3.4 million for those with doctorates. Workers with professional degrees command $4.4 million, while high school dropouts earn about $1 million.

Researchers have known for years that people with more education make more money, but the report concluded that the earnings gap has grown in recent years. In 1975, for example, workers with a bachelor's degree earned 1.5 times more than workers with a high school diploma. By 1999, they made 1.8 times as much.

Workers with advanced degrees once earned 1.8 times as much as high school graduates. By 1999, they made 2.6 times as much. The gap also widened between high school graduates and dropouts, a concern for the Latino community, which has a high dropout rate.

"The bottom-line message is that education pays off, when you look at it in dollar terms," said Jennifer Cheeseman Day, the report's co-author. "It pays off for everybody–men, women, Whites, Blacks, Hispanics. When you look at it over a lifetime, it makes a tremendous difference."

Helena Saele, a senior at American University, said her desire to get into politics drove her to seek higher education.

The study, based on a Census sample survey, provides, by education level, the total earnings adults are likely to make during their working lives. It compared earnings in 1975 with those in 1999. The Bureau last quantified the lifetime benefits of additional schooling a decade ago for the 1990 Census.

This report, based on earnings in the late 1990s, was written before the nation's economy foundered, but economists say the gap probably has continued because bad times hit the least-educated workers hardest. While workers without high school diplomas earned 0.9 times the earnings of workers with a high school diploma in 1975, by 1999, they were earning only 0.7 times that amount. The earnings gap widened in the 1990s between more-educated and less-educated workers because of a tight labor market and because employers were demanding more skilled workers.

The dollar benefit of a college degree has fluctuated: it shrank in the 1970s, when the baby-boom generation filled the market. It increased in the 1980s during a baby bust. It has risen since then, though more slowly, as the share of young people going to college rose.

Helena Saele, a senior at American University in Washington, D.C., said her father and brother never finished high school and that 20 years ago few people in her hometown had pursued higher education, but today more people her age are going to college.

Her desire for a change of scenery and to go into politics is what drove her decision not only to pursue a bachelor's degree but also to continue her education. She is applying for master's degree programs in the area of the nation's capital. While she struggled academically her freshman year, she said she knew she needed to further her education to be able to make the societal contributions she wanted to make in politics.

"Once I got through that, it got so much better," she said.

The educational gap between men and women has narrowed significantly over the past 25 years. In 1975, 18 percent of men and 11 percent of women had attained a bachelor's degree. By 2000, 28 percent of men and 24 percent of women had a bachelor's degree. Women have been narrowing the gap for the last two decades; since 1982, more U.S. women than men have received a bachelor's degrees. Women who work full time generally earn two-thirds of what men earn, but the earnings difference between educated men and women under 30 years old was smaller. The difference in earnings becomes more pronounced as the workers age.

Still, the report makes it clear that although educated people of each gender and any race make more money, the size of the payoff differs. At every educational level, men earn more than women, and Whites earn more than minorities, except for Asian Americans with advanced degrees.

John Honaman, former executive director of the National Society of Hispanic MBAs, says mentors are a must for all Latino workers.

The earnings improvement between women at the bottom and the top of the degree ladder is smaller than for men. Researchers cite an array of possible causes for the earnings gap; for instance, discrimination may still play a part, women and minorities often go into lower-paying careers, and many women take time off work to raise children.

"These and other factors may lower the earnings of women relative to men, and these differences play out dramatically with total work-life earnings," said Day in the report.

The result, according to the Census Bureau report, is that the lifetime earnings of a woman who works full time with a law, medical, or other professional degree–$2.9 million–are equal to those of a man with a master's degree. A man with a professional degree can earn about $4.8 million. But college-educated women now make more than men with high school degrees, which was not the case two decades ago.

Though on average, work-life earnings are lower for Blacks and Hispanics than Whites of the same educational level, the educational investment pays off. Among minorities, a Black, Asian American, or Latino high school graduate still makes no more than a White high school dropout, according to the report, but minority workers with college or advanced degrees do slightly better than Whites with less education. An Hispanic with an advanced degree can earn about $2.6 million during a lifetime compared to a White worker with a bachelor's degree, who could earn about $2.2 million.

John Honaman, until recently the executive director of the National Society of Hispanic MBAs, said discrimination still affects minorities, with Blacks and Hispanics taking on average five years longer to make the same progress a White worker makes. He said Latino workers need to educate themselves as much as possible about negotiating better salaries for themselves and all workers need to try to position themselves in jobs that affect the bottom line of the companies for which they work. Mentors within the inner circle of the company are a must for all Latino workers so they can be guided by someone who knows how to move ahead, he added.

"The further away you are from making decisions about the economic viability of your company, the less you will make," said Honaman. "We need to be smarter about the decisions we make on which jobs to take and know that what we earn is a process of negotiation. Then once you have the job, you document your contributions to the company."

To enhance the business skills of its members, the Dallas-based nonprofit offers professional development programs through the national office and member chapters. Leadership workshops and seminars are held during the national conference and career expo. Throughout the year, individual chapters offer professional development seminars on topics such as entrepreneurship, financial management, and business leadership.

Honaman said he was heartened to see that the Latino community was making progress as a whole in terms of lifetime earnings.

"We should be grateful to the ones before us," said Honaman. "We've learned from them. We need to compliment them by rising further. We need to do better for our community."

Jorge Chapa, director of Latino Studies at the University of Indiana at Bloomington and a member of the Census Advisory Committee on the Hispanic Population, said Latinos are making progress, but, as a whole, are "well below parity."

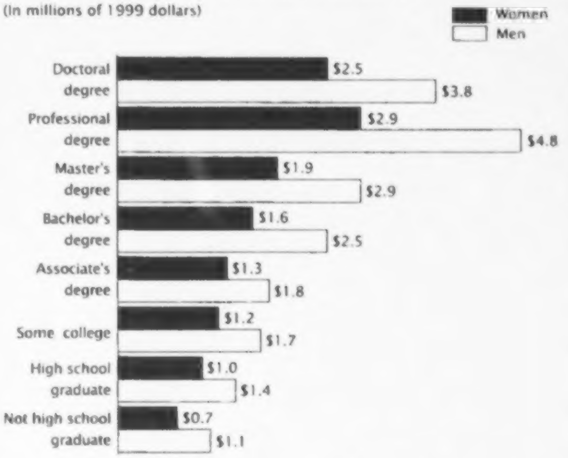
"It is real important to look at the differences between Latino subgroups because there are huge variations between them," said Chapa.

Chapa said the educational gap between Hispanics and Whites is so large that the earning gap is unlikely to narrow soon. In 2000, 57 percent of Hispanics 25 and over had graduated from high school, compared to 88 percent of non-Hispanic Whites in the same age category. More than one-fourth (27.3 percent) had less than a ninth-grade education; for non-Hispanic Whites, only 4.2 percent. Only one in 10 Hispanics (10.6 percent) had a college degree, among non-Hispanic Whites, more than one in four (28.1 percent).

"As a nation, we have the resources to close these gaps," said Raul Yzaguirre, president of the National Council of La Raza, Washington, D.C., adding that one in four children in the U.S. will be Hispanic. "A large share of our nation's future economic growth depends on the millions of Hispanic children in our school system, on the opportunities we give them, and on the priorities we set for ourselves today."

Synthetic Work-Life Earnings Estimates for Full-Time, Year-Round Workers by Sex and Educational Attainment Based on 1997-1999 Work Experience

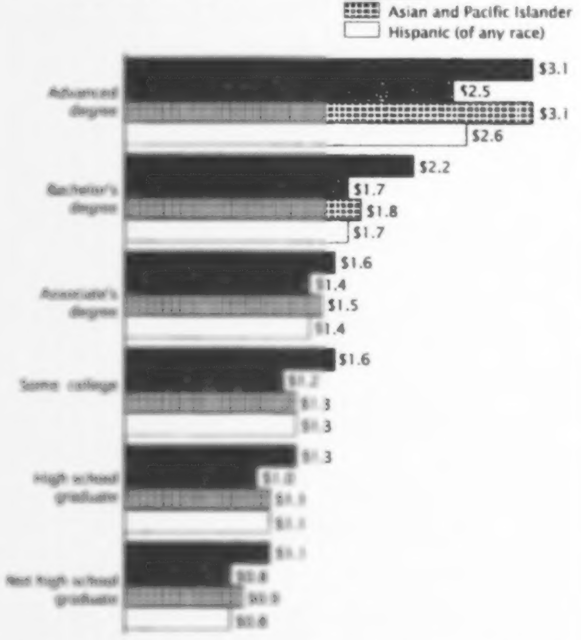
(In millions of 1999 dollars)



Source: U.S. Census Bureau, Current Population Surveys, March 1998, 1999, and 2000.

Synthetic Work-Life Earnings Estimates for Full-Time, Year-Round Workers by Educational Attainment, Race, and Hispanic Origin Based on 1997-1999 Work Experience

(In millions of 1999 dollars)



Source: U.S. Census Bureau, Current Population Surveys, March 1998, 1999, and 2000.

A recent national study by the Tomás Rivera Policy Institute (TRPI) had more positive news for the Latino community. The study revealed the facts of a burgeoning Latino middle class and its prospects for future growth, dispelling misperceptions that Latinos are mostly poor, uneducated, and foreign-born.

The Latino middle class grew a whopping 80 percent over the past 20 years. This is a rate three times higher than among non-Hispanic Whites. The study was conducted by two nationally known scholars, Dr. Frank D. Bean, professor of sociology at the University of California-Irvine and Dr. Stephen J. Trejo, associate professor of economics, University of Texas-Austin.

The TRPI study also provided greater insight into this booming demographic. Growth in middle-class households was concentrated among U.S.-born Latinos. In comparison, the number of poor, foreign-born Latino households has increased almost threefold from 1979 to 1998.

Measuring discretionary income among Latinos–defined as income available for non-necessities–the study found that discretionary income had almost doubled in the past decade to about 72 billion dollars, with the vast majority of the gain concentrated in the middle class. The study is based on data from the 1980 and 1990 U.S. Census of Population and Housing, as well as several recent years of the U.S. Current Population Survey. The data was statistically adjusted for inflation using the Consumer Price Index for urban areas.

"Latino economic progress has been significant," said TRPI President Harry Pachón, Ph.D. "Too often, we overlook this ever increasing segment of the Hispanic community."

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Curves, Swerves, and Surges Ahead

AASCU/NASULGC Report Predicts Challenges of Coming Decade

by Tony P. Martinez and Alison P. Martinez

Approximately 15 million students are enrolled in U.S. institutions of higher education of all kinds–public and private, religious, nonprofit, and proprietary, large and small–offering four-year, two-year, or shorter programs.

It's like a nation of students. There are 33 sovereign states, from Albania to Zimbabwe, that don't have 15 million people each.

Of the 15 million U.S. college and university students, approximately six million are enrolled in public four-year colleges and universities. These institutions comprise the largest single sector of the country's higher education system.

Many public four-year colleges and universities belong to the American Association of State Colleges and Universities (AASCU), the National Association of State Universities and Land-Grant Colleges (NASULGC), or both. AASCU has 430 members, including colleges, universities, systems, and boards of higher education. AASCU institutions served 3,451,946 students, as of fall 2000. NASULGC has 214 members, and its colleges and universities served 3,554,720 students, as of fall 2000.

Millions of alumni of AASCU/NASULGC institutions fill leadership roles throughout our society. For example, NASULGC notes that its members' alumni include about half of the heads of Fortune 100 corporations and about half of the members of Congress. Moreover, 15 of the nation's 20 best-funded research and development institutions are NASULGC members.

Enrollment Trends

AASCU and NASULGC have jointly issued "Enrollment Report Findings and Trends, Fall 1990-Fall 2000."

"Access by itself is not enough.... We need to pay a lot of attention to support, and that is not a code word for remedial education."

TRAVIS REINDL,

AASCU DIRECTOR OF STATE POLICY ANALYSIS.

From 1990 to 2000, the report shows, total enrollment at public four-year colleges and universities grew 3.4 percent. Averaged into this moderate overall growth are declines of nearly 6 percent in New England and the Great Plains states, and increases of more than 22 percent in the Rocky Mountain states, reflecting regional population trends.

The greatest increase has been in female and minority students. From 1990 to 2000, female enrollment at public four-year institutions increased by 3.8 percent, and minority enrollment increased by 42.8 percent among women and 23.5 percent among men.

Hispanic female enrollment increased 56.2 percent at AASCU institutions and 45.2 percent at NASULGC institutions. As a result of increasing minority enrollment, especially enrollment of Hispanic women, as of fall 2000, more than half of AASCU/NASUGLC students are female, and one in three belongs to a racial or ethnic minority group.

If these changes seem significant, the dramatic changes predicted for the coming decade will seem revolutionary.

Surging Enrollment

The National Center for Education Statistics (NCES) publishes projections of college enrollment to 2011. NCES estimates enrollment, male and female, by age groups, based on economic forecasts. (It is assumed that when jobs are plentiful, potential students delay enrollment.) NCES applies the estimated enrollment rates to Census Bureau population projections to create enrollment predictions.

Based on the Census Bureau's mid-range population projection, NCES is now predicting that enrollment in public four-year colleges and universities will increase 21 percent, to 7.1 million students, by 2011.

In a profit-making industry, predictions of a 21 percent increase in customers would be reason for unmixed jubilation. In public higher education, however, it takes thousands of dollars of public appropriations to provide each student's education because tuition doesn't come close to covering costs. So a large increase in students is reason to be pleased, yes, but also reason for concern.

Although state and federal legislators have tried to shield education from budget cuts, observers fear that big cuts may soon be unavoidable.

"Based on what we're hearing in Washington and from state capitals, we're expecting that it's going to get tougher as the years go on," says Brian Trzebiatowki of AASCU, "especially if we do get hit with surging enrollment."

"Also, there have been some definite changes within the demographic makeup of higher education," Trzebiatowki continues. "We expect those trends to continue."

The Report predicts that the trend of increasing minority enrollment will continue or accelerate in the coming decade.

"The largest increase will be among Hispanic students, especially among Hispanic women," says Trzebiatowki. (Although Asians and Pacific Islanders may post a somewhat larger percentage increase, their absolute numbers will remain smaller.)

"When you look at the pace and magnitude of change, observe also the concentration of change," points out Travis Reindl, AASCU director of state policy analysis. "A huge amount of change will take place in just a handful of states that are already facing significant change, notably California, Florida, and Texas." Educators nationwide have been watching these states work with populations of increasing diversity, especially Hispanic populations, and the spotlight will still be on them in the coming decade, Reindl believes.

"California, Florida, and Texas each have a form of what might be called the new affirmative action," Reindl explains. In essence, top students in every high school statewide are guaranteed admission to state universities. Details vary, but the idea is to give every good student in the state a chance at higher education, even if he or she went to a low-performing high school.

"The jury is still out on these programs," Reindl says. "These programs need to be continually monitored and may need to be adjusted. It's early to judge."

Students' Challenges Are Institutions' Challenges

The Report cites declining average achievement of 12th-grade students in the National Assessment of Educational Progress, and reminds the reader that Native American, Hispanic, and Black students scored even lower than other high school seniors. As today's high school graduates enter college, the Report observes, "many of them are unprepared for the academic rigors that await them."

"It is ultimately students that are least prepared who are also the students that can least afford higher education, "Trzebiatowski adds. "They may drop out, burdened with monthly payments on student loans," but lacking the increased earning power that the baccalaureate would have brought them. "It is a definite concern."

College-level remedial education programs are nevertheless being cut in several states.

Besides academic problems, more and more students have socioeconomic characteristics that make college success more difficult.

The Report quotes U.S. Department of Education figures showing that already 57.5 percent of undergraduates at public four-year institutions have at least one of the following characteristics: enrollment delayed after high school, lack of high school diploma, part-time attendance, full-time work, financial "independence" (parents not financially responsible for student), or having dependents to support him/herself. The Report assumes that stu-

Executive Summary

Total enrollment at public four-year institutions increased 3.4 percent from fall 1990 to fall 2000, from 5.91 million students to 6.11 million students. During this period, enrollment of racial/ethnic minorities rose 34.4 percent at these institutions, while enrollment of white students fell 10.6 percent.

Similarly, total enrollment at AASCU* institutions increased 3.7 percent over the same period, from 3.33 million students to 3.45 million students. Minority enrollment at these institutions jumped 33.7 percent, while enrollment of white students declined 10.7 percent.

NASULGC** institutions experienced a total enrollment increase of 2.0 percent, from 3.49 million students in fall 1990 to 3.55 million in fall 2000. As with other public institutions during this period, minority enrollment at NASULGC colleges and universities increased significantly (34.8 percent) while white enrollment decreased (12.4 percent).

At both AASCU and NASULGC institutions, the total number of men enrolled declined slightly from fall 1990 to fall 2000 (1.3 percent at AASCU institutions and 3.6 percent at NASULGC institutions). Over the same period, the number of women enrolled at these institutions increased moderately (7.6 percent at AASCU institutions and 7.4 percent at NASULGC institutions).

Public four-year colleges and universities are experiencing enrollment growth at opposite ends of the age spectrum. From fall 1991 to fall 1999, the greatest percentage increases in enrollment by age group at AASCU and NASULGC institutions took place in the under 20 (16.9 percent increase at AASCU institutions, 17.5 percent increase at NASULGC institutions) and 50 and older (50.8 percent increase at AASCU institutions, 24.3 percent increase at NASULGC institutions) categories.

From fall 1990 to fall 2000, AASCU institutions in the Southeast (13.4 percent), Southwest (6.9 percent), Rocky Mountain states (24.3 percent), and Outlying Areas[1] (21.9 percent) posted overall enrollment gains. Similarly, NASULGC institutions in the Southeast (10.8 percent), Rocky Mountain states (11.0 percent), Far West (4.3 percent), and Outlying Areas (7.7 percent) experienced the greatest increases in total enrollment over this period.

A number of factors will significantly influence enrollment patterns and trends at state colleges and universities over the next several years, including:

- Demographic developments, including an expected wave of high school graduates over the next decade;
- An influx of traditionally under-served minorities;
- Continued change in enrollment intensity (e.g., delayed or interrupted enrollment in postsecondary education);
- Policy changes and judicial activity related to affirmative action and college/university admissions; and
- Tightening state fiscal conditions that may increasingly result in decreased program offerings or possibly enrollment caps.

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*Refers to the American Association of State Colleges and Universities, a Washington-based organization representing more than 430 public four-year colleges, universities and university systems.

**Refers to the National Association of State Universities and Land-Grant Colleges, which represents more than 210 public four-year colleges and universities and higher education systems.

dents with these characteristics will continue to increase.

Reindl emphasizes that nontraditional and minority students, who often come from low-performing high schools, need more support than traditional students. "Access by itself is not enough," he declares, "though we should never overlook that challenge. We need to pay a lot of attention to support, and that is not a code word for remedial education. Support is financial aid, above all, and also inclusion and building community."

Nontraditional students need more advisement and mentoring. They are more likely to need auxiliary services such as child care and tutoring.

"You can't just uproot students from a poor community, drop them into a major university, and expect that they are going to thrive," Reindl declares. "You have to pay attention to all aspects of their environment. If we don't, we can't be surprised if they don't succeed. It's very time- and resource-intensive, and we are going to have huge numbers, but policy-makers have to be realistic. If we bring students in, but they are basically set up for failure, it doesn't help states, and it doesn't help students. We have to be willing to make the investment to get them from day one to graduation day."

International Students

Before Sept. 11, 2001, foreign students had been making a growing contribution to college and university revenues. Foreign (non-immigrant) students pay full tuition.

The Institute of International Education reports that foreign students comprised 3.9 percent of total enrollment in U.S. institutions of higher education for academic year 2000-2001. Knowledgeable observers say that in some universities and some departments (such as business, engineering, and certain sciences) foreign students comprise 50 to 90 percent of graduate students.

After the terrorist attacks, Congress directed the Immigration and Naturalization Service to speed up the conversion of foreign student paperwork to a new online electronic system, the Student and Exchange Visitor Information System (SEVIS), which was supposed to be up and running this past Jan. 30 (while *Hispanic Outlook* magazine was going to press).

"If foreign student enrollment goes down, institutions will feel it in revenues," Trzebiatowski declares. "Institutions will definitely notice the decreased revenues, especially given that appropriations are going to be extremely tight."

Meeting Challenges

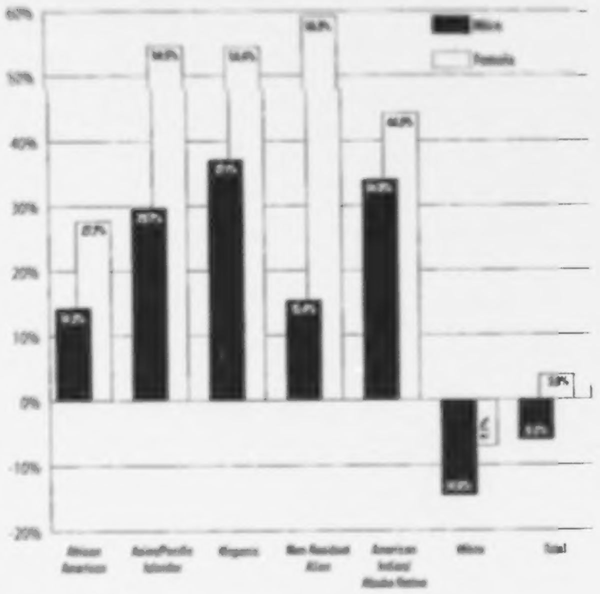
Taking a fresh look at higher education and factors that are within their control, some states have reduced the requirements for the bachelor's degree. For example, in Wisconsin, some redundant course requirements were eliminated. In Pennsylvania, baccalaureate requirements were standardized at 120 credit hours. It is hoped that these changes will let students finish college in no more than six years, or preferably within the traditional four years.

"The benefits depend on how they are structuring the changes," says Trzebiatowski. "Fewer credit hours within a major will not be beneficial to most students, but reducing time required in general courses may prove useful to students."

"Unfortunately," he continues, "it's taking students longer not so much because of the programs they're in but because more students are working more hours. In an ideal world, students wouldn't work more than 15 hours a week, but what we are seeing is that they are working 20 hours and more, and registering for the lowest load that will maintain their full-time student status."

Jacqueline King of the American Council on Education calculates that a student may come out $10,000 ahead by working less, perhaps borrowing more, and graduating on time instead of a year late (*Hispanic Outlook*, Jan. 27, 2003). But students don't understand this, so they work more hours and progress more slowly through their college programs, making it harder for institutions to use resources effectively.

Percentage Change in Enrollment at Four-Year Public Colleges and Universities by Sex and Race/Ethnicity, Fall 1990 to Fall 2000



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System Fall Enrollment Surveys, 1990 and 2000

Some institutions are considering whether to limit enrollment. "Enrollment caps do mean less access," Trzebiatowski observes. But when demand exceeds the capacity of laboratories and libraries, and students cannot register for required courses because there aren't enough instructors and classrooms to offer enough sections, how meaningful is access?

The Report relates that it was students at three Rutgers University campuses who, through student government resolutions, asked the University administration to limit admissions until facilities are expanded and more faculty are hired.

The Next Ten Years

How will colleges and universities meet the challenges of the coming decade?

There will not be one simple solution. Successful institutions will demonstrate flexibility as to means and steadfastness as to goals. Successful responses will be made up of many adaptations and initiatives, with institutions learning from each other's experiences.

"A benefit of NASULGC membership is the opportunity to connect with counterparts at other member institutions and find out what's happening," says Sally Martin O'Briant of NASULGC. "We sponsor several conferences per year so members can keep informed and in touch."

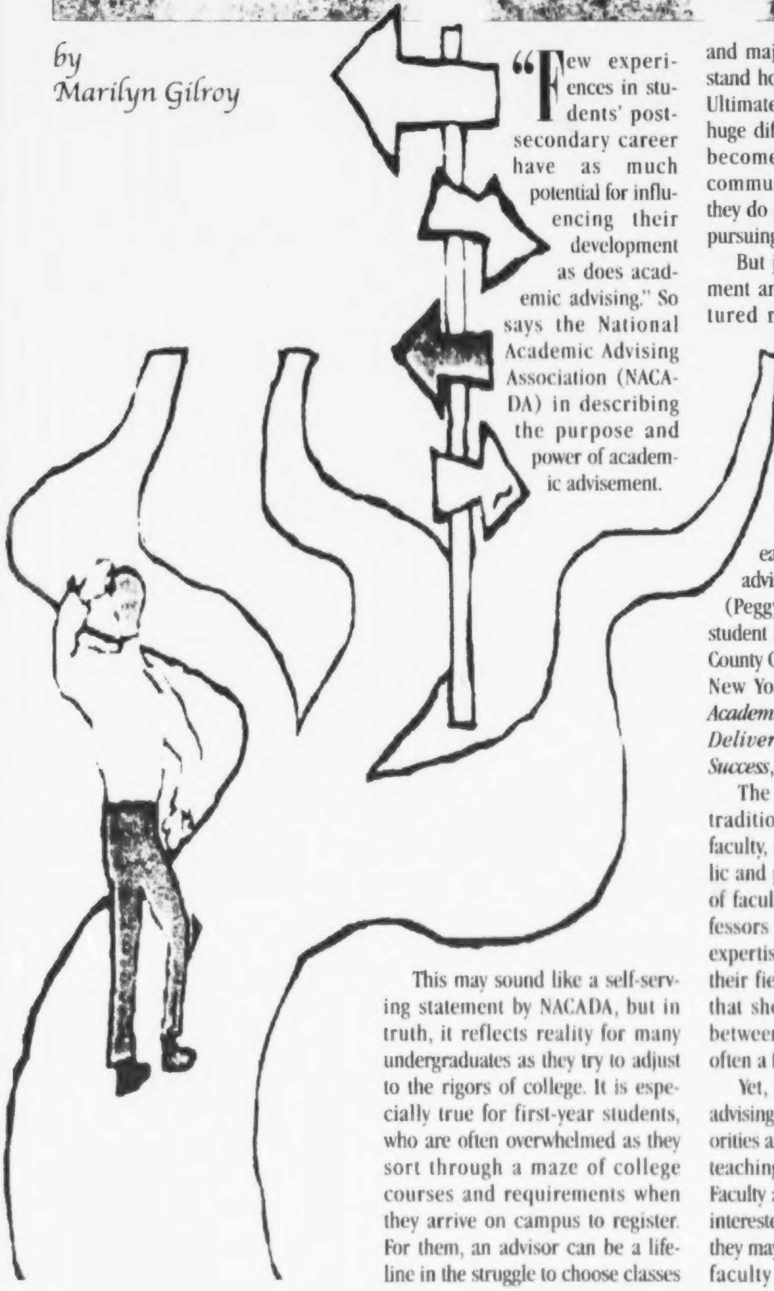
Similarly, AASCU sponsors one general conference and several interest-group meetings per year. The AASCU Web site also gives information about new programs that member institutions are initiating.

Trzebiatowski concludes, "It's going to be tough because there are going to be a lot of demands placed on higher education in coming years," while cuts are expected in budgets and appropriations. Nevertheless, he concludes, "The United States has some of the best institutions of higher education in the world, and still some of the most accessible and affordable."

Academic Advising: The Critical Difference

Benefits and Experts are [illegible]

by
Marilyn Gilroy



"Few experiences in students' postsecondary career have as much potential for influencing their development as does academic advising." So says the National Academic Advising Association (NACADA) in describing the purpose and power of academic advisement.

This may sound like a self-serving statement by NACADA, but in truth, it reflects reality for many undergraduates as they try to adjust to the rigors of college. It is especially true for first-year students, who are often overwhelmed as they sort through a maze of college courses and requirements when they arrive on campus to register. For them, an advisor can be a lifeline in the struggle to choose classes and majors while trying to understand how the whole system works. Ultimately, an advisor can make a huge difference in helping students become a part of the academic community and in ensuring that they do not make costly mistakes in pursuing their educational goals.

But just who should do advisement and how it should be structured remains open to debate. Advisement is a subject on which there is little agreement among faculty, administrators, and students. Finding adequate budget and staffing for advisement is often difficult.

"There are few quick and easy answers on the subject of advisement," said Dr. Margaret C. (Peggy) King, associate dean for student development at Schenectady County Community College (SCCC) in New York. King is the author of *Academic Advising: Organizing and Delivering Services for Student Success*, published by Jossey-Bass.

The role of academic advisor traditionally has been played by faculty, especially at four-year public and private colleges. Proponents of faculty as advisors say that professors are best suited to provide expertise on the career options in their fields. They also point to data that show how increased contact between students and teachers is often a factor in student retention.

Yet, most faculty rate academic advising far down the list of their priorities and not nearly as important as teaching or even committee work. Faculty are often too busy or just not interested in advisement. And while they may know about career options, faculty generally do not possess experiences needed to help students with planning, goal setting, or dealing with personal problems that are obstacles to student success.

This situation has led college administrators to offer a vast array of services provided through fragmented organizational structures.

"There are different delivery systems for academic advising–faculty, full-time or part-time professional advisors, counselors, paraprofessionals, and peers," said King. "One of the trends in advising is the use of more than one delivery system, because each has different strengths." King recently wrote about community college advising in an article posted on the NACADA Web site, www.nacada.ksu.edu.

Community College Advising

At community colleges, where most Hispanics begin their higher education, the model of academic advising is more centralized. Most advising is located in one unit such as an advising or counseling center. The model for this, says King, was drawn from the high school guidance office common in the public schools.

But college students have needs that transcend any high school advisement model. The college degree program requirements and the need to transition to the world of work after graduation are two unique components of the postsecondary education experience. At community colleges there is the added issue of transfer to four-year colleges.

"Attention needs to be paid to requirements at the four-year institution so that the maximum amount of credits can be transferred," said King.

Probably the key difference in advising at community colleges versus their four-year counterparts is in the nature of the student population. At two-year colleges, students are often the first generation to go to college, and they are underprepared for the experience in many ways.

"This means that advisors need to focus on the basics–what is a credit, what does it mean to be matriculated, how do you create a class schedule," said King.

"The majority of our students [at SCCC] are first-generation. We are working on a new system that will personalize the introductory advising experience for students by bringing them in smaller groups and providing initial advisement by counselors and advisors who have advising as a priority."

While some community college students are unprepared culturally for the college experience, others are also academically deficient. For these students, the problem of developmental courses–those that the student must take because they lack the basic skills to do college-level work–loom as an additional obstacle. Students are frustrated to find that they must complete many credits that do not count toward their degree before they can even begin their college studies.

Academic life for community college students is further complicated by the fact that they frequently work, sometimes 20-35 hours per week. This means that there is barely time to attend required classes, let alone meet with an advisor.

"The advisor needs to be aware of other things going on in the student's life because it may have a big impact on success in college," said King.

For this reason, community colleges usually have counselors as well as professional academic advisors. In some cases, the personal counselors are the only ones who can deal with issues such as substance abuse or family problems that often interfere with a student's ability to persist in school. Academic advisors may not have the training necessary to deal with these problems and need to refer students to the appropriate sources on campus or at outside agencies.

Despite the availability of counseling resources, many students still get into academic trouble and are at risk of dropping or failing out.

Eric White, NACADA treasurer, says that even though the registration process is complete, at-risk students still need to be monitored.

"An early alert system that communicates to students and their advisors can help," said White. "Students often do not realize that they are in trouble until it is too late. Formal notification of below-grade performance, by midterm, to both student and advisor can send a clear message and allow for follow-up."

On the other hand, getting students to take advantage of advisement services can be a tough sell. Time constraints are part of the problem, but there are also certain students who don't want advice and won't take it when it is given. Some colleges have tried to make the process mandatory, meaning students must meet with their advisors before they can register for classes. Other schools have turned to online advising, hoping that students will take advantage of the convenience of asking questions and receiving information interactively, without having to make an appointment.

Faculty advisors benefit from new technology because it offers immediate access to evaluating student transcripts and improves accuracy in determining course requirements. To help faculty take advantage of technology support, colleges have mounted extensive training for advisors, teaching them how to create Web pages for advisees. Advisement updates are communicated via newsletters and e-mail.

However, having advisement services cut across departmental lines and involving many administrative units of the college can lead to fragmentation and blur accountability. Decentralization may lower the cost of advisement by spreading it out, but it may not be as effective as a strong centralized unit.

"The best advising systems have one person in charge, have a mission statement, provide training, evaluation, and recognition/reward," said King.

But King still sees advisement as a "shared responsibility," with faculty, counselors, and professional advisors cooperating in the process.

"Given the complexity of our programs and the increasing diversity of our students, it is unrealistic to expect one group to do it all," said King.

Experts say that the models for advisement will continue to change as higher education begins to feel the effects of the assessment movement. Some schools have found that the advent of accountability and state-mandated performance-based funding measures have made them take a closer look at the factors affecting retention and graduation rates. Academic advisement continues to be identified as an important influence on students' degree progress at community colleges.

The situation at four-year schools is a bit more complex, but just as vague when it comes to the role of faculty in advisement. "Faculty advising is becoming a lost art and that's a shame," said Dr. Glenn Altschuler, dean of the School of Continuing Education and professor of American studies at Cornell University (N.Y.).

Too Little Recognition

Altschuler described the state of academic advising in an article for *The New York Times'* Education Life section. He compared the process to a "blind date," meaning that the match between student and advisor does not always work out and can be ambivalent at best. Altschuler also bemoaned the fact that advisement is rarely evaluated seriously and seldom considered in tenure and promotion decisions. Few colleges offer recognition for outstanding advisement.

Consequently, says Altschuler, "advising remains a tertiary responsibility to professors."

The days are long gone when students were assigned an advisor who would shepherd them through their four years at college. Today, students are more likely to work with several advisors over the course of their education because nearly 70 percent of students change majors between the time they apply to college and the time they graduate.

Nevertheless, Altschuler suggests that students can find good advisors and get more of the process by taking some initiative and being aware that there are times, such as orientation, when professors are overbooked.

"I plead with my advisees to visit me in November, and do a good deed for a lonely man," said Altschuler.

He also says that students should talk to their advisors before adding or dropping a course, and they should prepare for appointments by having a list of questions. If their advisor seems to be unavailable, uninterested, or uninformed, ask for another advisor, says Altschuler.

Altschuler's *New York Times* critique of faculty advisement and his view of the pitfalls of the whole system was a subject that touched a nerve in a lot of readers.

"I did get quite a number of responses to the article," he said. "Many students, alumni, and faculty shared their advising experiences."

It is precisely the importance of advisement and the knowledge that it can make a difference that keeps NACADA monitoring the current practices in academic advising and providing a clearinghouse for issues that confront its members. One of those issues is advisor load; that is, the ratio of advisees to advisor.

Advisor Load

NACADA's most recent survey on the topic of advisor load found that there is little guidance and research available on what constitutes a reasonable load. Moreover, there is no definitive research on the relationship between advisor load and student satisfaction or advisor effectiveness. Not surprisingly, the survey showed that the range of full-time loads for professional advisors ran from 35-to-1 to well over 1,000-to-1. For faculty doing academic advising, the load for all public and private colleges was between 20 and 40 students.

Wes Habley, director of the office of educational practice for ACT, Inc., and author of the survey, said "there is no magic formula that fits determining advisor load at every institution." In essence, Habley concluded, the issue of advisor load is based on the differential needs of students.

The problem is that student needs may vary greatly. Some students want advisors to be surrogate parents and make decisions about what courses they should take. Other students are looking for mentors or friends who will guide them. It is a complicated relationship that calls for responsibility on the part of advisors, students, and their institutions.

"Students place a great deal of trust in their advisors," says NACADA's statement of core values for advisement. "That trust warrants quality programs and services."

Are Universities and Colleges Delivering What They Promise?

An Assessment Expert Challenges our Assumptions

by Thomas G. Dolan

With the scandals over the past year rocking big business, the government, and the Catholic Church, it might appear as if we were entering the Age of Accountability. No bad thing.

And accountability is also rapidly making its noisy demands in the hallowed halls of academia, not, it should be added quickly, because of any wrongdoing. Nevertheless, the questions being raised are serious. Are schools really teaching what they're "supposed to" teach, and are students really learning what they're "supposed to" learn?

Among the nation's authorities in developing assessment instruments that measure what schools teach and students learn is Dr. T. Dary Erwin, director, Center for Assessment and Research, James Madison University (JMU), Va., and a recipient of the Annuit Coeptis Award of the American College Personnel Association as well as the Ralph F. Berdie Memorial Research Award of the American Association for Counseling and Development. He is author of the Erwin Identity Scale, and The Scale of Intellectual Development.

At first glance, this whole idea of performance assessment seems a little, well, academic. After all, U.S. higher education has a world-class reputation. Students come from all over the world to study here. Nobody needs to look at a bunch of statistics to know that there is a high correlation between getting a diploma and a good job. And isn't there a very sound assessment procedure in place through very highly qualified people giving grades and awarding diplomas?

Not good enough–is Erwin's response. But before exploring why, let's first look at why this issue is pushing to the fore.

It got its start, Erwin points out, not from the recent headlines, but in the 1980s when, he says, "there was no longer the presumption that every state agency was doing a good job." The economy was poor. There was pressure on prisons and mental hospitals. Medicaid responsibilities were pushed from the federal to the state level. The same trend has continued in other areas. "Look what happened with the Red Cross and the United Way after 9/11," Erwin says. "Nonprofits are being asked to show evidence that they are doing what they're supposed to be doing," Erwin says. He adds that since we are in another economic downturn, there is an even greater pressure for accountability.

Public higher education institutions constitute the third largest expenditure of states' general funding revenues, says Erwin. PreK-12 is 32.4 percent, followed by Medicaid at 11.9 percent, and higher ed at 11.5 percent.

But haven't we heard all about assessments and accountability on the secondary school level for many years now? Exactly, is Erwin's response. But not on the higher ed level. There have been widespread studies, statistics, and testing on the secondary level. There are the well-known graphs that show U.S. children being ahead of the global average in math and science until the sixth grade, then dropping well behind most advanced countries through middle and high school. With the identification of shortfalls such as these, there has been a drive for a standardized curriculum and testing to meet mandated levels, along with corresponding testing and competency requirements for teachers.

It's things such as these that are largely lacking in higher education, Erwin maintains. For example, in report called ***Measuring Up***, released by the National Center for Public Policy and Higher Education, colleges and universities were evaluated on a state-by-state basis, looking at factors such as access, the quality of high school preparation, and so on, grading each state with ABCs, like a report card. "But when they got to the area of learning, they gave an incomplete," Erwin says.

Other studies such as the *National Survey of Student Engagement*, sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning, often report activities that have little relationship to whether students learn. "*U.S. News & World Report* presents a ranking, but that's based on factors such as enrollment, resources per student, amount of money donated, but says nothing as to whether students actually learn," Erwin says. "The fact is we simply don't know."

Erwin says that when legislators first started questioning educators in the '80s, "they were our friends in government, they weren't trying to make us look bad. They simply had less money than before and needed to allocate it efficiently. But higher education treated this as an issue which would fade away. It has not faded away. So now there is pressure for accountability, for performance funding, and linking funding to the quality of the student's learning experience."

The fact that teachers give grades provides no real measurement, Erwin says, since courses with the same name are often taught in widely different manners in the same school. He indicates that talk of grade inflation and diploma mills is too prevalent to be simply dismissed. His inquiries go not only to bodies of knowledge being taught, but also student development and student affairs. "At a time of virtual education, when you can get your courses over the Internet, is there measurable benefit to living on campus in a residence hall, partaking in student activities, and receiving counseling?" Erwin asks.

Assumptions aren't enough, he continues, "for, starting in the 1980s, every national task force report shows people in industry and business questioning the knowledge, communication skills, and quality of thinking that job applicants bring to them with their diplomas. If you go to the Fortune 500 companies, you'll find that about half of them have corporate universities. Doesn't that tell you something? Are they there simply for ongoing education or to make up for what the person should have learned in college?"

So, what are the solutions? In brief, explains Erwin, schools must first define their criteria and standards, to make clear exactly what the student can expect. Secondly, the students should be measured before and after to ascertain if they have actually attained those standards.

In terms of what the school must first do itself, Erwin acknowledges that this is a challenge. "Just look at how many books there have been on *The New York Times* best seller list stating what education should be about. Just defining what college-educated people should know and how they should exhibit that knowledge is a very complex process."

Nevertheless, it has to be done, Erwin says, "for there are no canons, no common denominators, no way to show accountability to students, parents, legislators, and taxpayers for their dollars."

A basic area, Erwin says, is "content validity." In some ways this would appear to be straightforward. In history, for example, there would be a specific area of knowledge to be mastered, which is standardized in much the same way as it's been for secondary schools, though at a higher level. Other disciplines, such as engineering and nursing, appear to be amenable to this approach. But aren't schools already set up in these areas to make sure that these bodies of knowledge are being mastered?

Apparently not well enough, otherwise these pressures toward accountability would not exist.

This "content validity" is for majors. But Erwin also suggests students with a degree should have certain basic skills, such as being able to communicate effectively through speaking and writing. The current global business world demands these skills, so even science and technology majors should have them. Conversely, given today's world, even liberal arts majors should achieve a certain technical and computer literacy. So the implication is that schools should educate their students to specific standards for their majors but also the broad-based skills every educated person should have in today's world.

T. Dary Erwin, director, Center for Assessment and Research, James Madison University, Va.

But how about something like liberal arts? Isn't the term itself so broad that any definition is likely to fuzz out–at least in terms of having a direct connection to the real world? And isn't the purpose of liberal arts to open up the student to broad vistas of culture that may not be as directly translated into a job, as, say, a degree in accounting would?

"I don't buy the fact that liberal arts can't have a relationship to the real world, or can't be specifically defined," responds Erwin. "For instance, the school could define its liberal arts program as learning to rely less on authority and established ways of doing things and finding new and different ways to solve problems. When a situation in business comes up, like a merger, a new acquisition, or need to cut expenses, the person with less educational flexibility would tend toward repeating what's already been done, even if it's not a very good solution. A person educated to explore a wider range of possibilities would come up with a better solution."

This leads to the second part of the equation. The student. And what Erwin recommends here is that the student be measured not just on mastery of knowledge of skills, but also on personal development.

"Going to college should change a person, and develop his curiosity, his values, his identity, his tolerance of others, and social responsibility."

So how do you measure all of these things?

"Before and after tests" is one way. Standard multiple choice tests and essays still have their place. But there needs to be, Erwin says, more sophisticated ways of assessment. To this end, his school is developing a number of computer-based tests on the basis that "You can ask questions with a computer that you cannot ask to be answered with pencil and paper." One example is asking questions at the bottom of the screen with the student using the Internet and electronic bases at the top to demonstrate how skilled the student is in finding information. Fine arts tests can present the student with a variety of representations of artistic experience, both visual, slides of paintings, and auditory, pieces of music. A third example is a communications test in which a student can put on a headphone and view a speech or small group interaction and answer questions about that.

Although Erwin's work has resulted from the demands for accountability of public schools, he suggests the same dynamics hold true for private schools.

Student activities should also be defined as to expectations, and measured. He mentions that trips abroad are often touted as educational experiences. But suppose that outside of learning a smattering of geography and hitting a few tourist spots, the students stay in enclaves of themselves and don't engage in any real interaction with or develop an increased appreciation of another culture?

"During a spring break at one school, students were sent to Appalachia to do volunteer work, live there, and interact, so that they became exposed to a different way of living and became more open to people who were different," Erwin says. "A laudable goal, but in fact the students became even more dogmatic and close-minded. You have to have goals and have a measurement to insure that those goals have been reached. It can't be just a hit and miss situation."

If there has to be goals and measurements for students going out into the world, then this should especially be true for students coming in. Bias should be removed from testing. "We found one test in which the men always did better than the women, no matter what the men's educational level. The test was on stock car racing," Erwin says. "Another test in which men outdid the women was a history test which looked at history mainly in terms of warfare."

Students from impoverished areas might not have what Erwin calls sufficient "meta-cognition" scales, which means that once they are in a situation, they don't have as good an ability as others to sense what is going wrong and change direction. These students are destined to fail. They should be recognized and given coping skills. Schools, Erwin says, should assess these students, give them clear expectations of what they can achieve in terms of knowledge and personal development, and then provide the specific aids to get them there.

Although the job market is poor now, that's a temporary phenomenon, says Erwin. "As the baby boomers retire, the need for an educated workforce will increase dramatically. We need to make sure that every graduate, no matter what his or her background, is fully trained so we can be competitive in the world market. Everybody counts."

USA Symposium Finds Chronic Under-funding a Recipe for Failure

by Michelle Adam

When President Lyndon B. Johnson signed The Higher Education Act of 1965, he did so ensuring in his own words that "a high school senior anywhere in this great land of ours can apply to any college and/or any university in any of the 50 states and not be turned away because his family is poor."

The Higher Education Act was created to ensure all citizens access to higher education, and has since included an array of federal financial assistance plans, such as the Pell Grant, the nation's largest need-based grant program, and loan programs.

Today, nearly 40 years later, the Higher Education Act of 1965 is under review in Congress, slated for reauthorization, as it is every five years. Fully aware of the implications of this reauthorization, key representatives from 28 Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions(HSIs), and Tribally Controlled Colleges gathered last February in Atlanta, Ga., at a symposium convened by USA Funds, to discuss issues and create recommendations relevant to the Act. USA Funds, a nonprofit organization, is the nation's largest guarantor of loans made under the Federal Family Education Loan Program, the largest federal source of financial aid for higher education.

Of the 60 or so people who attended the USA Funds' Project Equality and Accountability Symposium, many addressed deep concerns about the unmet financial needs of their students, and how their schools and the federal government could more effectively help lower-class minority students enter and successfully complete college. They discussed access, affordability, retention, and financial aid for students attending their institutions.

"*In 15 years, the maximum Pell Grant increased $500. Nothing is clearer than that in suggesting how we got into this mess.*"

BRIAN FITZGERALD, EXECUTIVE DIRECTOR, ADVISORY COMMITTEE ON STUDENT FINANCIAL ASSISTANCE

Brian Fitzgerald, executive director of the Advisory Committee on Student Financial Assistance, spoke very strongly at the two-day symposium to the issue of financial barriers to access. He cited the chilling statistics gathered by his office in a recent report, *Empty Promises–the Myth of College Access in America.*

The report revealed that today 48 percent of college-qualified, low-income high school graduates are unable to attend four-year colleges within two years of graduation, and 22 percent are unable to attend any college within the same time frame due to financial barriers. During 2002, an estimated 400,000 or more college-qualified students were unable to attend a four-year-college, and 170,000 college-qualified students were unable to attend any college at all.

"We've taken 20 years to get ourselves into this mess," said Fitzgerald. "In 1975-76, the maximum Pell Grant paid 84 percent of the average public cost of attendance, and now it is roughly 40 percent. The maximum Pell Grant in 1981 was $1,800. In 1995, it was $2,300. In 15 years, the maximum Pell Grant increased $500. Nothing is clearer than that in suggesting how we got into this mess. It has simply been the systematic under-funding of need-based grant assistance. We have put students in a situation where they are literally living on the edge once they get into college, and we are creating a problem where a very large percentage of those students are forced to drop out."

Not only has the Pell Grant been under-funded, the cost of today's college tuition has far outstripped a low- to middle-income family's ability to pay for it, explained Fitzgerald. While wages for more highly educated individuals have grown substantially to make up for the increase in college tuition, those with less skill and education have watched earnings decrease. With lower earnings, and less financial support, many lower-income students eligible for college are denied access, and in the process, the cycle of poverty and undereducation perpetuates itself.

Marshall Grigsby, master of ceremonies and key organizer of the event, spoke to the issue as well. "The largest growth in financial support has been on the loan side of the ledger. The grant side has continually declined, the purchasing power of the Pell Grant has continued to erode over and against the cost of education," he said. "Over the last decade there has not been much in terms of federal policy that has helped to provide for greater access. For the lowest income students, the gap has gotten wider, and it has not come together."

While Fitzgerald's report focused on only those students who were college qualified, his concerns about the state of education in our nation ran deeper. "If you start with low-income, eighth-graders and you follow them through to graduation, a third of them drop out and about a third graduate from high school but are not qualified to meet the admission requirements of the average four-year college. You already have nearly two-thirds of these students off the table by the time that we start counting how many of those students won't go to college. The losses in human capital are huge, and those losses will intensify because the overall percentage of the population will be shifting from a White, Anglo middle-class population to an increasingly minority lower-income population, with many more students in poor-performing schools. It's a huge problem for our country," he said.

A topic of great discussion at the symposium was the high loan default rates that exist at Minority-Serving Institutions. Fitzgerald's report, among other commentary and research, provided much-needed information on the root causes of high default rates. "There is a very pervasive sense in this town that academic preparation determines if you go to college or not," said Fitzgerald. "*Empty Promises* was designed to debunk that myth. Not only do finances prevent academically qualified students from getting into college, but we also show that under-funding students contributes to their dropping out of college–and if they have a loan, that in effect defines a defaulter."

"The political reality is that this is going to be a tough hill to climb."

MARSHALL GRIGSBY, USA FUNDS BOARD OF DIRECTORS, FORMER COLLEGE PRESIDENT, AND SENIOR LEGISLATIVE ASSOCIATE FOR THE COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES.

During the symposium, Fitzgerald described how many students who were unable to meet financial costs of college have had to seek outside employment while studying. Reported in the symposium synopsis was the following: "In many instances, full-time students have to work excessive numbers of hours (35 or more per week) in order to cover the unmet financial need that exists. Not surprisingly, these work schedules have had an adverse impact on student academic performance and have resulted in higher attrition rates. Most students who drop out of Minority-Serving Institutions cite financial pressure as the primary factor."

The challenge of high default rates among low-income students has specific consequences for Minority-Serving Institutions that attended the symposium. Marshall Grigsby explained that during the last reauthorization of the Higher Education Act, Congress eliminated a provision that allowed for a special exemption that had existed previously for Tribal Colleges and Historically Black Colleges with high student loan default rates. Now, any school with 25 percent or higher default rates for three consecutive years cannot participate in the federal student loan program. This policy not only punishes Minority-Serving Institutions, which tend to have a higher population of first-generation students with financial need, but also has an adverse effect on low-income students coming up the pipeline.

"That is a provision that certainly these institutions would say is bad policy," said Grigsby, president of the higher education consulting firm Grigsby and Associates, member of the USA Funds Board of Directors, former college president, and senior legislative associate for the Committee on Education and the Workforce in the House of Representatives. "The assumption that is being made is that if you have a high default rate, then the quality of education may not be good. The challenge now is not to address accountability from a punitive place, but more from a helpful stance."

Symposium attendees recognized the need to establish strong student support services on their campuses, as well as providing strong partnerships with K-12 and other organizations to help students become better prepared prior to admission. Also of note was the importance of helping retain students–since college dropout rates are a strong contributor to high default rates–and the need for colleges and aid programs to look for ways to better package financial support for students in need.

Addressing concerns over high-default rates, Adolfo Bermeo, associate vice provost for student diversity and community college partnerships and director of the Academic Advancement Program (AAP) at the University of California-Los Angeles, led the symposium's discussion on strong student support programs. Said Bermeo, "Programs of academic support are viewed as not central to the life of campus. You get the message that we, students of underrepresented backgrounds, are extra, an add-on, rather than being at the heart of a campus. That message is often internalized by directors, staff, and some faculty. It is this mindset of the program versus the school. We need to bring the program into the heart of the institution."

For Bermeo, support programs such as his at UCLA are designed to help students feel a part of a community, and in doing so, increase a student's capacity to succeed in this setting. He has worked hard at making AAP into a centralized support program for students at UCLA.

"What a strong student support program will do is provide students with a sense of belonging and engagement with the campus. When people feel that they are a part of a community–especially when they don't have a long tradition of university attendance in their family–it gives them a sense that 'this campus is also for me, to help me facilitate my own path towards excellence,'" he said. "All of the literature on retention and graduation really stresses the theme of community, the fact that once people feel a part of a community, they are more likely to persist and excel."

When asked how AAP has helped students succeed at UCLA, Bermeo said: "We work hard at making sure students get through college in a responsible way, for themselves and their family. We help students maximize grants and minimize loans. Our graduation rates in AAP in the past 15 years have greatly increased–by about 20 percent. It's remarkable what happens when students feel that there's a world that belongs to them."

By the end of the symposium, participants had established a series of recommendations. The recommendations, along with a summary report sent to federal policy-makers and higher-education organizations such as HACU (Hispanic Association of Colleges and Universities), provide Minority-Serving Institutions with a stronger and more unified voice when it comes to affecting policy. Said Grigsby, "The more that each of these institutions speaks with clarity and uniformity, the greater the likelihood that they will be able to impact legislation."

The recommendations included the following: Fully fund Pell Grants at the authorized level (the maximum approved for Pell Grants by Congress has typically remained below that appropriated under the Higher Education Act); make the Pell Grant a true federal entitlement; explore the possibility of making grants in one state transferable to another state; create a simplified Free Application for Federal Student Aid (FAFSA); establish an incentive system that rewards institutions that re-enroll students who have previously defaulted on student loans (currently, if a student defaults, it counts against the institution regardless of whether the student re-enrolls); create a financial aid database with grant and scholarship information for students attending Minority-Serving Institutions; establish a Title-IV "line-of-credit account" for students attending Minority-Serving Institutions (the account would allow financial aid administrators to adjust categories of aid based on a student's individual circumstances instead of having annual fixed grant and loan limits); uncouple institutional Pell Grant eligibility from the default-rate sanctions.

"The political reality is that this is going to be a tough hill to climb," said Grigsby. "This symposium was certainly beneficial for USA Funds to really get a feel for what these institutions are like and the students that they are dealing with. There is increased recognition that we have to do much more on the grant side over the loan side. It was very positive for a segment of the student loan industry [USA Funds] to come out in support of calling on the government to significantly help increase funding for the Pell Grant program for low-income students."

Grigsby described the symposium's successes. "There was a strong sentiment that it was very positive and worthwhile. It was a very good step. There hadn't been a gathering of this kind–bringing people together from the front lines of these institutions," he said. "It was recognized that these issues are going to become even more significant down the road, and that now, as we look toward the next reauthorization, it is time to take a focused look at identifying specific suggestions that could help alleviate some of the problems that institutions see."

USA Funds has organized a second gathering that will take place Feb. 18-20 in Miami. More than 120 school representatives are expected, and the focus will be on access, retention, and debt management. "All of the participants were very enthusiastic about this," said Grigsby. "We are trying to build on what we have done and keep the ball moving."

Promoting Dialogues on Teaching and Learning on Your Campus

The What, Why, and How of It

by Angela Provitera McGlynn

Angela Provitera McGlynn has been teaching psychology at Mercer County Community College (N.J.) for 31 years. Her most recent book is entitled *Successful Beginnings for College Teaching: Engaging Your Students From the First Day*. (Atwood Publishing, 2001).

College teaching can be a pretty isolating experience. I am fortunate to be at a college where conversations about teaching and learning take place regularly at several grass roots-type committees in which faculty members voluntarily come together to talk about the art of teaching. In addition, many of us eat lunch together in the faculty dining room where lots of sharing and strategizing takes place. The college also sponsors professional development experiences for us, and these have been wonderful opportunities to talk about what we do in the classroom–what works and what bombs!

My friends and colleagues at other institutions tell me that what we have going at my college, in terms of collegial sharing about teaching, is quite rare. Given this rarity, I was happy to read an article by Shaw, Belcastro, and Thiessen (2002) entitled, "A Teaching Discussion Group in Your Department–It Can Happen!" in *College Teaching*. In this article, the authors compare the experience of teachers with that of Information Technology professionals. When IT professionals get together, even socially, they usually talk about the latest technology and engage in constant brainstorming. "I tried this; have you tried that?" (Shaw, et al., 2002, p. 29) In many professions, we would hope for this kind of sharing. We want our physicians to talk to each other about the latest research, and to share with one another their insights and expertise. Doesn't it make sense that in an area such as teaching and learning, where there are so many unanswered questions and problems to be solved, the teaching professionals–college faculty–should be holding similar conversations? I believe that it is essential for these conversations to take place so that faculty can draw on their collective expertise to move the teaching and learning process forward.

Although many colleges and universities have monthly colloquia at which faculty members present their latest research findings, dialogues about the nuts and bolts of teaching, learning, and assessment are less common.

Creating Opportunities for Dialogue

There are many ways to create opportunities for dialogue. Shaw and his colleagues at the University of Northern Iowa explained how they created a teaching discussion group within their mathematics department. I was impressed by their stated goals for such a group:

- to promote the professional development of all faculty
- to support new faculty
- to promote communication among faculty members
- to enhance the academic vitality of the department
- to support diversity and change in curriculum, teaching, and assessment
- to encourage understanding of alternative ideas/approaches (Shaw, Belcastro, & Thiessen, Winter, 2002, Appendix A, p. 33)

Certainly, academic departments would greatly benefit from discussions among colleagues from the same discipline about teaching and learning. Since these teachers have so much in common in terms of the content they teach, they undoubtedly would benefit from the sharing of ideas. Shaw, Belcastro, and Thiessen (2002) provide a convincing rationale for a department discussion group in mathematics. They explain that within the mathematics field, they are already multidisciplinary in the sense that they have faculty representing statistics, number theory, computer science, and math education. Additionally, they must deal with special issues that not every department faces such as "a strong dependency on prerequisites, a high level of abstraction, an unusual amount of student resistance, anxiety and negative expectations, and issues resulting from ever-changing technology" (p. 32).

In addition to getting the dialogue going within academic departments, there is also a need for cross-disciplinary dialogues. Effective teaching strategies can be applied to any discipline; having teachers meet from varied disciplines may actually generate a greater diversity of ideas about teaching, learning, and assessment. At my own college, we have decided to include students in some discussions about teaching and learning. In my research, I have found that students often have terrific insights about what works for them.

They are usually very clear about what makes for effective teaching.

Although many colleges bring in outside experts to talk to faculty about teaching during professional development days or during pre-class week, in my view, what is probably more helpful is creating opportunities for faculty members to engage in collaborative learning exercises themselves, in which the goal is for them to generate ideas about effective teaching. In *HO* (8/26/02), I described an academic convocation we held at our college that was an enormous success. I presented the model for doing an experiential convocation in that article so that other colleges would be able to re-create it. I am hoping for a nationwide discussion about teaching and learning throughout academia.

Not only is this type of convocation a wonderful motivator to start the semester, when teachers actually state what works for them and listen to what works for their colleagues, there is a shared appreciation and ownership of the teaching strategies. My hunch is that there is also a greater likelihood for teachers to stretch their repertoire by trying some techniques that are new to them. Many of my colleagues and I have shared with each other that we are implementing some of the strategies we learned (or re-learned) from the convocation. There is an excitement on campus about teaching that is very widespread!

For a dialogue to have value beyond the sharing of problems in the classroom, which can result in a session of complaints about the lack of motivation or preparedness or civility among our students, I believe there needs to be structure to the conversation. The discussions among faculty will work best if we rely on the active learning model of a collaborative learning exercise. At our convocation, faculty engaged in roundtable discussions (using a round robin, modified focus group format described in *HO*, 8/26/02). There need to be discussion questions with which faculty members can grapple and reach consensus. At our college-wide convocation, we had teachers ponder, write, discuss, and reach consensus on the following questions, with each question requiring about a half-hour:

Take a few moments to think about yourself as a learner when you were in school or in recent/lifelong learning. What teaching strategies worked best for you as a learner? Looking back on your years as a teacher, what teaching strategies have worked best for your students as learners over the years, and especially, most recently? Based on today's discussions and your experience as a learner and as a teacher, what are the elements of effective teaching? What is the relationship between effective teaching and student learning?

There are many questions that could shape a stimulating dialogue. For more ideas, you might want to consult Haunsperger, D. (1999), listed in the references.

By the end of our two-hour convocation, we had multiple lists from each small group that were then shared during a large group process.

In my research, I have found that students often have terrific insights about what works for them.

The data was ultimately analyzed and synthesized, and then published college-wide for all faculty members, both full- and part-time. A hands-on learning experience of this type not only generates enthusiasm for teaching, but also seems to get people committed to trying new strategies and methods in the classroom. These kinds of dialogues and workshop experiences can do a lot to light a fire under even our less-enthusiastic teachers. Incidentally, in my research, students overwhelmingly mention "teacher enthusiasm" as the most effective teaching strategy. Similarly, at our convocation, the effective teacher characteristic mentioned most often from faculty group to group was: "Passionate/enthusiastic about the subject, students, and teaching."

Can reasoning be taught?

The first meeting of the UNI (University of Northern Iowa) Teaching Discussion Group of the mathematics department centered on only one question: "Can reasoning be taught?" From there, the UNI faculty developed a steering committee for future discussions and the Teaching Discussion Group took off and expanded into many areas, including faculty visiting each other's classes. UNI has established a visitation protocol in which instructors meet once before the class visit and then once after. They are given a guidelines sheet with five questions that they may or may not choose to follow. In their experience, the visitor to a class often benefits as much as the instructor who is visited. The questions are ones that can stimulate in-depth conversations about teaching:

1. Of what particular method or aspect of your teaching are you most proud?
2. What particular method or aspect of your teaching are you most concentrating on improving?
3. Is there any particular point in the class where you want me to pay particular attention to how the students are reacting?
4. Are there any particular habits you want me to watch for?
5. Is there anything else to which you want me to pay particular attention? (Shaw, Belcastro, & Thiessen, 2002, Appendix B, p. 33)

At Mercer, we, too, engaged in visiting each other's classes. We assured each other that we wanted to learn from each other, and that the visitations were not in any way connected to evaluations of our teaching. We also engaged each other's students in conversations outside of class about the particular course. In other words, we would interview the students from the course we were visiting, and ask them questions about what worked best for them in terms of their learning. We worried that students would not come in for their appointments, but to our amazement, the students seemed enthusiastic about our conversations with them.

As you can see, there are many different avenues and approaches to getting dialogues going on your campus about teaching, learning, and the hot topic these days–assessment. Any, or many, of them may prove fruitful on your campus!

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Good Teachers Never Die:
Homenaje a un Latino

by Martin G. Urbina

As Professor James R. Acker (University at Albany, State University of New York) suggested in a recent correspondence, it is time that those of us who are in the position of generating and disseminating knowledge face up to the question, what constitutes a "good teacher"?

When I first read professor Acker's letter soliciting my views about what makes for a "good teacher" in higher education, I figured that it would be an easy task, especially after attending four universities in three states. However, when the time came to accomplish the task, I had to take a long trip down memory lane. I am embarrassed that after several years (two at Western Texas College, two at Sul Ross State University, two at New Mexico State University, and three at Western Michigan University) of observing, working, reading, and writing about teachers, I have never really addressed directly the issue of what exactly constitutes a good teacher.

I have been asked, on more than one occasion, to name the best ones and the worst ones. My response to such questions is to first hem and haw, and then finally come up with a few names in each category. Yet, it is difficult for me to explain why I classify some as better than others.

As far as good teachers, like art, I can tell you what I like, but it is difficult to explain why, i.e., identifying the "good teacher" profile. As far as bad teachers, like pornography, I often know them when I see them, even though it is difficult to define what they are. Thus, given the complexity of defining, measuring, and securing the principal elements of a good teacher, specifying a sound profile of the modern educator is a major challenge.

Dr. Felipe de Ortego y Gasca

To accomplish the task, I decided to rely on a method that most of us are familiar with: brainstorming. I thought about my undergraduate and graduate teachers, my likes and dislikes about their teaching methods and ideologies, and, more importantly, their effectiveness. Then I considered my teaching years at New Mexico State, Western Michigan, and now here at the University of Wisconsin-Milwaukee as an assistant professor of criminal justice. I thought about the WHY of my 1999 Certificate for Outstanding Teaching (Western Michigan University). Finally, after analyzing the educational triangle of the WHO, HOW, and WHY influential teachers never die, one name arose above the others: Dr. Felipe de Ortego y Gasca.

Professor Ortego did not teach in my field of study, but he was my major advisor/professor at Sul Ross State University. Ortego, first scholar-in-residence in behavioral and social sciences at Sul Ross, taught courses in education, history, communication, English, and information science. Before discussing the how and why, though, there are a few things that should be underscored if we are to do justice to this extraordinary Mexican teacher.

Ortego began his career at the University of Pittsburgh shortly after World War II. Completing the M.A. in English at the University of Texas, he went on to the University of New Mexico for the Ph.D. in English. Subsequently, he completed management and planning studies for higher education at the Harriman Institute of the Graduate School of Business at Columbia University.

A seasoned world traveler, he was a sergeant in the Marines during World War II and an Air Force intelligence officer during the Korean conflict through the beginning of the Vietnam era. Fluent in French and Spanish, he worked and studied in Europe from 1955 to 1958.

Before relocating to Sul Ross, Ortego held numerous diverse and challenging academic and administrative posts. In addition, he taught the first course in Chicano literature in the U.S. at the University of New Mexico in 1969. Principal scholar of "The Chicano Renaissance," a term he coined in Backgrounds of Mexican American Literature (first historical, critical, and taxonomic study in the field, University of New Mexico, 1971), he is regarded as the founder of Chicano literary history and theory.

Accomplished scholar, philologist, litterateur, versatile writer of fiction, poetry, drama, and song, Ortego is author of numerous books and hundreds of pieces on social and public issues as well as studies on British and American literary figures. His works appear in leading national and international publications. His musicals and plays have been adopted in and outside the United States. Among

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many honors, he received the Most Honored Faculty Award from the Student Association at the University of Texas-El Paso, and the 1997 TACHE Distinguished Faculty Award while at Sul Ross.

Spring 1994, Ortego enters the classroom. He propels a sense of energy. The class becomes silent, but the smiles do not disappear. The class awaits, in suspense, but with great respect and admiration. The kind of atmosphere that can only be seen and felt in a bullfighting arena, between the audience and the matador. Then he acknowledges the class. The class responds with a few polite laughs and several smiles, conveying respect and signaling their willingness to begin a mission under an individual of great talents and conviction, and who appears to be motivated by his love for teaching/ research and compassion for humanity, and not the politics of cut-throat competition or egoism.

For the first few days, I remained mostly silent. After all, my knowledge of the subject (Chaucer) was next to nothing. Plus, an echo still remained in my mind: high school teachers telling me (even as I was getting ready to graduate in 1991) that I had no future in college. As the days passed, I engaged more in dialogue in and outside the classroom. We met for coffee on a few occasions, and we continued to stay in contact after I left Sul Ross in 1995. It was during one of these coffee chats that he convinced me to pursue graduate studies. He congratulated me on my work, and, for the first time, I was encouraged to pursue a doctorate. His words changed my life in the most profound ways not only because I was being told that I had potential for the first time, but because he was saying it from the heart and not "lips out."

However, it was not until much later that I was able to conceptualize his teaching methods and ideas. Years later, I realized that Ortego was not simply a composite of intelligence, charm, and eloquence, but something more meaningful. To me, and perhaps to many others of his students, Ortego is the representation of a critical and fundamental ideology. In actuality, Ortego was (and continues to be) more than an ideology. He is an institution that contains many significant attributes. In fact, based on my observations, Ortego is not only an institution that contains great qualities and generates critical messages, but an institution that develops thinkers of "great mentalities" who are willing to question the who, how, and why of human existence. More important, through his teachings and actions, he is able to persuade individuals to confront injustices. To this end, in October of 1971, along with 35 Chicano students, Ortego was arrested for seizing the Administration Building at the University of Texas-El Paso, and holding the University president hostage for 36 hours. Observers have noted that Ortego was not in search of trouble, attention, or glory. His main objective was to provide all students an opportunity to be successful in the area of higher education. From the beginning of his career, this kind of praxis and pragma has been the hallmark of Ortego's civic consciousness as an activist scholar and crusader for justice.

As I reflect on his teachings, his message was that the educational journey should not be about pointing fingers, but trying to understand people through their own eyes. The message should not be about "this versus that," because when one suffers, we all suffer. The challenge should be for us to visualize the "others" world through their own eyes...however sweet...however sour. This is not to say that we need to agree with them, or that we should marry them. A point to keep in mind is that there are different experiences and different bases of experiences. At the heart of the matter, as W. I. Thomas once noted, is the fact that "If men define situations as real, they are real in their consequences." Hence, I have come to realize that every time we are able to cross such a line, we have just gained a new world. In retrospect, every time we fail to cross this line, we have lost a world.

Furthermore, given the nature of his talks, I realized that the meaning of life not only consists of achieving or accomplishing goals, but experiencing something different and diverse by exposing oneself to things such as nature and culture, and by experiencing other human beings in their very uniqueness: by loving them. As Georg Simmel once remarked, "Whoever has never loved will never understand love or the lover." In a similar way, well-known and respected author Viktor E. Frankl documents that love is an element that allows us to grasp other human beings in the innermost core of their personality. Thus, it is difficult to become fully aware of the very essence of other human beings unless we love them. By our love, we are able to see the essential traits and features in the beloved person. By our love, we enable the beloved persons to actualize their potentialities. By making them aware of what they can be and of what they could become, we make their potentialities come true–a concept that became extremely meaningful to me after earning a Ph.D. On this end, Ortego remarked, "*Que orgullo me da verte doctorado.*"

Coming from a war veteran, the fact that he was also willing to show his human and tender side further revealed his greatness as an educator and as a human being. Like Frankl (who was incarcerated for three years at Auschwitz and other Nazi prisons), Ortego made it clear that there is no need to be ashamed of tears, for tears bore witness that an individual has the greatest courage, the courage to suffer.

Teachers like Ortego think individually and independently and pose relevant questions, revealing the profound oceans of apathy and ignorance that surround even the most learned scholars in our fields of modern knowledge. I would argue that it is teachers like Ortego whose teaching methods and ideologies ultimately shape and reshape the world.

Given the scope and nature of academia and perhaps my expectations of what should be the profile of a "good teacher," it is not too surprising that good teachers are hard to find. In fact, based on my experience, good teachers are like endangered species in that few are being produced and little protection exists for the existing few. But, on the positive side, good teachers never die! Interestingly enough, about a year ago, I found out that Ortego had a stroke, but given his will, like a true revolutionary, he beat the odds of stroke survival. Hence, as Nietzsche once noted, "He who has a why to live for can bear with almost any how."

Today, Ortego is not worshiping past and/or current accomplishments [e.g., professor emeritus of English, linguistics, mass communications, and information studies; retired tenured faculty, Texas State University System; dean emeritus, Hispanic Leadership Institute, Arizona State University; chair emeritus, The Hispanic Foundation, Washington, D.C.], but continues to be an active voice. Currently, he is a visiting scholar and lecturer in English at Texas A&M University-Kingsville. Ortego turned 76 on the 23rd of August 2002, and is still teaching, writing, and engaged in several community activities, with the ultimate goal of achieving universal justice. In the words of Miguel de Unamuno, *Avivir no es solo existir, sino existir y crear, saber gozar y sufrir, y no dormir sin sonar. Descansar, es empezar a morir.* With great respect and pride I would say that as a teacher and human being, he ingrained in my mind, heart, and soul a magical sense that has never left me. *De corazon, gracias* Dr. Ortego!

Martin G. Urbina, Ph.D.; University of Wisconsin-Milwaukee; Helen Bader School of Social Welfare; Criminal Justice Programs.

Dialogic Community Extends to Everyone

A Call to Learn

by Larry Hufford

Dark clouds of war and expanding international conflict were visible on Martin Luther King Jr. Day 2003.

In his essay "The Trumpet of Conscience," Dr. King, writing on the Vietnam War, observed that "life and history give eloquent testimony to the fact that conflicts are never resolved without trustful give and take on both sides."

Americans can never be certain of the actions of their adversaries, but everyone has a responsibility to be informed and to seek diplomatic solutions to international crises. In the spirit of King, Americans should reflect on what is required of each of us in creating an international dialogic community.

Those who write on dialogic community list simple steps to follow. Two of these are:

I speak to be understood, not to convince you I am right.

I listen to understand where you are coming from, not to formulate a rebuttal.

As we wage a war on terrorism and move towards war with Iraq, there are three books I recommend in the spirit of MLK Jr. Day and dialogic community.

The first is *When Religion Becomes Evil*, by Charles Kimball, chair of the Department of Religion at Wake Forest University (N.C.), a Baptist institution. Kimball, an ordained Baptist minister specializing in comparative religion, is an acknowledged expert on Islam.

Rev. Kimball's thesis is simple: the ways in which people of faith understand and live out their deepest religious commitment has profound consequences for the future of humanity. In examining the histories of all major religions, he argues that religion (any persuasion) becomes evil when it: 1) preaches and promotes absolute truth claims that deny other religions' truth claims; 2) promotes and encourages blind obedience to dogma; 3) establishes an "ideal" time, as millenial and reconstrectionists do; 4) when religion promotes the belief that spiritually or politically, the end justifies the means; and, 5) when any religion promotes a theme of holy war.

Having analyzed how religion becomes evil, Kimball concludes his study with a discussion of inclusive theology. The inclusive position affirms the positive, saving presence of the Divine in all religious traditions.

The second book is *The Dignity of Difference; How to Avoid the Clash of Civilizations*. The book is authored by Jonathan Sacks, chief rabbi of the United Hebrew Congregation of Britain and Commonwealth.

Rabbi Sacks suggests that one of the critical questions of today is how to turn our post-Babel differences into a source of blessing rather than conflict. Sacks argues that religious difference ought not diminish the sphere of human possibilities. Rather, it should enlarge them. He concludes that only when we realize the danger of wishing that everyone should be the same, e.g., the same faith, the same McWorld, will we prevent the clash of civilizations. We will not learn to live with diversity, according to Sacks, until we more fully understand the God given, world-enhancing dignity of difference. While it is good to point out the commonality of humankind, we must, as Martin Luther King Jr. preached, learn to celebrate diversity.

For a global community to be healthy, it must be rooted in the principle of unity through diversity. Regarding community, Sacks examines the political concept of the social contract. He argues that a social contract established in a society promoting extreme individualism, market fundamentalism, or extreme centralization is unhealthy. Thus, Sacks returns to the Jewish theme of covenant, whose core is about relationships, e.g., between the Divine and humankind, community, family, etc. To understand a covenant is to realize that God cannot redeem the world without human participation; that humankind cannot redeem the world without a healthy relationship with the Divine. Sacks explains that covenants exist because we are different and seek to preserve that difference, even as we come together to bring our several gifts to the common good.

Both Kimball and Sacks stress the need to be persons of hope, not optimists. In the Jewish tradition, optimism is the belief that things will get better. Optimism is a passive virtue, as such it takes no courage to be an optimist. Hope, however, is an active virtue. Hope is the faith that, together, we can make things better. Hope is an essential ingredient of covenant.

The third book is *Approaching the Qur'an: The Early Revelations*, introduced and translated by Michael Sells, a professor of religion at Haverford College (Pa.), a Quaker institution. Sells' work offers a vision of a spiritually meaningful and just life that anchors the religion of one-fifth of the world population. As the U.S. moves perilously close to a clash of civilizations (Western Christianity versus Islam), it is the responsibility of us as citizens of the most powerful nation on earth to learn more about Islam.

Larry Hufford, Ph.D., is graduate director of international relations at St. Mary's University, San Antonio.

Sells translates major passages of the Qur'an to clarify the cultural and historical matrix in which the Qur'an came to exist, the central themes and qualities of the hymnic Suras, and the manner in which the Qur'an is experienced and taken to heart within Islamic societies.

The beauty of Sells' book is that he neither refutes nor promotes the Qur'anic message. The goal is to enable non-Muslims to encounter one of the most influential books in human history. It is a book that promotes our understanding of Islam in a manner consistent with Sacks' theme on the dignity of difference.

Martin Luther King Jr. was a man of hope, of action based on a healthy relationship with God. Let us, in 2003, be persons of hope.

One way to honor King would be to read the books by Kimball, Sacks, and Sells. Only through knowledge and faith can we create a dialogic community that leads to the creation of a global covenant.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com February 10, 2003

Pew Hispanic Center Studies Educational Attainment among Latino Immigrants

WASHINGTON, D.C.

The educational profile of the adult Latino immigrant population has improved significantly over the past 30 years, according to a Pew Hispanic Center report. If current trends persist, the education gap with the native-born population may begin to narrow.

The Center tabulated U.S. Census Bureau survey data to track changes in the profile of the adult foreign-born population from 1970 to 2000. It found a near doubling of the percentage of Latino immigrants educated in the United States–from 11 to 21 percent–during the last three decades.

Its analysis also revealed the following:

- The percentage of adults with a high school education has grown faster among the foreign born than among natives since 1970. The educational profile of female immigrants has improved markedly.
- Fewer foreign-born Latinos than natives have completed college, but further gains by natives will be hard to sustain; therefore, this element of the gap is not likely to grow.
- There remains a large but declining share of foreign-born adults who have no more than a primary education. These are older adults; consequently, mortality will further reduce their numbers in the future. In the 1990s, there was no increase in the number of foreign-born adults with less than a primary education.
- The number of foreign-born Latinos who come to the U.S. and receive their education here is growing, and this segment of the population has a better educational profile than immigrant Latinos educated abroad.
- Levels of educational achievement have improved in sending countries, and those who choose to migrate to the U.S. are better educated than those who stay behind.

The Pew Hispanic Center says that in coming decades, the educational composition of the Latino foreign-born population will begin to look more like that of the American native-born population. Improvements in the education profile of the Latino immigrant population will coincide with a slowing of improvements for the native population.

These trends, identified in the new report ***The Improving Educational Profile of Latino Immigrants***, suggest that the educational attainment gap between immigrants and natives may narrow in the future. For the complete report, visit the Pew Hispanic Center online at www.pewhispanic.org.

University R & D Expenditures Drive Small Businesses, Says SBA

WASHINGTON, D.C.

Research and development expenditures by America's universities are a primary driver of small business formation and new jobs, and positively affect local economic growth, according to a study released by the Office of Advocacy of the U.S. Small Business Administration (SBA).

"Small business formation clearly receives a jump-start from university research and development," said Thomas M. Sullivan, chief counsel for advocacy. "Research universities, and investment in research and development at these universities, are major factors contributing to economic growth in their markets."

The study examined a number of socioeconomic factors that could drive new firm formation and job creation in the labor market areas surrounding research universities. Once the researchers controlled for these variables, they concluded that the time between university research and development investments and local new firm formation is the most statistically significant at two years, but could last as long as five years.

The research also determined that new firms form around university research activity centers in much the same way as they form around local industry clusters. The authors attribute this formation to information "spillover," which is most important in knowledge-based industries.

"This study has broad implications for policymakers at not only state and local levels, but at the federal level as well," said Sullivan. "Universities are contributors to small firm births and growth locally and nationally. Policymakers interested in sustaining an environment that supports job-creating small business should take this study into consideration."

The Office of Advocacy, the National Commission on Entrepreneurship, and the Kauffman Center for Entrepreneurial Leadership funded the study written by BJK Associates.

For more information, visit the Office of Advocacy Web site at www.sba.gov/advo.

...FYI

Committee on Education and the Workforce Favors Bipartisan Bill Improving Access to Higher Education

WASHINGTON, D.C.

According to the House of Representatives Committee on Education and the Workforce, recent bipartisan legislation to improve access to higher education for disadvantaged students by reducing red tape in federal student aid programs is identical to a bill introduced last year with strong bipartisan support. Introduced by Howard P. "Buck" McKeon, R-Calif., chair of the 21st Century Competitiveness Subcommittee, the measure, dubbed "FED UP," would make technical corrections to the Higher Education Act that would make it easier for Hispanic-Serving Institutions to receive federal aid, help college students avoid defaulting on their student loans, clarify that federal scholarship aid can go to low-income and minority students for law school, and improve higher education access in other ways recommended by the higher education community.

The FED UP bill introduced by McKeon is sponsored by key legislators on both sides of the political aisle. Democratic Reps. Carolyn McCarthy, D-N.Y., David Wu, D-Ore., and Ron Kind, D-Wis., members of the House Education and the Workforce Committee, join McKeon, Education Committee Chair John Boehner, R-Ohio, and Reps. Tom Petri, R-Wis., Mark Souder, R-Ind., Johnny Isakson, R-Ga., Ric Keller, R-Fla., Joe Wilson, R-S.C., Cass Ballenger, R-N.C., Tom Osborne, R-Neb., and Pat Tiberi, R-Ohio, as original co-sponsors.

The Committee on Education and the Workforce states that an identical bill was opposed on the House floor in 2002, despite bipartisan support for the measure in Congress and strong support from the higher education community. During House floor action on the measure, 27 House Democrats, including the late Rep. Patsy Mink, D-Hawaii, who co-authored the legislation, broke with the Democratic leadership and joined Republicans in voting "yes" on the measure.

"This is a noncontroversial, bipartisan bill that will allow thousands of students the chance to attend college. It will also allow those in the higher education community the chance to do their jobs more efficiently. I hope this year we can work in a bipartisan fashion and pass this common-sense legislation through the House," McKeon said.

The legislation is based directly on recommendations submitted by school officials, educators, students, and others over the past year through the FED UP project (short for "Upping the Effectiveness of Our Federal Student Aid Programs"). The FED UP project used the Internet to identify and simplify burdensome regulations in the Higher Education Act that work against college students and personnel.

House Education and the Workforce Committee Chair John Boehner expressed support for the FED UP legislation, noting that it "will benefit thousands of students around the nation."

AAC&U Works with *U.S. News and World Report* to Inform Prospective Students about Learning Innovations

WASHINGTON, D.C.

Prospective college students are faced with an avalanche of information as they navigate the race to college. How do students learn about the quality of educational programs? How can students find colleges that offer the most innovative and effective designs for learning? How can students know that at their college of choice they will gain the skills and knowledge needed to succeed in the 21st century?

The Association of American Colleges and Universities (AAC&U) has attempted to take the lead in refocusing national attention on what really matters in college--what students learn and what they are able to do with this knowledge when they graduate. As part of that effort, AAC&U has worked for the past year with editors of one of the most widely read college admission guides, *U.S. News and World Report's America's Best Colleges*, to begin to provide students with more information about innovative curricula that help students make the most of their education.

The 2003 edition of *America's Best Colleges* includes a new feature on "Programs That Really Work." Editors at *U.S. News* consulted with AAC&U staff members and with AAC&U member institutions to identify and describe a set of pace-setting innovations and programs that enhance learning. This year's *America's Best Colleges* features a new ranking of colleges and universities across the country with "outstanding examples of programs that lead to student success."

For more information about AAC&U's ongoing initiatives, visit www.aacu.org.

PEOPLE & PLACES

Atkinson Announces Retirement

University of California (UC) President Richard C. Atkinson announced his retirement effective Oct. 1, 2003. Atkinson, the University's 17th president, took office Oct. 1, 1995.

During his presidency, Atkinson helped maintain and enhance the University's renowned reputation of excellence in teaching, research, and public service. He focused his hiring on high-quality individuals, launched programs to enhance research, opened a new academic center in Washington, D.C., and expanded UC's international presence, especially in Mexico, where initiatives in the areas of education, technology, and health care have been developed. In addition, the UC system's enrollment increased by approximately 30,000 students, and its nine campuses have also expanded. Ground was also broken on a 10th campus in the San Joaquín Valley at Merced.

A cognitive scientist, Atkinson held faculty positions at Stanford University and UCLA. Prior to his presidency he was chancellor of UC-San Diego and director of the National Science Foundation.

Goldman Sachs Funds College Competition

National Council on Economic Education

The National Council on Economic Education will receive a grant of $330,000 from the Goldman Sachs Foundation to fund the 2003 National Economics Challenge, a college bowl-like competition that blends the excitement of an athletic competition with the pursuit of academic excellence.

The innovative Challenge, now in its third year, enables students interested in economics to compete for cash prizes, awards, and medals. It features two divisions, so any students taking an economics course can participate, and three levels of competition–state, regional, and national. Teams of students compete at each level, answering rigorous questions on microeconomics, macroeconomics, international economics, and current events in economics.

Since its inception, the number of schools and students participating in the Challenge has steadily increased. High school teachers utilize the event to increase the interest in economics among their students.

HACU Commends Rep. Menéndez

The Hispanic Association of Colleges and Universities (HACU) honored U.S. Rep. Robert Menéndez of New Jersey with its Exemplary Policy/Advocacy Leadership Award for "extraordinary" leadership in championing the college and career successes of the nation's youngest and largest ethnic population. Menéndez received the award at HACU's 16th annual conference.

Menéndez has successfully advocated for record annual increases in federal spending and program support for Hispanic higher education.

A member of the U.S. House of Representatives since 1992, he was the first Hispanic elected to a congressional leadership position when he became vice chair of the Democratic Caucus in 1998. He is a member of the Congressional Hispanic Caucus, the House International Relations Committee, and the House Transportation Infrastructure Committee.

Earlier, Menéndez was the first Hispanic mayor of Union City, N.J., and later became the first Hispanic in the New Jersey Senate.

Lamar to Explore International Water Issues

Lamar University (Texas) received part of a $400,000 United States Agency for International Development grant to get to the heart of one of the U.S.-Mexico border's biggest future problems–water.

Both sides of the border have expressed concerns over the border's water quality. Industrial growth and discharged wastewater have tainted the region's surface water and groundwater with toxic metals and other impurities. Inadequate or nonexistent water treatment has further complicated the scenario, since it has left the water quality in danger of being insufficient for sustained development.

The "Cross-border Collaborative on Environmental Sustainability of Water Resources" grant partners researchers from Lamar and Texas A&M University-Corpus Christi with colleagues from three Mexican institutions–Instituto Technológico de Saltillo, Universidad Technológica de Coahuila, and Universidad Technológica de Torreon. The teams will work on research, student training and education, industry education, and relationship building in order to develop sustainable water resources capacity and infrastructure in Mexico.

Education Department Awards $19.2 Million to 81 Institutions

The U.S. Department of Education announced that 81 disadvantaged- and minority-serving colleges and universities were awarded $19.2 million to improve academic programs, facilities, administration, and student services.

The grants were awarded under two programs authorized by the Higher Education Act: the Strengthening Institutions Program under Title III, Part A, which helps institutions with a sufficient percentage of financially needy students, and with lower budgets, to attract and retain more students; and the Minority Science and Engineering Improvement Program under Part E, which supports long-range improvements in engineering and science disciplines at predominately minority institutions.

Nineteen institutions were given five-year $6.7 million grants to strengthen their self-sufficiency and make them more competitive with other schools. Six schools, specifically American Indian tribally controlled schools, received $7.6 million in grants for one-year construction projects. And 14 schools received $475,000 for one-year planning grants to better prepare for a development grant application the following year.

$3.7 Million to Palm Beach to Train Teachers

pbcc Palm Beach Community College (PBCC) in Florida was awarded two five-year U.S. Department of Education grants totaling $3.7 million to enhance teacher certification programs that will benefit the local school district.

According to PBCC, the grants will allow the College to directly address the shortage of certified teachers in the Palm Beach County School District. A recent state audit found that too many county teachers had not met certification requirements.

The Department's Transition to Teaching Grant helps people who are moving from other careers into teaching grades K-12. It will work with the school district to develop alternative, faster routes to certification, and to provide mentors and stipends to the new teachers.

In addition, PBCC received the English Language Acquisition Grant, which helps paraprofessionals with financial aid, counseling, and other support services to obtain an associate's degree. The grant, part of President Bush's No Child Left Behind Act of 2001, will also develop workshops for new teachers.

LULAC Alumnus Gives Back

REYES
&
ASSOCIAT

The League of United Latin American Citizens (LULAC) announced that the office of its national president, Hector Flores (pictured r.), will be housed in the Dallas law offices of Angel Reyes (l.), a LULAC scholarship alumnus. Flores needed to relocate to Dallas following his June election and Reyes, a longtime LULAC supporter, decided to make the generous contribution.

Reyes, founding partner of Angel Reyes & Associates, P.C. and Heygood, Orr & Reyes, L.L.P. credits LULAC for helping him achieve his higher education goals. Reyes was granted LULAC scholarships to attend the University of Kansas and the University of Michigan Law School. His sister Carla also benefited from LULAC scholarships that enabled her to complete a doctoral degree in clinical psychology at the University of California. She is now a professor at the University of Utah.

"My family will never forget how LULAC helped us," said Reyes. "I am very happy to return a small portion of the support that LULAC has given me by providing office space so that they may continue their programs of outreach and education in the Hispanic community."

Pérez on WTC Memorial Committee

Antonio Pérez, president, Borough of Manhattan Community College, City University of New York, was appointed to one of two committees of the Lower Manhattan Development Corporation, LMDC, that will plan a World Trade Center (WTC) site memorial.

Pérez is on the committee responsible for a mission statement that will guide the development of the memorial at the WTC site. Another committee is helping with the memorial design competition.

The two 11-member committees must consider extensive public input received through Advisory Councils, public forums throughout New York City and New Jersey, a questionnaire sent to relatives of every WTC victim, and thousands of e-mails. Committee members represent victims' families, survivors, rescue workers, residents and employees of Lower Manhattan, and representatives of cultural and architectural institutions.

Pérez, a native New Yorker, is also an LMDC Arts, Education & Tourism Advisory Council member.

Columbia Lecture Addresses Censorship and the Arts

najp The National Arts Journalism Program, based at the Columbia University Graduate School of Journalism (N.Y.) and sponsored by The Pew Charitable Trusts, held a conference addressing the current struggle between artists and the new constraints placed on their First Amendment right to freedom of expression.

"The New Gatekeepers" conference brought together artists, technologists, media executives, lawmakers, art presenters, free-speech advocates, government regulators, and journalists to explore the shifting frontiers of freedom of expression in the arts. The panels discussed current free expression debates such as matters of intellectual property and copyright law. The event also featured a multimedia exhibit, "Evidence: A Selection of Banned and Contested Art," more than 50 examples of art that provoked censorship or a conflict in the fields of online art, visual art, film, and music.

Reynoso Speaks at Southern Maine

Justice Cruz Reynoso, vice chair of the U.S. Commission on Civil Rights, presented the 11th annual Frank M. Coffin Lecture on Law and Public Service at the University of Southern Maine. Reynoso spoke on "The Lawyer as a Public Citizen."

Reynoso's career has spanned decades of social change in America, beginning with his tenure at California Rural Legal Assistance, a pioneering program in the legal services movement formed in 1966, which helped impoverished farmworkers. Later, he became the first Hispanic American to sit on the California Supreme Court, where he served from 1982-1987, after being elevated from the California Court of Appeal.

Reynoso holds the Boochever and Bird Chair at the University of California-Davis School of Law and has received the Presidential Medal of Freedom and the Hispanic Heritage Foundation Award in Education.

UMass-Boston Biologist Wages Fight Against Pollution

Photo © Harry Brett

Biologist Adan Colón-Carmona is using a largely overlooked weapon in the fight against air pollution–plants.

An assistant professor of biology at the University of Massachusetts-Boston, he and a team of biology undergraduate and graduate students have been conducting research in phytoremediation, in which plants extract harmful substances in contaminated water, air, or soil. They are working on isolating genes in the model plant *Arabidopsis thaliana* that can be used to identify native plants with inherent abilities to degrade pollutants, or that can provide information needed for genetically engineering plants to clean up soils that are contaminated with polycyclic aromatic hydrocarbons (PAHs). The toxic effects of pollutants such as PAHs include cell death, cell mutations, and cancer. He hopes that his research can help eliminate these pollutants from the environment.

Colón-Carmona arrived at UMass-Boston after earning his bachelor's degree at the University of California (UC)-Santa Cruz and doctorate at UC-Irvine.

News from HSF

- The Hispanic Scholarship Fund (HSF) received $1.7 million from The Goizueta Foundation to expand its scholarship and outreach programs in the state of Georgia. The funds will be administered through the Georgia Outreach Project, working to increase the educational opportunities of Hispanics, the state's fastest growing population. Annual scholarships of $5,000 will be given to 50 Georgia-based students who maintain satisfactory progress. The deadline for scholarship applications is Feb. 15, 2003. For more information contact Maritza Licameli, project director, (678) 355-1797.
- HSF issued a Feb. 15 deadline for several other scholarship applications, including: Community College Transfer Scholarship Program, worth $1,000-$2,500, open to community college students; High School Scholarship Programs, worth $1,000-$2,500, open to graduating high school seniors, class of 2003; and New Horizons Scholars Program, a new HSF scholarship offered in partnership with the Thurgood Marshall Scholarship Fund, available to African Americans and Hispanics infected with or dependent on someone with Hepatitis C.
- HSF also has several Multi-State High School Scholarship Programs.
- For more information, visit the HSF Web site, www.hsf.net.

ACLU Launches Campaign to Safeguard Freedoms

The American Civil Liberties Union (ACLU) announced a $3.5 million national campaign to help safeguard the freedoms it claims Attorney General John Ashcroft and the Bush administration have targeted since the Sept. 11 terrorists attacks, and in response to what it feels was the hasty passage of the USA Patriot Act by Congress.

The Act, passed to keep America safe from the threat of terrorism, has altered immigration laws, expanded the ability of the government to spy, and increased the capacity for illegal searches and seizures. The ACLU feels that certain provisions in the law violate American civil liberties.

As part of the campaign "Keep America Safe and Free, The ACLU Campaign to Defend the Constitution," the ACLU for the first time in its history began airing a series of national television ads illustrating how essential freedoms have been curtailed in the name of security. It has called for a massive mobilization of members and supporters to help protect American civil liberties.

"The ACLU campaign aims to promote a public debate about proposals and measures that violate civil liberties without increasing our security," said Anthony D. Romero (pictured), executive director of the ACLU.

Ethnic Studies at CU-Boulder are Interdisciplinary

Angel David Nieves, director of the Center for Studies of Ethnicity and Race in America at the University of Colorado-Boulder, is tackling contemporary, sometimes controversial, multicultural issues across a variety of disciplines in his ethnic studies classes.

Nieves, a trained researcher and teacher, has synthesized the fields of anthropology, women's studies, architecture, American history, and African American history and literature into interdisciplinary courses on race, class, gender, ethnicity, and sexuality. Nieves believes his students want to be tested and engaged and is interested in constantly challenging them. His energy and passion in the classroom has enabled him to connect with students, and he has become an advocate for them.

"I always felt that in my own education I never had anyone who looked and acted like me and had similar cultural experiences," said Nieves. "I felt that there needed to be more faculty of color in American higher education and I wanted to contribute."

Indiana Receives NSF Grant

The National Science Foundation awarded Indiana University (IU) $6.2 million to help elementary and high school teachers learn more effective ways to teach math.

The grant facilitates a partnership between the IU Center for Mathematics and the Indiana Mathematics Initiative (IMI), a group of nine Indiana urban school districts. The program uses distance education in innovative ways to deliver professional development to participating teachers and tracks student performance to document their progress. "An important goal of the project is to professionally develop teachers from elementary to high school levels to address state and national academic standards in a rich style that can motivate students to learn more important mathematics," said Professor William Frascella, director of IU's Center for Mathematics Education. "Our goal is to make these teachers exemplary in teaching elementary math."

Frascella believes the professional instruction and leadership-training program can become a statewide model.

Protest at School of the Americas

Photo © Linda Panetta (SOA Watch/NE)

SOA Watch, a human rights grass roots movement, conducted a peaceful protest at the Western Hemisphere Institute for Security Cooperation (WHISC), formerly known as the School of the Americas (SOA). The protesters claim that the Institute is training terrorists.

According to SOA Watch, graduates of the school continue to be implicated in flagrant acts devised to terrorize and coerce civilian populations throughout Latin America, such as the failed coup in Venezuela and the deteriorating human rights situation in Colombia.

The gathering marked the 13-year anniversary of the assassination of six Jesuit priests, their housekeeper, and her daughter in El Salvador by SOA graduates. The demonstration featured musicians and speakers from North and Latin America, including The Indigo Girls.

"[President] Bush said we must uproot every known terrorist training camp," said Abi Miller, an incarcerated SOA Watch member. "We're shining a light on one that's operating with impunity in our backyard."

Literary Prize Awarded to Pomona Spanish Professor

Suzanne Chávez-Silverman, Pomona College (Calif.) professor of Spanish language and Spanish literature, was awarded First Prize for Literary Excellence in the personal memoir category for her work "Anniversary Crónica," by national literary magazine *el Andar*.

In "Anniversary Crónica," Chávez-Silverman uses a creative mixture of English and Spanish known as "Spanglish." According to *el Andar* editor Julie Reynolds, the modern mix of both languages, which reflects the poetry and rhythm of Latino life in the U.S., is beginning to take shape in Latino literature.

Chávez-Silverman earned a bachelor's degree in Spanish from the University of California (UC)-Irvine, master's in romance languages and literatures from Harvard University, and doctorate in Spanish from UC-Davis. She is author and editor of several publications, including *Tropicalizations: Transcultural Representations of Latinidad* and *Reading and Writing the Ambiente: Queer Sexualities in Latino, Latin American, and Spanish Culture*.

Arizona Holds Town Hall on Diversity

Late last fall, about 200 people squeezed into a too small classroom to hear University of Arizona (UA) President Peter Likins and Provost George Davis link campus diversity to their plan for the University's future, "Focused Excellence."

Focused Excellence represents UA's mission to overcome recent budget cuts and uncertain future state funding. It involves raising tuition and financial aid, limiting the size of the student body, and reorganizing, trimming, and cutting selected programs.

Most of the Town Hall was devoted to the issue of recruiting and retaining diverse faculty. Through the transition and beyond, said Likins, UA must hold diversity as a value.

In March 2002, Likins convened a Diversity Coalition with membership from underrepresented groups across campus. The resulting Diversity Action Plan consists of five principles: 1.) Diversity must become a primary measure of quality and excellence. 2.) Diversity is essential for student success. 3.) The promotion of diversity has both ethical and practical implications. 4.) Diversity benefits everyone. 5.) Responsibility for improving diversity at UA lies with each of us.

Martínez Now ACCD Acting Chancellor

Dr. Ernest A. Martínez is now acting chancellor of the Alamo Community College District (ACCD) in Texas. Martínez, who had been ACCD executive vice chancellor, is filling in for recently retired Robert W. Ramsay.

In this post, Martínez oversees the operation of the 45,000-student District and is responsible for carrying out the policies of the board of trustees. He supervises the areas of procurement and material management, institutional advancement, government and public relations, international programs, student and community program development, and workforce development, along with overseeing the District's Center for Leadership in Science, Mathematics, and Technology.

Martínez earned a bachelor's degree in English and biology from New Mexico Highlands University, master's in reading from Sonoma State University (Calif.), and doctorate in folklore, children's literature, and curriculum and instruction from the University of California-Berkeley.

Dartmouth Team Sees Benefit to Early Second Language Exposure

A research team led by Laura-Ann Petitto, professor in Dartmouth College's (N.H.) department of psychological and brain sciences and department of education, and graduate student Ioulia Kovelman report that early bilingual exposure is better for children.

Their findings indicate that late exposure to a second language coupled with restrictive input, which is common in classroom settings, might not allow a child to master that language unless the child has extensive exposure to both languages.

Many experts previously believed that introducing a second language at too early an age could impede understanding of the primary vernacular.

"We found that if children are exposed to two languages from a very early age," they will essentially grow as if there were two monolinguals housed in one brain," said Petitto (pictured). "This will occur without any of the dreaded 'language contamination' often attributed to early bilingual exposure," she said.

The team has also been studying whether bilingual children read better if exposed at an earlier age.

Kennedy Center Partners with Alameda Theater

The John F. Kennedy Center for the Performing Arts (Washington, D.C.) announced a partnership with The Alameda Theater in San Antonio, Texas. The association will provide opportunities to support The Alameda's organizational, educational, and artistic development to further expand the scope and reach of Latino culture.

Rescued by the city of San Antonio from years of neglect, the historic Alameda Theater is the centerpiece of a major civic movement to revitalize the predominantly Latino West End of downtown San Antonio. Built in 1949, The Alameda's colorful and unique architecture combines elements of art deco and traditional Mexican styles. As a symbol of Latino prosperity and achievement, it is part of a larger effort to establish a cultural zone for the arts, economic development, education, and entertainment in downtown San Antonio that reflects the region's diverse heritage, with particular emphasis on Latino arts and culture.

"It is important to the United States to create and sustain organizations, like The Alameda, where Latinos, the country's fastest growing minority group, can experience their culture and their contributions to our nation's culture," said Henry R. Muñoz III, founding chairman, The Alameda, National Center for Latino Arts and Culture.

Notre Dame Names New Public Affairs Leader

The University of Notre Dame (Ind.) board of trustees appointed J. Roberto Gutiérrez vice president for public affairs and communication. He will oversee the University's relationship with the media, government, and the general public.

Gutiérrez, a former television executive in Texas, co-founded the Hispanic Telecommunications Network

(HTN), which produces Nuestra Familia, the only national Catholic evangelization series televised for the country's Latino community. He was also instrumental in negotiating agreements between HTN and Univision, Galavision, PBS, and the Hallmark Channel.

Gutiérrez received a bachelor's degree from St. Mary's University in Texas and pursued graduate studies at the Oblate School of Theology. His work has dealt exclusively in the not-for-profit sector in support of and for the communication of gospel values through television, radio, and the Internet.

News from Madonna University

- Osvaldo "Ozzie" Rivera, director of multicultural affairs at Madonna University (Mich.), is part of a 10-piece dance band, La Inspiracion. He plays bongos, cowbell, and conga. He also had a radio show, "Caribe Serenade," featuring Spanish-language music. His goal has been to present the music of Mexico, Cuba, Colombia, Panama, Puerto Rico, and Peru in a historical and cultural perspective.
- Detroit artists Hector Pérez and Omar Paul created a mural, "Our Multicultural Universe," showing Martin Luther King Jr., César Chávez, and Rosa Parks framing students who are engaged in learning. The painting is on display in Madonna's Kresge Auditorium.
- Five Madonna students recently received scholarships given by Latinos de Livonia: Alyssa Macfarlane, Mary Angott, Carmensita Buentello, Julia Davalos, and María Martínez. Initiated at Madonna in 1989, the Latinos de Livonia endowed scholarship now totals more than $100,000.
- Ursula Murray, Madonna's director of academic advising, is also president of The Hispanic Art and Education Center at Ste. Anne de Detroit, and has been running the Bagley Housing Art Gallery in Southwest Detroit in Mexicantown. Murray became interested in Latin art as a child. From ages 2 through 16, she lived in Colombia, Argentina, Mexico, Bolivia, and Brazil. She found her niche in the art world while a student at the College of Notre Dame of Maryland.

O'Farrill Tours New York Schools

Pianist and composer Arturo O'Farrill and his Latin Jazz Quintet headlined the recent 2002-03 Jazz in the Schools Tour, entitled "Arroz con Bebop," a series of performances held throughout New York City metropolitan area schools.

Photo © John Abbott

O'Farrill, born in Mexico and raised in NYC, was educated at the Manhattan School of Music and the Brooklyn College Conservatory. He played piano with the Carla Bley Big Band from 1979 through 1983, then developed as a solo performer with a wide spectrum of artists, including Wynton Marsalis, Dizzy Gillespie, Steve Turre, Papo Vázquez, The Fort Apache Band, Lester Bowie, and Harry Belafonte. In 1995, O'Farrill agreed to direct the band that preserved much of his father's music, Chico O'Farrill's Afro-Cuban Jazz Orchestra. In March 2002, he led a jazz quintet for 24 educational performances that reached more than 5,000 people throughout the NYC metro area.

This time around, O'Farrill played at the Hostos Center for the Arts and Culture in the Bronx and at the Brooklyn Center for the Performing Arts–presented by Jazz at Lincoln Center. He also appeared as a guest artist at the Manhattan School of Music, where Bobby Sanabria performed the music of Mario Bauzá, Chico O'Farrill, Machito, and others.

Garden City Hosts Hispanic Student Day

Two leading specialists with the Kansas City-based Hispanic Economic Development Corporation shared messages with approximately 300 Southwest Kansas high school students in Garden City, Kan., last semester.

The Garden City Community College (GCCC) Hispanic American Leadership Organization hosted Hispanic Student Day 2002. Keynote speakers included Catalina H. Velarde, a native of Ciudad Juárez in Mexico's Chihuahua State; and Genario R. Ruiz, a Kansas City native.

GCCC's Hispanic American Leadership Organization sponsors the gathering each year to help Hispanic students and others attain success and prepare for the future, according to an Organization official.

French Images of Don Quixote Enrich USC Center

One of the University of Southern California (USC) libraries' signature special holdings, the L.A. Murillo Cervantes Collection, has an impressive and venerable new addition–a remarkable folio volume published in 1776 in Liege, France, illustrating well-known scenes from Cervantes' novel in state-of-the-art, 18th-century engraving. Its title: *The Principal Adventures of the Admirable Don Quixote*, represented in figures by Coypel, Picart Le Romain, and other able masters, with explanations of the 31 plates of the collection, taken from the original Spanish of Miguel de Cervantes.

Photo © Eric Mankin/ USC Info Services

The Murillo collection comes from Dr. Luis Andres Murillo (pictured r.), who in 1985, following a career in Spanish scholarship at Harvard and UC-Berkeley, donated some 4,000 volumes of works by and about Miguel de Cervantes and other Spanish writers of Spanish literature's golden age to USC's Boeckmann Center for Iberian and Latin American Studies. The new volume is now the oldest in the collection.

Boeckmann librarian Barbara Robinson (l.) says other notable rarities in the collection include copies of the Ashendene *Don Quixote*, a fine press book published in 1927 by the Ashendene Press; and the Jaime Fitzmaurice-Kelly and Juan Ormsby *Don Quixote* edition of 1898-99, published in Spanish in London.

Heartland Latinos Gather at Leadership Conference

Omaha, Neb., was the site of the recent third annual Heartland Latino Leadership Conference–"Strengthening the voice of solidarity among Heartland Latinos by expanding social, economic, and leadership capacity." Keynoters included U.S. Hispanic Leadership Institute President Juan Andrade, motivational speaker Lorena Garza González, and Cuban-American artist and attorney Xavier Cortada.

Latino educated professionals, paraprofessionals, entrepreneurs, business, civic, and religious leaders, as well as production, agricultural, and hospitality industry workers, make up an active and growing community that has been a part of the fabric of the

Midwest for generations. In recent times, though, the accelerated growth of the Latino population has forced the existing leadership in the larger community to become more familiar with the unique needs and culture of Latinos; acquire more knowledge of and establish better contact with the vast network of existing Latino leaders; and deal with occasional language barriers.

The third annual Heartland Latino Leadership Conference was designed to provide one of several options for coming together to learn how to meet these challenges.

Legendary Latino Performers Featured at NJPAC

The New Jersey Performing Arts Center (NJPAC) recently showcased some of Latin culture's finest.

Ballet Folklórico de México de Amalia Hernández, in its 50th anniversary tour, celebrated the achievements of its founder, the late choreographer Amalia Hernández, with a presentation that recreated highlights of her repertoire, encompassing the vibrant music, dance, myth, and history of Mexico.

Grammy Award-winning jazz musician and composer Paquito D'Rivera and the NJPAC World Festival Orchestra performed with special guests Regina Carter and Leny Andrade. D'Rivera personally selected musicians from seven countries to form the World Festival Orchestra. The performance was part of NJPAC's "World Festival VI: Alternate Routes."

The Arts Center also presented Ray Barretto and New World Spirit as part of the "Verizon Passport to Culture FamilyTime Series." Barretto, the first U.S.-born percussionist to integrate African-based conga drum into bebop jazz, was inducted into the International Latin Music Hall of Fame in 1999.

UTSA Staff Selected for Leadership San Antonio

Theresa Vargas, staff member in the University of Texas-San Antonio Office of K-16 Initiatives and Honors College, was selected to take part in Leadership San Antonio XXVIII.

Sponsored jointly by the Greater San Antonio and San Antonio Hispanic chambers of commerce, Leadership San Antonio provides a learning experience for existing and emerging leaders who live and work in the San Antonio metro area.

Vargas is project manager for the Employer Education Council, a partnership of community employers and educators dedicated to improving San Antonio's workforce. She has an undergraduate degree from Texas A&M University and a juris doctorate and master's from St. Mary's University.

In the News at Miami

- A majority of opinion leaders in six Latin American nations rate their current economies as poor, but all believe Latin America can one day become a major economic "power bloc" globally, according to the "Latin America Elite Poll." The University of Miami (UM) in Florida commissioned the poll of 420 opinion leaders from Mexico, Argentina, Brazil, Colombia, Venezuela, and Chile. Further information is available at www.zogby.com.
- UM hosted the MPA (Motion Picture Association) Feature Film Project Development Workshop and Competition 2002, a five-day course that enabled Latin American screenwriters to develop their feature film scripts under the guidance of established Spanish-speaking professors. Sponsors included the MPA Latin American Regional Office in Río de Janeiro, the UM School of Communication, and the Miami-Dade Mayor's Office of Film and Entertainment.
- Karla V. Hernández became a media relations officer with the university relations division at UM. Hernández had been a development officer with the office of alumni relations at Florida International University. She is a UM graduate with a bachelor's degree in communications and political science and a minor in marketing.

Missouri-Columbia Professor Wins Poetry Prize

Sherod Santos, the Curators' Distinguished Professor of English and director of the Creative Writing Program and the Center for the Literary Arts at the University of Missouri-Columbia, received the prestigious Theodore Roethke Poetry Prize for his book *The Pilot Star Elegies*.

Given to the best book of poetry published in the three preceding calendar years, the prize was awarded for the first time in May 1968 to Howard Nemerov. Billy Collin, Poet Laureate of the United States, presented the prize to Santos in Saginaw, Mich., Roethke's birthplace.

Santos, whose paternal ancestors emigrated to the U.S. from Brazil three generations ago, earned master's degrees from San Diego State University and the University of California-Irvine, and a doctorate from the University of Utah.

López-Colomé Gives Poetry Reading at Barnard

Columbia University's Barnard College in New York hosted a bilingual reading by famed Mexican poet Pura López-Colomé and her translator Forrest Gander, part of the "Women Poets at Barnard" series.

López-Colomé established herself as a leading poetic voice in Mexico with her first book, *El sueno del cazador*, or, *The Dream of the Huntsman*, published in 1985. Since then she has published several books of equal significance, including *Un cristal en otro*, *Aurora*, and *Intemperie*. She is also a literary critic and has translated into Spanish major works of H.D., Virginia Woolf, Samuel Beckett, and Robert Hass, among others.

The Gander translation of a selection of López-Colomé's works, *No Shelter*, is the first time her work has been printed in English. Gander, a leading American poet, is the author of *Mouth to Mouth: 12 Contemporary Mexican Women Poets*.

CSU-Stanislaus Professor Looks to Retirement

After 31 years of helping to change attitudes, California State University (CSU)-Stanislaus Professor Richard Luevano is making a change for himself.

Luevano, co-founder of the University's Ethnic and Gender Studies Department, stepped down as department chair to start teaching part time. He will teach through the Faculty Employment Retirement Program for the next five years before starting full retirement.

While a student at CSU-Stanislaus in the late '60s, Luevano realized the need for an ethnic and gender studies program after noticing a lack of objective and factual information guiding instruction regarding multicultural, ethnic, and gender topics. He co-founded that program in 1971.

Antonio Ríos Bustamante, who was director of Chicano studies at the University of Wyoming, was picked to succeed Luevano as department chair.

El Camino Students Compete in Business Expo

El Camino College (Calif.) student Veronica Hernández, graduate Jessica Galindo, and Rigo García of the University of Southern California recently presented an innovative e-mail product at a National Business Exposition.

Hernández is one of the masterminds behind "Eserenata.com"–a first-place, award-winning idea–an e-mail serenade in Spanish–cooked up at BizFest, an entrepreneurship "training camp" staged during the summer at California State University-Domínguez Hills, where the group won a $1,000 scholarship. Hernández was one of six El Camino College students from the First Year Experience program and PUENTE program to attend that event.

The national competition was offering winners as much as $20,000 in educational scholarships.

Bruce-Novoa Opens UC-Irvine Exhibition

A lecture by Juan Bruce-Novoa, University of California-Irvine professor of Spanish, opened the recent University libraries exhibit "Beauty and Meaning: Art and Poetry in the Book Arts of Mexico."

The exhibition presented a sampling of works produced by book artists in Mexico during the past 30 years, emphasizing the books' inherently collaborative nature as both books and works of art, and the quality of their craftsmanship.

Bruce-Novoa teaches Spanish, Latin American, and Chicano literatures in the Department of Spanish and Portuguese, School of Humanities. It is said that he pioneered the study of Mexican artists and writers known as the Mid-Century Generation. As a novelist, poet, translator, and visual artist, he brings a strong personal perspective to his understanding of artistic and literary collaborations. He also has taught and lectured extensively in Europe and France.

Washington Mutual Provides $600,000 to NBPTS Program

The Washington Mutual Foundation announced its continued support for top-quality teaching by providing $600,000 in scholarships for teachers seeking National Board Certification in 2003. Washington Mutual's total commitment to quality teaching is now nearly $3 million.

Last spring, the National Board for Professional Teaching Standards (NBPTS) launched the National Board Scholarship Program with a $1 million donation from Washington Mutual, the program's founding supporter. Scholarships help ensure that all teachers, regardless of financial ability, can pursue National Board Certification and make a positive impact on student learning.

A voluntary process established by NBPTS, National Board Certification is achieved through a rigorous performance-based assessment that takes nearly a year to complete. Currently, there are more than 16,000 National Board Certified Teachers in the United States.

Pima Dedicates Art Gallery to Bernal

Pima Community College (PCC) in Arizona dedicated its West Campus Art Gallery to the late photographer and teacher Louis Carlos Bernal.

Bernal taught photography at West Campus for 18 years while gaining international recognition for his photographs capturing barrio life throughout Arizona, New Mexico, and Texas. He was selected to join nine other photographers to cover the 1984 Summer Olympic Games in Los Angeles.

The dedication included a retrospective exhibition of Bernal's work, a catalog of the full exhibition, and a panel discussion with catalog essayists James Enyeart, Luis Jiménez, Patricia Preciado Martin, and Leslie Marmon Silko.

The PCC board of governors voted unanimously to name the gallery for Bernal, who died in 1989.

News from University of Iowa

- Some 300 to 400 minority students in the Sioux City Community School District attended the annual Career, College, and Leadership Conference to learn about opportunities at the University of Iowa (UI), Iowa State University, and the University of Northern Iowa. Joe Coulter directs UI's Opportunity at Iowa; Adele Lozano is program assistant.
- Tomás Rodríguez, Angel Ejiasi, Crystal Roldán, Joseph Garza, Patricio Cadena, Benjamin Morales, and Gregory León are some of the recent UI College of Engineering scholarship winners. The College teaches disciplines in biomedical, chemical and biochemical, civil and environmental, electrical and computer, industrial, and mechanical engineering.
- Chicano author Rolando Hinojosa participated in "Live from Prairie Lights," a series of free readings broadcast on UI public radio station WSUI, AM 910. Hinojosa, a University of Texas professor of English, is a major figure in Mexican-American literature. His first novel, *Estampas del Valle* (1972), won him the Premio de las Casas de las Americas (Havana). His bilingual series, *The Klail City Death Trip*, chronicles more than 60 years of changing Anglo-Mexican relations.
- During the conference "Retention: Keeping Diversity in Iowa," UI and the Professional and Technical Diversity Network discussed ways that businesses can develop and maintain workforce diversity. Procter & Gamble initiatives manager Jorge Rivera was one of the speakers.
- "Life Is a Dream," by 17th-century Spanish theatrical master Pedro Calderón de la Barca, was the opening production of the University Theatres Mainstage season at UI. "This performance is primarily a collaboration with my brother David Wilhelm, who is a Flamenco guitarist," said director Jeremy Wilhelm, graduate student in the UI department of theatre arts. "We hope to be cultural tour guides."

Colorado Professor Lectures on *Matachines* Music

Brenda M. Romero, University of Colorado-Boulder associate professor, recently lectured on the important community ritual of *matachines* music and dance.

The talk, "Matachines, Music and Dance: How Scholars Can Contribute to Ritual Continuity and

Cultural Well-Being," was part of the Chancellor's Community Lecture Series, the third of eight public lectures being presented by CU-Boulder faculty on the theme of "Healing the West: Remedy, Repair, Restoration, Mitigation."

Matachines music and dance was introduced to the New World by the Spanish in the 1500s as part of an effort to evangelize Indians, said Romero, an associate professor of ethnomusicology. But over time, much of the Indians' own rituals was superimposed on the original Spanish pattern. Today, *matachines* is performed in both Hispanic and pueblo towns on Catholic saints days.

"It's the only ritual of its type in the Southwest," Romero said.

Maryland-College Park Supports Heritage Languages Initiative

The University of Maryland-College Park recently lent its support to the Second National Conference on Heritage Languages in America.

Organized by the Center for Applied Linguistics (CAL) and the National Foreign Language Center (NFLC) at the University of Maryland, "Heritage Languages in America: Building on our National Resources" sought to further the aims of the Heritage Languages Initiative, a national effort to develop the non-English language resources that exist in our communities. It brought together heritage language community and school leaders, representatives from pre-K-12 schools and colleges and universities, world-renowned researchers, and federal and state policymakers.

The United States has a long history of educational programs to help immigrants, refugees, and Native American students improve their command of the English language. However, relatively few educational programs have recognized the languages of these students as a valuable national resource, according to the Heritage Languages Initiative.

Coming Up Taller Marks Fifth Anniversary

The President's Committee on the Arts and the Humanities (PCAH), National Endowment for the Arts (NEA), National Endowment for the Humanities (NEH), and Institute of Museum and Library Services (IMLS) honored 13 organizations across the U.S. and in Mexico for their outstanding work with underserved youth through the Coming Up Taller Awards. In a ceremony on Capitol Hill marking the fifth anniversary of Coming Up Taller, first lady Laura Bush, honorary chair of the President's Committee, and renowned actor, choreographer, and director Debbie Allen, a member of the Committee, presented the awards. Each organization received $10,000.

"Thanks to the study of arts and humanities, thousands of children are gaining a greater sense of character and confidence," said Bush. "They are realizing there is a big world beyond their own backyards. For many children, this new world is college."

Pictured (l. to r.): Hugo Arroyo and Eugene Rodríguez of the award-winning organization, Community Heritage Project, Los Cenzontles Mexican Arts Center (Calif.); Laura Bush; and Debbie Allen.

Hispanic Designers Honor NCLR

At Hispanic Designers Inc.'s (HDI) 18th Annual Fashion Show Gala and Benefit, a special recognition award was presented to the National Council of La Raza (NCLR) for its leadership in advocating on behalf of Hispanics across the U.S.

"NCLR has brought national attention to the challenges and opportunities within the Hispanic community," said Penny Harrison, president, HDI. "We applaud NCLR for their many decades of service and look forward to their continuing good work."

HDI is dedicated to highlighting Hispanic talent and cultural contributions in the design industry. Its mission is to provide a national focus on the positive contributions Hispanics are making in the U.S. by showcasing Hispanic excellence. HDI works to create educational opportunities and to build public awareness about major issues affecting education, health, and the overall well being of Hispanic Americans.

For more information on HDI, go to www.hispanicdesigners.org.

Alabama Hosts Second Christmas Posada

The University of Alabama's (UA) Alabama Museum of Natural History and the Alabama Latin American Association (ALAS) hosted a traditional Latin American Christmas festival, including Latin foods, fashion, singing, and dancing.

"I think it's important through this activity to educate Hispanic and American communities about each other's cultures," said Hernán Prado (pictured), ALAS president and Hispanic programs coordinator at UA.

Entertainment included a fashion show of traditional Latin American dresses from numerous countries, with young girls carrying each country's flag and performing traditional Latin American dances.

"Not all Hispanics in Alabama are from Mexico. Countries of origin include Ecuador, Puerto Rico, Guatemala, Venezuela, and others," said Prado.

Martínez Heads GW Multicultural Student Services

Marisela E. Martínez recently became director of the Multicultural Student Services Center at George Washington University (GW) in Washington, D.C. She came to GW from Davenport University in Michigan, where she was director of the office of multicultural affairs.

As head of the GW center, Martínez oversees the operation and administration of programs that provide academic and personal support and community building for pre-college, undergraduate, and graduate multicultural students, as well as overall leadership for the larger GW community.

FIU and USF to Discuss Hispanics and Education

The ENLACE programs at Florida International University (FIU) and the University of South Florida (USF) are holding a statewide forum on Hispanics and education Feb. 28, 2003.

According to a USF spokesperson, "The Florida Forum on Hispanics and Education: A Status Report on Latinos in Florida's K-20

Pipeline" will be the first statewide forum on the topic ever held in Florida. The goal is to address the unmet K-16 plus educational needs of Latinos in Florida. Educational leaders from colleges, universities, and school districts along with foundation, nonprofit, and policymakers, and other interested stakeholders will participate.

Charles P. Garcia, member of the White House Commission on the Educational Excellence of Hispanic Americans, and member of the Florida Board of Education, will be the keynote speaker.

Dr. Patricia Marin, research associate with the Civil Rights Project at Harvard University, is also scheduled to speak.

Aztec to Hi-Tech at USC Art Exhibit

For all the grief it poses illegal crossers, the U.S.-Mexico border is a fiction. This according to a recent exhibition, "Mixed Feelings: Art and Culture in the Postborder Metropolis," at Fisher Gallery, the art museum of the University of Southern California (USC).

Featuring commissioned pieces by 15 contemporary artists, "Mixed Feelings" demonstrated the curators'—Michael Dear and Gustavo Leclerc, USC Southern California Studies Center—contention that "Bajalta" California is one continuous urban region. As far as cultural product is concerned, the border is not only porous, it is all but invisible.

Two years in the making, the project brought together artists and cultural scholars in multiple work sessions held in Mexicali, Tijuana, and Los Angeles.

Pictured: "Nallekaghnituten: Man who throws rocks," computer controlled mechanical sculpture with audio, by Daniel Joseph Martinez, associate professor of art at the University of California Irvine.

Justice Department Issues Final Rule for SEVIS

The Department of Justice announced the final rule that implements the Student and Exchange Visitor Information System (SEVIS). SEVIS will allow the United States to determine whether foreign students and exchange visitors who have entered our nation to study in our schools actually enroll in those schools. The final rule addresses the following:

- Schools have until Aug. 1, 2003, to enter data into SEVIS about those students who were enrolled prior to Jan. 30.
- All authorized schools must now use the system to issue SEVIS Forms I-20 to all new students.
- Schools are required to report both a student's physical and mailing address when the two addresses are different.
- Schools and other educational institutions are allowed to have up to 10 designated school officials enter data into SEVIS.

PUBLICATIONS

Imperial Skirmishes: War and Gunboat Diplomacy in Latin America

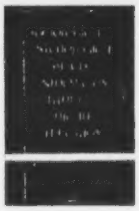
By Andrew Graham-Yooll

Notorious for its recent military dictatorships, South America is less known for its wars. Andrew Graham-Yooll reconstructs the history of "small wars" in South America, beginning in the 19th century, and looks at the role of foreign powers, such as Britain and France, in the region's instability.

2002. 224 pgs. ISBN 1-56656-448-4. $15.00 paper. Olive Branch Press. (800) 238-5465.

Sociological and Psychological Aspects of Information Literacy in Higher Education

By Teresa Y. Neely



Teresa Y. Neely presents an alternative, holistic approach to information literacy. She investigates several sociological and psychological factors believed to affect college students' ability to form relevant judgments, including exposure to and experience in libraries and subsequent performance in such environments.

2002. 232 pgs. ISBN 0-8108-4105-3. $47.50 cloth. Scarecrow Press. (800) 462-6420.

Bernardino de Sahagún: First Anthropologist

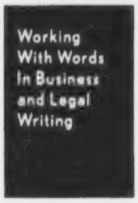
By Miguel León-Portilla

This biography tells the story of the Franciscan monk, Bernardino de Sahagún, who was sent to Mexico on a religious crusade, developed an appreciation of Aztec culture, and became the first anthropologist in the "New World" and the father of modern ethnography. Translated by Mauricio J. Mixco.

2002. 224 pgs. ISBN 0-8061-3364-3. $29.95 cloth. University Oklahoma Press. (800) 627-7377.

Working with Words in Business and Legal Writing

By Dr. Lynne Agress



Working With Words In Business and Legal Writing

As the use of communication technology expands, written literacy is in dramatic decline. Author Lynne Agress shows how poor writing can ruin one's credibility with co-workers and clients and how it can have detrimental effects on business. The book offers advice on how to prepare effective e-mails, letters, proposals, and reports.

2002. 144 pgs. ISBN 0-7382-0562-1. $13.50 paper. Perseus. (800) 386-5656.

Heitor Villa-Lobos: A Life (1887-1959)

By David P. Appleby

This new study of the life and works of the great 20th-century Brazilian composer Heitor Villa-Lobos is based on his private papers and correspondence. The biographer steers a course through the composer's contradictory statements about his life and music and provides a rounded picture of this great figure in 20th century music.

2002. 224 pgs. ISBN 0-8108-4149-5. $39.95 cloth Scarecrow. (800) 462-6420.

The Wonderful Country

By Tom Lea

This classic southwestern novel is noted for its depiction of life along the Texas-Mexico border of a century and a half ago. It opens with the American-born *mejicano pistilero* Martín Bredi returning to Texas after a 14-year hiatus in Mexico. Born Martin Brady, he finds that when he returns to Mexico after killing a man, he is distrusted as an American and becomes a man without a country.

Wonderful Country
by Tom Lea

2002. 400 pgs. ISBN 0-87565-255-7. $1795 paper. TCU Press. (800) 826-8911.

Helping America's Homeless: Emergency Shelter or Affordable Housing?

By Martha Burt, Laudan Y. Aron, Edgar Lee, and Jesse Valente

Helping America's Homeless

Homelessness has now been on the American policy agenda for close to two decades. Drawing on data from the National Survey of Homeless Assistance Providers and Clients, this follow-up to the 1989 Urban Institute-published *America's Homeless* offers one of the most in-depth analyses of homelessness ever published.

2001. 368 pgs. ISBN 0-87766-701-2. $2950 paper. Urban Institute Press. (877) 847-7377.

Fishers at Work, Workers at Sea: A Puerto Rican Journey through Labor and Refuge

By David Griffith and Manuel Valdés Pizzini

Fishers at Work, Workers at Sea

This portrait describes how Puerto Rican fishing families negotiate their homeland and diaspora. It considers how wage work affects the livelihoods and identities of men and women who struggle to maintain the coastal landscapes and cultural heritage tied to the Caribbean Sea.

2002. 280 pgs. ISBN 1-56639-911-4. $1995 paper. Temple University Press. (800) 447-1656.

Americans All!: Foreign-born Soldiers in World War I

By Nancy Gentile Ford

During World War I nearly half a million immigrant draftees from 46 nations served in the U.S. Army, challenging the American military's cultural, linguistic, and religious traditions. This book examines how the U.S. War Department turned this diverse group into a unified fighting force.

AMERICANS ALL!
Foreign-born Soldiers in World War I

2002. 208 pgs. ISBN 1-58544-118-X. $32.95 cloth. Texas A&M University Press. (800) 826-8911.

The Archaeology of the Olympics: The Olympics and Other Festivals in Antiquity

Wendy J. Raschke, ed.

The Archaeology of the Olympics

Historians, archaeologists, and classicists are gathered in this collection of essays and present a stirring reevaluation of the Olympic Games (and related festivals) as they actually were, not as the ancient Greeks wished they might have been.

2002. 312 pgs. ISBN 0-299-11334-5. $1995 paper. University of Wisconsin Press. (800) 621-2736.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Academic Advising Administrators' Institute

February 12-14

The 1st Annual Academic Advising Administrators' Institute is the only professional development opportunity that focuses specifically on the issues facing academic administrators. Sponsored by NACADA. At the Holiday Inn Riverwalk, San Antonio, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACE's 85th Annual Meeting

February 15-18

Join 1,200 college and university presidents, chancellors, senior administrators, and other higher education leaders. Confirmed speakers include: Donna Shalala, president, University of Miami; Gwen Ifill, moderator, "Washington Week"; Sir John Daniel, assistant director-general for education, UNESCO. At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; Web site, www.acenet.edu

Law and Higher Education Conference

February 16-18

"The 24th Annual National Conference and Workshops: Law and Higher Education" is organized by Stetson University College of Law. This conference's unique approach has received the ABA's prestigious Tweed Award. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

Stop Surfing-Start Teaching 2003 National Conference

February 16-19

"Teaching and Learning through the Internet" is brought to you by Continuing Education at the University of South Carolina. In Las Vegas, Nev.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

NACADA Mid-South Regional Conference

February 23-25

"Making History in Charleston," hosted by the National Academic Advising Association, offers an opportunity for advisors to explore the best methods and practices in academic advising, to what extent technology has been incorporated into advising, and where technology may take us in the future. At the Embassy Suites Downtown, Charleston, S.C.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NACADA Rocky Mountain Regional Conference

February 26-28

The theme of this conference of the National Academic Advising Association is

"The Spirit of Academic Advising: A Commitment to Students." Sessions will focus on exemplary practice, models of effective organizational design, research studies, and facts regarding how advisors contribute to our students' futures. In Sedona, Ariz.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

Contact: fax, (414) 276-4650; e-mail, CSCT-FL@aol.com; Web site, www.centralstates.cc

ASCD's 2003 Conference and Exhibit Show

March 8-10

The Association for Supervision and Curriculum Development holds its Annual Conference and Exhibit Show–"Igniting the Passion for Learning." This year's guest speakers include Andrew Young, Linda Ellerbee, Edward James Olmos, Roger Wilkins, Carol Ann Tomlinson, Heidi Hayes Jacobs, and William Safire. At the Moscone Center, San Francisco, Calif.

Contact: ASCD, (800) 933-2723 or (703) 578-9600; Web site, www.ascd.org

NACADA Southeast Regional Conference

March 9-11

"Catch the Wave," the theme of this National Academic Advising Association conference, is meant to empower advisors to think about advising in new ways and to create new possibilities in advising. At the Beachside Resort & Conference Center, Pensacola Beach, Fla.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

Mendelson Center for Sports Conference

March 14-15

The Mendelson Center for Sports, Character & Community holds its second biennial conference with the theme "Sports, Character, and Responsible Citizenship." This interdisciplinary conference will address theoretical, empirical, and practical considerations. At the University of Notre Dame, Notre Dame, Ind.

E-mail: cscc@nd.edu

AAHE Learning to Change Conference

March 14-17

This major new conference of the American Association for Higher Education focuses on the nexus of learning and change. Uniting the best features of AAHE's "Conference on Faculty Roles and Rewards" and "National Conference on Higher Education," this event convenes a wider circle of faculty and administrators to address the challenges of higher education. At Washington Hilton and Towers, Washington, D.C.

Web site: www.aahe.org/learningtochange

NACADA Northeast Regional Conference

March 17-19

The theme "ADVISOR Newport: Can You Survive the Challenges?" offers participants at this National Academic Advising Association conference the opportunity to share strategies used to positively influence student retention and success. At the Newport Marriott in Newport, R.I.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

7th Annual NCIIA Conference

March 20-22

The theme of the 2003 conference of The National Collegiate Inventors and Innovators Alliance is "Big Ideas in a Small World: Invention, Innovation, and Entrepreneurship Education." In Boston, Mass.

Web site: www.nciia.org

NHMA's 7th Annual Conference

March 21-23

Join 1,000 physicians, residents, medical students, and healthcare industry and government representatives interested in Hispanic health and quality care at the National Hispanic Medical Association's 7th annual conference. This year's theme is "Model Hispanic Health Programs: Prevention, Treatment, Training, Research." At the Hyatt Regency Capitol Hill, Washington, D.C.

Contact: NHMA, (202) 628-5895; fax, (202) 628-5898; e-mail, nhma@nhmamd.org; Web site, www.nhmamd.org

NASPA 2003

March 22-26

NASPA, the National Association of Student Personnel Administrators, presents its 85th annual conference with the theme "Gathering at the Gateway–Renewing Our Spirit." At The Renaissance Grand Hotel, St. Louis, Mo.

Contact: Arlene Kidwell, (202) 265-7500; Web site, www.naspa,org/conference

NACADA Great Lakes & North Central Regional Conference

March 23-25

Regions V and VI of the National Academic Advising Association will gather at this conference, which will explore the link between student success and retention and quality advising. The theme will be "MAD-IS-ON: Allies for Success." At the Monona Terrace Convention Center in Madison, Wis.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

TESOL 2003

March 25-29

The 37th annual convention of Teachers of English to Speakers of Other Languages, Inc., offers hundreds of sessions, distinguished international speakers, and scores of networking opportunities. In Baltimore, Md.

Contact: (703) 836-0774; fax, (703) 836-7864; e-mail, conventions@tesol.org; Web site, www.tesol.org

Academic Festival V: Beyond Borders

March 27-29

This conference, with the theme "Beyond Borders: Globalization and the Human Experience," will feature keynote speakers Dr. Elaine Pagels, Harrington Spear Paine Professor of Religion, and Dr. Paul Krugman, professor of economics, both of Princeton University. At Cameron University, Lawton, Okla.

Web site: www.cameron.edu/festival5/index.html

HACU Capitol Forum on Hispanic Higher Education

March 30-April 1

"The HACU 2003 Capitol Forum on Hispanic Higher Education: Creating a New Framework for Our Future" will advocate for a new framework within federal legislation, regulations, and reauthorization of the Higher Education Act for the next five years. Issues ranging from new funding for Hispanic-Serving Institutions, domestic and international education programs, and policies to strengthen the K-16 pipeline will be addressed. At the Washington Marriott Hotel, Washington, D.C.

Web site: www.hacu.net

14th International Conference on College Teaching and Learning

April 1-5

"Learning Theory plus Motivation Theory plus Technology equals Dynamic Interactive Learning." Keynote presentations by Sylvia Nasar, Glenn DuBois, and Meave Leakey. At Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231; e-mail, jchamber@fccj.edu; or Jeana Davis, (904) 632-3088; e-mail, jmdavis@fccj.edu; fax, (904) 632-3289; Web site, www.teachlearn.org

NACADA Mid-Atlantic Regional Conference

April 2-4

"The Advising-Teaching Connection," by the National Academic Advising Association, considers the role advisors play as educators of college students and the affinities between academic advising and college teaching. At the Sheraton Station Square Hotel in Pittsburgh, Pa.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

AAC&U Learning Communities Conference

April 10-12

With the theme "Learning Communities: Research Informing Practice," this Association of American Colleges and Universities conference will showcase evidence in support of the progressive pedagogical structures associated with learning communities as well as the effective practices for deepening student learning. In Phoenix, Ariz.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

International Mentoring Association Conference

April 10-12

This is the 16th annual international conference on mentoring in education, business, human services, and community-based organizations. At Crowne Plaza Hotel, Philadelphia, Pa.

Contact: (616) 387-4174; fax, (616) 387-4189

AMSA Conference

April 11-13

The American Men's Studies Association presents "Globalization and the Critical Study of Men and Masculinities." Keynote speakers are Susan Bordo and R.W. Connell. At Vanderbilt University, Nashville, Tenn.

Contact: (615) 322-0882; Web site, www.mensstudies.org

108th Higher Learning Commission Annual Meeting

April 13-16

The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, provides at its annual gathering an opportunity to connect with more than 2,600 representatives from across the full range of higher education institutions. The theme of the 2003 meeting is "Restructured Expectations: Building New Partnerships for Learning." At the Hyatt Regency Chicago, Chicago, Ill.

Contact: Jeanne Darling, (800) 621-7440 ext. 133; fax, (312) 263-0471; e-mail, jdarling@hlcommission.org; Web site, www.ncahigherlearningcommission.org

ACCED-I 23rd Annual Conference

April 13-16

The Association of Collegiate Conference and Events Directors International will hold its annual gathering, geared to conference and special events professionals in higher education. The theme of the conference is "IMAGINE." At the Sheraton World Resort in Orlando, Fla.

Contact: ACCED-I, Colorado State University, (970) 491-5151; fax, (970) 491-0667; e-mail, acced@lamar.colostate.edu; Web site, http://acced-i.colostate.edu

AERA's 84th Annual Meeting

April 21-25

The American Educational Research Association holds its 84th Annual Meeting, with the theme "Accountability for Educational Quality: Shared Responsibility." In Chicago, Ill.

Contact: AERA, (202) 223-9485; fax, (202) 775-1824; Web site, http://aera.net/meeting/am2003/

14th Annual National Service-Learning Conference

April 23-26

Join colleagues, educators, youths, policymakers, and community representatives at this National Youth Leadership Council event, with the theme "Weaving the Fabric of Community: A Celebration of Service-Learning." In Minneapolis, Minn.

Contact: National Youth Leadership Council, (800) 366-6952; Web site, www.nylc.org

ASM's 10th Undergraduate Microbiology Education Conference

May 16-18

The plenary sessions at this American Society for Microbiology event include: Biocomplexity, Rita Colwell, director, National Science Foundation; The Human Genome Project, Francis S. Collins, director, National Human Genome Research Institute, National Institutes of Health; and The Scholarship of Teaching and Learning, Lee S. Schulman, The Carnegie Foundation for the Advancement of Teaching. At the University of Maryland, College Park, Md.

Contact: Carlos Pelham, (202) 942-9317; e-mail, EducationResources@asmusa.org

NISOD 25th Annual Conference

May 25-28

The National Institute for Staff and Organizational Development (NISOD), a 600-member international consortium of community colleges and universities worldwide, proudly presents, in its silver anniversary year, the "International Conference on Teaching and Leadership Excellence." In Austin, Texas.

Contact: Margot Pérez-Greene, director, NISOD, (512) 471-1663; e-mail, mpg@mail.utexas.edu

Book Review

By Gwenelle S. O'Neal

***The Buddha Book: A Novel,* by Abraham Rodríguez.** 352 pages. New York: St. Martin's (1-800-221-7945), 2001. ISBN 0-312-26299-X. $14.00 paper.

The comics have long attracted the young and the not so young. Our connection to superheroes through the colored pages of the weekly comics or the daily black and whites as well as cartoons and video games works well as the medium through which Rodríguez establishes his tale of unreciprocated young romance and activities of the underground economy. Like daredevil acts of Superman, Spiderman, the X-men, and others, two teenage boys mastermind the publication of a comic book that reveals the details of a murder and of organized drug activities. This contemporary version of adolescent challenges and reactions, without thinking through consequences, uncovers the story behind a violent incident.

Illustrated with colorful dialogue, *The Buddha Book* addresses the reality of life for some children and adolescents in the South Bronx. It describes family crises and individual needs for social and emotional support. It specifically addresses episodes in the lives of José and Dinky, their peers, siblings, and parents.

The Buddha Book comic is an expression of the talents of teen boys, who use the series to provide details and express feelings about their lives and environment. The main characters describe their world of teenagers at war with themselves and the places in which they live, love, and communicate. The need to impress their peers, to establish their turf in creative ways, to be respected, and to show their maturity beyond that of "mama's boys" is played out through the comic strip. The fact that it is published right under the nose of José's stepfather during the downtime at their high school is a testament to their skills.

Some of the boys' relationships establish the parameters of their development. José and Dinky are partners in the comic strip business and in their youthful development. Dinky, connected to his father, who is incarcerated and who wants his sons to maintain the family business, wants to help his brothers escape that life. José is grappling with the expectations and boundaries of the relationship with his stepfather, a school counselor hoping to become an administrator in their high school. José and Anita are tied by connections to Pedro, José's stepfather. Pedro is also Anita's father, who did not remain with her mother. She is torn between desires to be the first Hispanic female serial killer and eliminating herself from the victim category. The exploration of self from a theoretical base requires a child/youth to link oneself to the perceptions of the world, the nature of one's self, and interactions between oneself and the world. The goal is to make the transactions turn out positively. Competing needs and demands create difficult hurdles for these teenagers. Yet these characters want to confess and be accepted.

As the climax approaches, the reader is instilled with wonder as to how things will turn out. Will the reality of social conditions impact the future of the main characters negatively? Or, will there be hope for José, Dinky, and Anita? One is left to consider if their strength and belief in doing the right thing will be supported by the system or if they will face the expected nonunderstanding system. Is this an opportunity for the criminal justice system to show sensitivity toward juveniles of color? Or will the option for rehabilitation be ignored once again?

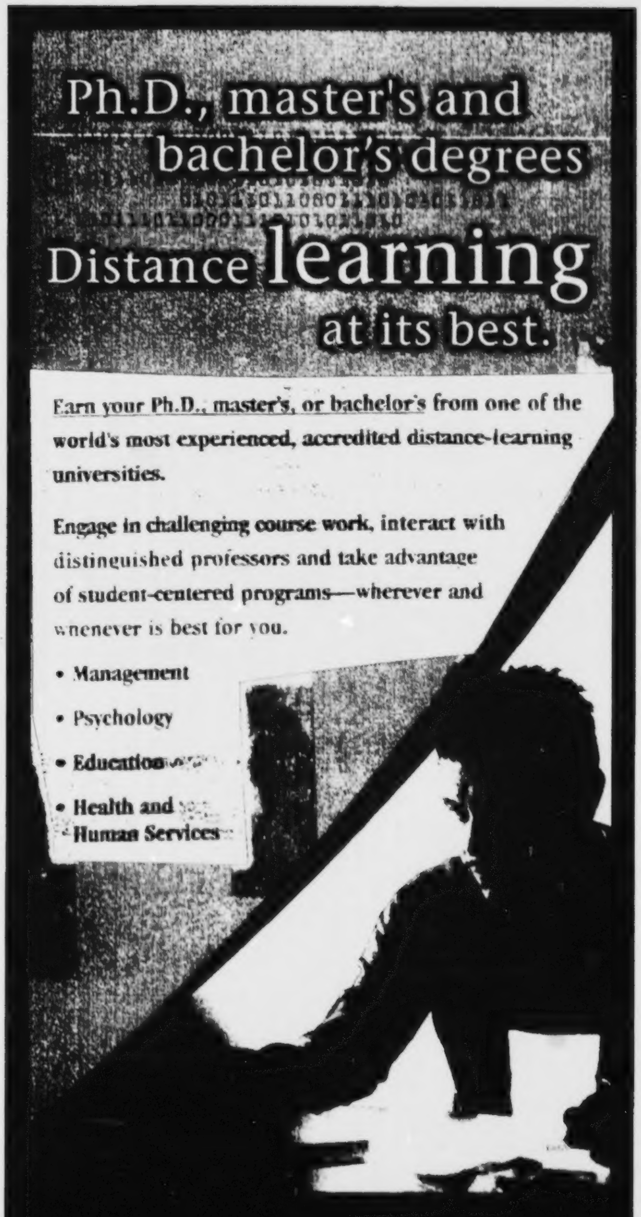
The novel was meaningful to me. It presented inside information about conditions that stimulate and trap children growing up. As an instructor of human behavior in the social environment (HBSE), my interest has prompted the addition of this novel to the cultural literature options I offer in my HBSE courses and in training workshops for working with children and families. The novel demonstrates the troubles created by pent-up feelings regarding neglect and love, and elucidates the strengths of teenagers surviving their environments.

This novel could also be useful as an option in high school literature courses. Guidance counselors, social workers, and psychologists could use it as a bibliotherapy resource. Books that present cultural illustrations of reality provide great assignments for student reading and discussion related to developmental tasks, methods of coping, and problem-solving involving personal and interpersonal conflicts. Issues raised through this descriptive scenario represent an area critical to the development of community education programs.

The novel has received excellent reviews from the popular audience. It is creative, interesting, and leaves a sense of understanding and wonder about the situations, conditions, and reasons for the events that occur in it. As an example of Rodríguez' work, it has introduced me to an important resource. Feeling enlightened, I will explore other titles written by him, including *Spidertown*, which received the American Book Award, and *The Boy without a Flag*, which received a *New York Times* Notable Book of the Year in 1993.

Dr. O'Neal is an associate professor at the West Chester University Graduate Department of Social Work in West Chester, Pennsylvania. Her areas of interest include accountability and community practice that respond to cultural and economic influences on behavior.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



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ALABAMA COOPERATIVE Extension SYSTEM

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ALABAMA COOPERATIVE EXTENSION SYSTEM

ASSISTANT DIRECTORS

The Alabama Cooperative Extension System is seeking candidates for **three** Assistant Director positions, one for each of the following areas:

1. Agriculture, Forestry and Natural Resources
2. Four-H and Youth Development
3. Family and Community Development

These positions will be housed at ACES State Headquarters on the campus of Auburn University. ACES is the outreach unit of Alabama A&M University and Auburn University. The Assistant Director(s) interface with all ACES employees affiliated with both institutions that are located on both campuses and throughout the state. Auburn University is nationally recognized for its commitment to academic excellence, the beauty of the campus, positive work environment, and exciting student life. The community has an excellent school system, quality recreational facilities, and strong medical health facilities and is located approximately two hours from Birmingham, Alabama, and Atlanta, Georgia. The anticipated starting date for this position is June 1, 2003.

Responsibilities

Each Assistant Director is expected to provide statewide leadership for his or her area of responsibility. Four Assistant Directors serve as members of the Program Management Team, which is responsible for planning, implementing and delivering comprehensive statewide Extension programs to Alabama's rural and urban constituents. Each Assistant Director will supervise the Extension unit(s) assigned; will provide statewide leadership and training to employees on program planning, implementing, evaluating, and reporting; is expected to be a cooperating and contributing member of the System Program Management Team; will serve as liaison with the academic community; will actively seek extramural funding; will approve all expenditures and manage all financial accounts of areas assigned; will provide and participate in program reviews of academic units that receive Extension funding; and will perform other duties as assigned.

Required Qualifications

→ **Assistant Director - Agriculture, Forestry and Natural Resources** - The successful candidate will have an earned doctorate within a discipline or combination of disciplines that provides leadership and administration of Extension programs in agriculture, forestry and natural resources and five years' experience with successful program development in the area of agriculture, forestry and natural resources within an Extension organization.

→ **Assistant Director - Family and Community Development** - The successful candidate will have an earned doctorate within a discipline or combination of disciplines that provides leadership and administration of Extension programs in family and community development and five years of experience in successful program development in the area of family and community development within an Extension organization.

→ **Assistant Director - Four-H and Youth Development** - The successful candidate will have an earned doctorate within a discipline or combination of disciplines that provides leadership and administration of Extension programs in 4-H and youth development and five years of experience in successful program development in the area of 4-H and youth development within an Extension organization.

In addition, each position requires at least three years of professional experience in Extension program leadership, management, and administration and three years of experience supervising both exempt and non-exempt employees. Candidates must possess an understanding of the principles of fiscal management. Salary will be commensurate with education and experience. Extensive travel will be required in each position.

Applications/Nominations

Nominations and applications are welcome. Nominations should include complete name and address of nominee.

To be considered, submit a letter of application, resume, copies of transcripts, and three letters of reference no later than **Friday, February 28, 2003:**

Ms. Barbara M. V. Duncan, SPHR
Extension Associate Director for Human Resources
104 Duncan Hall
Auburn University, AL 36849-5615
PH: (334) 844-5324
FAX: (334) 844-5345

Minorities and women are encouraged to apply.

Information on ACES can be found at www.aces.edu.

ACES is an affirmative action/equal opportunity employer.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA 1938

The Department of Education, in the College of Education and Integrative Studies, at California State Polytechnic University, Pomona, is seeking applications for one or two faculty appointments in Educational Technology. These are tenure-track, full-time appointments beginning Fall, 2003. The applicants will be expected to teach Ed.D. courses in the Educational Technology Leadership program; MA courses in Educational Multimedia production; chair doctorate dissertation committees; chair MA project/thesis committees; teach, develop and implement MA and Ed.D. courses through distance learning; assist in curriculum development and advising students; assist in building collaborative efforts with school districts; serve on department, college, and university committees; conduct research; and engage in professional activities. Required qualifications include earned doctorate in Educational Technology, Educational Computing, Distance Learning, Educational Leadership, or closely related field with solid working knowledge of educational technology. (ABD permitted if completed by Sept. 2003). Experience teaching graduate level courses; experience developing and/or teaching on-line courses; and evidence of scholarly writing/research or production activities. Ability to be responsive to the educational equity goals of the university and its increasing ethnic diversity and international character. Preferred Qualifications include experience in one or more areas of video/DVD production, Web programming, graphic design, animation, and authoring programs; demonstrated knowledge of conceptual and theoretical issues in education; background in organizational change theory; school-based reforms; state educational policies; knowledge of strategic planning; directing/developing technology-based curriculum in schools or some other branch of educational practice; and experience in using/integrating technologies in teaching and learning such as videoconferencing and Web-based teaching. Other responsibilities include participation in departmental matters, service on appropriate college/university committees, community service, and scholarly activities. To apply, send a letter of interest that addresses how the candidate meets the required and preferred qualifications, the university application form (available at **http://www.csupomona.edu/~academic/forms/STATE/CSUPomonaAppSU98.doc**), curriculum vitae, unofficial copies of transcripts, and the names, titles, addresses, and telephone numbers of five references to: **Chairperson, Educational Technology Search Committee, College of Education and Integrative Studies, California State Polytechnic University, Pomona, 3801 West Temple Avenue, Pomona, CA 91768.** Three recent (within the past two years) letters of reference and official transcripts will be required of all finalists. Review of applications will begin February 17, 2003, and will continue until the positions are filled. All applicants invited for an interview will be required to provide a teaching demonstration for students. *EOE/AA Employer.* Cal Poly Pomona hires only individuals lawfully authorized to work in the U.S.

Mansfield University

is a small rural campus with 70 degree programs and 3,368 students. It's located in north Central Pa, 45 minutes north of Williamsport, PA and a half hour south of Corning and Elmira NY. Mansfield is a wonderful combination of a collegial family atmosphere, scholarly activity, close working relationships with students and cutting edge technology in both communication and the classroom.

Check our website for career opportunities at

www.mansfield.edu

MANSFIELD
UNIVERSITY

Program Coordinators – Student Life

Loyola University Chicago is a Jesuit Catholic institution of higher education & health care. We are seeking two Program Coordinators to join our Student Life team.

One of the Program Coordinators will oversee Greek Affairs, including advisement of Interfraternity Council, Pan Hellenic Council, Order of Omega and ten Greek Chapters and serve as an advocate for Greek Life experiences and organizations. Additionally, the selected candidate will develop and cultivate multicultural Greek organizations and governing board; and advise Campus Life Union Board (CLUB), the student-run programming board that sponsors speakers, concerts, comedians and other special events. Master's degree in Higher Education Administration or related field required. Knowledge and understanding of the role of Greek organizations in higher education and the ability to work with diverse populations a must.

The other Program Coordinator will assist in the planning and implementation of Discover Loyola (summer orientation for first year students and their parents) and transfer student orientation. This individual will also be responsible for Welcome Week, the University's week-long orientation beginning with move-in and going through the first week of school. The ability to assist in the implementation and planning of Family Weekend and other parent programs is essential. Master's degree in Higher Education Administration or related field required.

For full consideration, please submit cover letter, resume and 3 references ***by Friday, February 28*** to **Human Resources, Loyola University Chicago, 820 N. Michigan Avenue, Chgo 60611. E-mail: hr-lsc@luc.edu Fax: 312-915-6455. Visit our website: www.luc.edu**

Chicago's Jesuit University

LOYOLA
UNIVERSITY
CHICAGO

AD · MAIOREM · DEI · GLORIAM 1870

An equal opportunity employer/educator.

Gettysburg
COLLEGE

PHYSICAL CHEMIST

The Department of Chemistry at Gettysburg College invites applications for a one-year sabbatical leave position beginning August 2003. The successful candidate must have a Ph.D. in Physical Chemistry and will be expected to teach physical chemistry lecture and laboratories and participate in the general chemistry course. Opportunities exist for conducting research, including the direction of undergraduate research, and participating in the College's First Year Seminar program. Gettysburg College is a highly selective liberal arts college located within 90 minutes of the Baltimore/Washington metropolitan area. Established in 1832, the College has a rich history, and is situated on a 220-acre campus, with an enrollment of 2,400 students. Gettysburg College celebrates diversity and especially invites applications from members of any group that has been historically underrepresented in the American academy. The College assures equal employment opportunity and prohibits discrimination on the basis of race, color, national origin, gender, religion, sexual orientation, age, and disability. Send application, curriculum vitae, and three letters of recommendation to: **J.J. Grzybowski, Chair, Chemistry Department, Gettysburg College, Gettysburg, PA 17325.** Consideration of applications will begin February 19, 2003.

The University of New Mexico
The Robert O. Anderson
Schools of Management

Director, Center for the Support of Economic Development

The Robert O. Anderson Schools of Management at The University of New Mexico invites applications for Director of the Center for the Support of Economic Development. Salary is negotiable. Minimum requirements include a Bachelor's degree in a directly related area with 5 to 7 years experience directly related to the duties and responsibilities specified. This is an opportunity for a highly motivated individual to lead economic development activities at a large state university. Preference will be given to candidates who have a Baccalaureate in Management/Business with 15 years experience in leadership positions of business and governmental organizations. Other preferences include:

○ Breadth and depth of professional experiences with businesses, governmental and not-for-profit organizations
○ Significant top-level managerial and administrative experience in strategy/policy and operations
○ Management in organizations with annual budgets greater than $20 million
○ Proven leadership in organizations and professional associations
○ Experience in building client service protocols and maintaining positive customer relations
○ Track record of contributing to and nurturing economic development
○ Ability to work with diverse constituents
○ Record of ability to raise funds for professional and community organizations.

For best consideration for this position, application materials should be received by February 14, 2003. The position will remain open until filled. Interested candidates must submit a signed letter of interest, current resume/vita, three references and any other pertinent information for consideration. Please send information to:

Ms. Sue Podeyn, Assistant to the Dean
The Robert O. Anderson
Schools of Management
MSC05 3090
1 University of New Mexico
Albuquerque, NM 87131

For complete details please review the job posting at
http://jobs.unm.edu/jobopenings.cfm?action=ViewThisOne&REQID=34991
or
http://www.mgt.unm.edu
and the job description at
http://jobdescriptions.unm.edu/jdeweb.cfm?action=viewSpecific&HRJOB_ID=1931

"The University of New Mexico is an Equal Opportunity/Affirmative Action Employer and Educator."

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	Discipline	Deadline:
Assistant/Associate Professor *(11 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(6 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Director-	Business & Financial Svcs-	OPEN
Director *(Student Academic Support)*-	Student Affairs-	OPEN
Associate Vice President-	Administrative Affairs-	OPEN
Program Director- *(Environmental & Occupational Health)*	Public Health-	OPEN
Biostatistician: Assistant Professor- Assoc Prof/Prof/Rsch Asst Prof/Rsch Assoc Prof/Rsch Professor	Dean's Office-FMHI-	02/10/03
Associate/Full Professor (Director)-	School of Music-	02/14/03
Assistant Professor-	Piano Performance-	02/14/03
Instructor *(2 positions)*-	Mathematics-	02/15/03
Director (Student Enrollment)-	Student Affairs/Admissions-	02/17/03
Assistant/Associate Professor-	Measurement & Rsch-	02/17/03
Assistant Professor-	School of Art & Art History-	02/24/03
Assistant Professor-	Theatre-	02/26/03
Assistant Professor *(2 positions)*-	School of Art & Art History-	02/28/03
Professor (Radiological/Medical Physicist)-	Radiology-	02/28/03
Psychologist-	Counseling Center-	02/28/03
Research Associate *(2 positions)*-	Graphic Studio-	03/03/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

Join the Maricopa Family!

A GREAT PLACE TO WORK!

MARICOPA COMMUNITY COLLEGES

The Maricopa Community Colleges are a fast-growing lifelong learning system with great facilities, full benefits and *glorious weather*.

Job opportunities exist in faculty, management, technology, support staff, facilities, custodial, and other areas.

All employment opportunities are posted online at www.maricopa.edu/hrweb, and for public view at the District Office, Room 226, 2411 W. 14th Street, Tempe, AZ 85281 or 480-731-8444. Applications are required.

The Maricopa Community Colleges are located in the Phoenix, Arizona Metropolitan area.
MCCCD is an affirmative action and equal employment opportunity employer.

West Chester University of Pennsylvania

TENURE TRACK FACULTY POSITIONS

Starting Date: August 2003

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty capable of fostering an inclusive environment which we feel is necessary to help prepare our students for the 21st Century. To achieve this goal, we aggressively seek to recruit minority faculty members who will be given serious consideration for filling tenure track positions. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural & commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The University is an equal opportunity, affirmative action employer encouraging diversity.

Unless indicated in the job description, a terminal degree in the field or related field is required. For all positions, excellence in teaching and the potential to develop an active program of research or scholarly activity in the discipline are essential. Effective communication and teaching must be demonstrated by presenting a seminar or lecture during an on-campus interview. Successful candidates will also have the opportunity to participate in teaching and research within interdisciplinary programs. Rank and salary are commensurate with experience. For further information, including complete job descriptions, visit our Web Page at **http://www.wcupa.edu.vacancies**.

Departments With Positions Available:

DEPARTMENT	CONTACT PERSON	PHONE NUMBER
Computer Science	James Fabrey	610-436-2204
Counseling & Ed. Psychology	Stephanie Hinson	610-436-2559
Early Childhood & Special Ed.	George Drake	610-436-2579
Economics & Finance	Dan Mohan	610-436-2217
English	Victoria Tischio	610-436-2822
Elementary Education	Sally Winterton	610-436-2944
Literacy	Susan Caroff	610-436-2877
Management	Roberta Snow	610-436-2304
Marketing	Paul Christ	610-436-2304

R·I·T

Rochester Institute of Technology
Mathematics Faculty Member(s)

Applications are invited for one or more anticipated openings for tenure-track and visiting positions at the Assistant Professor level, starting September 2003. The Department offers Bachelors degrees in Applied Mathematics, Computational Mathematics and Applied Statistics, as well as a Masters degree in Industrial and Applied Mathematics.

Candidates should have a Ph.D. in Mathematics. Our primary focus is a strong commitment to and proven ability in undergraduate teaching, although continued scholarly activity and professional development are expected. Preference will be given to candidates in the areas of applied mathematics, modeling, and operations research and with an interest in innovative instructional methods using current technology.

Applicants should send a letter of application, vita, a statement of teaching philosophy, a description of teaching experience, a statement of research activities and plans, and direct three letters of recommendation to

Department of Mathematics and Statistics
Rochester Institute of Technology
85 Lomb Memorial Drive
Rochester, NY 14623-5603
Attention Mathematics Faculty Search Committee (HO-0103)

For more information about RIT and our Department, please visit our web page at www.math.rit.edu. Review of applications begins immediately. As an Equal Opportunity Employer, RIT invites and encourages applications from women and minorities.

MESSIAH COLLEGE

Term-Tenure-Track in Theatre

Responsibilities: The Department of Theatre invites applications for a new tenure-track position in theatre. Responsibilities include Scene and Lighting Design for three productions each year and teaching classes in technical theatre and design.

Qualifications: MFA in Scene Design or Lighting Design or a Ph.D with a strong design background. Strong teaching skills and professional and/or college-level Scene and Lighting Design credentials. Knowledge of Costume design a plus. Dedicated to the integration of Christian faith with life and learning.

The Department: The Department of Theatre serves approximately 40 majors. The theatre program includes 3 full-time faculty, 1 technical director, guest artists, and 1-2 adjunct instructors.

The College: Messiah College is a Christian college of the liberal and applied arts and sciences. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society. Messiah College is a teaching institution which emphasizes instruction but values research and public service. Strong support is given to faculty growth and scholarship.

Position Open: Fall 2003

Compensation: Salary commensurate with qualifications and experience. Excellent benefits include TIAA-CREF, life, health, and dental insurance, and college tuition assistance for dependents.

Contact: Submit a letter of inquiry, curriculum vitae, three letters of reference, and documentation of expertise, e.g., portfolio, audio/video tapes to: **Dr. Edward R. Cohn, Chair, Department of Theatre, Messiah College, Grantham, PA 17027, (717)766-2511, ext 2700, ecohn@messiah.edu**

Application Deadline: March 1, 2003

Women and Minorities are Strongly Encouraged to Apply.
Messiah College is an Equal Opportunity Employer

THE OHIO STATE UNIVERSITY

Assistant Director for Academic Affairs

The Ohio State University Agricultural Technical Institute, Wooster, Ohio

The Agricultural Technical Institute, a school within the College of Food, Agricultural and Environmental Sciences at The Ohio State University, seeks candidates for the position of Assistant Director for Academic Affairs. The successful candidate must have a distinguished record of scholarship, teaching and service suitable for tenure at the level of full Professor at The Ohio State University.

The Assistant Director for Academic Affairs reports to the Director of The Ohio State University Agricultural Technical Institute. This individual provides leadership in the area of academic affairs for the Institute. Primary administrative responsibilities include program and curriculum development, academic policies, and oversight of master schedule planning, registration, financial aid, library, grant programs and Student Success Services.

Applicants must have an earned doctorate in science or education, a demonstrated record of academic and administrative leadership, an understanding of academic accreditation and knowledge of technical education and agricultural issues. Further, the individual must communicate clearly, work effectively in a team environment and be a proactive problem solver. Salary is commensurate with experience and qualifications.

The Agricultural Technical Institute is located on The Ohio State University Wooster Campus along with the Ohio Agricultural Research and Development Center. Wooster is located in northeastern Ohio and has a population of 26,000. The city and surrounding regions offer many opportunities for cultural and recreational activities and combine the best of city and country living. The Ohio State University Agricultural Technical Institute has an enrollment of nearly 1000 students and offers 26 programs of study leading to A.A.S. or A.S. degrees. More information is available at the website: **www.ati.ohio-state.edu**

Confidential applications consisting of a cover letter, statement of administrative philosophy, curriculum vitae and contact information for three references should be sent to:

Ella Copeland, Search Committee Chair
The Ohio State University
Agricultural Technical Institute
1328 Dover Road
Wooster, OH 44691
Phone: (330) 264-3911 ext. 1224
Fax: (330) 262-2634
Email: Copeland.6@osu.edu

Review of applications will begin on February 1, 2003 and continue until position is filled. Applications may also be submitted electronically.

THE OHIO STATE UNIVERSITY IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. WOMEN, MINORITIES, VETERANS AND INDIVIDUALS WITH DISABILITIES ARE ENCOURAGED TO APPLY.

HONORS EDUCATION

DEAN, BARRETT COLLEGE

ARIZONA STATE UNIVERSITY
MAIN CAMPUS

Arizona State University President Michael Crow has proposed a new model for an American research university, one that measures its academic quality by the education that its graduates have received rather than the academic credentials of its incoming students; one at which researchers, while pursuing their scholarly interests, also consider the public good; one that does not just engage in community service but rather takes on major responsibility for the economic, social and cultural health of its community. In this context, ASU is moving towards changing its Barrett honors program and, at the same time, establishing the Barrett College.

As such, ASU invites applicants and nominations for the position of dean of the Barrett College. The successful candidate will need to move in two directions simultaneously, changing the existing honors program while working towards the emergence of a new residential college focused on building an enhanced learning environment. The candidate will need to manage through complex conceptual and practical issues in building this entity and so will need experience in program development and in a college (public or private) with this same type of mission and orientation. In addition to assuring the highest level of academic standards, the successful candidate will be responsible for hiring new faculty, engaging in interdisciplinary research or bringing interdisciplinary teams together, fundraising and securing returns from investments.

The successful candidate will possess an academic record that merits appointment as a professor with tenure. The candidates will demonstrate a commitment to excellence in scholarship and quality undergraduate instruction.

Desir[illegible]monstrated leadership, organizational and management skills; effectiveness in written com[illegible] proficiency in budgeting and resource management; demonstrated ability to work in shared gove[illegible]aculty, staff, students, and administrators; and a commitment to team administration, including an ability to support group objectives and to take institutional perspectives on academic programs.

This position is a full-time, 12-month academic administrative appointment with a preferred starting date of July 1, 2003. The date is negotiable. The salary is competitive.

Application deadline is February 28, 2003. If not filled, applications will be reviewed biweekly thereafter until search is closed.

Arizona State University invites applications and nominations for the position of dean of the Barrett College, Main Campus. Interested parties are asked to visit the ASU web site (http://www.asu.edu) for a description of the university and the Barrett College. Candidates are asked to supply their curriculum vitae, a letter of interest, and names, addresses, and telephone numbers of three references who are qualified to comment on scholarship, teaching, and administrative ability. References will only be contacted after consultation with the candidate. The Diversified Search Companies have been retained for this search. Nominations and applications must be addressed to:

Patricia White, Dean and Professor, College of Law
Chair, Barrett College Dean Search Committee
c/o Kim Morrisson, Ph.D., Managing Director and/or
Esther Collet, Vice President and Senior Associate
The Diversified Search Companies
One Commerce Square
2005 Market Street, Suite 3300
Philadelphia, Pennsylvania 19103
(215) 656-3579
email: Esty.Collet@divsearch.com

ASU

• *Arizona State University is an Equal Opportunity, Affirmative Action Employer* •

WICHITA STATE UNIVERSITY

Wichita State University is taking applications for the following position:

ASSISTANT DIRECTOR/
AQUATICS CAMPUS RECREATION

For duties and responsibilities, qualifications, and application process contact: John Lee, Associate Director of Campus Recreation @ 316-978-5290, E-Mail: john.lee@wichita.edu or write: Heskett Center, 1845 Fairmount, Wichita, KS 67260-0126

To ensure full consideration, complete applications must be received by February 28, 2003. This position search will remain open until filled.

Wichita State is an equal opportunity/ affirmative action employer.

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

COLLEGE OF EDUCATION

Florida State UNIVERSITY

The Florida State University is a comprehensive, graduate-research university with a liberal arts base located in Florida's capitol city of Tallahassee. The College of Education has a long and honored history as the second founded College in the University and offers undergraduate and graduate degree programs in 27 fields of study.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following positions.

ASSISTANT/ASSOCIATE/FULL PROFESSOR
Psychological Services in Education
(Tenure Earning)

The Department of Educational Psychology and Learning Systems seeks a faculty member to teach courses and conduct research in an APA-accredited Combined Ph.D. Program in Counseling Psychology and School Psychology and a CACREP-accredited M.S./Ed.S. program in Mental Health Counseling. An entry-level candidate should show potential for a well-focused program of research, while an advance candidate should have evidence of a well-established program of research related to counseling psychology, school psychology, or mental health counseling. An advanced candidate should have a history of obtaining external funding as well as providing dissertation supervision. An advanced candidate should also show evidence of being an emerging or current national leader in the profession. An entry-level candidate should have some experience in teaching while an advanced candidate should show evidence of being an effective teacher and mentor for students. In addition to teaching, conducting research, and providing service, the candidate will be responsible for coordinating the CACREP-accredited M.S./Ed.S. program in Mental Health. It is preferred that the candidate be a member in the American Psychological Association (Division of Counseling Psychology or School Psychology) or the American Mental Health Counselors Association.

Qualifications include an earned doctoral degree from an APA-accredited counseling psychology or school psychology program preferably with an APA-accredited internship. Candidates need to be eligible for licensure as a psychologist or a mental health counselor in Florida. Salary commensurate with experience and will range from $44,000 to $90,000.

Please send application package to Dr. James Sampson, Chair, Search Committee, Department of Educational Psychology and Learning Systems, 307 Stone Building, College of Education, The Florida State University, Tallahassee, FL 32306-4453. For further information contact Dr. Sampson at (850) 644-4592, (850) 644-8776 (fax), or by email at jsampson@admin.fsu.edu. Applications for this position will close on April 1, 2003.

ASSISTANT/ASSOCIATE/FULL PROFESSOR
Quantitative Methods
(Tenure Earning)

The Measurement & Statistics program in the department of Educational Psychology and Learning Systems seeks a quantitative methodologist with a program of research and a history of or commitment to obtaining external funding. Candidates should have expertise in statistical and/or psychometric methods. The successful candidate will be expected to show excellence in teaching graduate students in educational statistics and measurement courses, including advanced courses in his/her expertise. Preference will be given to a candidate with strong interest/experience in collaborating with faculty from multiple disciplines, such as policy analysis, large-scale assessment, learning and cognitive research and program evaluation.

Qualifications include an earned doctorate with a specialization in Educational Statistics, Psychometrics, Educational Measurement or closely related field. Evidence of or potential in generating external funding preferred. Evidence of scholarship in quantitative methods. Evidence of high quality in teaching introductory and advanced courses in educational statistics and educational measurement. Demonstrated commitment to advising graduate students. Commitment to working collaboratively with colleagues. Salary commensurate with experience and will range from $44,000 to $90,000.

Please send application package to Dr. Akihito Kamata, Chair, Search Committee, Department of Educational Psychology and Learning Systems, 307 Stone Building, College of Education, The Florida State University, Tallahassee, FL 32306-4453. For further information contact Dr. Kamata at (850) 644-4592, (850) 644-8776 (fax), or by email at kamata@coe.fsu.edu. Applications for this position will close on February 21, 2003.

Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

GALLAUDET UNIVERSITY

Associate Dean for Graduate Education and Extended Learning

Gallaudet University, the world's only university dedicated solely to furthering the lives of individuals who are deaf and hard of hearing, seeks an Associate Dean for Graduate Education and Extended Learning. The Associate Dean reports to the Dean of the Graduate School and Professional Programs and is responsible for providing leadership to the staff of the office of graduate and extended learning. The office has responsibility for graduate and professional student recruitment, enrollment, and records; for developing and marketing professional studies and training classes; for supporting online and distance education classes; for supporting the work of the Council on Graduate Education; and for organizing graduate school events, such as graduate student orientation and hooding. The Associate Dean also oversees centers and institutes, such as the Gallaudet Leadership Institute, that are developed to further the professional advancement of deaf and hard of hearing individuals.

QUALIFICATIONS: Earned doctorate or terminal degree in a field of study represented in Gallaudet's graduate programs; experience in teaching at the graduate level, administrative experience at the level of Chair or above; experience in developing and/or administering graduate and professional programs in non-traditional formats, such as online, videoconference, etc. Ability to communicate effectively using American Sign Language.

Deadline for receipt of nominations is February 1, 2003. Deadline for receipt of applications is March 1, 2003. Send application or nomination to **Screening Committee, Office of the Dean of Graduate School and Professional Programs, Gallaudet University, 800 Florida Avenue NE, Washington, DC 20002.**

Gallaudet is an equal employment opportunity/affirmative action employer and actively encourages Deaf, hard of hearing and disabled individuals, women, members of traditionally underrepresented groups, and veterans to apply for open positions.

AMHERST COLLEGE

ASSISTANT DEAN OF THE FACULTY

Applications and nominations are invited for the position of Assistant Dean of the Faculty of Amherst College. Amherst College is a private, highly selective undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium.

The Assistant Dean reports to the Dean of the Faculty and provides assistance to the Dean in such areas as coordination of academic program reviews, drafting correspondence, and writing reports concerning academic policy. The Assistant Dean will represent the Dean of the Faculty's Office at meetings from time to time, serve as the Recorder for the executive committee of the Faculty, act as a liaison with the Office of Foundation Relations and be an advisor to the Dean and Associate Dean on academic programs and policies. Although interaction with members of the Faculty is an integral part of the work of the Assistant Dean, faculty status is not included with the position.

Candidates should have experience in higher education administration, preferably in a small college environment. Applicants should also have high-level organizational and analytic skills and strong writing ability.

To apply, send letter of application, two significant writing samples and a resume accompanied by the names, addresses and telephone numbers of three professionally related references to: **Lisa A. Raskin, Dean of the Faculty, Amherst College, Amherst, MA 01002. Review of applications will begin on March 5, 2003 and continue until the position is filled. Excellent compensation and fringe benefits.**

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

PURDUE
UNIVERSITY

Head, Department of Freshman Engineering

Applications and nominations are sought for the Head of Freshman Engineering at Purdue University. The university's strategic plan calls for achieving preeminence in engineering education and research. The new Head will be instrumental in attaining the next level of excellence for the Schools of Engineering, which are dependent upon a strong and viable freshman engineering program.

The successful applicant should be eligible for appointment as a tenured full professor in the Department of Freshman Engineering or one of the Schools of Engineering. The candidate must have a distinguished record of achievement in teaching, funded research, and scholarly publications and must exhibit strong qualities of leadership, communication skills, and the ability to work with a variety of diverse groups. The Head will be responsive to the needs of the professional Schools of Engineering and responsible for the development of the Freshman Engineering faculty and staff. The successful applicant will possess the vision and skills to lead the Department in:

- Establishing a leadership role related to major initiatives in undergraduate education research.
- Developing an innovative and successful program of introductory engineering education.
- Fostering opportunities in engineering for women, members of underrepresented groups, and students with special needs and abilities.
- Providing high quality academic and career path advising.

Purdue is located between Indianapolis and Chicago in West Lafayette, Indiana. It is one of the nation's leading land grant universities with a full range of academic majors and over 37,000 students. The Department of Freshman Engineering has a staff of approximately twenty members, including seven faculty members and four academic advisors, with 1,700 entering students per year.

Applicants should provide a full professional resume, a statement of interest, and the names and addresses of at least five references. Applications will be considered until the position is filled, and screening will begin immediately. Send applications and nominations to:

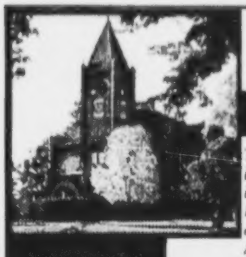
Professor James W. Barany, Chair
Freshman Engineering Department Head
Search Committee
School of Industrial Engineering
Grissom Hall
315 N. Grant Street
West Lafayette, IN 47907-2023
fescarch@ecn.purdue.edu

Information about the Department may be found at **http://www.purdue.edu/FrE/**

Purdue University is an equal access/ equal opportunity/affirmative action employer. Nominations and applications from women and members of underrepresented groups are particularly encouraged.

University *of* New Hampshire

Lift your eyes to the horizon...



The University of New Hampshire is a land-grant, sea-grant, and space-grant institution and is classified as a Carnegie Doctoral Research extensive university. The University has approximately 10,900 undergraduate students, 2200 graduate students, and 700 full-time faculty. Research funding at the University has seen unprecedented growth over the past ten years, now generating approximately $86 million in external research support annually. We have recently completed a very successful capital campaign, adding new research centers and faculty lines as a result. We strive to combine the learning environment of a liberal arts college with the breadth and spirit of discovery of a land-grant research university. Additional information about UNH is provided on the university's web site www.unh.edu

Tenure Track Faculty Positions

The School of Health and Human Services at the University of New Hampshire invites applications and nominations for tenured or tenure track faculty positions in six departments: Communication Sciences and Disorders, Family Studies, Kinesiology, Health Management and Policy, Nursing and Social Work. For each position, we will consider making appointments at the level of Assistant, Associate or Full Professor. We present brief descriptions of each position below, as well as contact information for the chair of each search committee.

Department of Communication Sciences and Disorders

Areas of specialization: dysphagia, neurogenic speech and language disorders, organic pathologies.
Search Committee Chair: Professor Penelope Webster (pew@cisunix.unh.edu).

Department of Family Studies

Area of specialization: early childhood or child development. This person will also serve as Executive Director of the Child Study and Development Center, an NAEYC-accredited center known for its project-based curriculum and its special efforts to promote a diverse community of learners.
Search Committee Chair: Professor Kerry Kazura (kerry.kazura@unh.edu)

Department of Health Management and Policy (2 positions)

I. Area of specialization: public health (epidemiology, health promotion/disease prevention, social and behavioral health, biostatistics or public health practice).
Search Committee Chair: Professor Marc Hiller (marc.hiller@unh.edu).

II. Area of specialization: health management (strategic planning, health care accounting/finance, organization behavior or applied quantitative methods).
Search Committee Chair: Professor James Lewis (james.lewis@unh.edu).

Department of Kinesiology

Area of Specialization: outdoor education
Search Committee Chair: Professor Michael Gass (mgass@christa.unh.edu)

Department of Nursing

Department Chair (senior faculty rank), Area of Specialization open.
Contact people: Professor Raelene Shippee-Rice (raelene.shippeerice@unh.edu)
Dean James McCarthy (jim.mccartyh@unh.edu)

Department of Social Work (2-3 positions)

Areas of Specialization: generalist practice, HB/SE, clinical practice.
Search Committee Chair: Professor Jerry Marx (jdmarx@cisunix.unh.edu)

The School of Health and Human Services at UNH offers accredited undergraduate and masters programs in eight departments. The School has a well-established reputation for outstanding teaching, outreach, applied research and direct service delivery. Support for faculty research and outreach activities is available through both the New Hampshire Institute for Health Policy and Practice (a collaborative effort between the University and the State of New Hampshire) and the newly-established Carsey Institute for Effective Families and Communities (a collaborative effort between the School of Health and Human Services and the College of Liberal Arts at UNH). Additional information on the School is available on its website (www.shhs.unh.edu).

UNH is located in Durham, NH, within minutes of Maine and New Hampshire seacoasts, close to New Hampshire's White Mountains and Lakes Region, and within an hour from Boston and Portland, Maine, with passenger rail service to both.

UNH, as an affirmative action, equal opportunity employer is committed to excellence through diversity among its faculty and staff and shall not discriminate in recruitment, selection and employment on the basis of sex, race, color, religion, age, national origin, sexual orientation, veteran's status or physical or mental disability.

SUNY
CANTON

Assistant Professor-Art: SUNY Canton. The English and Humanities department is expanding its offerings and invites applications for a tenure track faculty position in art beginning Fall 2003. Responsibilities include teaching the existing art history survey and other appropriate humanities courses in areas of the candidate's interest and developing and teaching courses in the visual and/or digital fine arts. Requires Ph.D., MFA, or appropriate MA. College level teaching experience and design experience preferred. Send letter of application, cv, a statement of teaching and educational philosophy, evidence of teaching effectiveness, copy of transcripts and list of names and three current letters of reference to **Director of Human Resources, SUNY College of Technology, 34 Cornell Drive, Canton, NY 13617.** Please do not send creative work or portfolio until requested. Review will begin March 1, 2003, and will continue until the position is filled.

The State University College of Technology at Canton, a unit of the State University of New York, is an affirmative action, equal opportunity employer. SUNY Canton is building a culturally diverse and pluralistic faculty and strongly encourages applications from minority and women candidates. With enrollment of 2,300 students, SUNY Canton offers bachelor degrees, associate degrees, and certificate programs in such areas as liberal arts, engineering technology, nursing, business, criminal justice, and allied health fields. The college is located in Canton, a picturesque village in the heart of the St. Lawrence River valley of northern New York. Located 20 miles from the St. Lawrence River and the Adirondack Park, and 70 miles form the Canadian capital city of Ottawa, Ontario, Canton holds excellent opportunities for the outdoor or cultural enthusiast.

SIU
SOUTHERN ILLINOIS UNIVERSITY
Carbondale

Strategic Faculty Hires for Southern Illinois University Carbondale

SOUTHERN 150

Southern Illinois University Carbondale has recently completed a comprehensive planning process (Southern at 150) designed to place SIUC among the top 75 public research universities in the United States. The following positions are central to achieving this goal and to enhancing SIUC's status as a comprehensive, research-extensive university.

Agriculture

AG-66, Assistant Professor (Veterinary Science/Biosecurity), effective 8/16/03, Department of Animal Science, Food and Nutrition, by 4/1/03 or until filled.

AG-67, Associate/Full Professor (Plant Biomedical Technology), effective 8/16/03, Department of Plant, Soil and General Agriculture, by 4/1/03 or until filled.

AG-68, Assistant Professor (Plant Microbial Toxicology), effective 8/16/03, Department of Plant, Soil and General Agriculture, by 4/1/03 or until filled.

Education

COE-200, Associate Professor/Professor (Autism), effective 8/16/03, Rehabilitation Institute, by 2/15/03 or until filled.

COE-201, Associate Professor/Professor (Science Education), effective 8/16/03, Department of Curriculum and Instruction, by 1/21/03 or until filled.

Engineering

ENGR-78, Associate/Full Professor (Coal Utilization and Energy Systems), effective 8/16/03, Department of Mechanical Engineering and Energy Processes, by 3/1/03 or until filled.

ENGR-79, Assistant Professor (Nanotechnology), effective 8/16/03, Department of Mechanical Engineering and Energy Processes, by 2/15/03 or until filled.

Liberal Arts

COLA- 227, Assistant Professor (Painting and Drawing), effective 8/16/03, School of Art and Design, by 2/1/03 or until filled.

COLA-231, Assistant/Associate/Full Professor (Linguistic Anthropology), effective 8/16/03, Department of Anthropology, by 2/1/03 or until filled.

Mass Communications and Media Arts

MCMA-70, Associate/Full Professor (Global Media Studies), effective 8/16/03, College of Mass Communications and Media Arts, by 3/3/03 or until filled.

Science

COS-110, Associate/Full Professor (Wildlife Ecology), effective 8/16/03, Department of Zoology/Cooperative Wildlife, by 2/15/03 or until filled.

COS-111, Associate/Full Professor (Organic Geochemistry), effective 8/16/03, Department of Geology, by 2/1/03 or until filled.

COS-112, Assistant Professor (Theorist), effective 8/16/03, Department of Physics, by 2/14/03 or until filled.

COS-113-PN, Assistant Professor (Experimentalist) 2 positions, effective 8/16/03, Department of Physics, by 2/14/03 or until filled.

COS-114, Associate/Full Professor, effective 8/16/03, Department of Zoology, by 2/10/03 or until filled.

COS-115-PN, Assistant Professor - 3 positions, effective 8/16/03, Department of Chemistry and Biochemistry, by 12/18/03 or until filled.

COS-116, Assistant Professor (Fish Physiology and Aquaculture), effective 8/16/03, Department of Zoology, by 1/15/03 or until filled.

For a complete vacancy announcement which includes position and application details, please see the University's web site at: **http://www.siu.edu/~affact/jobs.html**

SIUC is committed to developing a diverse faculty and staff population. SIUC is an affirmative action/equal opportunity employer that strives to enhance its ability to develop a diverse faculty and to increase its potential to serve a diverse student population. All applications are welcomed and encouraged and will receive consideration.

www.siuc.edu

OAKLAND
COMMUNITY
COLLEGE

Chancellor Search

The Board of Trustees of Oakland Community College (OCC) invites applicants for the position of Chancellor. The current Chancellor, Richard T. Thompson, who served as chancellor during the past seven years, is retiring June 30, 2003, after 37 years of service at the College. Oakland Community College is the largest of Michigan's 28 community colleges and the 14th largest community college in the nation. Offering more than 130 degree and certificate programs, OCC enrolls approximately 70,000 students per year at its five campuses. Another 20,000 individuals are trained annually through the College's Workforce Development Services.

Professional Qualifications

- An earned Doctorate from an accredited institution
- Personal understanding and commitment to the community college philosophy

The successful candidate will be an accomplished leader who can demonstrate the following attributes:

- A vigilant commitment to honoring the college's mission, and pursuit of that vision through implementation of a strategic plan
- A strong background in the teaching/learning process, including staff development
- Dedication to student centered learning and academic excellence
- The ability to incorporate advanced technologies into college operations
- Ability to effectively manage a complex institution serving a wide range of demographics, and to build support for the college among them
- A commitment to diversity among students and employees
- Highly effective communication skills and the ability to listen to multiple constituent groups
- Visionary leadership, including abilities to manage change, structure, technology and global issues
- The ability to create a college environment that fosters the collective bargaining and shared governance processes
- Skills at building partnerships both within and outside of the college
- Advocacy of the college's interests at local, state and national levels of government
- A high order of management expertise in such areas as strategic planning, fund-raising, budget implementation and organizational improvement
- A track record of success in working with an elected board of trustees

Salary, benefits, length of contract and other terms and conditions are negotiable and will be competitive.

Questions regarding this position should be directed to Dr. David H. Ponitz, Search Consultant, at 937-512-2865 and Mr. James B. Tatum, Search Consultant, at 417-845-3563. Completed applications will be reviewed immediately. Submission of application is encouraged prior to March 1, 2003. The position will remain open until filled.

Interested persons meeting these qualifications will be required to furnish a series of written responses demonstrating how they match the profile, along with a resume and six references (including name, address, telephone number during business hours) to **Dr. Ernest A. Harrison, Liaison, Chancellor's Search Advisory Group, 2480 Opdyke Road, Bloomfield Hills, Michigan 48304.**

Oakland Community College is an Equal Opportunity Employer. For more information on Oakland Community College, see our website www.oaklandcc.edu.

IUP

PRESIDENT

INDIANA UNIVERSITY OF PENNSYLVANIA

After eleven years of distinguished service, President Lawrence K. Pettit has announced his intention to retire. Accordingly, the Presidential Search Advisory Committee to the Indiana University of Pennsylvania Council of Trustees invites nominations and applications for the position of President of the institution. The position is available beginning summer 2003.

Established in 1875, Indiana University is a public doctorate-granting university serving the nation and Pennsylvania through its main campus at Indiana, PA, and two branch campuses at Punxsutawney and Kittanning. Its mission is to provide affordable access to quality higher education programs at the baccalaureate, masters and doctoral level to the citizens of the Commonwealth of Pennsylvania and to prepare students for a wide range of professions. The University is the only doctorate-granting institution in the Pennsylvania State System of Higher Education (SSHE), which comprises 14 state-owned universities distributed throughout Pennsylvania. A twenty-member Board of Governors, who will appoint the new president, governs the System, the largest provider of higher education in the state.

Indiana's diverse student body of over 13,000 (1,600 Graduate) pursues 113 baccalaureate and associates degrees, 41 masters and 8 doctoral degrees through six colleges and two schools: The Eberly College of Business and Information Technology, The Colleges of Education and Educational Technology; Fine Arts; Health and Human Services; Humanities and Social Sciences; Natural Sciences & Mathematics; the School of Continuing Education; and the School of Graduate Studies and Research. In addition, the University houses the nationally recognized Robert E. Cook Honors College. Accredited by the Middle States Association of Colleges and Schools, Indiana's programs also carry program-specific accreditations. Building on federally sponsored projects that were in place before the tragedies of September 11, 2001, the University is establishing an Institute for Homeland Security in an effort to play a leading role in technology transfer and training related to domestic preparedness and disaster response.

Indiana athletic teams compete at the NCAA Division II level. IUP students typically come from every county in Pennsylvania, thirty-to forty American states, and fifty or more foreign countries.

The committee seeks a visionary and dynamic leader with a strong commitment to excellence in higher education, demonstrated administrative skills in managing a complex organization and the ability to guide the institution to the next level of excellence. The successful applicant will posses an earned doctorate and a strong understanding of and commitment to excellence in teaching, research/scholarship/creative activities and public service as well as a demonstrated commitment to shared governance. An appreciation for the role of the University in enhancing economic development in the region and the capacity to attract financial support from the public and private sectors are essential. As the chief representative of the University to a wide variety of external constituencies, the President must have excellent communication skills.

The Committee is being assisted in this search by Korn/Ferry International. For best consideration application materials should be received as soon as possible. Review of applications and nominations will begin immediately and continue until an appointment is made. The SSHE Board of Governors, upon the basis of all interviews, will choose the successful applicant. Application materials should include a letter explaining how the candidate's experience matches the position requirements and a current résumé. Individuals wishing to place names in nomination should submit a letter of nomination that includes the name, position, address and telephone number of the nominee. Requests for information, written nominations and application materials may be directed in confidence to:

John Kuhnle and Arnie Sherrin, Managing Directors
Korn/Ferry International
11 Penn Center, Suite 2626, 1835 Market St.,
Philadelphia, PA 19103
E-mail (preferred): brian.moorehouse@kornferry.com
Fax: 215/568-9911

For more information about Indiana University of Pennsylvania and the search, please visit our Web site at **http://www.iup.edu.**

Indiana University of Pennsylvania is an Equal Opportunity employer that actively seeks diversity in its workforce.

North Carolina State University

Department of Industrial Engineering

Faculty Position in Occupational Safety and Ergonomics

The Department of Industrial Engineering at North Carolina State University invites applications for a tenure-track faculty position in occupational safety and ergonomics. Areas of particular interest include behavior based safety, risk assessment and control, systems safety analyses, and agriculture and construction safety. Applicants must have a Ph.D. in an engineering discipline and preference will be given to those persons with an undergraduate engineering degree. The successful candidate will be expected to teach at the undergraduate and graduate levels and to develop a sponsored research program in their area of interest. An appointment will be made at a rank commensurate with the individual's record, ranging from assistant to associate professor.

North Carolina State University is among the top 20 public research institutions in the country and a major state educational facility. The Department of Industrial Engineering has four concentration areas, including ergonomics and safety, manufacturing, production systems, and systems analysis and optimization. The Human Factors & Ergonomics Society and The Ergonomics Society (UK) accredit the ergonomics program. Prospective applicants are encouraged to visit our departmental web site **http://www.ie.ncsu.edu/** for more information. Review of applications will begin on February 1, 2003 and applications will be accepted until a candidate is hired. AA/EOE

Please send a complete résumé, a one-page description of past, present and future research interests as well as the names, addresses and phone numbers of three references to:

Chair of Faculty Search Committee
Occupational Safety and Ergonomics
Department of Industrial Engineering
North Carolina State University
Raleigh, NC 27695-7906

In its commitment to diversity and equity, North Carolina State University seeks applications from women, minorities, and persons with disabilities. Individuals with disabilities desiring accommodations in the application process should contact **Michelle Kellogg** by e-mail michelle_kellogg@ncsu.edu, phone/tty 919-515-6401, or fax 919-515-5281.

COLLEGE OF ARCHITECTURE
Texas A&M University

The College of Architecture invites applications for tenured, tenure-track, or visiting positions:

The Department of Architecture

Architecture Design Studio
Multi-Media/Art and Design

The Department of Construction Science

Construction/Business Law

The Department of Landscape Architecture and Urban Planning

Land Development and Urban Planning
Landscape Architecture
Land Use and Environmental Law

For further details please contact department heads at our Web site http://archone.tamu.edu or call (979) 845-1222

The College of Architecture at Texas A&M University shall provide equal opportunity to all persons regardless of race, color, religion, sex, national origin, disability, age or veteran status, and shall strive to achieve full and equal employment opportunity throughout the System for faculty and staff employees.

Suffolk

COUNTY COMMUNITY COLLEGE

One College... Three Campuses... One Vision

President

The Board of Trustees of Suffolk County Community College (SCCC) is initiating a national search for college president, following the announced retirement of current president Salvatore J. La Lima. The new president will be expected to assume office on or about July 1, 2003.

Located in Eastern Long Island, New York, SCCC is the largest multi-campus community college in the State University of New York system with an annual operating budget of $120 million. Its three campuses serve 20,000 full and part-time credit students and the college has an outstanding reputation for developing academic and training partnerships with corporations and businesses.

SCCC is seeking a distinguished and experienced leader who can continue the college's tradition of academic excellence and provide visionary leadership to meet the growing higher education demands of Suffolk County's 1.4 million residents.

To provide effective leadership, the president must believe deeply in the value of community college education; be an articulate and passionate advocate for SCCC; possess a keen understanding of local and state governmental processes; and display those personal attributes required to communicate and interact effectively with a broad range of internal and external constituencies.

The Presidential Search Committee will begin reviewing candidates in late February 2003 and continue until an appointment is made. A position prospectus is available at www.sunysuffolk.edu or www.academic-search.org Nominations and expressions of interest, which will be treated in confidence, should be sent to:

Mr. Michael Hollander, Chair
Presidential Search Committee
c/o
Muriel Lanier, Search Liaison
Suffolk County Community College
533 College Road, Selden, N.Y. 11784

Robert Parilla of Academic Search Consultation Service is assisting the search committee. Inquiries may be made to him at (301) 738-1790 or rparill@attglobal.net

Suffolk County Community College is an equal opportunity/affirmative action employer. Expressions of interest from women and members of underrepresented populations are encouraged.

YORK COLLEGE

City University of New York

York College seeks qualified applicants
for the following positions:

Lecturer/Instructor/Assistant Professor of Counseling

Director of Instructional Testing

Assistant Director of Human Resources/ Fringe Benefits Officer

For additional info, see www.york.cuny.edu/~hrm
Click on "Job Listings".
Applications encouraged by specified review date.

EO/AA/ADA/IRCA

FLORENCE-DARLINGTON TECHNICAL COLLEGE

Med Surgical and Pediatric Nursing Faculty needed. Master's degree in Nursing and 2 years clinical experience required. Must have experience in general duty hospital nursing with Med-Surgical or Pediatric patients. Salary is commensurate with training and experience. **Relocation assistance provided.** Submit College application (available at **www.fdtc.edu**), cover letter, résumé and copy of transcripts to: **Human Resources Office, Florence-Darlington Technical College, 2715 W. Lucas Street, P.O. Box 100548, Florence, SC 29501-0548,** or fax to (843) 661-8371, or email to **Employment@fdtc.edu.**

Florence-Darlington Technical College is an Equal Opportunity Employer

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DEAN, COLLEGE OF EDUCATION and HUMAN DEVELOPMENT

The University of Louisville invites applications and nominations for the position of Dean of the College of Education and Human Development (CEHD). The University of Louisville, founded in 1798, is located in Louisville, Kentucky, a city with an attractive cultural life that is consistently rated as one of the most livable cities in the U.S. The university is a Carnegie Doctoral-Extensive Research University and is a part of the Kentucky Higher Education System. Over 21,000 students are enrolled in its 11 schools and colleges.

The CEHD has approximately 800 undergraduate, 1,500 graduate students and 78 tenure-track faculty. The college houses four departments: Educational and Counseling Psychology; Health Promotion, Physical Education and Sport Studies; Leadership Foundations and Human Resource Education; and Teaching and Learning. The CEHD is NCATE-accredited, offers baccalaureate, master's, and doctoral degree programs and international programs in Latin America, Europe and the Mid-East. The internationally recognized Grawemeyer Award in Education is given on an annual basis to honor creative and important ideas in education. Visit **http://www.louisville.edu/edu** for further information about the CEHD.

As chief academic officer of the college, the Dean is responsible for the academic, personnel, financial, and administrative affairs of the college. The Dean is also responsible for communicating the vision and goals of the college to community and professional constituencies and seeking public and private funds to support the goals of the college. The Dean reports to the University Provost. Visit **http://www.louisville.edu** for further information.

The successful applicant must have an earned doctorate and be qualified for appointment to the faculty as a tenured full professor with a strong record of scholarship, teaching, service, and external funding. In addition, the successful candidate should have:

- A record of successful academic administrative experience.
- A record of successful interaction with faculty, staff, students and collaboration with other units within the university.
- An ability to build a collective vision that is communicated clearly to a variety of internal and external constituencies.
- A record of meeting goals in the areas of cultural diversity and equal opportunity for employment.
- Strong interpersonal, organizational, and communication skills, and the ability to work effectively with internal and external constituents.
- A high standard of professional integrity and a strong sense of professional ethics.

The position is available July 1, 2003. Review of applications will begin on March 1, 2003 and continue until the position is filled. Nominations or applications (including a letter of interest; curriculum vitae; and the names, addresses, and telephone numbers of five references) should be sent to:

Dr. Mary H. Mundt
Chair, CEHD Search Committee
c/o Office of the Provost
Louisville, KY 40292
FAX (502) 852-0657

UNIVERSITY of LOUISVILLE.

dare to be great

The University of Louisville is an Equal Opportunity/Affirmative Action Employer committed to cultural diversity. Women and minorities are especially encouraged to apply.

BIOLOGICAL SAFETY OFFICER

The Office of Safety and Environmental Health at Auburn University in Auburn, Alabama, is seeking candidates for a Biological Safety Officer. The Biological Safety Officer will manage the day-to-day operation of the Auburn University Biological Safety Program and be responsible for monitoring compliance with University safety practices and procedures involving infectious and biohazardous materials. The Biological Safety Officer will serve as a continuing member of the Institutional Biosafety Committee and will oversee operation of the University Pathological Waste Incinerator and supervise the Incinerator Operator.

The minimum qualifications are a bachelor's degree in microbiology, biochemistry, genetics, molecular biology, or a closely related field and three years of experience. Knowledge and experience in dealing with guidelines pertaining to biological safety are desirable. Must have strong interpersonal, oral and written communication skills. Salary will be commensurate with qualifications and experience.

Minorities and women are encouraged to apply.

Refer to Requisition #20067 and apply on-line at:

www.auemployment.com

on any computer with Internet access. Computers and staff to assist you are available at:

Department of Human Resources
Langdon Hall
Auburn University, AL 36849
PH: (334) 844-4145

Internet access is also available through your local state employment offices and public libraries.

Review of applications will begin after February 14, 2003.

Auburn University is an Affirmative Action/Equal Opportunity Employer

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POSITION OPENINGS

CHEMISTRY

College Laboratory Technician (2) - Preparing for General Chemistry/Organic Chemistry and Biochemistry labs; Maintain stockroom and laboratories in á clean and safe manner. Manage the handling and disposal of hazardous waste. Maintain chemical inventory. Prepare demonstrations for faculty. Receive and distribute departmental packages. Handle waiting lists for labs. Qualifications: Min. B.A./B.S. Pref: B.A./B.S. plus 4 years experience. Sal. $29, 960 - $46,948. Send CV to: **Dr. William Sweeney, Department of Chemistry, Hunter College, 695 Park Avenue, New York, NY 10021.**

URBAN AFFAIRS & PLANNING

Associate or Full Professor. Senior Scholar with a PhD in one of the Social Sciences and an established record of research on urban policy, especially on public institutions supported by city government and/or organizations located in non-profit sectors. Special consideration will be given to candidates whose work focuses on NYC. Letters of application, CV, and the names and addresses of 3 references, should be sent by February 28, 2003 to: **Stanley Moses, Chair Department of Urban Affairs & Planning, Hunter College-CUNY, 695 Park Avenue, New York, NY 10021.**

CURRICULUM & TEACHING
(Anticipated Vacancies)

Assistant Professors - Specialty in Administration & Supervision. Tenure track. Teach graduate/undergraduate courses. Earned Ph.D or Ed.D. in Education leadership or related field. Must have Administrative experience at the school district office/site level; documented successful teaching at the K-12 and University level; appropriate record of scholarly achievements. Knowledge of educational policy/curriculum/instruction at district leadership level. National recognition in identified area of educational expertise desirable. **Assistant Professors** - Specialty in Literacy Education (K-6). Tenure track. Teach courses on literacy related theories, methods, assessment and research to graduate/undergraduate students as well as courses within our reading specialization; Earned Ph.D. or Ed.D. in Literacy Education; certification as elementary teacher, significant teaching experience in urban elementary schools; development of skills, enrichment, diagnostic activities and literacy across the curriculum; expertise in using technology as a tool in literacy, supervisory experience, university teaching and research skills. Send CV and 3 letters of references to: **Dr. Ira B. Kanis, Chair Dept. of Curriculum & Teaching W-1023, Hunter College-CUNY, 695 Park Avenue, New York, NY 10021.**

HUNTER
CITY UNIVERSITY OF NEW YORK

EO/AA/ADA/IRCA Employer. Women, minority group members, disabled persons and veterans are encouraged to apply

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PRESIDENT

The Board of Trustees and presidential search committee invite nominations and applications for Skidmore College's seventh president. The appointment will be effective July 1, 2003, or as soon thereafter as possible.

For more information regarding this position, please consult our websites at **www.skidmore.edu/jobs** and **www.academic-search.org**

The next president of Skidmore will inherit a strong institution with a steadily increasing national profile. The college seeks a leader with a record of outstanding academic and administrative achievements who can demonstrate excellence in collaboration, decision-making, community-building, communications, fundraising, and an appreciation and ability to articulate the impact of creative thinking through the liberal arts.

Nominations and expressions of interest will be treated in confidence, and should be submitted to: **John J.P. Howley, Chair, Presidential Search Committee, P.O. Box 4370, Saratoga Springs, NY 12866.** Electronic submissions in Microsoft Word format are encouraged. Please send to psearch@skidmore.edu. Skidmore is being assisted in this search by: **Patricia (Tobie) van der Vorm, Senior Consultant, Academic Search Consultation Service, Phone: (202)263-7473 Fax: (202)234-7640, E-mail: ptv@academic-search.org**

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

SKIDMORE
COLLEGE

EXECUTIVE DIRECTOR

COLUMBIA

COLUMBIA COLLEGE CHICAGO is looking for an Executive Director of Student Financial Services.

Reporting to the Vice President of Finance, this position is responsible for the delivery of integrated student financial services including financial aid, educational financing, cashiering, student billing and collections. The Executive Director provides leadership in areas relating to policy and regulations, technological solutions and the management of receivables and cash flow as well as 30 professional and support staff.

A BS/BA (MA/MS preferred); minimum 10yrs experience in financial aid or related higher education financing; experience with student information systems (specifically Jenzabar) including web based and allied systems and software; demonstrated leadership in student services and related professional associations is required.

Columbia College is an urban, open admissions institution of 9,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Send a letter of application, resume, names, addresses and telephone numbers of three references to:

Human Resources, EDSFS-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

Columbia University

Columbia seeks to fill three positions, all of which are critical to the success of the University's fundraising plan. These individuals will join a new leadership team in development at Columbia, working alongside dynamic fundraisers who are creating a work environment guided by a collaboratively defined set of core values.

Columbia is one of the oldest institutions of higher learning in the United States and, among the universities in The Ivy League, arguably the most international and intentionally global. The University raises approximately $300 million each year.

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

Director of International Development

Columbia seeks an experienced fundraiser with extensive understanding of other cultures and/or experience living abroad. This is a newly created position and so the Director of International Development will lead Columbia in crafting and implementing a University strategy for international fundraising, with an initial focus on areas where Columbia has many alumni, such as East Asia and the United Kingdom. S/he will work closely with senior university administrators and faculty, including Lee Bollinger, Columbia's President, and will report to the Deputy Vice President for Development.

This is a singular and exciting opportunity. The hire will have the chance to realize the enormous, previously untapped giving potential of Columbia's international constituents.

▶ **The successful candidate will be expected to:**

- Craft and implement an international fundraising strategy
- Oversee and coordinate Columbia's fundraising abroad for all units except health sciences, business and law
- Develop and manage a portfolio of up to 100 significant overseas prospects
- Cultivate donors and close large gifts
- Build strong relationships with faculty, volunteers and colleagues

▶ **The successful candidate will possess:**

- A minimum of 5 years' experience in development
- Demonstrated success in building development programs
- Experience developing and closing gifts at the $1m level and above
- Experience working effectively with individuals from different cultures

Director of Development for The Earth Institute

Columbia seeks an entrepreneurial fundraiser, with an impeccable record of raising very large gifts and a passion for mobilizing the sciences and public policy in pursuit of a sustainable future, especially for the world's poor. The Director of Development for The Earth Institute will report to the Deputy Vice President for Development and will work closely with Jeffrey Sachs, world renowned macroeconomist and Director of The Earth Institute.

▶ **The successful candidate will be expected to:**

- Design and implement a sophisticated, multi-faceted fundraising program
- Staff Professor Sachs in his development activities
- Identify, cultivate and successfully solicit major gifts
- Oversee a team of three professionals and one support person
- Coordinate development activities of The Earth Institute with Columbia's overall development program

▶ **The successful candidate will possess:**

- The ability to create collaborative relationships across a complex institution
- Demonstrated success cultivating donors and close large gifts
- The proven ability to build a development program
- Over 7 years' experience in development

Executive Director for Planned Giving

Columbia seeks a seasoned development professional who possesses expertise in raising planned gifts; coaching other professional fundraisers in the best practices for planned gift cultivation and solicitation; and developing lively and compelling materials to market planned giving opportunities to a wide range of constituents. This individual will lead a team of five to dramatically increase bequests and other planned gifts to the University.

▶ **The successful candidate will be expected to:**

- Work with leaders across the University to articulate a challenging and powerful vision for gift planning at Columbia, and then design and effectively implement a program which will realize that vision
- Oversee the creation of a ground-breaking, in-house training and certification program in planned giving for all frontline major gift officers across the University
- Develop new, affinity-oriented, printed and web-based materials to market planned giving opportunities to Columbia's diverse constituents
- Cultivate, solicit and raise planned gifts from a personal portfolio of 75 prospects

▶ **The successful candidate will possess:**

- The proven ability to build planned giving programs
- The ability to design and deliver training curricula
- At least 10 years' experience in development, with a minimum of 5 years in planned giving, much of which will, ideally, have been spent in a planned giving leadership role in a complex research university

Columbia University prides itself on its diversity and encourages qualified candidates from all backgrounds to apply. Please respond in confidence to: **Katina Leodas and Lucy Solymar at Leodas Solymar, 39C Bellis Circle, Cambridge, MA 02140; Phone: 617-945-0480; Fax: 617-547-3812; e-mail: lucy@leodassolymar.com. Email applications appreciated.**

THE UNIVERSITY OF
ARIZONA.
TUCSON ARIZONA

Mexican American Studies. Assistant Professor, Mexican American Studies & Research Center, The University of Arizona. This tenure-track position is for the 2003-2004 academic year, beginning August 2003. Successful candidate will teach undergraduate and graduate courses with a particular focus on Mexican American culture, history, public policy (e.g., immigration, education, economic development, civil rights) and/or border health. Required qualifications include a PhD in History, Anthropology, Ethnic Studies, American Studies, Economics, Urban Planning, Demography, Sociology, Political Science, Psychology, Public Education or Education by hire date. For full details and qualifications see posting at www.hr.arizona.edu/jobs. To apply, please submit a cover letter (citing job #24867) that includes a description of research and teaching interests, a curriculum vitae, a writing sample of 30 pages or less, and three letters of recommendation to **Antonio Estrada, Chair, MASRC Search Committee, The University of Arizona, PO Box 210023, Tucson, AZ 85721-0023.** Review of materials will begin 2/14/03 and will continue until position is filled.

The University of Arizona is an EEO/AA Employer-M/W/D/V.

UtahState
UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSORS

The Elementary Education Department at Utah State University seeks faculty in ESL, Early Childhood Education and Multicultural and Social Studies Education. EdD or PhD required by August 2003, elementary/middle level teaching certification, K-8 teaching experience, ability to conduct and disseminate research, and effective communication skills. See http://personnel.usu.edu (College of Education 2-138) for full description. Send letter of application, three letters of reference, three additional names/numbers of professional references, complete transcripts, and current CV to **Dr. Parker Fawson, Department of Elementary Education, Utah State University, 2805 Old Main Hill, Logan, UT 84322-2805.** (435) 797-0374, www.coe.usu.edu/eled/. *AA/EOE*

Temple University
School of Medicine

Chairperson – Department of Biochemistry

Temple University School of Medicine is seeking a Chairperson to head the Biochemistry Department. Senior Investigators with extensive research accomplishments and substantial research support, who are interested in serving as Chairperson and leading the Department to future growth, are invited. Preference will be given to investigators with research programs in Structural Biology, although investigators with strong research programs in other biochemistry areas are encouraged to apply.

Applicants should submit a curriculum vitae, a statement of research accomplishments and future research plans, a summary of administrative experience, four representative publications, and a statement of teaching philosophy and should arrange for four letters of reference to be sent to **Dr. Chris D. Platsoucas, Chair, Search Committee for Biochemistry Chairperson, c/o Mary Jackson, Office of the Dean, Temple University School of Medicine, 3400 North Broad Street, Philadelphia, PA 19140.**

Application deadline is March 1, 2003. Temple University is an Equal Opportunity/ Affirmative Action Employer and specifically invites and encourages applications from women and minorities. Information about Temple University School of Medicine is vailable at www.templemed.edu.

Don't be left in the dark...

Community College Issue

March 10, 2003
Ad deadline:
February 18, 2003

...and miss this important issue!

FOR MORE INFORMATION PLEASE CONTACT US AT:

Phone: 201.587.8800
Fax: 201.587.9105
E-mail:
Outlook@sprintmail.com

COORDINATOR FOR CAMPUS CARD OPERATIONS

Salary Range: 24

New Jersey City University is currently seeking a Coordinator for Campus Card Operations to be responsible for the operational and financial management of the Campus Card and Parking Operations, and ID Card System.

Reporting directly to the Director of Auxiliary Services, this individual will coordinate database integration and manage production, distribution and implementation of the photo ID and campus debit card systems. Will also develop procedures and ensure accuracy and timeliness of all information disseminated through databases, and provide coordination of all phases and activities associated with the Campus Card. Additional responsibilities include daily system management and maintenance, equipment and supplies, and monitoring of all related system activities in the University Service Center. Will provide staff training on various computer software and systems.

The successful applicant will also assist with the operational and financial functions of the Office of Parking and Transportation, and develop and administer various revenue and expense annual budgets which support Auxiliary Service Operations. Must be able to build relationships with customers and constituents to increase customer satisfaction, and collect customer information through various data collection tools to drive improvement.

Qualified candidates will possess a Bachelor's Degree and 2 years related experience in computer applications, database management, and customer service. Some fundamental accounting experience is also necessary, but not required. Excellent interpersonal and communication skills are necessary along with the ability to multitask in a highly customer service oriented environment.

Deadline for applications: February 15, 2003.

Applications will be accepted ONLY via electronic mail (MS Documents ONLY) and regular mail. Please send a cover letter and resume to:

Mr. Robert Piaskowsky, Search and Screen Chair
New Jersey City University, 2039 Kennedy Blvd., Jersey City, NJ 07305
E-mail: Rpiaskowsky@njcu.edu

NEW JERSEY CITY UNIVERSITY

For more details and/or to apply online, visit our website at:
www.njcu.edu Click on Employment Opportunities.

DEAN

Business and Technology Division

Community College of Philadelphia, an urban multi-campus institution, invites applications and nominations for the position of Dean, Business and Technology Division. The Division was recently restructured to include credit and non-credit courses in Business and Technology, as well as workforce development initiatives. The Business and Technology Division includes programs in automotive technology, marketing and management, office administration, electronics, hospitality technology, accounting and economics, and computer studies. This senior-level position reports directly to the Vice President for Academic Affairs. The Dean provides academic and administrative leadership to the Division to support the mission of the College, directs daily operations and supervises department heads and administrative staff in the management of their areas of responsibility.

Qualifications:

- Doctorate strongly preferred; Master's required in one of the academic areas listed above or Master's degree and a minimum of three years experience in workforce development.
- Three years of directly related, progressively responsible administrative experience.
- Ability to work collaboratively with various constituencies.
- Ability to plan and administer budgets.
- Understanding and support of community college mission.
- Familiarity with regional and specialized programmatic accreditation.

Excellent salary and benefits. Qualified candidates must submit resume, cover letter and three letters of recommendation by February 26, 2003 to: **Karen Cary, Academic Affairs Office, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.** Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE. Additional information about the College and a more detailed description of the characteristics sought in the successful candidate appear on the College's Web site: http://www.ccp.edu

Community College of Philadelphia

SUMMER 2003

International Studies Association

Madrid-España

Scholarship Program for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from **July 10** to **July 31**, 2003, at the International Studies Association facilities in Madrid, Spain.

Includes: round trip airfare, instruction, three meals a day and room accommodations at Colegio Mayor Santa María de Europa of Universidad Complutense of Madrid. From: $2,399.

For information, write or fax your request to:

International Studies Association
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 794-0980
FAX: (201) 794-6019

www.4isa.org

Roger Williams University
Learning to Bridge the World

DIRECTOR OF INTERNATIONAL STUDENT PROGRAMS AND SERVICES

Roger Williams University is seeking an experienced professional to fill the Director of International Student Programs and Services position. Under the direction of the Associate Dean of Diversity, the Director is responsible for assisting in the implementation of the University's strategic plan to increase diversity on our campus. A few of these initiatives are:

- the development of relationships with representatives from foreign governments, enrollment and retention of international students; and,
- promoting contact between RWU students and various international student organizations, including the development of a supportive infrastructure.

The Director is also responsible for:

- supervising the overall activities of the Office of International Students;
- providing immigration support and services to all non-US students (undergraduate, graduate and law school), scholars and visiting faculty at the university;
- actively promoting the academic and personal growth and development of all international students;
- implementing INS rules and regulations; and,
- planning, developing and presenting ongoing workshops, training, resources and seminars for students, faculty and staff development on intercultural communication, country cultures and international education, including the New Student and Family Orientation programs.

Qualified candidates shall have:

- U.S. Citizenship;
- a Master's Degree in International Studies, Multiculturalism, Student Personnel, Law and Diplomacy or other related fields;
- a minimum of 3 years' relative work experience working with diverse constituencies in a full-time professional capacity;
- knowledge of research and practice in areas related to international student programs and services, including current developments in policies, laws and regulations affecting international students; and,
- ability to work with diverse constituencies and to interact with individuals at all organizational levels.

A highly competitive benefits package is offered and salary is commensurate with experience.

To apply, please submit the following: a cover letter, resume and list of three references (include e-mail addresses and telephone numbers) to: **Roger Williams University, Ref#HO172, Director of International Student Programs and Services, Office of Human Resources, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

JSU
JACKSON STATE UNIVERSITY

Jackson State University
School of Social Work
Jackson, Mississippi

For more information on social work faculty positions, visit **http://www.jsums.edu/~ssw** or call 601-432-6819

Jackson State University is an ADA/AA/EOE.

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VALENCIA COMMUNITY COLLEGE

Orlando, Florida

Vice President, Administrative Services - Serves as the chief business officer of the college. Supports the learning mission of the college through effective management of the business, financial, auxiliary facilities, and information resources of the college and serves as the advisor to the President and Board of Trustees. Reports to the President. **DESIRED QUALIFICATIONS:** Bachelor's degree in business or a business related field from an accredited institution **[required]**. Extensive experience in the area of business/administrative management. **SALARY:** $75,156 - $136,916 per year. **APPLICATION DEADLINE:** 2/20/03.

Assistant Vice President, Facilities - Responsible to the Vice President for developing and implementing a collegewide short and long-range facilities plan, for the administration of physical plant, facilities, shipping/receiving, and mail services. **DESIRED QUALIFICATIONS:** Master's degree **[required]**. Facilities planning experience. Educational administration experience. **SALARY:** $62,122 - $115,009 per year. **APPLICATION DEADLINE:** 2/20/03.

For consideration, candidates must submit a completed Valencia Community College employment application. For an application packet, visit our website at **www.valenciacc.edu** or call 407-582-1253, or e-mail your request to **pers@valenciacc.edu**. **NOTE:** Résumés are *NOT* accepted in lieu of a completed application. EA/EO.

RESIDENT DIRECTOR

Founded in 1940, Westmont is a residential Christian college of liberal arts and science, with 1200 students. As an undergraduate college, Westmont is a community of learners committed to challenging one another in a supportive, residential environment that promotes personal, intellectual and spiritual growth in Jesus Christ. The College is located in Santa Barbara, CA.

The following position is available in the Student Life division:

Resident Director: responsible for the total administration and management of a coed residence hall housing 90-300 students. Facilitates an environment that assists students intellectual, emotional, social and spiritual development. A MA in College Student Personnel is required. A MA of Divinity or Counseling will also be considered.

Please send a letter of interest and resume to
Westmont College, Human Resources, 955 La Paz Rd.,
Santa Barbara, CA 93108-1099.

The closing date for materials is March 1, 2003.
For additional information, visit us at **www.westmont.edu**

Westmont complies with federal and state guidelines for nondiscrimination in employment and is committed to diversity consistent with its mission and programs.

The UNIVERSITY of VERMONT

Engaging minds that change the world

Special Assistant to the President

Founded in 1791, the University of Vermont is a comprehensive public research university of approximately 10,300 students, and 3,300 faculty/staff. The University is located in Burlington, the state's largest city, and one of the nation's "most livable" and beautiful cities.

The Special Assistant occupies a senior management position that serves both the president and the provost in coordinating and spearheading implementation of priority projects in fulfillment of the University's strategic objectives. The Special Assistant is a member of the senior leadership team, with extensive and direct access to the President and Provost. The special assistant also performs chief-of-staff functions, directing prioritized allocation of effort by the staff in the offices of the President and the Provost, overseeing the office budgets, and directing the flow of incoming correspondence to both offices. The position requires an understanding of strategic planning and management, a commitment to implementation and execution, and the ability to operate at the highest levels with responsibility for assessing ideas and proposals, setting priorities, and accomplishing specific tasks with significant institutional impact.

QUALIFICATIONS: A master's degree in business, public administration, higher education leadership, or related fields with extensive experience in University administration is required, or a Ph.D. with significant experience in University administration or faculty leadership is required. Must have broad based, effective relations within and without the University community. Knowledge of the functioning of a complex higher education organization is essential, as well as the ability to work with diverse constituencies and to promote and achieve the institution's strategic goals. Excellent communication skills, sound judgment, and the ability to work in a fast paced, challenging environment are required.

Apply with cover letter explaining interest and qualifications for the position, resume and the names of three references to: **Provost's Office, University of Vermont, 350 Waterman Building, 85 So. Prospect St., Burlington, VT 05405. Preference will be given to resumes received by February 28, 2003.**

The University of Vermont is an Equal Opportunity, Affirmative Action Employer. Applications from women and minorities are encouraged.

CHEMEKETA COMMUNITY COLLEGE

Academic Director. 12 month, 100% exempt assignment, salary competitive based on the current salary schedule, salary history, education and related exp. Requires Master's degree or equivalent, exp. managing personnel, budget, and planning, teaching experience in an academic setting or as a trainer. Open until filled; please apply immediately, preference will be given to applications received by 2/21/03.

Dean of Instruction. 12 month, 100% exempt assignment, salary competitive based on the current salary schedule, salary history, education and related exp. Requires Master's Degree and 5 years broad-based experience as an administrator in a college university setting, 3 years or equivalent of teaching experience in an educational setting. Open until filled; please apply immediately; preference will be given to applications received by 2/14/03.

Economics Instructor. 180 day, 100% faculty assignment, salary competitive based on the current salary schedule, salary history, education and related experience. Requires Master's degree in economics or related field with at least 24 graduate credit hours in economics. Open until filled; please apply immediately; preference will be given to applications received by 2/21/03.

Call (503) 399-5009 for application and job announcement.
See full text on Web site at **http://www.chemeketa.edu**

Chemeketa Community College, Human Resources Department,
PO Box 14009, Salem, OR 97309

EOE

WAYNE STATE UNIVERSITY

PROVOST AND SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS

Wayne State University invites nominations and applications for Provost and Senior Vice President for Academic Affairs.

The Provost and Senior Vice President for Academic Affairs is the chief academic officer and second-ranking executive officer of the University. The Provost reports directly to the President and acts on his behalf in overseeing the University in his absence. As the chief academic officer, the Provost is responsible for the development and administration of academic programs and policies relating to instruction and curriculum; faculty appointments and performance; and research and public service initiatives among faculty. Reporting directly to the Provost are the deans of the 14 schools and colleges and a central administrative staff. The Provost presides over the Council of Deans, chairs the Academic Senate and presides at meetings of its executive committee. The size of the Academic Affairs Division, and the large number of units that report directly to the Provost, requires a leader with excellent communication skills and a demonstrated record of success as a senior academic administrator and manager.

To be considered for the position, applicants must have:

- ☐ Credentials that would qualify for a tenured appointment at Wayne State University;
- ☐ An earned doctorate; and
- ☐ A minimum of seven years in academic higher education administration.

The University seeks a leader with:

- ☐ A clear vision for achieving excellence in academic programs and policies in an urban research university, and the leadership skills to implement that vision;
- ☐ An understanding of and commitment to the research, teaching, and service missions of the University and very high standards in judging the effectiveness and worth of activities and programs intended to carry out those missions;
- ☐ Significant achievement in advancing cultural diversity and gender equity;
- ☐ A commitment to cooperative and collegial consultation with faculty within a collective bargaining environment and respect for the role of students, staff and administration in the university community; and
- ☐ A solid record of administrative effectiveness and sound budgetary management.

Founded in 1868, Wayne State University is a Carnegie Research University I with an urban teaching and service mission. Wayne State is the nation's twenty-first largest university in enrollment; its 31,000 students study in 14 schools and colleges offering more than 350 degree programs. Forty-one percent of Wayne State students are enrolled in graduate and professional programs, which makes the graduate school the seventh largest in the nation. Located in Detroit's Cultural Center, the University serves students from the metropolitan area and from most states and more than 130 foreign countries. Research productivity of the University places it in the top tier of the universities in the country with the distinguished Carnegie I status.

Wayne State University is an affirmative action/equal opportunity employer that seeks to consider minority persons and women for its senior administrative positions. The committee will begin its review on March 7, 2003. The anticipated start date is July 1, 2003.

Please direct correspondence to:

Ms. Meredith E. Gibbs
Chair, Provost Search Committee
Wayne State University
4200 Faculty/Administration Building
Detroit, MI 48202
Email: Neco.Walker@wayne.edu

Wayne State University is a premier institution of higher education offering more than 350 academic programs through 14 schools and colleges to more than 31,000 students in metropolitan Detroit.

AMERICAN INSTITUTES FOR RESEARCH

Research Assistants

The American Institutes for Research, a research and development organization with diverse specialization in the behavioral sciences seeks Research Assistants to provide assistance on research projects. Responsibilities vary and may include: Internet and library searches; literature reviews; data coding, entry, and analysis; running cognitive labs; writing abstracts; editing reports; writing question items for assessments; coordinating meetings; managing proposals; and administrative duties. This position is an opportunity to learn about education policy research.

BA/BS, outstanding academic record, excellent writing, and proficiency within Windows environment required. An interest in issues of education research and/or public policy and SAS, SPSS proficiencies a plus. Entry-level salary is $30,000 with excellent benefits including 17 days paid time off, tuition reimbursement, plus a transportation subsidy. Fax or send resume with a cover letter and copy of your transcript and writing sample to:

American Institutes for Research
Human Resource-RA
1000 Thomas Jefferson Street, N.W.
Washington, DC 20007-3835
Fax (202) 944-5454
www.air.org
EEO

UNIVERSITY OF DELAWARE.

One of the oldest institutions of higher education in this country, the University of Delaware today combines tradition and innovation, offering students a rich heritage along with the latest in instructional and research technology. The University of Delaware is a Land-Grant, Sea-Grant, Urban-Grant & Space-Grant institution with its main campus in Newark, DE, located midway between Philadelphia and Baltimore.

Program Coordinator

Hispanic Culture and Student Campus Programs

The Student Centers seeks a qualified individual to serve as a Program Coordinator for Hispanic Culture and Student Campus Programs. The Coordinator is part of a team of programmers who develops educational and special programs. Advises the Hispanic Organization for Latin Americans (HOLA) and acts as a resource for support, services, and mentoring for Latino students at the University in collaboration with other campus units. The incumbent also coordinates highly visible major leadership and Student Centers programs that have campus-wide impact such as Activities Night, Homecoming, Senior Day, and theme weeks / months.

Qualifications: Bachelors Degree, Masters Degree preferred, in student personnel or other job-related discipline and two years related full-time professional experience. Requires work experience in advising campus student groups particularly those which program events. Knowledge of student development theories, programming, and leadership training. Excellent organizational skills and ability to multi-task and implement large-scale events. Outstanding interpersonal and community relations skills and the ability to communicate and work effectively within a diverse community. Experience in promoting, advertising, and / or marketing events.

Ability to assess contract compliance and product / service quality. Ability to provide direction and guidance in maintaining existing programs and the ability to create new programs. Knowledge of student support programs and services. Ability to work a flexible schedule including nights and weekends. Ability to work effectively with Latino culture and diverse populations; bi-lingual (English /Spanish) strongly preferred. Send resume, cover letter and names of three references by February 10, 2003 to: **Director, University of Delaware, 213 Trabant University Center, Newark, DE 19716.**

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members & Women.
Visit the University website at: www.udel.edu

Colby

Colby, a highly selective, private, liberal arts college of 1800 students, located in central Maine, seeks applicants for the following positions:

Director of Annual Giving

Colby seeks an experienced and energetic fund raising professional to manage and direct its highly effective and nationally respected annual giving program. Over the past 10 years, Colby's Alumni Fund has grown from $1.4 million to $3.3 million while participation has increased from 40% to 51%. During this same period, the Parents Fund has enjoyed similar increases. Since the conclusion of The Campaign for Colby in 1999, the College has increased its annual giving staff by 50% and is in the third year of an aggressive expansion of its volunteer corps. The Director of Annual Giving will manage a talented staff of 8 administrative and support staff and will assume responsibility for continuing the remarkable growth of the annual giving program in the future. In addition, the Director will work with a talented group of College Relations directors toward the achievement of key Colby fund raising objectives. The annual giving program enjoys a high profile among the College's many internal and external constituents, including its Boards of Trustees and Overseers, alumni, and current and graduate parents, as well as its senior administrative staff, and its College Relations staff. The successful candidate must have a Baccalaureate degree and at least five years of development experience with at least two years at the director level (or equivalent management experience); superior verbal and written communication skills, the ability to meet multiple simultaneous deadlines, and attentiveness to detail are necessary. Must have the ability to work with a wide range of individuals, both staff and volunteer; highly developed computer skills including experience with Microsoft Word, Excel, and PowerPoint, as well as fund raising software such as MIP Millennium are necessary; and prior experience with face-to-face visits and solicitations is highly desirable. Must have a willingness and ability to travel and work hours outside the normal working day (i.e. nights and weekends), a commitment to the core values of a liberal arts education and the ability to work as a member of a diverse community.

Associate Director of Admissions and Multicultural Enrollment

Reporting to the Director of Admissions, Colby seeks a talented, energetic and imaginative professional to implement its multicultural enrollment efforts. This is an extremely important position at the College, given its deep and longstanding institutional commitment to campus diversity.

The person hired will be involved in virtually all aspects of admissions, including travel, interviewing, evaluation of applications, and will have the responsibility to work with an entire admissions and financial aid staff in enrolling students of diverse cultural, racial, and ethnic backgrounds. The ability to clearly articulate an enrollment strategy for African-, Latina/o, Asian-, and Native-American students, to effectively implement thus strategy, and to provide fastidious follow-through is essential.

Excellent interpersonal and communication skills are a must. Candidates must also have a strong commitment to education in a small, residential, liberal arts college and at least two years of admissions experience involving implementation of a multicultural enrollment strategy at a liberal arts college. Possession of a Bachelor's degree in a program of study related to Multicultural Studies is required.

Interested candidates, please specify the position they are applying for and for each send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. To apply electronically, send to: personnel@colby.edu.** A review of applications will begin immediately and will continue until the positions are filled.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site: **www.colby.edu**

MANCHESTER
COMMUNITY
COLLEGE

MCC, a dynamic institution with state-of-the-art facilities, outstanding educational programs, and a strong commitment to diversity, is seeking candidates to fill anticipated openings for:

INSTRUCTOR (SOCIOLOGY)

LIBRARIAN

For a copy of vacancy announcements, including minimum qualifications **and application deadlines**, please visit our Web site at **http://www.mcc.commnet.edu/**, or call (860) 512-3610. Please send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Human Resources
Manchester Community College
Great Path
P.O. Box 1046, Manchester, CT 06045-1046
EOE/AA/M/F

PACIFIC OAKS COLLEGE

IMMEDIATE OPENING

Human Development Core Faculty

Pacific Oaks is a teaching research institution committed through its Quaker heritage to diversity and social change with a focus on children and families. Housed in two turn-of-the-century estates in Pasadena, California and other sites, the college confers BA and MA degrees in Human Development and an MA degree in Marriage, Family, and Child Counseling. The college also offers elementary teaching credentials. It serves over 1,000 students on a year-round basis. Following a belief that social action and personal growth are interlinked, Pacific Oaks - a Designated Hispanic Serving Institution - has created a laboratory atmosphere for faculty leading to such invocations as the Anti-Bias Curriculum. We are now seeking core faculty with specialty areas in:

Adult Development: investigating issues of culture, power and identity in urban adolescent or aging populations.

Leadership and Organizational Change: college administration and social services, preferably with experience in participatory action research.

Early Childhood: with emphasis in critical pedagogy and biculturalism.

Successful candidates must be student-centered and have demonstrated experience in diversity and social justice. Strong research skills and Ph.D. preferred. Desirable: expertise in assessment of life experience, developmental theory, sociolinguistics, welfare to work, intersubjective schools, intercultural performance, or participatory democracy and policymaking.

Candidates with administrative experience may also assume a leadership role in Human Development or program administration. Starting date: 7/1/03. Submit letter expressing research and teaching interests, resume, and names and telephone numbers of three current references to:

Faculty Personnel Committee
Attention: Sandy Whitford
Pacific Oaks College
5 Westmoreland Place
Pasadena, California 91103
or send via e-mail to
swhitford@pacificoaks.edu.

Review of applications will begin immediately and continue until **2/28/03.**

Pacific Oaks is an equal opportunity employer and encourages a diversity of applicants.

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BEST COPY AVAILABLE

Northampton Community College

Northampton Community College is located in Bethlehem, PA, and is in close proximity to Philadelphia, New York City, and the Pocono Mountains. Northampton is a dynamic, two year institution offering more than 60 career and transfer programs. Currently, approximately 6,000 credit students and over 15,000 non-credit students are enrolled. We are a innovative learning and student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population. We offer a competitive salary and excellent fringe benefits package, which includes health, dental, term life, long-term disability, retirement, and educational assistance.

Nominations and applications are invited for the following full-time, tenure-track faculty positions beginning with Fall 2003 semester:

ARTS & SCIENCES DIVISION

Art - New Media Design/Digital Art. Strong record of exhibitions or professional design experience highly desirable. M.F.A. in Digital Media, Visual Communications or Graphic Design necessary. Strong teaching experience required.

Communications - M.A. in Communications required; Ph.D. preferred. Ability to develop program necessary. Strong record of successful undergrad teaching in a multi-cultural environment necessary. Willingness to conduct service and outreach with college and local community. Emphasis on communication theory and ethics necessary. Knowledge of mediated instruction desirable.

English - Two positions available. Primary workload will be composition and introductory literature courses. Background in early modern British literature or post-colonial literature with Ph.D. preferred. Strong commitment to liberal arts education. Demonstrated successful undergrad teaching essential.

Political Science - M.A. in Political Science required; Ph.D. preferred. Three years successful teaching required and strong interest in civic involvement. International relations emphasis desirable.

Theatre - M.F.A. in Acting, Directing and/or Voice. Teach voice, acting, speech communications. Direct major production. Foster ACTF connection. Three yrs. teaching experience highly desirable.

BUSINESS, TECHNOLOGY, ALLIED HEALTH DIVISION

Nursing - Master's in nursing required, experience in Nursing education preferred. Clinical experience in variety of areas specifically mental health and/or maternal child health. Professional licensure required.

Send letter, resume, unofficial transcripts, and names, addresses and phone numbers of three professional references to **Human Resources, Northampton Community College, 3835 Green Pond Rd., Bethlehem, PA 18020,** fax information to (610) 861-5070, or respond via e-mail to **hr@northampton.edu,** by March 1, 2003.

Northampton Community College is an Equal Opportunity/Affirmative Action Employer.
Women and minorities are encouraged to apply.

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Program, the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

ASSISTANT DIRECTOR

Office of Planning, Research And Evaluation

The selected candidate will prepare the Fact Book and other statistical reports, complete surveys, and respond to ad hoc requests to meet campus information needs and external reporting requirements; help develop and maintain accurate and reliable data bases that support decision making; and conduct research on aspects of the University and prepare reports summarizing results.

Required qualifications: Bachelor's or Master's degree in a discipline requiring coursework in research methods and quantitative analysis; one year of work experience involving the application of social science or educational research techniques; expertise with database, spreadsheet, graphic, and word processing software; working knowledge of basic statistical techniques and the ability to use statistical software such as SPSS or SAS; ability to attend to detail and maintain accuracy in working with complex statistical information and to understand the policy implications of that information; ability to manage multiple tasks, to meet deadlines, and to function with limited supervision and guidance; ability to communicate effectively, orally and in writing, and to work well with others. Preferred qualifications: Master's degree in a related field; institutional research experience in higher education; experience with web software.

Salary and benefits are competitive. Please forward cover letter and resume with a detailed description of accomplishments related to institutional research, and the names, addresses and telephone numbers of three references to: **Dr. Marc Schaeffer, Search Committee Chair, Office of the President, William Paterson University, 300 Pompton Rd., Wayne, NJ 07470-2103.** Review of applications will begin on February 24 and continue until position is filled. William Paterson University is an Affirmative Action/Equal Opportunity Institution. Women, minorities, and under-represented groups are encouraged to apply. Additional information about the University can be found at **http://www.wpunj.edu**

William Paterson University
WAYNE, NEW JERSEY

SUNY
CANTON

Provost & Vice President for Academic Affairs

State University of New York College of Technology at Canton

The State University of New York College of Technology at Canton (SUNY Canton) invites nominations and applications for the position of Provost & Vice President for Academic Affairs.

SUNY Canton seeks a dynamic individual with a proven record of achievement to provide inspired academic leadership to an evolving comprehensive institution. The Provost & Vice President for Academic Affairs reports to the President, and represents the President in his/her absence. The successful candidate will demonstrate: a history of new academic program development; an understanding of the integration of technical education with the liberal arts and sciences; leadership in faculty development; dedication to shared governance; experience in budget and resource management; and a willingness to participate in the life of the campus and the community.

The minimum qualifications are an earned doctorate, successful teaching experience at the college or university level, and a demonstrated history of academic accomplishments in scholarship, service, and leadership. Substantial academic administrative experience in a higher education institution is required along with a reputation for visionary leadership.

SUNY Canton is a public, coeducational, residential college dedicated to providing varied educational opportunities, including international on-line initiatives. As one of 29 state-operated campuses in the SUNY system, Canton serves a diverse student body of approximately 2,200, with a goal of 2,600 by the year 2006. The college currently offers: seven bachelor degree programs, with twelve to fifteen anticipated by 2006; thirty-one associate degree programs; seven one-year certificate programs; and maintains a longstanding commitment to continuing education and workforce development. Faculty and staff are represented by collective bargaining units.

The college is located in Canton, a picturesque village between the St. Lawrence River and the Adirondack mountains. The campus is on the banks of the Grasse River and situated within 10 miles of three other colleges or universities, which provides a stimulating cultural atmosphere within a scenic, natural setting. Travel times to Montreal and Ottawa are under two hours, Lake Placid and its Olympic facilities are 90 minutes away. The region is well known for outdoor recreational opportunities in all seasons.

To apply, submit a letter of application, resume, and contact information for three professional references to: **Provost Search Committee, Human Resources Office, French Hall 205, SUNY College of Technology at Canton, 34 Cornell Drive, Canton, New York 13617.** Application review will begin on February 28, 2003. Additional information may be requested from the above address, or obtained at **http://www.canton.edu.** *SUNY Canton is an affirmative action, equal opportunity employer.* SUNY Canton is building a culturally diverse and pluralistic faculty and staff and strongly encourages applications from minority and women candidates.

DEAN

Mathematics, Science and Health Careers Division

Community College of Philadelphia, an urban, multi-campus institution, invites applications and nominations for the position of Dean, Mathematics, Science and Health Careers Division. The Division includes programs in the academic areas of math, biology, chemistry, physics/engineering, cardio-respiratory care, clinical lab technology, dental assisting hygiene, dietetics, diagnostic medical imaging, health information technology, medical assisting/office management, and nursing. This senior-level position reports directly to the Vice President for Academic Affairs. The Dean provides academic and administrative leadership to the Division to support the mission of the College, directs daily operations and supervises department heads and administrative staff in the management of their areas of responsibility.

Qualifications:

- Doctorate strongly preferred; Master's required in one of the academic areas listed above.
- Three years of directly related, progressively responsible academic administrative experience.
- College teaching experience.
- Ability to work collaboratively with various constituencies.
- In-depth familiarity with regional and specialized programmatic accreditation.
- Ability to plan and administer budgets.
- Understanding and support of community college mission.

Excellent salary and benefits. Qualified candidates must submit resume, cover letter and three letters of recommendation by February 26, 2003 to **Karen Cary, Academic Affairs Office, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.** Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE. Additional information about the College and a more detailed description of the characteristics sought in the successful candidate may be found on the College's Web site: http://www.ccp.edu

Community College of Philadelphia

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THE HISPANIC Outlook IN HIGHER EDUCATION MAGAZINE

FRESNO STATE
California State University, Fresno

Dean of The Kremen School of Education and Human Development

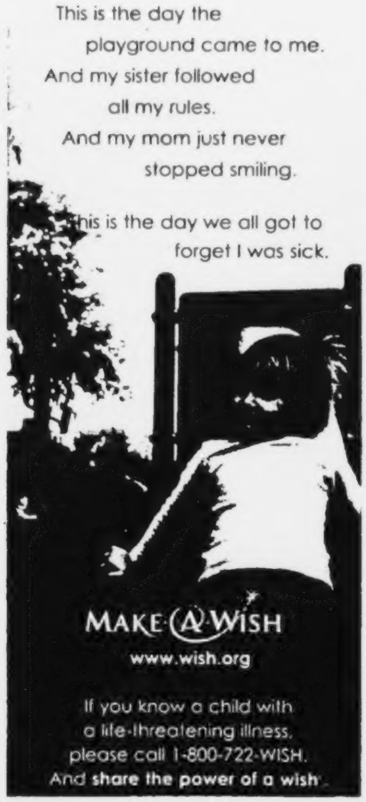
California State University, Fresno invites applications and nominations for the position of Dean of the Kremen School of Education and Human Development. The Dean is the chief academic, fiscal and administrative officer of the School and the Director of Teacher Education for the University. The search committee will begin reviewing letters of nomination and applications upon receipt and will accept applications through February 20 or until the position is filled.

Dr. Jody Daughtry, Chair
Dean of Kremen School of Education and Human Development Search Committee
California State University, Fresno
c/o Office of the Provost
5241 North Maple Avenue, M/S TA 54
Fresno, California 93740-8026

For more information about the position, visit our Web site at:
http://academicaffairs.csufresno.edu

California State University, Fresno is committed to Equal Employment Opportunity. Applicants will be considered without regard to gender, race, age (over 40), color, religion, national origin, sexual orientation, marital status or disability or covered veterans status. The University actively seeks and encourages applications from members of all segments of society.

The California State University is committed to providing equal opportunities to men and women CSU students in all campus programs, including intercollegiate athletics.



This is the day the
playground came to me.
And my sister followed
all my rules.
And my mom just never
stopped smiling.

This is the day we all got to
forget I was sick.

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AMERICAN INSTITUTES FOR RESEARCH

Administrative Associate

The American Institutes for Research, a research and development organization with diverse specialization in the behavioral sciences seeks an Administrative Associate to provide support for its Individual and Organizational Performance Program. Responsibilities include preparing, editing, and proofreading documents, coordinating meetings and travel arrangements, tracking expenses, completing forms, and other administrative tasks.

Minimum five years office experience required. Successful candidates will be detail-oriented and self-motivated and have good multi-tasking, communication, and proofreading skills. Keyboard speed of 65 wpm minimum, a stable work history, and proficiency in Microsoft Word, PowerPoint, and Excel required; WordPerfect a plus. Occasional overtime required. Great location in Georgetown with exceptional benefits including 17 days comprehensive leave, tuition reimbursement, and a transportation subsidy. E-mail resume with a cover letter with salary requirements to **resumes@air.org** or forward to:

American Institutes for Research
Human Resources - IOP-AA
1000 Thomas Jefferson Street, N.W.
Washington, DC 20007-3835
Fax (202) 944-5454
www.air.org
EEO

ANTICIPATED TENURE-TRACK NURSING FACULTY POSITIONS
2003-2004

The School of Nursing at the Florida State University invites applications for Assistant or Associate Professor in the following areas:

- Child Health Nursing
- Gerontological Nursing
- Nursing Education

Florida State University, a Carnegie Research I University, is a public and coeducational institution with an enrollment of 36,742. The main FSU campus is located in Tallahassee, Florida's capital city. The School of Nursing is one of seventeen major academic divisions and offers community-based BSN, RN-to-BSN, and MSN programs. The School of Nursing is partnering with the new FSU College of Medicine in the development of community-based practice, research, and service activities, including a Joint Center for Patient Safety and a Center on Terrorism and Public Health. In addition, an exciting new cooperative doctoral program in nursing with the University of Florida was initiated in 2002.

Qualifications include evidence of clinical expertise, a graduate degree in nursing, a doctorate in nursing or related field, an established program of research with funding or excellent potential for funding, undergraduate and graduate teaching experience. Interested applicants are invited to send a letter of interest and curriculum vita electronically to Dianne Speake at **dspeake@nursing.fsu.edu**. Contact:

Dianne Speake, Ph.D., R.N.
Associate Dean and Professor
Florida State University School of Nursing
102 Duxbury Hall
Tallahassee, FL 32306-4310
(850) 644-6846

Florida State University is an Equal Opportunity/Affirmative Action Employer committed to diversity in hiring and a public record agency.

Alfred State
SUNY College of Technology

Alfred State College, one of the State University of New York (SUNY) system's premier colleges of technology is seeking a President. This opening represents an extraordinary opportunity for an academic leader who is invested in providing high quality affordable education to students from all social and economic backgrounds. The College is looking for someone who is committed to a mission to provide excellence in technological and liberal arts education, promote academic and personal growth of each student in a student centered environment, and to develop partnerships with business, industry, government and other educational institutions.

The College, part of the 64 campus SUNY system, enrolls more than 3,000 students, a majority of whom live on campus. Alfred State offers associate and an increasing number of baccalaureate degrees. There are more than 70 programs in business and engineering technologies, allied health, agriculture, and liberal arts and sciences on the main campus. Nearly 700 students are matriculated in 16 vocational technology programs on the nearby Wellsville campus. The campuses are nestled among the hills, valleys and lakes of picturesque southwest New York State.

The President will be a leader who is responsible for all aspects of campus administrative and financial operations, academic and student affairs, and philanthropy. Working in collaboration with internal and external constituencies, the President provides overall leadership and guidance for the College including the leading of discussions and processes to identify attainable institutional goals. The President represents the campus' interests within the SUNY system with local and state elected officials, and with the surrounding communities.

Ideal candidates have significant experience in executive level higher education administration, including academic affairs, student affairs, finance, strategic planning, and institutional development. The ability to communicate effectively with all constituents is critical. He/She will have the ability to lead and support faculty and staff while maintaining and cultivating external relationships that will benefit Alfred State. Candidates will possess understanding and respect for the mission, values, and traditions of the College. The leading candidate will have demonstrated success in promoting an institution that values diversity while advocating an environment that promotes learning in both the arts and sciences and technology. Candidates will have appropriate academic credentials with an earned doctorate or its equivalent from an accredited institution of higher education being preferred.

Korn/Ferry International is assisting Alfred State College in the search and invites confidential inquiries to Nancy Cook, Managing Director (Email: nancy.cook@kornferry.com; Fax: 215-568-9911). Nominations should include addresses, telephone numbers, and e-mail addresses. Applications, which will be held in confidence, should include a current resume and letter explaining relevant qualifications and be directed to: **Nancy Cook, Managing Director, Korn/Ferry International, 1835 Market Street, Suite 2626, Philadelphia, PA 19103.**

Alfred State College is an equal opportunity, affirmative action employer and encourages the applications of women and minorities.

www.alfredstate.edu

Whitman College

DIRECTOR OF THE INTERCULTURAL CENTER

Whitman College, located in southeastern Washington State, invites applications for Director of the Intercultural Center. Job duties include providing leadership, information, advice, and counsel to students, faculty, and administrative staff to facilitate a positive experience for students of diversity and foreign students; providing educational programs and training for the campus community; serving as a liaison between the College and community groups. The Director reports to the Dean of Students.

A Master's degree is strongly preferred. A Bachelor's degree and exceptional experience will be considered. Experience with college students from minority ethnic groups, religious groups, sexual orientations, and/or from foreign countries is essential.

To review a job description see http://www.whitman.edu/hr/

To apply send a thoughtful letter of interest, resume, names, addresses and phone numbers of three references and a two-page paper addressing issues faced by students of diversity in a traditional liberal arts college setting and possible remedies to **Human Resources, Whitman College, Walla Walla, WA 99362.** Open until filled, review of applications begins March 1, 2003. *Whitman College is actively building a diverse academic community and encourages women, minorities and people with disabilities to apply.*

TUCK SCHOOL OF BUSINESS AT DARTMOUTH

The Office of Career Services at Tuck has primary responsibility to assist MBA candidates as they learn about and pursue job opportunities. These responsibilities involve direct and personal dealings with a diverse group of students at the school and with alumni who need assistance, as well as the development of programmatic offerings and corporate relationships that support career management success.

Candidates should have a demonstrated track record developing and presenting effective, innovative programs. Individuals should be flexible self-starters, skilled in the use of persuasion as a management tool, able to work well both independently and collaboratively, and willing to travel. Applicants will have an extensive understanding of the MBA environment and career opportunities.

DIRECTOR OF CAREER SERVICES

The Director is primarily responsible for external development and interaction to promote the interests of career services within the corporate community, the management of personnel involved in the recruiting effort, interaction on a strategic and tactical level with students towards the development of their career goals, and advising alumni in transition. The Director of Career Services works in collaboration with the Associate Directors and other Career Services staff members

MBA or master's degree in relevant area strongly preferred. Proven track record of management excellence, 10 years' experience in business or custom job search counseling, and superior interpersonal, communication and training/coaching skills.

ASSOCIATE DIRECTOR OF CAREER SERVICES

The Associate Director has primary, personal responsibility to develop programmatic offerings germane to specific industries, to educate first- and second-year students about potential career options, to instruct students on job search techniques necessary to secure a position, and to develop relationships with recruiting firms within the targeted industries.

MBA or master's degree in relevant area strongly preferred. 5-10 years' experience in business or custom job search counseling, and excellent interpersonal, communication and training/coaching skills. Corporate experience in technology, biotech/pharmaceutical/ healthcare, marketing, finance, or consulting preferred.

Submit resume and salary requirements to: Elizabeth E. Roberto, Manager Human Resources, Tuck School of Business, Dartmouth College, Hanover, NH 03755.

The Tuck School is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Elmhurst College

Residence Life Coordinator

Residence hall administration, staff supervision, community development, judicial process, hall council advising and departmental secondary assignments. Collateral assignment with residence life, wellness, and student activities. Must possess a student-centered philosophy fostering the development of involving residential communities and student learning. Master's degree in CSP or related field and residence hall experience required, small college experience preferred. Interviews held at OPE, ACPA, and possibly NASPA. Furnished apartment, meals, $25,000 (base salary), benefits package, professional development funds. 12-month live-in position in Chicago metropolitan area. Send letter of application, resume, and 3 references to **Christine Smith, Dir. Residence Life, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126.** We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.

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pbcc

Palm Beach Community College

ACCOCIATE DEAN, ACADEMIC AFFAIRS

The Associate Dean reports to the Campus Dean and has direct supervision of the following programs. Environmental Horticulture Technology, Health, Physical Education, Legal Assisting, Science, Student Learning Center/Reading, Speech/EAP and various high school dual enrollment programs.

Qualifications. Minimum of a Masters degree and three five years of progressive administrative experience in higher education with at least two years as a Department Chair or comparable level required. Must have experience supervising faculty, developing academic programs, curriculum, and managing budget. Teaching experience required, demonstrated competency in the use of technology preferred.

Application Closing Date: February 28, 2003. An application package to include completed employment application and copies of all transcripts is required. Application packages, which are not complete by the application closing date, will not be forwarded to the screening committee.

To apply for this position, please submit a letter of intent and resume to

Office of Human Resources
Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461
Fax: (561) 868-3131

Visit our website www.pbcc.edu to apply on line, or for other college information.

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA/VP Employer, committed to fostering a diverse academic community among its student body, faculty, and staff.

The MASTER'S COLLEGE

THE MASTER'S COLLEGE

FACULTY OPENINGS, 2003

The Master's College (TMC) is seeking to hire a Director of Institutional Research and full-time faculty members in English and Electronic Media to begin employment in July, 2003. In addition, a split faculty position teaching P.E. and coaching women's volleyball is currently available. Candidates should possess a Doctoral degree (Master's will be considered) and have classroom teaching experience. Full-time faculty is responsable for teaching 12 units per semester, academically mentoring students and performing other normal academic duties.

TMC is a nondenominational, Christian liberal arts college with 50 programs of study and a current enrollment of 1,050 students. TMC holds to a conservative, evangelical, non-charismatic, premillenial doctrinal position. Candidates should also have a strong commitment to the doctrinal position and philosophy of the College. TMC is committed to practicing the principles of equal employment opportunity and diversity based on Biblical principles.

For more details about these positions, please visit us at **http://www.masters.edu/OSE/HR/Faculty.asp**.

Please send letter of interest and resume to

The Master's College
V.P. for Academic Affairs
21726 Placerita Canyon Road
Santa Clarita, CA 91321-1200
or e-mail to AcademicAffairs@masters.edu

COMMUNITY
COLLEGE
SOUTHERN
NEVADA

Community College of Southern Nevada is currently recruiting for the following positions

CLINICAL PSYCHOLOGIST COUNSELOR

REQUIRED APPLICATION MATERIALS:

- Community College of Southern Nevada application (available on-line)
- Cover Letter and Resume
- Three letters of professional reference (dated within the last three years)
- Official transcripts from an accredited college or university with degree posted mailed directly to CCSN-Attn: Director of Human Resources-S2H

DEADLINE: FRIDAY, FEBRUARY 28, 2003 - 5 p.m. PST

All materials sent remain the property of the College and will not be copied or returned. Faxed materials will not be accepted. **All required application materials must be received in Human Resources by the deadline date or your application will be disqualified**. All application materials will be held in strict confidence. Please submit a separate application package for each position. Postmarks will not be accepted. Submit application materials to: Community College of Southern Nevada, 3200 E. Cheyenne Ave., S2H, North Las Vegas, Nevada 89030. Telephone (702) 651-4808 or (702) 651-4546 CCSN website ccsn.nevada.edu, click on human resources.

Community College of Southern Nevada recognizes that embracing diversity maximizes faculty and staff contribution to our goals and provides the best opportunity for student achievement. CCSN is an equal opportunity/affirmative action employer. CCSN is responsive to serving the educational needs of a diverse and ever-changing community.

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PJC

PENSACOLA JUNIOR COLLEGE

You can get there from here.

VICE PRESIDENT, ACADEMIC AFFAIRS
VICE PRESIDENT, STUDENT AFFAIRS

Pensacola Junior College, under the leadership of a new President, is seeking to fill two vice president vacancies created by an internal promotion and a retirement. Applicants should have a strong commitment to the community college philosophy, plan to join an experienced leadership team and be prepared to provide positive leadership to enhance the existing and expected standards of excellence of this college.

Pensacola Junior College is a large, public, multi-campus comprehensive community college with campuses in Pensacola, Warrington and Milton, Florida and with centers in downtown Pensacola and the Naval Air Station Pensacola. PJC employs more than 200 full-time faculty and more than 600 adjuncts. The college serves an unduplicated headcount of more than 30,000 students annually, a majority from within the district. The educational and general budget exceeds $45 million. PJC's district is composed of Escambia and Santa Rosa counties, with a third of a million citizens in urban, suburban and rural settings. The college is known for its commitment to high quality instruction and excellent customer service, its highly qualified faculty and staff and its diverse programs and wide range of services.

The **Vice President, Academics Affairs** must possess an earned doctorate from a regionally accredited institution, classroom teaching experience, experience in the administration of community college instruction, and seven years of successful academic administrative experience with three of the seven years at a dean level or higher.

The **Vice President, Student Affairs** must possess an earned doctorate from a regionally accredited institution and five years of effective student affairs experience in higher education with three of the five years at a dean level or higher. The degree preference is counseling, student personnel administration or a related area.

For application materials contact:

Employment Office • Pensacola Junior College
1000 College Boulevard • Pensacola, Florida 32504
(850) 484-1799 • www.pjc.edu

Review of candidates will begin March 14, 2003, and continue until both positions are filled.

PJC — An Equal Opportunity Employer
The College encourages the applications and nominations of women and minorities.

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P.O.Box 68, Paramus, NJ 07652
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Web: http://www.hispanicoutlook.com • E-mail: Outlook@sprintmail.com

Chancellor

Foothill-De Anza Community College District

Profile Information

The Board of Trustees of the Foothill-De Anza Community College District invites nominations and applications for the position of Chancellor. The Board seeks a leader with a bold vision who, through inspired leadership, will build on the tradition of excellence of this nationally acclaimed community college District. Under the direction of the Board, the Chancellor will lead the District in responding to the changing educational and workforce needs of the Silicon Valley.

The District provides high-quality educational opportunities that promote development of individual abilities and competencies and enhance the quality of life within the communities it serves. It offers a variety of programs and services, including programs for transfer to four-year colleges and universities; career education programs; programs and services for students who lack a strong educational background; and continuing education courses and programs that foster cultural growth, life enrichment, and skills improvement. The Chancellor supports this mission through leadership in education, management, governance and community relations.

Candidates for the chancellor position should exemplify the following characteristics:

- visionary, passionate, and thoughtful leadership with an understanding of the mission of a multi-college district in an educationally sophisticated community,
- demonstrated commitment to quality instruction, student success, and academic excellence,
- ability to inspire and motivate faculty, staff, and administrators,
- evidence of a commitment to and appreciation of diversity in faculty, staff, students, and the community.

The complete Chancellor Profile with full explanation of expected qualifications and detailed application instructions may be obtained by visiting the Foothill-De Anza Community College website at: www.fhda.edu.

Nominations, expressions of interest, and applications should be submitted to:

Mary Mason
Chair Chancellor Search Committee
c/o Marisa Spatafore
Search Liaison
12345 El Monte Road
Los Altos Hills, CA 94022
email: SpataforeMarisa@fhda.edu
or
Dr. Narcisa A. Polonio, Director, ACCT - Board Leadership Services at 202.775.4667 x118, or 202.276.1983, or by email at npolonio@acct.org. Also assisting in the search is Del M. Anderson, ACCT Search Consultant, at 510.638.5288 and delanderson@att.net.

An ACCT Search

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¡PUNTO FINAL!

REALIZING SYNERGY BETWEEN TEACHING AND RESEARCH

Andy García, Colorado CPA, worked for a national CPA firm and a Fortune 500 company as an international auditor and is currently a Ph.D. student in accounting at Texas Tech University.

The question "What makes a good teacher?" is inextricably linked with the question "What makes a good researcher?" Each is part of a portfolio of skills possessed by academics.

Educators should try to prepare students to solve problems in the "real world." Typical teaching methods involve solving well-structured problems, with an implied closure to the process that feels good to the students (and perhaps to us, too). The problem with this kind of teaching is that it leaves our graduates poorly prepared for solving real world "messes."

One of our goals as researchers should be to help solve real-world problems–problems often characterized as being vaguely defined, lacking the proper data to facilitate analysis, and, frequently, by the derailing of rational solutions by organizational politics. To carry out good research, we must first understand the real social and political world of which they are a part.

As researchers, we have more time to devote to understanding the reality of a problem. We look for generic results and general applicability using standards and reporting that differ from those of our students, who will be subject to different standards in the practicing world. We use a mix of adaptability, opportunism, innovation, and responsiveness in our research. Our students can benefit from learning these same skills.

One of the best ways to teach our students these skills is to possess them ourselves and continuously work at developing them further. Academics should have relevant experience–from having been full-time practitioners or from maintaining involvement in solving real problems for real clients.

The traditional view is that academic research generates new ideas and theories that eventually influence practice. In the real world, the research process is often turned on its head. Real studies of real problems (by practitioners) often require the development of theory and thus generic results of general applicability. The general theory and insights often come serendipitously and affect the direction of academic study. As academics, we have the opportunity to reflect on the wider applicability of the insights generated in this manner.

All scientific research goes through a positivist process of hypothesis generation and subsequent empirical testing. Social science research can be carried out through a phenomenological approach, by studying some phenomena in great depth, looking at the situation holistically while trying to extract some useful meaning. The point is, there is a *synergistic interaction between doing, teaching, and research.*

Many are drawn to academia through a desire to teach, to make a positive difference in the lives of young people. If we, as Hispanics, are to be "successful" in a university-type environment, we must carry out research of publishable quality. Research is the single most important factor in career mobility and prestige in academia. To have an impact, we must gain access to the academy, and it is research that provides that access.

The key is synergy. An academic's research orientation should be toward real problem-solving. Such research can lead to the development of a theory that has generic results of general applicability. Dealing with real-world problems keeps research fresh and relevant. Doing both results in synergy between doing and research.

Some of our abilities we pass on to our students through our teaching. Students can learn from guided experiential learning (case method) and mentoring (via internships). We can provide closure to student learning by fostering and aiding their guided reflection as mentors. Done together, teaching and research increase the other's effectiveness.

Practitioners should be researchers, too, and part of ongoing developments. When we carry out research, we refine our thoughts, develop a framework, and then communicate it to our audience. We do these same things when we teach, albeit to a different audience. Doing both results in synergy between teaching and research.

The best teachers stay in touch with the world of practitioners, and keep up-to-date with developments. The best researchers must also be active in their fields. Academia provides us with many diverse paths, not a destination. Why not walk multiple paths of scholarship and live a fuller academic life? One of our most important goals should always be to provide our students with the ability to take on messy real-world problems–by knowing how to deal with them ourselves. Tomorrow's outcomes depend heavily on how well we equip our young people of today.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

THE HISPANIC Outlook IN HIGHER EDUCATION

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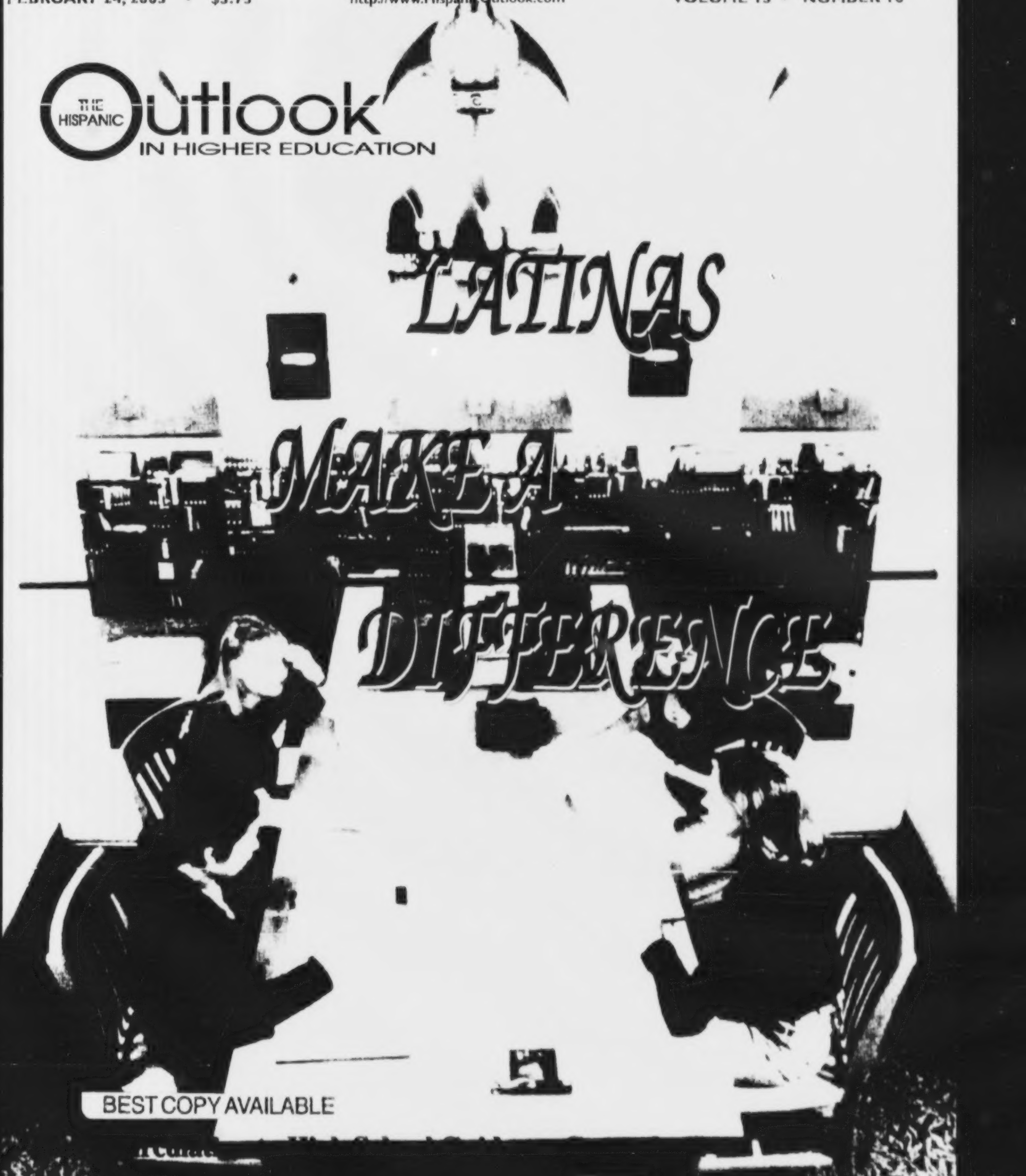

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The "Adobe Ceiling"

Maria Elena Salinas

Politics of Writing

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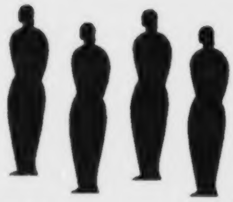

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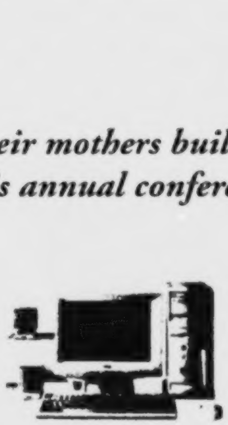

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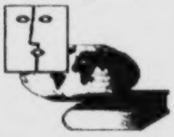

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Bilingualism: An Asset, Not a Handicap

Cover Photo Courtesy of Mount St. Mary's College

Esquina Editorial

Dear Colleagues:

As we head into Women's History Month, *estamos agradecidos* that historians are finally documenting the lives and accomplishments of Latinas, Latinos, and other minorities in U.S. history. And we salute those who are **making** history in the here and now. Many such Latinas are celebrated in this issue. In fact, our News Editor devoted all of our current People, Places, and Publications to news of women.

We now know that the public achievements of every Latina raise the aspirations and opportunities *de todas*. So if you Latinas out there are treating your accomplishments with old-fashioned modesty–***basta!***

News from other parts of the world reminds us, often *con dolor*, that many girls and women are still denied an education. A mere century or so ago, the same was largely true of U.S. colleges and universities. Harvard, founded in 1636, first admitted women in 1943, Princeton, founded in 1746, did so in 1969.

Here in the U.S., we're still waiting for a woman president. Panama elected its first in 1999–Mireya Moscoso, widow of three-time president Arias Madrid, and she's still in office. *La primera* in Spanish America was a Perón, *pero no* Evita, who brought women's suffrage to Argentina, but Isabel, Perón's third wife. Poor Isabel was president less than two years before being deposed and imprisoned by the military.

Nuestra próxima edición highlights the people, programs, and policies that are turning the community college into an ever more potent factor in U.S. education and the nation's economic well-being. And the more it works with high schools and 4-year colleges, the stronger it gets. To all our community colleges, a hearty bravo!

Hasta pronto
Suzanne López-Isa
Managing Editor

Letters To HO

Dear *HO*,

The recent decision by the Bush Administration to challenge the Affirmative Action policies at the University of Michigan in a brief before the United States Supreme Court demonstrates a fundamental ignorance of the very foundation of Affirmative Action in this country. In my 1997 book, *Affirmative Action's Testament of Hope* (State University of New York Press), I wrote, "Our colleges and universities are at the heart of the social conscience of this nation – places where artificial barriers of race, religion, class, sex, sexual orientation, and language can be transcended and where we can inspire and develop leaders who will marshal a just society."

If our colleges are to prepare the future leaders of this world, they must be microcosms of the world. They must join together students, faculty, and administrators of every color and every ideal to look at issues of economy, ecology, theology, history, the sciences, etc., from a multi-racial, multi-ethnic global view.

It is without question that education is the key that lifts people out of poverty and gives them opportunity and hope for the future. The grandparents of today's minority college students fought alongside leaders like the Rev. Martin Luther King, Jr. to win the right to attend college. It is both disheartening and frightening to see our government choosing to back away from all of the progress this nation has made in the area of Affirmative Action in the last 40 years.

Sincerely,
Dr. Mildred García
President
Berkeley College

Ana María López Colome

Award-winning Scientist

by Roger Deitz

As a recipient of the For Women in Science Award, 2002, conferred and sponsored by UNESCO and L'Oreal, Dr. Ana María López Colome was recognized as a leading researcher. She has also been honored for her efforts in helping open the door of science for the next generation of Hispanic women.

Dr. Colome directs the operations of a laboratory at the Mexican Institute of Cellular Physiology where she devotes herself to the study of diseases of the retina which lead to the total loss of sight. Her work has led to the development of experimental models for the study of serious eye pathologies such as retinitis pigmentosa and proliferative vitreoretinopathy, which are frequent causes of blindness.

Through her research and teaching career, Colome has been an example for all scientists in her country, contributing to elevating the reputation of Mexican research, while serving as a role model for Hispanic women who aspire to careers in the sciences.

Christian de Nuve, chairman of the Jury For Women In Science and a Noble Prize for Medicine Laureate, reports that the For Women in Science Award is an initiative with two principal goals. "First and foremost, to give encouragement to women, to show them that it is possible by spotlighting the achievements of remarkable fellow colleagues. Secondly, to reward those who have led outstanding careers and whose research, whether fundamental or applied, has opened up new, sometimes revolutionary, pathways for the improved treatment of diseases and the betterment of human living conditions."

Dr. de Nuve points out more than 800 internationally renowned scientists proposed candidates for consideration by the panel of judges. These sponsors were invited to present an assessment of a candidate's merits and accomplishments. "For us it is a great source of satisfaction that the number of candidates presented increases from year to year," says de Nuve.

Since the initiative was first launched by L'Oreal and UNESCO in 1998, For Women In Science has highlighted outstanding careers and given support to young women researchers engaged in promising work. Five were named winners for 2002, one from each continent. In addition, ten $10,000 fellowships (two from each main region of the world) were awarded. The fellowships are designed to provide support for young women pursuing scientific research of special interest.

Colome reflects on her decision to become a scientist in Mexico. She begins, "I can not say that there was an open opposition to women working in science. But what I found most difficult was that our education, based on Spanish tradition, and the tradition of the last century of the ladies at home working at home, made it not so easy to make a decision like this–working in something that is as full time, full interest, full mind, as science is. What I remember is that at that time women were not kept out of school. It was not difficult for them to get into the university, but the mind of the family was like–Well, maybe she won't get married. Maybe her husband could leave her, and what would she do?' So to have something just in case, but always thinking that one should find a male who provided for all our needs. That was the main thing.

"When I told my parents I wanted to go into the faculty of sciences and study biology, they were a little bit scared. But, they thought–Well, it's something she will have just in case. She can be a primary school teacher in biology, or she can do something to earn her living if something happened. Other than that I can say that getting into the university in Mexico has always been free. Our university is a very open-minded institution. We never had a problem because of being women.

"There is something now that I think of–because I have never sat and thought about it before, giving interviews and so on. I have been thinking about it; the problem here is not for women to work in sciences, or for women to be respected in sciences, by other colleagues and authorities in general, but recognition of women's work is not easy...at all. Under the same circumstance, and with the same merit, always the recognition is given to men. It's very difficult to make a way into being a recognized scientist. Other than that, I really don't recall any other obstacles for deciding what I wanted to do.

> ***"You can have a successful and loving family and, at the same time, do what you want to do for the development of your own brain and of your own capacity."***
>
> DR. ANA MARÍA LÓPEZ COLOME

"Now, I think I belong to a generation that is changing. For instance, as to women, I can tell you that most of my high school and primary school friends and colleagues, they were married at 19 when they left high school, and that's what they did. Others studied at the University, but when they finished their studies, they were married, and they have never worked in what they studied. So, they kept on with the same traditional family ways of the century before.

"We are educated in the Spanish tradition very much, and this is the way things are planned there. I can tell you, although there are still many people who have this idea, things are changing. I see it with my children. Women as well as men are trying to make something of themselves other than their life in common with the family, which is very important still in Mexico.

"I don't know other places. I have always lived in Mexico City. This is the largest city in the world, it is very cosmopolitan, and it has peculiar characteristics, is more developed in many aspects. Most of research is located in Mexico City, so I couldn't really tell you if the same happens at the universities in other states of the country. But The National University of Mexico is absolutely an open institution. There may have been some problems with strikes and things. This is because all ideas are admitted at the University; they are all discussed. The same I can say for people who study here. Women or men, rich or poor, colors, races–if you meet the standards for studying here, there is no distinction made.

"Today, it depends completely on yourself. Many young women are educated in the family sense, and they have the idea that family is opposed to having a career in sciences as well as other subjects that require full-time concentration. Well, I can say that is not true. It depends on how much you want to do that. You need to seek for the best studies to be made, the best knowledge acquired, and you need to be enthusiastic and absolutely in love with your work. You can get organized. You can have a successful and loving family and, at the same time, do what you want to do for the development of your own brain and of your own capacity.

"Getting recognition for research or getting a prize is more difficult for women. I think if your work is good, it's accepted in general. People over the border seem to think that we here in Mexico are underdeveloped, or who knows what we're doing and so on and so forth, and this is because this is a young country regarding science. Science in Mexico is about 50 or 60 years old as an established activity. This should change, and we have a lot of problems for working modern and good level science because it is very expensive to do it here. All the things we use for science here are imports from other countries, and we have a lot of bureaucracy and very little money. Whenever the government needs to cut the budget, this is where they cut. For example, they will cut money next year for health and for education. One reasonably can not think of that–that is the main thing a country has to have in order to progress. But such is life in Mexico. We have very few scientists...from 7,000 to 10,000 in a country that has a hundred million people. We have to increase the number of people working in science and make ourselves seen by others, to have a say in the decisions the government makes."

Colome concludes, "The message is that working in a very stimulating and self-rewarding activity keeps your brain all the time in action. It is a fantastic thing to devote your life to, and it doesn't interfere with your family life if you are organized enough.

"As for receiving the L'Oreal award, I think it has been a very great honor. It's very encouraging to see that your work is recognized as good work, and with the high standards of the jury and UNESCO. I think it is stimulating and is one more reason to keep on going.

"I was amazed to see the wonderful work that L'Oreal does as a private company in supporting scientific research. This means the people in the company are not only interested in the material and the money rewards that the company can give you and so on, but it is also understanding about the importance of generating knowledge, which is what science is about. Generating this knowledge is important for a better life for everybody in this world. Many times it is very difficult for young people, and even more so being a woman, to have somebody to support you and say, I believe in your project; I believe you can do it. I really feel very honored to have received this award. I think it is the most important recognition I have received in terms of my scientific career. I am grateful to L'Oreal for doing this."

Signing the partnership agreement For Women In Science with UNESCO on Sept. 29, 1999, L'Oreal committed itself "through mutual, concerted cooperation, to carry through joint projects which would benefit the situation of women on an international scale in general, in their scientific work in particular." Lindsay Owen-Jones, chairman and chief executive officer of L'Oreal, observes, "We aspire to encourage women to assume the role in science that is rightfully theirs." In 2002, L'Oreal's own research division included no fewer than 16 world centers, and had a total staff of 2,700, representing 26 nationalities working in 30 different research areas. The policy to promote women in research departments at L'Oreal has been given increasing importance, in line with the example set by L'Oreal's founder, Eugene Schueller, a chemical engineer.

Today, women are a majority, 55 percent, in the L'Oreal research teams and many at the company hold high-level positions. The L'Oreal Group is convinced that "the participation of women researchers and the resulting balanced mix of genders is a determining factor in the creativity, capacity for innovation, and excellence shown by its research units."

Periodically

**"Are Faculty Role Models?
Evidence from Major Choice"**

The Journal of Economic Education,
By Kevin N. Rask and Elizabeth M. Bailey
33, no2 99-124, Spring 2002

by Isis Artze

"The idea that women and minority faculty members exert a role-model effect on women and minority students is a widely held belief in academia," the article begins. "This belief, along with other ideas of fairness, diversity, equality, and redress of past wrongs, has translated into a long and widespread history of affirmative action programs in institutions of higher education." These programs, it explains, focus their efforts on increasing the number of women and minorities in traditionally male-dominated fields.

Nonetheless, Rask and Bailey assert, current literature on faculty influence is limited to women. As a result, the authors conducted a thorough analysis and offer, in this article, new evidence for measurable gender and race role-model effects and highlight the need for more comparative research on this issue.

Even though the choice of a college major is only one of many decisions that affects a student's professional future, the article explains, it has been shown to be an important influence: "Because the choice of the college major is important to future labor market results, the persistent gender gap in major choice lends a degree of inertia to the current distribution of occupational segregation." Since many affirmative action policies address this concern, and are currently under intense scrutiny, "the question of whether these faculty exert a role-model influence on students is taking on increased policy importance," Rask and Bailey argue.

Student Majors Descriptive Statistics

Major and *N*	Total majors	Women	Asian	Black	Hispanic
Total (*N* = 8,169)	100.0	48.1	4.6	4.1	2.4
Social sciences					
Economics–982[a]	12.0	29.6	6.5	2.5	1.4
Education–159	1.9	49.7	5.7	17.0	3.8
Geography–180	2.2	30.0	1.1	4.4	0.6
History–756	9.3	33.3	1.9	3.4	1.6
Political science–1,217[b]	14.9	40.9	3.9	3.4	3.2
Sociology/anthropology–455	5.6	71.9	3.7	10.3	5.3
Humanities					
Languages–348	4.3	79.1	1.9	1.7	7.0
Arts–291	3.6	64.9	8.5	3.5	2.0
Classics–48	0.6	47.9	2.1	0.0	2.1
English–1,088	13.3	58.0	2.4	3.2	1.1
Music–36	0.4	52.8	11.1	2.8	5.6
Philosophy–361	4.4	31.3	4.2	3.9	1.4
Religion–144	1.8	56.3	1.4	11.8	5.6
Philosophy/religion–129	1.6	44.2	3.1	12.4	2.3
Russian studies–63	0.8	57.7	5.8	0.0	1.9
Natural sciences					
Biology–559	6.8	56.7	7.9	2.9	1.2
Chemistry–184	2.3	46.7	12.0	1.6	1.6
Computer science–104	1.3	23.1	9.6	6.7	2.9
Geology–246	3.0	40.7	3.7	4.1	1.2
Mathematics–150	1.8	42.0	7.3	3.3	0.0
Physics–102	1.2	17.6	8.8	2.0	2.0
Psychology–567[c]	6.9	69.1	5.8	3.5	3.0

[a] Economics includes 122 mathematical economics majors.
[b] Political science includes 294 international relations majors.
[c] Psychology includes 111 neuroscience majors.

That said, the authors first review past literature on the subject, noting its strengths and weaknesses, and establishing the dearth of data concerning minority students and faculty role models. They then explain that their data were derived from the Colgate University graduating classes of 1998-2000–student files including transcripts and precollegiate academic achievement, specific courses taken, and who taught them, etc.

Among their findings: "Individual students are having different combinations of faculty in their first two years, yet they are still somewhat systematically picking majors in which they encounter faculty like themselves....The higher the proportion of women in a major during a woman's first two years of college, the higher the probability that the woman would choose that major. Similar effects were also estimated for men and minorities, with the biggest influence in the minority population."

The results suggest that faculty role models are an important factor in the selection of a major. And "the results suggesting that minority faculty can exert role-model influences are new for studies focusing on college major choice." Other notable factors affecting all students are collegiate academic success, human capital, and precollege and college socialization.

A shortcoming of the results, the authors acknowledge, is that they were based on a population from a single college. But, Rask and Bailey explain, the role-model effect may be more prevalent and discernible in a small liberal arts college in which students have a good amount of faculty-student interaction. Also, the trends in major segregation seen in Colgate mirror national trends, they note.

After recognizing the plethora of current controversy and discussion on affirmative action, the authors conclude: "Our results strongly suggest that the influence of students preferring professors like themselves is an important aspect of college major choice. If there is a role model effect, affirmative action targeted to disciplines in which women and minorities are underrepresented can help offset the imbalances. This influence could work in two ways. First, traditionally underrepresented students could be attracted to those disciplines. Second, offsetting such imbalances could lower the relative number of White male faculty, which could serve to discourage White male students. Our results suggest that faculty members are role models. They are role models in the sense that their gender or ethnicity exerts a positive influence on students of the same gender or ethnicity to choose their disciplines for more-focused study."

Each month, this new HO feature will recap a recently published article or report of interest to our readers. If you wish to submit a piece for our consideration, please send details to: Mary Ann Cooper at MacOutlook@aol.com.

The Transformational Mount St. Mary's College

And the Latinas It Inspires and Enables

by Tony P. Martinez
and Alison P. Martinez

Mount St. Mary's College in Los Angeles is one of only 19 Catholic women's colleges still operating as such in the United States–the only one west of the Mississippi. Despite its name, the "college" is actually a university, offering several graduate and professional degree programs. (Graduate programs are coeducational.)

The Mount is proud of its diverse student body. Of 2,000 students, more than half are the first in their families to attend college. Forty-four percent are Hispanic; 11 percent, African American; 14 percent, Asian or Pacific Islander; and 18 percent, White (with 12 percent mixed or not stated). Fifty-seven percent of associate and 40 percent of baccalaureate students come from families with incomes of less than $30,000 per year. Many, especially in the AA program, graduated from low-performing, inner-city high schools.

The Mount's diversity has grown naturally out of its mission to serve the underserved, specifically the women of Los Angeles. The college was founded in 1925 by the Sisters of St. Joseph of Carondelet, an order that from its first origins in 17th-century France has been dedicated to serving ordinary people. The sisters now number 7,000 in 23 congregations in the United States alone, calling themselves "ordinary women who do ordinary things with an extraordinary vision...love of all God's people."

Always mindful of women's real-world needs, the Mount was the first institution in Southern California to offer the BS in nursing degree. As women's roles and the area's demographics changed, the college endeavored to serve new neighbors in new ways. Testifying before the California State Senate Select Committee on College and University Admissions and Outreach, College President Jacqueline Powers Doud explained, "As the population of the region has shifted, so has the way we serve the community's needs. Beginning in the mid-'80s, we began developing creative ways to help those young people who normally could not or would not go to college understand and realize its benefits."

"We look at a Mount St. Mary's education to be a transforming experience for our students," declares Bernadette Robert, assistant vice president for student affairs and experiential learning. "Students are encouraged to understand themselves as leaders. We talk constantly about the common good, and how we tie professional life into service to others. We make sure that the experiences we design for our students are all tied in. Everything that we design is always with this philosophy. It's deliberate. It has to be an attitude and a feeling that permeates the entire college community."

> ***"Beginning in the mid-'80s, we began developing creative ways to help those young people who normally could not or would not go to college, understand and realize its benefits."***
>
> JACQUELINE POWERS DOUD, PRESIDENT

U.S. News & World Report lists the Mount among the 20 top regional universities in the West. In addition to a full range of majors for traditional residential and commuter students, there is a Weekend College that lets working adults earn the baccalaureate degree by attending classes every third weekend. An accelerated program lets students who already have a college degree earn a BS in nursing through 12 months of intensive study. A variety of AA, BA/BS, and MS programs prepare graduates for employment or further education in such fields as teaching, counseling, medicine, dentistry, pharmacy, medical technology, optometry, veterinary science, and physical therapy. There is a doctoral program in physical therapy.

Standards are high and graduates compete successfully on the national scene. Fifteen teaching graduates have received the prestigious Rockefeller Brothers Fund Fellowship for Minority Students Entering the Teaching Profession. Of science graduates, 75 percent who apply to medical school are accepted, and 90 percent who apply to other graduate schools are admitted.

Alumnae include the deputy superintendent of instruction of the Los Angeles Unified School District, the executive vice president of e-commerce for Office Depot, the director of bio-terrorism surveillance for the State of New Jersey Health Department, and numerous attorneys, physicians, teachers, nurses, and others dedicated to serving and improving their communities.

How is such achievement possible with students so many of whom Robert frankly describes as "underprepared"?

The physical beauty of the University environment is a positive factor. Mount St. Mary's occupies two campuses. The original "Chalon" campus in the Santa Monica Mountains enjoys a sweeping view of Los Angeles, from downtown to the beach. The inner-city "Doheny" campus occupies a tranquil, gated estate of two city blocks, with Victorian residences and fine old trees and gardens. "It gives the message that we care and take pride in who we are," Robert observes.

"First and foremost, we provide a caring environment," Robert continues. "Not all, but many of our students, especially in the AA program, have had academic challenges. They have everything that it takes but perhaps in high school weren't able to prepare themselves.

"These students can succeed in the AA program with support and individualized attention," Robert explains. "Their AA program may include some "X" (remedial) classes. Then they go into mainstream classes. We try to get AA students through the program in two years. It might take a semester longer, perhaps, if they took several "X" classes, but often they can take more credits later and still graduate on time." More than half of Mount St. Mary's two-year students do either earn the AA degree or transfer to a baccalaureate program.

Robert highlights the Student Ambassador program as a retention tool. Through this program, Mount students reach out to inner-city high school students, working with them to realize their potential, and sending the message that "If I can do it, so can you." Many high school participants go on to college, and Robert says that the program also reinforces the college women's sense of purpose.

"We are very well known for our women's leadership program," Robert continues. This program includes workshops and an annual conference, to which all students are invited. "It really helps each young woman to develop as a whole person and develop her own leadership skills. It makes a tremendous difference in self-esteem."

Leading governmental and private organizations support Mount St. Mary's College. The U.S. Department of Education has awarded five years of funding for transition centers to bolster student academic achievement. The National Institutes of Health supports a Minority Access to Research Careers program and recently added funds to upgrade learning technology. In 2001 the James Irvine Foundation awarded $1 million and Tenet Healthcare Corporation gave $250,000 for nursing scholarships. All in all, the University's institutional advancement effort raised $4.2 million in academic year 2001-2002.

What can other colleges–perhaps larger, secular, publicly funded, coeducational–learn from the Mount?

Each institution must be true to its own mission, Robert suggests. "Our focus has come from within. We are very conscious of where we want to go with our students. We pride ourselves on the community of students that we have and its diversity, and on seeing the big picture of why we're all here." Self-knowledge and the clarity of purpose that comes from it are available to any institution.

In her testimony to the Legislature, President Doud concluded, "Our experience shows that students with aspiration–regardless of race, religion, color, gender, income, or the language they first learned–can become students of accomplishment and leaders of our communities."

Marcos McPeek Villatoro

THE CERTAIN WISDOM OF PROFESSOR VILLATORO

"My methodology and philosophy of teaching was born in the Guatemalan jungle," says Marcos McPeek Villatoro, who holds the Fletcher Jones Chair in Writing at Mount St. Mary's College in Los Angeles.

"The methodology for successful teaching and learning has to be a community effort. Everybody brings a certain wisdom to the table. People ask, do you use the Socratic method? I was formed as a teacher by Paolo Freire. My pedagogy deals with liberation."

Of his parents, Villatoro recounts that when Ralph McPeek from East Tennessee met Amanda Villatoro from El Salvador, he didn't speak Spanish and she didn't speak English, but they got married. Villatoro was born in San Francisco and lived much of his childhood in the Salvadoran barrio of the Mission District. Then the family moved to east Tennessee and his father worked in the Kentucky coal mines.

From this childhood grows the theme of Villatoro's work and writing, as he puts it: "culture, identity, and the comedy and drama of being from two roots." It is a theme that resonates with more readers as the United States becomes more multicultural.

Villatoro was hard at work on a master's in English at the University of Iowa when war erupted in Central America. Setting aside academics, he and his wife, Michelle, went to Guatemala to work for a year with the poor–a year that turned into a dozen years, first in Central America, later with immigrant farm workers in Alabama.

"My experiences made for a better teacher," Villatoro declares. After finishing his MFA degree at the University of Iowa, he was delighted to find that Mount St. Mary's College in Los Angeles appreciated what he could bring to the classroom and the college community. "I'm in my fifth year," he says, "I love being at the Mount."

Now Villatoro starts each workday by writing from 6:00 a.m. to 11:00 a.m. The rest of the day is for students–teaching, talking, writing letters of reference. A weekly radio show, speaking engagements, and workshops fit into spare time.

All his work is writing or about writing. Villatoro has published poetry in Spanish and English as well as novels of irresistible gusto. His mystery novel, *Home Killings: A Romilia Chacón Mystery*, won "Best Mystery Novel" in the fourth annual Latino Literary Hall of Fame at BookExpo America. It also won The Silver Award in the fiction-mystery category of *ForeWord* magazine's 2001 Book of the Year list. The novel was previously recognized as one of the "Best Books of 2001" by *the Los Angeles Times*.

Home Killings, set in Tennessee, features a young Latina detective whose family suffered violence in the wars in Central America. It is a classic mystery and a police procedural, with thriller elements, and at the same time the book gives readers greater understanding of the civil wars in Central America and of Latino immigrants in the United States.

The Latina detective and her family appear again in *Minos: A Romilia Chacón Mystery*, to be published this fall by Justin Charles & Co. Details of this and other Villatoro books are available at www.marcosvillatoro.com.

"A mystery necessarily has a plot that is going to drive forward, and it should have intriguing, fascinating characters that we care about: that's the formula for a good novel," the author explains. That is why the mystery has become an important genre for serious writers who want real people, not only reviewers, to read, enjoy, share, and learn from their books.

Writers of mainstream novels in the literary scene often seek to be postmodern or esoteric. Too often, the reader is forgotten, says Villatoro. "All along, minority literary works have been more narrative-driven," he declares. "Hispanic writers are not concerned about how we are going to 'top' some other novel, but rather how are we going to tell this story?" It makes for good reading.

When speaking of multiculturalism, Villatoro likes to explore the notion of "racial logic." It is a set of concepts unique to the United States, defining "racial" categories and assigning rights and privileges to individuals depending on their category. For example, a person with one Cherokee great-grandparent may be eligible to farm tribal land, but if married outside the tribe, he cannot pass the land on to his children.

"We are taught to think racially, but 'racial logic' is not logical unless you are thinking within it," the professor explains. "Where did this term "white" come from? It is a socioeconomic-political word, part of the power structure's plan to get free labor." In the classroom he observes that the concept of "racial logic" is especially empowering for students of color.

And empowerment is what Villatoro sees for his students at St. Mary's: "I have no doubt that some day one of my own students will go away and write and publish and return to the Mount and take the Fletcher Jones Endowed Chair in Writing. That will be a great day and a great *alegría* for us all."

Four Latinas Making a Difference

Remarkable Women with Great Expectations

by Michelle Adam

Marisa Rivera-Albert

Even as a young girl in Puerto Rico, Marisa Rivera-Albert was already, as she put it, "setting up a strong statement."

As one among seven siblings, she recalled how she and her sisters were required to clean the dishes while her brothers enjoyed the comforts of watching television. And it wasn't as though she had hours to spare–by junior high school, she was leading as many school organizations as humanly possible and was planning to graduate from high school in three years.

Said Rivera-Albert, "I told my father that everyone has two hands in this house and that they should be washing dishes. My dad was livid because I was disobeying him. I was pretty daring."

Today, as president of the National Hispana Leadership Institute in Arlington, Va., Rivera-Albert continues to make a strong statement about the place of women, and especially Latinas, in today's society. "I still don't think it's right that 95 percent of the CEOs in this country are White males. I still don't think it's right that Latinas earn 48 cents of every dollar a White male makes. I still don't think it's right that we're not in the corporate board rooms," she said. "Until those things are right, I'm not going to stop."

Through the Institute's four one-week leadership seminars that span nine months, she inspires mid-career professional Latinas to embrace their "Latinaness," to learn about the realities of the glass ceiling, and to step beyond this to new heights. "We sometimes don't want to voice out loud that we are Latina. We need to gain that back," said Rivera-Albert.

More than 340 Latinas have moved through the leadership training that includes attending executive programs at Harvard and meeting with congressional representatives. Upon completing the program, students are also required to create a leadership project back home.

During the past two years, Rivera-Albert has also helped young Latina college students grow into future leaders through the Latinas Learning to Lead Summer Youth Institute. Twenty students are selected each year to develop their personal and professional skills in a professional one-week comprehensive program in Washington, DC. "They are the ones that give me hope to continue doing what I am doing," she said. "When I was growing up, I wanted to change the world. These young girls want to rule the world."

Rivera-Albert's idea of changing the world as a young girl started with her bold move to the United States after only three years in high school. She received a BA in communications from American University and a master's degree in Education Administration from Western Illinois University (WIU), and later graduated from Harvard University JFK Executive Programs and other leadership programs.

After graduating from WIU, Rivera-Albert worked for the U.S. Embassy in Panama City for several years, then became coordinator of the Cross-Cultural Educational Program at WIU. Here she created a multi-partnership educational initiative that provided counseling to Hispanic students, implemented leadership programs, and increased Hispanic enrollment more than 100 percent over five years. Rivera-Albert also was special assistant to the president for Diversity and community relations at Black Hawk College in Moline, Ill., prior to joining the National Hispana Leadership Institute.

Since coming to the mainland U.S. more than 20 years ago, Rivera-Albert has found plenty of things to "arrange, fix, conquer, and take on." "I want to be a voice for others. I have always had the aspiration to lead and be in a place where I can effect change. One of the reasons why I am still here is because I do believe that we need more women in positions of influence," she said. "There are too many things we need to fix. Unless we are part of the decision making, things are not going to change. I want nothing but the best, and I expect nothing but the best."

Marisa Rivera Albert

Patricia Telles-Irvin

"Many of the young women see me and appreciate the fact that there is someone that looks like them, that could be them," said Patricia Telles-Irvin from her office in Miami, Fla. "It gives them hope that they can reach their dreams."

As vice president for student affairs and human relations and vice provost for academic affairs at Florida International University (FIU), Telles-Irvin is the highest ranking Latina at the 30-year-old University. She is one of three women in the school's eight-member executive team.

To say that Telles-Irvin holds one or two jobs would be an understatement. She is responsible for 25 departments in student affairs, among them housing, student health services, career services, and multicultural programs. She oversees Human Relations and Academic Affairs, and chairs the University Diversity Initiative and the school's United Way Campaign.

"Sometimes I joke that I am vice president for the people of this institution," she said.

Patricia Telles-Irvin

More than 50 percent of the students that Telles-Irvin serves are Hispanic, among a population of 34,000 students. A large group of international students also attends the school. The vice president plays a key role in issues of diversity, and therefore, works closely with Hispanic students.

Telles-Irvin was a part of the inaugural team that began the University Diversity Initiative six years ago. "We wanted to be able to enhance the environment through dialogue. We believe we are like a mini-laboratory for our students. If they learn and appreciate what it means to work with people that are different than they are, then they will be better prepared for the working world," said Telles-Irvin.

Telles-Irvin helps develop workshops for about 3,000 students each year in diversity training. "It's an important exploration that they undergo. We need to be very aware of our biases and prejudices and start dealing with those," she said. The vice president also helped implement a Leadership and Civic Responsibility Center, and as part of this has created the Academy of Leaders.

Telles-Irvin began her career at FIU as a psychologist, through the Student Counseling Center. Prior to that she was an assistant professor in the department of psychiatry, University of Texas at San Antonio.

Throughout her life, as a child, educator, and administrator, education has played a key role. "I always knew education was important. My father wanted to make sure we were self sufficient," she said.

The vice president was raised in El Paso, Texas, and also lived in Costa Rica, Washington, D.C., and Spain. Her father was U.S. ambassador to Costa Rica and mayor of El Paso, yet never finished high school, making Telles-Irvin a first-generation student. She now puts a lot of care into making sure the needs of first-generation students and women are met, and is an example for others to follow.

"I think I've been able to provide a certain perspective that may not have been voiced in terms of my position and the important role that we play in developing Latina women," said Telles-Irvin. "I feel fortunate to be here. I really hope that I am making an impact on their lives."

Cari M. Domínguez

In August of 2001, Cari M. Domínguez was sworn in as chair of the U.S. Equal Employment Opportunity Commission (EEOC). "It was a great honor. I felt so fortunate that I had this confidence bestowed in me by the president of the United States," she said in an interview with *Hispanic Outlook*.

Domínguez had attended President George W. Bush's inauguration on a cold, rainy day. "He made a solemn pledge to build a single nation of justice and opportunity. I vowed right then and there that if I were to serve, I would do everything in my power to help build that single nation."

As chair of the EEOC, Domínguez has been given the mandate to do exactly that. She oversees a commission of 51 offices nationwide, which receive and investigate 82,000 charges every year, primarily in issues of race, gender, and age. "When you look at those individuals filing these complaints, you find out that most of them are semi-skilled or limited-skilled individuals, limited in their language and educational background. Therefore, they are very vulnerable to harassment and workplace abuses, that, if they had more options through better education, they would not be subjected to," said

Cari M. Dominguez

Domínguez. "The key is to improve one's lot through education."

The EEOC works closely with underserved people, letting the undocumented and documented immigrants know their rights and responsibilities. "We work hard to eradicate discrimination when we see it and find it," she said.

While Domínguez now holds a prestigious position in federal government, she knows firsthand what it is to be an immigrant. Born in Havana, Cuba, she moved with her parents to Maryland when she was 12. Her father faced a lot of inequities in the food-service industry, while her mother was often passed over for jobs because of her accent.

"They still saw this country as a wealth of opportunity for their children," said Domínguez. "They focused on education. They always said that dropping out of college or high school was not an option."

Despite beginning work at 14, Domínguez completed high school and received a bachelor's and master's at The American University's School of International Service in Washington, D.C. She landed her first official Washington post right out of college, when she was recruited by the Internal Revenue Service. She was then brought on board at the Veteran's Administration to work on EEOC compliance programs, and soon after joined the U.S. Department of Labor to help build compliance programs. She was assistant secretary for Employment Standards and director of the Office of Federal Contract Compliance Programs. Domínguez was responsible for launching the Labor Department's "Glass Ceiling Initiative," designed to remove barriers in the workplace affecting the advancement of individuals on the basis of race or gender.

Janet Murguia and President Bill Clinton

Prior to joining the EEOC, she also worked in the private sector, for two international executive search firms, and in human resource positions at Bank America Corporation.

Domínguez has taken her parent's dream and turned it into an opportunity for herself and others. "I believe in excellence. I believe in doing the best I absolutely can. It's important for us to give back to this country," she said. "I have a huge responsibility to be a role model for other Latinos and immigrants."

Janet Murguia

By her mid-30s, Janet Murguia had flown in Airforce One, worked alongside President Bill Clinton, shared a plane ride with Nicaraguan President Violeta Chamorro, visited Cuban refugees in Guantanamo Bay, and served on Hillary Rodham Clinton's healthcare task force.

But it wasn't until she displayed a photograph of herself with the president and the Pope that her mother considered that, just maybe, her daughter was "doing a good thing."

Murguia grew up one of seven children in a poor but loving family in a Mexican-American neighborhood of Kansas City. She was the first in her family to leave Kansas, which for her mother was the equivalent of having a finger cut off. After obtaining a bachelor's in journalism and then a law degree at the University of Kansas in 1985, Murguia set her eyes on the nation's capitol.

Soon after arriving in Washington, D.C., Murguia was offered a job handling legislative correspondence for Kansas U.S. Rep. Jim Slattery. Here she moved up the office ranks and, thanks to her Spanish fluency, became involved in Central American politics. Her work would eventually lead her to the White House in 1994.

Murguia became deputy assistant to President Clinton and deputy director of legislative affairs, serving as the senior White House liaison to Congress. She later became deputy campaign manager and director of constituency outreach for the Gore/Lieberman presidential campaign.

"When I started working on Capitol Hill, what opened my eyes was that, despite being a part of an imperfect system, the system works. When you can be a part of making it work, it's very motivating," said Murguia. "Even though I was just a cog in the wheel, I felt that I was doing something. We have a responsibility to add another perspective that may not ordinarily be seen."

Despite the glamour of Washington, Murguia knew she would eventually return home. Offered the chance to work as executive vice chancellor for university relations at the University of Kansas, it seemed a perfect fit. After all, it was her KU degree "that served me when I was in Washington," she said. "I saw the power of education at work in my family and my life [Two of her siblings are federal district court judges and another, Ramón Murguia, is chair of the National Council of La Raza]. It is important that we know that we can get a postsecondary degree and utilize it wherever we are. It is an important message for all students."

In July of 2001, Murguia took her new office at KU. She has since been responsible for overseeing all aspects of the University's external relations, coordinating KU's strategic planning and marketing efforts with alumni associations, and working with the KU Endowment Association.

Said Murguia, "I want to be able to promote the importance of pursuing education and making education accessible and affordable. I saw those dismal statistics in Washington, D.C., not only about the lack of Latinos in higher education, but the fact that we have poor rates in terms of high school. We need to create higher expectations for our community. We have to keep the bar high. I feel that maybe I can help do my part in that regard."

Murguia has been traveling around the state, promoting the University, and talking to students about the importance of education. "My dream was to be in a position where I could help others. You don't have to be in the White House to change people's lives for the better. You have to find that area where you have a passion and fight to do that," she said.

"When I was back in Washington, I dreamed of the day that I could talk to young Latinas about the opportunities and encourage them to fight for their future and to know that education is the key. I think our young people need more role models. They need to know what it is that they can achieve."

The Dense, Impenetrable Adobe Ceiling

Sage Advice from Seasoned Latina Cecilia Preciado Burciaga

by Inés Pinto Alicea

While White women are said to encounter a glass ceiling that prevents them from progressing in their careers, Latinas face a more formidable barrier–an adobe ceiling–an obstacle far more challenging to overcome because a glass ceiling at least provides a vision of what lies ahead, said a higher education leader in California.

"With a glass ceiling, you are allowed to see the next level," said Cecilia Preciado Burciaga, former associate vice president for student affairs at California State University at Monterey Bay (CSUMB). "At least you can see through it and practice for the promotion. But an adobe ceiling is dense, impenetrable, and it doesn't allow you to see to the next level. I would like that luxury to see what's next. Once Latinas do break through it, they are often surprised by the personal and professional costs."

Burciaga, who has a master's degree in sociology policy studies from the University of California at Riverside, has spent the last few years developing her theory about the adobe ceiling and has spoken about the subject at public forums. This summer, during a speech at Pima County Community College District in Tucson, Ariz., she shared her thoughts on the ceiling and what it takes to break through it. The event had many co-sponsors: the International Women's Film and Speaker Series of the Dean's Interdisciplinary Education Grant, the Crossing Border Speaker Series of the Dean's Minority Education Grant–both funded through the community college, the Arizona Association of Chicanos for Higher Education, Desert Vista Campus, the CSUMB foundation, and its Equal Employment Opportunity Affirmative Action Office.

Burciaga, 57, has 28 years of administrative experience in higher education. She served on the White House Commission on Educational Excellence for Hispanic Americans (1994-2001) and has been named one of the "Top 100 Most Influential Latinas of the Century" by *Latina* magazine.

She speaks of the adobe ceiling from personal experience. Burciaga recently won a discrimination lawsuit she'd filed against CSUMB with two other Latinas. As part of the settlement, she agreed to leave the University early this year, but CSUMB paid $1 million in damages shared among the defendants and an additional $1.5 million for scholarships to Salinas County area students. University officials said they could not comment, as part of the settlement terms of the lawsuit.

"Our population deserves more respect," said Burciaga, adding that she was surprised to have encountered the adobe ceiling at Monterey Bay because more than half of the population in the area is Latino.

Burciaga said she worked for 20 years at Stanford University where she also encountered the adobe ceiling. She climbed through the ranks and held a variety of positions while at Stanford, including director of the Office of Chicano Affairs, associate dean and director of development in the Office of the Vice President for Student Resources. When she joined Stanford in 1974, the student body was just 2 percent Mexican-American, and there were few Chicano faculty or staff. She worked diligently to increase the numbers of Latinos on the campus so she "wouldn't be the only one there." By 1992, the student body had grown to 11 percent Chicano, and the faculty was increasingly diverse, for which Burciaga said she feels she could take some credit. When she was at Stanford, her staff recruited more women and minorities into the University's Ph.D. programs.

In an interview with the *Christian Science Monitor*, Burciaga said that she did not find open resistance to affirmative action at Stanford, but she did have to fight against apathy.

"It is the faculty that hire faculty," she said in that interview. "They know best how to find their own animals. That means faculty members have got to want it."

In the 1970s, she worked for the U.S. Civil Rights Commission and was named by then-President Jimmy Carter to a National Advisory Committee for Women and on the International Commission on the Observance of International Women's Year.

"Cecilia is one of the people I look up to," said Mickie Solorio Luna, California state president of LULAC. "She's always in the trenches."

While Latinas and White women face different types of ceilings in the workplace, their home lives widen the gap between the two even further. Anglo women can escape the glass ceiling once they leave their workplace at the end of the day because their spouses, parents, and siblings often enjoy the benefits of being part of the "elite culture," said Burciaga. Latinas, on the other hand, have families who are all generally part of the "non-power" group.

Burciaga said she believes that the personal and social connections Anglo women enjoy through marriage or through their parents and siblings help them get through the glass ceiling but Latinas lack those familial connections, making the adobe ceiling virtually impenetrable.

Another aspect of the glass ceiling analogy is the saying that Anglo women also encounter a sticky floor in their efforts to advance their careers, but Burciaga said the sticky floor provides traction. Latinas encounter a dirt floor under their adobe ceiling, a floor that she said allows Latinas to be swept away.

"It's so true what she said," said Luna. "We're on a slippery floor. We're pushed aside, pushed out the door. Latinas always fight for equality for everybody else. We don't get recognition. Latinas are very humble, and we don't ask for recognition."

Burciaga's theory is backed by numbers. A recent study on corporate America by the Hispanic Association on Corporate Responsibility (HACR) found that Hispanic women are grossly underrepresented. They hold only 0.3 percent of all board seats and represent 0.08 percent of all executive officer positions in Fortune 1,000 companies. Of 141 Hispanic board members at Fortune 1,000 companies, only 21 are women, and of 110 Hispanic executive officers, only eight are women.

"Hispanic women, in particular, have encountered a 'concrete ceiling' in corporate America," said HACR President and CEO Anna Escobedo Cabral. "Even though there are more Hispanic women professionals and the number of businesses owned by Hispanic women is one of the fastest growing sectors, Hispanic women continue to be excluded from contributing as board members and executive officers of the largest companies in the nation."

Burciaga said she feels that Latinas not only encounter the adobe ceiling and dirt floor in corporate America but also in higher education. Anglo women are making strides in becoming college presidents and vice presidents, and she said it is important they not forget their Latina *hermanas* as they create leadership teams for their institutions of higher education.

"This is an opportunity for them to manifest deeper change in the women's movement," said Burciaga. "The question is 'are they diversifying their leadership teams any more than Anglo males.'"

Burciaga expressed concern that the women's movement in general failed to clearly convey the message to women that their advancement carried a responsibility to bring about positive change for all women in the workplace. All women have a responsibility to younger women to help them move forward because any progress that has been made by the women's movement is always at risk and those freedoms can be lost, she said.

But, Burciaga said Latinas must also be more proactive in advancing their own careers, in highlighting their professional successes, a skill that traditionally has been difficult for many Latinas to carry out.

"I tell Latinas not to believe in the good tooth fairy, that if we're good, someone will put a promotion under our pillows," said Burciaga. "Part of our culture is not to be boastful. We're not comfortable with self-promotion. It is important to learn to talk about your accomplishments in a way that is not offensive. To not talk about your accomplishments is deadly."

Amalia Mesa-Bains, director of the Institute for Visual and Public Arts at CSUMB, said she is optimistic about the future for young Latinas. Older Latinas have been striving to develop a model that provides a balance between the family demands of Latino culture and the demands of professional career. Younger Latinas struggle with the Anglo version of having to choose between family and professional aspirations to be successful and the model evolving among Latinas brings the two aspects together.

"I think the young girls are going to kick in the ceiling," said Mesa-Bains. "They are very connected to the goals of the [Latino] community. The unique model we have created for them springs from our family-based and community-based experience. I see us at the adobe ceiling, and I see us finding an opening. We want to open the adobe ceiling, but we do not want to forget the adobe itself."

Burciaga said she feels she is making a contribution, chipping away the adobe ceiling Latinas encounter by filing her lawsuit, mentoring young women, speaking out about the adobe ceiling, and pushing her career forward.

"Cecilia stood her ground for what she believes in, and she never felt sorry for herself," said Luna. "She made a difference and gained the respect from everybody around her. I hope other women will learn from this and stand up for younger women."

Mesa-Bains, co-chair of the Chicano-Latino Faculty and Staff Association at CSUMB, praised Burciaga for her heroic efforts to bring about change at the University.

"We need to recognize the heroism of someone who is willing to sacrifice her own career to force a university to live up to the vision it espouses and to commit the resources necessary to realize that vision."

Burciaga hopes other Latinas are working with her on drilling through the adobe ceiling. Having a network of Latinas to rely on helps make the process of breaking through the adobe ceiling easier, she said. She praises the network of Latinas she relies on and has befriended over the years, saying that they show her that there is a peephole of light and hope through the adobe ceiling.

"Too often we work alone, but we must come together to conquer," Burciaga said. "I have made a commitment to keep chipping away."

Luna said she too believes that if Latinas keep chipping away, eventually the walls will come down.

Burciaga is a first-generation Chicana of parents who were natives of Jalisco, Mexico. She and her late husband, José Antonio Burciaga, a poet and artist, have two children, Maria Rebeca and José Antonio.

Rosa Nissán

Quickly Wins Audience

Widely [illegible] in [illegible]e

by Elizabeth Coonrod Martínez

Within a group of prolific and intriguing women writers publishing in Mexico during the past two decades is a writer who has also revealed a little-known aspect of Mexican identity–that of the Sephardic Jew.

Rosa Nissán, born in 1939 in Mexico City, began a writing career late in life, having raised a family and divorced before her first publication. Her body of work in a mere 10 years consists of two novels, a travel chronicle, a book of short stories and essays, and a new novel this year. Her writing style is intimate and friendly, inviting the reader to share in her thoughts as she evaluates life, at times with humor, at times with concern and disbelief.

The novels, *Novia que te vea* (1992, May you soon be a bride) and *Hisho que te nazca* (1996, May you have a male child)–the second a sequel to the first–recount the story of a girl, then woman, as she goes through life in Mexico City. *Las tierras prometidas: crónicas de un viaje a Israel* (1997) is a travel diary account of her first trip to the promised land and an introspective look at women's roles in Jewish culture. *No solo para dormir es la noche* (1999) is a collection of short stories and essays which continue the general theme of the Sephardic culture and of a woman alone in Mexico City attempting to make a life for herself. The new novel, *Los viajes de mi cuerpo*, to be released in 2003, is about "three fat women who are friends. [The editors] who read it have called the novel 'fun,'" says Nissán.

Novia que te vea was widely popular and saw incredible sales in Mexico for an author's first novel. It was almost immediately sought for a film, released the next year with the same title. Nissán assisted with the screenplay, and she has co-written a screenplay for her new novel with Beatriz Novaro (the director of *Danzón*), who is seeking funds to produce this film.

In Mexico, Nissán has a strong following of women readers–she finds that 12-year-old girls and teenagers identify with the first novel, which is a coming-of-age story, and "grandmothers" identify with some of her stories and comments about women's roles in society once they have raised their children. Women in general identify with her female characters: "'Look, I am not Jewish,' they tell me, 'but Oshinica (the main character) is me.' They see themselves in these stories," Nissán says. "[In Mexico], we are just starting to dialogue, to read other women. We are learning about each other, how we feel, what we think. We are reading and listening to what we have not been able to say."

In college literature classes in the U.S., students have recently had the opportunity to read fiction by Latin American women writers, and with Nissán's novels they can also learn about daily Mexico City life, and of the little-known Mexican Sephardic community. Nissán's first two novels can now be read in English since they have been published as one book by the University of New Mexico Press, with the title *Like a Bride and Like a Mother*. The film of her first novel traveled the international film festivals in this country a few years ago and can be purchased by college libraries.

Classroom teaching of Latin American culture and civilization has greatly improved in this era of multicultural awareness. Although the region is still often taught as a bloc rather than as more than 20 distinct countries, the tendency in textbooks (and by instructors) to treat this region as the offspring of European culture has diminished. Now students will often read of the mixture that came to comprise what is presently Latin America–the European (especially language) mixed with the various native-to-this-continent cultures and peoples, together with the considerable African contribution.

Another facet of this broadened understanding is that of Third-World women and of the multiethnic experience. Critical texts on Latin American authors published by university presses have sought to open these niches. For a focus on Mexican women writers, both the University Press of New Mexico and the University Press of Texas have published texts evaluating several: ***Broken Bars: New Perspectives from Mexican Women Writers*** by Kay S. García (1994, on Elena Poniatowska, Ángeles Mastretta, Silvia Molina, and Brianda Domecq); and ***Contemporary Mexican Women Writers: Five Voices*** by Gabriella de Beer (1996, on María Luisa Puga, Silvia Molina, Brianda Domecq, Carmen Boullosa and Ángeles Mastretta). The Texas UP also published a book on ***The Writing of Elena Poniatowska*** (1994) by Beth E. Jorgensen.

Several books have been published about women writers throughout Latin America, but one focuses specifically on their Jewish heritage: ***Passion, Memory, and Identity, Twentieth-Century Latin American Jewish Women Writers*** (1999, New Mexico UP). This is an anthology of critical essays, edited by Chilean/Jewish-American Marjorie Agosín, in which the first two chapters are dedicated to Mexican Jewish women writers.

Nissán provides an excellent example of a current popular author whose own experience is multiethnic: she was born in Mexico, but her parents are from Turkey and Persia. She grew up learning both Spanish and *Ladino*. Nissán is the first to include the language of the Sephardic, *Ladino* (an archaic Jewish-Spanish, not at all related to Yiddish) and in a Sephardic-Jewish community in Mexico City, to be Sephardic-Jewish means one is descended from Spanish Jews expelled from Spain in 1492, who primarily settled in the Ottoman Empire of the Eastern Mediterranean (now Turkey, Greece, Slavic republics, and Persia), where they were invited and enjoyed freedom and prosperity for more than 150 years. Because of their isolation from Spain, and no prohibitions to use their language in the Ottoman regime, they continued to use the Spanish of 15th-century Spain–the same first brought to the Americas by the *conquistadores*. For centuries, the old Jewish-Spanish language, *Ladino*, has passed down through the generations. (In contrast, the Ashkenazi Jews speak Yiddish, and their ethnic background is usually Hungary, Poland, Rumania, and Germany.) In the early 20th century, with difficult economic times and wars in Europe, many Sephardic Jews again immigrated, especially to the U.S. and Latin America. Nissán's parents were among that group.

Asked whether she considers herself in a group of women writers or Jewish writers, Nissán said, "I think women, because that is the audience [that first reacted] to my writing, to my frustration that is revealed in those first books. I never had an opportunity to decide whether I wanted to be married, and a mother. I never got to know who I was until I was divorced." She knew of course that she was Jewish and Mexican, but not who she was as a person. She explores the female gender in her novels. Nissán's writing evolved over several years in writing workshops, where there were no other participants of Jewish heritage.

"I think the Jewish community learned about me later"–with the award-winning film. Director Guita Schyfter added a second protagonist to the girl in Nissán's novel, and contrasts their lives as the two young women (one Sephardic, the other Ashkenazi) attempt to go against the rules for women in their culture or society. Mexican women who are not Jewish read her books and tell Nissán "they feel freed of their antipathy, rid of an unconscious hatred." Early in Nissán's first novel, the character Oshinica wonders why people always hate Jews. As a child, she is devoted to the Virgin of Guadeloupe, as is the Mexican custom. But she is yelled at accusatorily by the other children at school.

Nissán also describes the enjoyment and preparations for the Jewish New Year, which closely coincides with Mexican Independence Day on Sept. 16. Exquisite dishes are prepared and decorations mounted, but the shouts of cheer–amid Mexican mariachi music–are of Viva Mexico, not Viva Israel. Nissán's accounts provide a new vision of Mexico–a hybrid of both the Mexican and the Jewish, a Mexico where some citizens are the children of immigrants and the keepers of an ancient Hebrew-Spanish tradition.

Nissán is, therefore, teaching her Mexican community about Jewish Mexico in her fiction, and her Jewish community about the need for women's equality. In *Novia que te vea*, Oshinica compares her lack of privileges to the privileges of her younger brother: "It's horrible to be a woman! If I am stronger than Moshón and I can do everything he can, what is the big difference?" Later, she says to her female cousin, as they have just finished serving the men (who sit separate from the women) and return to the kitchen: "Doesn't it make you angry that we are only visible to bear their children and keep the house in order?" After her brother's Bar Mitzvah when he is 15, and she a year older, she notices the difference: "As Moshón was becoming a man, and I a woman, my grandfather's pride for his grandson became greater. Moshón, swelled with pride, imitates Grandfather; they have the same tastes at dinnertime. They value the same things; they do not value us."

Nissán says that originally, "I was afraid to publish my work because of my family, and my community. I thought, who would be interested in this gossip? And I also imagined their becoming angry at me. But Elena (Poniatowska, her writing workshop instructor) would tell me it was very good." Nissán believes she only published because of the encouragement she received from Mexico's great author Poniatowska.

"I was fairly unconscious while writing during those first few years after my divorce," she adds. While she was married for more than 20 years, Nissán never felt she had her own space or permission to be herself.

"The first thing I bought when I was on my own was a desk–a brown desk, with two drawers, but it was mine," she says. "In my house, everything was for others. It's a different life," she says of the second stage of her adult life, "and a different woman, the birth of a woman."

Nissán's novels humorously depict the plight of an adult woman with no rights. At one point Oshinica decides she will pretend to do as her husband does, leave in the evening without saying where and return at a late hour. She tells the maid she is leaving, slams the front door, and then goes to hide in the closet, which she has prepared with pillows, a flashlight, and a book. Hours later her husband comes home and asks the maid where his wife is. I don't know, she replies, she simply went out. Oshinica's mini-rebellions throughout her life occur because she questions the lack of rights for women, whether within the Jewish community or in the greater Mexico.

Nissán is not the first Mexican woman to write about her Jewish heritage, but others have only done so in an intellectual, essayist manner. Nissán is the first to include the language of the Sephardic, *Ladino*, in her text. Critic Ilán Stávans, a Jewish-Mexican immigrated to the U.S., and the author of the first chapter in Agosín's book, puts it this way: "Nissán includes whole pages of dialogue in Ladino, the first time as far as I know where the Sephardic tongue becomes an essential part of a Mexican-Jewish novel." Male writers are noticeably absent from this genre. Says Stávans, "Ironically, this literary generation is composed mostly of women."

While some contemporary Mexican women writers have found great success in the international scene and have been published in several languages, Nissán has been slower to accept publishers' ideas and demands. She jokes that she refuses to learn English. Still, she seems pleased with the result of her English translation, which the University of New Mexico Press has marketed as part of its ongoing Jewish Latin American Series.

Nissán worked as a photographer and graphic artist for the first 10 years after her divorce in 1979. She completed her first novel in late 1989, and in the next few years traveled for the first time to other parts of the world. Now Nissán teaches writing workshops, and is enjoying a new level of learning–learning by doing considerable reading, and preparing presentations for her students. She has a well-developed idea for the next novel, but has not yet begun the project: "It took seven, eight years to complete *Los viajes de mi cuerpo*," she says, "it is a big investment of time."

The new novel will be based on the lives of Mexican suffragettes, spanning three generations of women.

"I have wanted to impart a greater sense of women's liberty to think. We are in an era when women, once their children are grown, have the first chance to be themselves. I want them to see themselves in my books."

Elizabeth Coonrod Martínez is Associate Professor of Latin American Literature and Chair of the Department of Modern Languages at Sonoma State University in Northern California. Her book, Before the Boom: Latin American Revolutionary Novels of the 1920s *was published by the University Press of America in 2001. She interviewed Rosa Nissán in Mexico City recently, and has translated her quotes to English.*

BRAVOS, CATCALLS, and 'NO COMMENT'

No Jerk Left Behind

"We used to say in the corporation, 'Any one of you jerk managers who's got a dull crowd hanging around with you don't deserve your job.' Well, we'll say that to principals. We'll challenge principals in the same way."

Comment by John F. Welch Jr., former GE exec who will teach at and head the advisory board of NYC's new training academy for school principals, as reported in the NYT Jan. 14

In Praise of Truthseekers

"Panche Be" is a Mayan phrase meaning "to seek the root of the truth."

HO contributor Elizabeth Coonrod Martínez and other educators, authors, and activists were recently honored with the first ever Panche Be Awards, launched by syndicated columnists Patrisia Gonzales and Roberto Rodríguez.

Reverend Al Pops the Question

Rev. Al Sharpton, on a cable news show in January, asked a question. If opposition to affirmative action is not racist, how come people such as fellow guest Ward Connerly object to the 20 points the University of Michigan allows Blacks and Latinos, but not to the 20 points it grants to jocks? Aren't there any nonathletes with better grades who don't get admitted?

Sharpton mentioned, too, the long history of exclusion that makes affirmative action necessary. Connerly, a UC regent and author of Prop 209 and antibilingual ed legislation, countered that some who benefit came here only recently and thus shouldn't be entitled.

Separate and Unequal

"Latino students are the most segregated minority group…segregated both by race and poverty, and a pattern of linguistic segregation is also developing."

And the most segregated state of all for Black and Hispanic students? New York! Only 13 percent of its Hispanic and its Black students went to "majority white" schools in AY 2000-01.

"A Multiracial Society with Segregated Schools: Are We Losing the Dream?" by Erica Frankenberg, Chungmei Lee, and Professor Gary Orfield, The Civil Rights Project at Harvard.

On the Plus Side…

"All you needed to do was look at his record as governor of Texas: diversity without quotas." Ari Fleisher. *NYT Jan 21*

Ahem. Some point out that 10 percent plans, which guarantee college admission to the top 5 or 10 or 20 percent in each high school, depend on segregated schools to generate access to underrepresented, low-income, less well-educated students, so many of whom are Black and Latino.

by Adalyn Hixson
Editor, Hispanic Outlook Magazine

Spanish Language Media NOT Minority TV, María Elena Salinas

Award-winner Says Opportunities Require Education

by Karen E. Thuermer

María Elena Salinas is often in a hurry. She describes her life as working, sleeping, changing, and rushing back to work. Even as this *Hispanic Outlook* reporter interviewed Salinas, she was on the run, talking on her cell phone as she left the station, and headed home in her car.

"I have to pack and be on an airplane for Los Angeles tonight," she exclaimed, her voice sounding out of breath.

As co-anchor of Noticiero Univision in Miami, Fla., Salinas frequently spends her days running out the door to drive and fly everywhere to interview newsworthy Hispanic leaders and cover events. The work is hard emotionally, now that she has a baby at home.

But Salinas is also thrilled with her career and speaks highly of her choice of profession.

"It's a lifestyle rather than a job," she says. "More so, since I anchor news in the field, I am often a witness to history in the making."

The list of people she has interviewed is impressive. They include former Mexican presidents Carlos Salinas de Gortari and Ernesto Zedillo, and the current president, Vicente Fox. Add to that Argentina's former president, Carlos Menem, Chilean President Augusto Pinochet, Panama's Manuel Noriega, Nicaragua's Daniel Ortega and President Violeta Chamorro; Colombia's César Gaviria and President Andres Pastrana; Peru's former president, Alberto Fujimori; and the Mexican rebel Sub-Comandante Marcos.

"I have interviewed the heads of state in every Latin American country," she says, then pauses. "Actually, in almost any country. I have also interviewed the Pope."

Salinas, in her humble way, is quick to add that she is only "a mouth" reporting news. Today she finds herself traveling around the country to report on places and activities in different locations around America.

"The purpose has most to do with attracting more viewers and increasing our ratings," she says.

But her employer and its larger organization, Univision Communications Inc., has already developed into the premier Spanish-language media company in the United States. Its national operations include: Univision Network, the most-watched Spanish-language broadcast television network in the U.S., reaching 97 percent of U.S. Hispanic households; TeleFutura Network, the new 24-hour general interest Spanish-language broadcast television network, reaching 72 percent of U.S. Hispanic households; Univision

Television Group, which owns and operates 22 television stations; TeleFutura Television Group, which owns and operates 28 television stations; Galavision, the country's leading Spanish-language cable network; Univision Music Group, which includes the Univision Music label, Fonovisa Records label, Rudy Pérez Enterprises label, and a 50 percent interest in Mexican-based Disa Records label as well as Fonomusic and America Musical Publishing companies; and Univision Online, the premier Internet company in the U.S. Hispanic market, reaching 80 percent of the nation's Spanish-speaking online audience at www.Univision.com.

While Salinas works for the network in Miami, the corporation is headquartered in Los Angeles. Univision has television stations and sales offices in major cities throughout the United States.

Humble Beginnings

But Salinas did not always work for Univision or in broadcasting. As a teenager, she held jobs in a clothing factory, a cafeteria, and a movie theater in her hometown of Los Angeles to help pay for her Catholic school education. Her early ambition was to be a fashion designer. Yet, when she attended East Los Angeles Community College, she found herself increasingly interested in business. She pursued a degree in marketing.

Salinas fell into radio in a roundabout way–as the result of teaching poor women about personal care at a friend's finishing school. Attempting to sell cosmetics over the radio, she was asked by the station to try her hand at music and news. This entrée as a news and music commentator helped polish her skills as a journalist and broadcaster.

Now interested in advertising and media, she found herself venturing into television. In 1981, she was hired by television station KMEX-TV, the Univision affiliate in Los Angeles, as a reporter and talk show host. She was the only woman working at the station as a reporter.

"I had to write three stories a day, host public affairs programs, and produce a weekend entertainment show," she recalls.

Realizing she had a lot to learn, she began taking extension courses in journalism at UCLA.

"Although the station was small, I only had a background in marketing and radio," she recalls. "I had no experience in journalism or broadcasting. I had a hang-up about that for a long time."

Education is Key

Today Salinas stresses the importance of having a degree in journalism. "You can't go to work in the media without a journalism degree," she says. "It is too competitive." But back then, Salinas claims she had an edge with her employer because she was bilingual.

"Others at the station either had arrived from Latin America and spoke only Spanish, or were Americans with no Spanish at all," she says. "But now the Spanish media has grown up. You need to be very prepared to work for it."

Giving Salinas a boost in those early years were her efforts to become involved. She immediately became active in community events and journalist organizations. Among them was the California Chicano News Media Association (CCNMA). CCNMA's mission to diversify the news media by providing encouragement, scholarship, and educational programs for Latinos pursing careers in the news media, and to foster an accurate and fair portrayal of Latinos in the news media, and promoting the social, economic, and professional advancement of Latino journalists.

Salinas, the daughter of two Mexican immigrants, soon began to realize how hungry the Hispanic community was to obtain news and information that directly related to them. She understood this.

"Although I am an American, I fit in best in the Hispanic community," she says. "My parents always spoke to me in Spanish."

In those days, Salinas was also told there was no future in Spanish media. "Latinos would become U.S. citizens and meld with the culture was the usual remark," she reveals. Yet, today the United States is home to some 35 million Hispanics. Latinos increasingly have their own voice. Univision has played a part in that effort.

"Univision is the first large Hispanic company in its profession," she says. "We successfully compete directly with English-language stations for advertising dollars, some of which have higher markets and viewer numbers."

When Salinas was first trying to make her mark, the odds seemed against her.

"But I became very involved with CCNMA," she says. "I was on the board and speakers bureau. I spoke often to students, and through that affiliation helped launch the National Association of Hispanic Journalists (NAHJ) in 1984."

The goal of NAHJ, she explains, was to provide a forum whereby Hispanic journalists could learn from each other as well as network. Today NAHJ is dedicated to the recognition and professional advancement of Hispanics in the news industry. NAHJ created a national voice and unified vision for all Hispanic journalists. When founded, the organization had some 300 members. Today NAHJ has approximately 1,500 members, including working journalists, journalism students, other media-related professionals, and academic scholars.

Officials with NAHJ explain that today's association goals are to further employment and career development for Hispanics working in the news media; to organize and provide mutual support for Hispanic journalists in English, Spanish, and bilingual media; to encourage the study and practice of journalism and mass communication by Hispanics; to promote fair treatment of Hispanics by the news media; and to foster greater understanding of the culture, interests, and concerns of Hispanic journalists.

The organization is constantly adding to its list of programs. They include regional workshops and seminars, a national convention and career expo, mid-career and professional development programs, online job bank, journalism awards, internship and fellowship listings, student journalism workshops, newsletter, and scholarships.

Through the organization, Salinas, herself, offers a scholarship called the María Elena Salinas Scholarship for Excellence. Salinas donates the $5000 scholarship, with matching funds from Univision.

"This money is available each year to Hispanic students studying journalism. They can be attending any college," she says. "And it can be awarded during any year of study. We also offer internships at the station of our affiliates."

Successful Role Model

Today, Salinas is one of the most respected Hispanic journalists in the United States and Latin America. An Emmy Award-winner, she has covered major news events around the world as anchor of "Noticiero Univision." She also cohosts the prime-time news magazine "Aqui y Ahora" and her journalistic talents extend to print, radio, and the Internet.

She has a weekly syndicated column with King Features, writes a weekly column on Hispanic issues for Univision.com, and has provided daily commentary on Radio Unica, the only Spanish-language radio network in the U.S.

Salinas was the first network anchor to report on the death of Princess Diana live from London. She has covered nine of Pope John Paul II's trips, including his historic visit to Cuba. Former U.S. presidents George Bush and Bill Clinton were exclusively interviewed by Salinas, and more recently, President George W. Bush and presidential candidate Al Gore.

Salinas' best advice to any Hispanic considering pursuing a career in the media is to get an education.

She reflects on her interview with Clinton, in which he noted his hope to be the last U.S. president unable to converse in Spanish.

"I was disappointed he had not learned a single word," she admits. The situation was different with President George W. Bush, who spoke easily to Salinas in Spanish.

Salinas has consistently covered issues of interest to the Hispanic community, particularly the changes in immigration laws. Most recently, her in-depth coverage of immigration reform drew accolades from government leaders and immigration advocates. She has also extended her area of influence via the radio waves, through Radio Unica, heading up a campaign to motivate Hispanic students to stay in school, and voter education campaigns to get out the Hispanic vote.

Salinas' best advice to any Hispanic considering pursuing a career in the media is to get an education. "Anyone who thinks there is no future for Hispanics in journalism should think again," she comments.

She is a living example. Consider her list of achievements: She received two national Emmys for her coverage of Hurricane Mitch in Central America. She is part of the news team that received the Edward R. Murrow Award for Univision's coverage of the Atlanta Olympic Park bombings. Her work has been recognized by the National Hispanic Media Coalition, and she has received The Striving for Excellence Award and the Lifetime Achievement Award by The Broadcasting Training Program, the Superior Achievement Award from the National Association of Hispanic Publications, a Lifetime Achievement Award from The California Chicano News Media Association, as well as The Gift of Hope Award given by The Women's Hope Fund. Salinas was also given the President's award by the National Association of Hispanic Journalists for excellence in journalism.

"Spanish-language media is not minority television," she exclaims. "It has developed into quality programming that provides vital information."

Salinas holds that these media not only cover the news like other channels; they also help bind together the Hispanic population by bringing news and information that relates to them. For example, Salinas has appeared in several community-oriented educational videos sponsored by the U.S. Departments of Health and Education on issues ranging from the importance of immunization for young children to the risks of heart disease and parents involvement in their children's education.

"A lot of people find they are in a newly adopted country," she says. "We strive to help them adapt and understand the U.S. government, how things are done here, and opportunities. It is also a link to their country of origin."

And for those reasons, Salinas finds her career most exciting.

"It is rewarding and vital to the Hispanic community. This is not a Taco beat."

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The Art, Craft, and Politics of Writing

An Interview with Diana García, Poet/Teacher

by Pat Hanson

> ***"I know what it's like to see my son hauled up and tossed up the side of a police car because he's walking late in the wrong part of town at the wrong part of the night and is the wrong color."***

Diana García was born in 1950 at a farm labor camp in California's San Joaquín Valley. She is currently an associate professor at California State University (CSU)-Monterey Bay, teaching contemporary world literatures and Chicana-Chicano and Latina-Latino literature in the Creative Writing and Social Action Program and the coordinator of the Reading, Writing, and Critical Thinking Program for the Institute for Human Communication.

At different times she has been a single mother on welfare, owner of an electronics retail store, personnel manager, and sentencing consultant to criminal defense attorneys. She received her MFA from San Diego State University in 1995, has been an assistant professor of creative writing at Central Connecticut State University, and an exchange professor at the University of Freiburg in Germany.

Her poetry and fiction are included in several anthologies, among them *Touching the Fire: 15 Poets of Today's Latino Renaissance*, ed. Ray González, Anchor/Doubleday 1998; *El Coro: A Chorus of Latino and Latina Poets*, ed. Martin Espada, University of Massachusetts Press; *Paper Dance: 55 Latino Poets*, ed. Victor Hernández Cruz, Leroy V. Quintana, and Virgil Suarez, Persea Press 2000; and *Pieces of the Heart: New Chicano Fiction*, ed. Gary Soto, Chronicle Books 1993.

Her first collection of poetry, *When Living Was a Labor Camp*, was published in 2000 by The University of Arizona Press, Camino del Sol series. In April 2001, the Columbus Foundation selected the book as an American Book Award-winner.

HO: Tell us about your background and how you got where you are now.

DG: When I was born, my parents were working as farm laborers for the California Packing Corporation in Merced, Calif., but by the time I was ready for school, we had moved into town. I literally learned firsthand what it was like to live in the camp and see the difference between that and waking up on Saturday morning able to go grocery shopping because the store was right there.

I didn't speak much English when I first started school and was almost held back, but I could read English, so they finally let me go to a regular first-grade class. The irony behind that was that by fifth grade, I was identified as gifted and placed in a program that bussed me to the other side of town. It was there I first really began to understand what it was like to live in a White-dominated culture. I was easily the poorest student in the class and definitely the only student who was not White. Most of the people in that class had parents who were doctors and lawyers. It was then, about 1960, that I began noticing what happens in terms of the type of socialization that occurs.

My friends on my side of town didn't want to talk to me or have anything to do with me because they thought I had betrayed them. On the White side of town, I was an oddity, definitely not part of the social scene. I remember attending one party in fifth or sixth grade, and then not another until I was probably a senior in high school. They had very different kinds of lives, and mine just wasn't anything they were familiar with.

So, the idea behind class-consciousness and a racial divide was very clear to me from a very young age. It's not surprising that I carried a real chip on my shoulder for many years, trying to understand what it was that made people not want to be my friend, not want to have me in their Girl Scout group, or not invite me to pajama parties. It was a difficult period, but I had very strong parents who helped me understand.

HO: Did your parents remain working as farmworkers?

DG: No. My maternal grandfather got my father into the Cement Masons and Plasterers Union, and he eventually became a finish cement mason. As in any of the trades, the higher up you go, the better your working conditions are.

HO: Your poems span three decades. What differences are there now?

DG: My poems convey the idea that the reality for farmworkers hasn't changed tremendously. We still rely on underpaid workers who work under perilous conditions. They have to go into recently sprayed fields or work in fields adjacent to those being sprayed. Fifty years later, you still have people living at the edge of the flower fields in San Diego County. Here in Monterey County, many *campesinos* still camp out in trucks and vans, cooking out on drums at the edge of the field that they will work in the next day. Many of my students have documented living conditions like these that go on to this very day.

So, the situation has not changed substantively. In small areas it may have changed. But, when you consider that in the state of California, for example, the kind of laws and safety practices that apply to every other sector of the economy do not apply to farmworkers–that's one level of indication of how insignificant farm labor is. For instance, most students have to be at least 14 years old before they can get a work permit and aren't allowed to work around toxic chemicals until they're over 18. This doesn't apply to teenagers who work in the fields. That begins to give you an indication of how little esteem farmworkers receive in comparison to all other laborers, all other level of laborers in California and the United States. The Farm Labor Board in California remains very much an advocate for growers rather than workers.

Monterey County Superior Court Judge Robert O'Farrell, for example, is one of my current heroes. He's brought suit against a couple of growers who were spraying the fungicide methylbromide in the strawberry fields next to schools in Pajaro and Salinas. With his help, organizations like California Rural Legal Assistance (CRLA) were able to get an injunction against their doing so. Unfortunately, it was just against two growers in local fields.

DYNAMICALLY
LINKING
PAST
PRESENT A
FUTURE

HO: Tell me more about your students. How do some of them get out of the fields and into the schools? And then, if they're lucky enough, empowered and taught to be activists like your students are?

DG: Fifty years ago, before many jobs had been shipped overseas, the situation was very different. When unions were stronger, there were more blue-collar opportunities, especially for men, that would allow entrée into the level of income so that you could buy a home. When you could become a carpenter or a longshoreman, it was much easier not to need a college education. You could pretty much get by with a high school education, if that, then go directly to work in the trades.

But, today our economy has changed dramatically. Everything from steel work to auto manufacturing, if it requires any kind of intensive work, can be outsourced to countries other than the United States, where labor is cheaper. In fieldwork, parents understand and recognize that the reason they've come to this country and are working in the fields is the hope that their children will do better than they do.

Many college campuses have ambitious recruitment programs for children of migrant workers. They start at a very young age getting students thinking about college as an option, teaching them that they could be college material. When I was going to high school, there were no programs like that. The very first Educational Opportunities Program, the EOP program, didn't start at Fresno State until my first year there in 1968.

HO: You teach in a writing program now. When did you become a poet, start to write about all you've seen?

DG: One of the many times I went back to college, I took a required composition class. At the end of the semester, the professor told me I was one of the best writers he'd come across. Had I ever considered taking a creative writing class? I hadn't. But, I trusted him and took a lower division introduction to creative writing class from the poet Glover Davis. By the end of that semester, Glover asked me what I was planning to do and asked if I'd considered becoming a writer.

I said, "Are you kidding? How would I support myself?" I was going for a bachelor's in business psychology to be a personnel manager.

"You could do what I do … teach."

I looked at him–couldn't even imagine being what he suggested. But he'd planted a seed. Mentoring students is so important.

HO: So you found a mentor who inspired you and shifted you into a new field.

DG: Yes, and he suggested I take a creative writing course from Sandra Alcosser, who won the National Book Critics Award for her collection *Except By Nature* a couple of years ago. I studied with her, Marilyn Chin, and Glover Davis, and got my Master of Fine Arts at San Diego State in 1993.

HO: Tell me about the community-based work you've done with the Poetry in Motion and the Border Voices projects.

DG: I co-founded the Poetry In Motion program and Border Voices project in San Diego County. Poetry In Motion was a takeoff on a program placing posters with famous excerpts from poets like Pablo Neruda on the subways in New York City. In Connecticut, we put them on buses and billboards, and in San Diego on trolleys. The Border Voices project continues to this day, teaching children in San Diego poetry with writers from both sides of the border. Every year in March, there's a huge festival drawing famous poets, students, parents, and teachers from all walks of life.

HO: How did you end up weaving politics into the craft of writing in a program called Creative Writing and Social Action?

DG: What most of us have been taught is a myth. We're told, "write what you know, write out of your own experience." Yet most college programs believe in art for art's sake. In my situation, I quickly came up against the fact that my personal experience was tied directly to the political discourse of this country. I was a child of farmworkers. I was a poor, single mother on welfare. I know what it's like to be a woman of color. I know what it's like to see my son hauled up and tossed up the side of a police car because he's walking late in the wrong part of town at the wrong part of the night and is the wrong color. So for me not to write about issues of race or class or gender or ethnicity simply wouldn't work.

When I started writing about my experiences and those of my family and extended family, I started getting some feedback from professors saying, "Where's the art in this? Can you make this less a diatribe? Remember craft."

I didn't understand the lesson they were trying to inculcate at first. I didn't get what they were saying. All I knew then was that this whole art for art's sake idea wasn't for me. It didn't allow me to treat my experience in a way that was real for me.

PREPARATION
THROUGH

So, my own response to that, in the work I began producing and in my teaching, was to get my students to think about the issues facing their respective communities and their own generation. I ask students to draw parallels between those issues and their own experiences in a way that is both poetic and lyrical, and at the same time tied into the craft of creative writing, which is why coming to CSU Monterey, where they value this, is wonderful.

HO: Can you comment on the concept of Marianismo [Marianismo is the stereotyped gender role of females in Mexican society] you mention in one of your poems? How does this mesh with feminism? You come out strongly as a feminist, yet now in 2002, a different attitude exists about women's issues in young people who are 19 and 20 than there was in the early '70s. Have you noticed this?

DG: I came into consciousness as a Chicana and as a feminist about the same time, in the late '60s, early '70s. I had a growing sense of a feminist core, but I didn't have a theoretical context for it until I was in my late 30s in an MFA Program. I took a couple of feminist theory courses in the English and the Spanish department. The discussion around Marianismo in books like Maria Luisa Bombal's *La ultima niebla*, a 1930s novella by a young Chilean upperclass woman in her 20s, helped me understand how my own upbringing and my own distancing from the very strict male/female role distinctions were very oppressive for me as a young girl, especially when I hit teenage years and early adulthood. She wrote this book at her kitchen table. In it she sees this growing sense of how women are being oppressed, even in upperclass 1930 Chile. It was an amazing revelation for me. That is when I really became a feminist. I couldn't reconcile how the young men in the culture could get seven or eight different women pregnant, and nobody ever really said anything against it. But I got pregnant and was ostracized, as were many young women of my generation who were Mexican, Mexican American, or Chicanas.

My poem "Other Marias" is a strong denunciation of that, of all of that. I had just finished reading "*The Laugh of the Medusa*" by the French literary theorist Helene Cixous. Her essay exhorts women to write about the body. I had read Tori Moi's *Sexual, Textual Politics* both in English and in Spanish. It had been equally difficult in both languages. Several other books along those veins made a deep impression on me at a time when I was developing my manuscript.

HO: Again, where are young Latinas you teach today with feminism and Marianismo and machismo? Do they know their own oppression?

DG: I think they do. It's similar across the spectrum. Some young women are much more willing to study and read and understand their own realities within the context of feminism and gender inequalities; but probably the majority of the students aren't as interested. For them, college becomes a social experience. They're interested most in getting their degrees, launching their careers, and eventually marrying and having a family. What I think this says is that they're responding to a very strong family tradition in their culture. It's only a natural outgrowth of how strong the family unit is in the Chicano culture.

HO: But, in your teaching of Writing for Social Action classes, clearly you work in pieces on gender imbalance to get them thinking. You plant the seeds.

DG: Absolutely. Definitely, oh definitely. In my classes, all those issues related to gender or to class or to ethnicity come to the fore. There's no way I can avoid them.

HO: Thank you. Your story, your evolution really traces how you've always made the personal political–from farm labor, to single motherhood, to college tenure, and even to mixing the craft of art with politics.

Do you have one last word of advice for young Hispanic college students?

DG: I would urge all students to make sure they indulge in art courses, as well as their general education requirements. The arts can provide richness the rest of your life. Art is something you'll never lose. If you indulge in an art appreciation course or then take a hands-on art class in your first year, you're going to find that the lessons you learn will last you for a lifetime.

Similarly, I have never found that my creative writing has been anything but an asset. When I was writing sentencing recommendations, the judge complimented the work as one of the most creatively written reports he had ever read.

The arts apply at so many levels. Do yourself a favor. Since so many arts courses have been taken out of the K-12 curriculum, indulge in them when you get to college.

Keep the strong emphasis on craft, but never distinguish it from the issues. They go hand in hand.

Poems from *When Living was a Labor Camp* by Diana Garcia © 1998 Tuscon: University of Arizona Press.

TURNING TRAYS

Each vineyard is a world of crosses.
They sink in the fog each winter, in summer
dangle green redemption. Late August,
grapes sugar even as you cut. You must cut
and lay and spread and turn each tray
again and again. Flesh shrivels,
browns in the sun. Bronzed nuggets
fall from the stem, and you,
as far from the beginning as the end,
cannot walk away.
You cannot escape turning trays.
One row ends; another begins.
You must finish this row
And the next
And the next.

I once feared I'd end up stuck mid-row,
a line of brown paper trays behind me,
neat bunches of grapes splayed across
each tray. Raisin grapes trailed me,
pearls the size of my fingertips.
Here is where I tackled imagery:
Taut flesh between my teeth,
sweet liquid down my throat.
Here is where I struggled for the end
of each line, no dirt roads or dry canals

to turn me back. I learned to savor
strands of words, weigh their ripe perfection.
I learned to measure a scrub jay's call,
a dragonfly's rainbow flight.
I learned there is no stepping away,
no leaving behind what remains:
One more row to turn,
unfinished lines to tend.

OTHER MARÍAS

Once there were 50 Marías
each with 50 lovers. There was
María Luz the secretary
who crooned Latin-French-Spanish to
her Brazilian sailor, the son
of a diplomat who brought her
music boxes from Las Vegas
where he slept with María del Pilar
who lay with the finish carpenter
who stroked her calves as if to raise the grain on a
staircase finial. María de los Dolores
caught a lash from the bricklayer
whose dust raised welts on her shoulders
while María Elena fixed paella
for the Spaniard who sneered
at her Yanqui taste for sweet beef and lettuce,
always lettuce with every meal.
María de las Rosas snuck
Marxist tracts into the copy
room for her Tijuana lover
who multiplied them hundred fold
so he could pass them to his morenita,
María la Negra from Cuba who scored
on a Venceremos Brigade with
the insurance sales boyfriend of
María de Jesus (mother
of a two year old) who, awaiting
trial on drug-smuggling charges caught
her lawyer's eye which provoked his
mother María de los
Remedios, who refused to bless
their union saying her son who
would make a fine judge should marry
A pure María, undefiled,
not this María with child
who favored the creak and spring of
cheap motel beds, the smoke-wine scent
of pliant sons who matched
her rising rhythm, not
this passionate María.
Definitely not a virgin.

WHEN LIVING WAS A LABOR CAMP CALLED MONTGOMERY

You joined the family each summer to sort dried figs.
From Santa María to Gilroy, Brawley to Stockton, you settled
in rows of red cabins hidden behind the orchards.

You recall how the red cabin stain came off on your fingers,
a stain you pressed to your cheeks so you looked like
Dolores del Río, the famous Mexican actress.

Her high-sculpted glow stunned the boys who dogged you
to the theatre, the coolest building in town, where you forgot
the San Joaquín heat and fruit flies.

You wiggled on velvet-backed chairs, split popcorn with
your cousins. When the film's hero, the rancher's son, rode horseback
to the river and spied Dolores washing her hair, you'd swoon. Just for a
moment, a small eternity, the hero's hacienda, its dark wood beams
and low-slung chandelier, were yours.
You were tall and thin and everything looked good on you.

To tell the truth, though, you preferred Lauren Bacall's whistle.
So at the packing shed you eyed your brothers' friends, not
the pickers, the carpenters, those who wanted out

of the fields. You picked one with a full-mouthed smile, not
your mother's choice but a tall man with papers who wanted
to join the army and live in L.A.

And perhaps, in the end, everything didn't look good on you.
Maybe your hair didn't look good dyed auburn; maybe
Pillow-breasted women weren't meant to wear sheaths.

You visit the camp each summer reunion. Your sisters snatch
peeks at your husband. His teeth still look good. A cousin
glides you through a cumbia; you dreamt he kissed you once.

You catch the stench of rotting figs, of too-full outhouses.
The nose closes off. You feel how hot it was to sleep, two
to a mattresses, the only other room the kitchen.

You thought your arms thickened long ago lugging trays of figs.
You thought you had peasant ankles. You thought you could die
in the camp and no one would know your smell.

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The Unforgettable Images of Poet

Judith Ortiz Cofer

Her Life in Cuentos and Poems

by Judy Baker

Celia Flores, an exchange student from Puerto Rico, and César Cazales, an English major, were especially excited to finally meet the poet whose work they had become familiar with during their studies at William Paterson University. After a combined poetry reading and talk, they led a long procession of fans clutching rather than holding their well-worn books, waiting patiently for an autograph and perhaps a few words with Judith Ortiz Cofer.

The Latina writer helped the WPU community celebrate Latin Heritage Month at the Wayne, N.J. campus in October. Student Christine Spazino gave a bilingual introduction to a diverse audience of more than 100 students, faculty, staff, and visitors. This special event was co-sponsored by Campus Activities and Student Leadership/J. Victor Machuga Foundation, Educational Opportunity Fund Program, English Department, Latin Heritage Month Committee, Minority Education Enrichment Center, Office of the Dean of Humanities and Social Sciences, Race and Gender Project, Women's Center, and the Women's Studies Department at William Paterson University.

This was by no means Ortiz Cofer's first visit to the University; every few years, organizations on campus feel compelled to bring the popular speaker back to campus to inspire a new group of students.

Ortiz Cofer gave an indication of how she would present her work, instructing her audience that "Every poem has a *cuento*," and she reinforced the point, "you know you can't do anything without a *cuento*." From then on, Ortiz Cofer interspersed *cuentos* and poems, connecting the stories of her life to her writing.

While many know Ortiz Cofer primarily as a poet, she also writes fiction, personal essays, and creative nonfiction. She continually crosses genre boundaries, writing in whatever form the subject calls for. Ortiz Cofer's entire life has involved linguistic, cultural, and geographic border-crossing, traveling back and forth from her native home, Hormigueros, Puerto Rico, to Paterson, N.J., her permanent childhood home, to her present home in Georgia, where she is the Franklin Professor of English and Creative Writing at the University of Georgia.

The emotional and psychological impact of straddling multiple cultures is evidenced throughout Ortiz Cofer's writing. Because she was shuttled back and forth between Paterson, N.J., and Puerto Rico, based on her father's naval assignments, the life of Puerto Rico has had a major impact on her writing. Ortiz Cofer explains that as a light-skinned Puerto Rican woman, she felt marginalized during her frequent return trips to the island. And in the 1950s Paterson, before the city had the racial/ethnic diversity that it has today, Ortiz Cofer was treated differently because of her darker skin color.

In "The Story of My Body," the poet's coming-of-age essay reveals her recognition of sexuality through an understanding of her ethnic identity and the social and political significance of skin color. Gender issues and bicultural identity form an inextricable bond in much of Ortiz Cofer's writing, highlighting the importance they played, and continue to play, in shaping her reality. As she puts it, "Poems are made not from philosophical ideas, but from images you can't forget." One of the distinct privileges of attending a reading by this writer is to hear the stories–*cuentos*–of her rich life.

To hear Ortiz Cofer read "The Way My Mother Walked" is to immediately recognize what the mother and daughter share by being female, with a realization that those generational and cultural differences will forever separate them.

The Way My Mother Walked

She always wore an amulet on a gold chain,
an ebony fist
to protect her from the evil eye of envy
and the lust of men.
She was the gypsy queen of Market Street
shuttling her caramel-candy body past
the blind window of the Jewish tailor
who did not lift his gaze,
the morse code of her stiletto heels sending
their Mayday-but-do-not approach into
the darkened doorways where eyes
hung like mobiles in the breeze.
Alleys
Made her grasp my hand teaching me
the braille of her anxiety.
The two flights to our apartment were her holy ascension
to a sanctuary from strangers where evil
could not follow on its caterpillar feet and where
her needs and her fears could be put away
like matching towels on a shelf.

Ortiz Cofer told the *cuento* as a way of acquainting the audience with her own daughter Tanya and highlighting the close bond they share. One New Year's Eve, they found themselves together watching a National Geographic special focused on molecules of air, a subject the poet knew nothing about. This was how Tanya, who is pursuing a doctorate in mathematics, wished to spend the evening. Ortiz Cofer's response to the experience involved something she *did* know something about, and she wrote "Mira Hija." The poem honors the intellectual way in which her daughter understands the world, and at the same time, recognizes a connection that mathematics and language share–the ability to convey meaning. Through the poem, Ortiz Cofer acknowledges fundamental differences between her daughter and herself, but by honoring Tanya's way of perceiving the world, she models how we can love one another by appreciating those differences.

The poet followed this *cuento* by recounting a frightening adventure she shared with her mother. They were trapped together in Puerto Rico when Hurricane Louise was supposed to hit the island, but instead drifted out to sea. Emphasizing their vulnerability, "remember the island of Puerto Rico is only 35 miles by 100 miles wide," Ortiz Cofer expressed their fear of not surviving the storm. Through the *cuento*, she makes explicit the different perspectives she and her mother use to view the world. Her mother, a captive audience to CNN's round-the-clock weather reports (she speaks in Spanish and has cable and HBO in español) admonished her daughter: "No use packing; we're going to die." But Ortiz Cofer countered by saying, "They're predicting our fate, not determining it." Making a trip to El Mall to purchase a transistor radio, she explained (somewhat sardonically) her need to "track my own death in the storm."

In many of the *cuentos* that Ortiz Cofer shared with the audience, you could find elements of humor and sadness, and Ortiz Cofer sees this as indicative of the life of Latina/os in general: "We know how to celebrate, and we know how to suffer, and we usually do both to the accompaniment of music." The *cuentos* acknowledged the cultural differences between the writer, her mother, and her daughter, but she affirmed their capacity for transcending these differences through love. Ortiz Cofer explained what made each of the women unique: "My mother has religion; I have poetry–my heart and my dreams are on that island–and my daughter Tanya has math." As she looked out into the student-filled audience, she said "If you have something you believe in, you can live life with integrity and still protect your beliefs."

Only recently has Ortiz Cofer begun to write at any length about her father. He was in the Navy during her childhood and absent much of the time. A veteran of Korea, the Bay of Pigs, and Vietnam, he eventually returned home clinically depressed. One of the most vivid memories Ortiz Cofer has of her father is of him when he was playing dominoes. This is a game that only the males in her culture participated in, and they taught their sons and grandsons how to play. Ortiz Cofer explained that she researched the history of the game of dominoes in order to write a poem about her father. In her poem, she finds a parallel between dominoes and war. A line from the poem–"this is an old game"–explains how her father "lost the game" (there were no domino games aboard ship) even though he didn't lose his life in the war. (He died within two years after his return home.)

Perhaps in an attempt to explain his depression, Ortiz Cofer shared a *cuento* that she had recently learned from her mother. Because her father was one of only a few Spanish-speaking sailors in the Navy, his job was to bring in wounded soldiers in Cuba. And because he was light-skinned, he was also made to impersonate an ill American sailor and report on Cuban conversations among the Cuban sailors. The *cuento* suggested how her father's identity had been used against him, and Ortiz Cofer said her history of dominoes was written to represent the joy of life that her father had lost. In another poem, "My Father in the Navy," Ortiz Cofer immortalizes her father.

My Father in the Navy

Stiff and immaculate
in the white cloth of his uniform
and a round cap on his head like a halo,
he was an apparition on leave from a shadow-world
and only flesh and blood when he rose from below
the waterline where he kept watch over the engines
and dials making sure the ship parted the waters
on a straight course.
Mother, brother and I kept vigil
on the nights and dawns of his arrival,
watching the corner beyond the neon sign of a quasar
for the flash of white, our father like an angel
heralding a new day.
His homecomings were the verses
we composed over the years making up
the siren's song that kept him coming back
from the bellies of iron whales
and into our nights like the evening prayer.

To the writers in the audience, Ortiz Cofer cautioned against writing in a vacuum, and reinforced the importance of reading to become familiar with what has been published.

During her early years in Paterson, Ortiz Cofer lived on Park Avenue and attended Public School 11, but it was the library that, in her words, "became her sanctuary." Perhaps because her father was so often away, Ortiz Cofer's mother imposed strict rules that constrained her social life. She was not allowed to go anywhere except the public library, and she made ample use of the opportunity. (In *The Latin Deli*–1993– she describes the Paterson Public

Library as "a Greek temple…Two roaring lions, taller than a grammar school, greeted those brave enough to seek answers there.") Ortiz Cofer found empowerment and a spiritual inner life through books that she continues to share with the countless students she teaches as a professor of creative writing.

During her college years, she studied the Romantic poets, but emphasized the value in studying whatever literature inspires you. Attending Augusta College in Georgia, she took a course in Southern literature and immediately felt "a shock of recognition" reading Flannery O'Connor and Eudora Welty. When Alice Walker and Toni Morrison's publications became available, she immediately embraced them as well. She realized her connection to women who were writing about family, region, and religion. Often, the poet combines these three subjects within a single poem.

During the Q & A segment of her presentation, Ortiz Cofer was asked about the influence of other contemporary Latina writers. She explained that although Julia Alvarez and Sandra Cisneros, among others, were writing at the time that she was, it was as if they were writing in isolation, each thinking they were the only one. Ortiz Cofer then shared the story of how her writing life began in earnest. It was only after she was in graduate school that she made a conscious decision to make writing a priority in her life. She had a job and a family at that time, and told the audience "there is no good time to write." She designated the hours of 5:00 a.m. until 7:00 a.m. (the hours before her baby would wake) as the time she would devote to her craft. Ortiz Cofer developed the discipline to become a writer even though not all of this writing would be published, stating that the process involves "a little bit of talent and a great deal of discipline." Eight years after Ortiz Cofer began writing, her first chapbook *Peregrina* (1986) was published, and for more than 20 years, she has continued to write "without expectation." She joked that because each of her books is different from the last, because there is no formula as is found in many mainstream publications, "maybe that is why Oprah hasn't called."

A select list of Ortiz Cofer's publications includes: *Woman in Front of the Sun: On Becoming a Writer*, University of Georgia Press, 2000; *Sleeping with One Eye Open: Women Writers and the Art of Survival*, Marilyn Kallet and Judith Ortiz Cofer, eds. University of Georgia Press, 1999; *The Year of Our Revolution: Selected and New Prose and Poetry*, Arte Público Press, 1998; *An Island Like You: Stories of the Barrio*, Troll Books School Book Club Publication, Penguin, U.S.A., 1996 (short fiction for adolescents); *The Latin Deli*, University of Georgia Press, 1993 (prose and poetry); *Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood*, Arte Público Press, 1990 (essays and poetry); and *The Line of the Sun*, University of Georgia Press, 1989 (a novel).

For Ortiz Cofer, "What I write is what I need to write." She includes some Spanish in her narratives, but has always written primarily in English, and remains one of the few Puerto Rican writers who writes outside of an urban experience. Because she writes in English, Ortiz Cofer's work is known more outside her native Puerto Rico, but the *cuentos* and poems she writes about life on the island have a strong resonance for those who have left.

Celia Flores sums it up: "I heard about Ortiz Cofer here in the U.S. I related a lot about hurricanes and dominoes, Goya products and rice and beans. She makes me miss my home food."

Author Judy Baker was recently awarded a Ph.D. in English from the State University of New York at Albany. She has been project administrator of The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching since 1992.

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¡Adelante Mujer Latina!

Welcome!
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WOMEN AT WORK

Leading the Way for Mothers and Daughters

by Michelle Adam

Let's begin with a few basics:

Latinas have the highest teenage birthrate in the U.S. In fact, according to the National Campaign to Prevent Teenage Pregnancy, 165 out of 1,000 Latinas are pregnant during their teenage years. Only 32 percent of teenage mothers get their high school diplomas, and many are dependent on public assistance. A third of the 9- to 15-year-old girls surveyed by the Academy for Educational Development (1992) cited pregnancy or marriage as the reason for leaving school.

Secondly, leaving school early has a dramatic impact on Hispanic females, because Latinas face greater barriers than males when seeking high-wage jobs and opportunities in postsecondary education. While Latinas trail only slightly behind dropout rates for their male counterparts, Latinos as a whole face one of the highest high school dropout rates in the country (57 percent in 1995, according to Carter & Wilson, 1997).

Thirdly, gender-role attitudes in U.S. society, schools, and Latino families contribute to girls' education performance. Stereotypes of Hispanic girls as submissive underachievers are often reinforced by family, school, and media (De Leon, 1996). According to Tinajero, Gonzales, and Dick (1991), Latina mothers exert powerful influences over their daughters' education and career choices. Even though they value education, mothers from low-socioeconomic backgrounds, who are uncertain about the future and depressed about their own livelihood, may not talk to their daughters about pursuing postsecondary education or professional careers. As a result, even Latina students who are above-average achievers may think about leaving school.

Lastly, even when families encourage persistence, the poor performance of schools can pressure students into dropping out. Vocational education enrollments clearly show Latinas being steered into jobs with little career or income potential. In Texas, Latina high school students are frequently enrolled in cosmetology classes or tracked into non-college preparatory general education programs. Few vocational programs encourage Latinas to enter nontraditional fields or offer them reasons to remain in school (Romo & Falbo, 1996).

While these findings may paint a hopeless picture, it is exactly because of these statistics that successful Latinas are dedicating their time to creating a new framework for empowering possibility among young Latinas.

"We now have more role models than we did before, but we still have so many Latinas who are not graduating from high school and then from college," said Gisselle Acevedo-Franco, the highest-ranking Latina as vice president of public affairs at the *Los Angeles Times*. "I want to make sure younger Latinas go to school. It gives you a better sense of the world."

Acevedo-Franco was one of the speakers at Adelante Mujer Latina, an event that has been attracting young Latinas and their families every year for the past eight years at Pasadena City College in California. The last gathering, held in April 2002, brought in more than 1,000 young Latinas from local high schools, ages 14-18, accompanied by family members. The day consisted of workshops and presentations by career women in education, law, politics, business, and more. Other sessions addressed professional image, college experience, self-esteem, and ways in which parents can help their daughters succeed.

During one of the events, Pasadena City College Trustee Consuelo Rey Castro spoke of the importance of going on to college. "I don't care what your background or circumstances are; there's a place for you in college. It's just a question of finding it. It's like a game of hide and seek, or driving into a new city. You need a map," she said.

Recognizing the need to overcome cultural expectations, she also added, "When I was young, my father said, 'Mija, you talk too much. When you grow up no man is going to want to marry you. Don't ask so many questions. You need to learn to accept things.' Well that's wrong. It's a new world. You need to believe in yourselves. You have to be able to dream and go after your dreams. And you have to be tough. It's a long, hard road to education."

Consuelo Rey Castro, Pasadena City College trustee

Gisselle Acevedo-Franco, the highest-ranking Latina as vice president of public affairs at the *Los Angeles Times*

The number of attendees at the event has more than tripled since the first Adelante Mujer Latina conference in 1995. Back then, and continuing to this day, an organization called Women at Work, a career and job resource center, recognized the need to develop a specific program just for Latina girls.

"We already had a Latina employment program, but we began to realize that if you didn't work with kids in high school, it would be a lot harder for them when they got to the job world," said Audy Vásquez-Ramírez, director of the Latina Program at Women at Work.

The first conference was a mother/daughter gathering, and during this time mothers were given advice on how to be supportive in building future successes for their daughters. The initial attendance was a big success in the eyes of that year's conference chair, Diane Medina.

"We were ecstatic about it," she said. "We didn't even know if we'd have 10 people. We had standing room only in the auditorium."

From the beginning, the speakers of the conference were successful Latina women. "The girls are seeing women they can identify with. With a lot of these girls, this is the first exposure to Latinas doing things that they wouldn't have thought of. They meet women who have accomplished really good things and have come from the same background as they did," said Medina.

These successful career women break the traditional stereotypes that many young Latinas grow up with, she explained. "The expectation for young women is that their role is to help the extended family or that their future is to get married and have children. The pressure is tremendous that honorable girls don't leave the family."

The mornings of the conference

are dedicated to careers, with more than 25 workshops and two or three successful Latinas speaking about each field. "It is an opportunity for these young women to think about their future," said Medina. The fields range from space exploration, film and television production to carpentry, medicine, or law.

The afternoons of the event are then dedicated to more personal development. Students are provided information on financial assistance, preparing for and surviving college. Family matters are addressed. Over the past years, issues such as self-esteem, self-identity, and even domestic violence–a topic that seems to affect a large number of Latinas–have been added to the agenda.

"Self-esteem and cultural identity are topics that we almost need to address in order to get to the career and education opportunities," said Medina. According to her, many of the students are also dealing with domestic violence. "It became apparent that this is a huge issue for these young women," she said.

The conference provides students with information and guidance that they often don't receive from their own schools. "I've heard students say that their counselors are overwhelmed by the number of students and will focus on only those students who are high achievers," said Medina. "Most of them are not getting information for higher education." The conference, she says, "offers a vital support to these students."

During the Adelante weekend, students are bombarded with information and materials that help them learn what it takes to get into college and be successful once there.

"There are always options, but for a lot of the students, this information is coming too late," said Medina, who mentions specifically the preparatory classes needed to get into college. They won't be able to graduate and go right to a four-year college if not prepared."

Many of the students learn about junior colleges through workshops, and discover how to navigate through the maze of higher education, explained Vásquez-Ramírez.

While Medina has found that today's Latina students lack the resources to find out about their options for the future, as keynote speaker at Adelante, she recalled how it was equally difficult or more difficult for her when she was in school in the late 1950s and early 1960s.

Audy Vásquez-Ramírez, director of the Latina Program at Women at Work (l.) and 2002 U.S.A. Treasurer Rosario Marin (r.)

"There was absolutely no information on opportunities," she said. "I never took an algebra class. It was never suggested to me to take algebra. Latinas were all put into home economics classes."

For Medina, "college was never something I thought I could do. I thought my life was to get married, have children, have grandchildren, and live happily ever after." She became a single parent, and primarily out of the need to feed and clothe her child, she decided to go back to school and focus on a career.

"I am surprised and disappointed in what has not changed, in the fact that they are not getting the information, and more because of a lack of resources," she said. "But I am encouraged that Latinas now have role models that I didn't have growing up. We pull together 300 women who are Latinas, who are successful and passionate. There are more of us that can reach back and bring more with us."

While Women at Work lacks the resources to follow up with students after the conference, many of the women speakers later mentor individual students. "Most of the women I talk to say that girls continue to follow up with them after the conference. There are women available for a variety of things," said Medina.

Also of benefit are family members who attend the conferences with the young Latinas. They too learn from the experience and then help encourage these young women to aspire to greater heights.

"There are workshops on how mothers can better help their daughters. This helps mothers and mentors reinforce what students have learned at the conference," said Medina.

Also, said Vásquez-Ramírez, "Even with fathers who have custody of their daughters, they come to the conference and really push and encourage young Latinas to go to college."

Adelante's success has inspired other groups to follow its lead. "Because the conference has been so successful, the African American community has asked Women at Work to put on a similar conference for African Americans," said Medina. Last year was the first that Women at Work offered a similar program to this group, and already they have about 300 students attending this year's workshop.

As for Adelante, the next conference is slated to take place during the last two weeks of April. And if past performance is a solid indicator, it, too, will be a huge success.

Said Vásquez-Ramírez, "Young Latinas come out so excited, so happy, so encouraged to see that Latinas have made it in so many industries. These are Latinas that are so important to hear from."

Having been with Women at Work for 13 years, Vásquez-Ramírez has clearly seen the impact that Adelante has had on young Latinas and is eager to share her own excitement about it. "This conference gives students the opportunity to relate and hope and dream," she said. "It's beyond our imagination. It's a very positive conference for all of us involved."

www.YoSiPuedo.gov

Helping Hispanics Prepare for College

by Marilyn Gilroy

President Bush has put the power and prestige of the White House behind an initiative to help Hispanic families make college a reality for their children. As one of the first steps toward achieving this goal, the president joined his staff in announcing a new bilingual Web site that provides a one-stop center for information about the process of preparing for college.

When you type www.YesICan.gov (www.YoSiPuedo.gov), you are taken to a Web site of The White House Initiative on Educational Excellence for Hispanic Americans, and from there can easily find your way to information that helps parents and students make informed decisions about college.

At a speech in Santa Ana, Calif., Bush said, "Parents can click onto a bilingual Web site called Yesican.gov to learn about college costs, financial aid, and what their children should be asking their guidance counselor about college. In other words, it's a go-by, it's a help, it's a way to encourage people and help people understand that sending their children to college here in America is a way forward."

The site was developed in response to a study released by the Tomás Rivera Policy Institute that revealed a significant gap in the knowledge base that Hispanic parents need to help their children prepare for college.

Specifically, the researchers found that 96 percent of the Hispanics surveyed expected their children to go to college, but 66 percent of the parents failed to answer four out of eight basic questions about what it takes to make college a reality for their family. The study indicates that Hispanic children are more likely to miss out on crucial steps leading to college unless these knowledge gaps are remedied.

The White House Initiative on Educational Excellence for Hispanic Americans hopes that the Web site will be a first step to reverse these numbers and equip Hispanic families with the tools they need to get to college.

"All children, whatever their circumstances, deserve a chance to learn, achieve academic success, and have the opportunity to go on to college," said Leslie Sánchez, director of the White House Initiative. "YesICan.gov offers parents and students resources on how they can make this a reality."

YesICan.gov provides information on topics such as the myths and facts about college costs, questions to ask your guidance counselor, and things you need to know about the admission process. The Initiative worked with Collegeboard.com and Tormont Publishing to provide content for the site.

The advice is straightforward and practical. The "Finding the Right College" section offers a succinct overview of the types of colleges, from liberal arts colleges to large universities and community colleges as well as technical schools. It enumerates reasons why someone might opt for a community college over a four-year institution. There is discussion of single-sex institutions, religion-affiliated colleges, and Hispanic-serving institutions, and Historically Black colleges and universities.

The advice about applying to colleges is very specific. For example, the section on deciding where to apply tells students that they should apply to one or two colleges that are "safe bets," meaning they have a 90-100 percent chance of getting in. In addition, students should choose two or three colleges that are good matches for them academically and socially and where they have a 75 percent chance of getting in. Finally, the site advises students to apply to one or two "reach" schools, where getting admitted is a challenge, possibly a 25 percent shot, but where they would like to go if accepted.

The site encourages families to think about college when children are young. And to start saving for college as early as possible. Financing an education receives a considerable amount of attention, with a heavy emphasis on the value of saving regular amounts from a child's birth or soon after.

Online tool kits offer tips and content aimed at various ages groups, from early childhood education, through elementary and secondary schools.

The electronic format of this information may be especially helpful to Hispanic parents who generally are not aggressive in dealing with teachers or counselors. Language barriers and lack of understanding of the testing and admissions process may also make them hesitant.

No one is suggesting that progress toward raising college graduation rates will be easy. However, there is no question that a college education has become a necessity in today's economy and that the postsecondary education profile for Hispanics must be changed. The accelerating growth of immigration and increase in the Hispanic population have moved this issue to the top of the education agenda. The rhetoric on this subject as been strong, with the White House vowing to ensure that "all children of Hispanic heritage, regardless of where they were born or when they came to this country, have the same opportunities for educational advancement."

As President Bush noted in his speech, "You know education is the pathway to success, and there's just example after example of people who came here with nothing except a dream or a hope and love and got a good education and succeeded. That's what America is about."

The Web site is just one part of the Bush administration's overall strategy to help Hispanics raise their education levels. The president also charged the Advisory Commission on Educational Excellence for Hispanic Americans to assess the state of Hispanic education in the U.S. and outline a plan to overcome the obstacles Hispanic students face in completing college. To develop its plan, the commission held seven working meetings and four bilingual town hall meetings in East Los Angeles, Milwaukee, Las Vegas, and Atlanta. It met with 1,600 parents, students, and educators before submitting its interim report entitled "The Road to a College Diploma," which included five strategic imperatives to guide their upcoming work.

The commission is calling for a national campaign of action which will include "putting college on the radar screen." For example, the Hispanic Broadcasting Corporation is using its 55 radio stations to conduct a national public awareness campaign promoting YesIcan.gov.

But the commission is also calling for measurable strategies and goals. Most importantly, the report cautions against the "one-size-fits-all thinking" that permeates dealings with the Hispanic community. While many Hispanics share common values and common languages, the report notes that strategies must reflect the great diversity within the Hispanic population. The commission's final report is due to the president on March 31. He will then review the recommendations for possible budgetary and Congressional measures.

"Making sure every child is educated is a part of making sure America is a secure country and a hopeful country," said President Bush.

HO

ART AHORA

Painting Over Prejudice

Artist Fueled by Racism of Her Youth

by Kerri Allen

Soraida Martínez

Soraida Martínez doesn't label herself a "Latina," "Puerto Rican," "Nuyorican," or anything else besides "person." Her art, however, is highly charged with notions of race and gender. The titles of her work, among them–"Speaking to the Labeled Kids, Please Stop Calling Us Minorities: We Know That's an Unfair Label with Negative Connotations," and "Las Three Puerto Rican Hermanas"–are so imbued with identity that there remains little room for abstract interpretation.

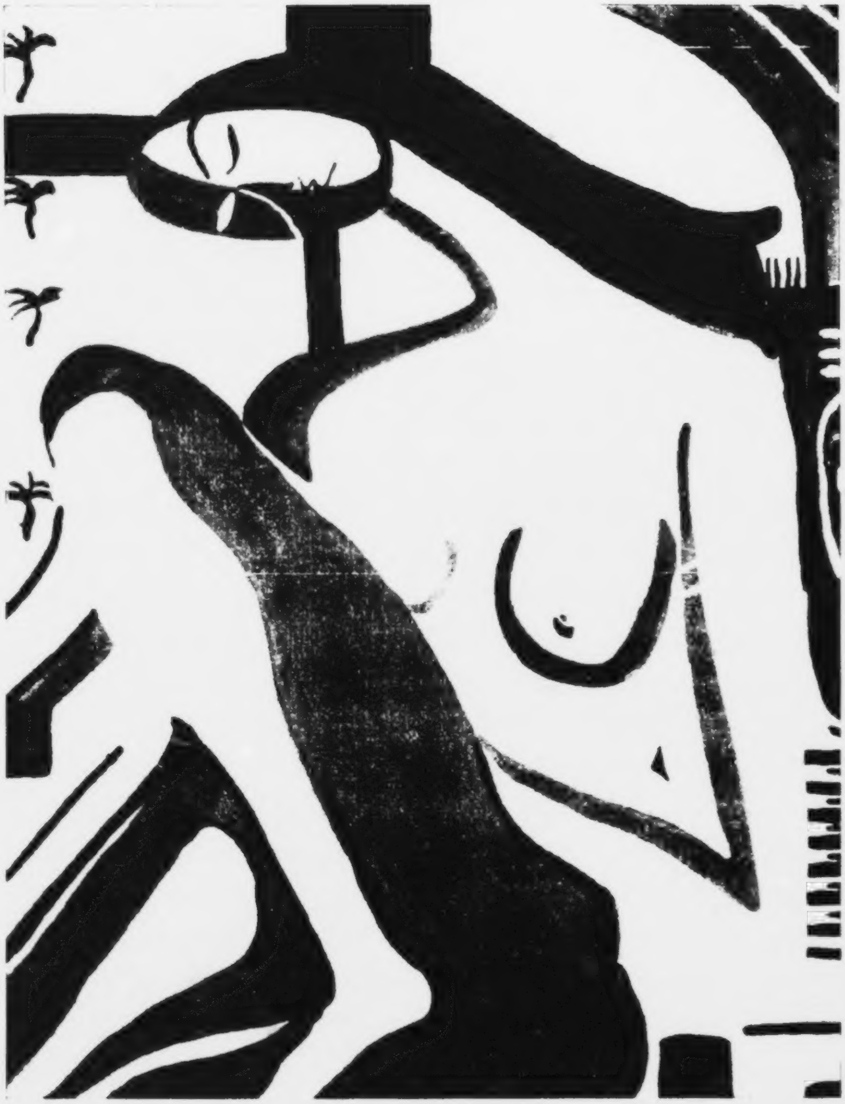
Railing against sexism, racism, and xenophobia, Martínez has fashioned a style of painting she calls Verdadism. "I created this style in 1992 to express my art and my philosophy." The word Verdadism is a combination of *verdad*, the Spanish word for "truth," and the English suffix "ism," used to connote a theory. "My art reflects the essence of my true self. My experience is diversity. My struggle is for recognition, acceptance, and inclusion, and against racism, sexism, and the dominant Eurocentric male society. My belief is that one must empower oneself with one's own truth. This is my art: Verdadism."

Born and raised in Harlem, N.Y., Martínez was encouraged to pursue art at a young age. She was blossoming in a diverse school system in a large city when, at age 14, her family relocated to a small, suburban town in southern New Jersey. The demographic of Vineland, N.J., was, as she remembers, "maybe 10 percent Puerto Rican, 20 percent African American, no Asians. Mainly people came from European backgrounds. I was always thought of as a foreigner." The racism and prejudice she experienced as a youth would fuel her work in the coming decades.

Pieces such as "Rage: It's My Body" and "Puerto Rican Stereotype: The Way You See Me Without Looking at Me" come directly from the pain she felt in childhood and early in her career. "My views have changed a little. They change as time goes on, as you get older," Martínez laughs. "Everything has changed." In 2003, there exists an illusion of inclusion, of embrace, but racism and prejudice are far from eradicated. "It's underground now, people don't voice it, but it's still there," the artist notes.

In spite of obstacles she faced as a Puerto Rican woman, Martínez received a B.F.A. in fine arts from Rowan University (formerly Glassboro State College) in New Jersey. In 1986, five years after graduating, she formed Persona Advertising, an art and design studio specializing in corporate literature, which she still owns and operates.

At the beginning, she said, clients had preconceived notions of what her work would be, based only upon her name and physical appearance. People assumed the designs would be like "the [Latina] images on television: Carmen Miranda, lots of colors, bananas on your head. I was working for engineers and other businessmen who thought that since I was a woman I wouldn't understand the technical aspects. I had taken technical drawing in college and did know



Railing against sexism, racism, and xenophobia, Martínez has fashioned a style of painting she calls Verdadism.

about it. Sometimes people would come right out and say, 'I don't want to hire a woman for this job.' Back then, people didn't think anything of a statement like that."

Women artists are still an anomaly in the mainstream art world. While there is now The National Museum of Women in the Arts, founded in 1981, it is the only museum in the world dedicated exclusively to women artists. And finding a famed minority woman artist is no small feat. Martínez recalls, "when I was in college, I didn't even hear about Frida Kahlo. In my art dictionary under 'Frida Kahlo' it said, 'see Diego Rivera.'" Martínez views her work, like that of other contemporary Latina artists such as Alma López, Esther Hernández, and Yolanda López, as "a long overdue perspective of what has always been, until now, a silent voice in America."

The ability to speak out against oppression and for the understanding of various cultures begins with education. Martínez's commitment to educating youth is evidenced by her involvement in the New Jersey State Council on the Arts, New Jersey Network's Hispanic Youth Showcase, and her own grassroots projects in schools.

In the mid-1990s, she hosted workshops on prejudice and understanding at elementary schools throughout the state. Using Verdadism works such as "What Prejudice Looks Like" to facilitate conversation, she invited children to embrace a new way of viewing others in their classrooms and in their lives. She recalls one fourth-grade workshop in particular. "I asked them what the word 'minority' meant, and one kid innocently said, 'That means you're inferior.' Those are the connotations labels get. That's how powerful it is."

Although Martínez was born in New York, her Puerto Rican heritage kept her from ever feeling completely accepted. "When you speak another language, you are always thought of as a foreigner, unless you let go of your language. In Puerto Rico, it's the same thing. They tell me, 'don't speak English.'" "Between Two Islands" demonstrates the burden of straddling two cultures. Shades of green conjure images of palm leaves, and the gentle curves of the woman's body pay homage to Picasso's surrealist period of the late 1920s. The left background shows four palm trees, while on the right, horizontal black lines suggest towering skyscrapers. The woman's head is weighed down, exhausted by the struggle. A tear runs down her cheek.

Verdadism exhibitions have appeared in New York City, Philadelphia, and other cities throughout the East Coast. As this style gains further recognition and resonates with more people, Martínez's message of unity, understanding, and acceptance will grow. Her fight against prejudice will continue, one painting at a time.

For more information on Martínez and Verdadism, visit www.soraida.com.

The Fox Dilemma

by Carlos D. Conde

Mexican President Vicente Fox is facing some crucial issues involving the U.S. in 2003 that for historical purposes will largely define his presidency. Midway into his six-year term, the kinds of issues his administration must resolve with the U.S. may take more time than he has.

To a large extent, Mexican presidents are judged by their countrymen and the world at large on how well they can handle themselves with the U.S. on bilateral issues, and Fox has a lot on his plate. The biggest problem for Fox is that the Mexicans will not let him forget the past, the non-spoken principle that always seems to guide and influence Mexican chief executives.

LATINO
KALEIDOSCOPE

It could explain why the Mexicans could never nurture the relationship that, say, a country like Great Britain has with the U.S. In some aspects, Mexico and Great Britain share a common past and a contemporary alliance with the Yanks, albeit of distinct degrees, that one could argue makes them historically analogous.

The English lost their 13 colonies to their migratory countrymen in the 1776 American Revolution. The British got over it and became one of this country's key building blocks in its later development. It's also known as one of our greatest allies in war and peace.

Currently, President Bush's biggest backer in almost all U.S. foreign ventures, particularly his anti-terrorism campaign, has been the British government, to the extent that some irreverent British press have begun calling present Prime Minister Tony Blair "Bush's poodle."

Mexico lost all of its land stretching from what is now Texas to California in the War of 1846 with the United States. Historical evidence supports why, to this day, many Mexicans still chafe at the chicanery employed by the U.S., to the point of war, to expropriate their vast southwest lands.

Still, nearly 25 million Mexican-Americans or Mexican nationals live in the U.S. today, largely in the southwestern territory once belonging to Mexico. More than half a million Americans live in Mexico, and close to 3,000 U.S. companies are located there.

Mexico is the second largest trading partner of the United States. Americans account for almost 90 percent of Mexico's foreign tourism and 75 percent of its foreign investments. Mexico's third largest source of income, remittances from its foreign workers, comes from the U.S.

All that smacks of a lot of commonality, but not when you include the Mexican psyche that permeates most of its dealings with the U.S., casting its president at times as more of a talisman than a chief executive.

It has been forever a love-hate relationship, mostly exploited by Mexican politicians and intellectuals under the guise of "nationalism." The issue surfaced again recently when Mexico's former Foreign Minister, Jorge G. Castañeda, said in a ceremony commemorating the 1910-17 Mexican revolution, that Mexico still suffers from "political schizophrenia."

"With those figures, (economic data), to continue maintaining that Mexico's nationalism can be defined through anti-Americanism creates a brutal national schizophrenia," Castañeda said. "On the one hand, the immense majority of this country's population has a direct personal immediate interest in having a good relationship with the United States, and at the same, it is being asked to be anti-American."

That sums up Fox's dilemma in his relationship with President Bush and, by extension, the U.S. Fox sold himself early in his administration as Bush's bosom buddy.

Bush went to Mexico, where he bussed Fox's mother at Fox's ranch at Guanajuato, and, whiffed by the "buenos amigos" mood, the "Guanajuato Proposal" emerged. It has become the centerpiece of Fox's foreign policy pursuits and would resolve–Fox calls it "regularization"–the status of 3.1 million Mexican illegal aliens in the U.S. Because of 9/11 security planning, the Bush administration has put it on the back burner, and it's now the Americans singing "mañana, mañana is good enough for me."

It has started the Mexicans carping at Fox that former President Carlos Salinas got the North American Free Trade Agreement in 1994 and his successor, Ernesto Zedillo, got a $40 billion bailout from the U.S. during its 1995 economic crisis. They are beginning to ask–what has Fox gotten thus far for all his smooching with Bush?

Well, really almost nothing substantive up to now, except a lot of *abrazos* and other feel-good gestures. Fox still faces some pesky issues with the U.S., such as Mexican cargo truck hauling in the U.S., recently approved by Congress but still facing confrontations by U.S. special interest groups like truckers' unions.

Mexico owes the U.S. a huge water debt along the border that has U.S. farmers screaming. Mexican farmers want to override NAFTA-imposed elimination of protective tariffs that took effect in January. Cooperation over U.S. interdiction of the drug trade emanating from Mexico continues to be a work in progress.

While Bush and Fox may flutter the "Two Amigos" banner, there's still an undercurrent of suspicion and chauvinism from both sides. The Bush administration isn't exactly thrilled about Mexico's equivocating support over the U.S. stance against Iraq and its 9/11 platitudes, which again revealed Mexico's predictable nationalism.

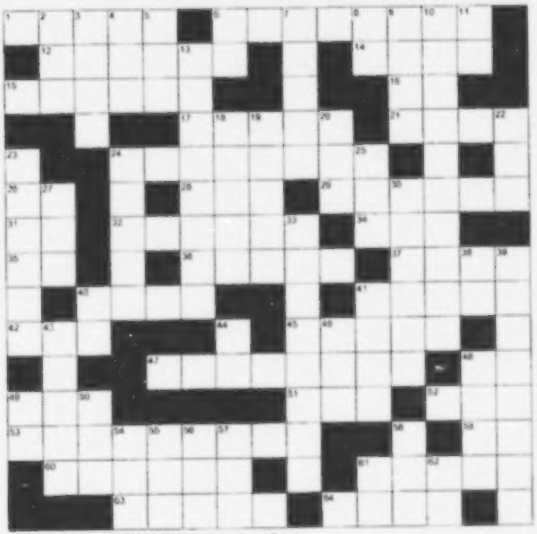
Perhaps the best thing going for Fox is that Mexican presidents do not stand for re-election, which gives them a certain latitude in their governance. Usually what comes back to haunt them or hail them is the history of how they fared with the U.S. in bilateral affairs.

Who knows what Fox's final report card will be. At this point, none of the major issues, particularly revised U.S. immigration policy, has come to a boil.

Although there may be similarities in their histories with the U.S., there are also enough dissimilarities to assure that Mexico will never mimic Great Britain in its relationship with what Latinos call "the colossal to the north" when they are bashing the U.S.

Let Blair be Bush's poodle. Heaven forbid that Fox become his chihuahua.

Hispanic Outlook Crossword



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Across

1 Berkeley Business College President (goes with 12 across)
6 Journalist that covered Cuba (goes with 14 across)
12 See 1 across
14 See 6 across
15 Looking good! (with out)
16 Southern state
17 S_____: sailor
21 Yours and mine
24 Won NCF Faculty Early Career development winner
26 Placed there
28 Levy
29 Contributing influence
31 In the direction of
32 Something Latinas have a lot of!
34 To each
35 Inside
36 Afraid
37 Section
40 Society woman?
41 Prevent
42 Difficulty
45 Positive electrode
47 Columbia University Community Service award winner
48 Hello!
49 Order
51 Just prior to
52 Succeed
53 "Latina" founder (Stanford law graduate)
59 North eastern state
60 Research Biologist _____ Hernández
61 The fairer sex
63 Flirt with
64 Early explorer

Down

2 Epoch
3 Should never be a reason for prejudice
4 Bother
5 American Council on Education
6 East coast state
7 Complete
8 Drip
9 Goodbye
10 Show
11 Car club
13 Latinas have this beingness.....
18 First woman President of Butler Community College PA
19 Principle
20 Old name for Church nave
22 Mister
23 Hispanic lady
24 Spanish please?
25 Destroy
27 Heavy weight
30 Santa Ana College President who presented a degree to her daughter
33 Bilingual education expert
38 Concerning
39 Education
40 And behold!
41 Small amount of
43 President of CHCI
44 Above
46 Winter month
48 Recruit
49 Surprise expression
50 Twosome
54 Spring promise
55 Time
56 Musical Felipe
57 Young woman
58 CD ____
61 Northwestern state
62 Madre

Puzzle Solution located at end of PPP section

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com February 24, 2003

Pew/Kaiser Survey of Latinos Explores Assimilation, Self-Identification, and Perceived Discrimination

WASHINGTON, D.C.

A comprehensive new survey of Latinos in the United States, released by the Pew Hispanic Center and the Kaiser Family Foundation, reveals an array of attitudes, values, and experiences that is distinct from that of non-Hispanics. Latinos hold different views of what it takes to be successful in a U.S. workplace, and Hispanics overall show a strong attachment to the Latin American nations where they or their ancestors were born. While Latinos generally take a positive view of life in the United States, many express concerns about the moral values Latino children are acquiring here.

Significant differences in attitudes are apparent depending on whether Latinos were born in the United States or abroad and whether they are primarily Spanish or English speaking. Although large-scale ongoing immigration keeps Spanish a vibrant presence in the Latino population, English is rapidly gaining ground, even in immigrant households. Among native-born Latinos and those fully fluent in English, views on a range of issues are often closer to those of non-Hispanics than to those who are foreign born or Spanish speakers, according to the survey.

The 2002 National Survey of Latinos, a nationally representative survey conducted between April and June 2002, examines how members of the Hispanic community identify themselves, their views of the United States, their experiences with discrimination both within the Hispanic community itself and from non-Hispanic groups, their language abilities and preferences, their economic and financial situations, and their experiences within the healthcare system.

The survey report also includes analysis of the sometimes substantial and sometimes subtle differences in the attitudes and experiences among Latinos from various places of origin, among them Mexicans, Puerto Ricans, Cubans, Dominicans, Salvadorans, and Colombians.

"A Cuban in Miami, a Salvadoran immigrant in Washington, D.C., and a third-generation Mexican in Los Angeles may all have roots in Spanish-speaking countries," said Dr. Mollyann Brodie, vice president, director, public opinion and media research at the Kaiser Family Foundation, "but their diversity in views and experiences in the United States suggests that people should be wary of generalizing too much about Latinos."

The Kaiser Family Foundation, based in Menlo Park, Calif., is a nonprofit, independent national healthcare philanthropy and is not associated with Kaiser Permanente or Kaiser Industries. The Pew Hispanic Center, based in Washington, D.C., is a nonpartisan research organization supported by a grant from The Pew Charitable Trusts of Philadelphia. The Center is a project of the University of Southern California Annenberg School for Communication.

Institute for Women's Policy Research: Welfare Reform No Help for Poorest Children

WASHINGTON, D.C.

Welfare reform has been less than ideal for more than two and a half million children living in low-income, single-parent families. Although child poverty improved overall, children living in poor families are less likely to receive cash assistance, Medicaid, and food stamps. Even the most disadvantaged of these already poorest kids are less likely to receive benefits now than they were before welfare reform. These are the findings from a new study by the Institute for Women's Policy Research (IWPR), summarized in *Children in Single-Parent Families Living in Poverty Have Fewer Supports after Welfare Report*, which analyzes Census Bureau data covering the periods before and after welfare reform.

Child poverty has been declining since 1993. Prior to welfare reform, nearly 38 percent of young children (under 6) in low-income, single-parent families, were extremely poor compared to only 32 percent in 2000. For children 6 to 17, the proportions fell from 27 percent to 25 percent. Notwithstanding these declines, younger children in single-parent families are more likely to be living in poverty than other children at the greatest risk of extreme poverty.

Between 1996 and 2000, the average family income dropped and access to important support services declined for children living in single parent families below 50 percent of the poverty level.

Heidi Hartmann, IWPR president and CEO, states, "IWPR's study paints the complex picture that has emerged after welfare reform. Overall, children and families living in extreme poverty have not had their lives improved by stricter work requirements, diminishing caseloads, and declining poverty."

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com February 24, 2003

ACE Report Shows Slowing Rate of Increase for Women and Minorities As College Presidents

WASHINGTON, D.C.

The rate of increase in the number of women and minorities serving as college presidents slowed during the past three years, according to *The American College President: 2002 Edition*, the results of a new survey of college presidents released by the American Council on Education (ACE). At the same time, the number of presidents recruited from outside of higher education nearly doubled.

Since 1986, the percentage of women college presidents has more than doubled–from 9.5 percent to 21.1 percent–while the percentage of minority presidents increased from 8.1 percent to 12.8 percent, according to the report. However, the rate of growth has slowed in recent years, increasing only 1.8 percentage points for women and 1.5 percentage points for minorities since 1998.

Women have made significant inroads at the two-year college level, holding 27 percent of the presidencies, up from 8 percent in 1986, according to the report. At doctorate-granting institutions, women hold 13 percent of the presidencies, up from 4 percent in 1986. Excluding two-year institutions, women represent 18 percent of college and university presidents.

The report shows minority presidents led virtually all Historically Black Colleges and Universities (HBCU) and more than one-third of Hispanic Serving Institutions (HSI). However, when HBCUs and HSIs are excluded, the number of colleges and universities led by minority presidents drops to 10 percent. In 1986, the number of colleges and universities led by minority presidents, excluding HBCUs and HSIs, was 4.7 percent.

"The good news in this new report on college presidents is that women and minorities hold more college and university presidencies today than ever before," said ACE President David Ward. "But the bad news is a leveling off of this increased diversity."

Although women and minorities now hold a greater percentage of the top positions at colleges and universities than ever before, both groups remain underrepresented in comparison to their share of all faculty and senior staff positions. Women held 21.1 percent of the presidencies but comprised 40 percent of all faculty and senior staff. Minority presidents led 12.8 percent of colleges and universities, but comprised 15 percent of all faculty and staff.

Among the findings:

- In 2001, 3.7 percent of all presidents were Hispanic.
- More than half of Hispanic presidents led institutions with headcount enrollments greater than 5,000, compared with less than 30 percent of White presidents.
- More than one-third of Hispanic presidents (35.2 percent) were women, compared with 21 percent of White presidents.
- Women presidents spent less time than men presidents in their current positions; were older; were less likely to be married; and, if they were married, were more likely than men to have spouses that worked.

MALDEF Regional Counsel Speaks Out in Favor of Affirmative Action

WASHINGTON, D.C.

Marisa J. Demeo, regional counsel of the Mexican American Legal Defense and Educational Fund (MALDEF), recently issued a statement urging President Bush to support the University of Michigan's affirmative action program.

"MALDEF has a long history of defending affirmative action in the courts, in Congress, and at the state level," said Demeo. "Our struggle has met with mixed success. When we have lost, Latino students have suffered. . . .

". . .We are urging the president to support the University of Michigan's program for three reasons. First, because it ensures a diverse student body, which benefits all students at the school as well as the economy.

"Second, it is a counterbalance to discrimination. For example, colleges over rely on certain criteria in their admissions process that are known to disproportionately screen out minorities even though those criteria have no real relationship to whether students will be successful in school and in life.

"Finally, affirmative action is important to the Latino community. Education is our number one issue and access to college is our way of measuring whether or not the American dream can come true."

Since MALDEF issued this statement, the Bush administration has gone in record to oppose the Michigan program.

People-Places-Publications-Conferences

PEOPLE & PLACES

HACU Welcomes Governing Board Chair

Northeastern Illinois University (NEIU) President Salme Harju Steinberg was elected chair of the governing board of the Hispanic Association of Colleges and Universities (HACU).

Steinberg is a specialist in U.S. economics and social history. She was a professor at Northwestern University before coming to NEIU as a history department faculty member and went on to become history department chair, associate provost, and provost/vice president of academic affairs. She is also chair of the board of trustees for Seabury Western Northwestern Theological Seminary and a member of the American Council on Education's Commission on International Education.

Steinberg earned bachelor's and master's degrees at Hunter College and a doctorate in history from Johns Hopkins University. She is the author of *Reformer in the Marketplace: Edward W. Bok and the Ladies Home Journal*.

CUNY Latinas Awarded 100 Hispanic Women Scholarships

Five Latina freshmen from the City University of New York were awarded inaugural Young Latinas Leadership Institute Scholarships by the organization 100 Hispanic Women. Each woman received a $1,000 scholarship for four years and will be paired with a prominent Latina professional as a mentor. The five will be invited to all upcoming conferences and seminars sponsored by 100 Hispanic Women.

The scholars are: Yesenia Garcia, Hunter College, planning to major in computer science and computer engineering; Nicole Caruso, New York City College of Technology, majoring in human services; Luissa Christina Chevere, Lehman College, considering child psychology; Lavinia L. Solano, College of Staten Island, interested in fashion, focused on a business degree; and Enita Lauren Rivera, Baruch College, planning to major in hotel management.

UTEP Dean Receives Dual Recognition

Dr. Josefina Villamil Tinajero, interim dean of the College of Education at the University of Texas-El Paso (UTEP), was recognized for her contributions to multiculturalism and for helping close the gaps in higher academia.

Tinajero was given the National Multicultural Educator Award by the National Association for Multicultural Education (NAME)–an organization for supporters of diversity and equity. In her acceptance speech, she spoke about work as an educator for linguistic/cultural diversity, teaching for human rights, and the potential for education to transform society.

In addition, the Texas Higher Education Coordinating Board honored UTEP's Mother/Daughter program–which is under Tinajero's direction–with the second annual Texas Higher Education Star Award. The program was developed with the express purpose of empowering young Hispanic women. It encourages female students, with the additional support of their mothers, to complete their education through college.

HRSA Awards Research and Training Grants

The U.S. Department of Health and Human Services' Health Resources and Services Administration awarded two sets of grants totaling $250,986 supporting research to improve the health of mothers and children and train maternal and child health professionals.

The New Investigators in Maternal and Child Health Research: Dissertation Awards program helps institutions with research on issues concerning prenatal care, pregnancy, wellness and nutrition in new mothers and children, treatment of complications associated with giving birth, and more. Recipient institutions include schools of social work and public health at the University of Maryland, Johns Hopkins University, Boston University (BU), University of Illinois-Chicago, University of Minnesota, and University of North Carolina-Chapel Hill.

The other grant program, New Investigators in Maternal and Child Health Research: Training Program Enhancement Awards, supports the HRSA's Maternal and Child Health Bureau's master's and doctoral candidates in research to improve health policy programs and services for mothers, infants, children, and families. Recipients include the schools of medicine and health at the University of Rochester, University of Minnesota, Virginia Commonwealth University, BU, and the Children's Hospital of Los Angeles.

WSU-Vancouver Professor Awarded ESL Education Grant

The U.S. Department of Education awarded Dr. Gisela Ernst-Slavit, associate professor of bilingual and ESL education at Washington State University (WSU) - Vancouver, a $1.3 million grant for the "Teams in ESL for Achievement in Member Schools" (TEAMS) project.

Ernst-Slavit has been key in coordinating with local school districts to address the shortage of bilingual and ESL teachers in southwest Washington.

Between now and 2007, the TEAMS grant will provide scholarships to nearly 70 certified K-12 teachers wanting to earn ESL certification, and to school administrators to take a graduate-level course discussing strategic issues in ESL. It also will fund a spring forum that will bring nationally known speakers to the WSU-Vancouver campus to discuss ESL and multilingual issues.

Ernst-Slavit received an Education Department grant of $1.1 million in 1999 for a five-year project, "Bilingual/ESL Teacher Advancement Program," and one for $600,000 in 2000, for the "Bilingual/ESL Support Training" project.

"Together, these three grants put WSU-Vancouver at the forefront in addressing the needs of southwest Washington having to deal with an increasing number of immigrant families," said Ernst-Slavit.

NHLI Hosts Awards Gala and Business Seminar

In Florida, the National Hispana Leadership Institute (NHLI) celebrated its 15th anniversary with a two-day Business and Leadership Training and Mujer Awards Gala.

LATINA Style Magazine presented a seminar for small business owners, and the Center for Creative Leadership conducted seminars on strategies in leadership and teamwork. Three leadership sessions featured guest speakers Isabel Valdés, an authority on marketing to Latinos; Consuelo Castillo Kickbush, president and founder of Educational Achievement Services, Inc.; and Lillian Roybal-Rose, cross-cultural communication educator and consultant.

The Gala honored Spanish-language talk show host, journalist, businesswoman, and community advocate Cristina Saralegui (pictured l.) with the National Mujer Award, and Sonia Gutiérrez (r.), executive director of the Carlos Rosario International Career Center and Public Charter School, with the Regional Mujer Award, both for their commitment to the Hispanic community.

TWU Receives Texas Star Award

The Texas Woman's University (TWU) Nursing Success Program for at-risk students received the Texas Higher Education Coordinating Board's 2002 Texas Higher Education Star Award.

The program enrolls at-risk students beginning intensive nursing instruction and clinicals in time management, study skills, English usage, test taking, computer usage, medical calculations, understanding the role of nurses in American professional culture, managing stress, and thinking critically. Its goal is to retain valuable nursing students.

Nearly three-quarters of the students in the program during the past four semesters were minority students, with 38 percent speaking English as a second language. A large percentage of the students continued as nursing students.

TWU was the only university whose nursing program received a Star Award. Earlier last year, TWU received a $163,016 Nursing Innovation Grant Program award to expand and extend the length of the Nursing Success Program.

Carbonell Announces Grant at UMaine

Josefina G. Carbonell (pictured), assistant secretary for aging in the U.S. Department of Health and Human Services, visited the University of Maine to announce a one-year, $138,000 federal grant to be used for the development of a National Osteoporosis Awareness and Prevention Action Plan at the UMaine Center on Aging.

Professor Lenard Kaye of UMaine's School of Social Work and Dr. Clifford Rosen, director of the Maine Center for Osteoporosis Research and Education, are the grant's co-principal investigators and leaders in the effort to develop relevant strategies.

Cuban-born Carbonell attended Florida International University and received a fellowship in health management at the John F. Kennedy School of Government at Harvard University. She is former president and CEO of Little Havana Activities & Nutrition Centers in Florida, the largest Hispanic geriatric health and human services group in the U.S.

Arizona Cancer Center Receives Grant to Help Latinas

The Arizona Cancer Center, in collaboration with the Mel and Enid Zuckerman Arizona College of Public Health, was awarded a $1.8 million grant from the American Cancer Society for a five-year study aimed at preventing and screening for three types of cancer among Latinas in Tucson and Phoenix.

The study *Juntos en la Salud* (Together in Health) compares and refines two methods of implementing a community health advisor program that is designed to improve breast, cervical, and colorectal cancer screening and primary prevention behaviors among the underserved, primarily Latina population in Arizona. The two randomly assigned methods involve the advisors meeting with women to provide educational information, encourage prevention behaviors and adherence to screening guidelines, and create female social groups that meet to discuss cancer prevention and to provide support for each other to encourage health awareness.

Researchers hope the methods will improve the rates of mammograms and Pap tests, encourage physical activity and better eating habits, and deter smoking among Latinas.

DePaul Appoints Senior Executive for Institutional Diversity

DePaul University (Ill.) recently appointed Elizabeth F. Ortiz senior executive for institutional diversity.

In the post, Ortiz is responsible for building a diverse community of faculty and students, performing an annual audit of diversity initiatives, and helping the president build diversity relationships with Chicago's corporate, civil, neighborhood, and religious communities.

Ortiz, a 15-year veteran in the field of diversity in higher education, previously worked at Northern Illinois University as director of affirmative action, diversity, and employee relations; Chicago State University as director of the Office for Hispanic Programs; and the City Colleges of Chicago as an Adult Learning Skills Program coordinator.

She earned a bachelor's degree at Calumet College of St. Joseph, where she began her career as an admissions and recruitment counselor.

St. Joseph's Receives NSF Grant

The National Science Foundation awarded St. Joseph's College (SJC) in New York a $393,750 grant to provide scholarships for academically talented, financially needy students–particularly women and other underrepresented groups–to complete a degree in computer science or mathematics.

The funds, to be distributed over four years, enable SJC to promote opportunities for mathematics and computer science majors to engage in research and help the college encourage women to prepare for careers in those fields.

The grant, which comes just as SJC introduces a new major in Computer Information Systems (CIS), is the largest one-time gift to the College in its 86-year history. "The timing of the grant could not be better," said SJC President Sister Elizabeth Hill. "We are confident that the increased scholarship money will help the College attract academically gifted students to our new CIS program."

UNM Names Equal Opportunity Director

University of New Mexico (UNM) President F. Chris García announced the appointment of Doralia Martínez Freudiger (pictured) as director of the Office of Equal Opportunity, where she will develop and implement comprehensive equal opportunity and affirmative action plans for the University in compliance with civil rights law and regulations. She previously worked as deputy director of the Equal Employment Opportunity (EEO) Staff for the U.S. Department of Justice.

With more than 17 years of experience in other federal EEO positions, Martínez Freudiger was a senior program manager dealing with affirmative action concerns of women, Hispanics, Asian Pacific Americans, and American Indians. She also was a professional social worker in Washington, D.C.

Martínez Freudiger received a bachelor's degree from the University of Puerto Rico-Río Piedras and a master's in social work from the Catholic University of America.

In the News at Wellesley

- Wellesley College (Mass.) History Professor Alejandra B. Osorio was one of five panelists in a forum on the rich and varied history of women, "Women of the World: Making History." Her talk on "Women and Politics" touched on the critical and gendered study of Latin American women and the myth that Latin American women do not participate in politics.
- Peggy McIntosh, world-renowned lecturer, associate director of the Wellesley Center for Research on Women, and founder/co-director of the National S.E.E.D. (Seeking Educational Equity and Diversity) Project of Inclusive Curriculum, offered a discussion on racial dynamics, suggesting actions for Whites and minorities in calling attention to and lessening racial privilege, both in the telling of history and in society.
- Sumru Erkut, senior research scientist with the Wellesley Centers for Women, presented her findings of a recent study of women leaders in the U.S., followed by an open discussion, "Women Leaders." Sumru said that while there has been an increased presence of women in the world today, their presence has not been reflected in the top echelons of power.

Latina Author/Poets Address NCTE Convention

The National Council of Teachers of English (NCTE) held its 92nd annual convention in Atlanta, with the theme "Celebrating the Languages and Literacies of Our Lives," featuring presentations on such topics as: reading, writing, assessment, language, multicultural literature, censorship, poetry, and technology.

Among the special guest lecturers:

Sandra Cisneros, a writer known for creating Latino and Latina characters, talked about being a novelist, poet, and teacher. Cisneros taught at a Latino alternative high school in Chicago and worked as a college recruiter and counselor. She won wide acclaim and an American Book Award for *The House on Mango Street*. Her latest novel, *Caramelo*, is available from Alfred A. Knopf publishers.

Photo © Leandre Jackson

Sonia Sánchez, accomplished poet, editor, activist, and author of *Shake Loose My Skin* (Beacon Press), talked about sharing a love of language. Sánchez is retired from Temple University, where she taught African American literature, creative writing, and served as chair of women's studies. She now devotes her time to writing, speaking, teaching, and traveling.

Judith Ortiz Cofer, author and Franklin Professor of English and Creative Writing at the University of Georgia, spoke of enriching classrooms with writing. An educator for 25 years and a natural storyteller, Ortiz Cofer's titles include *The Latin Deli*, *An Island Like You: Stories of the Barrio*, *Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood*, and *Woman in Front of the Sun: On Becoming a Writer*.

Ohio State Increases Minority Enrollment

According to statistics from The Ohio State University's 2002 autumn quarter enrollment report, minority recruitment and retention rates are rising steadily.

Enrollment increased 6.7 percent for Hispanics, 4.3 percent for African Americans, 3.6 percent for Native Americans, and 3.3 percent for Asian Americans, marking the second consecutive year that minority registration has grown. First-, second-, and third-year retention rates improved as well.

Women pursuing careers in dentistry, law, medicine, optometry, pharmacy, and veterinary medicine led to the University's highest overall professional school enrollment to date. International students enrolling in graduate school also marked a record high.

"Our success in part is credited to the academic quality of students attending Ohio State and also to specific programming in the colleges and departments, in student affairs, and through the First Year Experience program, all of which are increasingly striving to personalize the student experience," said Martha Garland, vice provost and dean for undergraduate studies.

Wah-Fitta Assumes Post at Roger Williams

María Elena Wah-Fitta was named associate dean for diversity/director of multicultural affairs, a new position, at Roger Williams University (R.I.), where she will supervise the Intercultural Center, including the office of multicultural affairs, office of international students, the spiritual faith office, and the "Bridge to Success" program, which pairs student mentors from Roger Williams with local high school students.

Prior to her appointment, Wah-Fitta was a marketing and advertising executive at a Mexico City-based real estate management company. She also was a professor of nutrition communication at Mexico's Universidad

Iberoamericana, taught courses for the National Program for Adult Education in Mexico, and was deputy chief of communication for the Rhode Island Department of Health, Division of Family Health.

She received her bachelor's degree in nutrition and food science from Universidad Iberoamericana and master's in nutrition communication with a concentration in public health and social marketing from Tufts University.

Santa Clara Sponsors Our Lady of Guadalupe Celebration and Scholarship

In California, Santa Clara University (SCU) and Sacred Heart Parish in San José commemorated the apparitions of Our Lady of Guadalupe, which took place in 1531 outside Mexico City, with the sixth annual Our Lady of Guadalupe Celebration and Juan Diego Scholarship presentation.

The celebration commenced in the Mission Santa Clara de Asis and ended with a reception on the SCU campus featuring a musical performance by Teatro Corazon of Sacred Heart Parish.

SCU awarded the Juan Diego Scholarship to Patricia Hernández of San José. The four-year tuition scholarship is awarded once a year to need-based Sacred Heart parishioners who plan to enroll at SCU.

Ecstasy-Related Deaths Increase In Miami-Dade County, Say Researchers

A recent study by American Academy of Child and Adolescent Psychiatry (AACAP) researchers María J. Vega and Jon A. Shaw found that the number of deaths related to the popular designer drug Ecstasy has increased in Florida's Miami-Dade County.

Drs. Vega and Shaw presented their findings in a research poster, "Morbidity and Mortality of Ecstasy Use in Miami, Dade County," during the New Research Poster Session at AACAP's 49th Annual Meeting. They found that from 1997-2001, 49 people died from Ecstasy use. The major cause of death was acute polydrug toxicity, but in some cases, multiple traumatic injuries and drowning were also found. Of the deaths, 33 were accidental, eight were homicides, three were suicides, and five were from natural causes.

Ecstasy use has been popularized by teens and young adults at dance parties called "raves." The effects of the drug include enhanced euphoria, increased energy, emotional sensitivity, and in some cases, death.

Vega (pictured) works part-time as an assistant professor at University of Miami/Jackson Memorial Hospital and has a private practice in Coral Gables.

Women's Business Research Study Compares Women and Men Investors

A study conducted by the Center for Women's Business Research finds that high net worth women investors are just as likely as their male counterparts to be involved, active, and engaged in the investing process and seek similar investment goals. It notes that more than half of those surveyed (53 percent of both men and women) stated that they are the primary decision makers when it comes to investing and they spend about the same amount of time on investing activities (11.1 hours per month for women, 10.7 hours for men).

The new study *Active and Engaged: The Investment Goals and Strategies of High Net Worth Investors* explores the investment goals, strategies, and practices of men and women with personal net worth of at least $5 million who are currently investors. It focuses on wealth creators: both business owners and those who built their net worth through personal carriers.

Additional survey findings can be accessed on the Center for Women's Business Research Web site at www.womensbusinessresearch.org. Goldman, Sachs & Co. underwrote the study.

Echaveste Speaks at Nassau Community Cultural Program

The Nassau Community College (N.Y.) Cultural Program hosted a presentation by María Echaveste, former assistant and deputy chief of staff for President Clinton, on immigration in the post-9/11world.

While part of the Clinton administration, Echaveste worked on immigration, education, civil rights, AIDS and Africa, bankruptcy, trade, and Latin America. She was responsible for coordinating federal disaster relief for both domestic and foreign emergencies. Earlier, she worked in the U.S. Department of Labor's Wage and Hour Division, where she was responsible for the management and policy direction of programs related to federal labor laws.

The daughter of migrant workers, Echaveste attended Stanford University, where she received a bachelor's degree in anthropology. She also received a law degree from the University of California-Berkeley and worked as an attorney specializing in corporate litigation for firms in Los Angeles and New York.

Vicuña Performs at Sarah Lawrence

SARAH LAWRENCE COLLEGE

The Latin American studies faculty at Sarah Lawrence College (N.Y.) welcomed Chilean poet, filmmaker, and artist Cecilia Vicuña for a poetry reading and performance. The author of 14 poetry books published worldwide, her most recent work is *Instan* (Kelsey St. Press, 2002), translated by Rosa Alcalá.

Vicuña's visual work was recently included in "Abstraction: The Amerindian Paradigm" at the Palais des Beaux Arts in Brussels and in "Quotidiana" at the Castello di Rivoli in Italy. She had solo exhibitions at the Museum of Contemporary Art in Boulder, Colo.; Galería Gabriela Mistral in Santiago, Chilé; and Art in General in New York. Her films and videos have been shown at MoMA in New York; Museo Reina Sofía en Madrid; Museo de Arte Contemporáneo de Barcelona; and The Museum of Pre-Columbian Art in Chilé.

Schools Overlook Bilingualism, Says Stanford Professor

Photo © L.A. Cicero/
Stanford News Services

Bilingual children who act as linguistic and cultural interpreters should be viewed as an asset, not a liability, argued Professor Guadalupe Valdés, newly appointed Bonnie Katz Tenenbaum Professor in Education at Stanford University (Calif.) during her lecture on "Expanding Definitions of Giftedness: The Case of Young Interpreters." Valdés, an expert in Spanish-English bilingualism in the United States, believes that "bilingualism has a bad rap" and young community interpreters should be deemed gifted.

According to Valdés, they create cultural and linguistic bridges between communities and often must learn to respond to the challenging situations that demand quick thinking and skill, yet fail to meet federal standards for being gifted, standards she called "rather elitist and rather isolationist." She believes that such abilities of a student fit the current federal definition of "giftedness."

Valdés' reasonings are based on a five-year study aimed at broadening the definitions of intelligence currently used to identify giftedness. The research focuses on abilities that are not generally identified or positively evaluated in formal education.

Houston Community College System Names Chancellor's Deputy

The Houston Community College System (HCCS) in Texas named Irene Martínez Porcarello deputy to the chancellor. In this position, Martínez Porcarello plans, coordinates, and facilitates system and executive team projects and activities in support of the chancellor. Prior to the appointment, she was a dean of student services in the System.

Martínez Porcarello earned bachelor's and master's degrees in English and social work from the University of Houston and spearheaded many U.S. Department of Energy educational and training programs for minorities pursuing careers in math, science, engineering, and computer science.

Rutgers-Newark Offers Keys to Communications

Rutgers University-Newark (N.J.) is offering non-English speakers year-round intensive programs in English as a Second Language through its Program in American Language Studies (PALS).

According to PALS Director Mary Moya, PALS offers English and study skills for success in the United States with courses in listening and conversation, reading and vocabulary, pronunciation, communicative grammar, writing, and survival skills. It is designed to emphasize the interrelationship of language and intercultural communications.

"Many PALS students are adult professionals seeking to advance their careers through better communications skills," said Moya. She noted that while many of the PALS graduates were Rutgers-Newark students, among them were a freighter captain and professional musicians.

De Jesús Recognized for Achievement in Advertising

The American Advertising Federation (AAF) inducted Linda De Jesús, president of The Bravo Group, into the Advertising Hall of Achievement. She was one of six inducted into the AAF Hall, which recognizes industry professionals, age 40 and younger, who are making a significant impact on the industry through leadership, career achievements, and personal inspirational qualities.

At The Bravo Group, De Jesús has helped build the company's reputation as a leader in U.S. Hispanic marketing communications, playing a key role in helping Bravo win such prestigious clients as Banco Popular, Mazda, and Sears. Bravo has also worked with the National Council of La Raza, the Puerto Rican Defense and Education Fund, the Hispanic Federation, and the Association of Hispanic Advertising Agencies' "Futuramente/Future Minds," a campaign to improve academic opportunities for U.S. Latinos. De Jesús provides counsel on multicultural efforts for Bravo's key corporate accounts.

De Jesús is a graduate of the University of Puerto Rico, where she earned a bachelor's degree in business administration.

CSU-San Bernardino Hosts Conference on Social Activism

California State University-San Bernardino's (CSUSB) Women's Resource Center presented a workshop on becoming more active in the community as a way of spurring social change. According to organizers, the Activism Conference encouraged CSUSB students and members of the local community to get involved.

Participants were able to attend two of the following sessions: using the Internet as an organizing tool, community involvement, peaceful protesting, letter writing and press release use, and organizing a community around a specific issue. In addition, the conference presented three experienced keynote speakers who advocate change for a better society: Rosa Martha Zarate Macias, co-founder of the Libreria del Pueblo, a nonprofit umbrella organization that helps many programs in the San Bernardino area; Chani Beeman, a community activist involved with several grass-roots groups in Riverside, Calif.; and Sonali Kolhatkar, morning talk show host on KPFK-Los Angeles and vice president of the Women's Afghan Mission, which helps improve the conditions of Afghan refugees in Pakistan.

Northeastern Illinois Ensemble Kicks off Millennium Tour

The internationally acclaimed Ensemble Español Spanish Dance Theater, in residence at Northeastern Illinois University and founded and directed by Dame Libby Komaiko, professor of dance, kicked off its "Spain in America: The Millennium Tour" with a performance of "Flamenco Passion" at Chicago's landmark Auditorium Theatre.

The performance capped a 26-year anniversary celebration of the Ensemble's continued mission to promote cultural exchange between Spain and the United States via dance, music, art, culture, and education. Educators, social agencies, the professional arts world, journalists, and the American and Hispanic world governments have praised the Ensemble under the direction of Komaiko.

Joining Komaiko and the full company of 40 dancers, singers, and musicians were guest stars Juan Mata and Ana González, founding members of the Ballet Nacional de España.

DePaul Studies Exploitation in the Caribbean and Central America

DePaul University's (Ill.) International Human Rights Law Institute (IHRLI) released the findings of an investigation, "In Modern Bondage: Sex Trafficking in the Americas," which found that women and children in Central America and the Caribbean are faced with the brutal reality of sex trafficking and sexual exploitation.

The two-year investigation, conducted in association with the Inter-American Commission of Women and the Inter-American Children's Institute of the Organization of American States, took place in Belize, Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. It examined the key feature of one of today's most pressing human rights cases.

IHRLI reported that the victims were used for prostitution and escort services in brothels, bars, ports, and tourist points. It found that in countries lacking prevention, protection, suppression, and integration strategies to counter the growth of trafficking, the government response was usually non-existent or inadequate, and the laws that criminalized the trade were rarely applied.

To learn more about the investigation, log onto the IHRLI Web site at: http://www.law.depaul.edu/ihrli.

Missouri-Columbia Professor Delivers "Color Change" Lecture

Sylvia Lazos, faculty member with the University of Missouri (MU)-Columbia School of Law, gave a lecture, "Towards Cambio de Colores (Change of Colors) 2003: Legal Policy Challenges as Latinos Make their Homes in Missouri," which will be published in a 100-page manuscript covering themes ranging from education and health care to driver's licenses and racial profiling. It will be used as a database for future policy decision-making in Missouri.

Lazos practiced commercial and corporate law in Puerto Rico, specializing in real estate, finance, and international business transactions, and worked as an economist for the U.S. Department of Labor Statistics. She also was a law professor at Florida State University and has been published in the field of racial equality and cultural diversity.

In May, Lazos is slated to become a University of Nevada-Las Vegas faculty member, working on immigrant issues at the national level.

Vassar Hosts Oliveira Lecture

VASSAR Brazilian novelist and scholar Carmen Oliveira delivered a lecture on "Elizabeth Bishop's Brazil: Life in the Country of Carnival" at Vassar College (N.Y.).

Oliveira, professor of comparative literature and an authority on the Pulitzer Prize-winning poet, is the author of *Rare and Commonplace Flowers: The Story of Elizabeth Bishop and Lota de Macedo Soares*. The work was a bestseller in Brazil and received praise in *The New York Times*.

The lecture was sponsored by Vassar's office of the dean of the faculty.

Education Department Hosts Summit on Language Acquisition

Educators and policymakers from across the nation attended the U.S. Department of Education's inaugural Summit on English Language Acquisition, which focused on discussing and sharing information on teaching children who enter the public school system unable to speak English. According to the Department, an estimated five million children nationwide do not speak English.

Highlights of the summit, "Celebrating our Rising Stars," included presentations by nationally recognized experts in education, initial findings of a study on how Spanish-speaking children learn best, and a U.S.-China partnership for learning. The summit also discussed vital information related to the implementation of the historic *No Child Left Behind Act*. The new law provides a system that funds all English-language learners, regardless of their participation in a particular program or state where they reside.

María Hernández Ferrier (pictured), director of the Office of English Language Acquisition (OELA), organized the summit. OELA provides national leadership in promoting English-language proficiency and high-quality education for the nation's English-language learners.

Guatemalan Activist Delivers Lecture at San Francisco

USF UNIVERSITY of SAN FRANCISCO Guatemalan business administrator and activist Helen Mack spoke at a University of San Francisco (USF) lecture detailing her 12-year struggle for justice against the Guatemalan military.

The lecture "Testament to Extraordinary Courage and Perseverance in Seeking Justice"–entitled by Jean Molesky-Poz, USF assistant professor of theology–focused on Mack's bravery and high resolve during the case of a high-ranking Guatemalan military officer accused of planning the 1990 murder of her sister, anthropologist Myrna Mack. The case marked the first time a military officer of high rank was found guilty of human rights violations in Guatemala's 36-year civil war, which ended in 1996.

Mack works for a nonprofit organization dedicated to education and housing projects in Guatemala.

Arizona Researcher Awarded AIDS Research Grant

Andrea Romero, University of Arizona (UA) assistant professor in the Mexican-American Studies & Research Center, received part of a three-year grant worth nearly $1 million from the Substance Abuse and Mental Health Services Administration for a project aimed at increasing awareness of HIV and substance abuse among youth and families in South Tucson, Ariz. The South Tucson Prevention Collaborative project involves UA, the Southern Arizona AIDS Foundation, and the city of South Tucson.

Romero leads the UA component, which provides the community empowerment curriculum "Latin Active," actively engaging 120 Latino youth in the fight against drug abuse and AIDS. Participants distribute information on drug abuse and AIDS and organize performances on HIV-prevention to create outreach and educational opportunities for their peers, families, and the South Tucson community, where Mexican-Americans make up 83 percent of the population.

Romero received her doctorate in social psychology from the University of Houston. She is co-author of the recently published handbook of useful advice for Hispanic college students, *Consejos Para Su Futuro en Educación: Suggestions for your Future in Higher Education from Chicanos and Chicanas*.

Bowling Green Links Spanish-Speaking Children, Low-Income Schools

In Ohio, a study by Bowling Green State University (BGSU) researchers Jennifer Van Hook and Kelly Stamper Balsitreri found that California's Spanish-speaking children are concentrated in low-income schools more than any other ethnic group.

The study states that in 2000, the average California Hispanic student with limited English proficiency attended a school in which 71 percent of other students were from families poor enough to qualify for free or reduced-priced lunches. This was up from 54 percent in 1989.

"Hispanics may bear the brunt of institutional disadvantage," the researchers say, "because they are the largest immigrant group and tend to be poor and residentially segregated."

The study's authors suggest setting up future boundaries for new school districts to include a more diverse group of neighborhoods. Changes in district assignment policies could also help break down their isolation.

North Orange Names Gutiérrez to Coordinating Position

In California, the North Orange County Community College District (NOCCCD) announced that Martha Gutiérrez has filled the position of coordinator of vocational and medical programs offered through the Training and Development Institute. With more than 11 years of community college experience, the former college promotions specialist and tech prep coordinator at Citrus College intends to work to expand the District's medical programs and other course offerings into certificate programs.

Gutiérrez earned her bachelor's degree in both public relations and Spanish from the University of Southern California and master's in counseling in higher education from California State University-Los Angeles. She is a member of the California Community College Association for Occupational Education and the Los Angeles/Orange County Tech Prep Consortium.

NJCU Graduate Student Receives Scholarship

New Jersey City University (NJCU) graduate student Luz Cifuentes received a $2,000 Graduate Merit Award academic scholarship from Executive Women of New Jersey (EWNJ), a nonprofit corporation that supports senior-level women executives by providing a forum for networking as well as mentoring those who are beginning their professional careers.

Cifuentes, who is working towards her master's degree in educational technology at NJCU, was one of 20 New Jersey women pursuing graduate studies to receive the award. Applicants were selected based on fulfilled degree requirements, financial need, personal recommendations, an essay, extracurricular activities, and potential for future membership in the EWNJ. Part of EWNJ's aim is to encourage the next generation of female executives.

CSUF Co-Sponsors SACNAS Workshop

Faculty and students from California State University-Fullerton (CSUF) co-sponsored a workshop at the annual national conference of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). The workshop, Aquatic Habitats and Boeing, was among the sessions geared for K-12 teachers and educators to encourage Chicano/Latino and Native American students to obtain the advanced degrees necessary for research careers and scientific teaching professions.

Nancy J. Pelaez, CSUF assistant professor of biological sciences, and her colleagues conducted the CSUF workshop, which explained to participants how zebra fish could be used in the classroom to study biological processes. According to Pelaez, the two-inch fish has translucent stripes and transparent fertilized eggs, which make it easy to study how its structures and functions change during development. They have been widely used in aquariums as a model organism for scientific study.

In addition to learning about their use, attendees received zebra fish embryos and the equipment to transport and care for the developing fish in their classrooms.

Barnard Hosts Feminism and Motherhood Symposium

The Barnard Center for Research on Women, Barnard College, Columbia University (N.Y.), together with the Motherhood Project of the Institute for American Values, hosted a dialogue between feminists and an emerging advocacy group for motherhood. The event explored the prospect of a motherhood movement that would build on the gains of the women's rights movement.

The conference joined women's activists and authors such as Kim Gandy, president of the National Organization for Women, and Sylvia Ann Hewlett, author of *Creating A Life: Professional Women and the Quest for Children*, in a conversation on the reciprocal effects of the feminism and motherhood movements. In addition, Ann Crittenden, author of *The Price of Motherhood*, Janet Giele of Brandeis University, and Jean Bethke Elshtain of the University of Chicago made presentations on feminism and the motherhood movement. Peggy O'Mara, editor and publisher of *Mothering Magazine*, was moderator. Included was a statement by Enola Aird, director of the Motherhood Project, calling for calm in the tensions between feminism and motherhood.

Chávez Lectures at TWU

Texas Woman's University's Joyce Thompson Lectureship in American Literature and Culture featured award-winning author, playwright, actress, and teacher Denise Chávez as keynote speaker this past year.

Photo © Marion Ettlinger

Chávez's latest novel, *Loving Pedro Infante* (Farrar, Straus, and Giroux, 2001), was recently translated into Spanish and German. Her book *Face of an Angel* won the Premio Aztlán as well as the American Book Award. She was the 1995 recipient of the New Mexico Governor's Award in Literature, and frequently performs her one-woman show, "Women in the State of Grace," throughout the U.S.

Chávez received a bachelor's degree in drama from New Mexico State University, a master's in drama from Trinity University, and a master's in creative writing from the University of New Mexico.

The Joyce Thompson Lectureship in American Literature and Culture honors the memory of Dr. Joyce Thompson, an English professor and faculty member at TWU from 1977 until her death in 1992 at the age of 48.

Hood to Admit Male Residents and Introduce Men's Sports

In a historic announcement, the Hood College (Md.) board of trustees announced its decision to make the women's college coeducational. Men will be allowed to live on campus beginning in fall 2003.

Hood has allowed men to enroll as commuter students since 1971. But the decision, part of an ongoing strategic planning process by the College, breaks the 109-year-old tradition of women-only residence halls.

In addition to the integration of its residence halls, Hood announced that it will expand its athletics program and add up to five National Collegiate Athletic Association

Division III men's sports teams for the 2003-2004 academic year. The men's athletic program will consist of basketball, cross-country, golf, swimming, and tennis for the coming school year, with lacrosse and soccer planned *for the subsequent year.*

Hood also will add cross-country and golf to its women's athletic program.

Hollins Professor Finds Way Out of Poverty

Ana María Romo's passion for learning has helped her become a respected and popular instructor at Hollins University (Va.), where she teaches Spanish conversation, composition, and literature.

Romo, from a small town just outside Guadalajara, Mexico, grew up searching for a way to escape a life of poverty. Figuring that there was a high demand in her country for those who could speak and teach English, she earned a bachelor's degree at the University of Guadalajara in 1997 with the goal of teaching English as a foreign language. Shortly thereafter, she took advantage of an offer to teach conversational Spanish at Hollins for two years and enjoyed it so much that she decided to shift her career from teaching English to teaching her native tongue, and pursued a master's degree in Spanish at the University of Arkansas. After completing her studies in 2001, she was an assistant professor of Spanish at Dodge City Community College in Kansas before returning to Hollins to teach for the 2002-03 academic year.

"Growing up, my family wasn't sure that pursuing an education was in my best interest or even possible to achieve, but now they've seen the benefit and are quite proud of what I've been able to do," said Romo, who would like to pursue a doctoral degree, possibly at the University of North Carolina-Chapel Hill.

Sánchez Joins Older Sister in U.S. Congress

With her election last November to California's 39th District of the U.S. House of Representatives, Linda T. Sánchez (pictured r.) joined her sister Loretta Sánchez (l.), who was easily re-elected to the House in California's 46th Congressional District.

The Sánchez sisters are the second (Loretta) and sixth (Linda) of seven children born to Ignacio and María, Mexican immigrants, and grew up in Anaheim, Calif. The congressional siblings are planning to spend their current term living together on Capitol Hill.

Linda received a bachelor's degree from the University of California-Berkeley and juris doctorate from the University of California-Los Angeles. A practicing attorney, she has no prior experience as an elected official.

Loretta was elected to her first term in Congress in 1996. As a member of the House, she has focused on education, crime reduction, economic development, and senior citizen protection. She attended Chapman University, receiving a bachelor's degree in economics, and American University, where she obtained a master's in business administration. She is a member of the Hispanic Caucus, the Human Rights Caucus, and the Women's Congressional Caucus among other groups, and is past-president of the National Society of Hispanic MBAs.

PUBLICATIONS

Memoir of a Visionary: Antonia Pantoja

By Antonia Pantoja

Antonia Pantoja

This compelling autobiography traces the trajectory of the groundbreaking Puerto Rican leader Antonia Pantoja, from struggling schoolteacher to a recipient of the prestigious White House Medal of Freedom. The memoir traces her experiences as a factory worker, lamp designer, city government worker, acclaimed social worker, and founder of ASPIRA, one of the most enduring Puerto Rican organizations in the U.S.

2002. 384 pgs. ISBN 1-55885-385-5. $14.95 paper. Arte Público Press. (800) 633-ARTE.

Beauty is Convulsive: The Passion of Frida Kahlo

By Carole Maso

A cutting-edge collection of prose poems inspired by the biography, letters, medical documents, and diaries of world-renowned, 20th-century artist, Frida Kahlo.

2002. 170 pgs. ISBN 1-58243-089-6. $24.00 cloth. Counterpoint Press. (800) 386-5656.

Caramelo

By Sandra Cisneros

CARAMELO
SANDRA CISNEROS

Sometimes funny, sometimes moving, this intimate tale chronicles the struggles and joys of 100 years and three generations of a Mexican-American family zigzagging from Chicago to Mexico City and back.

2002. 434 pgs. ISBN 0-679-43554-9. $24.00 cloth. Alfred A. Knopf. (800) 726-0600.

A Reader in Latina Feminist Theology: Religion and Justice

María Pilar Aquino, Daisy L. Machado, and Jeanette Rodríguez, eds.

With 12 original essays by emerging and established Latina feminist theologians, this first-of-its-kind volume adds the perspectives, realities, struggles, and spiritualities of U.S. Latinas to the larger feminist theological discourse.

2002. 320 pgs. ISBN 0-292-70512-3. $19.95 paper. University of Texas Press. (800) 252-3206.

Empowering Latinas: Breaking Boundaries, Freeing Lives

By Yasmin Davidds-Garrido

Empowering Latinas

It has been said that by 2005, one out of every five women in the United States will be Latina, the largest female minority in the country, but also the group with the least amount of personal, political, and economic power. This is Yasmin Davidds-Garrido's personal account of her courageous quest for self-determination and her insightful depiction of what it means to be a Latina in this society today.

2001. 244 pgs. ISBN 1-883955-22-X. $14.95 paper. Penmarin Books. (913) 831-2233.

Chicana Leadership: The *Frontiers* Reader

Yolanda Flores Niemann, Susan H. Armitage, Patricia Hart, and Karen Weathermon, eds.

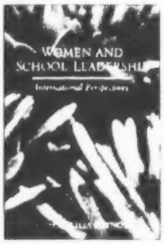
Chicana Leadership

This collection breaks the stereotypes of Mexican-American women and shows how these women shape their lives and communities. It looks beyond the frequently held perception of Chicanas as passive and submissive and instead examines their roles as dynamic community leaders, activists, and scholars.

2002. 331 pgs. ISBN 0-8032-8382-2. $29.95 paper. University of Nebraska Press. (800) 755-1105.

Women and School Leadership: International Perspectives

Cecilia Reynolds, ed.

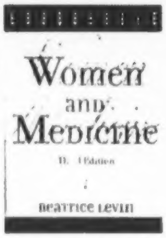


International in scope, this is an unprecedented compilation of current theories and perspectives on women and leadership issues in schools at all levels. It features essays by leading feminist scholars from five Western liberal democratic countries.

2002. 166 pgs. ISBN 0-7914-5312-X. $19.95 paper. SUNY Press. (800) 666-2211.

Women and Medicine

By Beatrice Levin



This third edition of *Women and Medicine* provides a comprehensive and definitive history of the topic. Replete with both the events that have shaped the role of women in medicine and the medical breakthroughs made by women, this edition includes the biographies of pioneering women who enjoyed brilliant medical careers.

2002. 224 pgs. ISBN 0-8108-4238-6. $45.00 cloth. Scarecrow. (800) 462-6420.

Madame Ambassador: The Shoemaker's Daughter

By Mari-Luci Jaramillo

MADAME AMBASSADOR

This autobiographical memoir of Mari-Luci Jaramillo–civil rights advocate, educator, and highly respected public speaker, as well as former ambassador to Honduras and deputy assistant secretary of state for Latin America–traces her rise from poverty, discrimination, and prejudice to a distinguished career in public service in both government and higher education.

2002. 200 pgs. ISBN 1-931010-04-8. $15.00 paper. Bilingual Press/Editorial Bilingüe. (480) 965-3867.

I, Rigoberta Menchú: An Indian Woman in Guatemala

Elisabeth Burgos-Debray, ed.

I, Rigoberta Menchú

This book recounts the remarkable life of Rigoberta Menchú, a Guatemalan peasant who in 1992 won the Nobel Peace Prize. Her story reflects experiences common to many Indian communities in Latin America today. Translated by Ann Wright.

1984. 252 pgs. ISBN 0-86091-788-6. $17.95 paper. Verso. (800) 233-4830.

In Praise of Black Women, Vol. 2: Heroines of the Slavery Era

By Simone Schwartz-Bart

IN PRAISE OF BLACK WOMEN

Volume 2 of the four-volume *In Praise of Black Women* series weaves together oral tradition, folk legends and stories, songs and poems, historical accounts, and personal writings from North and South America and the Caribbean. It celebrates remarkable women who distinguished themselves in their time and shaped the course of culture and history.

2002. 256 pgs. ISBN 0-299-17260-0. $49.95 cloth. University of Wisconsin Press. (800) 621-2736.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NACADA Rocky Mountain Regional Conference

February 26-28

The theme of this conference of the National Academic Advising Association is "The Spirit of Academic Advising: A Commitment to Students." Sessions will focus on exemplary practice, models of effective organizational design, research studies, and facts regarding how advisors contribute to our students' futures. In Sedona, Ariz.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

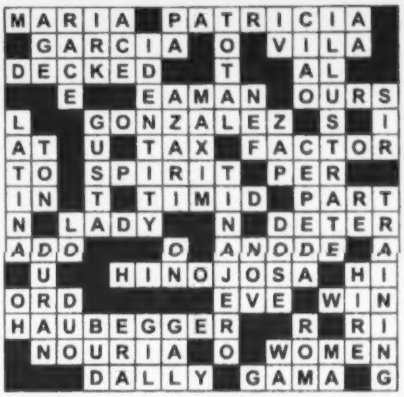
Contact: fax, (414) 276-4650; e-mail, CSCT-FL@aol.com; Web site, www.centralstates.cc

ASCD's 2003 Conference and Exhibit Show

March 8-10

The Association for Supervision and Curriculum Development holds its Annual Conference and Exhibit Show–"Igniting the Passion for Learning." This year's guest speakers include Andrew Young, Linda Ellerbee, Edward James Olmos, Roger Wilkins, Carol Ann Tomlinson, Heidi Hayes Jacobs, and William Safire. At the Moscone Center, San Francisco, Calif.

Contact: ASCD, (800) 933-2723 or (703) 578-9600; Web site, www.ascd.org



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INDIANA UNIVERSITY RESIDENTIAL PROGRAMS AND SERVICES

Residence Life: Assistant Residence Manager

Responsibilities include: Full-time live out, professional staff team member responsible for student development, leadership, and daily management of residential community of 500-1200. Assists the Residence Manager in the supervision and training of graduate, undergraduate, and clerical staff; developmental programming; facilities management; judicial processes; student government advising; orientation programs. Requirements: Bachelors Degree required and a Master's in higher Education, Student Affairs, Business Management or related field preferred. Ten months full-time residence hall administration experience required. Compensation: $31-$33,000; competitive benefits; twelve and ten-month position available. Women and members of underrepresented groups are encouraged to apply.

Send cover letter and resume to: **hrrps@indiana.edu** with ARM Posting in the subject line.

Indiana University is an Affirmative Action/ Equal Opportunity employer.

UNIVERSITY OF MISSOURI-COLUMBIA
COLLEGE OF EDUCATION

The Department of Educational Leadership and Policy Analysis in the MU College of Education seeks applications for three tenure-track faculty positions:

Educational Leadership/Administration (2 positions). Candidates must have an earned doctorate in PreK-12 educational leadership/administration. One position is at the Assistant/Associate Professor level. Candidates for that position should have the competence and interest to coordinate and teach in the masters program and teach in the specialist, Ed.D. and/or Ph.D. programs. The other position is at the Assistant Professor level and will include responsibilities to teach two courses in the undergraduate teacher preparation program and graduate coursework in comparative education, educational economics and/or finance, and school law. Experience as a school leader is preferred for both positions.

Higher and Continuing Education (1 position) at the Assistant/Associate Professor level. Candidates must have an earned doctorate in higher or continuing education or a related field. Required areas of expertise include college teaching, instructional strategies in higher and continuing education, and higher education curriculum. Candidates must also be willing to teach occasionally in the interdisciplinary Ed.D. program and the department Ph.D. core.

Candidates must demonstrate evidence of effective teaching and show potential as scholars with the ability to conduct research, secure funding, and contribute to the literature. The positions are tenure-track and carry teaching, research, and service responsibilities in the Department of Educational Leadership and Policy Analysis.

The University of Missouri-Columbia complies with the guidelines set forth by the Americans with Disabilities Act of 1990. If you have special needs as addressed by this legislation and need assistance with this or any portion of the application process, notify us at the address below as soon as possible or call the ADA Coordinator at 573-884-7278 (V/TTY). Reasonable efforts will be made to accommodate your special needs.

Salary: Competitive and commensurate with experience and qualifications.

Appointment: Tenure-track, nine-month appointment beginning September 1, 2003.

Applications: Submit letter indicating interests, vita, reprints of publications, evidence of teaching effectiveness, transcripts, and three letters of reference to:

PreK-12 Position: Dr. Jerry Valentine, University of Missouri-Columbia
202 Hill Hall, Columbia, MO 65211-2190

Higher Ed Position: Dr. Joe Donaldson, University of Missouri-Columbia
202 Hill Hall, Columbia, MO 65211-2190

Closing Date: Formal review of applications began January 31, 2003 and will continue until the positions are filled.

The University of Missouri-Columbia is an Equal Opportunity, Affirmative Action Employer. Applications from women and minorities are strongly encouraged.

COLUMBIA UNIVERSITY

Vice President for Arts and Sciences and Dean of the Faculty

COLUMBIA UNIVERSITY IN THE CITY OF *NEW YORK is seeking candidates of excep*tional scholarly and professional accomplishment for the position of Vice President for Arts and Sciences and Dean of the Faculty. As Dean, the individual reports directly to the Provost and Dean of Faculties of the University. As Vice President, the individual reports directly to the President, and is a member of the President's cabinet. As the chief academic and operating officer of the Arts and Sciences, the Vice President oversees more than 700 full-time faculty and close to 13,000 students and is responsible for faculty recruitment and promotion, instructional staffing, and financial and administrative management. The Vice President and Dean is responsible for the planning and budgeting for the Arts and Sciences. The Arts and Sciences is composed of 29 academic departments and six schools administered by deans: Columbia College, the Graduate School of Arts and Sciences, the School of International and Public Affairs, the School of the Arts, the School of General Studies, and the School of Continuing Education. The deans of these schools and the chairs of academic departments report directly to the Vice President and Dean.

An earned doctorate with scholarly credentials suitable for tenure in a department within the Arts and Sciences and a distinguished record of teaching are essential requirements. Substantial prior administrative experience is desirable.

Full applications should include a letter of application, a current resume, and the names, addresses, and phone numbers of five references. Screening of applications will begin on March 1, 2003, and continue until the position is filled.

Send applications to: Professor David A. Freedberg, Search Committee Chair, c/o Mr. Jerome Davis, 202 Low Library, Mail Code 4309, 535 West 116th St., New York, NY 10027

Columbia University is an affirmative action and equal opportunity employer.

Walden University℠

America's Premier Online University

Walden University, a division of Sylvan Online Higher Education, offering graduate degrees at a distance in education, business, public health and the social and behavioral sciences, as well as bachelor degree completion programs in business administration and information systems, is seeking professionals to join our team in the following positions:

DEAN, SCHOOL OF PSYCHOLOGY

The Dean provides overall academic and administrative leadership for the School of Psychology. She/he integrates the University's mission, vision, and initiatives within the School. Maintains marketing initiatives to foster the growth of the school and resulting programs. Works with faculty, staff, and directors to successfully drive the intermediate and long-range goals and plans of the school. The Dean must hold an appropriate doctoral degree and have a minimum of 10 years related experience. The candidate must have administrative experience and be comfortable in an online environment.

REGISTRAR

The Registrar manages, supervises and evaluates the daily operations of the department to ensure the integrity, accuracy and security of all student records in compliance with regulatory requirements and academic policies. Qualified applicants will have a Masters Degree, with a minimum of five years of progressive management experience in registration and student academic records in a college and/or university setting of 5000 plus students.

DIRECTOR OF ASSESSMENTS

The Director of Assessments and Tests implements the core skills assessments for incoming doctoral students. Sources and localizes or develops assessment instruments, manages the administration of instruments, and conducts ongoing validation of assessments. Executes the faculty performance management plan. Develops and executes orientation and training activities for faculty supervisors. Qualified candidate must have experience in test development and validation, performance appraisal system design, virtual work teams, and teaching/coaching adult learners. She/he may be a Ph.D., Ph.D. candidate, or M.A. in industrial or educational psychology preferred.

Salary is commensurate with qualifications and experience; excellent benefits package. Applicants may submit a letter of application, resume, and references to: lcosta@waldenu.edu or fax 612/338-5092. For more information on Walden University, and to obtain a job description, visit our web site at: **www.waldenu.edu.** Walden University, an EEO/AA/ADA Employer, and is accredited by the Higher Learning Commission of the North Central Association of Colleges & Schools.

EDUCATION THAT WORKS

DEAN, SCHOOL FOR BUSINESS

Metropolitan College of New York, an innovator in professional higher education and purpose-centered, experiential studies for nearly 40 years, is seeking a Dean for the School for Business. Minutes from New York's financial center, the School has experienced growing enrollment in all its programs. The School offers AS, BBA, MBA and MS degrees. In addition to the MBA in General Management, the School offers specialized MBA programs in Media Management, and in Sports Recreation and Leisure Service Management.

The Dean is responsible for academic leadership of the School including development of strong and innovative degree and certificate programs. The Dean, with the faculty, will articulate a vision as well as develop and implement a strategic plan for the School. He/she will oversee implementation of new, and revision of existing curricula and initiatives and demonstrate effectiveness of these programs.

The successful candidate will have a terminal degree in a business related discipline and an exemplary record of successful administrative or executive success. He/she will be capable of recruiting accomplished individuals to the faculty of the School and will have experience in building close relationships with constituencies such as business enterprises, government and other educational institutions and professional organizations. He/she will have demonstrated success in teaching, scholarship and service. Experience with professional accreditation is desirable.

The College is committed to appointing faculty and staff who reflect the diversity of its students and the City in which they learn. Applications and nominations will be accepted until a Dean is appointed. *The Search Committee will commence review of candidates on March 15, 2003. Expected starting date is July 1, 2003. Inquiries and curriculum vitae should be submitted to*

boxhr@metropolitan.edu

Metropolitan College of New York
Human Resources Department
75 Varick Street
New York, NY 10013-1919

MCNY is an Equal Employment Opportunity/ Affirmative Action employer.

METROPOLITAN COLLEGE OF NEW YORK
MCNY

Dean of Engineering

For a full job description visit our web site at:
www.tufts.edu and click on "job opportunities"

Tufts University invites nominations and applications for the position of Dean of Engineering. The Dean is the chief academic officer of the School of Engineering and is responsible for the quality, conduct and coordination of academic affairs throughout the School.

Qualifications

Candidates should have a record of scholarly excellence and experience in leading and managing complex academic or engineering organizations. Experience as a professional engineer or applied scientist in a corporate or industrial setting is beneficial. Be able to articulate and demonstrate strong commitments to the value of a liberal education, to excellence in undergraduate, graduate and professional programs. Have a vision for the future of engineering education and the creation of new opportunities, with the leadership skills to convince others to support the vision, and experience in consensus-building and proven ability to mobilize diverse groups to work to achieve common goals. Also demonstrate the potential for increasing the numbers of women and people from underrepresented groups at all levels in the School of Engineering—undergraduate, graduate, faculty, and staff.

Please direct all nominations and applications to:
Professor Diane L. Souvaine, Search Committee Chair
Tufts University
161 College Avenue
Medford, MA 02155

All applications should include a curriculum vitae and letter of intent. Applicant review begins immediately.

Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty and staff. Members of underrepresented groups are strongly encouraged to apply.

Community Colleges of Ventura County

CHANCELLOR

The Board of Trustees of the Ventura County Community College District (VCCCD) invites applications and nominations for the position of Chancellor of the Community Colleges of Ventura County. The Chancellor serves as the Executive Officer to the Governing Board and oversees District programs and services involving student learning, human resources, business services, and fiscal affairs. The Chancellor provides visionary educational leadership and represents the Board and the District in relations with State and local constituencies. Governed by a five member elected governing board, the District has a countywide population base of over 800,000 residents and one of the fastest growing business segments in the state of CA.

The Board of Trustees and District constituencies have established a profile for those aspiring to the position of Chancellor. The District seeks a confident leader with an excellent background as an educational scholar who possesses the experience and administrative skills to develop and implement a common vision through collegial governance processes.

The Chancellor will address CHALLENGES, ISSUES, and OPPORTUNITIES in the following areas:

- Promoting and supporting student learning and success including the maintenance and improvement of quality instruction and services;
- Leading the District in a period of uncertain funding and increasing demand for services;
- Strengthening communication in the District and in the community including being accessible, visible and building trust and confidence in the office of the Chancellor;
- Advocating collegial decision making and promoting cohesiveness, professionalism and respect among all District constituencies;
- Providing leadership in the utilization of voter-approved bond funds in the renovation and expansion of existing facilities and the development and planning of new facilities to meet current and projected student growth;
- Developing and strengthening partnerships and relationships with business, industry, civic organizations, and educational institutions in Ventura County;
- Demonstrating a commitment to diversity and equal employment opportunity in the hiring of faculty and staff;
- Working with the Governing Board in a way that will assist the Board to continue to be an effective policy-making body;
- Serving as a leader for a district that includes three college campuses of different ages, sizes, and campus cultures.

Minimum qualifications: A master's degree from an accredited college or university; senior leadership and/or administrative experience in progressively responsible positions. Preferred qualifications: An earned doctorate degree from an accredited college or university; senior leadership and/or administrative experience in community colleges; college faculty experience.

Personal & Professional Characteristics, Skills & Competencies
Ethical, honest, trustworthy, and appreciates the role of the Board of Trustees and commitment to establishing an excellent CEO/Trustee relationship; lead with exceptional interpersonal and communication skills and a sense of humor; student-centered and commitment to offering outstanding educational programs and support services; solicit and utilize input from a variety of internal and external constituent groups to promote growth, change, and success; work with District and college leaders to resolve controversial issues and problems; display knowledge of planning, development, and construction of college facilities; sensitive and responsive to special needs and appreciates diversity in students, staff, and community constituencies; advocate for the District students, faculty, staff, administrators, Board, and educational programs, and be actively involved in the communities we serve; and demonstrate successful experience working with collective bargaining units.

The Application Process: In a letter of application, preferably five pages or less, candidates will succinctly state how they would address the CHALLENGES, ISSUES, and OPPORTUNITIES in the Ventura County Community College District. Cite specific examples from background and experiences. Indicate to what extent personal characteristics, professional skills, and competencies match those sought for this position. In addition, candidates must submit a current resume to include the names, business and home telephone numbers of eight references: two supervisors, two individuals who report to you (including one support staff member), two community members, and two faculty members (to the degree possible). Preferably, references are to be from current and former employers. References will not be contacted without the candidate's permission. The Chancellor Search Committee will begin reviewing applicants' materials on April 1, 2003. All inquiries, nominations, and applications will be held in the strictest confidence. Applications from all persons interested in the position are encouraged. AA/EOE.

Submit application and nominations to: Chancellor Search Committee, C/o Mr. Bill Studt, Ventura County Community College District, 333 Skyway Drive, Camarillo, CA 93010. For general inquiries regarding the application process, contact: Ms. Judi Costales, Search Liaison, Telephone: (805) 384-8308

Salary and Benefits: Salary, length of contract and other terms and conditions of employment will be negotiated and will be competitive with similar districts in California. **Effective date of employment is July 1, 2003, or on a mutually acceptable date.**

The complete Chancellor profile can be obtained by visiting the VCCCD website at www.vcccd.net

Book Review

By Vicki Snyder

***The Gold Rush Diary of Ramón Gil Navarro*, edited and translated by María del Carmen Ferreyra and David S. Reher.** 305 pages. University of Nebraska Press, 2001. ISBN 0-8032-3343-4. $45.00 hardcover.

Ramón Gil Navarro was born in Argentina Feb. 17, 1827. At age 18, cultured and well-educated, he began his diary. That year, 1845, he and other family members left his native country. Navarro's father, an enemy of ruling dictator Juan Manuel Rosas, had left for Chile with two of his sons three years earlier. The family reunited in Chile in 1846.

Navarro wrote that he and three others were chosen to direct a company of 30 men to work in the California gold mines for two years. On April 30, their ship anchored in the bay at San Francisco. His brother Samuel was already living near the mines, in Stockton, Calif.

THE GOLD RUSH DIARY OF RAMÓN GIL NAVARRO

From the time he arrived in the U.S., Navarro wrote about both his awe of and disgust toward what he saw and experienced. His own hardships began early, as he tried to raise money to transport himself and the workers to the mines. Some workers deserted. Navarro grew even more alarmed when he found others from Chile who, unable to find work, were suffering physical hardships. "The beach is completely filled with tents and shacks made of crates by the Chileans, who have nothing to do and spend their days mired in their misery and hoping to get to the mines," he wrote.

When Navarro was reunited with Samuel, his outlook improved. Four days later, the two brothers and the workers departed for the mines. In Stockton, Navarro admired the size and abundance of deer and showed gratitude for the rest that he enjoyed while "sleeping in the shade of some pine trees across from the beautiful forest of roses and other flowers."

Navarro's great-granddaughter, Del Carmen Ferreyra, historian, and David S. Reher, California native and historian, who edited and translated this book, believed that Navarro's diary "would become a valuable historical testimony about life during the gold rush in California." As their translation progressed, however, they discovered that Navarro's firsthand descriptions provided more than a mere recital of dates and facts about the California Gold Rush. "The author and his personal quest have become an integral part of the historical reality contained in these pages," they wrote.

Navarro's firsthand accounts reveal everyday life in California's Gold Rush society. He describes harsh working conditions, lack of personal hygiene, poorly cooked meals, cholera, scurvy, yellow fever, drownings, hangings, thefts, murders, and San Francisco's frequent fires. "It is as though the communion of men gathered together in California is a race damned by the Lord, condemned to wander over the globe without God, without a country, without a government, without law or religion," he wrote. The following year, however, he asked himself if it was possible, after growing accustomed to summer here, that he was "almost a Californian?"

Soon after landing in California, Navarro discovered that he was vulnerable to discrimination. He wrote about "The Fory," a Yankee association committed to rallying people for the "extermination and death for all Chileans, Mexicans, or Peruvians." He described Black slaves who "can hardly hold their picks they are so cold, and yet they do not move from the place where their masters told them to stay."

However, Navarro also found friends among California's inhabitants. One friendship was with a man who skinned a bear and gave the pelt to him.

Harsh living conditions and discrimination didn't prevent his success. He purchased a vacant lot in Stockton, set up a tent, and sold supplies. And bought three gold mines. In an 1851 letter to his father, Navarro expressed optimism that business in the mines would improve, partly because of the "abolition of the tax on all foreign miners." A few months later, he received news that one of his mines was starting to show a profit. Navarro and Samuel purchased a ship for transporting passengers from San Francisco to Chile.

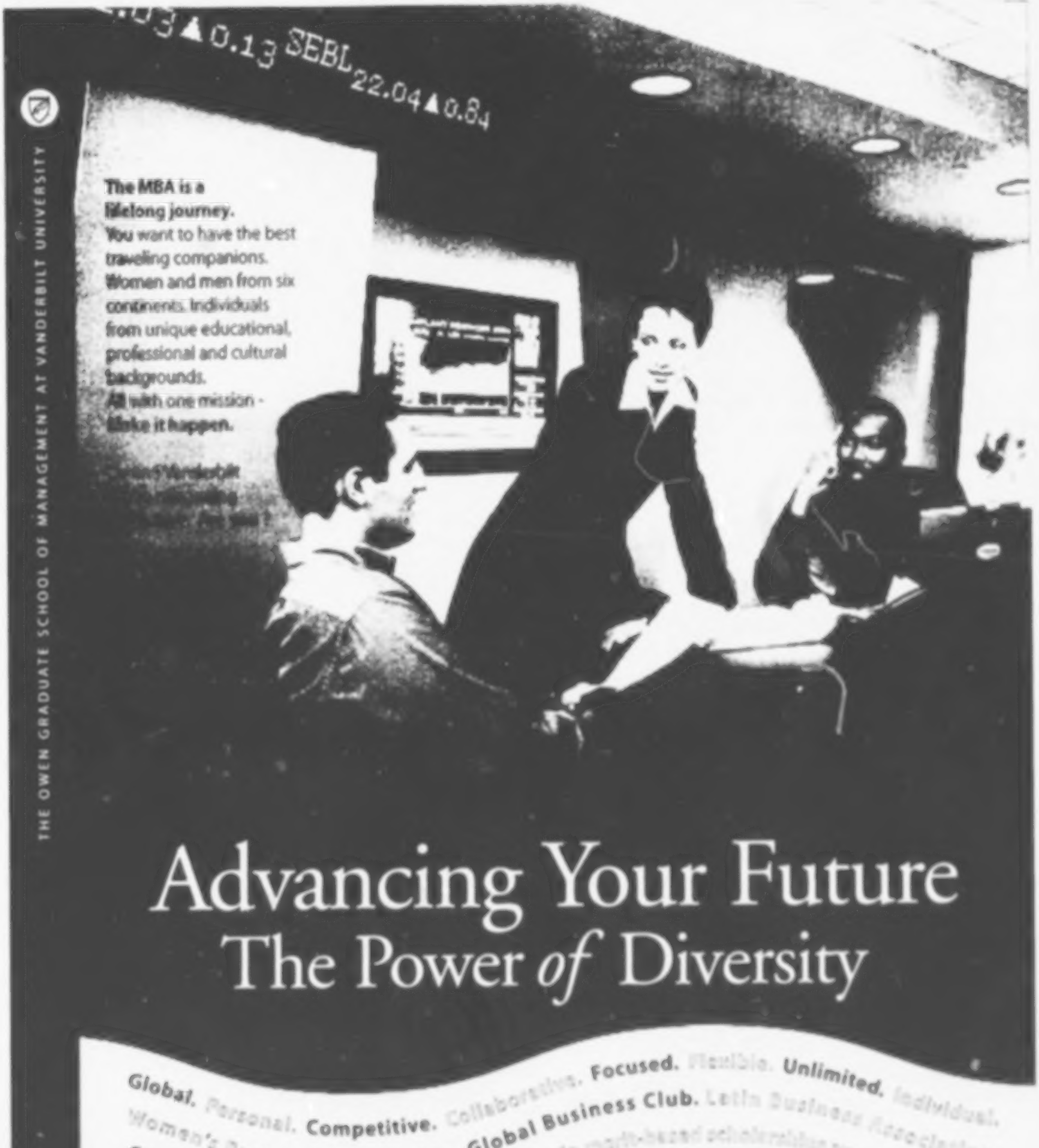
While Navarro frequently criticized women, he confided to his diary, "The only way to really enjoy the visit to a garden or anything else is if you have a beautiful young woman on your arm with whom to share the beauty of life and of the flowers." Teachers will find *The Gold Rush Diary of Ramón Gil Navarro* useful as a supplemental text for undergraduate classes in American, California, and South American history. Graduate students will also find it a helpful source for research projects.

The book includes maps, photographs, a chronology of Navarro's life, a detailed glossary of the main people in the diary, footnotes, a bibliography, and an index. The editors also include excerpts from some of Navarro's letters. Entries begin in 1849 and end in 1852.

The editors make the diary readable and clear. Navarro's diary reminds readers that history is not a dry account of dates and events. Rather, it is a record of people whose actions make history live.

Vicki Snyder, graduate of The Ohio State University, is a freelance writer, journalist, and independent researcher. Her byline has appeared in publications, including Home Office Opportunities, LefthanderMagazine, Magazine of the Midlands, *and* Modern Office.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



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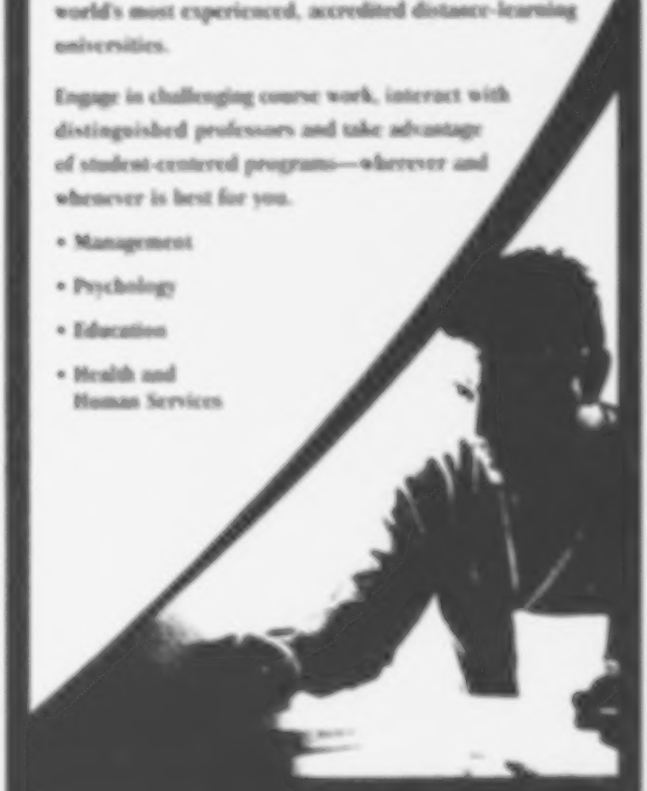

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UNIVERSITY OF CALIFORNIA

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The University of California continuously seeks applicants for faculty positions at each of its ten campuses. The campuses of the University of California provide exciting environments that foster world-class educational and research opportunities. Links to campus web sites announcing faculty and other academic appointments can be found at: http://www.ucop.edu/acadadv/aca-jobs.html

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Provost

VALENCIA COMMUNITY COLLEGE, a large, diverse, multi-campus institution, seeks a new, executive-level academic leader with an effective collaborative style to guide us in achieving extraordinary learning outcomes. The Provost reports directly to the district Chief Learning Officer (CLO). The Provost is responsible for Valencia's academic and administrative leadership over a large diverse campus enrolling 13,000 students per semester, and for administrative processes and strategic decisions made in concert with the shared governance teams of the college.

Valencia Community College has been designated a Vanguard Learning College by the League for Innovation in the Community College, and is committed to a transformation based on the learning paradigm.

For more information and/or to apply, visit our Web site:
valenciacc.edu/jobs/provost

Applications must be submitted via the Web site
by 5 p.m. Eastern Standard Time, March 6, 2003.
For questions, contact Jennifer Page at 407-582-1231.

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VALENCIA

The American Council on Education's Office of Minorities in Higher Education Announces

Minorities in Higher Education 2001-2002

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This report is widely recognized as the major source of information on the progress of Hispanics, African Americans, Asian Americans, and American Indians in postsecondary education.

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The Continuing Significance of Racism: U.S. Colleges and Universities

By Joe R. Feagin, Graduate Research Professor, University of Florida

This report, the first in a new occasional paper series, discusses one factor in the ongoing push for progress—the social climate on the nation's campuses. ACE presents this essay as a mechanism for triggering dialogue about how campuses can provide a more welcoming environment for all students.

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Visit our web site for more information on ACE and all Office of Minorities in Higher Education programs.

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FOR MORE INFORMATION, PLEASE CONTACT: ACE, Office of Minorities in Higher Education, One Dupont Circle NW, Suite 800, Washington, DC 20036

Phone: (202) 939-9395 • Fax: (202) 833-5696 • E-mail: **allonenation@ace.nche.edu**

Recognizing the increasing challenges that colleges and universities face to sustain and expand educational opportunities for people of color and to defend diversity practices, this conference will:

- Promote institutional change by focusing on diversity in the curriculum, student life, teaching, and employment.
- Help colleges and universities identify and better articulate the benefits of diversity, using the context of their institutional missions and societal needs.
- Identify and highlight innovative programs that improve access and achievement for students of color.
- Explore strategies to facilitate diversity in all sectors of society and encourage greater collaboration among higher education, K–12 education, and business.
- Help institutions analyze and strengthen their diversity and affirmative action policies and practices.

American Council on Education Office of Minorities in Higher Education

ITHACA COLLEGE

Director, Center for Student Leadership and Involvement
Director, Office of Multicultural Affairs

DIVISION OF STUDENT AFFAIRS AND CAMPUS LIFE

Ithaca College is conducting a national search for two Student Affairs professionals. The College's overarching goal is setting the standard for excellence among residential comprehensive colleges. Student leadership and involvement and racial and cultural diversity are important elements in achieving this goal.

Director, Center for Student Leadership and Involvement

Ithaca College is seeking an experienced Student Affairs professional who can provide direction for a comprehensive Center for Student Leadership and Involvement (CSLI) program that encourages student learning, enhances the overall co-curricular experience, and encourages community building. The Director is responsible for: overseeing the hiring, training, and supervision of the Center's staff and student assistants; advising and supervising major student organizations, supervising the management of the Center's Community Service program, and coordinating a comprehensive student organization program that provides opportunities for meaningful student involvement. Duties include management of budgeting for all program functions, related organizations, programs, and operations.

Required qualifications for the position include: Bachelor's degree and significant administrative and leadership experience at the college level. Demonstrated success developing and implementing student programs and services, and promoting leadership and development. Proven supervisory and management abilities. Understanding of current trends in educational development programs. Excellent interpersonal, oral and written communication skills. Ability to represent the College effectively within and outside of the College community. Preferred qualifications: Master's degree in Student Affairs, Higher Education Administration, or related field. Successful experience working with a diverse student population in teaching, advising or mentoring role.

Director, Office of Multicultural Affairs

Ithaca College is also seeking an experienced Student Affairs professional who can provide direction for a comprehensive Multicultural Affairs program that encourages students' achievement, academic and social integration, and promotes academic/student affairs collaboration. The Director is responsible for providing leadership in creating and maintaining a campus environment conducive to racial and cultural diversity. The Director will serve as a catalyst for academic, cultural and student life activities that enhance the academic achievement and retention of African American, Latino/a, Asian American, Native American (ALANA) and Lesbian, Gay, Bisexual, and Transgender (LGBT) and Higher Education Opportunity Program (HEOP) students. In addition, the Director will be responsible for overseeing the hiring, training, and supervision of all staff and student assistants. Specific duties include management of multiple department budgets and office operations.

Required qualifications for the position include: Bachelor's degree and significant administrative and leadership experience at the college level. Demonstrated success with multicultural initiatives and special programs. Previous experience in counseling, or a mentoring role in a college or university. Proven understanding of current and developing trends in educational development of multicultural programs. Proven supervisory and management abilities. Excellent interpersonal, oral and written communication skills. Ability to represent the College effectively within and outside of the College community. Preferred qualifications: An advanced/terminal degree in Student Affairs, Higher Education Administration, or related field. Experience working with state and federal offices and with state and federal budgeting processes. Proven experience in academic support services at the college level. Knowledge of NYS Higher Education Opportunity Program. Experience with travel abroad programming.

Applicants interested in either position should apply online at http://www.icjobs.org, search for and click on the position of choice to select the appropriate form, and attach cover letter and resume. Questions may be directed to Brian Martinson at (607) 274-1207. Review of applications will begin immediately and will continue until the position is filled. Additional information about the College and Schools are available at our Web site: http://www.ithaca.edu

Ithaca College is an equal opportunity/ Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

Ithaca College strives to become the standard of excellence for residential comprehensive colleges, fostering intellect, creativity, and character in an active, student-centered learning community. The College is the largest independent comprehensive, residential college in New York State. The College offers 108 programs and enrolls approximately 6,000 full-time students in its five schools: Business, Communications, Health Sciences and Human Performance Humanities and Sciences, and Music. Ithaca, located about sixty miles southwest of Syracuse and eighty miles southeast of Rochester, combines rich cultural and commercial features within a diverse multicultural population and the spectacular scenery of Central New York's Finger Lakes region.

FACULTY

COLUMBIA

The Audio Arts & Acoustics Department of Columbia College Chicago has an opening for a full-time tenure-track faculty position in the Acoustics Program starting with the Fall 2003 semester. The department offers a comprehensive curriculum in acoustics supplemented by a strong Liberal Arts component, and will be relocating to a new state-of-the-art facility in September 2003. The successful candidate will have a terminal degree in acoustics or in a related field, a demonstrated record of teaching at the undergraduate level, and a commitment to professional development and/or research in the area of architectural acoustics or environmental acoustics. The ability to attract funding for new or existing components of the program is desirable and consideration will be especially given to candidates currently engaged in a tenure process. Applications will be accepted until April 10th, 2003.

Columbia College is an urban, open admissions institution of over 9,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Submit Letter Of Intent, résumé, and 3 references to:

Douglas R. Jones, ***Chair, Audio Arts & Acoustics Department***
Columbia College Chicago
Audio Technology Center
676 N La Salle, Suite 300
Chicago, IL 60610

Asst Dean for Students/ Dir of Student Development & Campus Activities

CA·REER (kə-rîr´)
OP·POR·TU·NI·TAS (ŏp ɔ̆r-too´ni-tas)

Opportunitas. To some it's Latin. To us, it's everything.

We are Pace University, and the foundation of our philosophy is opportunity - opportunities for students to discover their potential and opportunities for distinguished faculty and staff to achieve academic excellence. Pace offers 150 majors & [illegible] courses to a diverse population of more than 14,000 students. If you share our vision and values, we invite you to join us in this vital role.

The successful candidate will serve as the chief operational officer in the Student Development and Campus Activities office in NYC, creating an environment that complements Pace's academic mission. This includes advocating for students, managing & supervising personnel, preparing and administering dept's annual budgets & funding sources, overseeing campus clubs, organizations & events, enforcing appropriate student conduct & producing all Student Services publications & manuals.

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We offer a competitive compensation package. Please fax or email resume & letter particularly addressing your qualifications for this position to: **Sandra Alon, HR Services, 212-346-1036 or nyjobs@pace.edu.**

Please visit our web site: **www.pace.edu**

Pace University is an affirmative action, equal opportunity employer which values and encourages diversity in its students, faculty and staff.

PACE UNIVERSITY

THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER

THE VICE PRESIDENT FOR HEALTH AFFAIRS AND CHANCELLOR OF THE HEALTH SCIENCE CENTER

The University of Tennessee invites nominations and applications for the dual position of Vice President for Health Affairs and Chancellor of the Health Science Center. The University of Tennessee Health Science Center (UTHSC) is located in Memphis, Tennessee, and represents one campus of the statewide University of Tennessee.

The successful candidate will articulate a strategic vision bringing together a broad constituency to advance the academic programs of the Health Science Center to the top tier of research organizations in the country. This position is responsible for advancing the academic missions of the Colleges of Allied Health Sciences, Dentistry, Graduate Health Sciences, Medicine, Nursing, and Pharmacy along with the School of Biomedical Engineering and the Graduate School of Medicine. The Health Science Center serves a student body of over 2,000 and employs over 4,000 people.

UTHSC is a major medical center in the Mid-south region. UTHSC and its affiliated teaching hospitals in Memphis provide more than one million days of inpatient services and more than two million outpatient visits annually. It has recently developed a strategic alliance which includes UT Bowld Hospital, Methodist Hospital, Veterans Affairs Medical Center, St. Jude Children's Research Hospital, The Regional Medical Center, and LeBonheur Children's Medical Center, for creating a University Medical Center with great potential. One such important initiative involves plans for a comprehensive cancer center. Affiliations with St. Jude Children's Research Hospital and the new Memphis Biotech Foundation offer great growth opportunities. UTHSC has realized a near-doubling of research funds over the last five years and has several initiatives, including new Centers of Excellence, an Eye Institute, and a Neuroscience Institute, that will provide impetus for further growth and development.

The Vice President for Health Affairs is responsible, university-wide, for the coordination of education, training, research, and service in the health fields.

The Chancellor of the Health Science Center serves as the Chief Operating Officer of the campus and is fully responsible for campus administration and management. The position reports directly to the President of the University of Tennessee and, through the President, to the Board of Trustees.

The successful candidate will have a distinguished record of leadership, management, commitment to diversity and service. The next Chancellor and Vice President will fully understand healthcare systems and healthcare finance, and will have a proven record in the development and oversight of a substantial budget.

While applications and nominations will be accepted until a new Chancellor is selected, interested candidates are encouraged to submit their materials to the following address by April 1 to assure optimal consideration:

B. William (Bill) Funk
Consultant to the Board and
Search Advisory Committee
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
jody.stewart@kornferry.com
Fax: 214/954-1849

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate/Full Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(8 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Director-	Business & Financial Svcs-	OPEN
Director *(Student Academic Support)*-	Student Affairs-	OPEN
Associate Vice President-	Administrative Affairs-	OPEN
Program Director- *(Environmental & Occupational Health)*	Public Health-	OPEN
Assistant/Associate/Professor *(3 positions)*-	Computer Science & Engineering-	OPEN
Instructor-	Nursing-	OPEN
Professor/Chairman-	Electrical Engineering-	OPEN
Assistant Professor-	School of Art & Art History-	02/24/03
Assistant Professor-	Theatre-	02/26/03
Assistant Professor *(2 positions)*-	School of Art & Art History-	02/28/03
Professor (Radiological/Medical Physicist)-	Radiology-	02/28/03
Psychologist-	Counseling Center-	02/28/03
Associate/Full Professor *(2 positions)*-	Reading/Language Arts-	02/28/03
Director, Operations Analysis-	Student Affairs-	02/28/03
Assistant Professor-	Otolaryngology-	03/01/03
General Counsel-	Office of General Counsel-	03/01/03
Research Associate *(2 positions)*-	Graphic Studio-	03/03/03
Assistant Professor-	Chemistry-	03/09/03
Assistant Professor-	Mathematics-	03/15/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**, or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu**, for faculty positions, or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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Armstrong Atlantic State University in Savannah, Georgia is recruiting for several faculty positions. All positions are tenure track except the one indicated. Please visit the AASU Jobline Web site, **http://www.hr.armstrong.edu/HUMANJB.HTM**, for details about each position, including application deadlines, procedures, and contact information.

- **Assistant Professor, Biology (2 positions)**
- **Assistant Professor, Art (Painting and Drawing)**
- **Assistant Professors of Information Technology**
- **Assistant Professors of Engineering Studies**
- **Assistant Professor, Nursing**
- **Assistant/Associate Professor, Respiratory Therapy**
- **Assistant Professor, Dental Hygiene**
- **Assistant Professor, Dental Hygiene (non tenure track)**
- **Assistant/Associate Professor, Health Administration**
- **Assistant/Associate Professor, Physical Therapy**

Each position contingent upon final budgetary approval. AA/EOE. Georgia is an Open Records Law State.

WAYNE STATE UNIVERSITY

PROVOST AND SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS

Wayne State University invites nominations and applications for Provost and Senior Vice President for Academic Affairs.

The Provost and Senior Vice President for Academic Affairs is the chief academic officer and second-ranking executive officer of the University. The Provost reports directly to the President and acts on his behalf in overseeing the University in his absence. As the chief academic officer, the Provost is responsible for the development and administration of academic programs and policies relating to instruction and curriculum; faculty appointments and performance; and research and public service initiatives among faculty. Reporting directly to the Provost are the deans of the 14 schools and colleges and a central administrative staff. The Provost presides over the Council of Deans, chairs the Academic Senate and presides at meetings of its executive committee. The size of the Academic Affairs Division, and the large number of units that report directly to the Provost, requires a leader with excellent communication skills and a demonstrated record of success as a senior academic administrator and manager.

To be considered for the position, applicants must have:

- ☐ Credentials that would qualify for a tenured appointment at Wayne State University;
- ☐ An earned doctorate; and
- ☐ A minimum of seven years in academic higher education administration.

The University seeks a leader with:

- ☐ A clear vision for achieving excellence in academic programs and policies in an urban research university, and the leadership skills to implement that vision;
- ☐ An understanding of and commitment to the research, teaching, and service missions of the University and very high standards in judging the effectiveness and worth of activities and programs intended to carry out those missions;
- ☐ Significant achievement in advancing cultural diversity and gender equity;
- ☐ A commitment to cooperative and collegial consultation with faculty within a collective bargaining environment and respect for the role of students, staff and administration in the university community; and
- ☐ A solid record of administrative effectiveness and sound budgetary management.

Founded in 1868, Wayne State University is a Carnegie Doctoral/Research Universities-Extensive institution with an urban teaching and service mission. Wayne State is the nation's twenty-first largest university in enrollment; its 31,000 students study in 14 schools and colleges offering more than 350 degree programs. Forty-one percent of Wayne State students are enrolled in graduate and professional programs, which makes the graduate school the seventh largest in the nation. Located in Detroit's Cultural Center, the University serves students from the metropolitan area and from most states and more than 130 foreign countries. Research productivity of the University places it in the top tier of the universities in the country with the Carnegie research designation.

The committee will begin its review on March 7, 2003. Your application may be submitted by e-mail attachment to Neco.Walker@wayne.edu. All nominations and applications will be confidential and will not be made public without permission of the candidate or until a candidate is named a finalist. Written materials may be submitted to:

Ms. Meredith E. Gibbs, Esq.
Chair, Provost Search Committee
Wayne State University
4200 Faculty/Administration Building
Detroit, MI 48202
Email: Neco.Walker@wayne.edu

Wayne State University is an affirmative action/ equal opportunity employer strongly committed to diversity.

The University of Northern Iowa

Residence Hall Coordinator

Eleven - or twelve-month live-in positions anticipated for the 2003 - 2004 year. Positions supervise 7-13 undergraduate staff (larger halls supervise one graduate Assistant Hall Coordinator). Responsibilities include: community development and residence education for hall of 300-650 students; academic advising and counseling; advising student government; supervision of hall office operations and staff including a full-time secretary; and development of system-wide workshops. Requirements: master's degree in student personnel, counseling, or related field; residence life or community living experience; ability to manage multiple tasks with multiple deadlines; and proficiency in written and oral communication, management and organization skills. Minimum salary is $25,860. Liberal benefits include spacious furnished apartment, meals when dining centers are open, professional development funds, a domestic partner policy and a live-in pet policy.

Additional information available upon request (319) 273-2333. Send cover letter, resume, list of references, three letters of reference, and transcripts to **Lyn Redington, Associate Director of Residence, UNI, Cedar Falls, Iowa 50614-0252.** Application materials received by 5:00pm on March 10, 2003 will be given first consideration. Will interview at OPE. *AA/EEO*

THE UNIVERSITY OF NORTHERN IOWA IS AN INCLUSIVE ACADEMIC COMMUNITY, HOSPITABLE TO ALL. THE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER WITH A COMPREHENSIVE PLAN FOR AFFIRMATIVE ACTION.

FRIENDS UNIVERSITY

Friends University is seeking applications for the following positions available on our Wichita, Kansas campus.

- **Accounting and Finance (Faculty)#SP03-320/HI.** This full-time, tenure track position will primarily teach undergraduate and graduate classes and will give leadership to undergraduate accounting majors. The successful candidate will need to possess an earned doctorate and experience teaching in higher education in this subject field.
- **Environmental Biology (Faculty) #FA02-318/HI.** This full-time, tenure track position will primarily teach courses to support the Bachelor of Science in Environmental Science degree and one course in Masters of Science in Environmental studies. The successful candidate will have both an earned doctorate and successful teaching experience in a higher education setting in the subject area.

Friends University offers a complement of traditional undergraduate majors, non-traditional adult degree-completion programs, and professional graduate programs to more than 3,000 students. Founded in 1898, the main campus is a well-maintained, progressive campus located in the heart of Wichita, KS, an urban complex of 400,000 persons rich in arts, education, leisure and commercial resources. The University also serves students at three additional permanent sites in Kansas and Missouri. Friends University exists to provide a high-quality undergraduate and graduate education that incorporates liberal arts instruction and professional studies within the context of the Christian faith.

For more in-depth information about these positions, please visit our website at **www.friends.edu/hr.** To apply: Email/Mail/Fax cover letter (referencing job number above), resume, names/phone numbers of three professional references to: **Dr. John Yoder, Vice President, Academic Affairs, Friends University, 2100 W. University St., Wichita, KS 67213. Fax: (316) 295-5665. E-mail brimager@friends.edu** Review of application materials will begin 3/1/03 and will continue until suitable candidates are identified.

EOE

UNIVERSITY of ARKANSAS

ASSISTANT VICE CHANCELLOR FOR STUDENT AFFAIRS

The University of Arkansas is the flagship campus of the University of Arkansas System and is the primary land-grant campus in the state. Serving 16,000 students, the University offers a wide range of academic programs in six colleges and the schools of law and architecture. The Fayetteville area (population 55,000) is located in the northwest corner of the state and is situated in a thriving regional area of approximately 250,000 people.

The vision of the Division of Student Affairs is to enhance the University of Arkansas experience by helping students to become intellectually engaged, more self-aware, and strongly bonded to the University. Working in a team environment, the Assistant Vice Chancellor is one of a group of senior Student Affairs administrators/educators dedicated to developing and providing programs and services to promote academic success and student development.

The Assistant Vice Chancellor reports to the Vice Chancellor for Student Affairs and is responsible for the following: University Housing, Campus Dining Services, and the Arkansas Union including Student Involvement and Leadership. Each of these departments is served by a Director. The gross budget responsibility for this area is over $15 million. The Assistant Vice Chancellor is responsible for the oversight of 164 full-time staff and 449 student employees.

Successful candidates will possess the following minimum qualifications: earned advanced degree (Ph.D. preferred) from an accredited institution; progressively responsible management experience in Student Affairs; experience in supervising professional staff, budget preparation, and program development/enhancement; outstanding communication, mediation, and interpersonal skills; demonstrated commitment to the values of cultural and ethnic diversity; experience working in a team environment; evidence of collaborative work with students, faculty, staff, and off-campus constituencies. Knowledge of auxiliary operations is desired.

Salary will be commensurate with education and experience. Completed applications received by March 28, 2003, will be assured full consideration. Late applications will be reviewed as necessary to fill the position.

To apply, please send a letter of interest; current vita or résumé; and the names, addresses, phone numbers, and e-mail addresses of three references to:

Ms. Marsha Norvell
Office of the Vice Chancellor for Student Affairs
325 Administration Building
University of Arkansas
Fayetteville, AR 72701

The University of Arkansas is an Affirmative Action and Equal Opportunity Employer

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NOVA SOUTHEASTERN UNIVERSITY

Fischler Graduate School of Education and Human Services

Join us for the journey of a lifetime

The Fischler Graduate School of Education and Human Services is seeking six creative, energetic and highly qualified faculty who think "beyond the curve" and who yearn to take a journey to the forefront of education, leadership, service, and professional development - while living in one of the most desirable locations in the world. One of the largest and most progressive graduate schools of education in the world, the Fischler Graduate School is committed to creating and customizing the highest quality graduate education and professional development programs, and delivering them to educators and organizational leaders worldwide in ways that are not bound by time or place.

The following positions will provide academic and administrative support consistent with the goals and objectives of the Graduate School. All positions require a doctoral degree in an appropriate field from a regionally accredited institution and three to five years of appropriate teaching and/or administrative experience:

Special Education - Pre K – 12, Position #998031
Requires experience in the areas of: Administration, Teaching, Curriculum Development and Leadership. Special Education Certification required.

Reading, Position #998165
Requires a strong reading background and experience in Elementary Education, and educational media is preferred.

Generalist - Any Discipline (3 Positions), Position #995945
Skills and experience needed in Public Relations and Customer Service; Communication (verbal and writing); Financial Aid familiarity; Supervisory; Computer and Technology; Banner proficient and able to travel.

Leadership, Position #998894
Provide Academic support for Leadership Studies. Position requires 18 academic semester hours of graduate studies in teaching area (exceptional experience may be considered in lieu of graduate hours); three to five years appropriate teaching and/or administrative experience.

Nova Southeastern University is the 12th largest independent university in the United States and a world leader in distance education design, delivery and technology. With four major campuses in South Florida, permanent sites in six other locations, and more than 21,000 students throughout the world, NSU offers undergraduate, graduate, and first professional degrees in more than 120 fields and specializations ranging from education to medicine, business, law and oceanography. Only 39 years old, NSU has rapidly become one of the most dynamic forces in higher education.

To apply for faculty openings please submit a letter of interest, resume/curriculum vitae, transcript(s), and the names and addresses of three work related references. NSU offers competitive compensation, outstanding benefits and tuition waiver. Please send, fax, or email resume to: **Position #(listec. above), Nova Southeastern University, Office of Human Resources, 3301 College Ave., Fort Lauderdale, FL 33314**. Fax: **954-262-3813**. E-mail in MS Word or Word/NotePad format: **nsujobs@nova.edu**. AA/EOE. **www.fgse.nova.edu**

NSU NOVA SOUTHEASTERN UNIVERSITY
Beyond the Classroom

AHEAD of the CURVE

Fischler Graduate School of Education and Human Services

Nova Southeastern University admits students of any race, color, and national or ethnic origin. Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

Phoenix College

Biology Instructor

Full-time instructor for introductory courses in ecology and organismal biology. Creates and implements lecture and lab materials and exercises using current delivery and research lab methods. Ed/Exp. Undergrad and Grad in biological science/research. *MCCCD is EEO/AA employer.* Closes 3/07/03, Starts 8/18/03, Job posting# 02030518 For official job description and application: **http://www.dist.maricopa.edu/hrweb/emplymnt/ MCCCD, 2411 W. 14th, Tempe, AZ 85281-6942 Phone: 480-731-8465, fax: 480-731-8599** For further info contact: Mark Rosati 602-285-7101 or **mark.rosati@pcmail.maricopa.edu**

Teachers Academy for Mathematics and Science

The Teachers Academy for Mathematics and Science is an autonomous alliance of leaders from education, government, mathematics, science, business and the community.

As a non-for-profit organization, we provide professional development to teachers, principals and parents, within the elementary school communities.

Our mission is to create and facilitate a continuous improvement process that ensures excellence in teaching and learning mathematics and science, so that every child is equipped with knowledge, skills and competencies to function in and contribute meaningfully in a global society.

PROFESSIONAL DEVELOPER

Mathematics/Science

The Teachers Academy for Mathematics and Science is currently seeking full and part-time Professional Developers (Math & Science) to develop, deliver and evaluate stimulating programs for teachers (Pre-k thru 8th grade).

Position requires a MA or MS in math or science, respectively 5 yrs. teaching exp. 2 + yrs. exp. as curriculum coordinator and/or professional developer. Must be flexible to work occasional Saturdays and/or evening classes and have reliable transportation.

Additional information on this position is available on our website: www.tams.org. Please, forward your resume to Attn: Human Resources.

TEACHERS ACADEMY
FOR MATHEMATICS AND SCIENCE
3424 S. State Street, Chicago, IL. 60616
Email: webmaster@tams.iit.edu

Equal Opportunity Employer

Iona College, New Rochelle, NY

Assistant Professor
NEW MEDIA

The Department of Mass Communication invites applications for a full time tenure track faculty position in New Media, to begin Fall 2003. Applicants should have the ability to teach web publication design and communication graphics to undergraduate and graduate students. In addition, applicants should have a strong commitment to teaching, advising and scholarship.

Qualifications: terminal degree in mass communication or related field.

Interested applicants should send a letter of application, a CV and names of three references to:

Dr. Orly Shachar, Chair
Department of Mass Communication

IONA

715 North Avenue
New Rochelle, NY 10801
oshachar@iona.edu

Iona College is a diverse community of learners and scholars dedicated to academic excellence in the tradition of the Christian Brothers and American Catholic higher education and is an equal opportunity employer.

USA

DEAN. COLLEGE OF ENGINEERING

UNIVERSITY OF SOUTH ALABAMA
Mobile, Alabama

The University of South Alabama invites applications and nominations for the position of Dean, College of Engineering. The consideration of applications will begin on February 10, 2003, and continue until the successful candidate is selected.

Located in the beautiful, historic city of Mobile, the university is a public Doctoral Research-Intensive institution enrolling approximately 12,500 students in its nine colleges and schools. For more information on the university, visit the website at www.southalabama.edu. Mobile, a cultural, economic and recreational center on the northern Gulf of Mexico, has a population of 300,000; that of the larger metropolitan area totals 500,000.

The College of Engineering, which enrolls 925 students, offers five undergraduate and three graduate degrees through its interdisciplinary programs and four departments of Chemical, Civil, Electrical & Computer, and Mechanical engineering. The faculty are strongly committed to the highest quality teaching of both undergraduate and graduate students and are actively engaged and committed to research and scholarly activities. Current funded research volume of the college is about $3 million per year.

Qualifications for the position include an earned doctorate in one of the disciplines of the college; academic credentials commensurate with a full professorship appointment; successful experience in academic administration; a proven record of funded research and scholarship; a demonstrated record of leadership; the ability to work collaboratively and communicate effectively with students, faculty, administrators, and external constituencies; and a commitment to diversity, collegiality, and shared governance.

Applications must include a curriculum vita and a letter summarizing relevant experience and philosophy of leadership in higher education administration, especially as it pertains to Engineering and the mix and interaction of classroom instruction, research, and service.

Korn/Ferry International is assisting with this search and invites applications, inquiries, and nominations. All communications will be held in strict confidence. The search is moving quickly; to ensure full consideration, candidate materials should be sent as soon as possible.

To submit materials, applicants should visit www.ekornferry.com, click "opportunities" and enter code UM271. For inquiries and nominations, please **contact John Kuhnle or Arnie Sherrin** at brian.moorhouse@kornferry.com (email preferred) or fax: 215/568-9911.

The University of South Alabama is an AA/EEO/M/F/D institution.

DIRECTOR

Molloy College invites applications for Director of its newly established Center for Business Ethics. Responsibilities include developing and coordinating the programs and activities of the Center, including an annual conference and lecture series and workshops for students and members of the larger business community. Qualifications: MBA or Ph.D. in relevant discipline preferred. The ideal candidate should have some experience working or teaching in the area of Business Ethics, should possess strong administrative/organizational skills, and have the ability to interact effectively with both graduate and undergraduate business students as well as members of the larger New York business community. Salary is based upon educational qualifications and experience. All applicants should send letter of application, CV, and three or more letters of recommendation to:

Lisa Miller, Human Resources Director

MOLLOY COLLEGE
1000 Hempstead Ave.
Rockville Centre, NY
11571-5002
Fax: 516-256-2293

Equal Opportunity/Affirmative Action Employer
www.molloy.edu

THE METROPOLITAN COMMUNITY COLLEGES

Kansas City, Missouri

The Metropolitan Community Colleges (MCC) is a comprehensive urban-suburban community college district serving the Kansas City, Missouri metropolitan area and consisting of Blue River CC, Longview CC, Maple Woods CC, Penn Valley CC, and the Business & Technology College. MCC serves in excess of 43,000 students annually in its strong transfer, general education, career and technical, and developmental education programs. In addition, MCC provides training and services to business and industry to support the economic development of the Kansas City region.

FALL 2003
ANTICIPATED FACULTY POSITIONS

Employment in the following faculty positions is anticipated to begin in August 2003.

Anatomy, Physiology, & Cell Biology Instructor
Art Instructor
Automotive Instructor
Counselor
Drafting Instructor
Education Instructor
English Instructor (2 positions)
Foreign Language Instructor
History Instructor (including African-American history)
Librarian
Mathematics Instructor (4 positions)
Music Instructor
Nursing Instructor
Sociology Instructor
Writing Across the Curriculum Faculty

MCC invites applications for these positions and asks applicants to address how they meet these desired characteristics in their cover letters and application materials.

- Understanding of and commitment to the mission of the community college
- Demonstrated commitment to student learning
- Strong subject matter expertise and commitment to lifelong professional development
- Familiarity with and use of multiple instructional strategies and approaches that recognize the diversity of student learning styles and needs, including learning communities, writing intensive approaches, and distributed learning delivery systems
- Use of assessment techniques as the basis for improving student learning, instructional methodology, and curricula
- High personal integrity and commitment to collaboration, collegiality, and shared governance
- Use of technology to support learning, communication, and personal productivity
- Appreciation for the value of diversity and multicultural perspectives
- Experiences in providing education or services to a culturally diverse student population

MCC's Board of Trustees affirms the value of racial, ethnic, and gender diversity among our faculty and confirms its commitment to employing a faculty whose composition reflects the diverse population served by MCC.

Please visit us @ http://personnel.kcmetro.edu/ for additional information.

METROPOLITAN
Community Colleges

Equal Opportunity, Affirmative Action Employer
Career Hotline: 816-759-1200

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following tenure track faculty positions:

POSITION	REVIEW BEGINS
Anatomy & Physiology Instructor, SCC	**March 20, 2003**
Mathematics Instructor, SFCC	**March 13, 2003**
Microbiology Instructor, SCC	**March 18, 2003**

Requires Master's degree in the discipline. Salary $39,730-$56,658 for 175-day contract. For position details, qualification requirements, and official application, contact Human Resources, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our website at www.ccs.spokane.edu. *EOE/WMA*

RIDGEWATER COLLEGE
WILLMAR & HUTCHINSON

The Minnesota State Colleges and Universities System invites applications and nominations for President of Ridgewater College. Ridgewater College is a two-year comprehensive technical and community college offering approximately 5,000 student headcount a wide range of student-centered educational opportunities to enhance personal growth and community vitality. Facilities in Willmar and Hutchinson make it easy for students to complete more than 100 academic and career choices. In addition, the Ridgewater Training and Development division works closely with local business and industry to assess needs and train employees. The Business Management Education Programs work on site at farms and small businesses to help students learn business and financial management skills. Ridgewater College is accredited by The Higher Learning Commission (NCA). To learn more about Ridgewater College, visit www.ridgewater.mnscu.edu

Ridgewater College is located in the two communities of Willmar and Hutchinson. Willmar, a diverse city with a strong local economy, is a growing regional center for industry, health care, education, government, and retail/wholesale trade. It also has specialty shopping, golf courses, trails, lakes, hunting/fishing and numerous parks. Hutchinson has the distinction of being one of the top eight Minnesota cities to live in, and is ranked among the top 50 in the nation by Money Magazine. It is a fast-growing high-tech community located within one hour of Minneapolis.

Ridgewater College is part of the Minnesota State Colleges and Universities system, a network of 34 two-year and four-year state colleges and universities, in 46 communities, serving about 140,000 students each semester. For more information visit www.mnscu.edu

Responsibilities: The successful candidate will serve as chief executive and be responsible for leading the institution's faculty, staff and students in accomplishing the institutional mission. The president will be responsible for directing all activities and functions of the college in conformity with board policies and federal and state regulations, and for maintaining productive relationships with all segments of education, the community, legislators, and other state agencies.

A comprehensive presidential profile will be available in the Human Resources section of the College's website in mid-February.

For confidential inquiries about the position, contact: Andrew McKirdy, Search Consultant, Association of Community College Trustees, Telephone: 860.739.7513 or email at amckirdy01@aol.com; or Narcisa Polonio, ACCT, Telephone: 202.775.4667 or email at npolonio@acct.org This is an ACCT search.

Nominations and applications will be accepted until the position is filled. To ensure full consideration applications should be submitted by March 10, 2003. Application materials should include a letter of application, resume, and the names, addresses, and telephone numbers of at least five references which include faculty, student leadership, and community leaders. All application materials should be directed to:

Linda Skallman, Associate Vice Chancellor for Personnel
Minnesota State Colleges and Universities
500 World Trade Center, 30 East Seventh Street,
St. Paul, MN 55101
Telephone: (651) 296-5157 FAX: (651) 297-3145
Linda.skallman@so.mnscu.edu

MnSCU
Minnesota State Colleges & Universities

Moravian College
invites applications and nominations for the position of:

Director of International Studies

Moravian College seeks a director of international studies to provide leadership in implementing the global engagement goal of our Strategic Plan. Reporting to the vice president for academic affairs, the director works with the faculty to increase international elements in the curriculum and with the College community in general to enhance the international atmosphere on campus. The director promotes study abroad, helps students complete study abroad applications, and assists faculty in developing study trips abroad. The director also advises international students, assists the admissions and financial aid offices in recruiting international students, and serves as the primary DSO with responsibility for INS compliance and campus information.

Qualifications include successful experience in international program administration and significant experience living abroad. The director must also be able to offer workshops that advance the institution's international studies programs and goals. An earned or nearly completed doctorate with international focus is preferred. A complete position description is available at: **www.moravian.edu** follow the "Job Opportunities" link.

Application review will begin February 1 and continue until the position is filled. Send application letter, cv, and references to:

Mrs. Gloria Guth
Moravian College
International Studies Office
1200 Main Street, Bethlehem, PA 18018-6650.
Moravian College is an equal opportunity employer.
Women and minorities are encouraged to apply. For more information about Moravian College, please visit our web page: www.moravian.edu

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C O L U M B I A

COLUMBIA COLLEGE CHICAGO seeks applicants for a tenure-track appointment in the Academic Computing department beginning September 1, 2003.

Responsibilities include coordinating the Web Design and Programming courses (hiring and supervising part-time faculty and curriculum development) and teaching three courses per semester, plus committee work and professional development. An MFA in technology arts or a related field is required; specialization; development/programming languages, media design, electronics, robotics; college teaching and managerial experience is required.

Columbia College is an urban, open admissions institution of over 9,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Send letter of interest, examples of personal work and student work, CV, teaching philosophy, email addresses of three references:

Academic Computing Faculty Search/Internet
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

George Mason University

CHIEF HUMAN RESOURCES OFFICER

George Mason University is seeking to fill the key leadership role of Chief Human Resources Officer. The Chief Human Resources Officer is responsible for the development, implementation, and administration of comprehensive human resource programs that provide support, guidance, and training to the University community. Additionally, the Chief Human Resources Officer advises senior administrators on all issues related to effective human resource management and such surrounding issues as diversity and employee relations. This position is also responsible for strategic human resource planning in support of the University's goals and mission.

Candidates are required to have substantial management experience and demonstrated success in human resources in a large research university setting with diverse employee populations. Candidates must possess an undergraduate degree. A master's degree and/or a minimum of ten years of significant human resource leadership is desirable. Candidates must be able to provide leadership within a collaborative educational environment and act as a skilled change agent and consensus builder. Candidates must demonstrate knowledge of diversity issues and a commitment to diversity throughout the workplace. Candidates must further display strong planning skills and an understanding of technology uses and needs that support a human resources unit.

Review of applications will begin on March 3, 2003, and continue until filled. Please submit your letter of application, resume and the names and contact information for three references to:

Search Committee, Chief Human Resources Officer
Office of the Senior V.P.
George Mason University
4400 University Drive, 3B2
Fairfax, VA 22030-4444

AA/EOE

Education

OPPORTUNITIES FOR VISIONARY EDUCATORS

"Aurora University, an inclusive community dedicated to the transformative power of learning."

Aurora University is an independent, comprehensive institution founded in 1893 offering students Bachelor's, Master's, or Doctoral degrees. Our two campuses are located in Aurora, Illinois, 40 miles west of Chicago, and on the shore of Lake Geneva, Wisconsin. We seek people passionately involved in the educational process who will help us realize our Mission and Vision. We anticipate visiting or regular faculty openings for Assistant and Associate Professors in the following schools:

COLLEGE OF EDUCATION
COLLEGE OF ARTS, SCIENCE AND BUSINESS
GEORGE WILLIAMS COLLEGE
  School of Social Work
  School of Human Services
CENTER FOR FAITH AND ACTION

We encourage all potential applicants to visit our website to explore all of our career opportunities in these colleges. All faculty positions above require PhD or equivalent, unless otherwise noted. ABD may be accepted in specific situations.

www.aurora.edu

For full consideration, submit application by March 1, 2003. Applications must include a letter of intent, vitae, and contact information for three references. Please submit information to: **Faculty Search, Office of the Provost, Aurora University, 347 S. Gladstone Avenue, Aurora, IL 60506. Fax: 630-844-5243. E-mail: facultysearch@aurora.edu**

Aurora University

Montgomery County Community College

share explore grow

WE SEEK...

Faculty, Full Time - Tenure Track

- Foreign Language
- Nursing (3 positions)
- Computer Information Systems
- Hospitality
- Speech
- Management Information Systems

Administration

- Associate Vice President, Academic Affairs
- Manager of Public Services Programs
- Director of Automotive Technology (Includes teaching responsibilities)
- Director of Development
- Dean of Humanities
- Nursing Lab Manager
- Dean of Social Sciences
- Director of Criminal Justice

WE OFFER...

A stimulating work environment, competitive salary, and an outstanding benefits program that includes:

- Fully paid health & dental insurance (individual or family)
- Life and disability coverage
- Fully vested retirement program

ABOUT MCCC...

MCCC is a dynamic two-year college located just outside Philadelphia, serving Montgomery and Chester Counties. MCCC offers both associate degrees and certificate programs; transfer agreements with four-year colleges and universities provide exciting options for students to further their education. With over 40 state of the art "smart classrooms" to enhance learning, MCCC has earned its rating as one of the "top wired" community colleges in the US. We believe diversity stimulates innovation and creativity and we promote equal access to educational & employment opportunities.

HOW TO APPLY...

Submit resume/CV along with cover letter, to **Montgomery County Community College, Human Resources, - HSO, 340 DeKalb Pike, Blue Bell, PA 19422, e-mail: resumes@mc3.edu.** AA/EOE/ADA

www.MC3.edu

Director of the ALANA Cultural Center

Colgate University
Hamilton, New York

Colgate University is a highly selective liberal arts university of 2,800 students. Focus on the full spectrum of issues related to African, Latin, Asian, and Native Americans, the ALANA Cultural Center is a state of the art facility and center for education and social programming. The center functions in an advising and facilitating role for ALANA students and campus organizations, and in a collaborative role with academic programs concerned with multicultural issues and education.

The director oversees the operation of the Cultural Center, works closely with students to develop programs that promote the center, increase awareness of multicultural issues and foster leadership skills in students. The director works to build an inclusive community for students of color, and the greater campus community as well as serving as a resource for issues related to the community of color. The director is a central part of the leadership team in the division of student affairs.

Bachelor's degree required, Master's preferred in higher education, cultural education or related field. Three – five years of experience working in programming and/or diversity issues on a college campus required.

Send letter, resume and names of three references to:

Colgate University
Attn: Chair, ALANA CC
Human Resources Department
13 Oak Drive, Hamilton, NY 13346

For further information visit **http://offices.colgate.edu/hr/** or call (315) 228-7411.

Colgate University is an Equal Opportunity/Affirmative Action Employer. Developing and sustaining a diverse faculty and staff furthers the University's educational mission.

NORTHWEST VISTA COLLEGE
PALO ALTO COLLEGE
ST. PHILIP'S COLLEGE
SAN ANTONIO COLLEGE
ALAMO COMMUNITY COLLEGE DISTRICT

San Antonio College, the largest of the four colleges in the Alamo Community College District, has new opportunities to join our team.

We invite applications for the following positions:

Vice President (031187HO)

Serves as the chief academic and student services officer of the college

Minimum Requirements: Master's degree (Doctorate strongly preferred) and 5 years experience in college/university administration including three years of high-level supervisory experience. Prefer 3 years experience teaching at the college/university level and strongly prefer community college experience.

Dean of Student Affairs (031188HO)

Provides leadership for the Division of Student Affairs

Minimum Requirements: Master's degree (Doctorate preferred) preferably in teaching, enrollment management, counseling, administration, or related field & 5 years experience in teaching, counseling, enrollment management, student activities, and/or administration. Community college experience strongly preferred.

To apply, please reference posting number and submit the following: 1) letter of interest reflecting your educational philosophy, how you would address the challenges in today's community college, and how your experience has prepared you for this position; 2) Comprehensive Resume to include personal history, education, affiliations, professional experience and writings, publications or other pertinent data; 3) Three letters of Recommendation; 4) original degree transcripts

Please deliver or postmark materials by March 14, 2003 to:

Alamo Community College District,
Human Resources Dept.
201 W. Sheridan, San Antonio, Texas 78204
Web: www.accd.edu, Email: emresume@accd.edu
Ph: 210-208-8051, Fax: 210 208-8052

EOE

ASSISTANT PROFESSOR OF PHARMACOLOGY/TOXICOLOGY

THE UNIVERSITY OF KANSAS

Applications are invited for a tenure track, **Assistant Professor** in Pharmacology and Toxicology at the University of Kansas School of Pharmacy. Candidates must hold a Ph.D., M.D., or equivalent degree and have at least two years of postdoctoral research experience. Under-represented minorities and women are encouraged to apply. Send curriculum vitae, a brief description of research plans, and the names of 3 references to:

Dr. Rick Dobrowsky
Dept. Pharmacolgoy and Toxicology
1251 Wescoe Hall Dr.
University of Kansas
Lawrence, KS 66045
e-mail: dobrowsky@ku.edu

Review of applications begins March 15, 2003. Position will remain open until filled.

EO/AA Employer

INDIANA UNIVERSITY

PRESIDENT (ADVERTISEMENT)

THE UNIVERSITY

Indiana University invites expressions of interest in and nominations for the position of President.

Indiana University is an exemplary public research university. A complex institution, it is comprised of a residential campus in Bloomington, an urban campus in Indianapolis, and six regional campuses. With a university-wide enrollment of nearly 100,000 students, almost 16,000 faculty and staff, and a budget in excess of $2.1 billion, it is one of the largest institutions of higher education in the United States. A member of the Association of American Universities and the Committee on Institutional Cooperation, Indiana University is widely recognized as one of America's finest institutions.

Indiana University Bloomington, the oldest and largest of the eight campuses of Indiana University, is known around the world for its top-ranked programs, more than 100 of which are in the top 20 of their disciplines. IU Bloomington's enrollment topped 38,000 students in the fall of 2002, the ranks of faculty and lecturers total 1,691, staff approach 5,000, and anticipated campus expenditures are expected to reach $900 million. IU Bloomington was cited recently by *TIME* Magazine as College of the Year among research universities.

Located in the capital city of Indianapolis, Indiana University-Purdue University Indianapolis (IUPUI) is home to several nationally recognized IU professional schools, as well as a growing and diverse undergraduate student population. There are 29,026 students enrolled in 180 degree programs.

The School of Medicine is the nation's second largest medical school in terms of enrollment, and ranks 38th among the nation's 125 medical schools in grant awards from the National Institutes of Health, with $92 million received in fiscal 2002. In the same year, the School of Medicine had more than $160 million in grants and contracts. The nursing school was ranked 12th in the nation in the most recent *U.S. News & World Report* evaluation.

The campus is a technology leader, and hosts the network operations center for Abilene, a backbone network for the high-speed Internet II project.

Indiana University's six regional campuses draw 95 percent of their students from the state of Indiana; the combined enrollment is more than 30,000. The campuses, which are nonresidential, provide educational opportunities for both traditional high school graduates, and nontraditional students who combine their education with work and family responsibilities. Over 80 percent of Indiana's population lives within a 50-mile radius of an IU campus.

THE PRESIDENCY

The next president of Indiana University will lead an academic institution rich in historical and cultural values, yet facing an ever-changing environment that will constantly test those values.

The president must lead faculty and administrators on eight campuses toward collaborative enhancement of the university's outstanding academic achievements and international reputation; communicate to Indiana's citizens and public sector how the university plays a critical role in the economic, medical, and cultural development of the state, benefiting all Hoosiers; strengthen partnerships with the education, research, and business communities; raise funds from private sources, government grants and contracts; broaden the diversity of the university community; and articulate the traditional values of Indiana University.

Indiana University has a strong and cherished tradition of protecting academic freedom and the vigorous discussion of ideas. Its leader must be one who can eloquently convey the importance of the quest for knowledge in a community of learners, of higher education to the broader community, and of the enrichment of a diverse environment. Personal qualities of integrity, humor, and vision are extremely important, as are sound judgment, considerable stamina, and a commitment to collaboration. While it is recognized that no single individual will have all the desired characteristics, tangible evidence of qualification would include:

- Proven managerial or administrative experience in a comparably complex institution.
- Demonstrated understanding of and commitment to the missions and scholarship of a research university.
- Leadership that has attracted the admiration of highly qualified peers by demonstrating respect for institutional traditions while establishing a record of successful initiatives that reflect sound planning, imaginative and sensitive implementation, and effective follow-through.
- The ability to help plan and communicate personally the benefits of higher education to excite and motivate the university's many audiences.
- The willingness and ability to make frequent, hard decisions following collaboration and compromise if necessary.
- A commitment to equal opportunity and institutional diversity at the student, staff and faculty levels, and a demonstrated record of minority recruitment and retention.
- A proven ability to choose able subordinates, delegate wisely, earn their respect, support them in crises, and plan with them and others for the future of the university.
- The proven ability to raise substantial private and public funds.
- Exceptional communications skills and the desire and capacity to interact successfully with students, faculty, staff, alumni, parents, legislators, business leaders, and others who are key to the continued quality of the university.
- The desire and ability to access national and international forums to make known the achievements of the university.

See also: **www.indiana.edu/~nextpres**

Consideration of applications will begin March 1, 2003. All correspondence should be sent to the university's executive recruitment consultant.

Jerry H. Baker
Baker-Parker, Inc.
Five Concourse Parkway, Suite 2440
Atlanta, GA 30328-6111
jbaker@bpasearch.com

Indiana University is an equal opportunity/affirmative action employer and is strongly committed to achieving excellence through cultural diversity.
The university encourages applications and nominations of women and persons of color.

Well known for its reputation for excellence and as the largest Catholic University in the United States, **DePaul University** has been educating Chicago for over 100 years. **Barat College of DePaul** offers the strengths of a small, suburban college within the context of the largest American Catholic University. Exceptional opportunities are currently available for the following:

TENURE TRACK POSITION, INTERDISCIPLINARY SCIENCE

Applications are invited for a tenure track position in Interdisciplinary Science to begin Fall, 2003. Ph.D. in biology or related field required by start date. Applicants should be able to teach general biology, upper level biology courses in cell biology and genetics and interdisciplinary science courses for non-majors. Ability to teach anatomy and physiology or microbiology desirable. Teaching experience in a liberal arts college preferred. Teaching experience and record of scholarship is required, as is interest in providing research opportunities for undergraduate students.

LABORATORIAN, INTERDISCIPLINARY SCIENCE

Applications are invited for a staff position in Interdisciplinary Science to begin Summer, 2003. Applicants will teach general and introductory science courses, manage the teaching laboratories and handle other administrative duties. The candidate should have a background in biology and chemistry, with at least a Master's of Science degree, a strong commitment to undergraduate science education, and ability to work independently. Prior teaching experience is required.

Send all communications to: **Dr. Judy Bramble, Program Director, Interdisciplinary Science, Barat College of DePaul University, 700 East Westleigh Rd., Lake Forest, IL 60045.** Applications must include a cover letter, CV and evidence of teaching effectiveness. All applications received by **March 17th, 2003** will be assured consideration. DePaul University is committed to diversity and equality in education and employment.

DEPAUL UNIVERSITY

GALLAUDET UNIVERSITY

Gallaudet University is the world's only liberal arts university for Deaf students, has faculty positions for the fall of 2003 in the College of Liberal Arts & Sciences, and Technologies pending adequate funding. Gallaudet University serves a diverse community of Deaf and hard-of-hearing students who are international, African American, Asian, Latina/o, Native American and Caucasian. We seek candidates who can serve as professional role models for this diverse student body.

GALLAUDET UNIVERSITY FACULTY POSITIONS
College of Liberal Arts, Sciences, and Technologies

For complete job announcements, position requirements, and application deadlines, go to:
http://af.gallaudet.edu/po/pccsound.html

GALLAUDET UNIVERSITY
800 Florida Avenue, N.E.
Washington, D.C. 20002-3695

EQUAL OPPORTUNITY,
AFFIRMATIVE ACTION EMPLOYER
Qualified women, persons with
disabilities and minority
Candidates are encouraged to apply

Temple University School of Medicine

Senior Associate Dean for Research

Temple University School of Medicine located in Philadelphia, Pennsylvania invites nominations and applications for the position of Senior Associate Dean for Research.

Reporting to the Dean, the Senior Associate Dean for Research directs the Office of Research and is responsible for the overall research efforts of Temple University School of Medicine. Primary responsibilities will include research strategy development and evaluation, research funding development, creation of a research space management plan, shared facilities management, development of commercial/industrial relations and research program and shared facilities performance review.

Leading candidates for the Senior Associate Dean for Research position should possess a Doctor of Philosophy degree or appropriate other terminal degree and significant experience of success in higher education or similar institutions. A strong record of academic and intellectual attainment, significant professional recognition, an established record of research accomplishments, and demonstrated excellence in teaching are highly desirable.

Applicants should submit a curriculum vitae, a statement of research accomplishments and future research plans, a summary of administrative experience, four representative publications, and a statement of teaching philosophy to be sent to **Dr. John M. Daly, Dean, c/o Ms. Chante Jefferson, Office of the Dean, Temple University School of Medicine, 3400 North Broad Street, Philadelphia, PA 19140.**

Temple University is an affirmative action/equal opportunity employer and strongly encourages applications from women and minorities.

Temple University is a national research university and, together with the University of Pittsburgh and Penn State University, is one of the Commonwealth of Pennsylvania's three public research universities. Temple University has a distinguished faculty in 17 schools and colleges, including professional schools of Law, Podiatric Medicine, Pharmacy, and Dentistry, in addition to Medicine, as well as eminent schools of art and music.

Information about Temple University School of Medicine is available at **www.templemed.edu.**

Chancellor
San Jacinto College District

The Board of Regents of the San Jacinto College District (SJCD) invites nominations and applications for the position of chancellor. The chancellor is the chief executive officer and reports to the seven-member elected board of regents.

Applicants must have an earned doctorate from a regionally accredited institution. The board seeks a proven leader with a minimum of five years of higher education experience, preferably in a community college setting. The next chancellor must also have demonstrated experience working directly with students through teaching and/or support services.

The profile announcement, containing details on SJCD, the preferred professional and personal qualifications and application instructions are available at www.sjcd.edu or may be requested by contacting:

Chair, Chancellor Search Committee
C/O Ms. Brenda Dunaway, Office of the Chancellor
4624 Fairmont Parkway, Suite 200
Pasadena, Texas 77504
Phone (281) 998-6102 • Fax (281) 479-8127

Nominations will be accepted until the position is filled. However, to ensure full consideration, individuals should submit applications prior to March 21, 2003.

San Jacinto College is an Affirmative Action/Equal Opportunity Institution and does not discriminate on the basis of sex, handicap, race, creed or religion, color, age, national origin or Vietnam Veteran status.

COLUMBIA

COLUMBIA COLLEGE CHICAGO seeks applicants for a tenure-track appointment in the Academic Computing department beginning September 1, 2003.

Responsibilities include coordinating the Foundations of Computer Applications courses (hiring and supervising part-time faculty and curriculum development) and teaching three courses per semester, plus committee work and professional development. Advanced degree; in Technology Arts, Technology Education; specialization in convergent technologies, information literacy, computer literacy, programming, college teaching and managerial experience is required.

Columbia College is an urban, open admissions institution of over 9,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Send a letter of application, curriculum vitae; names, addresses and telephone numbers of three references to:

Academic Computing Faculty Search/Productivity
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

Admissions

West Chester University of Pennsylvania

West Chester University

Coordinator of Transfer Admissions and Latino Community Development

West Chester University of Pennsylvania invites applications for the position of Coordinator of Transfer Admissions and Latino Community Development. This is a permanent, 12 month, SUA 2 position, starting salary of $36,342.00, reporting to the Director of Admissions with a starting date: ASAP.

Successful candidates must have a Bachelor's degree, two years of professional experience in admissions or a related field, knowledge of Latino community organizations, a valid driver's license, and excellent communication and organizational skills. Experience in working with transfer students, using computer systems and MS office for generating and managing admissions data and fluency in Spanish is desirable.

Primary Responsibilities include:

- Representing West Chester University at transfer days hosted by community colleges and other two year institutions.
- Conducting monthly visitations to the Pennsylvania community colleges in our service region to meet with students interested in transferring to WCU and to further enhance relationships and/or partnerships with the transfer counselors.
- Establishing contacts within the Latino communities and working with relevant campus constituencies to build and strengthen these linkages and relationships.
- Establishing working relationships with other campus constituencies to plan and support events, both on and off campus, for Latino prospective students, parents, and community leaders.
- Collaborating with the WCU Coordinator of Multicultural Student Recruitment in developing programs and initiatives to enhance the enrollment of Latino students.
- Reviewing and making admissions decisions on all transfer applicants to the university.
- Serving as a member of the WCU Transfer Team and working closely with the Associate Registrar on issues pertaining to transfer credit evaluations, academic passport, and articulation agreements.

Interested applicants must submit a letter of interest, resume, and the names, addresses, and telephone numbers of three references to: Human Resources Services, c/o ADMS/ LAT Search, West Chester University, West Chester, Pennsylvania 19383. Applicants must successfully complete the interview process to be considered a finalist. Review of completed applications will begin in mid-February and continue until the position is filled. AA/EOE Women and minorities are encouraged to apply.

MESSIAH COLLEGE.

Residence Director

The department of residence education in the division of student affairs at Messiah College currently has an opening for the position of residence director. This position seeks to advance the mission of Messiah College through fostering living learning environments conducive to spiritual formation, academic success, and interpersonal relationships in a traditional residence hall. This is a full time, academic year, 10 month live in position.

Required qualifications include supervisory and administrative skills, decision making abilities, educational programming and assessment experience, strong verbal and written communication abilities and enthusiastic commitment to the student development profession. Commitment to the intellectual, faith and interpersonal development of students and to the mission and identity of Messiah College is also required. A master's degree in student affairs or a related field is preferred. Residence hall experience is preferred but is not required. Anticipated start date: August 1, 2003.

Applicant should provide a letter of application summarizing interest in the college and the position, a comprehensive resume, and contact information for three references. Application materials should be sent to: **Messiah College, Human Resources, Grantham, PA 17027** or e-mailed to [illegible]edu. A job description is available on our website at http://www.messiah.edu/[illegible].htm Applications will be accepted until the position is filled.

Messiah College is an Equal Opportunity Employer

Northampton Community College

Northampton Community College invites nominations and applications for the following positions:

VICE PRESIDENT FOR ACADEMIC AFFAIRS

As the chief academic officer of the institution, the Vice President reports directly to the President and provides leadership, vision, and administrative management for all credit instructional programs and services at the College. The ideal candidate will be:

- ✓ A motivational, innovative leader experienced in all aspects of teaching and learning, including assessment, program development, and instructional technology.
- ✓ An individual committed to promoting diversity and access to higher education.
- ✓ An excellent communicator who sets and maintains high standards and expectations.
- ✓ An advocate for student-centered learning and faculty development.
- ✓ A visionary leader able to identify and implement timely responses to community needs.
- ✓ An accessible administrator committed to collaborative processes and team building.

Candidates must have an earned doctorate, a record of teaching excellence, evidence of community involvement, and substantial administrative experience in higher education. Must be able to work cooperatively with students, faculty, administrators and members of the community in maintaining standards of excellence for existing programs and in developing new programs.

DEAN, BUSINESS AND TECHNOLOGY
DEAN, ALLIED HEALTH AND SCIENCES

Successful candidates for the Dean positions will be expected to provide leadership while fostering a positive atmosphere which emphasizes student learning. Candidates should have demonstrated experience in teaching, the securing of grants, program development, academic planning, and an understanding of distance learning. Strong interpersonal skills, a flexible management style, a history of community involvement, and a commitment to diversity and access are important qualifications for all candidates. A minimum of a master's degree in an academic discipline or equivalent is required; doctorate preferred. *Candidates with administrative experience in sectors other than education are encouraged to apply.*

About the College ...
Northampton Community College is located in Bethlehem, PA, and is in close proximity to Philadelphia, New York City, and the Pocono Mountains. Northampton is an expanding, two year institution with over 115 full-time faculty and 400+ part-time faculty and offers more than 70 career and transfer programs. The College serves approximately 8,000 credit students and over 15,000 non-credit students through continuing education. We are an innovative, student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population. We offer a competitive salary and excellent fringe benefits package.

How to apply ...
Applicants should submit a letter, resume, unofficial transcripts, and names, addresses and phone numbers of 3 references to Human Resources, Northampton Community College, 3835 Green Pond Rd., Bethlehem, PA 18020, fax information to 610-861-5070, or e-mail in MSWord format to **hr@northampton.edu**, by March 25, 2003.

Northampton Community College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

OREGON STATE University

PRESIDENT

Oregon State University
Corvallis, Oregon

The Oregon State Board of Higher Education invites applications and nominations for the position of President of Oregon State University (OSU). The President is the chief executive officer of the University and reports to the Chancellor of the seven-institution Oregon University System.

Chartered in 1868, Oregon State University is a Carnegie Doctoral/Research-Extensive university. OSU has multiple missions, including teaching, research, and service to the people of Oregon, the nation, and the world. OSU is Oregon's Land Grant, Sea Grant and Space Grant university, and through the Extension Service has served Oregon residents in all 36 counties since 1911. The university has approximately 19,000 students from all 50 states and more than 80 countries.

OSU considers the state of Oregon as its campus and has teaching, research, and education centers throughout the state. In 2001, the university opened Oregon's first branch campus, the OSU-Cascades Campus, that offers undergraduate and graduate programs in the central Oregon area. Oregon State also works in partnership with Oregon community colleges and other state universities to provide access to educational programs.

Diverse educational opportunities are provided through the undergraduate and graduate programs of 12 colleges and two schools. Academic choices include studies in scientific, technological, arts and humanities, interdisciplinary, and professional fields. A distinguished faculty of more than 2,000 scholars attracts approximately $150 million annually in funded research, ranking Oregon State among an elite group of research universities.

Oregon State's 500-acre main campus is located in Corvallis in the heart of the Willamette Valley. With just over 50,000 residents, Corvallis is considered one of America's most livable small cities with classic structures, tree-lined streets, and Willamette River frontage. Located only 85 miles south of Portland, OSU is just a short distance from the state capitol in Salem, the Oregon Coast, and the Cascade Mountain Range.

Ideal applicants for the presidency will, at a minimum, have demonstrated:

- ☐ Visionary leadership in a large, complex organization;
- ☐ Capacity to lead effectively in an environment characterized by collaboration and shared governance;
- ☐ Ability to work creatively in forming and nurturing strong partnerships with a wide variety of constituents within the institution including students, faculty, and staff and outside the institution including foundations, businesses, and political leaders;
- ☐ Commitment to multiculturalism and diversity in all aspects relevant to the OSU culture as well as achievement in affirmative action and equal educational and employment opportunities;
- ☐ Significant experience and achievement in securing resources and other important forms of support from external organizations and individuals; and,
- ☐ A record of high level of commitment to the maintenance and enhancement of the unique environment of the university within which the development, study, testing, and communication of ideas can occur.

Applicants will have appropriate academic credentials with an earned doctorate or other appropriate terminal degree, or extraordinary accomplishment in a field of teaching, research, and service in one of the major areas of endeavor at OSU. The Board and the search committee are open to non-traditional candidates individuals whose distinguished careers are outside of academia, but who demonstrate an understanding and passion for higher education.

Isaacson, Miller is assisting in the search and invites confidential inquiries to the following address. All communications will be held in strict confidence.

OSU Presidential Search
Isaacson, Miller
334 Boylston Street, Suite 500
Boston, MA 02116-3899

Please send letters of application and resumes to:

Kerry Barnett, Chair
Presidential Search Committee
Oregon State University
622 Kerr Administration Building
Corvallis, OR 97331
Phone: (541) 737-8148
Fax: (541) 737-8147
Email: President.Search@oregonstate.edu

The first review of candidates is scheduled for early April. Applications will be accepted until the position is filled. The appointment of a new president will be effective in late summer 2003.

Oregon State University is an equal opportunity, affirmative action employer and encourages the applications of women and minorities.

FOUNDED 1891
UNIVERSITY OF LA VERNE

Athletic Director

The University of La Verne invites nominations and application materials for the position of Athletic Director. This position will be available on July 1, 2003.

The mission of the athletic program at the University of La Verne is to distinguish itself through the pursuit of excellence based on sound educational principles and practices that operate within the philosophy and guidelines of the University as well as those of the Southern California Intercollegiate Athletic Conference (SCIAC) and the National Collegiate Athletic Association, Division III in both of which the University maintains membership.

Founded in 1891, The University of La Verne is a Carnegie Doctoral II university, enrolling more than 8,000 students (6,000 FTE and 1,439 traditional undergraduate students) in bachelors, masters, doctoral and professional degree programs in Arts and Science, Law, Business and Global Studies, Education and Organizational Leadership, and Public Affairs and Health Administration.

The Athletic Director is a full-time 12-month position with administrative and academic status and reports directly to the Provost/Vice President for Academic Affairs.

The Athletic Director is responsible for implementing the mission of the University by leading its athletic program through personal vision and commitment to the ideals of a liberal arts college; the oversight and management of all intercollegiate athletic programs for approximately 400 traditional undergraduate students consisting of 20 sports in Men's and Women's Basketball, Men's and Women's Volleyball, Men's and Women's Track and Field, Men's and Women's Cross-Country, Men's and Women's Soccer, Men's and Women's Water Polo, Men's and Women's Swimming and Diving, Men's and Women's Tennis, Women's Fastpitch, Baseball, Football, and Golf; overseeing the effective recruitment of student athletic; working closely with the Director of Development to identify and initiate fundraising efforts towards support of the athletics program and working with the Faculty Athletics Representative and the Intercollegiate Athletic Committee.

The candidate will be expected to have an earned Masters degree in physical education, sports management or related field from an accredited institution, have knowledge of operating an Athletic Department and managing budgets, have extensive intercollegiate athletic experience in a liberal arts environment; have the ability to work cooperatively and effectively with, supervisors, coaches, employees, student athletes, academic faculty and members of the public; have the ability to work closely with a wide range of academic and administrative offices and departments; demonstrate excellent interpersonal and communication skills; demonstrate effective decision-making and organization skills; demonstrate the ability to work with a racially and ethnically diverse student athlete population; demonstrate a commitment to women's athletics and make appropriate reports to faculty and governance bodies.

For additional information regarding this position please visit our web site at **http://www.ulv.hr/empopps.htm.** To apply for this position please send a cover letter responding to the responsibilities and expectations outlined in the position announcement, resume, and the names and three professional references to: **jobs@ulv.edu** or mail to: **Director Human Resources, University of La Verne, 1950 Third Street, La Verne, CA 91750.** Screening of credentials will begin immediately and continue until the position is filled. Reference position # 2384.

The University offers a competitive hiring range and a competitive benefits package. The University of La Verne has a strong commitment to diversity and encourages applications and nominations from traditionally underrepresented groups. The University of La Verne is an equal opportunity and affirmative action employer.

Temple University School of Medicine

Medical Director, Heart Transplant Program

The Advanced Heart Failure and Transplant Center at the Temple University School of Medicine, one of the largest in the country, is seeking a Medical Director of the Heart Transplant Program, also referred to as the UNOS primary cardiac transplant physician. Faculty rank in the Department of Medicine, Section of Cardiology, will be commensurate with experience. Candidates must be board-certified in cardiology and UNOS-certified, with a minimum of five years experience caring for patients before and after cardiac transplantation. The position will have a strong emphasis on clinical research, clinical service and patient care. Excellent resources and support are available. Faculty rank in the Department of Medicine, Section of Cardiology, will be commensurate with experience. Candidates must be board-certified in cardiology and UNOS-certified, with a minimum of five years experience caring for patients before and after cardiac transplantation. The position will have a strong emphasis on clinical research, clinical service and patient care. Excellent resources and support are available.

Please send a copy of curriculum vitae and bibliography to: **Richard J. Kozera, MD, Senior Associate Dean, Temple University School of Medicine, 3420 North Broad Street, MRB 111, Philadelphia, PA 19140.** Temple University is an affirmative action/equal opportunity employer and strongly encourages applications from women and minorities.

Temple University School of Medicine

Gastroenterologist

Temple University School of Medicine is seeking a BE/BC Gastroenterologist trained at an academic medical center. Individual should have training and experience in esophagogastroduodenoscopy, colonoscopy, diagnostic and therapeutic biliary tract endoscopy and possess outstanding teaching and clinical abilities.

Rank commensurate with experience/qualifications. Fax CV and bibliography to: **Robert S. Fisher, M.D., Temple University School of Medicine, 3401 North Broad Street, Philadelphia, PA 19140 (215-707-2684) or e-mail to: robert.fisher@temple.edu.** Temple University School of Medicine is an EEO/AA employer and strongly encourages applications from women and minorities.

CLARION UNIVERSITY

UNIVERSITY REGISTRAR

Clarion University of Pennsylvania seeks qualified applicants for the position of University Registrar. This position is responsible for all areas related to schedule development, student records, registration, and for assisting in the enrollment management functions of the university through coordination of various records and registration activities with the enrollment management area. The position reports to the Associate Provost for Administration and is responsible for providing leadership in the areas of records management, schedule development, registration, policy and procedure development and delivery of responsible customer service to the students and staff of the university in the area of records and registration.

Minimum requirements include a bachelor's degree, with master's degree preferred and at least three years of experience in the higher education arena, a registrar's office, or closely related environment. Completion of a successful interview is required. Individual must have strong interpersonal skills including oral and written communication and the ability to work effectively with groups and teams. Qualified applicant must have a background in, and strong grasp of areas related to technology and must be able to communicate how they would work to use technology to improve and advance the services of the university records, schedule development, and registration processes.

Candidates for the Registrar must submit the following materials: a letter of application addressing qualifications for the position, resume, and names and addresses of three current references. Applications should be mailed to **Dr. Brenda S. Dédé, Assistant Vice President for Academic Affairs, 108 Carrier, Clarion University of Pennsylvania, Clarion, PA 16214.** Applications received by March 10, 2003 will be given full consideration. Review of applications will continue until the position is filled. Salary and benefits are competitive.

Clarion University of Pennsylvania, part of the State System of Higher Education, provides a healthy, relaxed, and safe environment with excellent facilities, resources, and services. Academic programs are offered on Clarion campus and the Venango Campus in Oil City. The university also has a growing distance education and extended studies program. A comprehensive multi-purpose university committed to teaching, Clarion University offers more than 90 academic programs, including 75 bachelor's degree programs, 11 graduate programs leading to master's degrees in biology, business administration, communication, education, English, nursing, science education, special education, and library science, and associate degrees in six areas. Academic programs are offered through the College of Arts and Sciences, the College of Business Administration, the College of Education and Human Services, and the School of Nursing.

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

Chancellor

Foothill-De Anza
Community College District

Profile Information

The Board of Trustees of the Foothill-De Anza Community College District invites nominations and applications for the position of Chancellor. The Board seeks a leader with a bold vision who, through inspired leadership, will build on the tradition of excellence of this nationally acclaimed community college District. Under the direction of the Board, the Chancellor will lead the District in responding to the changing educational and workforce needs of the Silicon Valley.

The District provides high-quality educational opportunities that promote development of individual abilities and competencies and enhance the quality of life within the communities it serves. It offers a variety of programs and services, including programs for transfer to four-year colleges and universities; career education programs; programs and services for students who lack a strong educational background; and continuing education courses and programs that foster cultural growth, life enrichment, and skills improvement. The Chancellor supports this mission through leadership in education, management, governance and community relations.

Candidates for the chancellor position should exemplify the following characteristics:

- visionary, passionate, and thoughtful leadership with an understanding of the mission of a multi-college district in an educationally sophisticated community;
- demonstrated commitment to quality instruction, student success, and academic excellence;
- ability to inspire and motivate faculty, staff, and administrators;
- evidence of a commitment to and appreciation of diversity in faculty, staff, students, and the community.

The complete Chancellor Profile with full explanation of expected qualifications and detailed application instructions may be obtained by visiting the Foothill-De Anza Community College website at: www.fhda.edu.

Nominations, expressions of interest, and applications should be submitted to

Mary Mason
Chair Chancellor Search Committee
c/o Marisa Spatafore
Search Liaison
12345 El Monte Road
Los Altos Hills, CA 94022
email: SpataforeMarisa@fhda.edu
or
Dr. Narcisa A. Polonio, Director, ACCT - Board Leadership Services at 202.775.4667 x118, or 202.276.1983, or by email at npolonio@acct.org. Also assisting in the search is Del M. Anderson, ACCT Search Consultant, at 510.638.5288 and delanderson@att.net.

An ACCT Search

BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY

JOIN THE PREMIER COMMUNITY COLLEGE IN THE NATION

The following Full-Time Faculty Positions are available for 2003-04.
For complete details on these positions visit our website: www.bmcc.cuny.edu

BUSINESS MANAGEMENT (2 Positions) Vacancy #821-6
Teach Courses in Business Organization & Administration, Marketing, Finance & Business Math courses.

PARAMEDIC PROGRAM Vacancy #841-7
Teach a full range of EMT & Paramedic Courses.

ENGLISH (8 positions) Vacancy #886-3
Teach developmental writing, composition & literature.

BIOLOGY (3 Positions) Vacancy #893-3
Teach courses in Anatomy & Physiology, Microbiology.

COMPUTER INFORMATION SYSTEMS (2 Positions) Vacancy #929
Teach range of computer courses including object-oriented programming, systems development using CASE tools & software applications.

MULTIMEDIA/ART Vacancy #930
Teach full range of courses in multimedia programming & design.

MATHEMATICS (6 Positions) Vacancy #931
Teach Mathematics courses from developmental math through differential equations.

SPANISH Vacancy #932
Teach all levels of language & survey courses in literature.

FRENCH Vacancy #933
Teach all levels of language & literature courses.

ART Vacancy #935
Teach foundation & advanced courses in painting, sculpture, drawing &/or design as well as art appreciation.

OFFICE ADMINISTRATION Vacancy #936
Teach range of office administration courses.

EARLY CHILDHOOD EDUCATION/CHILD CARE Vacancy #937
Teach range of courses in Early Childhood Education/Child Care.

PSYCHOLOGY (2 Positions) Vacancy #938
Teach range of courses in psychology: General, Developmental, Social, Child, Personality, Abnormal, Gender Studies.

SOCIOLOGY (2 Positions) Vacancy #939
Teach range of survey courses in sociology, including Introduction, Social Problems, Ethnic Groups, Urban, & Family.

DEVELOPMENTAL SKILLS Vacancy #945
Teach English as a Second Language (ESL) & Reading.

DEVELOPMENTAL SKILLS Vacancy #946
Teach English as a Second Language (ESL).

AFRICAN AMERICAN STUDIES Vacancy #949
Teach courses in African-American Studies, History, Political Science, Culture, & Literature.

PHILOSOPHY Vacancy #950
Teach range of courses in philosophy: Introduction, Logic, contemporary issues in Ethics, History of Philosophy.

MUSIC Vacancy #951
Teach fundamentals, music appreciation, class piano, & upper level classes in area of specialization.

Salary:	Instructor:	$32,123/A - $52,123/A
	Assistant Professor:	$35,031/A - $61,111/A
	Associate Professor:	$45,651/A - $73,028/A
	Professor:	$56,666/A - $87,757/A

Title & Salary: Title & Salary is commensurate with education & exp. Ph.d req. for professorial titles unless otherwise specified on website. For Assoc. Prof. & Prof., the candidate must have a record of significant achievement in the field. Master's degree req. for Instructor.

COLLEGE LABORATORY TECHNICIANS

ESL (ESL LABORATORY COORDINATOR) Vacancy # 885-3
Supervise networked student ESL lab with tutoring component. Train faculty & students in computer use.

MATHEMATICS Vacancy #887-3
Responsible for running calculus & statistics laboratories. Assist instructors & students in using software.

MODERN LANGUAGES Vacancy #934
Assist director in technical & administrative duties.

CLT: H.S. diploma or GED req. & four (4) yrs related exp.; or an Associate degree & two (2) yrs. related exp. Salary: $29,866/A - $45,023/A. See website for position specific qualifications.

ADMINISTRATIVE POSITIONS

COORDINATOR OF FACULTY/STAFF DEVELOPMENT & TRAINING IN TECHNOLOGY (HIGHER EDUCATION ASSISTANT) Vacancy #948
Report to the Director of Instructional Technology: plan, administer, publicize & create materials for a training program that will include workshops & online software, with an emphasis on instructional & business applications.
Salary: $35,031/A - $61,111/A.

REGISTRAR (HIGHER EDUCATION ASSOCIATE) Vacancy #942
Report to Sr. Registrar, coordinate & supervise operations of the Registrar's Office.
Salary: $45,651/A - $73,028/A.

ASSISTANT REGISTRAR (ASST. TO HIGHER EDUCATION OFFICER) Vacancy # 941
Report to Registrar, assist in registration process, grade changes, certification of veterans.
Salary: $28,943/A - $53,112/A.

LRC TUTORIAL COORDINATOR (ASST. TO HIGHER EDUCATION OFFICER) Vacancy #944
Report to Director of the Learning Resource Center (LRC), coordinate & administer the Tutorial Program. Salary $28,943/A - $53,112/A.

WRITING CENTER DIRECTOR (HIGHER EDUCATION ASSOCIATE) Vacancy #940
Report to Associate Dean for Academic Support Services & Faculty Development, supervise & provide vision & leadership for the college-wide Writing Center & other related duties of the Writing Center assigned by the dean.
Salary: $45,651/A - $73,028/A.

Application: Open until filled. Review of resumes begins March 14, 2003. Applicants should reference vacancy number and send two (2) resumes and two (2) cover letters of interest to:

Office of Human Resources
Search Committee - (Vacancy #)
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, N.Y. 10007

BMCC

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER/IRCA VERIFICATION REQUIRED
NO PHONE CALLS, PLEASE

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Program, the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

UNIVERSITY DISTINGUISHED VISITING PROFESSORSHIP

The University is pleased to solicit applications and nominations of candidates for appointment as University Distinguished Visiting Professor for the Academic Year 2003-2004. Appointment to the position will commence September 1, 2003. This position is funded in part by a grant from the William Paterson University Alumni Association.

Candidates or nominees should be distinguished scholars, writers, musicians, scientists, artists, or educators in other fields whose work has gained national or international recognition, and who are exemplary leaders in innovation, integrative thinking, and the transcendence of traditional academic and disciplinary boundaries. Candidates should demonstrate a strong commitment to teaching, scholarship, creative expression, and public discourse within the academy and beyond, with the goal of stimulating intellectual interest and enhancing dialogue within his/her field and across disciplines.

The University Distinguished Visiting Professor will be expected to teach one course per semester - either on a topic in the existing catalog or on a topic of his/her devising, will make presentations to the University Community, including alumni, students, faculty, staff, and the general public on issues and topics of mutual concern and interest, and work closely with the Center for Teaching Excellence.

Candidates and nominees should hold a terminal degree or equivalent in their field, with a highly distinguished record of scholarly and professional accomplishments, and should possess qualifications commensurate with appointment at the rank of full professor. The successful candidate is expected to be in residence for the academic year, and will be provided with support for travel and research and with a budget for activities conducted on campus.

Letters of application or nomination should be sent to **Dr. Nina Jemmott, Associate Vice President and Dean of Graduate Studies, 100 Raubinger Hall, William Paterson University, 300 Pompton Rd., Wayne, NJ 07470.** Letters and supporting documentation will be reviewed and accepted on an ongoing basis until an appointment is made. Additional information about the University can be found at **http://www.wpunj.edu**

William Paterson University
WAYNE, NEW JERSEY

Monroe County
COMMUNITY College

Monroe, Michigan

President

The seven-member Board of Trustees of Monroe County Community College invites nominations and applications for the position of President for this comprehensive two-year, public institution. Accredited by the Higher Learning Commission and a member of the North Central Association, MCCC enrolls nearly 4,000 students each fall and winter semester and is located near Detroit, Ann Arbor, and Toledo, Ohio.

Nominations and applications should be submitted no later than April 2, 2003, to: **Monroe County Community College Presidential Search Committee, c/o Dr. Narcisa A. Polonio, ACCT, 1233 20th Street, NW, Suite 605, Washington, D.C. 20036**. For additional information, please contact Dr. Abel B. Sykes, Jr., ACCT Search Consultant at 707-422-7191 or e-mail at a.sykesjr@worldnet.att.net, or Narcisa Polonio at 202-775-4667, ext. 118 or npolonio@acct.org.

Applicants are encouraged to review the complete application process and qualifications profile posted on the College's Web site at www.monroeccc.edu or ACCT's Web site at www.acct.org. This search will be in accordance with the Michigan Open Meetings Act.

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

MT. HOOD
COMMUNITY COLLEGE

DIRECTOR OF THE LIBRARY RESOURCE CENTER

1017- Gresham, OR - Position begins Fall 2003. $59,545 to $84,677. Open until filled with review beginning Feb. 24, 2003. For more information, please visit our website at **www.mhcc.edu** or contact the **Human Resources Office at 26000 SE Stark St., Gresham, OR 97030** (503) 491-7200, FAX (503) 491-7257, TDD (503) 491-7202, e-mail: **hr@mhcc.edu.**

AA/EEO Subject to budget consideration and approval.

Education

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

CATONSVILLE CAMPUS
Director of Human Resources (2003/009)
Coordinator of Technical & Industry Training (2003/010)

CATONSVILLE, ESSEX, DUNDALK CAMPUSES
CCBC Enrollment Management/International Student Coordinator(2003/007)

Job Line: 410-869-7150; TTY: 410 869-7151
See current job postings at:
www.ccbcmd.edu/ccbc/hr/employ.htm.

The
UNIVERSITY
of VERMONT

Agricultural Marketing Specialist

Extension agricultural faculty appointment in the Southern Region of Vermont. View job description and requirements at:

http://www.uvm.edu/extension/jobs/agmarketingspec.pdf

LONG ISLAND UNIVERSITY

Long Island University, the nation's eighth largest private university with six campuses in metropolitan New York and Long Island, seeks applications for:

ANTICIPATED FACULTY POSITIONS FOR FALL/SPRING 2003 - 2004

BROOKLYN CAMPUS

Richard L. Conolly College of Liberal Arts & Sciences

- **BIOLOGY**: Asst. Prof. Commitment to teaching, research at undergrad & master's levels. Knowledge of bioinformatics, structural biology &/or genomic analysis. Send cv, statement of teaching philosophy, research plans, transcripts & 3 letters of rec.
- **COMMUNICATION SCIENCES & DISORDERS**: Tenure-track. CCC-SLP, earned doctorate, specializing in motor speech &/or voice. Opportunity to pursue an active research prog in new dept & clinic facilities.
- **CHEMISTRY & BIOCHEMISTRY**: Asst. Prof. Commitment to teaching, research at undergrad and master's levels. Send cv, statement of teaching philosophy, research plans & transcripts & 3 letters of rec.
- **SOCIAL WORK**: 2 tenure-track positions for MSW Prog, Asst./Assoc. Prof. MSW, doctorate in social work or related discipline; min of 2 years' post-grad practice exp, clinical practice; evidence of scholarly research pref; ability to work with culturally diverse & special populations. Graduate social work teaching a plus.
- **ECONOMICS**: Tenure-track, Asst. Prof. PhD degree in economics, teaching exp (min 2 years at full time or 5 years as an adjunct), expertise in (a) Macroeconomics, (b) Microeconomics & (c) 2 areas of economic specialization, and good computer, communication skills req. Send cv, PhD abstract & 2 letters of rec.
- **SOCIOLOGY & ANTHROPOLOGY**: Tenure-track, Asst. Prof. Strong commitment to teaching, ethnically diverse setting desired. Areas of specialization open. Must pursue active research agenda. Some teaching at growing branch campus and a PhD in Sociology req. Please send cover letter, cv & names of 3 references.
- **HISTORY**: Tenure-track, Asst. Prof. in East Asian History. Poss opportunity to teach in University Honors Program. Send letter of application, cv & any other supporting materials, 3 letters of reference, by **March 3, 2003.**
- **PHILOSOPHY**: Tenure-track, Asst. Prof. PhD, expertise in applied ethics & the history of philosophy req. Send cv & other supporting material, 2 letters of reference.

School of Business, Public Administration and Information Sciences

- **ACCOUNTING**: PhD req, CPA desired. Asst. Prof., tenure-track. Managerial financial or AIS accounting.
- **COMPUTER SCIENCE**: F/T, tenure-track. PhD required. Teach undergrad & grad. Expertise in Software Engineering, Computer Graphics, Databases or Expert Systems.
- **MANAGEMENT**: F/T, tenure-track. PhD in business, small business development or international business teaching exp req. Teach undergrad, MBA courses.
- **MANAGEMENT**: F/T, tenure-track. PhD in business req. Teach MIS or operations mgmt to undergrad, MBA students.
- **MBA DIRECTOR**: Seeking indiv with strong mgmt skills to promote P/T evening program. Exp teaching at MBA level req. PhD in business field with admin record, ability to promote program to students & external constituencies, knowledge of AACSB candidacy req's pref.
- **ADJUNCT PROFESSORS** in mktg, portfolio mgmt, comp sci, MIS, info systems, accounting, taxation & communications. Day/evening availability desired.

School of Education

- **TEACHING & LEARNING**: Exp & expertise in special ed & inclusion, expertise in the study of childhood/adolescence. School- &/or community organization-based, exp in and committed to teach prep in inclusive urban settings. Completed doctorate or ABD req, rank depends on bkgd.
- **HUMAN DEVELOPMENT & LEADERSHIP**: Tenure-track, Asst. or Assoc. Prof. of Counseling. Earned doctorate or ABD in counselor education or counseling psychology. Teaching grad courses and supervising interns in field, advising, scholarly & grant activity. Exp with research interests in school counseling & desire to work with multicultural population are essential.
- **ADMINISTRATOR/FACULTY**: Grad Dept of Human Development & Leadership. Tenure-track position in newly inaugurated master's degree program in Higher Ed. Earned doctorate in Higher Ed or related area req. Teaching courses in Higher Ed & duties including development & expansion of program, student recruitment, advisement. Demonstrated exp in Higher Ed, teaching & senior leadership is req.

Library

All positions require ALA-accredited MLS degree, 30 additional grad credits req for rank of Asst. Prof. Excellent bnfts. All positions are F/T, tenure-track.

- **HEAD OF COLLECTIONS & ACQUISITIONS**: Manage operations of Acquisitions Dept for all formats; coord collection devel & analyses; devel vendor relations; 3-5 years' acquisitions exp incl serials in automated acad lib. Excellent organizational, analytical & computer skills. 2nd master's pref.
- **ACQUISITIONS LIBRARIAN:** Ordering, fund accounting, reconciliation in all formats; maximize use of technology in work flow & data collection; special projects incl cancellations; 2nd master's degree pref; excellent computer, OCLC & math skills req; familiarity with Horizon ILS, expertise in serials pref.
- **REFERENCE LIBRARIAN**: Some evening & weekend hrs. Devel user guides & web tools; provide curriculum-integrated instruction; collection devel in curriculum areas. 3-5 years' post-MLS exp. Business & health sci expertise desirable. Excellent database skills req. Instructor rank or higher.

School of Nursing

The School of Nursing seeks 3 tenure-track Asst. Profs. New York State License, master's degree in Nursing, current clinical exp req. Doctorate & advanced practice certification strongly pref. 2 faculty needed with prep in basic care of adult patient, & one in community health nursing. Must coordinate clinical courses, teach in classroom & clinical settings, participate in School comm, activities, engage in scholarly research.

Arnold & Marie Schwartz College of Pharmacy & Health Sciences

- **COLLEGE OF PHARMACY:** Several Asst./Assoc. Profs in pharmaceutics, biochemistry & pharmacy practice. Doctorate in specialization req; postdoctoral residencies/fellowships pref; not all positions tenure-track.
- **SCHOOL OF HEALTH PROFESSIONS:** Physical Therapy, Asst./Assoc. Profs.; non-tenure-track. M.S. req, doctorate pref. Advanced clinical skills.

*For any of the above vacancies, please send cover letter indicating position of interest and cv to: **Ms. Terri Campo, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-8423**.*

C.W. POST CAMPUS

College of Liberal Arts and Sciences

- **BIOLOGY**: Asst./Assoc. Prof. Creative educator w/exp in molecular techniques, developmental or evolutionary biology.
- **EARTH & ENVIRONMENTAL SCIENCE**: Asst Prof. Broadly trained geographer to teach intro human & physical geography, advanced courses in area of specialization.
- **ENGLISH**: Asst. Prof. Pref in Victorian lit, East/West comparative lit, literary theory & linguistics from humanistic perspective.
- **ENGLISH**: Asst. Prof. Director of Writing Across the Curriculum Program, teaching & admin duties in established but still growing program.
- **HISTORY**: Asst. Prof. Specialist in 20th Century American History, with subspecialty that contributes to the diversity of Dept's offerings.
- **PHILOSOPHY**: Asst. Prof. Outstanding teacher for comparative religion, introductory, elective courses in philosophy. Must be willing to help build a major/minor in religious philosophy.

College of Management

- **HEALTH CARE & PUBLIC ADMINISTRATION:** Asst. Prof., tenure-track. PhD in field congruent with academic req's of MPA and BS Programs; expertise in financial management & budgeting, mgmt, strategic planning & organizational design in contemporary health care organizations &/or the public sector. Exp in local/state government or nonprofit organizations desirable. Send c.v. & list of courses taught.

Palmer School of Library and Information Services

F/T, tenure-track. Scholar whose teaching & research interests address one or more of the following: knowl representation & knowl mgmt; digital libraries & scholarly communications, information retrieval & human/information system interaction.

School of Education

- **COMMUNICATION SCIENCES & DISORDERS:** Asst. Prof. Teach undergrad & grad courses in basic sciences, voice & research.
- **COUNSELING & DEVELOPMENT**: Asst. Profs. Expertise in School Counseling/Child Development or Mental Health Counseling. ABD in dissertation development.
- **CURRICULUM & INSTRUCTION**: Asst./Assoc. Profs.: ELEMENTARY, SCIENCE EDUCATION & DEVELOPMENTAL PSYCHOLOGY: PDS models, curriculum devel, contemporary educational initiatives. FIELD-BASED EDUCATOR: expertise in university/school partnerships & contemporary initiatives.
- **EDUCATIONAL LEADERSHIP & ADMINISTRATION**: Asst./Assoc. Prof.: University teaching exp, tech oriented, strong clinical & admin exp desired.
- **EDUCATIONAL TECHNOLOGY:** Asst./Assoc. Prof.: Educational Technology, K-12 exp & deep understanding of Higher Ed/K-12 partnerships desired. Full position description at: **http://eev.liu.edu/faculty**.
- **HEALTH, PHYSICAL EDUCATION & MOVEMENT SCIENCE**: Asst./Assoc. Prof.:

Physical Education & Health. Expertise in some of the following areas: Kinesiology & Biomechanics; Motor Development; Adapted Physical Education; Basic Health Issues, Substance Abuse. University teaching exp pref.

- **SPECIAL EDUCATION & LITERACY**: Asst./Assoc. Prof's.: LITERACY: exp in K-12 & college teaching bkgd in Assessment of Reading Disabilities for Learning Disabled, & Content Area Reading Instruction. Interest in research, teaching & service. SPECIAL EDUCATION: research interest & publications in special ed, mild to moderate disabilities, childhood/early childhood. Previous exp in K-12 & college pref.
- **ADJUNCT PROFESSORS** are needed in all depts. Doctorate pref, but not req.

School of Visual & Performing Arts

- **ART**: Studio Artist; expertise in integration new technologies; Asst. Prof., tenure-track. MFA or prof'l equiv; university teaching exp, strong exhibition record pref.
- **DIGITAL INITIATIVES LIBRARIAN**: Coordinate digital initiatives prog w/Head of Media. Familiarity with emerging information resources, including relational databases, applications & Web technology. Strong instructional bkgd & commitment to public services. ALA-accredited MLS or Information Studies or Art History incl 5-10 years' relevant exp in academic & art libraries. Nights/weekends when nec.

*For positions at C.W. Post Campus, please send cover letter indicating position of interest and cv to: **Debra Annibell, Personnel Office, Long Island University, C.W. Post Campus, 720 Northern Blvd., Brookville, NY 11548***

SOUTHAMPTON COLLEGE

Education Division

The Literacy Program of the Education Division seeks candidate w/doctorate in literacy education teach undergrad & grad courses with a focus on literacy assessment. Assist in operation of the literacy clinic. Teaching exp in schools & acad cred & scholarly interests in several of following areas: sociolinguistics, literacy pedagogies, adolescent literacies, biliteracy/language variation, & classroom-based assessment of reading & writing. Tenure-track.

*Submit cv & statement of teaching philosophy, research interests to: **Dr. Lawrence McCann, Division Director, Education Division, Southampton College, Long Island University, Southampton, NY 11968. (631-207-8211)***

LIU is an Affirmative Action/Equal Opportunity Employer.

ASSOCIATE DEAN FOR EXTENSION

The College of Agricultural and Environmental Sciences, The University of Georgia, Athens, Georgia, seeks applicants and nominations for the position of Associate Dean for Extension. The extension service and outreach activities of the College **(www.caes.uga.edu)** are among the most extensive and successful in the nation, including county operations and programs in the areas of 4-H, family and consumer science and forestry in addition to agriculture and the environment.

QUALIFICATIONS: Candidates must have an earned doctorate and a record of scholarly or creative activity suitable for a tenured faculty appointment at the rank of professor in one of the college's academic departments, and must have demonstrated expertise in development and implementation of successful extension/outreach programming. The successful candidate must have the ability to interact and communicate effectively in a culturally and ethnically diverse community and function effectively as part of a senior administrative team.

RESPONSIBILITY: The Associate Dean for Extension is directly responsible to the Dean and Director of the College of Agricultural and Environmental Sciences and will be accountable for developing and administering statewide extension programs. The Associate Dean will be expected to: **1)** provide innovative leadership in planning, implementing, and evaluating extension programs and communicating these goals to internal and external audiences; **2)** prepare, implement, and manage extension budgets; **3)** facilitate the development of a workforce dedicated to excellence; **4)** cooperate with other Associate and Assistant Deans, department and extension heads in the development and implementation of research- based extension programming; **5)** coordinate University of Georgia Cooperative Extension Service activities in collaboration with the College of Family and Consumer Sciences, Daniel B. Warnell School of Forest Resources, and Fort Valley State University; and **6)** actively promote diversity in faculty, staff, students, and extension audiences.

POSITION AVAILABLE: On or about July 1, 2003

SALARY: Commensurate with qualifications

NOMINATION AND APPLICATIONS: Nominations are encouraged. Complete applications (including letters of reference) received by April 1, 2003 are assured consideration. Applicants should send a letter expressing their interest and qualifications for the position, a resume, 2 one-page concise statements, one on administrative philosophy and the other on extension philosophy, along with contact information for three professional references. Applicants should instruct references to send letters directly to the address below. Nominations and applications should also be sent to:

Dr. Ivery D. Clifton, Senior Associate Dean
College of Agricultural & Environmental Sciences
107 Conner Hall
The University of Georgia
Athens, GA 30602

Phone:706-542-3266
Fax: 706-542-0821
E-mail: iclifton@uga.edu

Moravian College
invites applications and
nominations for the position of:

Director of Career Development

Moravian College seeks a director of career development responsible for developing and providing a full range of programs and services related to career planning and placement; graduate school information; testing; advisement and assistance. Reporting to the dean of student development, the director promotes student opportunities by cultivating relationships with various employers, recruiters and internship sponsors. The director also collaborates with key administrative offices and faculty to enhance outreach efforts to provide programs and services which will support and enhance our students' career decision-making ability.

Qualifications require a master's degree in higher education, business, or related field as well as prior experience in a college or university Career Development Center. The director must also be a strong leader, with analytical, planning, administrative and organizational ability, and superior interpersonal skills to deal with all constituencies of the College including students, staff, and faculty. A complete position description as well as additional information about Moravian is available at **<http://www.moravian.edu/>**.

Application review will begin March 3, 2003 and continue until the position is filled. Send application letter, resume, and references to:

Mr. Jon B. Conrad
Moravian College
Director of Human Resources
1200 Main Street, Bethlehem, PA 18018-6650.
Email: employment@moravian.edu

Moravian College and Moravian Theological Seminary value diversity and encourage individuals from under-represented populations to apply

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AAUP

American Association of University Professors

General Secretary

In anticipation of Mary Burgan's retirement as General Secretary of the American Association of University Professors by June 2004, the AAUP seeks applications and nominations for its chief administrative officer. The General Secretary plays a leading role in the development and articulation of Association programs and statements under policies established by the elected leadership. The General Secretary is responsible for the administration of the AAUP's national office.

The person we seek must be committed to AAUP principles, have faculty experience, and have demonstrated leadership ability. The General Secretary is called upon to write and speak effectively on AAUP policies and positions. Forums for these activities include the higher education community, legislative bodies, and the larger public.

Review of applications is expected to begin by May 15. Inquiries, nominations, letters of application, and curricula vitae should be directed to **Professor Larry G. Gerber, AAUP, 1012 - 14th Street, NW, Suite 500, Washington, DC 20005.** E-mail: generalsecretary@aaup.org. Website: http://www.aaup.org.

The AAUP is an equal opportunity employer. Individuals from underrepresented groups are encouraged to apply.

Cleveland State University

Cleveland State University invites applications for the following position:

Transportation Engineer

Cleveland State University is a public, comprehensive university serving Cleveland and the northeast Ohio region, enrolling some 16,000 students and employing 550 faculty and more than 1,000 staff. The metropolitan Cleveland area approximates 2 million people and features a theiving business community and outstanding cultural, recreational and intellectual activities in a pleasant environment with a wide choice of attractive communities in which to live. Cleveland State University offers an outstanding benefit package to full-time faculty and staff that includes medical, dental, vision, disability and life insurance as well as tuition assistance.

Cleveland State University is committed to non-discrimination on the basis of race, color, religion, national origin, sex, age, handicap or disability, sexual orientation, disabled veteran or Vietnam era veteran status, and to equal access in education. Cleveland State University is an affirmative action, equal opportunity employer and especially encourages applications from minorities and women, persons with handicaps or disabilities, and disabled and Vietnam era veterans.

For complete job description and application requirements, please visit **www.csuohio.edu/HRD/ or www.HigherEdJobs.com.**

Temple University
School of Medicine

(TUSM)/Neurosurgery/ Chairperson

Temple University School of Medicine is recruiting a board-certified physician as Chairperson of the Department of Neurosurgery. Candidates should have: a commitment to research and teaching; excellent surgical skills; demonstrated administrative ability; outstanding leadership qualities. Salary and rank commensurate with qualifications and experience.

Please send cover letter and curriculum vitae to **S. Ausim Azizi, M.D., Professor and Chairperson, Department of Neurology, Temple University School of Medicine, 3401 North Broad Street, Suite 558PP, Philadelphia, PA 19140.** Temple University is an affirmative action/equal opportunity employer and strongly encourages applications from women and minorities.

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Program, the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Christos M. Cotsakos College of Business
Department of Economics, Finance, and Global Business
Cho-Kin Leung, chair

The Christos M. Cotsakos College of Business invites applications for a tenure track position in Finance beginning September 1, 2003. An earned doctorate in Finance, evidence of teaching excellence, and an established record of research and significant achievement in scholarly activity is required. Familiarity with financial databases, data feeds, and software in support of the E*Trade Financial Learning Center's teaching and scholarship initiatives is desirable.

Send a letter of interest, curriculum vitae and three letters of recommendation to **Dr. Cho-Kin Leung, Chairperson, Department of Economics, Finance, and Global Business, William Paterson University, 1600 Valley Road, Wayne, New Jersey 07470.** Review of applications will begin immediately and continue until the position is filled. WPUNJ is an affirmative action/equal opportunity employer. Women, minorities, and under-represented groups are encouraged to apply.

William Paterson University
WAYNE, NEW JERSEY

UNIVERSITY*of*VIRGINIA

VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

The University of Virginia invites letters of application, curriculum vitae, and nomination for the position of Vice President for Research and Graduate Studies.

The Position: The Vice President for Research and Graduate Studies serves as the chief research officer for the University of Virginia. The Vice President oversees university-wide research enhancement and compliance activities including the formulation and promotion of research policies and guidelines, promotion and coordination of interdisciplinary research, and oversight of technology transfer activities. He/she works closely with the faculty, academic deans, and senior administrators to facilitate research productivity. The Vice President for Research and Graduate Studies is responsible for promoting graduate education, ensuring that qualified and diverse graduate students are attracted to the University, and advocating fair and equitable support of graduate students and post-doctoral fellows financially and administratively. The Office of Environmental Health and Safety, the Institute for Advanced Technology in the Humanities, and the Center for Governmental Studies and the Center for Liberal Arts among others report to this individual. The office promotes collaborations between tenants in the two university research parks, and supports the efforts of the University's Patent Foundation. The office is responsible for the management and staffing of Institutional Review Boards and various safety committees that review over 2100 research protocols a year.

Qualifications: The candidate should hold a Ph.D. or M.D. degree and be eligible for appointment to senior faculty rank in one of the academic departments. He/she must demonstrate a record of accomplishment in a university setting including a distinguished research record and experience securing and administering research grants and contracts. He/she should have the capacity to work with a diverse faculty and student body in a wide range of disciplines and have the vision and administrative expertise to create and implement innovative research initiatives.

For a complete job description visit **http://www.virginia.edu/provost**. Application letters, curriculum vitae, and names and addresses of five references should be addressed to:

VP Research and Graduate Studies Search Committee
University Staffing
University of Virginia
P.O. Box 400127
Charlottesville, VA 22904-4127

Applications will be considered until the position is filled; however responses by March 21, 2003, are encouraged. For more information contact **Frank DiGiacomo** at **434-924-4748** **(fad2a@virginia.edu)** or **Lea Moore** at **434-982-2265** **(leamoore@virginia.edu)**. All inquiries, applications and nominations will be held in the strictest of confidence.

The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

DSC DALTON STATE COLLEGE

ASSISTANT PROFESSOR OF SOCIAL WORK (Tenure Track)

M.S.W. and at least two years of post-M.S.W. direct practice experience; earned doctorate in social work or a related field is preferred. Ability to teach general social work courses and supervise external field work. Fluency in Spanish and familiarity with Hispanic/Latino cultures preferred. Senior clinician licensed or licensable in Georgia desirable. A complete application must include letter of interest, current resume, three current letters of reference, and transcripts of all college work postmarked no later than April 14, 2003. Send all materials to:

Dr. David P. Boyle
Director of Studies in Social Work
Dalton State College
213 N. College Drive
Dalton, GA 30720
dboyle@em.daltonstate.edu

EEO/AA

VALENCIA
A BETTER PLACE TO START.

DEAN

Humanities, Foreign Languages, Visual & Performing Arts - East #0015

Humanities, Foreign Languages, & Interdisciplinary Honors -West #0014

Valencia Community College, a large, diverse, multi-campus institution is actively recruiting and accepting applications for the position of Academic Dean. The Dean provides leadership for the instructional department, is responsible for instruction within the department, for professional growth of faculty, service to both students and community, and building a strong instructional program throughout the college. The college is seeking an individual to serve as an academic leader with a collaborative leadership style in order to guide the department in achieving extraordinary learning outcomes.

APPLICATION DEADLINE: March 6th, 2003. For consideration, candidates must submit a completed Valencia Community College employment application, photocopies of transcripts for all post-secondary work and a written statement describing his/her concept of a learning-centered institution. To view the minimum required qualifications and download the required employment application, please visit our website at http://valenciacc.edu or for an application packet and position announcement via mail, contact Human Resources, 407-582-1253 or e-mail your request to pers@valenciacc.edu. **NOTE:** Resumes are **NOT** accepted in lieu of the completed employment application. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law. **SALARY: $62,122 - $115,009 per year.** EA/EO.

NTU®

ACADEMIC DIRECTOR

National Technological University (NTU) is an accredited distance-learning university offering graduate degree programs and professional development courses in engineering, information technology and management. NTU selects the best courses from leading universities and combines them into degree programs delivered through online, CD-ROM, DVD and videotape technologies. This unique approach provides engineering professionals with access to a quality education when and where it's convenient for them.

JOB SUMMARY

The purpose of this position is to oversee the integrity, continual improvement and overall quality for all academic aspects of a group of degrees to ensure that they meet the mission of the School.

REQUIREMENTS JOB REQUIREMENTS

An appropriate engineering or science PhD is required, including experience working in an accredited graduate-level engineering or science program; applied distance education experience; minimum five to seven years university teaching and curriculum development/oversight experience; demonstrated ability to be part of an interdisciplinary team. Demonstrated ability to resolve academic, group dynamics and program management issues in remote locations.

Interested candidates may view a full description and apply online at **www.sylvan.net**, under Careers.
EOE

UMASS

VICE CHANCELLOR FOR STUDENT AFFAIRS AND CAMPUS LIFE

The University of Massachusetts Amherst, a dynamic and multicultural campus, seeks a Vice Chancellor for Student Affairs and Campus Life. Located in the historic Pioneer Valley of Western Massachusetts and established in 1863 under the Morrill Land Grant Act, the University of Massachusetts Amherst is a Carnegie Doctoral/Research Extensive institution and the flagship campus of the state system. Offering a full range of undergraduate and graduate degrees, the 1,200-acre campus serves 18,000 undergraduate students and 6,000 graduate students in a rich cultural environment and rural setting.

The Vice Chancellor provides leadership and management of Student Affairs units on the Amherst campus including Dean of Students, admissions, financial aid, support services for students of color, career center, housing services, health services, public safety, student activities, new students' program, and the Visitor's Center. The Vice Chancellor also has responsibility for implementing trustee policy pertaining to student life and has primary responsibility for consulting with student organizations on policy issues. The Vice Chancellor reports directly to the Chancellor and, as one of the principal administrative officers on campus, plays a major role in overall policy development and campus management. Please see http://www.umass.edu for more detail.

Candidates must have an advanced academic degree and extensive administrative experience in a senior management role in student affairs or a related field. The successful candidate will also have a demonstrated ability to maintain open and effective working relationships with students, staff, faculty, administrators and trustees, in addition to experience at a residential university. The Vice Chancellor is expected to be responsive to student needs, demonstrate leadership in a diverse community, and be committed to working on a multicultural campus.

The search committee will begin screening applications on March 15, 2003 and will continue until the position is filled. Applications should include a current curriculum vitae and the names, addresses, and email addresses of at least three individuals who may be contacted for references. References will not be contacted without the explicit permission of the candidates. Nominations and applications should be submitted to **Dr. Cleve E. Willis, Chair, Vice Chancellor for Student Affairs Search Committee, Provost's Office, 362 Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003.**

The University of Massachusetts is an Affirmative Action/ Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

Leading the Way to a Successful Future
Join a Community of Colleges

American River College, Cosumnes River College Folsom Lake College and Sacramento City College

The Los Rios Community College District seeks highly skilled, innovative & motivated administrators, faculty and support staff. We offer excellent salaries/benefits. The following positions are open with the final filing dates as indicated:

Faculty

Art, 4/8/03
English (2 positions), 2/27/03
Hospitality Management/Culinary Arts, 3/20/03
Nursing (2 positions), 3/18/03
P.E. - Women's Softball Coach, 2/25/03
P.E. - Women's Basketball Coach, 3/12/03
Physics, 3/11/03
Political Science, 3/27/03
Psychology (2 positions), 3/6/03
Public Services Librarian, 3/25/03
Sign Language, 4/10/03

Applications available on-line: www.losrios.edu
24 Hour jobline (916) 568-3011
1919 Spanos Court, Sacramento, CA 95825 EOE

Heritage College

Pacific Northwest

Heritage College, a Hispanic Serving Institution, invites applications for the following fulltime faculty positions which will commence July/August 2003 in the following areas. Earned doctorate in the discipline or related area is required for all positions. Preference will be given to applicants who have demonstrated experience of working with multicultural population. Salary and rank is commensurate with experience and qualification.

Division of Arts & Sciences:

- **Bio-medical Sciences (e.g. Biology, Microbiology, Biochemistry, Anatomy, or Physiology)**
- **Environmental Sciences (e.g. Ecology, Botany, Entomology, Agronomy, Forestry or Fishery)**
- **Social Work**
- **Math/Computer Science**

For further information please contact **Dr. Jim Falco**, Dean, at **falco_j@heritage.edu**

Division of Education & Psychology:

- **Bilingual Education**
- **Counseling/Psychology**
- **Reading/Literacy**

All Education positions require K-12 experience. For further information please contact **Dr. Larry Petry, Dean,** at **petry_l@heritage.edu**

Heritage College is a private, non-denominational accredited institution offering quality accessible undergraduate and graduate programs to a multicultural population. For more information about the college, please visit our website at **www.heritage.edu** or call (509)-865-8617.

Review of applications will begin immediately. Applications will be accepted until the position is filled. Applicants should send a letter of application, resume, and names, addresses, and phone numbers of three current references to:

Glenna Smith, Human Resource Office,
Heritage College,
3240 Fort Road,
Toppenish, WA 98948.

Women and Minorities are encouraged to apply. EEO

HOBART AND WILLIAM SMITH COLLEGES

DIRECTOR OF THE CENTER FOR TEACHING AND LEARNING

Hobart and William Smith Colleges, small coordinate liberal arts colleges in the Finger Lakes region of central New York, are seeking a creative professional to develop a new center for the enhancement of teaching excellence and the support of student learning. The director will work in partnership with a number of campus offices to coordinate both faculty development and academic assistance for students in a welcoming and technologically sophisticated environment.

Responsibilities include: develop a center which welcomes students and faculty to enhance their learning and teaching skills; oversee direct student services including tutoring, peer tutoring, and writing support; establish student workshops on time management, study skills, and research-based writing; supervise ADA compliance regarding academic matters; act as an advocate for students with disabilities and assist them in developing self-advocacy skills; develop workshops for faculty on pedagogy, learning styles, writing assignments, and providing necessary accommodations for students with disabilities; partner with the offices of the Provost, Deans, English as a Second Language, Intercultural Affairs, Counseling Center, Athletics, and Information Technology, to provide a collaborative and comprehensive system of support for students, faculty and staff; oversee development of a user-friendly interactive web site for the center; promote the center on campus and with prospective students and their families, and work with the Grants Office to secure financial support for the Center.

Successful candidates will have direct student services experience; experience working with college/university faculty; strong collaborative and interpersonal skills; a doctoral degree, preferred, and familiarity with ADA. Review of applications will begin immediately and continue until the position is filled. The preferred start date is June 1, 2003.

To apply please send a letter of interest, a current resume or curriculum vitae, and the names, addresses and telephone numbers of five references to:

Patricia Stranahan, Provost
Hobart and William Smith Colleges
Pulteney Street
Geneva, NY 14456

EOE/M/F/D/V

PROFESSOR OF PHARMACOGENOMICS: PHAARMACOLOGY/TOXICOLOGY & HIGUCHI BIOSCIENCES CENTER

THE UNIVERSITY OF KANSAS

Applications are invited for a **tenured, Associate or Full professorship of Pharmacogenomics** in the Department of Pharmacology & Toxicology and the Higuchi Biosciences Center at the University of Kansas. We are looking for an individual with previous teaching experience and a strong research program in the areas of DNA microarray and genomics. The successful candidate must hold a Ph.D., M.D., or equivalent degree and have a strong record of externally funded research. Under-represented minorities and women are encouraged to apply. Send curriculum vitae, a description of research plans, and the names of 3 references to:

Drs. Charles Decedue & Elias Michaelis
Higuchi Biosciences Center
2099 Constant Ave., West Campus
University of Kansas
Lawrence, KS 66047
e-mail: decedue@ku.edu or emichaelis@ku.edu

Review of applications begins March15, 2003, and will continue until the position is filled.

EO/AA Employer.

RED ROCKS COMMUNITY COLLEGE

Red Rocks is seeking full time faculty members to start fall semester in English, Physics, Psychology (2) and *Radiology. Current starting salary: $33,682-35,682. Qualifications: Masters degree and 30 credit hours of teaching experience. *Radiology requires Bachelor's degree & 3 yrs exp. Application deadline: March 7, 2003 For application and full job announcement contact us at 303-914-6556 or **www.rrcc.cccoes.edu/hr/jobs.htm**

ALL POSITIONS ARE CONTINGENT ON FUNDING

EOE

Warren County Community College

Faculty Positions:
Chemistry Tenure-Track Faculty Positions (03-11M)
Education Tenure-Track Positions (03-10M)

Master's degree required. Previous community college teaching experience preferred. Experience with student-centered learning/discovery learning and computer literacy is highly desirable. Salary $32,000 (minimum).

Letter of application, please reference job # with current vitae 3 professional references to:

Administrative Services
Warren County Community College
475 Route 57 West
Washington, NJ 07882
Or e-mail in MS Word to adminservices@warren.edu
www.warren.edu/jobs

SEATTLE CENTRAL

Seattle Central Community College

PRESIDENTIAL SEARCH

The Board of Trustees of the Seattle Community College District announces the search for the position of President of Seattle Central Community College. This process is made necessary by the selection of current President, Dr. Charles H. Mitchell, as incoming District Chancellor, effective July 2003.

Seattle Central is located at the very heart of Seattle, just a few blocks from Seattle's business core and at the nexus of Pacific Northwest culture and activity. The college is nationally recognized for its innovative student services, award-winning educational programs, and for having the state's most diverse student body. For the 2001-2002 academic year, TIME Magazine named Seattle Central a "College of the Year" because of its multiculturalism and high quality instruction.The college serves 11,000 students each quarter in programs that include college transfer, professional technical education, English-as-a-second language, and continuing education. Accredited by the Northwest Association of Colleges, Seattle Central is one of three colleges and five specialized training centers that comprise the Seattle Community College District.

A full job description for this position and list of application requirements are available online at seattlecolleges.com. Nominations and applications will be treated with confidence and should be include a letter of intent, resume, three personal references, and a written response to selection criteria. Please send these to: Mr. Albert Crusoe, SCCD Vice Chancellor for Human Resources, 1500 Harvard Avenue Seattle, WA 98122. Direct inquiries about the college can be directed to Danny Howe, Seattle Central Director of Communications, at (206) 587-5485 or dhowe@sccd.ctc.edu.

Applications will be accepted until the position is filled. However, to ensure full consideration, applications should be submitted by March 31.

An EOE Employer.Persons with disabilities needing assistance in this application may call (206) 587-4155 or, for the hearing impaired, call the Relay Service at 800-833-6388, or for the hearing and visually impaired, call Braille Relay at 800-833-6385.

PRESIDENT

UNIVERSITY OF WASHINGTON

The Board of Regents and Search Advisory Committee seek nominations and expressions of interest for the presidency of the University of Washington. The Board seeks a president with a vision for the University and its role in meeting the educational, scholarship and research challenges of the 21st century.

The University of Washington is a leading research university with a deep commitment to undergraduate education. It is an international university, its three campuses drawing a total of 42,963 students from all fifty states and 99 countries. Its special mission is service to the people of the State of Washington, the home of over eighty percent of its students. With a faculty that includes five Nobel Laureates and thirty-nine members of the National Academy of Sciences, libraries with more than five million bound volumes, and state-of-the-art facilities that support its programs of teaching and research, the University of Washington provides world leadership in the creation of knowledge. At a time of increased demand and constrained state resources, the University remains in a position of enviable strength.

An appointment is expected in summer 2003. Inquiries, referrals, and resumes should be directed with a cover letter, in confidence to:

Paul G. Ramsey, MD, Chair
Search Advisory Committee
c/o Jennefer Penfold
139 Gerberding Hall, MS 351264
Seattle, WA 98105
Fax: 206.543.6110

The University of Washington has retained R. William (Bill) Funk to consult with the Board and Advisory Committee on this national search.

The University of Washington is an AA/EO Employer and encourages the nomination and candidacies of women and minorities.

WIDENER UNIVERSITY

Assistant Professor/Assistant Director Institute for Graduate Clinical Psychology

The Institute for Graduate Clinical Psychology at Widener University is seeking applicants for a 12-month, administrative assistant professor position in Clinical Psychology. The person in this position will also serve as Assistant Director of the Institute. This position entails a variety of administrative duties including but not limited to alumni relations, overseeing the program's data management system, coordinating the joint degree and concentration offerings, assisting in preparation for re-accreditation site visits, and serving as administrative liaison to various Institute committees. The position also entails graduate-level instruction, direction of dissertations, site visits of practicum and internship rotations, and supervision of trainees in clinical settings. Possible specialty areas of candidates include health psychology, addictions, family and couple therapy, and psychodynamic theory. Requirements for the position: a Ph.D. in clinical psychology or Psy.D., and relevant clinical experience. The individual should be licensed or license eligible in Pennsylvania.

Widener University is located in Chester, Pennsylvania approximately 14 miles from Center City Philadelphia. The Institute for Graduate Clinical Psychology is a unit of Widener University's School of Human Service Professions and is now the oldest APA-accredited Doctor of Psychology (Psy.D.) program in the nation.

Applications will be accepted until the position is filled, and review of applications will begin immediately. Interested persons should send a letter of application including a statement of administrative experience, curriculum vitae, and list of references to **Virginia Brabender, Ph.D., Associate Dean and Director, Widener University, Institute for Graduate Clinical Psychology, One University Place, Chester, PA 19013.** The Institute and University have made a strong commitment to achieving diversity among faculty and staff. We are especially interested in receiving applications from members of underrepresented groups and particularly encourage persons of color and women to apply for this position.

Widener University is an equal opportunity employer.

Nursing, F/T Tenure-Track Asst Profs (2)
LIENHARD SCHOOL OF NURSING, PACE UNIVERSITY
Beginning 9/1/03

CA·REER (kə-rîr′) OP·POR·TU·NI·TAS (ōp′ər-too′ni-tas)

Opportunitas. To some it's Latin. To us, it's everything.

Established in 1966, the Lienhard School of Nursing is accredited by the Commission on Collegiate Nursing Education. The vision of the school of Nursing is to be the leader in innovation and excellence in nursing education, scholarship, and practice in primary health care. The School offers undergraduate, graduate, and continuing education programs. In addition, through the Center for Nursing Research, Clinical Practice, and International Affairs, faculty can participate and be supported in career development and in the delivery of primary care to under-served and at risk populations. This support enhances the school's commitment to teaching and learning and the integration of scholarship and practice.

We seek candidates with backgrounds in women's health/obstetrical nursing & in community health, especially encouraging family nurse practitioners with expertise in these areas to apply. MSN required/Doctorate Preferred, teaching exp, & record of scholarship relevant to expertise essential.

Candidates are eligible to receive credit toward tenure for up to 3 years of F/T teaching exp on the college level. While the primary assignment for both positions is on the University's Pleasantville Campus, a commitment to teaching in the NYC Campus is req.

Please send your CV to **Dean Harriet R. Feldman, Pace University, Lienhard School of Nursing, 861 Bedford Road, Pleasantville, NY 10570.** Please do NOT apply via e-mail. The deadline for applications is February 28, 2003 or until the position is filled. AA/EOE

PACE
UNIVERSITY

WESTERN CONNECTICUT STATE UNIVERSITY
NURSING DEPARTMENT - TENURE TRACK
FALL 2003 FACULTY

WCSU is seeking a tenure track faculty member for Fall 2003 in its BSN and MSN programs. Classroom, clinical and practicum supervision are part of the teaching responsibilities.

Qualifications: Master's degree in nursing, relevant clinical and classroom teaching experience in Adult Health Nursing in a baccalaureate and/or higher degree program; ability to teach in more than one specialty area is an advantage; must be able to teach at both our Danbury and Waterbury campuses; eligibility for Registered Nurse licensure in CT; doctorate required at time of tenure review. Salary and rank (up to assistant or associate professor) is competitive and dependent upon credentials.

Application Process: Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts and, three current letters of reference to: Dr. Stephanie Golub, Department of Nursing, WCSU, 181 White Street, Danbury, CT 06810, fax to 203-837-8550 or email: golubs@wcsu.edu. Applications must be received by April 1, 2003.

WCSU is an AA/EEO Educator/Employer.

Temple University School of Medicine

Professor and Chairperson, Department of Medicine

Temple University School of Medicine is seeking a leader with a distinguished academic record. Qualified applicants should submit a cover letter and curriculum vitae to **Richard J. Kozera, M.D., Office of the Dean, Temple University School of Medicine, 3420 North Broad Street, Philadelphia, PA 19140.**

Temple University is an affirmative action/equal opportunity employer and strongly encourages applications from women and minorities.

ST. LAWRENCE UNIVERSITY

The oldest continuously coeducational institution of higher learning in New York State, educating students of the region, the nation, and the world.

St. Lawrence University is a dynamic liberal arts college seeking to prepare students for responsible global citizenship in the 21st Century. To achieve this purpose, the University recognizes the importance of encouraging diversity in its faculty, students, and staff. We therefore welcome applications from candidates who bring diverse cultural, ethnic and national perspectives to their work.

As the Division of Student Life & Co-Curricular Education at St. Lawrence University we work together to sustain an environment in which learning is embraced, interactions are meaningful, communication is open, talents are celebrated, work is inpassioned and integrity is the supreme attribute. The division seeks innovative and team-oriented candidates with high energy, professionalism, and a sense of humor to join us in our mission by posting openings for the following three positions. [For more information please see the Student Life homepage at http://www.stlawu.edu/studentlife/]

RESIDENTIAL COORDINATOR (four positions)

ASSOCIATE/ASSISTANT DIRECTOR OF CAREER SERVICES & LEADERSHIP EDUCATION

ASSISTANT DIRECTOR OF CO-CURRICULAR EDUCATION & PROGRAMMING

The Office of Residential Learning Communities is seeking four professional **Residential Coordinators (RCs)**. The SLU residential program has many elements, including the residential component of the First-Year Program, where faculty and Student Life efforts are integrated in unique ways. The residential program also offers upperclass students a variety of thematic living options, including the Intercultural House, the Women's Resource Center and Greek residences.

For the **Associate/Assistant Director of Career Services and Leadership Education** the ability to reach and motivate students and to build and maintain successful partnerships with alumni and internship sponsors will be essential. Coordination of all aspects of the internship program is central to this position; however, other key responsibilities include individual career advising and program development and facilitation.

The **Assistant Director of Co-Curricular Education and Programming** will work to develop and implement a comprehensive co-curricular program that is academically and socially stimulating. The Assistant Director will help create an environment where the traditional lines between residential life and student activities are intentionally merged to promote and enhance living-learning communities. They will be part of the team preparing for the opening in January 2004 of a $15 million new student center.

For complete descriptions of these positions and information on qualifications and how to apply please go to http://web.stlawu.edu/resources/job.html or see the SLU website at www.stlawu.edu.

Chartered in 1856, St. Lawrence is an independent, private, non-denominational university whose mission is to provide an inspiring and demanding undergraduate education in the liberal arts to students selected for their seriousness of purpose and intellectual promise. St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

This advertisement provides information accurate as of 2.3.03. Consult the St. Lawrence University website for updated information.

University of
Massachusetts
Dartmouth

The Department of Education at University of Massachusetts Dartmouth seeks to fill two positions for Fall 2003.

The University is located on the Massachusetts south coast, between Providence and Cape Cod and an hour south of Boston. The Department is committed to the preparation of reflective pre service and in service educators who have a sensitivity to multicultural issues, an awareness of concerns related to urban education, and a knowledge of the role of schools in promoting social justice in the 21st century. The Education Department works in close collaboration with departments in the College of Arts and Sciences to provide students with a solid liberal arts background and preparation for classroom teaching.

Successful candidates will teach courses in the evening and during the day to serve students interested in receiving post Baccalaureate certification and in-service coursework. The Department seeks to fill the following positions.

1) ***A dynamic leader to serve as Chairperson and to work as a partner with the Directors of the Center for Teaching and Learning and the Masters of Arts in Teaching.*** The chair will hold an earned doctorate with credentials appropriate to support a senior faculty rank. The successful candidate will also have experience as a teacher and academic administrator, including effective leadership, management and communication skills and experience in resource planning, including grant acquisition and budgeting. He or she will have the ability to work collaboratively with diverse academic programs, disciplines and constituencies, including students, faculty and community leaders.

2) ***A full-time tenure track assistant professor.*** The successful candidate will hold or have earned a doctorate by September 1, 2003 in an education-related field, be eligible for Massachusetts teacher licensure or hold a permanent teaching certificate in another state, have at least 3 years of K-12 classroom experience in public schools, have instructional experience in higher education, and present evidence of having a successful research agenda. Preference will be given to candidates with interests in emergent literacy and reading assessment and integrative literacy practices. Additional interest in one or more of the following areas is desirable: elementary, middle or secondary education, curriculum development, inclusive education, instructional technology applications.

Application review will continue until the positions are filled.

Send letter of application, current resume and the names, titles, addresses and telephone numbers of three references to:

Search for Education Department Faculty, Office of Human Resources
University of Massachusetts Dartmouth, 285 Old Westport Road
North Dartmouth, MA 02747

Please indicate which position you are applying for.

UMD is an AA/EEO Employer

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK (CUNY)

VISIT OUR WEBSITE AT http://www.bcc.cuny.edu

VICE PRESIDENT FOR STUDENT DEVELOPMENT

The Bronx. Jonas Bronck's farm in the mid-1600's. You think: citified and gritty. It IS, and proud of it. It's where many a thriving American family, beginning as immigrants, got its start. Much in New York's Bronx borough is beautiful such as the Botanical Gardens and the Zoo, Wave Hill and the cliffs over the Hudson at Riverdale, City Island and Long Island Sound to the east, the 50 acre landmark campus of Bronx Community College in the north Bronx. To work at BCC you **DO** have to care a lot and enjoy the diversity constantly reshaping American culture. In your position at BCC you have to **WANT** to make a difference: assisting thousands of young people as they transform themselves into skilled, productive citizens on the road to an enhanced future.

RESPONSIBILITIES: The Vice President reports directly to the President, is a member of the President's Executive Council and the College Personnel and Budget Committee.

- As a strong advocate for students, the Vice President provides executive leadership and vision in contributing to a campus climate that promotes a comprehensive student development program, academic achievement and personal development for a multicultural and diverse student body.
- Supervises, among others, the Associate Dean for Enrollment Management, Directors of Student Activities, Career Development, Transfer Center, College Discovery, General Counseling, Psychological Services, Student Support Services, Athletics, and Health Services.
- Collaborates with the Vice President for Academic Affairs on issues of faculty governance and faculty hiring.

QUALIFICATIONS:

- A minimum of seven years of higher education administrative experience demonstrating increasing supervisory responsibility; extensive experience in counseling, student personnel or higher education administration; Master's required, doctorate preferred from an accredited university.
- Candidates should evidence strong organizational skills as well as outstanding interpersonal, written and communication skills in working with students, faculty, program directors and community.
- Understand uses of information technology to deliver, monitor and evaluate programs and services for students, and familiarity with assessment strategies for student affairs desirable.
- Experience in fiscal management of comprehensive student development budgets including auxiliary services a plus.

SALARY RANGE: $97,808 - $126,726 Commensurate with qualifications and experience.

Anticipated appointment date 06/01/2003. Screening of applicants will start after closing date and will continue until position is filled. Applicants must submit a letter of interest that details experience and accomplishments relevant to the above, a current curriculum vitae and the names, addresses and phone numbers of three references by 02/26/2003 to: **Ms. Shelley B. Levy, Director of Human Resources, South Hall, Bronx Community College, University Avenue & West 181st Street, Bronx, New York 10453-3102.**

EEO/AA/ADA/IRCA

University of Hawai'i

Vice Chancellor for Academic Affairs And Vice Chancellor for Research and Graduate Education

The University of Hawai'i at Mānoa, the premier institution of higher learning in the Pacific Basin, seeks two dynamic, innovative and visionary leaders - (a) a Vice Chancellor for Academic Affairs and (b) a Vice Chancellor for Research and Graduate Education. The University of Hawai'i at Mānoa, located in Honolulu, is among the few land-, sea-, and space-grant institutions in the nation. As the only research university of its kind in the State of Hawai'i, the University plays an important role in providing Asian, Pacific, and Hawai'i perspectives to the higher education experience.

Nominations and applications are being accepted for the position. Review of candidates will begin on Friday, March 14, 2003, and will continue until the position is filled. Candidates must submit a cover letter summarizing the candidate's interest and qualifications for the position(s), a current resume, and the names of five (5) professional references including postal and e-mail addresses and telephone numbers. For more information about the University of Hawai'i at Mānoa, please go to **www.uhm.hawaii.edu**. For a job description and specific application/nomination requirements, please go to **www.hawaii.edu/executivesearch/vcacademicaffairs** or **www.hawaii.edu/executivesearch/vcresearch**. Applications and nominations should be submitted to:

Office of the Chancellor
Re: Vice Chancellor for Academic Affairs OR
Vice Chancellor for Research and Graduate Education
2444 Dole Street, Bachman 112
Honolulu, HI 96822
Phone: (808) 956-6133
E-mail: jclark@hawaii.edu

The University of Hawai'i is an equal opportunity/affirmative action institution and encourages applications from and nominations of women and minority candidates.

Texas A&M University

Department of Educational Administration and Human Resource Development

Applications and nominations are invited for a proven and dynamic leader to serve as the **Head of the Department of Educational Administration and Human Resource Development at Texas A&M University**. The successful candidate can expect to serve as a change agent and creative leader of a department of dedicated educational leaders during a period marked by the university's reinvigorated commitment to national prominence, academic excellence, diversity, and to meeting state and national needs for the 21st century. The department has 35 full- and part-time faculty, with 600 graduate and 40 undergraduate students. The department offers master and doctoral graduate programs in Educational Administration and Human Resource Development. Areas of specialization within these programs include: adult education, educational human resource development, higher education administration, and PK-12 administration. The department budget totaled over $2.6 million (excluding grants) in the 2001-02 academic year, with extramural funding of over $800,000. The Department Head serves as the chief academic, fiscal, and administrative officer of the department. The successful candidate should be an advocate for the education profession both in the university and the community at large with the ability to enhance graduate and undergraduate programs. Qualifications of successful candidates include: 1) earned doctorate; 2) national recognition for scholarship and leadership in a field related to any of the department's academic programs; 3) evidence of the ability to secure and manage extramural funding; 4) experience to qualify for full professor; and 5) a record of excellence in directing doctoral students and teaching. **The appointment is September 1, 2003.** Texas A&M University and the College of Education and Human Development has a continuing commitment to diversity and social justice and encourages applications from minority group members, women, individuals with disabilities and veterans. The salary is highly competitive and commensurate with qualifications. **Review of candidates begins immediately and will continue until the position is filled.** Send both an electronic and hardcopy letter of application or nomination, curriculum vitae, and names, addresses, and telephone numbers of three references to the following address:

James B. Kracht, Associate Dean
Educational Administration and Human Resource Development Search Committee
College of Education and Human Development
Texas A&M University
College Station, TX 77843-4222
E-mail: jimkracht@tamu.edu

Texas A&M University is an Affirmative Action/Equal Opportunity Employer

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Governors State University

ACCOUNTING FACULTY POSITION

Governors State University (GSU) invites applications and nominations for tenure-track Accounting faculty position in our College of Business and Public Administration. We are seeking an individual whose scholarly and service activities are consistent with tenure-track expectations. The successful candidate will teach undergraduate and graduate courses in Accounting. **Qualifications:** Ph.D. in Accounting is desired, candidates who are academically qualified under AACSB guidelines will be considered; ability to teach taxation as primary responsibility; ability to teach at least one other accounting area (managerial, auditing, fraud prevention); ability to integrate technology and computer based tax research into course design; ability to make intellectual contribution through publication/presentation; ability to contribute to the University's commitment to enhancing student awareness and appreciation of diverse ethnic and cultural heritages. The position is available August 2003. The review of applications will begin immediately and continue until the position is filled. Interested candidates should send a letter of application addressing qualifications, a current vita, example of research, student evaluations, and the names, addresses and appropriate contact information of three references to: **Ms. Olivia Cooper, Secretary, Accounting Faculty Search Committee; College of Business and Public Administration; Governors State University; University Park, IL 60466. AA/EOE**

If you would like more information about the University, please visit our website at: www.govst.edu

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Chandler-Gilbert
Community College

Join the Team at Chandler-Gilbert Community College!

Faculty Positions Available Fall 2003!

- ☐ **ART HISTORY** Posting #02030538-1
- ☐ **COMMUNICATION** Posting #02030537-1
- ☐ **ENGLISH COMPOSITION (2)** Posting # 02030535-1, #02030536-1
- ☐ **PHILOSOPHY** Posting #02030534-1
- ☐ **POLITICAL SCIENCE** Posting #02030533-1
- ☐ **MUSIC (Theory/Composition/Music Humanities)** Posting #02030560-1

Salary Range $37,793 - $62,248
All positions close March 14, 2003

APPLICATION REQUIRED. Must be received by the closing date by 5 p.m. Employment opportunities are posted online at **www.dist.maricopa.edu/hrweb**, and for public view at the **District Office, Room 226, 2411 W. 14th St., Tempe, AZ 85281,** or call (480) 731-8465. To learn more about Chandler-Gilbert Community College, please visit our web site at **www.cgc.maricopa.edu**.

MCCCD is an AA/EEO institution

MARICOPA COMMUNITY COLLEGES

KUTZTOWN UNIVERSITY OF PENNSYLVANIA

Kutztown University enrolls approximately 8,500 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. The University is very interested in hiring employees who have had extensive experience with diverse populations.

DIRECTOR OF SOCIAL EQUITY - Kutztown University is searching to fill the critical position of Director of Social Equity. The Director reports to the Vice President for Admin. & Finance and supervises a small staff consisting of the Faculty Recruitment Manager and an administrative assistant. This is a hands-on position requiring knowledge of affirmative action/equal opportunity laws and regulations, including related statistical processes, data analysis and strategic planning. Demonstrated expertise in employee relations with the ability to analyze situations and develop effective solutions. Strong skills in written and interpersonal communications, group facilitation, interviewing, public speaking, training, and appropriate P.C. software applications. Requires a Master's degree in HR, Business, Public Policy or other related area and a minimum of 3-5 years of professional experience in AA/EEO administration. Higher education experience a definite plus. Anticipated hiring range $55,000 - $65,000 commensurate with experience.

Interested applicants should send cover letter, resume, and the names and addresses of three references to: Kutztown University, Department of Human Resources, PO Box 730, Kutztown, PA 19530. Resumes will be accepted until position is filled, however, to ensure full consideration, resumes should be received no later than March 17, 2003.

For more information, please visit our website at
http://www.kutztown.edu/employment

Successful interview and demonstration of ability are requisite qualifications for all positions. KU is an AA/EOE/member of the PA State System of Higher Education and actively solicits applications from women and minority candidates.

Founded in 1877 as a privately endowed coeducational institution, Rhode Island School of Design (RISD) offers 20 degree programs in the fine arts and architecture and design disciplines. RISD enrolls approximately 2,000 undergraduate and graduate students from 50 states and 50 countries and also includes a division of Continuing Education offering a variety of programs to more than 4,000 part-time students.

Assistant/Associate Professor
Department of Industrial Design

Rhode Island School of Design seeks Assistant or Associate Professor of Industrial Design. Successful candidates will have a minimum of two years teaching experience at degree level and possess a Master level degree or equivalent work experience. The candidate will be required to demonstrate effectiveness as an articulate design studio leader and critic. This faculty position expects participation as a key member of a teaching team in a growing department within a broadly based, multidisciplinary curriculum. Design work and research emphasizing social/environmental responsibility is considered a particular strength.

Candidates should show design expertise and innovative research in one or more of the following areas: medicine, product, toys, consumer goods, furniture, tabletop, interface/multimedia web design and sporting equipment. The applicants should have a clear understanding of manufacturing and fabrication in a range of materials and processes. Design related computer experience required.

Applicants should send a letter detailing areas of interest and experience, 20 slides of work (with SASE), resume, and the names and phone numbers of three references to Rudha Kerr, Secretary, ID Search, Academic Affairs, Rhode Island School of Design, Two College Street, Providence, RI 02903-2784. The committee will begin reviewing applications February 28, 2003 and will continue until the position is filled.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

The University of Kansas
School of Business
Koch Professorship in Entrepreneurship

The University of Kansas School of Business invites applications for the Koch Professorship of Entrepreneurship beginning Fall 2003. Required qualifications include (1) a Ph.D., (2) an active and nationally or internationally recognized research program, (3) a distinguished record of teaching and student support, (4) a record of leadership, teamwork and collegiality in stimulating scholarship, teaching and programmatic excellence, and (5) an ability and willingness to interact with the business community and engage in educational outreach. The successful candidate will be expected to work with the "Center for Entrepreneurship and Business Ventures" at the University of Kansas. The specific academic field is open.

Nominations and letters should be sent to: **Koch Entrepreneurship Search, Attn: Gordon H. Lamb, EFL Associates, 7101 College Boulevard, Suite 550, Overland Park, Kansas, 66210-1891.** A complete application will include a letter of application stating how the candidate meets the required qualifications, a curriculum vitae, selected publications, and contact information for three references. For additional information, contact Professor George Bittlingmayer, Koch Chair Search Committee, University of Kansas, School of Business, Summerfield Hall, Lawrence, Kansas 66045, (785) 864-7541. Review of applications will begin March 14, 2003 and continue until the position is filled.

EO/AA Employer

PASADENA CITY COLLEGE

A CELEBRATION OF LEARNING FOR THE 21ST CENTURY!

One of the foremost community colleges in the country, Pasadena City College, has three quarters of a century of distinguished history and is seeking a:

SUPERVISOR *(closing: 3/17/03)*
Community Education Center Operations #026
DIVISION DEAN *(closing: 3/21/03)*
Mathematics #904

Pasadena City College offers an excellent salary based on academic background and experience plus an extremely generous fully paid fringe benefits package. Job announcement and application materials at
www.pasadena.edu

PASADENA CITY COLLEGE
1570 E. Colorado Boulevard
Pasadena, CA 91106

EOE

Assistant Dean of Admissions & Enrollment Management

FLORIDA GULF COAST UNIVERSITY

REQ: BA in an appro area of specialization from an accredited institution & ten years of appro exp.

TO APPLY: Submit two packages (one original and one photocopy), each package must include a letter of interest, resume and a list of five references postmarked by the deadline date of **03/12/03** to **FLORIDA GULF COAST UNIVERSITY, Position #10140, Director, Human Resources, 10501 FGCU Blvd. South, Ft. Myers, FL 33965-6565.** Finalists will be required to provide official transcripts. Visit our website at **www.fgcu.edu** or call 239-590-1111 for more information. *FGCU is an EO/EA/AAI*

Temple University School of Medicine

CYTOPATHOLOGIST

Department of Pathology and Laboratory Medicine, Temple University School of Medicine: Assistant/Associate Professor board eligible/certified in Anatomic Pathology /Cytopathology to direct the cytology laboratory. Must have experience in Fine Needle Aspiration Cytology and an interest in research and scholarly activity. Candidate will teach residents and medical students.

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Dr. Shirley Leali, Chair
Teacher Education Search Committee
c/o Human Resources Department
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Review of applications begins March 3, 2003, and will continue until position is filled.

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¡PUNTO FINAL!

BILINGUALISM: AN ASSET, NOT A HANDICAP

Roser Caminals-Heath, an award-winning novelist and literary translator, was born and raised in Barcelona (Spain), and holds a B.A., M.A., and Ph.D. from the University of Barcelona. She has been a Spanish professor at Hood College in Frederick, MD, and has since 1981 chaired its Department of Foreign Languages and Literatures.

Those who have been teaching for some time know that in the United States, the number of students who speak an additional language has increased in the past 20 years. Routinely we have Latin American and American students together in the classroom, and they are sharing tables in the dining halls and rooms in the dorms. More and more we address an audience that sees the world in different terms and uses different words to describe it.

As with any situation that becomes generalized, bilingualism is surrounded by myths and stereotypes that affect Hispanic students in a special way.

Some English- and Spanish-speaking parents and even educators believe that bilingualism is detrimental to a child's education, that the student becomes "confused" in a verbal maze, hopelessly entangled, developing some idiosyncratic variety of "Spanglish" that will render her or him unable to function in either context. This linguistic "*mestizaje*" is perceived as a disadvantage, if not a stigma, that bars acceptance by mainstream American society. Some refuse to speak their native language for fear of being labeled or perceived as different.

A defective education in English and in Spanish, along with hostile social pressures, might lead to this undesirable state; in general, however, we will regard bilingualism as a handicap only if we take a narrow, provincial view of it.

The U.S. is culturally and geographically isolated. Its power internationally only contributes to this ostracism. It shares a border with Canada–where the same language is spoken, except in the francophone areas–and another with Mexico. Beyond that, it has little direct exposure to any other country. Our large cities house people from almost every nationality, but the heartland remains fairly homogeneous. In many parts of Africa, Asia, and Europe, there is an inherent awareness that not many miles away people speak a different language that shapes their culture. In contrast, bilingualism in the United States has been the exception. This status quo is changing slowly but surely.

As we make the transition, we can learn from other nations that bilingualism is an asset, as their long experience proves. In Switzerland and in Spain, four languages and several dialects are spoken; in Serbia and Croatia, multilingualism is a matter of fact; and most Scandinavians speak English fluently from early childhood. In Africa and many parts of Asia, monolingualism is unusual.

Are students in these countries confused or hindered by this condition? Is their development slowed down by the habit of thinking, speaking, reading, and writing in more than one language? No. Multilingual students find the acquisition of a new language much easier. Having broken the barrier that separates the mother tongue from all others, their minds are more flexible and receptive to new modes of expression.

As a student at the University of Barcelona, I can attest to this. Those of us from bilingual Spanish regions such as Galicia, Valencia, or Catalonia generally learned English faster and with less difficulty than our classmates who spoke only Spanish. Physiologically, our speech organs had been trained since a tender age to produce a wide range of sounds; mentally, we were equipped to accept that there is more than one way to name things and that different languages use different grammatical structures; subconsciously, we understood that one system of communication is neither more "logical" nor does it "make better sense" than the others.

Simple as this truism might seem, it can come as a startling discovery to those who have reached adulthood within the confines of a single language.

I am not necessarily advocating that immigrant Hispanic children continue to be educated in Spanish. There is ample evidence that they are more likely to succeed in the American system if immersed in English classes early on. They should, however, continue to take Spanish on a regular basis, parallel to their education in English. And they should be encouraged to read alternatively in one language and the other.

Our schools should help Hispanics maintain and enhance their bilingualism, just as schools in other countries do, and help American children to become bilingual. The human mind is fully capable of handling multiple languages effortlessly in the long run. Let's not underestimate it. Let's help our students, no matter their nationality or mother tongue, realize their mind's potential.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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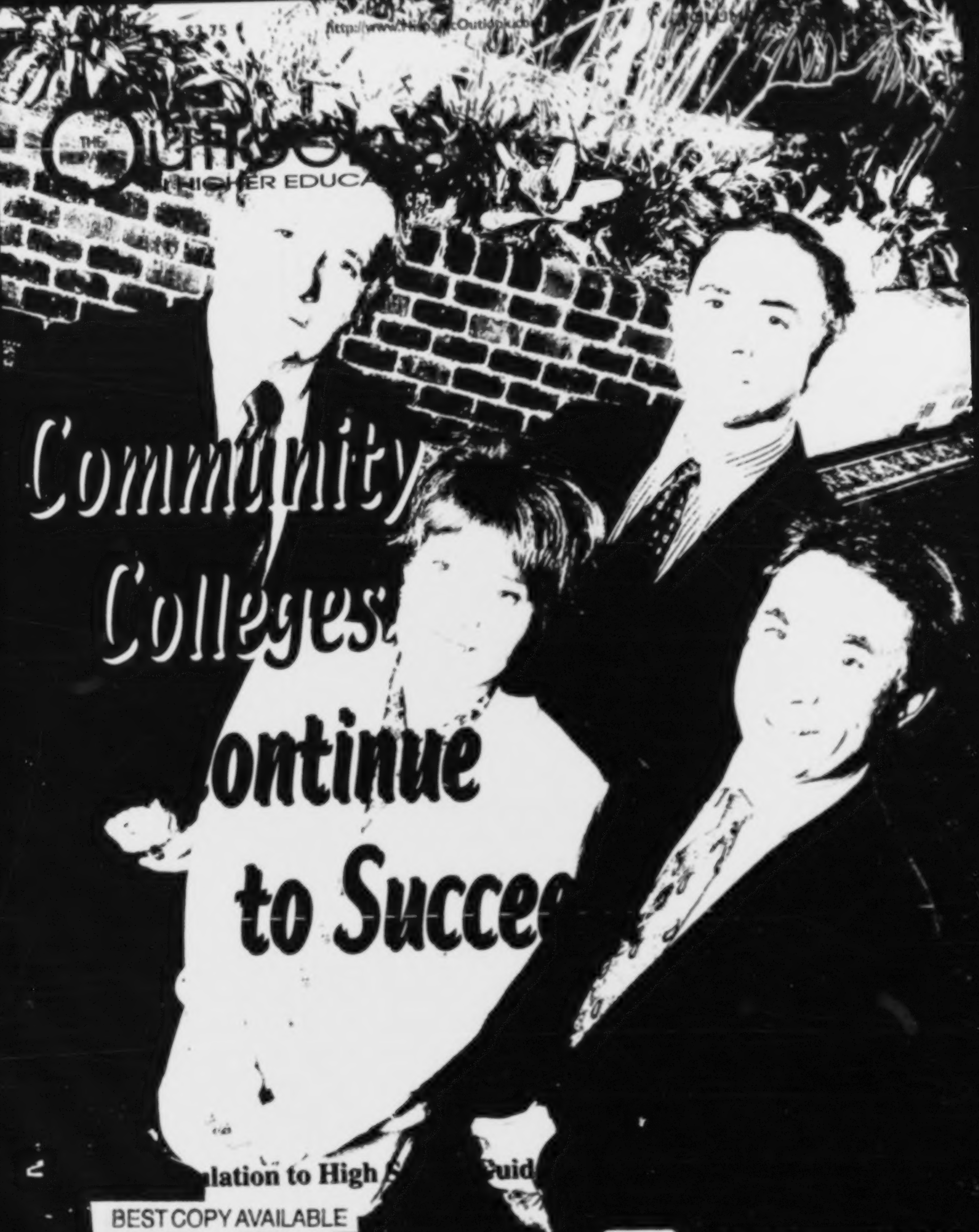

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All correspondence should include author's full name, address, and phone number.

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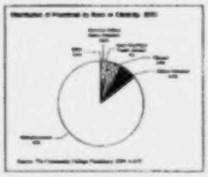

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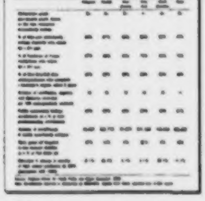

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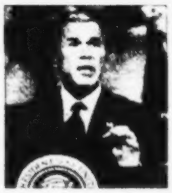

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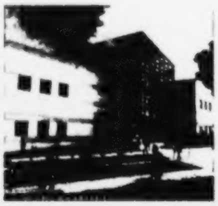

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Con Coraje a Los Cuarenta

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Esquina Editorial

Dear Colleagues:

We've said it before, but it is a truth that bears repeating. The community college is just about *el mayor* success story in the history of U.S. higher education.

The G.I. Bill got a lot of people into college who weren't getting there any other way, especially minorities. But today's community college embraces an even broader spectrum. More than half of college-educated Latinos attended a community college, and one in five of our nation's *maestros*.

Some leaders who've taken the two-year college into fertile new territory are Hispanic. We bring you reports of their achievements. And some interesting ideas about strategies for the future.

Of the 1,100 community colleges coast to coast, which ones enroll the most Hispanics? Graduate the most Hispanics? Take a look at our latest *lista* of the **Top 50 Community Colleges** in the country in both categories, data courtesy of the National Center for Education Statistics.

En esta edición, we also examine *la tempestad* over the affirmative action plan of the University of Michigan, a plan supported by national education organizations representing tens if not hundreds of thousands of academics, advocates, and their institutions. And opposed by President Bush. Oh, and by Linda Chávez, self-described "most hated Hispanic in America," who recently spoke at a New Jersey college, and *HO* was there, pen in hand.

Our next issue features an interview with a leading Latino journalist, reports on award-winning college programs and people, the innovations of Desi Arnaz, the power of campus/community volunteers, and insider perspectives on media, including a statistic on network news coverage of Latinos. Last year's added up to 3.98 hours. *Mil gracias* ABC, CBS, NBC, and CNN.

Hasta la próxima
Suzanne López-Isa
Managing Editor

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First Impression

by Isis Artze

INSIDE ADMISSIONS

Exemplary Wellesley

When a Hollywood studio arrived at Wellesley College last October, *The Boston Globe* reported, hundreds of students jumped at the chance to be extras in a Julia Roberts film. But the movie was set in 1953, so the role was limited to Whites–shutting out half the student body of 2,300 women. Today, more than 40 percent of the American students in its freshman and sophomore classes are Asian, Black, Hispanic, or Native American. While the College has no explicit quotas, Janet Lavin Rapelye, Wellesley dean of admissions, says admissions officers visit diverse high schools across the country and internationally. Wellesley President Diana Chapman Walsh told *The Globe*, "It's the product of a consistent, overt strategy in support of a deep institutional value." The College also attracts minorities with need-blind admissions and a recently instated $12,000 ceiling on student borrowing. Kelly Brown, advisor to Black students and a Wellesley alum, says she sees minority students more involved today than during her days on campus. "There is more work to be done," she says, "but there is evidence that beyond the percentages, students are creating an establishment in their own image."

"Love and Success at America's Finest Universities," a recent article in The Weekly Standard, presents observations of the personal relationships and success standards of today's top-tier college students. "The single most striking–if hard to define–difference between college campuses today and college campuses 20 years ago," writes author David Brooks, "is in the nature and character of the female students. They are self-confident, academically, athletically, organizationally, and in every other way." Female students are just as comfortable as their male counterparts with informal "hook-ups," as opposed to serious, committed dating, he says. These students say they are more concerned with their studies, extracurriculars, and platonic friendships. In terms of pre-college student success, Brooks critiques the status quo in which "the system does not encourage students to exert themselves." Instead, "the ones who thrive are the ones who can keep going from one activity to another." The upside is that these students arrive at college with "a basic faith in themselves," making them "remarkably eager to try new things" and "incredibly entrepreneurial." On the other hand, says Brooks, "in a weird way, the meritocratic system is both too professional and not career-oriented enough. It encourages prudential thinking and professional mindset in areas where serendipity and curiosity should rule, but it does not really give students, even the brilliant students at top schools, an accurate picture of the real world of work."

Dream Act Deferred?

HO recently reported that the U.S. has a double standard when it comes to "illegal" immigrant children–offering them an education through high school, but often hindering their admission to college and denying financial aid. The Dec. 15 edition of the *San Diego Union-Tribune* called attention to a complementary discrepancy in the article "Illegal Immigrants Can Get Degrees, Then Can't Get Jobs." But there may be some hope yet, if bipartisan bills introduced last year re-emerge in the current Congress. The Development, Relief, and Education for Alien Minor Act, known as the DREAM Act, would grant U.S. residency to certain undocumented immigrants who graduate from high school. Immigrants over 21 would qualify if they obtained their high school diploma or equivalent within four years of the law's enactment and are enrolled in college or have graduated from college. The bill would also make it easier for states to allow undocumented students to pay in-state tuition at public colleges, which is currently allowed in only California, Texas, New York, and Utah. A similar bill, the Student Adjustment Act, had been proposed in the house. MALDEF urges their re-introduction.

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Professor: Acrisio Pires
Conducted in: English

In his course syllabus, Pires begins by acknowledging that "as most language families, the Romance languages have common historical and typological features, although they also vary in significant respects." These similarities and differences are the focus of his course, with emphasis on "the interaction between innate knowledge (or universal grammar) and the triggering experience represented by the primary linguistic data to which speakers have to be exposed in the process of acquisition of their native tongue." Topics include connections between case and agreement, verb movement, word order, and subject-verb inversion. The course, directed to both linguistics and Romance language majors, also explores some of the consequences for language change among dialects of Western Romance languages"Brazilian and European Portuguese, Galician and Spanish, and French.

Every month, this section will profile a unique course pertaining to Hispanics, drawn from a wide range of departments in colleges and universities across the country. If you would like to submit a "1st Class" course, please e-mail the details or syllabus to MACOutlook@aol.com

READER QUERY: ARE MINORITY-STUDENT PROGRAMS SEGREGATIONIST?

Ethnic campus housing and support systems are usually applauded as signs that a college cares about its minority students and wants to ensure their success. But a new report by the New York Civil Rights Coalition, a nonprofit group that opposes most forms of affirmative action but promotes racial diversity, argues that minority-student programs have led to segregation at many colleges and are a form of racism. The report is based on an examination of promotional materials from minority programs at 50 public and private colleges and universities across the country, and on the range of services offered to minority students. It concludes that these programs are "segregationist" and "apartheid policies." *Do you agree that minority-student programs can be seen as a form of segregation? Please e-mail your response to* MACOutlook@aol.com

Targeting Higher Education

Diverse Challenges/ Creative Solutions: The Palm Beach Story

by Gustavo A. Mellander

Gus Mellander presided over a community college in one of New Jersey's most densely populated and ethnically diverse counties before heading south to George Mason. He's covered the nation's capital for HO *and published a book on Panamanian history. Now he tours a community college whose turf includes some of the poorest and the most posh communities in the U. S.–and serves them, it seems, with great success.*

More than half the college freshmen in the United States begin their college careers in a community college. Approximately a third are minorities. To be specific, more than 60 percent of all Hispanic students attending are enrolled in a community college.

The first public two-year "junior college" was founded in Illinois in 1901–Joliet Junior College. It had been championed by William Rainey Harper, president of the University of Chicago, who'd advocated separating the first two years of college from the University.

Six years later, California passed legislation to allow school systems to establish 13th and 14th grades. Several other states soon followed California's lead.

From those beginnings, and after many evolutionary changes, we now have approximately 1,100 community colleges in this country.

We explore one of them.

Palm Beach Community College

There are 27 community colleges in Florida. The first, Palm Beach Community College (PBCC), was established in 1933.

The words "Palm Beach" conjure up images of the rich and privileged, the adventures of the jet set, and an unending sea of fashionable parties. That is an accurate picture as far as it goes. Many glittering activities flood the calendars of a select few who live or spend their winter season on the island of Palm Beach. But the island is tiny and a very small portion of Palm Beach County.

The county is large–large enough to hold 1.2 million residents. Some areas are highly urbanized, others are very rural, and much of it is being rapidly converted into seamless suburbs with the resultant evergrowing traffic.

Palm Beach County presents a variety of challenges for any service-oriented institution. Fortunately, community colleges nationwide are accustomed to those realities.

To prepare this report, I visited the four widely different campuses that are part of Palm Beach Community College, and later met with its president, Dr. Dennis P. Gallon. The visits gave me the strong impression that PBCC is securely rooted in its community and has a clear vision of its future.

The College had a modest beginning, launched in the midst of the Great Depression. It grew into what is now a vibrant, respected institution.

Gallon Initiatives

Gallon arrived as president in 1997, after 25 years at Florida Community College at Jacksonville. There, he'd started as an adjunct teacher, then progressed through several positions to the presidency of its Kent Campus.

When Gallon arrived at Palm Beach, he found an institution with an excellent reputation for transfer degree programs but with a declining enrollment and few occupational programs. He decided to expand its focus. After conducting a needs analysis that included campus and community input, he began to develop a new mission that would make the College more comprehensive.

Highlights included expanding the Associate in Science programs; taking full advantage of the recently inaugurated Associate in Applied Science career courses of study. He also focused on Instructional Technology teaching and learning programs to provide both faculty and students with skills clearly needed in the 21st century.

And in what can only be considered by other college presidents to be an unusual coup, he helped fashion an agreement with the local secondary school establishment that transferred some 45 postsecondary occupational programs to the College.

Not only did this increase his enrollment, it opened brave new fields of study for an ever-growing segment of the county's population. Immigrants, migrants, and thousands of native-born students who heretofore have not been very well served by higher education are now actively recruited for professional or career education. Working adults can tap into a large and varied number of evening and weekend programs.

The College aggressively recruits students often disdained by others, and achieves an enviable retention rate. A recent Southern Regional Education Board report touted PBCC's success with retention–an enviable 82 percent that is considered outstanding.

Gallon credits his board and his faculty for that achievement–the board for its leadership and budgetary support; the faculty for its dedication and willingness to change to meet the needs of students wherever they are in their educational journey.

A significant amount of resources, he said, have been invested in retraining, in special laboratories, tutors, and faculty to guarantee that those who come to study, whatever their background, will be given every opportunity to succeed.

PBCC Demographics and Rankings

Palm Beach Community College is now attracting 45,000 credit and non-credit students a year. Sixty-nine percent of them attend part time; 56 percent are female. Most of the student body is between 21 and 39 years old. Sixty-five percent are Caucasians, 18 percent are Black, and 12 percent, Hispanic. Tuition is a relatively modest $50 per credit hour for state residents.

The College ranks 12th nationwide among community colleges as a producer of associate degrees. It is 17th in the number of degrees earned in health professions and related sciences. Of particular interest to *HO* readers, it is 37th in total degrees–in all disciplines–awarded to minorities.

English for Academic Purposes

Each campus offers a full range of courses for students for whom English is a second language. Catalogued with the more palatable nomenclature "English for Academic Purposes," these courses begin where community schools leave off.

Five levels of instruction are taught using the latest technology and software (ELLIS) to support learning, including voice recognition software for pronunciation assistance. Individualized tutoring is provided as needed.

The Lake Worth Campus

Arriving on this, the oldest campus, you sense not only the past, but a robust future. There is evidence of academic planning, construction, and a real-life vibrancy everywhere you turn.

Long noted for its successful transfer programs, Lake Worth recently began to offer a large number of occupational programs, hoping to serve yet another constituency.

It's by far the largest campus, with more than 11,000 students, 15 percent Black, and 13 percent Hispanic. Given its average growth in students per semester of between 15 and 20 percent, it is anything **but** a sleepy Southern campus. Ambitious plans to construct educational buildings and training centers are on track and will consume in the upcoming years.

Under the leadership of Provost María Vallejo (a member of the *HO* board of advisors) considerable input from the local community, the faculty, and the student body has gone into plans for renovation and construction. Regional and college needs assessments provided the foundation for the planning efforts.

There were a few unique twists. Pre-architecture students, for example, worked with college architects in the planning phase of these projects. Fine Arts students helped design the interiors and select the furniture.

The College is indeed comprehensive. Courses at Lake Worth range from the fine arts and humanities to welding and truck driving.

Given the state's need for more allied health professionals and for more classroom teachers, many successful collaborative programs have been established with local universities to provide students with hassle-free transfer opportunities. These two majors, plus business administration, are very much in demand.

Further, it is the only college in the state that has assumed responsibility for all the workforce/career and technical postsecondary education programs. They already account for about 25 percent of the student population and continue as a fast growing cohort.

Among its three exemplary community outreach programs is the Etta Ress Institute of New Dimensions, where more than 600 seniors attend classes every year. Hosted on campus, college-level course work is provided on a non-credit basis by an all-volunteer group of experts.

Secondly, a dental clinic staffed by 40 local dentists not only serves patients but provides useful "hands-on" experiences for College students. These volunteer dentists for their part are able to earn the continuing education credits they need.

The Duncan Theatre on campus brings professional shows from around the world and has done so for more than 15 years.

Belle Glade Campus

This westernmost campus is located in the most rural part of the county. Sugar cane, corn, citrus fruits, and some 15 varieties of rice undergird the region's economy. The campus has the largest geographical service area, and family incomes vary greatly within it, reflecting the differences between earnings of the migrant workers, corporation executives, and large landowners who live there.

The campus is the academic and cultural center of the region. Its student body includes about 15 percent Hispanics and 20 percent Blacks. The number of Hispanic students is expected to double in 15 years.

The most popular majors–business and education.

This campus, under the watchful eye of Provost Helen B. Franke, also serves a large number of dual enrollment students–high school and college–more than 600 at present. The state of Florida pays for their tuition and textbooks.

PBCC's modern Dolly Hand Cultural Arts Center brings quality cultural programs to the area and is also a home base for local groups. Every year, the College invites more than 12,000 local school students to attend cultural events at the Center.

Boca Raton Campus

This 6,500-student campus wisely takes full advantage of its proximity to the bustling main campus of Florida Atlantic University (FAU). A number of joint programs, 2-plus-2 programs, and the sharing of FAU's library provide PBCC students a variety of academic opportunities not enjoyed by most community college students nationwide.

The campus has a large group of international students. Fourteen percent of the total student body is made up of Hispanics from the Caribbean, Mexico, and elsewhere. Provost Dr. R. Celeste Beck proudly calls it "the technology campus." All classrooms are Internet connected. Students may register and even pay via the Web connections, and a great many courses are available online, offering distance learning opportunities.

The Eissey Campus at Palm Beach Gardens

The first impression you receive driving onto this campus is the incredible variety and abundance of native Florida flora. You're not surprised to be told by Provost Patricia J. Anderson that the campus is very environmentally focused. Buttressed by scientific research, the campus has carefully cultivated Florida plants. Procedures are in place to husband water resources, utilizing greenhouses and shade houses to complement the program. If one tree is removed, two more must be planted. The campus will not build where large oaks exist. And the wild animals, such as foxes, squirrels, and tortoises, are carefully protected. In short, steps are taken proactively to preserve this "green oasis."

Of its 6,300 students, 9 percent are Hispanic and 16 percent, Black.

Many of its programs offer students excellent transfer opportunities.

Its allied health programs, such as respiratory care, radiography, and a series of paramedic programs, work closely with several local medical institutions.

The Eissey Campus Theatre is a true community endeavor. Local community input helped plan the theatre and now plays a crucial role in its operation. Important musical and cultural productions are part of its fare throughout the year.

Another community outreach entity is the Early Learning Center. Its priority is to serve the children of students attending the College. Presently children from the age of three months to 5 years attend this learning oriented safe-environment center.

Colorado's Four Hispanic Community College Presidents

Top Row: Dr. Frank Armijo, Trinidad State Junior Coll.; Dr. Joseph Garcia, Pikes Peak Comm. Coll.
Bottom Row: Dr. Christine Johnson, Comm. Coll. of Denver; Dr. Thomas Gonzalez, Front Range Comm. Coll.

Learner-Centered Approach Called a "Moral Imperative"

by Donna Evans, Jennifer Frank, Penny Lamb & George Sánchez

A dramatic transition in Colorado's community college leadership has resulted in four Hispanic presidents among the 13 CEOs of the Colorado Community College System (CCCS), an unprecedented shift in the state's higher education oversight.

"Just as with all other facets of the public and private sectors, higher education needs to reflect the community it serves," said Jeannie G. Reeser, chair of Colorado's State Board for Community Colleges and Occupational Education (SBCCOE), a former state legislator and an active Hispanic political and community leader.

This new emphasis on Hispanic leadership comes as Colorado is experiencing a significant influx of minority workers.

"We need this workforce to be successful," said Dr. Thomas Gonzales, president of Front Range Community College (FRCC), the state's largest two-year institution. "We need to promote the welfare of minorities in our society and to assure that the Colorado economy prospers. We need Hispanics and other minorities to assume leadership roles so they can provide role models for people of color and, at the same time, help these future leaders advance."

"The role we must play is to make access to education a priority for others," said Dr. Christine Johnson, president of the Community College of Denver (CCD). She was honored this fall by the Denver Hispanic Chamber of Commerce as a Latino pioneer for becoming the first Hispanic woman president of a college or university in Colorado.

Johnson's sentiments were echoed by Joseph García, president of Pikes Peak Community College (PPCC) in Colorado Springs, who voiced the belief that not only should education be affordable and accessible, but that an "exceptional education is not just within the purview of a big university or college."

"It's the responsibility of the community college to provide a first-rate experience," he added. "We tell minority students that community college is the first step, but if our curriculum doesn't reflect that, we are misleading them."

In the southeastern corner of the state, Dr. Frank Armijo oversees Trinidad State Junior College (TSJC), founded in 1925 and the oldest community college in Colorado. Raised in Trinidad, Colo., Armijo is a homegrown president with deep community roots and an innate understanding of the College's role in and impact on lives. While he spent the better part of four decades away from his birthplace, he never lost sight of the College and its mission.

"I frequently visited my hometown during my 37 years of residence outside Trinidad," Armijo said. "TSJC is very diverse; there are many Latinos, as well as coal miners, ranchers, single mothers, and businessmen and women. I believe in carrying on the tradition of education as a foundation for those who don't expect to go to college."

The longest-serving CCCS president, FRCC's Gonzales has been at the helm of the College since 1991, a time when there was only a handful of Hispanic CEOs in the state's public and private sectors. Even with the appointment of the other three Hispanic presidents over the last two years, Gonzales doesn't believe things are all that rosy.

"I'm concerned that, in general, there seem to be fewer Hispanics moving into leadership positions today," he said.

Through the years, Gonzales personally has worked for increased minority representation on two fronts: first, to make college education, in general, more accessible to potential students, and, second, to improve access to professional development opportunities, the key to advancement in the workforce. At FRCC, one of his major legacies is a professional development program that has gained national recognition. In 2000, in honor of his efforts, the National Institute for Staff and Organizational Development presented him with the College President's Award for Outstanding Support of Staff, Program, and Organization Development.

A native Coloradoan, Gonzales is a founding member of the National Hispanic Community College Council (NHCCC), an affiliate council of the American Association of Community Colleges that actively promotes professional development to help Hispanics attain higher-level positions in the field. He was instrumental in initiating the Hispanic Community College Leadership program, funded by the Ford Foundation to train and develop future community college presidents. Many Hispanics who completed that program have done so.

"I am particularly proud of this contribution," Gonzales said, "though we still need more Hispanic leaders."

He believes that retirements may deplete the number of minority community college presidents in the U.S. in the next few years. "It is important that programs like these continue to help offset these losses," he said.

"Preparing the foundation to assume leadership is important," said TSJC's Armijo. "We need to identify Hispanics with potential, support them, mentor them, and help them move from one level to the next."

He believes that too many young, capable Hispanics don't see themselves as leaders. "It's usually a self-image problem, and we have to tailor our approach for the individual and help them rebuild that image."

PPCC's Garcia tells the story of his mother, who began her higher education at a community college when she was 55 and earned a bachelor's degree when she was 62, saying she was now armed with job market skills.

"In Colorado Springs, there are many high-profile individuals who started at PPCC," Garcia said. "The city's police chief, the first Hispanic to hold the job, got his AA at PPCC and now has a Ph.D."

Garcia serves as a role model, having taken a circuitous route to the College presidency. Armed with a law degree from Harvard, he spent a decade in a law firm before moving into the public sector as executive director of the Colorado Department of Regulatory Agencies, then as the Rocky Mountain regional representative of the secretary of the Department of Housing and Urban Development. With the end of the Clinton administration, he became the governmental affairs manager of Colorado Springs Utilities and not long afterward was asked to apply for the College presidency.

While keeping Hispanic leaders moving up the ladder is essential, enrolling minority students, especially those who are the first generation to attend college, is equally paramount. Unique in the state, CCD is the only college that has achieved ethnic parity with no dominant ethnic group among the student body. In the second year of a Title V grant to aid first-generation, low-income, and minority students, the College has retained 86 percent of these students. Under Johnson's leadership, emphasis is being placed on introducing high school students, especially those without college graduates in their immediate family that can serve as role models, to higher education.

"In an era focused on results, CCD's philosophy of putting learning first is one I deeply embrace," Johnson said upon her appointment as president. "Meeting the educational and economic needs of Denver's richly diverse community requires commitment and passion. Being learner-centered is a moral imperative, and if we care about the kind of society we want, and if we care about the role institutions must play to nurture and shape future citizens, workers and family members, becoming learner-centered isn't an alternative, but a mandate."

Johnson's more than 22 years as an educator–ranging from high school teacher, principal, central office administration, adjunct professor, community college administrator, and policy leader–have given her a rich background and deep understanding of student needs.

Among the efforts she has guided at CCD is the development and deployment of an academic intervention database to help track students as they progress through the College, making it easier to determine what students need and when they need it.

"CCD's mission and genius has been to pride ourselves not on our exclusivity, but on our openness and access. Flexibility and convenience for our students are our hallmarks," Johnson said, heralded throughout the College as accessible to students and employees. "We're known for the students we let in, not those we weed out. We have established ourselves on a culture of academic inclusion–not exclusion."

Underscoring the importance of such efforts, a report released last November by the Minority Student Achievement Network found that minority students aspire to succeed in education as much as do Anglo students. Researchers found that many Hispanic and Black students are at a disadvantage, having less access to a computer in their home and frequently living with only one or neither parent and that their parents are less likely to have a college degree than the parents of Anglo students.

"It's important for those first generation students," PPCC's Garcia said. "One thing we're doing in cooperation with the University of Colorado at Colorado Springs (UCCS) is getting students and their parents to visit us. It makes college less intimidating and not such a mystery. We make academia welcoming."

Similar efforts are proving successful at TSJC.

"It's very labor intensive," Armijo said, pointing out that while the College's recruiters are fixtures at high school fairs, many Hispanic students and their parents don't attend.

"We go to high school counselors and have them point out those students with high potential and at high risk. To recruit them, we call the student for an appointment with the whole family. We have to overcome the attitude that 'I didn't get an education and I did all right' and make the parents advocates for education. It's not easy, but it's easier than it was 10 years ago."

Last fall, PPCC hosted its first Latino Youth Leadership Conference, an annual event that had previously been held at a private four-year college and at UCCS. Garcia saw the move to PPCC as an opportunity to "introduce hundreds of potential new students to the wonderful opportunities that exist at the College."

Such proactive recruiting has become a CCCS hallmark, particularly among the four Hispanic CEOs.

"We've made some progress, but we've just started," said TSJC's Armijo. "It's just the tip of the iceberg. There is a lot to be done."

As organizations work to "grow" future Hispanic leaders, FRCC's Gonzales sees economic issues and a lack of support systems as major barriers. Economics is always an issue–very little that is worth doing can be done at no cost. But he believes current Hispanic leaders must be willing to spend time and money to advance the cause.

"If we are to increase the number of Hispanic job applicants for higher-level positions, we need to learn a lesson from our marketing departments and target these populations directly when we recruit," he said.

The other barrier is support systems. "I believe it is our duty," he said, "to create the support systems necessary to help the next generation of Hispanic and other minority leaders advance. Part of that is building relationships with national and community-based organizations. There are actually many resources out there for future Hispanic leaders."

Gonzales points to the fundamental changes community colleges are undergoing today, shifting from a 19th-century teaching-based paradigm to one that is learning centered. He views the old organizational structures and policies, even those intended to promote diversity, as possibly hampering leadership development. It is his opinion that when the focus is on the learning needs of students rather than programs, the need for faculty, staff, and administrators of all colors and cultural backgrounds becomes even clearer.

"Access for everyone is a fundamental goal of the State Board," Reeser said. "Our state system staff and all of our presidents are committed to this objective. Our Hispanic presidents, in particular, understand that inclusion and access lead to unlimited opportunities."

With this archetypal shift in the Colorado Community College System already underway and with the System's track record of access and inclusion, its Hispanic CEOs are now working to attract and retain the next generation of leaders.

HO

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AN AAEO EMPLOYER/EDUCATOR

An Overview of The Community College

by Alexandra Salas Rojas

Community college–a first point of entry into higher education–serves an incredible role in the lives of millions of students directly out of high school and, years later, for many in their 20s and 30s and even beyond.

The reasons why students choose community colleges vary but relate to affordability, location, accessibility, and a beginning and opportunity to pursue an education and ultimately professional goals. Many educators, nurses, and other technical and healthcare professionals began their careers in community colleges.

These two-year institutions serve about 10 million students, with an average age of 29.

Nearly half of all college students in the country attend community colleges. And 55 percent of all Hispanic American undergraduates do so.

The National Center for Education Statistics looked at associate's degrees granted to Hispanics since 1976-77 and found a notable increase–from 16,636 back then to 51,541 in 1999-2000.

In the academic year 2000-2001, 22 two-year schools in California awarded the most degrees to Hispanics, followed by nine in Texas, seven in New York, five in Florida, three in Arizona, and two in New Mexico.

Miami-Dade Community College ranked No. 1, with 3,211 degrees, 61.1 percent, to Hispanics. Of that number, 1,915 were Latinas.

Miami-Dade also accounted for the highest Hispanic enrollment, 63.2 percent of its total student population, 11,738 Hispanic males and 17,865 Hispanic females.

With few exceptions, Latina women outnumber their male counterparts at the Top 50 community colleges.

Other degree-granting institutions at which half or more of the student body was Hispanic included: Northern New Mexico Community College, El Paso Community College, East Los Angeles College, Southwestern College, Laredo Community College, South Texas Community College, Texas Southmost College, Del Mar College, Rio Hondo College, Imperial Valley College, Los Angeles Trade Technical College, Oxnard College, and CUNY Hostos Community College.

In Puerto Rico, the University College of Criminal Justice of PR awarded the highest number of associate's degrees to Hispanics, 1,040. Ramírez College of Business and Technology, which came in third, graduated the most women, 395, and 15 men.

According to the Digest of Education Statistics, 2001:

- The states with the largest number of public community colleges are California, Texas, North Carolina, Illinois, and New York.
- The majority of degrees awarded in community colleges were in liberal arts and sciences, general studies, business management, and administrative services, health professions and related fields, engineering-related technologies, computer and information sciences.
- During the 2000-01 school year, tuition and fees at public community colleges averaged $1,416.
- In 1999-2000, 62 percent of public community colleges had an open admissions policy, compared to 7.5 percent of public four-year colleges.

To help further the extensive potential and ongoing impact of community colleges, last fall the U.S. Department of Education awarded $15.3 million in new grant aid to improve academic programs, student services, and facilities, including laboratories and classrooms, to 33 Hispanic-Serving Institutions. Honorable mention to Cerritos College, Miami-Dade Community College, El Paso Community College, and Yakima Valley Community College, each of which received development grants between $384,000 and $450,000.

On the scholarship front, the Jack Kent Cooke Foundation generously awarded nearly $2 million to 79 community college students through its Undergraduate Scholarship Program beginning fall 2002. The scholarships provide up to $30,000 annually to 79 students representing two groups: students transferring from community colleges to four-year schools, and juniors and seniors continuing at their current four-year schools.

Increasingly, community colleges and related organizations work together on cohesive plans of action that promote higher achievement in academic and professional development. One such endeavor is the Future Leaders Institute (FLI) organized by the American Association of Community Colleges, which represents more than 1,100 associate degree-granting institutions. FLI is a five-day seminar targeting vice presidents, deans, directors, and other administrators. Margaret Rivera, AACC vice president of membership, says the organization expects the Institute to expand in the future due to many of the issues that concern community colleges and their students. FLI, slated for July 20-24 in Pittsburgh, Pa., will include sessions on team building, conflict resolution, legal issues, personnel motivation, ethics, and more.

HISPANIC Outlook TOP 50

These latest figures from the National Center for Education Statistics, U.S. Department of Education, based on a 95 percent response, rank the nation's community & junior colleges in number of associate's degrees awarded to Hispanics 2000-2001.

Community & Junior Colleges for Hispanics

Colleges awarding the most Associate's Degrees to Hispanics

Rank	Institution	State	Total Associate's	Total Degrees Hispanic	Male	Female	% Awarded To Hispanics
1	MIAMI-DADE COMMUNITY COLLEGE	FL	5,253	3,211	1,296	1,915	61.1
2	NORTHERN NEW MEXICO COMM. COLL.	NM	1,113	849	290	559	76.2
3	EL PASO COMMUNITY COLLEGE	TX	957	764	254	510	79.8
4	EAST LOS ANGELES COLLEGE	CA	909	688	211	477	75.6
5	CUNY–LA GUARDIA COMM. COLLEGE	NY	1,440	545	157	388	37.8
6	SOUTHWESTERN COLLEGE	CA	959	504	182	322	52.5
7	VALENCIA COMMUNITY COLLEGE	FL	3,354	487	194	293	14.5
8	SANTA ANA COLLEGE	CA	1,188	485	166	319	40.8
9	LAREDO COMMUNITY COLLEGE	TX	490	474	179	295	96.7
10	PASADENA CITY COLLEGE	CA	1,805	456	156	300	25.2
11	CUNY–BOROUGH OF MANHATTAN COMMUNITY COLLEGE	NY	1,803	454	142	312	25.1
12	SOUTH TEXAS COMMUNITY COLLEGE	TX	469	449	141	308	95.7
13	CERRITOS COLLEGE	CA	1,053	432	169	263	41.0
14	TEXAS SOUTHMOST COLLEGE	TX	448	424	117	307	94.6
15	MT. SAN ANTONIO COLLEGE	CA	1,112	397	156	241	35.7
16	BROWARD COMMUNITY COLLEGE	FL	2,271	383	151	232	16.8
17	TECHNICAL CAREER INSTITUTES	NY	1,009	378	246	132	37.4
18	DEL MAR COLLEGE	TX	724	376	146	230	51.9
19	RIO HONDO COLLEGE	CA	536	375	138	237	69.9
20	CUNY–BRONX COMMUNITY COLLEGE	NY	769	372	90	282	48.3
21	PIMA COMMUNITY COLLEGE	AZ	1,351	369	123	246	27.3
22	IMPERIAL VALLEY COLLEGE	CA	402	340	104	236	84.5
23	LOS ANGELES CITY COLLEGE	CA	738	337	139	198	45.6
24	FRESNO CITY COLLEGE	CA	1,110	326	107	219	29.3
25	SAN ANTONIO COLLEGE	TX	730	326	143	183	44.6
26	ALBUQUERQUE TECH. VOCATIONAL INST.	NM	840	325	120	205	38.6
27	LOS ANGELES TRADE TECH. COLLEGE	CA	603	312	128	184	51.7
28	CHAFFEY COMMUNITY COLLEGE	CA	967	311	81	230	32.1
29	SANTA MONICA COLLEGE	CA	1,681	311	123	188	18.5
30	EL CAMINO COLLEGE	CA	1,171	296	113	183	25.2
31	KEISER COLLEGE	FL	3,504	280	98	182	07.9
32	NASSAU COMMUNITY COLLEGE	NY	2,692	272	107	165	10.1
33	REEDLEY COLLEGE	CA	644	264	58	206	40.9
34	RIVERSIDE COMMUNITY COLLEGE	CA	1,269	262	102	160	20.6
35	OXNARD COLLEGE	CA	450	247	84	163	54.8
36	HARTNELL COLLEGE	CA	469	245	85	160	52.2
37	HOUSTON COMM. COLLEGE SYSTEM	TX	1,098	242	78	164	22.0
38	HIGH-TECH INSTITUTE	AZ	772	239	194	45	30.9
39	MODESTO JUNIOR COLLEGE	CA	1,005	239	77	162	23.7
40	FULLERTON COLLEGE	CA	860	237	80	157	27.5
41	ST. PHILIPS COLLEGE	TX	501	237	111	126	47.3
42	KATHARINE GIBBS SCHOOL-NYC	NY	732	233	95	138	31.8
43	VENTURA COLLEGE	CA	849	229	92	137	26.9
44	CITRUS COLLEGE	CA	766	227	74	153	29.6
45	CUNY–HOSTOS COMMUNITY COLLEGE	NY	345	227	39	188	65.7
46	SAN JOAQUIN DELTA COLLEGE	CA	1,056	224	78	146	21.2
47	COLLEGE OF THE SEQUOIAS	CA	731	224	68	156	30.6
48	HILLSBOROUGH COMMUNITY COLLEGE	FL	1,692	223	80	143	13.1
49	UNIVERSAL TECHNICAL INSTITUTE INC.	AZ	1,348	220	220	0	16.3
50	CENTRAL TEXAS COLLEGE	TX	1,799	219	132	87	12.1

HISPANIC Outlook

TOP 50

Community & Junior Colleges

by Hispanic Enrollment

Rank	Institution	State	*Total U.S. Students Enrolled	Total Hispanics Enrolled	Hispanic Male	Hispanic Female	% U.S. His Students Enrolled
1	MIAMI-DADE COMMUNITY COLLEGE	FL	46,834	29,603	11,738	17,865	63.2
2	EAST LOS ANGELES COLLEGE	CA	27,199	19,727	9,543	10,184	72.5
3	EL PASO COMMUNITY COLLEGE	TX	18,001	15,003	5,526	9,477	83.3
4	CERRITOS COLLEGE	CA	24,536	13,975	5,985	7,990	57.0
5	SANTA ANA COLLEGE	CA	27,571	12,496	6,362	6,134	45.3
6	RIO HONDO COLLEGE	CA	19,506	11,420	6,169	5,251	58.5
7	MT. SAN ANTONIO COLLEGE	CA	28,329	11,369	4,696	6,673	40.1
8	HOUSTON COMM. COLLEGE SYSTEM	TX	40,929	11,008	4,974	6,034	26.9
9	SOUTH TEXAS COMMUNITY COLLEGE	TX	11,319	10,717	4,190	6,527	94.7
10	LOS ANGELES TRADE TECH. COLLEGE	CA	18,164	10,517	6,447	4,070	57.9
11	SOUTHWESTERN COLLEGE	CA	17,994	10,385	4,278	6,107	57.7
12	SAN ANTONIO COLLEGE	TX	19,253	9,582	3,882	5,700	49.8
13	PIMA COMMUNITY COLLEGE	AZ	28,078	8,281	3,582	4,699	29.5
14	FRESNO CITY COLLEGE	CA	19,351	8,106	3,872	4,234	41.9
15	PASADENA CITY COLLEGE	CA	22,948	7,761	3,355	4,406	33.8
16	CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE	IL	15,466	7,619	4,128	3,491	49.3
17	EL CAMINO COLLEGE	CA	24,067	7,393	3,393	4,000	30.7
18	TEXAS SOUTHMOST COLLEGE	TX	7,776	7,328	2,941	4,387	94.2
19	SANTA MONICA COLLEGE	CA	27,868	7,283	3,159	4,124	26.1
20	ALBUQUERQUE TECH. VOCATIONAL INST.	NM	17,265	7,269	3,021	4,248	42.1
21	LOS ANGELES VALLEY COLLEGE	CA	17,393	7,139	2,978	4,161	41.0
22	LAREDO COMMUNITY COLLEGE	TX	7,322	7,026	2,904	4,122	96.0
23	RIVERSIDE COMMUNITY COLLEGE	CA	22,107	6,814	2,660	4,154	30.8
24	LOS ANGELES CITY COLLEGE	CA	15,174	6,795	3,115	3,680	44.8
25	CITY COLLEGE OF SAN FRANCISCO	CA	39,386	6,656	3,051	3,605	16.9
26	SAN DIEGO CITY COLLEGE	CA	27,165	6,457	2,796	3,661	23.8
27	FULLERTON COLLEGE	CA	19,993	6,198	2,840	3,358	31.0
28	LONG BEACH CITY COLLEGE	CA	20,926	6,135	2,809	3,326	29.3
29	CHAFFEY COMMUNITY COLLEGE	CA	15,220	5,988	2,266	3,722	39.3
30	CYPRESS COLLEGE	CA	21,361	5,932	2,647	3,285	27.8
31	IMPERIAL VALLEY COLLEGE	CA	6,775	5,816	2,077	3,739	85.8
32	CITY COLLEGES OF CHICAGO-RICHARD J DALEY	IL	9,800	5,800	2,398	3,402	59.2
33	CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE	IL	12,015	5,599	2,356	3,243	46.6
34	BROWARD COMMUNITY COLLEGE	FL	27,389	5,496	2,203	3,293	20.1
35	AUSTIN COMMUNITY COLLEGE	TX	25,735	5,484	2,531	2,953	21.3
36	DEL MAR COLLEGE	TX	9,936	5,253	2,170	3,083	52.9
37	VALENCIA COMMUNITY COLLEGE	FL	27,565	5,031	2,067	2,964	18.3
38	BAKERSFIELD COLLEGE	CA	14,466	5,025	1,960	3,065	34.7
39	CUNY–BORO. OF MANHATTAN COMM. COLL.	NY	15,875	4,873	1,698	3,175	30.7
40	COMM. COLLEGE OF SOUTHERN NEVADA	NV	29,905	4,866	2,252	2,614	16.3
41	LOS ANGELES MISSION COLLEGE	CA	6,782	4,670	1,584	3,086	68.9
42	CITRUS COLLEGE	CA	11,486	4,568	1,836	2,732	39.8
43	CUNY–LA GUARDIA COMM. COLLEGE	NY	11,778	4,401	1,485	2,916	37.4
44	PALOMAR COLLEGE	CA	21,062	4,397	2,113	2,284	20.9
45	SAN BERNARDINO VALLEY COLLEGE	CA	12,025	4,337	1,849	2,488	36.1
46	COLLEGE OF THE SEQUOIAS	CA	10,251	4,332	1,793	2,539	42.3
47	MODESTO JUNIOR COLLEGE	CA	15,158	4,268	1,720	2,548	28.2
48	SAN JOAQUIN DELTA COLLEGE	CA	16,973	4,242	1,640	2,602	25.0
49	HARTNELL COLLEGE	CA	7,757	4,212	1,810	2,402	54.3
50	REEDLEY COLLEGE	CA	9,081	4,208	1,442	2,766	46.3

* Total U.S. student enrollment including non-residents

Top Community & Junior Colleges for Hispanics in Puerto Rico

Puerto Rico two-year colleges awarding most associate's degrees to Hispanics

Rank	Institution	Total Degrees Hispanic	Male	Female
1	UNIVERSITY COLLEGE OF CRIMINAL JUSTICE OF PR	1,040	822	218
2	HUERTAS JUNIOR COLLEGE	486	241	245
3	RAMIREZ COLLEGE OF BUSINESS AND TECHNOLOGY	410	15	395
4	COLEGIO TECNOLOGICO DE SAN JUAN	185	80	105
5	INSTITUTO TECNOLOGICO DE PUERTO RICO	178	103	75
6	INSTITUTO TECNOLOGICO DE PR-RECINTO DE PONCE	149	93	56
7	ICPR JUNIOR COLLEGE-GENERAL INSTITUTIONAL	147	43	104
8	INSTITUTO TECNOLOGICO DE PR-RECINTO DE SAN JUAN	137	86	51
9	ELECTRONIC DATA PROCESSING COL OF PR INC-SAN SBSTN	127	23	104
10	ICPR JUNIOR COLLEGE-MAYAGUEZ	109	26	83

Puerto Rico two-year colleges reporting highest Hispanic enrollment

Rank	Institution	Total Degrees Hispanic	Male	Female
1	HUERTAS JUNIOR COLLEGE	1,956	976	980
2	NATIONAL COLLEGE OF BUSINESS AND TECHN-BAYAMON	1,942	546	1,396
3	NATIONAL COLLEGE OF BUSINESS AND TECHN-ARECIBO	1,222	351	871
4	ELECTRONIC DATA PROCESSING COL OF PR INC-SAN SBSTN	1,081	339	742
5	COLEGIO TECNOLOGICO DE SAN JUAN	962	512	450
6	UNIVERSITY COLLEGE OF CRIMINAL JUSTICE OF PR	867	701	166
7	INSTITUTO TECNOLOGICO DE PR-RECINTO DE SAN JUAN	797	560	237
8	INSTITUTO TECNOLOGICO DE PUERTO RICO	659	407	252
9	UNIVERSAL TECHNOLOGY COLLEGE OF PUERTO RICO	647	425	222
10	RAMIREZ COLLEGE OF BUSINESS AND TECHNOLOGY	595	80	515

Overview of Associates Degrees Granted

1976-77	404,956	16,636	4.142
1978-79	396,745	16,269	4.148
1980-81	410,174	17,800	4.411
1982-83	n/a	n/a	n/a
1984-85	429,815	19,407	4.583
1986-87	436,304	19,334	4.479
1988-89	432,144	20,384	4.787
1989-90	450,263	22,195	4.997
1990-91	462,030	24,251	5.325
1991-92	494,387	26,905	5.530
1992-93	508,154	29,991	6.007
1993-94	529,106	32,074	6.178
1994-95	538,545	36,013	6.811
1995-96	553,625	38,163	7.021
1996-97	563,620	42,645	7.711
1997-98	555,538	45,627	8.399
1998-99	559,954	48,643	8.862
1999-00	564,933	51,541	9.295
2000-01	578,865	57,288	10.098

Photo © CUNY–Borough of Manhattan Community College

4 Community Colleges–

All Building Success with Hispanic Students

by Michelle Adam

The *Hispanic Outlook* looks at four institutions that work with sizable populations of Hispanic students–Valencia Community College, Fla.; Del Mar College and San Jacinto School District, Texas; and Riverside Community College District, Calif.–to see what and how they're doing.

Valencia Community College

Valencia has close to 500 corporate education/training partnerships, including those with AT&T, Florida Hospital, Lockheed Martin, NationsBank, Sea World, SmithKline/Beecham, Universal Studios, and British Airways.

With its four campuses, two centers, and more than 52,000 students, Valencia Community College is the fourth largest of Florida's 28 community colleges. Hispanics make up the biggest minority population at the school, at 18.3 percent.

Valencia opened its first East Campus in 1975, and since then the Osceola campus, established in 1997, has become its first Hispanic-Serving Institution, with 33.8 percent Hispanic students.

Given the size of Valencia, it's impressive to see how many programs the school has established to address the needs of Hispanic, first-generation, and poor students. Through the school's Access program, Hispanic students are provided with advising, outreach, and cultural activities in an effort to increase retention and graduation rates of this population. Other programs include Academics in Motion, a program of academic services, moral support, and childcare assistance for low-income, first-generation students, and English for Academic Purposes, a program for speakers of other languages to bring their English skills to a level that will help them improve grades, gain better jobs, and increase wages. Hispanic students from four area high schools are also offered a monthly after-school program called Alcanza. Valencia helps these students prepare for college with academic, motivational, career planning, and financial aid workshops, as well as mentoring and tutoring.

Valencia's efforts have not gone unnoticed. The school was chosen by *Time* in 2001 as one of the nation's colleges that excels at helping first-generation students thrive.

In 1998-99, it was named the Community College of the Year by the National Alliance of Business. This may well be because Valencia has worked very hard to build relationships with high schools, universities, and corporate partners to strengthen academic scholarship and academic development. The school has close to 500 corporate education/training partnerships, including those with AT&T, Florida Hospital, Lockheed Martin, NationsBank, Sea World, SmithKline/Beecham, Universal Studios, and British Airways.

The majority of Valencia students receive associate of arts degrees, with a large number studying business. A smaller percentage pursues Associate of Science degrees.

"We are known in the community for our film program and our nursing program, and we are trying to become better known for our high-tech classes," said Carol Traynor, Valencia's coordinator of marketing and media relations.

Most recently, Valencia won a $675,000 federal grant to attract more Hispanic high school students into nursing careers. The Pathways into Nursing program will help high school students in Osceola County (where the population is 29.4 percent Hispanic) begin taking college-level pre-nursing courses, with incentives to attend nursing beyond high school graduation. Said Traynor, "We felt the numbers weren't as high as we wanted them to be. I think this grant will help increase the number of Hispanics in our nursing program."

Currently, Hispanics make up 9 percent of those enrolled in the registered-nursing program at Valencia, despite a much larger percentage of Hispanics in Orange and Osceola counties. With the new grant, Valencia will finally offer nursing at its Osceola campus, and in doing so, hopes to attract more Hispanics from the local area.

A host of celebrities–Howie Dorough of the Backstreet Boys, Brody

Martínez, and Raúl Molina of C Note, dancer Ana Sophia Pomales and more–have attended Valencia. Despite the recognition it's gained, Valencia is no different than so many community colleges facing state budget cuts. The school is the second largest college in the state, and it ranks dead last in state dollars per student. The College has been growing so much faster than its state funding, and the effect has been to force Valencia to turn away students. Last fall, 3,000 applicants were denied access.

Despite these challenges, Valencia continues to receive accolades for a job well done.

Del Mar College

Del Mar's nursing program is known for its great success in graduating a predominately Hispanic population.

In 1983, Del Mar College in Corpus Christi, Texas, erected a new health sciences building in honor of Dr. Clotilde P. García. By the time the García Health Sciences Building was opened, García had practiced medicine for 30 years (an unusual feat for a Latina of her time), had served on the school's board of regents for 20 years, and had held firm to her vision of expanding the school's health science offerings.

Back then, the García Health Sciences Building was designed to accommodate 130 students in 10 health science programs. Today, Del Mar College grants more than 248 health science degrees and 85 certificates, and is the largest provider of health sciences education south of San Antonio. García set the groundwork for a burgeoning health science program that has since drawn large numbers of Hispanics. After all, Hispanics make up 52.9 percent of the College's 24,000 students. *Community College Week* ranked the school 18th in conferring associate degrees to Hispanic students, and 32nd in conferring associate degrees in nursing, a program that draws one of the largest number of Hispanic students (57 percent) within the health sciences. "We have done exceptionally well. We provide faculty that are representative of our community," said Registered Nursing Department Chair Blanca Rosa García about her program. She had recently attended a gathering of educators in nursing in Washington, D.C., where she was invited to speak about how Del Mar's nursing program had become so successful in graduating a predominately Hispanic population. Given the shortages of minorities in health care, García stands in an enviable position. "The whole idea of culturally competent health care is important. The people in Washington wanted to know how do we do it," she said. "We just want success for all of our students."

Approximately 64 percent of all students are first-generation at Del Mar. To address their needs, the College offers a freshman seminar course in which students are taught the essentials of college survival, from test taking and note taking to time management. Students also learn in clustered programs in which teachers pair up in teaching classes, and students have the opportunity to share a host of classes with their peers.

Said Claudia Jackson, assistant to the president for community relations, "We think the paired classes opportunity is less of a sink or swim situation. It allows students to feel they are a part of a group. We feel that this helps improve our retention, and it's being perceived as so successful by our faculty that we are doing more of the clustered classes."

Del Mar College, situated on the Gulf of Mexico and near the Mexican border, was founded in 1935. While the largest percentage of students are enrolled in health sciences and technology classes, the College offers 150 credit and non-credit courses in the arts, sciences, business, and more.

As with many community colleges, Del Mar has watched enrollment climb from 9,463 students to 11,208 during the past 20 years, while state dollars have dropped. This has posed a specific challenge. And last October a tornado ripped through the school's West Campus. Many buildings were destroyed and maimed, with damages estimated at more than $2 million.

Today Del Mar is picking up the pieces, and, with its usual optimism, hoping to build another health sciences building to house its burgeoning and successful programs.

San Jacinto College District

San Jacinto works closely with school districts to build education ladders that take students from kindergarten to college through state-approved tech-prep initiatives, articulations, and dual-credit programs.

Located in Houston and Pasadena, Texas, The San Jacinto College District serves 23,932 students. The College is made up of three campuses, North, Central, and South, 10 extension centers, and a student population that is 26.1 percent Hispanic.

To continue drawing in and supporting Hispanics, San Jacinto hosts a Hispanic Leadership Conference every early spring. The school invites high school students to spend a half-day on the campus, hearing motivational speakers and learning about the advantages of staying in school. These students are also paired up with San Jacinto students.

"It is a big networking day," said Rosie Flores, college relations specialist and club advisor of the Hispanic Heritage Society at the College. "We would have 300 students coming, but we had to cut back to half of that. It was getting too big and crowded. We are hoping to have 150 to 180 this year."

The San Jacinto College District began in the early 1960s, and today resides near many of the world's largest import and export companies, oil and chemical refineries, manufacturing firms, and the Johnson Space Center. The school actually helped fund the Aerospace Academy for Engineering and Teacher Education, and, through it, works with young people to develop their math and science skills. San Jacinto is heavily involved in workforce development and retraining for the aerospace industry, and provides the nearby Johnson Space Center astronauts with emergency medical training.

San Jacinto is known for its medical sciences programs, especially nursing, which attracts large numbers of Hispanic students. "Our nursing program is strong, and we have a lot of affiliations with hospitals," said Roy Waldrep, director of communications. "Houston is a major medical center," and San Jacinto has gotten a lot of attention within it, he says.

San Jacinto also works closely with surrounding school districts to build educational ladders that take students from kindergarten to college through state-approved tech-prep initiatives, articulations, and dual-credit programs.

Every spring San Jacinto offers a College Admissions Day at local high schools. The school invites parents to attend, and offers guidance and support in Spanish and English. "A lot of students are first-generation," said Flores. "We try to reach out to the Latino community and try to inform them of what college admissions is about and how to get started."

One Latino community member who attended San Jacinto is Juan Manuel, the classical, flamenco, and jazz guitarist, composer and singer. Other familiar names include Roger Clemens and Andy Pettitte, both starters for the New York Yankees, Tony Award winner Tommy Tune, and actor Patrick Swayze.

Riverside Community College District:

Riverside's collaborative Physician Assistant Program reports a national certifying examination pass rate of 100 percent for its first graduating class.

If you try calling Riverside Community College District in Riverside, Calif., don't be surprised to discover that all messages are in both English and Spanish. Last fall, Hispanics made up 31.1 percent of its total population of 31,725. The numbers of Hispanics attending Riverside's three campuses very much reflect the diversity of the Riverside area, which is 60 miles east of Los Angeles.

The District is made up of three campuses, which are located in the cities of Riverside, Moreno Valley, and Norco–three of the fastest growing areas in the county in terms of population.

Riverside Community College (RCC) offers more than 100 comprehensive programs to aid students who are seeking transfer to a four-year college or university, or a two-year degree, a professional certificate, occupational training, or simply to update their work skills. Students have the opportunity to internationalize their education through courses conducted in England and Mexico.

The Riverside Community College/Riverside County Regional Medical Center (RCC/RCRMC) Physician Assistant program was recently recognized as "fast gaining a reputation for turning out well-prepared graduates." Now in its third year, the fully accredited program reports a national certifying examination pass rate of 100 percent for its first graduating class.

According to Beverly Buckley, marketing coordinator, Hispanic students at Riverside tend to make up a large percentage of the students in classes of nursing, cosmetology, and automotive studies. Some notable Hispanic figures who have been a part of the school include the 1997 Alumnus of the Year, Ernest Z. Robles, founder and president of the National Hispanic Scholarship Fund, Clarence Romero, Carnegie Foundation's 2001 National Community College Professor of the Year, and Mary Figueroa, who recently became the first Hispanic woman elected to serve as RCC's board president.

Clarence Romero was responsible for starting the Latino Educators of Tomorrow program at Riverside. The program provides academic support, guidance, and encouragement to at-risk undergraduate students who want to pursue a career in teaching.

Buckley says that a lot of the students who come to the campus are from small schools, and "they get lost," and that the Romero program "creates a kind of family organization."

Riverside provides multiple programs for Hispanics, first-generation, and low-income college and high school students. The Puente program helps students transfer to four-year colleges and universities by providing writing instruction (which includes exploring Chicano/Latino authors), academic and career counseling, and mentoring with academics and professionals from the community. Through Upward Bound, low-income high school students participate in college-level courses, tutoring, and field trips in an effort to prepare them for a college education. The Passport to College program at Riverside–recognized as one of 10 model programs by former President Bill Clinton–will offer free tuition to a large percentage of local students who graduate from high school in 2004 with a minimum C average.

Although the Riverside downtown campus dates back as early as 1916–"one of the oldest community colleges in the state, and possibly in the country"–the school continues to keep up with the modern-day demands of its diverse population of students.

Incredible Journeys Launched at Bronx Community College

Biomed Research Program an Important Pipeline

by Inés Pinto Alicea

Over the past 24 years, a program at Bronx Community College (BCC) in New York has dedicated itself to boosting the numbers of minorities in the scientific pipeline by introducing them to and giving them experience in biomedicine.

BCC of the City University of New York, founded in 1957, is only one of two community colleges in the nation that offers the Minority Biomedical Research Support Program, or MBRS. Twelve students participate in the program each year at the 53-acre campus located in the University Heights section of the Bronx. More than 300 students have gone through the program. And more than 60 percent pursue careers in science, said John W. Davis, chairman of the Department of Biology and Medical Laboratory Technology at BCC and head of the MBRS program.

"Minority students are often not exposed to biomedical research laboratories in elementary, junior high, or high school," said Davis. "When they read science texts, it's almost like a foreign language to them. And that may turn many of them off. Those who are inquisitive and want to pursue science further really do have opportunities through Bronx Community College's MBRS program."

Davis said it's difficult to assess the full impact of a program such as MBRS at a community college because of the long time-span between the students' community college experience and their completion of a professional degree.

"It will help most of these students reach dreams that they probably once thought were totally out of their reach," said Davis. "It will improve the science profession by introducing new approaches and interpretations in the field. It will lead to a more 'balanced' playing field in the biomedical sciences."

Nearly 75 percent of the students who have gone through the MBRS program, he said, arrived at BCC with weak foundations in reading, writing, and/or mathematics but ended up graduating as science honors students. Davis said the program helps the students realize their true capabilities for science and helps them overcome any fears or uncertainty and any lack of confidence about being researchers or scientists.

"To me, that's phenomenal," said Davis. "We have done a remarkable job in my eyes in moving these students into science classes where they can say 'hey, this stuff really isn't that hard. I really like this. I can do this. I can choose to study for a scientific career.'"

The program helped make science a reality for Ediberto García, a second-year medical student studying at Albert Einstein College of Medicine to become a physician. Though García knew he wanted to become a doctor, he said he had not contemplated medical research until he participated in the MBRS program. His participation gave him a love for conducting research and has him exploring ways to incorporate research into his future career.

Before MBRS, "I saw 'the scientist' and the scientific enterprise with much respect, but actually never thought it was possible for me to participate in it," said García. The program "showed me that research is very doable, that I could be part of the team finding answers to many of the challenging questions in medicine. It gave me the opportunity to become familiar with the language and ways of the scientist in the biomedical field."

Dr. John Davis with student

The MBRS program has three goals: to increase minority representation in the biomedical research field; to increase faculty activity in biomedical research; and to increase biomedical research activities at minority institutions.

During the program, students learn a variety of laboratory research techniques and skills involved with scientific careers, such as how to read and write research papers, design experiments, collect and interpret data, and present their findings and research data at national and local scientific meetings. Students may also participate in the preparation of reports for publication, and a poster presentation at the BCC Science Day. Students may even get their names in a science publication.

The program also pairs students with mentors in research labs at local colleges and hospitals where they participate in experiments. Thus far, students have worked as undergraduate research assistants in research labs at Mt. Sinai School of Medicine, New York-Presbyterian Medical Center, the Bronx VA Hospital, and at four-year schools such as Lehman College and City College. Among the activities that the mentors carry out are teaching students experimental design and methodology, assigning them experiments to perform, and showing them how to interpret the results of their experiments.

The MBRS program includes two components: a one-semester introduction to scientific research, followed by a summer placement in a research laboratory; and, the year-long MBRS Research Aide Program, in which selected students have the opportunity to work in a research laboratory on campus under the direction of a BCC faculty member.

Students are recruited into the MBRS program from science classes in the fall. The initial introduction to laboratory research in MBRS is provided through the Research Enrichment Activities Project (REAP), a semester-long class in the spring in which students learn how to design experiments, read and write scientific papers, and evaluate research. The class includes on-campus seminars with leading scientists and a national science conference. Then students sign up for a second class, which involves a summer internship. A grant pays each student a stipend for working in a research laboratory for 35 hours a week for 8 weeks. REAP is funded by the National Institutes of Health Minority Biomedical Research Support Program. Students may receive six college credits for participation.

After the summer internship, selected students are invited to continue conducting biomedical research in an MBRS research laboratory in biology, chemistry, or social science and participate in a variety of science and research activities throughout the school year, depending on the funding available. The MBRS program has been funded since inception by the National Institute of General Medical Sciences, which is part of the National Institutes of Health.

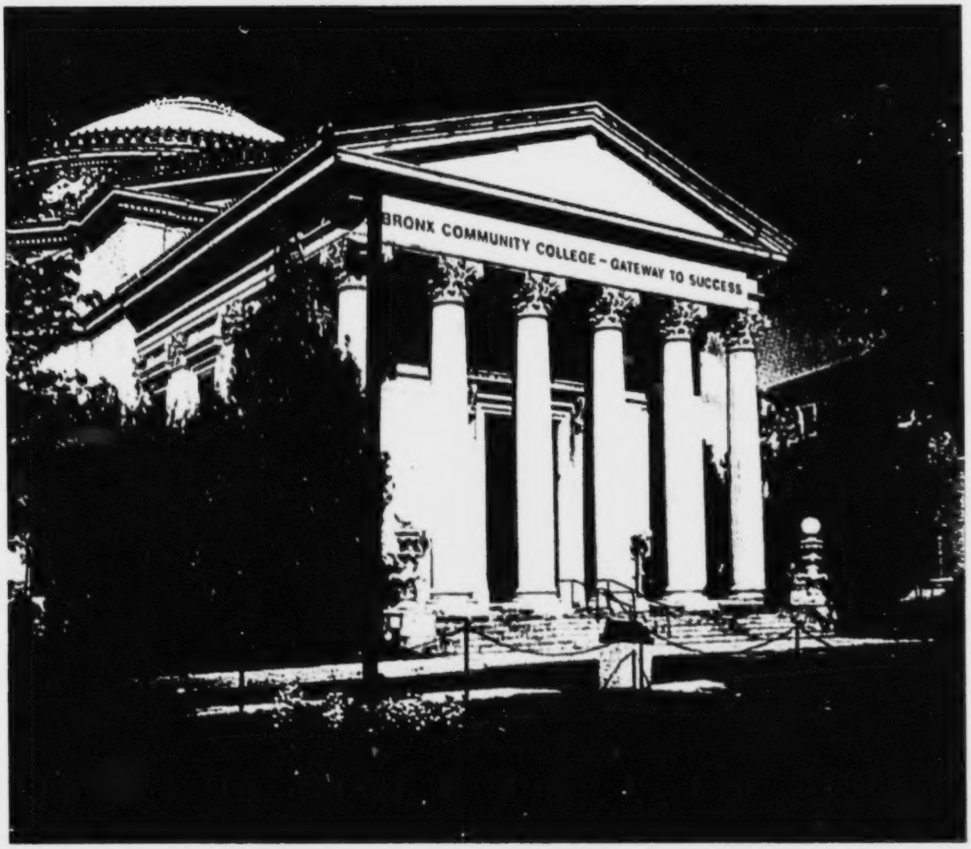
For Leonardo Santana, who graduated in December 2002 from Lehman College of the City University of New York (CUNY), in the Bronx, the MBRS program made many of his dreams a reality. He arrived in the United States at the age of 17 from his native Dominican Republic knowing little English. He knew he wanted to be a physician, but his first challenge was to learn the language well enough to study and pass his college courses. Santana and his professors marvel at how quickly he learned the language. He joined the MBRS program after one year of remedial courses and has worked at the Bronx VA Medical Center Neurology Department as part of his involvement in the program that he continued at Lehman.

"I was having problems communicating when I entered the Minority Biomedical program, but the improvement at the end of that summer was amazing for everyone, including me," said Santana. "Now, I go around to different colleges presenting the work of my lab. This November, I even presented a poster at the Society for Neuroscience Annual conference in Orlando, Fla. About 28,000 people attended. It was just awesome."

Vincent Kissel, a BCC professor of biology and REAP director, said many of the students who enter the program are initially apprehensive about studying science and pursuing work in a laboratory.

"When they see the scientific journals, they don't think they can understand them," said Kissel. "We have to sort of comfort them. After their summer in the lab, they find out that it is something they can do. Even if they don't decide to go into science, they know science is not something to be fearful of."

A student interested in the MBRS program must be a full-time BCC student who has complet-



Nearly 75 percent of the MBRS students arrived at BCC with weak foundations in reading, writing, and/or mathematics but ended up graduating as science honors students.

ed one semester at the College, has an interest in science, and a minimum cumulative academic index of 2.5 to apply. Students also must be able to dedicate up to 20 hours per week to research activities during the school year and 35 hours per week to research during the summer. Participants receive financial support for their time and for travel to one major science conference. Students in the past have been paid $7.50 per hour for working in the labs in the summer, Davis said. Priority is given to students who want to pursue a biomedical career.

The college offers an associate's degree in medical laboratory technology. Many students involved in the MBRS program come from that division as well as from the other science courses offered at BCC.

Dale Lewis, a researcher and scientist in genetics and molecular biology at the National Institutes of Health in Maryland, attended BCC with the intention of earning a medical laboratory technology degree from the College and not furthering his education. He said his family was just thrilled that he was going to college because he was the first in his family to attend. Fate stepped in and Lewis was soon approached by a professor who encouraged him to become involved in the MBRS program.

"From there, it took off," said Lewis, who later earned his master's and doctoral degrees in molecular biology from Princeton University.

The program not only exposed him to the many opportunities available to him in science; it also kept him on course to excel in his studies. He recalls struggling in one class and his adviser got him a tutor to help him get through the challenges of the class.

But Lewis said it is disheartening to see so few minorities in the sciences. He still finds himself alone in the institutions he has passed through in his career. So he tries to work with minority students who come out of the National Institutes of Health to serve as a mentor to them. Mentors make a huge impact on the careers of students, he adds.

"A mentor can make you or break you," said Lewis. "My mentor had confidence in me and exposed me to the opportunities out there."

Santana said he, too, would like to see more minorities in science. At the professional conference he attended in Orlando, he said he saw few U.S.-based Latino scientists. He is grateful to the people involved in the MBRS program who have helped draw a clear path to his goal of becoming a physician who will also conduct research. He hopes to find at least one answer to a medical mystery, he said.

"Minorities are needed in science," said Santana. "If I were really famous, I would come out on TV with a lab coat and a test tube in my hands and say to all minorities 'We want you.'"

BCC has nearly 7,000 students, and nearly 50 percent are Latino. The College ranks 20th among schools granting associate degrees to Latinos in the nation.

The Pipeline [redacted] Presidencies:

PROBLEMS AHEAD FOR LATINOS

CEO Preparation Needed NOW for Community Colleges

by Marilyn Gilroy

Community college leadership is in peril. The rate of presidential retirements is on the rise, and there are not enough qualified replacements in the pipeline. Moreover, it does not appear that community college presidential appointments are moving in a direction that reflects the racial and ethnic diversity of the United States.

This is the conclusion reached by a number of experts who have analyzed the latest research on the community college presidency. A survey of two-year college chief executives has revealed that nearly half say they will be retiring in 6 years or less. That number jumps to 79 percent when the timeline is extended to 10 years. Most of the 936 presidents surveyed expressed concern about the narrow pipeline for potential leaders, which does not contain enough seasoned professionals or enough minorities to carry on the vital mission of the nation's community colleges.

"The pipeline for the presidency has typically been through faculty and academic administration, and it's a fairly long route," said Margaret Rivera, vice president, member and information services, at the American Association of Community Colleges (AACC). "And now we have huge retirements not just in the presidency but in the pipeline, meaning that faculty administrators and chief executives are retiring. Miami-Dade has seven campuses and five CEOs have announced that they are retiring."

The data that is generating concern for the future was released last April and was based on a survey entitled "2001 Community College President: Career and Lifestyle Survey." The research was conducted by George B. Vaughan, professor at North Carolina State University, and Iris M. Weisman of Antioch University. The final report was distributed by the American Association of Community Colleges as part of its periodic review of community college presidents.

A second survey, "Perspectives on Community College Leadership: Twenty Years in the Making," conducted in 2002 by Marilyn Amey of Michigan State University, reached similar conclusions when it studied the career pathways to the presidency.

George B. Vaughan, professor at North Carolina State University

For many analysts, the key question that has emerged is: how and where will we find the next generation of community college leaders? With no textbook or "how-to" guide to follow and no sense of an emerging pool of presidents, it remains to be seen how this potential gap will be filled.

"With the rate of anticipated retirements, there is an urgent need to collaborate on expanding and preparing the pool of leaders," said Rivera.

So where are the people who can lead this sector of higher education, those who understand the history of the community college with its open access, relatively low cost, and innovative approaches to teaching and learning? Can we predict anything about future leaders by looking at current trends and examining the trail followed by those who got to the top?

To begin with, the two surveys which sounded the alarm provided a snapshot of the current situation. Some of the findings include:

- Women have made progress in leadership positions. In 2001, the number of female presidents at the nation's 1,200 community colleges jumped to 27.8 percent, a substantial increase over the 17.8 percent reported in the 1996 survey.
- Female presidents are younger than their male counterparts; female presidents' average age is 54 and male presidents', is 57.
- Since 1984, the most common pathway to the presidency has been through academic administrative positions.
- The representation of ethnic or racial minorities remains static, with approximately 14 percent of the presidents identifying as members of an ethnic or racial minority.
- Hispanics held 5.5 percent of presidencies and African Americans, 6.4 percent.

The fact that minority leaders have not gained any ground in the last 10 years is cause for dismay, especially since the community college student population has become more diverse. Approximately 60 percent of Latinos enrolled in higher education attend community colleges, yet the expected increase in Latino leadership has not occurred. However, Margaret Rivera believes that a shift is occurring, even if it is not visible in the numbers.

"These kinds of things move slowly," she said. "You have to remember that community colleges have always been more than 50 percent women, and yet we are only now seeing that the presidency is starting to reflect those numbers."

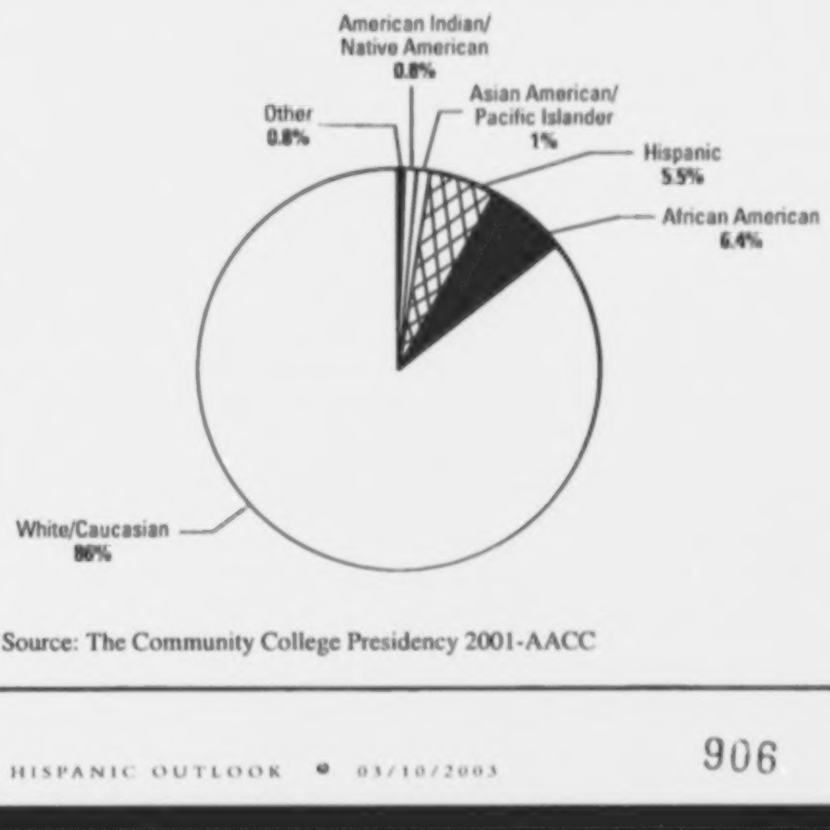
Rivera is not sure that current figures tell the whole story.

"One of the problems with the aggregate number is that it's hard to see changes," she said. "We have been trying to track the new hires as they come on board. I have done the CEO workshop for the last three years, and the faces I see are more diverse. Years ago, it was mostly a White male group. We are seeing evidence that there is an increase in Hispanics at various levels of administration."

Despite some optimism, Rivera knows that more must be done. AACC is mounting a new initiative, Leadership 2020, to address the crisis. It calls for major action in the recruitment, preparation, and support of presidents and upper level managers.

"In the next 10 years, community colleges need to replace 800 of the 1,150 presidents," states the AACC report. "Yet the preparation of presidents and community college leaders has declined, and the number of people prepared to step into leadership roles at higher levels, including the presidency, has dramatically declined."

Distribution of Presidents by Race or Ethnicity: 2001



Source: The Community College Presidency 2001-AACC

The report was issued in November, shortly after AACC's bimonthly publication, *Community College Journal*, devoted a whole issue to the topic of leadership. Some of the Leadership 2020 strategies call for AACC to use its resources and its prestige to recruit, train, and place a diverse pool of talented middle- and upper-level administrators.

If a new generation of presidents is to be cultivated and the number of minorities in leadership positions needs to grow, what can the background and workload of the current group of leaders tell us about the future? What does the data say about the trail that leads to the presidency?

For one thing, the career and lifestyle survey shed light upon how current presidents spend their time. And it does not include much teaching. It does, however, include fund-raising, politicking, and community service.

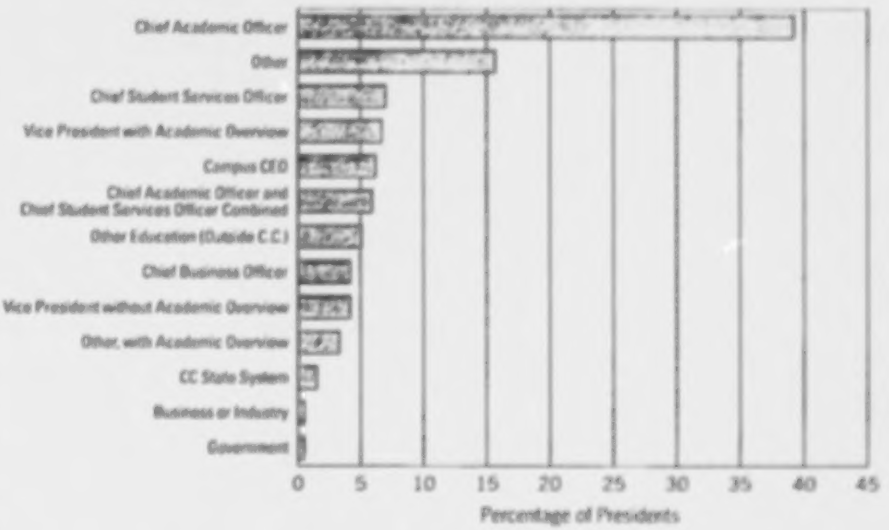
On average, teaching takes up less than 1 percent of presidents' time, although most presidents have taught full- or part-time in a community college at some point in their career.

But that percentage is dropping, with 53 percent of the presidents reporting part-time teaching experience, and much of that is not necessarily recent. Although no one is suggesting that teaching experience is not valuable, it may not be an essential prerequisite for future leaders.

How then do CEOs spend their time?

About 56 percent of the workload is devoted to internal activities meetings and administrative tasks, with 31 percent of work time focused on external relations. The external relations are divided among community groups, fundraising, and legislative activities. Many presidents keep in touch frequently with local, state, and federal representatives for the purpose

Position Held Prior to First Presidency: 2001



Source: The Community College Presidency 2001-AACC

of promoting the interests of their community colleges.

And there are a lot of meetings with officials of business and industry, either on a weekly or monthly basis. In addition, 95 percent of the presidents hold seats on the boards of community or nonprofit organizations.

Presidents are also committed to mentoring. When asked whether they had a formal mentoring relationship with a potential future community college leader, approximately half indicated that they had.

In developing recommendations for preparing future administrators, George Vaughn advocates that "each community college president in the nation should mentor one individual on his or her campus whom he or she has chosen as a future community college leader."

All of these responsibilities seem a bit daunting, and it is thus no surprise that 71 percent of the presidents reported working more than 50 hours per week. As one CEO said, "Everyone wants a piece of the community college president."

For this reason, the AACC guidelines for an effective community college president call for an individual who knows how to be an "advocate with philanthropists and legislators, has an understanding of workforce and economic development issues, has interpersonal and transformational skills, promotes diversity, and is committed to creating a student-centered environment in teaching and learning."

Although the skills needed by presidents of the future include those needed today, analysts say that tomorrow's candidates also must have a command of technology, an adaptive management style, and an entrepreneurial spirit.

In terms of background, the current trend shows that degrees and academic management experience still count on the trail to the presidency. About 88 percent of the presidents held a doctorate, either a Ph.D. or Ed.D., as their highest degree, and 55 percent came to their positions through academic administrative positions.

If a doctorate remains as the one of the keys to presidencies, vice presidencies, and deanships, it does not bode well for Latinos, whose doctoral attainment rate falls below 4 percent nationally.

Michael Gutiérrez, of Mountain View College in Texas, who wrote recently about the issues and challenges in Latino leadership in community colleges, said "the data is not encouraging." Gutiérrez and two colleagues, Cindy Castaneda and Stephen Katsinas, published a study showing that the percentages of doctorates awarded to Hispanics across all education fields actually declined over the last 20 years. Furthermore, the main path to the presidency is usually a chief academic officer position, and Latinos in the study held fewer than 2 percent of those positions.

More obstacles exist during the search process, notes Gutiérrez, when the academic credentials of Latinos may be questioned if they have not attended a prestigious school or earned their doctorate from a major research university. But the biggest roadblock to the presidency may be cultural barriers.

"Cultural barriers includes negative interpretations of the same behavior in minorities that is encouraged in majorities," said Gutiérrez, writing in *Community College Journal of Research and Practice*.

"For example, self-confidence, energy, tenacity, risk taking, and a sense of humor are seen as leadership qualities. Those same qualities exhibited by minorities are often misconstrued as arrogance, aggressiveness, and a lack of seriousness."

However, there may be light at the end of the tunnel. For one thing, Amey's study reinforces the notion that the path to the presidency is changing. New evidence suggests that presidents with administrative experience that includes non-academic positions within higher education are beginning to emerge in small numbers. In addition, some community college boards of trustees have begun to rethink the structure of their search processes. Amey believes that the changing definition of presidential leadership, coupled with the use of headhunters and a broader network to solicit interested candidates, will result in new pathways.

Another factor in the mix is that diversity is taking hold more strongly, even in areas that have been traditionally homogeneous. That makes AACC's Rivera feel optimistic about the future of diversity in community college leadership.

"Once again, it is important to note that change happens slowly," she said. "For example, there is a small community college in rural Missouri where there recently has been an influx in the number of Hispanics because of the farming industry. So, for the first time, the community college is teaching ESL, and slowly, over time, there will be a change in the faculty and administration of that college which will reflect diversity."

Baccalaureate Access through Two-Year Colleges: What does it take to make it work?

by Tony P. Martinez and Alison P. Martinez

"If a state has built a system of higher education that is structured to make two-year colleges a primary point of entry, then that state is obligated to make sure that two-year colleges are a viable point of access," Jane Wellman declares. "If they don't make sure that transfer works, then they are avoiding responsibility to accommodate the next generation of students."

Wellman is a senior associate with the Institute for Higher Education Policy. Her study, State Policy and Community College-Baccalaureate Transfer, has just been published by the Institute jointly with The National Center for Public Policy and Higher Education.

The Institute for Higher Education Policy is a private, nonprofit, nonpartisan organization founded in 1993. The central focus of its studies is access to postsecondary education.

The National Center for Public Policy and Higher Education is a private, nonprofit, nonpartisan organization devoted to action-oriented analyses of policy issues. Its founding chairman of the board of directors is North Carolina's four-term Gov. James B. Hunt, Jr. Hunt is nationally recognized as a leader in improving public education, from preschool through graduate school.

Disparities Affect Hispanics

Wellman cites statistics showing that 30 percent of non-Hispanic White adults have attained the baccalaureate degrees by age 24, while only 6 percent of Latinos have done so.

"The biggest single reason for the difference in baccalaureate degree completion is that the majority of students of color who attend postsecondary education initially enroll in public community colleges and do not transfer to complete the baccalaureate degree," she writes. "Even if the roots of this disparity lie in K-12, the largest barriers to progress are internal to postsecondary education."

Educators and legislators, working together, can tear down the barriers, and Wellman's report shows how.

> ***Wellman finds that the "high-performing" states have better articulation between "structural" policies, such as governance, planning, and funding of higher education, and "academic" policies, such as admission standards, curricula, and transfer of course credit.***

"A lot of states do a good job of data collection," Wellman told *The Hispanic Outlook*, but they are not focusing on policy priorities. "States are getting better at documenting all the different directions of transfer, but they have lost sight of the high priority for policy intervention that transfer from two-year to four-year institutions has."

When a student earns credits at a two-year institution, then enrolls in a baccalaureate program at a four-year institution, the event is called "2/4 transfer."

"Numerically, 2/4 transfer affects many more students of color than does the more prominent issue of affirmative action," Wellman writes. "While the baccalaureate degree may not be the best or only goal for all students, there is no public policy rationale for why it should be a lesser goal for students of color than for White students."

Research by Anthony P. Carnevale of the Educational Testing Service adds to our understanding of the Hispanic experience in higher education and the labor market. In *Education = Success: Empowering Hispanic Youth and Adults* (ETS and The Hispanic Association of Colleges and Universities, 1999), Carnevale reports that half of Hispanic students initially enroll in two-year programs, compared to only a third of non-Hispanic Whites. He estimates that 54.2 percent of students who start out at public, two-year institutions drop out in the first year, while only 30.0 percent of those who start at public, four-year institutions do so.

The result is that only 27 percent of Hispanic students transfer from two-year to four-year institutions. They invest time, effort, and money in higher education but end up with little to show for it.

Merely attending college has small value in the labor market. Attaining the associate degree permits an average 21 percent gain in wages, compared to the high school diploma. But the big gains go to those who achieve the baccalaureate degree–31 percent–and professional degrees–63 percent higher average earnings than the high school diploma permits. Moreover, it is the good jobs in growing fields such as education, health care, management, etc.–which more and more require the baccalaureate degree–that open doors to leadership in our society. To achieve a fair share of leadership roles, Hispanics need a fair share of college degrees.

Community Colleges to the Rescue?

Demand for higher education is growing much faster than funding. Although there are some parts of the country with shrinking enrollments due to regional demographic trends, overall, nationwide enrollments are growing too fast for four-year institutions to accommodate. Policymakers are looking to community colleges to provide the first two years of higher education for more and more students, because costs are lower.

The key question is whether this policy works. If a student who is qualified and motivated to achieve the baccalaureate starts off in a two-year program, will he or she successfully transfer to a four-year program? Or will the student end up with a lesser credential?

Wellman studied states that already rely heavily on community colleges for lower-division education of baccalaureate-bound students. She identified three states where 2/4 transfer works well (Florida, New York, and North Carolina) and three where it works poorly (Arkansas, New Mexico, and Texas.)

Persistence, by Racial and Ethnic Group

(Persistence = Number of baccalaureate degrees granted in 1996–97 divided by number of first-time freshmen in 1991)

	White Non-Hispanic	*Black Non-Hispanic*	*Hispanic*	*Asian*	*Unidentified/ Other*	*Total*
ARKANSAS						
First-time Freshmen						
Number	16,289	3,402	130	195	341	20,357
Percentage	80.02%	16.71%	0.64%	0.96%	1.68%	100%
Baccalaureate Degrees						
Number	7,568	981	62	128	475	9,214
Percentage	82.14%	10.65%	0.67%	1.39%	1.68%	100%
Persistence	46	29	48	66	139	45
FLORIDA						
First-time Freshmen						
Number	54,775	13,303	11,988	1,955	9,689	93,162
Percentage	58.80%	14.28%	12.87%	2.10%	10.40%	100%
Baccalaureate Degrees						
Number	32,447	5,300	5,817	1,618	2,348	47,530
Percentage	68.27%	11.15%	12.24%	3.40%	4.94%	100%
Persistence	59	40	49	83	24	51
NEW MEXICO						
First-time Freshmen						
Number	7,068	555	5,319	214	100	14,771
Percentage	47.85%	3.76%	36.01%	1.45%	0.68%	100%
Baccalaureate Degrees						
Number	3,845	155	1,842	111	373	6,326
Percentage	60.78%	2.45%	29.12%	1.75%	5.90%	100%
Persistence	54	28	35	52	373	43
NEW YORK						
First-time Freshmen						
Number	108,673	20,877	16,538	8,716	20,280	175,084
Percentage	62.07%	11.92%	9.45%	4.98%	11.58%	100%
Baccalaureate Degrees						
Number	65,723	9,381	6,760	7,227	7,301	96,392
Percentage	68.18%	9.73%	7.01%	7.50%	7.57%	100%
Persistence	60	45	41	83	36	55
NORTH CAROLINA						
First-time Freshmen						
Number	40,444	12,401	504	778	947	55,074
Percentage	73.44%	22.52%	0.92%	1.41%	1.72%	100%
Baccalaureate Degrees						
Number	26,422	5,797	382	789	812	34,202
Percentage	77.25%	16.95%	1.12%	2.31%	2.37%	100%
Persistence	65	47	75	101	86	62
TEXAS						
First-time Freshmen						
Number	86,047	15,574	28,400	4,371	20,698	138,295
Percentage	62.22%	11.26%	20.54%	3.16%	14.97%	100%
Baccalaureate Degrees						
Number	48,893	5,226	11,191	3,299	2,566	71,175
Percentage	68.69%	7.34%	15.72%	4.64%	3.61%	100%
Persistence	57	34	39	75	12	51
NATIONAL						
First-time Freshmen						
Number	1,742,295	269,412	169,978	104,178	137,131	2,422,994
Percentage	71.91%	11.12%	7.02%	4.30%	5.66%	100%
Baccalaureate Degrees						
Number	878,460	91,986	60,902	67,086	74,445	1,172,879
Percentage	74.90%	7.84%	5.19%	5.72%	6.35%	100%
Persistence	50	34	36	64	54	48

Source: National Center for Education Statistics, 1991, 1997.

As shown in the table, "Persistence," it makes a big difference where a student lives. A Hispanic freshman at a North Carolina community college has a 75 percent chance of getting the BA/BS degree within six years. In New Mexico he or she has only a 35 percent chance.

What makes the difference?

Wellman finds that the "high-performing" states have better articulation between "structural" policies, such as governance, planning, and funding of higher education, and "academic" policies, such as admission standards, curricula, and transfer of course credit. Their overall pattern of policies related to 2/4 transfer is more coordinated, perhaps because their statewide coordinating boards have policy authority and budget review responsibility.

Each state exemplifies different elements of an effective 2/4 transfer plan because of each state's different history.

In Florida, the legislation that first created the public community college system, in 1957, called for strong articulation between the two- and four-year institutions. Accordingly, graduation requirements are standardized at 60 hours for the associate and 120 hours for the baccalaureate degree. There is a common framework for the general education core curriculum–mandatory for public institutions, and voluntarily adopted by the majority of private colleges. There is a common prerequisite list for each degree program.

Approximately 55 percent of Florida's undergraduates are enrolled in community colleges. All who earn associate degrees are guaranteed admission to four-year college. Seventy percent of those who complete the associate program do enroll in a public, four-year college within five years of leaving the community college.

In New York, private, four-year colleges are the single largest sector of higher education, with 36 percent of total undergraduate enrollments in 128 institutions. Overall demand for postsecondary education in New York is projected to grow only 1 percent per year. Thus, many four-year institutions, both public and private, welcome transfer students.

New York makes the most of its strong private education sector with, among other measures, the Bundy program. This $45 million incentive package provides state funds to private colleges based on degrees awarded: $600 for associate's degrees, $1,500 for bachelor's degrees, $950 for master's degrees, and $4,550 for doctoral degrees. Many private colleges offer tuition assistance and other forms of aid for transfer students from community colleges in their region. Almost 35 percent of New York's 2/4 transfer students do move to independent four-year institutions.

Characteristics of the Six States

	Arkansas	*Florida*	*New Mexico*	*New York*	*North Carolina*	*Texas*
Completion grade (composite grade, based on the four measures immediately below)	D+	B+	D–	A–	B+	D+
% of first-year community college students who return for a 2nd year	54%	61%	52%	62%	52%	41%
% of freshmen at 4-year institutions who return for a 2nd year	67%	80%	69%	78%	80%	73%
% of first-time/full-time undergraduates who complete a bachelor's degree within 5 years	32%	52%	30%	53%	56%	43%
Number of certificates, degrees, and diplomas awarded per 100 undergraduate students	15	18	12	19	19	14
Public community college enrollments as a % of total postsecondary enrollments	38%	55%	55%	29%	43%	51%
Number of enrollments in public community colleges	38,997	320,710	51,674	241,502	143,006	432,362
State grant aid targeted to low-income families as a % of Pell Grant aid	12%	14%	9%	92%	8%	13%
Expected % change in number of high school graduates by 2010 (compared with 1999)	–2.1%	26.4%	5.1%	9.1%	20.1%	11.7%

Source: National Center for Public Policy and Higher Education, 2000.
Note: Enrollments reported in *Measuring Up 2000* differ slightly from those reported later in this report.

In North Carolina, the school-age population is projected to grow 20 percent in the first decade of this century, and the state wants to increase the percentage attending college. The board of governors of the University of North Carolina (which oversees all public, four-year institutions) and the State Board of Community Colleges developed a plan to fulfill the growing demand for higher education, which the Legislature enacted in 1995.

The plan strengthens the 2/4 transfer function while maintaining high academic standards. A general education transfer core curriculum applies to all associate degree programs in all state institutions, and community college students who lack the high school courses required for admission to the University of North Carolina must add two foreign language courses.

In the late 1990s, the Legislature increased community college tuition with the purpose of taking advantage of the new federal tuition tax credit. Two-thirds of the new money went to beef up college budgets. At the same time, the Legislature used one-third of the new money to create new need-based financial aid programs, so that the poorest students could still afford higher education.

North Carolina's public, two-year institutions had previously concentrated on vocational preparation. Now, with their expanded mission, the state's junior colleges enroll 38,369 students (fall 2000) in associate-degree programs, which prepare them for baccalaureate programs.

Lessons Learned

The six states that Wellman studied differ in history, philosophy, funding patterns, and policies for higher education. Although "their success in achieving diversity in enrollments varies widely," she writes, "All have substantial disparities between racial and ethnic groups in retention and baccalaureate degree completion.... All the states are struggling with the uneven quality of high school preparation for college."

Nevertheless, the factors that influence and support 2/4 transfer are largely within the control of states and institutions working together, and 2/4 transfer can make a big difference, Wellman finds. The first thing needed is a "policy audit."

Outside consultants are not usually necessary.

"For example, North Carolina energized 2/4 transfer," Wellman reports. "They looked at the demographic numbers and made it a priority to take action. They had faculty people come up with criteria for transferability. Their recommendations were adopted. Now North Carolina has a good structure, and it was accomplished by faculty, trustees, and others who were already there in the system."

A policy audit calls for "looking at state and institutional policies in their most robust form," Wellman explains. "What plans are in place in your state?"

"Look at accountability structures," the researcher advises. "Are you rewarding four-year colleges for time-to-degree? That may be penalizing them for accepting transfer students.

"Look at the articulation between two-year and four-year institutions in their degree requirements. Is it hard to transfer credits?" Wellman maintains it shouldn't be hard. Instead, coordination of curricula and course numbers should make it routine to transfer credit.

Tuition and financial aid may be set up to encourage 2/4 transfer.

It is essential to look at the higher education system as a whole. No one gains when, as in New Mexico, 65 percent of Hispanic community college freshmen never make it through any four-year institution.

"Either transfer has to be viable," Wellman concludes, "or else we have to find other ways to get low-income students to the baccalaureate. Otherwise it is a false promise of access."

Linda Chávez and Affirmative Action

Photo © Meredith Cooper

Positions Fueled by Personal Experience

by Mary Ann Cooper

Linda Chávez, president of the Center for Equal Opportunity, and syndicated columnist, addressed students at Bergen Community College (N.J.) on the hot-button issue of affirmative action amid speculation that the Supreme Court was about to render a judgment that could not only strike down the University of Michigan's affirmative action policy, but potentially dismantle all diversity admissions preferences based on race. While the Bush administration has stopped short of calling for a total ban on racially based preferences in higher education, Chávez said she looked forward to what she called a "colorblind equal opportunity" society.

"I actually did apply for a grant from the Ford Foundation, which was being given specifically to Mexican-Americans."

"I don't believe we will ever get to be a nation where we see ourselves as one nation and one people if we continue to pick winners and losers on the basis of the color of our skin," Chávez told a near capacity crowd of BCC students who listened quietly to her speech.

Prior to her address, Chávez gave some insights into her passionately held beliefs in a one-on-one interview with *HO*.

"I'm too old to have ever benefited from affirmative action in college admissions. They didn't have the programs when I started school. By the time I graduated from college, I actually did apply for a grant from the Ford Foundation, which was being given specifically to Mexican-Americans. At the time I was certainly on the left, so it didn't violate any principles that I had at the time. But, frankly, it was my experience in part that turned me around on this issue."

Chávez went on to explain the interview process that turned her off. "The first thing that happened was I was brought in and asked to describe my background. And I talked about growing up poor, having an alcoholic father with a ninth-grade education, the travails of my childhood, and then going to the University of Colorado and helping start the affirmative action program there and teaching. At the conclusion of my soliloquy the first comment was, 'My, you speak English so well!' Well, I was going for a Ph.D. in English literature so I sort of hoped I would speak English well."

Things went from bad to worse after that. "Then one of the other interviewers, a Puerto Rican woman, insisted on questioning me in Spanish. I'm 10th-generation in what is now the United States. The whole thing got totally bizarre. By the end of the discussion, I was told that there was a problem with my Graduate Record Exam scores. I started giving all these excuses about how the baby had been up with colic the night before and that's why I hadn't done better. That's why I had only [finished] in the 93 percentile. And that was the problem. I had [finished] in the 93rd percentile."

As Chávez connected the dots, she believed that all her diligence and efforts would, ironically, work against her. "Obviously, I wasn't disadvantaged. Forget about your background, forget about the fact that you grew up poor and went to six different schools by third grade and all of that. If you spoke English well and did well on tests, you couldn't be an authentic Mexican-American for purposes of their program."

Chávez was infuriated by the message that personal experience conveyed to her. "I think it is inherently racist to look at someone because you are Black or Hispanic and know really nothing else about you and automatically conclude that you can't compete under the same standards as others can. To me, that is the most racist kind of thing to assume. It's not that I don't recognize that there are kids who have had unequal educational opportunities. That, unfortunately, is a fact of life in American schools today. The way to deal with that is not to sweep that evidence under the rug; it's to do something about it, to improve the standards. To hold kids to lower standards is the worst thing, in my mind."

And that brought her around to the opinion she has now about the need to eliminate affirmative action as it is widely practiced today.

Chávez doesn't see its elimination as a hardship for Latino students trying to get into competitive colleges and universities.

"In terms of affirmative action, the goods news for Hispanics is that Hispanics have not had anywhere near the degree of preference granted to them in college admissions that Blacks have. And I say that with a basis of empirical data. We just did a study of 57 different colleges and universities. We've gotten admission status on them and analyzed them. And Hispanics have about half the degree of preference that Blacks do, so Hispanics will be less affected by this as a result."

Chávez insisted that her strong opposition to racial preferences and not to other kinds of preferences employed by colleges and universities was based on her contention that it is a violation of the 14th Amendment. That assertion has been challenged by those who point out that the 14th Amendment does not mention the word "race" in its language and can't be limited solely to the racial preferences argument. Chávez maintained that this distinction made no difference.

"You do have to put the 14th Amendment in its historical context. The 13th Amendment explicitly outlawed slavery, the 14th gave equal protection under the law, and the 15th Amendment gave every one the right to vote, regardless of their race or previous condition of servitude. So you have to put it in that context. But, moreover, it would make no sense if you couldn't make distinctions on other bases. Otherwise you'd have to tell universities that they couldn't make distinctions on who did better or worse in schooling–why exclude students who score badly. It would eliminate any chance to make decisions."

Photo © Meredith Cooper

"In fact, there would be no change at all in the number of Blacks and Latinos in schools. They would just be going to a different mix."

Chávez admitted, though, that she doesn't approve of legacy preferences as a matter of public policy for public colleges and universities. "At the University of Colorado as a sophomore, I enrolled in a very popular class in Shakespeare. I was excluded because the class was overenrolled and the professor said, 'raise your hand if one of your parents was one of my students; raise your hand if you have a brother or sister who was one of my students.' And, in essence, he was able to fill his entire class with people who were, in essence, legacies. At the time I felt, well–so much for being the first in your family to go to college. So I think it's a bad policy, and I would advise public colleges and universities that they ought not use it. Private schools can be left to do what they want to do. And in fact there's a rationale because you are trying to create a base of givers that will perpetuate the institution."

During her speech and also in her syndicated columns, such as one published in December 2002, Chávez outlined research by the Center she leads, research that confirmed her stance that "racial and ethnic discrimination in university admissions is a serious, nationwide problem." the Center for Equal Opportunity (CEO) is located in Sterling, Va., and is described on its Web site as being a think tank focusing on the issues of racial preferences, immigration and assimilation, and multicultural education.

Chávez recounted that her organization has been able, under the Freedom of Information Act, to get colleges and universities to turn over their admission data so it could take a look at their preference policies.

"When we looked at the admission standards at the University of Michigan, we discovered that the median SAT scores for Black students who were admitted to the school were 230 points lower than for Whites. What's more, their high school grades lagged nearly a half point (on a four-point scale) behind those of Whites."

Chávez claimed, "From the data, we calculated that the odds of being admitted if you were a Black student with the same qualifications as a White applicant were 174-to-1. [Editor's Note: Admissions data from the University of Michigan was obtained from a six-year CEO study of admissions of 57 colleges and universities.] This sends a very clear–and, I believe, racist–message to all students: We don't expect Black and Hispanic students to measure up, so we're giving them a pass, while we expect only the best grades and test scores from Whites and Asians. CEO found that almost 90 percent of White students graduated within six years, but only about two-thirds of Black students did. We saw similar patterns nearly everywhere."

She also discussed the consequences of a Supreme Court action striking down all affirmative action–a move that some would argue would be disastrous and unthinkable. Chávez posed the question, "What happens if the Supreme Court sides with me and strikes down all affirmative action? A lot of people who have been promoting diversity for the past 25 years are saying the sky will fall when that happens. That there will simply be no more Blacks and Latinos in college, and we will simply go back to an experience in higher education that will be re-segregation. That we will go back to a period where there are very few Blacks and Latinos in school. CEO decided to empirically test that model by looking at what would happen to this pool of Black and Latino students who are in these schools now in these states. What would happen to them? There would in fact be fewer Blacks and Latinos at the most competitive schools, like the University of Michigan, but more at Michigan State, or further down the level in terms of competition. In fact, there would be no change at all in the number of Blacks and Latinos in schools. They would just be going to a different mix."

Chávez believes this is preferable to what exists today. "I think when you say to students you're going to get in even if you don't have a 4.0 or 3.5 or your combined SAT scores are 800 instead of 1200 that you've sent a message that they don't have to work as hard. If you increase what you expect from Latinos, they will meet those expectations. You never get more from somebody by lowering expectations. The only way you get more is by having high expectations."

She offered this caveat, however. "I also understand for many students it's not a matter of individual choice. If you've gone to a lousy public school, in which a teacher was ill-prepared and where keeping classroom discipline was actually more the focus than teaching the subject matter, the chances are you are not going to do as well on the SATs, and you're not going to do well in school. Unfortunately, having racial preferences at the college level has taken the pressure off public high school and elementary schools to do the job they're paid to do. They don't have to work as hard to teach these youngsters because there just isn't the pressure to do so."

However, Chávez gave the current administration high marks for trying to improve the educational landscape and favors the use of vouchers. "I think that President Bush has, in fact, with his program, No Child Left Behind, initiated a year ago, begun the process of improving the quality of education. But I don't think that relying simply on the public school system is enough. I think competition breeds success and breeds a better product, and I think opening up avenues for students who attend rotten schools to get out of those schools and attend better schools, whether better schools across town or local parochial schools or local private schools close to home, is another avenue I favor. The idea of tuition tax credits or vouchers to help parents to be able to get their children out of failing schools and into better schools is also one I favor."

Chávez believes a decision to end affirmative action is needed to advance race relations in America. "An end to the use of racial and ethnic preferences in university admissions is essential for the continued progress of race relations in the United States. If preferences are ended, all races will win. If they aren't, we will all lose. And none will lose more than the supposed 'beneficiaries' of such discrimination. African Americans and Latinos are now being told that they cannot be expected to succeed unless they are held to a lower standard than Whites and Asians. That is insulting, and undermines the mutual respect that is essential in an increasingly multiethnic, multiracial America."

COUNTER BALANCE

While the dream of colorblind equal opportunity should be applauded, those who are hell-bent on tearing down affirmative action are naïve or myopic when it comes to the realities of what this will cause–at least that is the Constitutionally protected opinion of this editor. Here are some key points from the anti-affirmative action playbook followed by another point of view.

1. "Hispanics have about half the degree of preference than Blacks do, so Hispanics will be less affected by the end of affirmative action."

There's an old saying that "recession is when your **neighbor** is out of work. Depression is when **you're** out of work." The cavalier statement that "Hispanics will be less affected by the end of affirmative action" devalues an entire segment of the population–now the largest minority in the United States. How can it ever be acceptable to dismiss the impact on Hispanics just because the numbers will be less than those of other minorities?

2. "Race preference is the only preference that is specifically prohibited by the 14th Amendment."

While it is true that the courts have applied the 14th Amendment to justify affirmative action programs, the word "race" does not appear anywhere in the 14th Amendment. Racial preference is no more or less constitutional than the subjective practice of assigning preference points to applicants on the basis of a written essay, the legacy of a family member who attended the same school, the applicant's choice of after-school activities, or sports activities, or the neighborhood of the applicant. Opponents of affirmative action would never suggest a lock-step objective process of selection, abandoning the interview process and all other subjective measures of student potential. They only demand total objectivity in terms of race, but turn a blind eye in every other instance of subjectivity in the selection process.

3. "There would be no change at all in the number of Blacks and Latinos in schools. They would just be going to a different mix of schools."

Of course, no one could argue such a point. Blacks and Latinos would certainly wind up in other schools. Can you say, "open admission?" Get real. There is a reason why people fight to attend "competitive schools." In the real world, colleges have a pedigree. Going to a competitive school can make a huge difference in earning potential and career choices. Read between the lines. Aren't we really saying, let's make sure that we control diversity in the boardrooms and executive offices of our Fortune 500 companies by controlling diversity in "competitive schools?"

4. "An end to the use of racial and ethnic preferences in university admissions is essential for the continued progress of race relations in the United States."

How can the essential re-segregation of colleges and universities promote race relations? How can the downplaying of diversity in our institutions of higher learning do anything to promote academic dialogue and understanding between the races?

5. Tuition tax credits or vouchers help parents get their children out of failing schools so they can get into more competitive colleges and universities on their own merits.

The unkindest tax cut of all. Tax credits and vouchers for private schools signal a determination to turn our backs on public schools in this country. Let's be careful before we abdicate responsibility for our children's education to private schools. In numerous instances around the world, when public schools are closed, education becomes a breeding ground for political and secular mischief. The word public, by its very nature, means "inclusion." The word private, by its very nature, means "exclusion." Without a nurtured and vibrant public school system, what guarantee do we offer minorities that these private schools will embrace all, and in the president's words, "leave no child behind."

Excerpt from Amendment XIV

Section 1. *"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."*

Affirmative Action: Pronouncements, Opinions, Predictions

Admissions Process Defended and Deplored

by Adalyn Hixson

UNIVERSITY OF MICHIGAN POINT SYSTEM

GPA	
2.0	40 points
2.5	50 points
2.0	60 points
3.5	70 points
3.0	80 points

TEST SCORES

ACT	SAT I	Points
1-19	400 - 920	0
20-21	930 -1000	6
22-26	1010-1190	10
27-30	1200-1350	11
31-36	1360-1600	12

(Maximum Total of 40 for the following categories)

GEOGRAPHY	
Resident of Michigan	10
Underrepresented Michigan County	6
Underrepresented State	2

PERSONAL ACHIEVEMENT	
State	1
Regional	2
National	3

STUDENT ESSAY	
Very good	1
Excellent	2
Outstanding	3

(Source: Jan. 27 Newsweek)

ALUMNI	
Legacy (parents/stepparents)	4
Other (grandparents/siblings)	1

LEADERSHIP/SERVICE	
State	1
Regional	2
National	3

OTHER–Can Apply Only One Category	
Socioeconomic disadvantage	20
Underrepresented racial/ethnic minority identification or education	20
Men in nursing program	5
Scholarship athlete	20
Provost's discretion	20

A decade or so ago, at least one conference speaker surprised and amused the audience by espousing the credo: "If it ain't broke, break it." Some consider the announcement by President Bush of his opposition to affirmative action at the University of Michigan an example of just that–an intent to derail a program that appears to be working as it was intended–assuring underrepresented minorities who pass muster a shot at attending a prestigious center of learning.

Others complain that Bush didn't go far enough to eliminate what they maintain is unconstitutional bias. One such person is U.S. Solicitor General Theodore Olson, reported by *Newsweek* as being a "conservative purist to whom preferences of any kind were abhorrent." (It reported, too, that Olson was furious that while his office would draft the briefs, White House counsel Alberto Gonzales would get to make final decisions.)

People on several sides of the debate went public with their views, some of which seem to indicate a lack of familiarity with the actual admissions process at the University of Michigan.

The American Association of Law Schools and 33 other large national education associations and councils endorsed the Michigan plan in a letter from the Higher Education Association to President Bush. Jointly, they represent a massive amount of experience in and knowledge of U.S. colleges and universities, the most respected higher education system in the world.

ASPIRA, HACU, LULAC, MANA, NAA, NAHP, NCLR, NHLI, National Community for Latino Leadership, and USHCC all came out in support of diversity in college admissions as essential to the American Dream.

National Security Adviser Condoleezza Rice, former provost at Stanford, praised the Bush decision. Secretary of State Colin Powell declined to do so, but mentioned his own support of race as one of several factors that should be considered, and his belief that the president favors diversity.

Florida Gov. Jeb Bush, brother of the president, said: "Race-based preferences are a form of discrimination, and they are wrong."

Sen. Ted Kennedy called Bush's action "shameful and divisive." Jesse Jackson called George Bush "the most anti-civil rights president in 50 years. Mr. Bush has not had one meeting with civil rights leaders. He has a closed door, closed mind policy."

The Ann Arbor News wrote that "conservatives hailed Bush's decision as correct, brave, and reassuring–especially given that it happened so shortly after [Trent] Lott's ouster–as well as in keeping with his past positions."

Is It a Quota System?

President Bush is "seriously misinformed about how the University of Michigan's admissions process actually works....there is nothing resembling a quota system here," said Carol

Geary Schneider, president, American Association of Colleges & Universities (AAC&U).

"Characterizing as a 'quota' a program designed to open up educational opportunity by considering minority status as one among many factors," said Thomas A. Saenz, vice president of litigation, MALDEF, the Mexican American Legal Defense and Educational Fund, "is the epitome of irresponsible leadership. Such cavalier sloganeering belies any genuine interest in securing equal access to educational opportunity."

"Bush's mischaracterization of the University's program as a 'quota system' is clearly erroneous," said Karen K. Narasaki, president and executive director of NAPALC, the National Asian Pacific American Legal Consortium. "The program awards points to a candidate's application based on race, among other factors. It does not set any quotas as President Bush claims. Further, there were a number of White students admitted to the University who had test scores lower than the plaintiffs in these cases."

"The president characterized the University of Michigan's affirmative action program as a 'quota,' which it is not," said Julian Bond, president of the National Board of Directors, NAACP. "His use of the word 'quota,' with all its overtones of supposed preferences to allegedly unqualified persons, is an attempt to disguise his failure to support justice." Harvard law professor Lani Guinier wrote in *The Nation*, Feb. 10, "The strategy of the Administration is to 'quotify' any aspect of the admissions process that dares notice the race of applicants. The bottom line in their judgment seems to be that any attention to race, whether it is a nuanced point system, as at the University of Michigan college, or a more flexible and individualized process, as at the Michigan Law School, is simply a quota in disguise. And yet neither the Solicitor General nor the President offers any specific evidence that anyone at either the college or the law school was admitted or excluded "solely" or even primarily based on race."

PRESIDENT
UNITE

And What If It IS a Quota System?

Officials at the nation's service academies, reports *The New York Times*, say their own minority admissions programs are necessary to maintain both integrated student bodies and officer corps. West Point dean of admissions Col. Michael L. Jones, speaking of that need, said: "We want people to understand the society they will defend."

A number of big-name corporations–*The New York Times* cited Microsoft, General Motors, PepsiCo, Procter & Gamble, Bank One, Steelcase, Exelon–are filing or have filed briefs favoring the University's plan, citing its significance to their own efforts to recruit a diverse workforce.

Lee C. Bollinger, former University of Michigan president named in the lawsuits under review, now president of Columbia University, considers the real issue to be "whether, in principle, race and ethnicity are appropriate considerations."

The University of Michigan has a 150-point Selection Index for undergraduates, with 100 points usually enough to get a candidate accepted.

"The simple fact about the Michigan undergraduate policy," wrote Bollinger in a *Newsweek* opinion piece, "is that it gives overwhelming weight to traditional academic factors–some 110 out of total of 150 points. After that, there are some 40 points left for other factors, of which 20 can be allocated for race or socioeconomic status."

Julian Bond made a different point. "The president complained that Black applicants at Michigan were given 20 points toward admission, not because of 'life experience,' but because of race. But life experience in the 21st century is determined by race. Race colors all our lives."

Bond continued: "Affirmative action is the just spoils of a righteous war, won at great cost and intended to heal division and end centuries of discrimination. Unfortunately, this is one war the president does not think worth fighting."

In an opposing piece, syndicated columnist Armstrong Williams, educated at the historically black South Carolina State, wrote in *Newsweek*: "As a child growing up on a farm, I was taught that personal responsibility was the lever that moved the world. That is why it pains me to see my peers rest their heads on the warm pillow of victim status." Williams said his father could afford to pay his son's tuition and insisted on doing so.

The board of directors of The Latino Coalition, based in Washington, D.C., praised the Bush decision and asked: "Should the child of a wealthy Latino or an African American, who has received a great education and has enjoyed every opportunity in life, receive a preferential treatment over another student simply because he or she is of Hispanic or African American descent? Of course not! We must focus on the needs, the merits and the life experiences of the individuals, not just the color of their skin."

According to the *Christian Science Monitor*, in 1967, the median income of Blacks was 53 percent that of Whites. And the number today is 61 percent.

What About Those Other Point-Getters?

The Rev. Al Sharpton has asked publicly why only the points granted for race are challenged. And not a peep about the 20 points for athletes.

Daniel Golden wrote in the *Wall Street Journal* that the legacy preference, the one favoring children of alumni, "is nearly as widespread as those based on race and ethnicity" and "overwhelmingly, the legacy preference benefits Whites."

MALDEF's Saenz raised similar issues. "It is truly disappointing," said Saenz, "that President Bush would seek to dismantle affirmative action when he has done nothing to eliminate the many unjustified and discriminatory criteria widely employed in university admissions–such as preferences for children of alumni, preferences for wealthy and well-connected families, over-reliance on standardized tests with little or no demonstrated connection to likely success in college–or to secure equality of educational programs at high schools and middle schools throughout the nation."

Some columnists mentioned special consideration they had received as college applicants, and more than a few noted the school- and business-related benefits showered on a young George W. Bush through his family's elite status.

The Michigan Plan–Present and Future

Raúl Yzaguirre, National Council of La Raza president said: "the administration's action undermines a program that has succeeded in taking the University from the days in which the campus population was almost completely White to an era in which more than 8 percent is African American and nearly 5 percent is Latino. This enormous progress simply has not had a major downside–Whites still constitute two-thirds of the student body, demonstration that the program has not put deserving White students at a significant disadvantage in the admissions process."

Maureen E. Mahoney, a lawyer for the University of Michigan, wrote that if the 1978 ruling was overturned, it "would produce the immediate resegregation of many–and perhaps most–of this nation's finest and most selective institutions."

Those institutions would then join many of the nation's K-12 school systems, north and south, whose resegregation is the topic of a report released in January by the Civil Rights Project (CRP) at Harvard.

According to CRP project director Gary Orfield, "Very large majorities of Black, White, Asian and Latino students [at the University of Michigan] all reported that their professional training was profoundly improved by the experience of studying and interacting with each other during law school."

About 15 percent of the first-year students at Michigan's Law School are minorities. Without diversity considerations, the Supreme Court was told, the number of minorities in a freshman class could plunge to less than .04 percent.

Diversity–How Safe a Harbor?

A week after the Supreme Court announced it would reconsider race in admissions, Adam Liptak quoted several law professors in a Dec. 8 *New York Times* article, "Diversity's Precarious Moorings," as follows:

Professor Peter H. Schuck, Yale Law School, called diversity "an argument made in desperation when all other arguments for preferences have failed." University of Texas Law Professor Sanford V. Levinson wrote that the Supreme Court "had, in effect, called out, 'Simon says–Start talking about diversity–and downplay any talk of rectification of past social injustice.'" UCLA law professor Eugene Volokh wrote that diversity is politically attractive because "it ascribes no guilt, calls for no arguments about compensation." But, wrote Liptak, "it also may cheapen the uniquely powerful claims associated with the legacy of racial discrimination."

He quoted Rutgers Law School Professor Sherry F. Colb, who said in an online column that "the diversity rationale risks diminishing the moral significance of racial integration, by placing it in the same category as other types of enrichment programs."

The Polls

Curt A. Levey of the Center for Individual Rights, the law firm that brought suit against the University, said public opinion was already on the side of the plaintiffs, and cited *Washington Post* poll results to that end, according to the *Ann Arbor News*.

Newsweek, too, reported that 73 percent of Whites it polled oppose preferences for Blacks and Hispanics; and 56 percent of minorities oppose preferences for Blacks. But income-based affirmative action was approved by 65 percent of those polled. Nearly half, 47 percent, believe that Black and Hispanic representation would stay about the same without affirmative action, a position inconsistent with data from researchers of admission statistics following bans elsewhere.

The Timing of the Announcement

"Coming on the birthday of Martin Luther King, Jr., this is a sad, sad gift and a poor way to honor his memory," said Julian Bond of the White House announcement. Karen Nagasaki called it "an insult to Dr. King's memory." Harvard Professor Gary Orfield said: "Dr. King would not have been celebrating today; he would have been marching again."

There were other January reminders, too, of the country's racist underpinnings, all reported in *The New York Times*.

A 77-year-old Black farmer in Virginia is to be awarded $6.6 million in settlement of 17 years of discrimination by the Agriculture Department's loan program. Washington paid $634 million in 12,960 other cases brought by Black farmers treated unfairly.

More than 300,000 American Indians filed a claim that since 1887, the government has cheated them out of $137.2 million. Interior Department officials pooh-poohed the claim, but a federal judge said he had "never seen greater government incompetence than the department displayed in administering the Indians' money and in representing itself in court." This was not tax money, but the Indians' own funds.

An elderly Ku Klux Klansman is about to be retried in Mississippi for his part in the brutal 1966 murder of a blameless 67-year-old Black farmhand, and in North Carolina, the present day Grand Dragon of a Ku Klux Klan group, his wife, and two others were arrested and charged with the murder of an unidentified man two years ago.

It was amid these reminders of our nation's checkered past and present that the White House announced its position in the Michigan case.

As reported in *HO*'s "People, Places, and Publications" section, Texas A&M President Robert Gates, opening the Texas Higher Education Diversity Conference, expressed his fears that America has grown complacent, believing the battle for equality is won. This idea, he said, "may actually be a greater threat to fulfilling the promise of America than even the outright opposition to equality, especially as it relates to diversity on our campuses."

Cuban Expatriate on the Front Lines at Tulsa Community College

Award-Winner Boosts Minority Enrollment

by John Hall

"Tony Alonso's commitment to serve inspires many to reach their maximum potential and to also serve in the community–especially in service to the young people of all cultures upon whose shoulders rest the future of our society."
Points of Light Award Citation

In 1959, Fidel Castro's rebel forces ousted Cuban dictator Fulgencio Batista and installed a new government in Cuba. Two years later, the parents of 11-year-old Anthony Alonso placed him on a plane to the United States. The young Alonso became one of 14,000 children who were part of Operation Pedro Pan, the largest exodus of unaccompanied children to take place in the hemisphere.

"My parents were very up front with me," said Alonso. "They told me I might never see them again."

Now, more than 40 years after stepping on that plane, Tony Alonso draws on his past to help shape the future of high school students–by showing them a college education can change their lives.

As the dean of student services at the Tulsa Community College (TCC) Northeast Campus in Tulsa, Okla., Alonso likes to "put a little salsa on recruiting students." Between 1989, when he came to TCC, and 2001, the total enrollment of minorities at the College rose 124 percent; its Hispanic enrollment, 195 percent, from 258 to 761 students. And at Northeast Campus, Hispanic enrollment grew by an impressive 362 percent.

TCC's Northeast Campus constituents are predominately African American, but back in 1989, minority students at the College were less than 1,500 of the 28,065 enrolled.

Alonso knew something had to be done to bring traditionally underrepresented students to TCC, including African Americans, Hispanics, Native Americans, and poor Whites. However, it wasn't just the numbers–he wanted to change lives.

Dean of Student Services, Tony also teaches Spanish as an adjunct instructor at Tulsa Community College. "I find it a great honor that students of many backgrounds want to learn my language." With him are two of his students, Janda Harris, an elementary school teacher, and Paul Nelson, an employee of Boeing Aircraft. Photo © John Hall

In his initial year as dean, Alonso and a team of volunteers created TCC's Community Outreach Program to strengthen the relationship between the College and the community it served.

One of its first goals was to officially adopt Monroe Middle School, an "at-risk" school in North Tulsa. Monroe became the first school in Oklahoma to be adopted by a college.

Volunteers from the College and community instituted a reading and math tutor/mentoring program for Monroe students. Now known as the Tutorial Outreach Program, or T.O.P., the program encourages TCC volunteers to spend at least two hours a week working with Monroe students.

During the 2001-2002 academic year, 38 volunteers and four TCC student organizations contributed more than 2,800 hours to helping Monroe's students. For the past decade, volunteers have averaged about 2,500 hours of service per year.

The college students, mostly majors in education, human services, child development, and sociology, have since expanded their roles beyond Monroe Middle School into various federally subsidized housing projects throughout the community where they help adults with their reading and writing skills.

Until early 2001, the Community Outreach Program had been funded by corporate and private sponsorship. Then, through the combined efforts of TCC staff members, Monroe Middle School, and the community, the College received a $1.75 million grant from the U.S. Department of Education to develop a 21st-Century Community Learning Center at Monroe. "The grant represented icing on the cake," said Alonso.

The funding allowed the inclusion of another middle school and five elementary schools to the program. In addition, services provided by the Learning Center at Monroe include quality, comprehensive literacy education for youth, adults, and senior citizens–including GED preparation, reading programs for nonreaders, computer literacy courses, free access to the Internet, and literacy enrichment activities.

Area residents also are able to take advantage of study skills workshops, walk-in educational counseling, and self-esteem and heritage awareness workshops.

"Programs such as the 21st Century Community Learning Center and the Community Outreach Program," said Alonso, "are enabling students as well as adults to benefit from the resources made possible by the partnerships between TCC and the people it serves."

Another program, known as "Day of Vision," is one of the most successful and well-received efforts to encourage high school students to attend TCC after graduation.

The goal of Day of Vision is to take the mystery out of college by offering workshops related to making college a reality. During these sessions, young people receive advice and encouragement with career exploration, enrollment procedures, and securing financial aid. Since its inception in 1991, nearly 3,000 students and parents have participated in Day of Vision.

In addition, instructors from the College provide students with strategy sessions in writing, math, and computer skills. The sessions teach students useful methods for improving their learning skills to ensure their success once they enter college or other educational institution.

Parents, many of whom have never considered college to be within the reach of their children, are invited to attend the Day of Vision. A special session entitled "Assisting Your Student to Prepare for the Future" has proved beneficial by encouraging parents to become involved in planning for their child's college education.

One student who believes Day of Vision altered his future is Quentin Eaton, a second-year TCC student who has applied for admission to Georgia Tech.

"Day of Vision changed my life," said Eaton. "The program showed me I had more options after high school than just taking a menial, low-paying job. I didn't have to settle for less....I could make more money and do something I enjoyed."

Day of Vision continues to gain in popularity each year with both students and parents. Available spaces fill up quickly, but "we never turn a student away who wants to come," said Alonso. "To my knowledge, this is the only intensive college orientation for prospective students from underrepresented groups that is done in Tulsa on a regular basis."

> ***"I want to stress this...it's the people who give their time and care about the students who make everything work."***
>
> TONY ALONSO, DEAN OF STUDENT SERVICES,
> TULSA COMMUNITY COLLEGE

And apparently, the program works. According to Alonso, research indicates that "almost 60 percent of these prospective students enroll at TCC, contributing to a significant increase in our minority student population."

In appreciation of the success of Day of Vision, the Martin Luther King Jr. Commemoration Society of Tulsa presented Alonso its "Keeping the Dream Alive Award" in January 2000 for his "achievements in promoting multiculturalism and increasing accessibility to higher education."

Alonso promotes multiculturalism and education to high school students 44 years after leaving a country where the freedom of ideas and the concept of individual opportunities were suppressed. To fully appreciate Alonso's role as a dean of student services, it's interesting to recount his past.

Born into a wealthy family, Alonso knew the privileges of the upper class. His father had been a congressman in the Cuban government and his mother had taught school in Havana. He remembers the American author Ernest Hemingway visiting their home, "speaking and cursing very well in Spanish."

However, when Castro entered Havana in January 1959, the family's life changed forever. Within two years, many citizens were facing difficult decisions. Beginning in December 1960, parents who feared their children would be indoctrinated into the communist philosophy began sending them out of the country.

In Havana, Alonso had attended the Colegio de Belen, an all-boys school. Belen, with its swimming pools and tennis courts, was known as the "Palace of Education." But schools for the wealthy soon closed.

The non-Cuban Jesuit teachers where forced to leave the country. Many came to the United States where they established new schools. In 1961, the same year Alonso arrived in Miami, the Jesuits opened the Belen Jesuit School on the fourth floor of the Gesu Church in downtown Miami.

Despite the difference in surroundings, the transition from school in Havana to the Belen Jesuit School was relatively easy, according to Alonso. Many of the teachers and students were ones he had known in Cuba.

"To me it was just a big adventure," he said. "Things were exciting, and I was living with relatives, so it wasn't a problem to adjust."

Still, it would be two years before his parents joined him. Because Alonso's father had known Castro during law school in the late 1940s, the new Cuban leader offered him an ambassadorship. "My father said he'd take an ambassadorship to Italy or Spain, but he didn't want one in the Communist Bloc countries," said Alonso. "Castro told my father, 'you can say anything about me, but don't do anything against me.'" The message was clear; it was time to leave Cuba.

Fortunately, Alonso's parents and an aunt were allowed to leave Havana just before the U.S.-Russian missile crisis, when the doors of immigration slammed shut. For two years, Alonso's father, who had been a high-ranking official in the pre-Castro government, worked as a laborer in a sugar cane factory in Florida.

"I remember him coming home from work so tired he could barely stand up. He never complained. He didn't want a handout and worked for everything he got," said Alonso. "He didn't speak English when he got to this country. But he learned and later went on to earn a master's degree from the University of Indiana."

Due to the high number of refugees who had arrived in Miami, many were forced to relocate. Consequently, the Alonsos were offered a choice–Buffalo, N.Y., or Tulsa, Okla. They chose Tulsa.

Alonso's parents enrolled him in Bishop Kelly, a Jesuit High School in Tulsa. After graduating, he continued his education at the University of Tulsa, earning an education degree in 1972. Six years later, he received a master's degree in behavioral science in education from Oklahoma State University.

Like many people who came to the United States from another country, Alonso felt strongly that he should contribute to his community by helping others. "Many people were good to my family when we came to the U.S.," said Alonso. "I thought it was time to give back."

He began teaching history and Spanish in the Tulsa Public School system, where he spent the next seven years. During this time, he also served as a high school counselor where it soon became clear that students from non-supportive home environments had little motivation or the confidence to succeed.

Visiting parents at their homes became one way in which he sought to involve them in their child's education. The importance of these visits would not be forgotten when he accepted the position of dean of student services at TCC.

Although Alonso has received many awards and citations, he always gives credit to others. "We at TCC are blessed with the folks who are involved in making our programs successful. I want to stress this…it's the people who give their time and care about the students who make everything work."

Two of the plaques hanging on the wall of his office reflect this cooperative effort. Both are from the American Association of Community Colleges–the Contribution to Knowledge Award and the Exemplary Program Award. "Next to the pictures of my wife and children," said Alonso, "these are the most treasured things in my office."

For Alonso, family remains the center of his life. His mother, Maria Alonso, lives nearby, while his aunt, Carmen Camuzano, lives with Tony, his wife Terry, and their three children–Adam (17), Aaron (7), and Emily (2). Another son, Tony (31), who has a master's degree from the University of Tulsa, teaches at Edison High School in Tulsa.

Wanda Cruz, program director of the Arts and Humanities Council and a former board member of the Hispanic American Foundation in Tulsa, knows Alonso through their involvement in the Annual Hispanic Youth Luncheon–an event bringing representatives from colleges and universities, as well as Hispanic role models, together with young people. "He is passionate about his work but is able to stay objective while maintaining a balanced view," said Cruz, a native of Puerto Rico. "He just has a warm soul."

Although it's been four decades since he left Cuba, Alonso embraces his heritage by teaching Spanish as an adjunct instructor. "Teaching keeps me in touch with my culture and legacy," he said. "It makes me a better administrator and helps me stay in tune with the people we serve. Also, I find it a great honor that students of many backgrounds want to learn my language."

On Aug. 26, 2002, the Points of Light Foundation named Alonso a "Daily Point of Light." The Foundation presents the awards to individuals who exemplify "the best of volunteerism, a sense of caring and responsibility for others that connects citizens and solves community problems."

In 2001, Alonso received the Red Cross Award for Promoting Diversity and the Tulsa Metropolitan Chamber of Commerce Service Award.

Three years ago, Alonso was one of only two Oklahomans selected to participate in a national forum, "One America in the 21st Century: Forging a New Future," a yearlong initiative prepared by the President's Advisory Board on Race.

Alonso speaks at many civic and city functions and sits on the boards of the Simon Estes Foundation and the Hispanic American Foundation.

His continuing commitment to his community and TCC was recently affirmed by Dr. John Kontogianes, executive vice president and chief academic officer at TCC. "Tony has raised the consciousness of the entire College.…He truly kindles and promotes the dream of participating fully in society by taking advantage of educational opportunities."

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The Hispanic Outlook in Higher Education Magazine

UNIVERSITY of VIRGINIA

ASSOCIATE VICE PRESIDENT FOR HEALTH SYSTEM DEVELOPMENT

The University of Virginia is accepting nominations and applications for the position of Associate Vice President for Health System Development (AVP).

The University Health System: Serves the Commonwealth of Virginia and the nation with excellent in-patient care, biomedical research, education and community outreach. The School of Medicine was among the first schools established by Thomas Jefferson when he founded the University in 1819. It attracts a superb student body and a faculty renowned for research. The School of Nursing has a strong reputation for educating leaders in the nursing profession and recently celebrated the 100th anniversary of its founding. The Medical Center is a 550-bed, Level-4 trauma center and has consistently ranked in the top 100 hospitals in the nation.

Responsibilities: Reports to the Senior Vice President for Development and Public Affairs and is accountable for fundraising performance to the Deans of the Schools of Medicine and Nursing and the CEO of the Medical Center. The AVP will also serve as the Executive Director of the recently formed University of Virginia Health Foundation. The AVP is accountable for the creation and implementation of fundraising and campaign strategies. An upcoming University campaign is projected to be in the $3 billion range with the Health System responsible for $500 million of this total.

Qualifications: A seasoned, polished fundraising executive who knows and understands higher education and who possesses the leadership skills to enhance a fundraising organization. Leading candidates will have:

- Strong personal work ethic, self-motivation and results-orientation
- Strong leadership abilities/management proficiency
- Achievement in major capital campaigns
- Significant fundraising or related experience
- A Bachelor's degree with an advanced degree preferred

The ideal professional for this position is currently a senior development officer at a University, Academic Medical Center or Hospital.

Forward nominations and applications electronically or by mail to:

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Senior Vice President for Development and Public Affairs
University of Virginia
C/O Search Committee, University Staffing
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Workforce Strategy Report Promotes Better Use of Adult Ed

by Michelle Adam

In August, the Workforce Strategy Center, a nonprofit management consult[illegible] published a [illegible] community colleges co[illegible] form the backbone of workforce improvements.

As part of the report, res[illegible] listed a number of community colleges that offered students what they called successful "career pathways." What much of the research revealed, however, is that community colleges are underutilizing their ability to serve as an effective agent in preparing low-income and under-skilled populations for the workplace.

"What we found is that colleges have a huge array of remedial courses and quick-hit training on one end and high-end training on the other, but nothing bridging the two," said Julian L. Alssid, director of the Workforce Strategy Center. "We saw fragmentation that paralyzes colleges from seeing their full potential. The biggest challenge is the division between the academic programming and the non-credit programming. The result is that millions of low-income people and workers are not being trained for work."

The Center decided to look at ways in which [illegible]—a clear path of education and support services established for disadvantaged adults to achieve economic self sufficiency—could be most effectively created at community colleges. From past work with communities in New York and California, helping them establish links with businesses, community organizations, funding sources and other groups, Alssid has seen how community colleges are a key factor in this equation.

"Community colleges are always a part of the system. We all agree that they are the biggest infrastructure offering a route out of poverty for many people. There's a lot to mine in there," he said.

According to the report, "the nation's 1,132 community colleges provide the most logical and, for all practical purposes, the only foundation for this kind of broad-based workforce development system. Colleges combine accessibility to the community, low tuition, an open-door admissions policy, a wide range of education and training offerings, and a continuing funding base. No other institution can match the ability of community colleges to educate and train large numbers of people."

Despite the gold mine that community colleges are, the potential of community colleges often goes overlooked, explained Alssid. Community colleges are often busy juggling multiple jobs, from offering technical programs and remedial programs to preparing students for transfer to four-year colleges. While doing so, they often get the short end of the stick when it comes to funding, and rarely form bridges between the many roles that community colleges play. Said Alssid, "Despite having multiple missions, there is often a lack of clarity."

The results of this lack of clarity and cohesion are higher dropout rates and fewer numbers of disadvantaged students moving out of poverty into higher-skilled jobs. Alssid cited an example of this case at work.

"There is some research that shows that 50 percent of the students in remedial classes never get past the basic level. One study that I know of found out that 80 percent of adult basic education students were no longer enrolled in the college one year later. More often than not, they want more than a course. What it shows, and one thing we know about community colleges, is that their developmental and adult-education programs often have high dropout rates and low graduation rates, and that in fact those colleges that are doing a good job of serving low-income populations are building bridges between those kinds of programs and the mainstream of their offerings. What we are saying is that people need to get some kind of postsecondary credentialing."

While many adult students attend several classes at a community college in order to brush up on skills, learn computer programs, or improve their English, the report argues on behalf of showing these students the potentials that exist beyond the immediate skills that they are acquiring. Alssid argues that "most of these students want a better job and credentials," but aren't aware of the different career paths and options that they have.

An example of a career path put into effect through San Francisco's Career Ladder System showed the following: An adult student takes a six week class in computer training through the San Francisco Department of Human Services. The classes are offered at places such as the City College of San Francisco and the San Francisco Housing Authority. Upon completion of these courses, students are then offered suggestions on how they can take these skills and extend them into a larger career. A bridge already exists between this six-week course and programs through other foundations of community colleges in Web design or customer service-related work. Again, once students complete this entry-level training, they are shown programs that offer high-level training in different computer-related work. By the time students have completed coursework, and perhaps done so while working jobs and improving their skills, they have increased their potential salary from a minimum wage to more than $30,000 a year.

The same kind of career pathways system can hold true for adult Hispanic students. Rather than merely teaching someone to speak English, "we suggest that the student learns English as it relates to some real stuff," said Alssid. An example of teaching English in the context of a field or career strategy can be found at Cabrillo College in Santa Cruz, California.

During the past two years, Cabrillo College has helped connect low-income individuals with poor English skills with local jobs and career opportunities. The beneficiaries of many of the school's efforts are Latinos who make up much of the agricultural workforce in the area.

Through its Career Ladders VESL Pilot project, and within a consortium of educational partners, students are taught work-related English language instruction. Prior to this pilot, virtually no work training was available to the most limited-English proficient.

Cabrillo College hosts other workforce programs as well, one such being the ACHIEVE program, which was launched in 1992-93 with grant monies and community donations. The focus of ACHIEVE is to integrate time management and office skills training with English instruction. Students are taught within a simulated office environment, and learn a variety of job skills, including preparing résumés, contacting employers, attending job fairs, and interviewing. The program has since enrolled 160 students and graduated 92 percent of them. The students have primarily been Latina women, ages 18 to 68, who are now working throughout Santa Cruz County. Some have been inspired to come back to Cabrillo College and further their education and careers.

Another Cabrillo program, the Health Careers Partnership, ensures that low-income and underrepresented populations have access to health careers. Through partnerships with local health-care employers, funds are provided to increase the scope of the nursing program, offering classes to employees and linking up with agencies to provide skills for the underrepresented.

The Maricopa Community College System in Phoenix, Ariz., has also been providing career pathways programs for low-income and underrepresented populations. The system is made up of 10 colleges and two workforce skills centers. Of the colleges, Estrella Mountain Community College, Phoenix College, and South Mountain Community College are all Hispanic-Serving Institutions. The Southwest Skills Center is located at Estrella Mountain Community College and provides a large population of Hispanics with basic skills and pathways to careers.

"Once they get in the door, you see the confidence in their faces. They get excited about going to school," said Adolfo Gamez, director of the Southwest Skills Center. "We treat them in such a way that they will all be successful."

The Center offers a medical assistance program, a business, technology, and occupations program, a certified nursing program, C-Tech (skills in cable and fiber optics), and a licensed practical nurse program. They will soon be providing an associate's degree in nursing, which will offer credit to students.

With all of their classes, the Center provides students with pathways to potential careers and facilitates the process of bringing education to low-income underrepresented students. In a way that is unusual for community colleges, it helps bridge their non-credit classes with credit classes at the colleges. For example, if a student takes the medical assistant program, a non-credit program, but then wishes to continue into a higher-level nursing program, that student is offered a certain number of credits upon transferring within the Maricopa Community College System.

Gamez described how their classes cater to all kinds of students. One group of students who

worked for a local company took classes in computers at the Center from 11 p.m. to 3:30 a.m. They were taught in both English and Spanish. "The old paradigm is gone," said Gamez. "We have to meet the needs that are out there."

Phoenix College, another of Maricopa's colleges, provides a program called Bridges to Biomedical Careers that prepares and motivates minority students enrolled in associate's degree biomedical programs to continue their education and earn a bachelor's degree. Students receive an intensive five-week summer session in science-related topics. Upon completing this, they receive a stipend, upper-division credit toward a bachelor's degree, and continued academic support throughout their education.

As a young college system with financial resources to pursue career pathway programs, Maricopa colleges are in an enviable position. One of the greatest challenges that many community colleges face in such circumstances is a lack of financial resources. According to the report, "The enhanced education called for in a pathways model is more expensive than traditional remedial programming, requiring additional resources for curriculum development, lab facilities, employer and student outreach, and faculty development.... Because most community college budgets are tied up in salaries for instruction, administrators have limited discretionary money and rely on grant funding to develop new programs or explore new ways of teaching."

According to the report, other issues that inhibit colleges from forming pathways are the conflicting and separate community college programs, college isolation from employers (or, if there is a connection, it is usually through a separate arm of the college), and a lack of incentive to serve the disadvantaged.

The report also highlighted ways in which everyone can benefit from career pathways. In creating stronger career tracks for disadvantaged students, community college administrators are able to expand recruitment and enrollment, increase visibility, and access new funding sources. Local workforce agencies then have a means of providing their clients access to an established training program and are able to leverage scarce resource workforce dollars with state education funding.

Also of note is that employers can find customized training for employees and meet labor market needs through the right community college programs for their potential or actual employees.

The report noted that in several states–Washington and North Carolina–initiatives stemming from the state level have provided the support for community college pathways systems. Through this process the states have been able to enhance the long-term earnings and economic self-sufficiency of low-income workers, help retrain workers, and create more competitive and local economies.

In 1998, the state of Washington expanded its welfare reform program to develop a skills-training initiative through community colleges to help low-income families move up the wage ladder. "From July 1998 through June 2002, Washington invested approximately $75 million in state TANF surplus funds to support the development of career pathways programs in community colleges," cited the report. "After two years of this effort [of training programs], the community colleges have trained more than 1,500 welfare recipients and other low-income adults."

North Carolina, too, invested its welfare dollars in creating career pathways through community colleges. In both cases, welfare recipients and low-income wage earners become more self-sufficient and are able to move out of poverty into higher skilled jobs.

The report concluded with numerous recommendations. It was suggested that community colleges build bridges between remedial and non-credit courses and the more traditional credit courses, create learning communities that bring together academic, vocational and contract faculty, seek and implement new federal and state grant opportunities, and develop links between the colleges and workforce and social services systems.

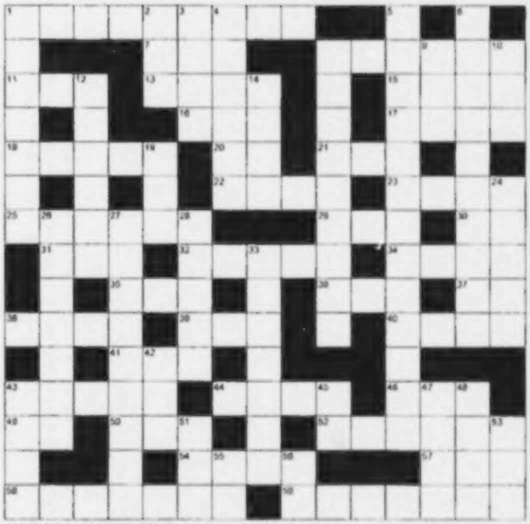
It was also recommended that community agencies reach out toward community colleges and funding sources, and for states to develop a career pathways vision and model for the state.

While career pathway initiatives are already in place throughout the country, as "pockets of pathways," what Alssid wants to know is, "How can we move significant numbers of people?"

"What was most surprising to me," he said, "was how few states and colleges have more than small boutique initiatives for creating pathways for disadvantaged folks. The issue is: to what degree are these partnerships serving disadvantaged people? So many Hispanics fall into this camp."

Building a Career Pathways System is the first of three reports within this workforce strategy project. Already, however, Alssid has received a strong level of response–a sign that, despite a shortage in programs out there, an interest is growing.

"We've had a lot of phone calls. We've had a lot of interest in this," said Alssid. "I think this paper is resonating with a lot of people and striking a chord."



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1 Learning place (goes with 1 down)
7 Irritate
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Down

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8 Student guide
9 Un prefix
10 Golf start
12 Scores
14 Guess
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24 The base of all knowledge
26 Cell phone provider
27 Laptops
28 Mark
33 The result of a good learning process
42 Make a mistake
43 Fashionable
45 Magazine controller
47 Region
48 Fur
51 Have
53 Just survive
55 While
56 Florida is here

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com March 10, 2003

Community Colleges Educate One in Five U.S. Teachers

WASHINGTON, D.C.

The Nation's 1,100 community colleges, which now educate more than one of every five public school teachers, remain an untapped resource in addressing the nation's most severe teacher shortage in more than 40 years. With additional support and better links to four-year colleges and careers in the classroom, emerging programs to prepare teachers at these institutions can be the key to finding hundreds of thousands of new, highly qualified teachers in the next decade, according to a report recently released by Recruiting New Teachers (RNT), Inc., a Massachusetts-based nonprofit.

Today, 20 percent of teachers–roughly 600,000–begin their careers in community college. If this trend continues, and additional resources are set aside to strengthen teacher preparation programs at the community college level, America could cut its shortage of 2.4 million teachers by one-quarter or more.

Yet, while interest in teaching at the K-12 level is high among community college students, there is no infrastructure currently in place to advance more students to four-year education programs and the teaching profession. According to the study, which was supported by the Carnegie Corporation of New York, teacher preparation programs now operating at a growing number of community colleges nationwide can be expanded to capitalize on student interest and could supply many of the total number of teachers needed in the next 10 years.

Because nearly half of all minority college students–46 percent of African Americans and 55 percent of Hispanics–attend community colleges, strengthened teacher education programs at these institutions will also address another crucial issue in schools–the lack of diversity among the nation's teaching force. Today, minorities make up 40 percent of the student population but only 13 percent of teachers in U.S. classrooms. This gap is even more pronounced in urban schools where minorities make up 69 percent of the student body but only 35 percent of the teaching staff.

According to the RNT study, *Tapping Potential: Community Colleges and America's Teacher Recruitment Challenge*, students who transfer from community colleges to four-year institutions perform at about the same level as students who began at the four-year campuses. Many admissions programs ensure that only the highest achieving students transfer from two-year schools to four-year education programs. Faculty at four-year schools report that education transfer students often are better prepared than those who started there as freshmen, in part because their community college preparation gave them direct experience in the schools.

Equally significant, many teachers educated at community colleges are older adults who tend to do better at maintaining discipline, come from nontraditional backgrounds, and are residents of the local community who are more likely to prefer teaching in urban schools, the reports says.

Urban Institute Studies Low-Income Children of Immigrants

WASHINGTON, D.C.

Children of immigrants living in two-parent families are substantially more likely to be low-income than their counterparts in native families. Wages, not employment levels, account for most of this income disparity, according to new research from the Urban Institute's Assessing the New Federalism project.

The issue is important. One out of four low-income children is in an immigrant family–and 80 percent of these children are American citizens.

"Since low incomes are more common among immigrant than native two-parent families, anti-poverty policies promoting marriage may be less relevant to the needs of immigrants than policies intended to boost their wages through work supports and help with language, literacy, and job skills," stated Urban Institute researcher Michael Fix. The research also reveals the persistence of low incomes in immigrant families despite full-time work. Forty-three percent of children living in immigrant families with full-time workers are low-income versus 26 percent in native families.

Policymakers believe that children will do better in two-parent working families. And, a higher proportion of children of immigrants do live in two-parent families. The strength of immigrant families extends to their children's behavior, school engagement, and share of children taking after-school lessons. On these measures, children of immigrants do as well as or better than their native counterparts.

When compared, though, to children of natives, children of immigrants living in two-parent families are more likely to be low-income. These differences are primarily due to lower wages.

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AAC&U: No Retreat on Affirmative Action in Higher Education

WASHINGTON, D.C.

The Association of American Colleges and Universities (AAC&U) reaffirmed its commitment to "Affirmative Action, Educational Excellence, and the Civic Mission of Higher Education." An AAC&U statement asserts, "Higher education can do its best work when it embraces the diversity of ideas and experiences that characterize the social, cultural, and intellectual worlds."

"In light of past and present court decisions, AAC&U's board of directors believes it is important to reaffirm the Association's commitment to the continued use of affirmative action policies and other creative strategies to create the diversity of students, faculty, administrators, and staff so necessary to educational excellence in today's world," said Troy Duster, AAC&U board chair.

Under the leadership of Caryn McTighe Musil, vice president for Diversity, Equity, and Global Initiatives, AAC&U continues through its many initiatives and publications a strong commitment to incorporating diversity as a central component of its educational mission. "AAC&U's board believed that issuing this strong statement was important given not only the challenging legal environment, but also current debates about democracy, freedom, and our role in a turbulent global community," said Musil. "AAC&U's strategic plan sets as a key objective working with our member campuses as they develop curricula and learning environments that make positive educational use of diversity and help students envision solutions to global and domestic challenges.

"AAC&U also recommits itself to being a powerful public voice holding our country to its stated principles of equal opportunity and justice for all."

Said Carol Geary Schneider, AAC&U president, "In issuing this reaffirmation of commitment, we hope to draw attention not only to enduring American values of opportunity, equality, and justice, but also to persuasive new research that suggests that engaging diversity on campus and in the curriculum promotes intellectual development, enhances critical thinking, reduces prejudice, and improves intergroup relations.

AAC&U's continuing work on diversity includes multiple projects, meetings and institutes, and its recent curriculum and faculty development initiative, Liberal Education and Global Citizenship.

For more information about AAC&U's Office of Diversity, Equity, and Global Initiatives, visit http://www.aacu.org/issues/diversity/.

IIE Sees Rise in International Student Enrollment in 2001-2002

WASHINGTON, D.C.

For the second consecutive year, the number of international students attending colleges and universities in the United States increased by 6.4 percent, bringing the total this past year to a new record high of 582,996, according to *Open Doors 2002*, the annual report on international education published by the Institute of International Education (IIE) with support from the State Department's Bureau of Educational and Cultural Affairs. Of particular note, India surpassed China as the leading country of origin for international students in the United States for the first time ever.

"These numbers are encouraging," said Patricia Harrison, assistant secretary of state for educational and cultural affairs. "International education has become of paramount importance to economic, political, and social conditions in both developing and developed countries at all levels. Our ability to promote sustainable development, civil society, and international peace requires stronger educational and social institutions. Welcoming learners from abroad over the long term helps enormously to eliminate hostile preconceptions, to promote cultural relations, and to attempt to solve conflicts peacefully."

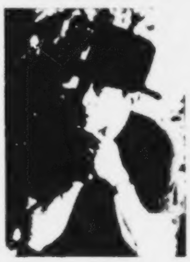
According to IIE President Allan Goodman, "International students continue to see the U.S. as their premier study destination and our campuses continue to welcome them in record numbers, knowing that their presence in our classrooms strengthens our own understanding of global issues and improves the chances for peace and development around the globe."

IIE has conducted the annual statistical survey of the international students in the U.S. since 1949, and with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs since the early 1970s.

People-Places-Publications-Conferences

PEOPLE & PLACES

Santa Barbara Museum of Art Unveils Siqueiros Mural



Mexican social realist artist David Alfaro Siqueiros' mural "Portrait of Mexico Today" (1932), the only intact mural of three he painted in Los Angeles during his eight-month stay as a political refugee, is now on permanent display at the Santa Barbara Museum of Art in California, thanks to an anonymous donor. The mural and the walls on which it was painted were transported 90 miles from its original site.

According to *The New York Times*, the Getty Conservation Institute has begun a $4.5 million project to preserve another of the murals, one which is badly faded.

Siqueiros, a militant communist of the Mexican Revolution and Spanish Civil War, created the piece while in political exile in the United States, following a prison term in Mexico for his radical activities.

The mural offers his view of the social and political conditions of his native country and its relationship with the U.S. in the 1930s. It symbolizes the struggles Siqueiros believed Mexico endured because of American capitalism.

Cooperative Grant Awarded to M-DCC and St. Thomas

In Florida, Miami-Dade Community College (M-DCC) and St. Thomas University received a five-year, $2.9 million U.S. Department of Education cooperative grant to increase the retention rates and technological know-how of their Hispanic student populations and simplify the transition for students transferring between the two schools. They are the first schools in Florida to earn a cooperative grant under the Department's Title V program.

"The grant is going to provide the resources that will guarantee student success, especially in high-tech fields," said Cristina Mateo, dean of administrative and student services at M-DCC's InterAmerican Campus.

Through the grant, students and faculty in the departments of business, communications, computer information systems, psychology, and pre-law receive technology training supplementary to the curriculum. In addition, M-DCC and St. Thomas will exchange faculty to achieve a greater understanding of each other's academic environments.

Ramos Appointed President of Daley College

The board of trustees of the City Colleges of Chicago (Ill.) appointed Dr. Sylvia R. Ramos president of Richard J. Daley College, her term to begin this month.

Ramos, a 35-year veteran in the field of higher education, became the founding president of Houston Community College Southeast in 1991. She is a former president of the National Community College Hispanic Council and the Texas Association of Chicanos in Higher Education, and a former board member of the American Association of Community Colleges and the Advisory Council of the Association Liaison Office for University Cooperation in Development.

Ramos has an associate's degree from Victoria College, a bachelor's from Southwest Texas State University, a master's in education from Sam Houston State University, and a doctorate in higher education from the University of Houston.

LIU-Brooklyn Celebrates 75th Anniversary

Long Island University (LIU)-Brooklyn in New York honored it's "shining star" faculty members during a gala event marking its 75-year anniversary as a national model of urban higher education.

LIU-Brooklyn presented 75 staff and faculty members with awards for 10 or more years of committed service. Nineteen other campus members, including Provost Gale Stevens Haynes, were also honored. Each received a personalized commemorative brick for being campus builders.

The "Brooklyn-style" gala featured local fare such as Jamaican beef patties, knishes, hot dogs, and cheesecake, and a multimedia presentation of historical campus images and music.

Board for Professional Teaching Standards Elects President

Joseph Aguerrebere, Jr. was recently named president of the National Board for Professional Teaching Standards (NBPTS).

For nearly 30 years, Aguerrebere has worked extensively in education–since 1994, at the Ford Foundation as deputy director in charge of education-related projects and grants. Earlier, he was an assistant professor and professor of graduate education at California State University. He also held such posts as director of instructional services, principal, assistant principal, and teacher in the California school system.

NBPTS is an independent, nonprofit, nonpartisan, and nongovernmental organization dedicated to advancing the quality of teaching and learning. Nationwide, 23,930 teachers have been designated National Board Certified Teachers by NBPTS.

News from UNM

- The files of New Mexico Sen. Manny M. Aragón recently moved to the University of New Mexico's (UNM) Political Archives, joining those of activists, representatives, cabinet members, state treasurers, and other government officials from the state. Aragón has held a seat on the New Mexico State Legislature for the past 28 years.

- The U.S. Department of Education's Office of English Language Acquisition awarded UNM's Multicultural Bilingual Education Center and Division of Language Literacy and Sociocultural Studies in the College of Education a five-year, $1.2 million grant, providing scholarships to educational assistants who wish to pursue a bachelor's degree in bilingual/ESL or American Indian education.
- UNM's "Open Doors: Regional Scholars and Writers Series" featured presentations by UNM Professors Tey Diana Rebolledo and Ricardo Aguilar Melantzón. Rebolledo offered border perspectives as seen through the eyes of various authors, centering on the theory that the border is seen as a place of boundaries or inclusion. Melantzón spoke on the nature of the border and its role in his writing.
- Guillermina Engelbrecht, director of UNM's Latin American programs in education and Regents Professor, and Carolyn Gonzales, senior public affairs representative, were recognized during UNM's International Festival for outstanding contributions to its international programs.
- The National Science Foundation awarded UNM a three-year, $600,000 grant for the UNM Digital Pueblo Project, which is designed to link and foster economic development in New Mexico's digital arts and sciences industry.
- Thanks to a $130,000 grant from the Chile Ministry of Education, UNM held professional development programs which immersed Chilean educators in the American education system. Two such groups participated in five weeks of seminars, workshops, discussion groups, and field trips.

Pima Names New Chancellor

In July 2003, the current president of the Community College of Allegheny County (Pa.), Dr. Roy Flores, becomes Pima Community College's (Ariz.) new chancellor.

Flores was president of Elgin Community College, executive vice chancellor for the Virginia Community College System, dean of financial and administrative services for Northern Virginia Community College, and vice president for business affairs and director of human resources at Pan American University. He was also an associate professor of economics and business at Pan American, instructor of economics at Iowa State University, and special assistant for economic affairs at the U.S. Department of State.

Flores holds a bachelor's degree in social science and master's in economics from Indiana State University and doctorate from Iowa State.

University of Washington Honors Minority Businesses

The University of Washington (UW) Business and Economic Development Program presented eight minority-owned companies with Washington Minority Business Awards, recognizing outstanding achievement and growth in revenue.

Gene Juárez Salons & Spas, which grossed more than $53 million in 2001, won the Largest Hispanic Business award. The Colville Tribal Enterprise Corporation won the William T. Bradford Minority Business of the Year award; Tyrisco Inc., the Business of Tomorrow award, presented to a company with total revenues of up to $2 million; Argus Services Inc., the Rising Star award, for highest growth in revenues between two fiscal years; Smokey Point Sales and Services, the Largest African American Business award, for grossing more than $53 million in 2001; RCI Construction Group, the Largest Pacific Islander Business award, for generating revenues of $128 million in 2001; Powell-Christensen Inc., the Largest Native American Business award, for producing $78 million in total revenue in 2001; and the Informatics Corporation, a Special Recognition award.

According to UW, the state's 43,000 minority-owned companies generate $11 billion in annual sales and employ 100,000 people.

Cal State L.A. Receives Rockefeller Foundation Grant

The Rockefeller Foundation awarded a three-year $325,000 grant to California State University-Los Angeles to fund a humanities program, "Becoming and Belonging: The Alchemy of Identity in the Multiethnic Metropolis." The private grant was the largest ever received by the University's College of Arts and Letters and establishes Cal State L.A. as a Rockefeller residency site.

Cal State L.A. received the grant in part because of its location, an intersection of several of the most significant diasporic communities in the nation–Asians, Hispanics, and Middle Easterners.

The program, to start this fall, will explore cultural dispersion and resiliency and will support the long-term stability of two emerging interdisciplinary programs at the University: the American Communities Program and the Center for the Study of Genders and Sexualities.

Selected University scholars will tackle themes such as fundamentalism in a multicultural society, gendered labor in the global marketplace, and the transformation of family in hybrid cultures. Participants will examine how American identities are forged through the convergence of cultural traditions, globalization, labor conditions, family structures, and gender roles.

49ers Quarterback and HSF Encourage Hispanics to Attend College

The Hispanic Scholarship Fund hosted a town hall meeting at James Lick High School in San José, Calif., encouraging Bay Area Hispanics to pursue higher education.

Photo © Chris Ayers

The free event, presented in Spanish with English translation, featured Jeff García, quarterback for the San Francisco 49ers, who opened the event with an inspirational story of how a college education led to his success.

A team of experts gave parents and students advice about the college and financial aid application processes. Panelists spoke to students about the importance of a college education in today's world and described educational and community resources available to them.

SUNY-Brockport Receives Teacher Development Grant

State University of New York (SUNY)-Brockport received a $1.2 million grant from the U.S. Department of Education to develop and implement a five-year professional development program in Western New York for teachers of students with limited English proficiency (LEP). The program is intended to develop teachers who can prepare LEP students to meet rigid New York Board of Regents curriculum standards.

Dr. Victor Rojas, associate professor of foreign languages and literature at SUNY-Brockport and leader of the Professional Development Project, said, "We are confident that students with limited English proficiency will maintain their native language and culture while maximizing their proficiency in English."

The grant also funds scholarships for students enrolled in bilingual degree programs, helps current bilingual educators obtain permanent teacher certification, and funds seminars and workshops for educators of LEP students.

National Health Service Rewards Healthcare Professionals

HRSA The Health Resources and Services Administration (HRSA), Department of Health and Human Services, announced that the National Health Service Corps (NHSC) awarded a record $89.9 million in scholarships and loan repayments to primary healthcare professionals who work in areas that lack access to adequate care.

The FY 2002 awards, it says, support 879 new and continuing loan repayment awards, available to primary healthcare professionals, and 405 new and continuing scholarship awards for students accepted to or enrolled in medical or dental programs. Recipients agree to work a minimum of two to four years in areas of the country experiencing a shortage of medical professionals.

NHSC is part of a plan to improve healthcare services to those in most need by opening and staffing community healthcare centers that treat patients regardless of their ability to pay. It targets frontier, rural, inner-city, and other areas which present barriers to high-quality care.

NYC Tech Names Caruso 2002-03 Presidential Scholar

New York City College of Technology named freshman Nicole Ariana Caruso a 2002 Presidential Scholar. The award provides full tuition and fees of up to $3,500 annually.

Photo © Dominic Sarica

Caruso, who is part Cuban, also received a scholarship from 100 Hispanic Women, Inc., and participated in its new initiative, the Young Latinas Leadership Institute.

Caruso graduated from John Dewey High School in Brooklyn, N.Y., at 16, and ranked sixth in her class. Working toward a bachelor's degree in human services, she plans to work with families and children and has already volunteered as "Teacher for a Day" in a New York City public school. (Pictured l. to r.: NYC Tech President Fred Beaufait and Caruso.)

News from ETS

- Henry Chauncey, Educational Testing Service (ETS) founder and pioneer in educational measurement and testing, died in December at age 97. The Harvard University graduate and one-time director of The College Board made the SAT a household word and created a generation of modern-day tests used by colleges and universities for admissions.
- ETS recently unveiled the Major Field Test for Masters of Business Administration programs, the industry's first and only comprehensive standardized national outcomes assessment for evaluating MBA programs. The test will provide detailed information about the strengths and weaknesses of a particular MBA program and will assess several aspects of student performances.
- ETS agreed to a one-year $7.2 million contract with the Puerto Rico Department of Education to develop assessments in Spanish-language reading and math that will enable the department to meet requirements of the No Child Left Behind legislation. ETS will oversee all aspects of the assessments, which will be ready by spring.
- ETS began the second year of a three-year contract with the Massachusetts Board of Higher Education to use Student Instructional Report (SIR) II as the only student evaluation form in all nine state colleges. SIR II is used nationwide to assess and improve teacher effectiveness. Massachusetts is the only system to use SIR II as the sole instrument for students to use to critique their professors.

Paige Tours Mexican Schools and Signs Agreement

On his first foreign trip as U.S. secretary of education, Rod Paige traveled to Mexico and met with education officials, toured an elementary school, and formally renewed U.S. bilateral cooperation with Mexico in the field of education.

During the "United States-Mexico Binational Commission Meeting," Paige met with his Mexican counterpart, Secretary of Education Reyes Tamez Guerra, and addressed representatives of the Mexican Congressional Education Committees, members of the higher education community, teachers, and university students. He also finalized the U.S.-Mexico Memorandum of Understanding on Education, signing Annex VII, which runs through 2004 and covers topics such as higher education, special education, adult and vocational education, and the strengthening of educational statistics and indicators.

The memorandum also addresses improving and initiating education projects along the border region, facilitating enrollment of migrant children, promoting teacher exchanges, and strengthening mutual understanding.

Bronx Community Awarded NSF Grant

Bronx Community College (N.Y.) was awarded a $200,000 National Science Foundation grant to increase the number of well-prepared mathematics, computer science, engineering, or engineering technology majors who will continue in a four-year college or join the high technology workforce.

The grant, administered by the mathematics and computer science, physics and technology, and chemistry departments, provides 29 students with scholarships for up to four semesters. The scholarships, which can be used for any academic-related expenses, including tuition, transportation, books, housing, and day care, are geared toward attracting women, who are often not encouraged to pursue scientific studies.

SMU Grant to Train Bilingual Teachers

SMU As part of the "No Child Left Behind Act of 2001," Southern Methodist University (SMU) in Texas received two grants totaling about $3 million from the U.S. Department of Education's Office of English Language Acquisition to train bilingual teachers for students in grades 1-6. The two grant programs draw upon the expertise shown by the University's bilingual education program and its widely recognized talented and gifted (TAG) education program, seen by many scholars as a first-of-a-kind at a university.

One grant enables SMU to offer scholarships to teachers in the Dallas Independent School District for certification in bilingual education. Specifically designed to meet the language acquisition needs of the District's Spanish-speaking students, it is intended to produce 150 bilingual teachers over a five-year period.

A second grant provides scholarships to teachers in seven North Texas school districts seeking certification in bilingual education, with a focus on TAG children. This program intends to help teachers identify bright Spanish-speaking students and provide training on how to help the students achieve at the highest possible level.

Texas A&M Addresses Campus Equality and Diversity

Texas A&M President Robert Gates, opening the Texas Higher Education Diversity Conference, expressed his fears that America has grown complacent, believing the battle for equality is won. This idea, he said, "may actually be a greater threat to fulfilling the promise of America than even the outright opposition to equality, especially as it relates to diversity on our campuses."

Photo © Allen Pearson

Held at Texas A&M, the two-day event fostered dialogue on diversifying institutions in Texas and building progressive and inclusive communities in higher education. Issues discussed included the decrease in educational attainment of minorities, equality in educational opportunities, and working toward achievement.

Lionel Sosa (pictured), member of the Texas A&M University System Board of Regents and executive officer of and partner in García LKS, an advertising firm specializing in Hispanic marketing for Fortune 500 companies, also spoke, noting that an increasing minority population coupled with decreasing educational attainment could mean a poorer economy for Texas. He emphasized the need for institutional leaders to embrace diversity.

Former Costa Rican President Lectures At GW

George Washington University (GW) in Washington, D.C., welcomed Miguel Angel Rodríguez, former president of Costa Rica and J.B. and Maurice C. Shapiro Professor at GW's Elliot School of International Affairs, for a discussion of recent changes in human rights law in Costa Rica. The lecture was part of the GW Law School Enrichment Lecture Series, now in its 22nd year.

Photo © Thomas Kohout

The former president had been a congressman in the Costa Rican Legislative Assembly, Assembly president, minister of the presidency, and minister of planning. He was a visiting professor of economics at the Institute for International Studies at the University of California-Berkeley, and has been a professor of economics at the University of Costa Rica since 1963 and at the Universidad Autonoma de Centro America since 1978.

Posse Awards $18 Million in Scholarships

The Posse Foundation awarded $18 million in leadership scholarships to 180 high school seniors nationwide. Each receives a four-year, full-tuition leadership scholarship worth $100,000 to one of Posse's 16 partner institutions.

For 13 years, Posse has identified, recruited, and trained high school students with extraordinary academic and leadership potential. Scholars are placed in supportive multicultural teams of 10 and participate in an eight-month, pre-college training program before beginning college. The Foundation believes that by selecting and training a small, diversified group, or posse, its program can be a catalyst for increasing individual and community development.

Since 1989, more than 530 urban youth have been awarded $44 million in scholarships.

Cal State Northridge Student Honored by CHCI

The Congressional Hispanic Caucus Institute (CHCI) awarded California State University-Northridge (CSUN) engineering student Ari Soto a $5,000 scholarship at a special ceremony at the Kennedy Center for Performing Arts in Washington, D.C., for his outstanding community service.

Soto interned at Raising Interest in Science and Math, where he helped design, build, and test a robot entered in a national competition last year. He was also the director of finance for Associated Students, managing a budget of $3.7 million.

Soto is currently establishing a nonprofit foundation, Technology Empowering Communities Hands-on (TECH), which recycles resources from large companies to middle schools, community centers, and churches in need.

NSHMBA Honors Hispanic Professionals/Scholars

The National Society of Hispanic MBAs (NSHMBA) welcomed more than 5,200 attendees to its 13th Annual National Conference and Career Expo in Phoenix, Ariz. The theme was "Strategic Positioning: Grow People & Business to Take Flight."

Approximately $615,000 was awarded to 173 scholarship recipients. $15,000 scholarships went to the top three winners: Alfredo J. Botty, Coca-Cola Company Scholarship; Carlos Omar González, Procter & Gamble Scholarship; and María del Pilar Rivera, PepsiCo Scholarship.

Emory University topped seven other schools in the Marketing Case Competition, sponsored by Dell Computer. The Murphy Leadership Institute became the first recipient of the Mission Award for the successful launch of the training program "Leadership IQ: The Next Generation."

The Conference culminated in the presentation of NSHMBA's most prestigious honor, the Brillante Awards, to the six outstanding recipients: Intel Corporation, Corporation award; McCombs School of Business at the University of Texas, Educational Institution award; Society of Hispanic Professional Engineers, Not-for-Profit award; Angelo Figueroa, managing editor of *People en Español*, Corporate Executive award; Salvador Gómez, president and CEO of Source One Management, Entrepreneur award; and Raquel Santiago-Martínez, NSHMBA Member award.

Rutgers Latino Arts/Culture Center Celebrates 10th Year

The Rutgers University (N.J.) Center for Latino Arts and Culture celebrated its 10th anniversary with a gala, "Advancing Latina/o Art and Scholarship: A Tribute to Innovative Leadership," at which academic and civic Latino leaders were honored.

Honorees included: Tomás Eloy Martínez, internationally acclaimed novelist and chair of Rutgers' Latin American studies program; Alejandro Anreus, art history scholar and curator at William Paterson University and former artist-in-residence at Rutgers' Center for Innovative Print and Paper; Mariam Merced, director of the community health promotion program at Robert Wood Johnson University Hospital in New Brunswick; Iris Martínez-Campbell, a member of both the Rutgers board of trustees and Rutgers' Center for Latino Arts and Culture advisory board; and Martín Pérez, president and founding member of the Statewide Latino Leadership Alliance of New Jersey.

The event raised money to create a new scholarship available to Rutgers students interested in arts and culture. The funds will also expand support for artists' residency programs at the University and expand opportunities for Latino artists.

Latino Immigrants Banking Study Released

Enrique V. Iglesias, president of the Inter-American Development Bank (IDB), released the results of a study, conducted by IDB's Multilateral Investment Fund and the Pew Hispanic Center, of Latin American immigrants' attitudes toward new banking technologies, financial institutions, and the costs of money transfers among remittance senders.

Based on 302 interviews with remittance senders in Los Angeles and Miami, the study ***Billions in Motion: Latino Immigrants, Remittances and Banking*** found that the senders–usually low-wage immigrant workers–are typically unaware of the full cost of sending money back home and make little effort to explore alternative methods. The study also found that once Latinos become aware of alternative methods, they are willing to consider using other money transfer products. The research concluded that remittance senders are skeptical of banks and financial institutions.

IDB estimates that funds transferred to Latin America from migrants living in industrialized nations might have reached $25 billion in 2002, up from $23 billion in 2001. According to the Pew Hispanic Center, reducing costs to 5 percent of the amount remitted would allow some of the poorest households in the U.S., Mexico, and Central America to keep an additional $1 billion of their income in 2003.

Salvadorian Torture Survivors Speak at San Francisco

The University of San Francisco (Calif.) held a panel discussion, "A Glimmer of Justice for El Salvador: Torture Survivors' Successful Lawsuit Against Salvadorian Former Top Ranking Generals," featuring plaintiffs and torture victims Carlos Mauricio (pictured l.) and Neris González (r.). Both recalled their successful lawsuits against two top-ranking Salvadorian officials who had moved to Florida in retirement. Members of their legal council, Sandra Covelier, Joshua Sondheimer, Shawn Roberts, Terry Karl, and Beth Van Schaack, also participated.

In July 2001, a Florida jury in a federal civil trial awarded $54.6 million to Mauricio, González, and Juan Romagoza after proving that they were brutally tortured by Salvadorian security forces from 1979 to 1983. The case is one of the few in which a foreign commander was tried under the "doctrine of command responsibility" and held accountable for human rights violations committed by his troops.

Smithsonian Center for Latino Initiatives Holds Conference

The Smithsonian Center for Latino Initiatives brought together archivists, museum professionals, and scholars for its first national conference, "Interpretation and Representation of Latino Cultures: Research and Museums."

The conference focused on the interpretation and representation of Latino cultures in museum exhibitions, materials, and educational programs in the U.S. and Puerto Rico. Topics included "Intergenerational Issues in Latino Studies," "Writing for Exhibitions," "Fund-raising Strategies," and "Challenging Traditional Curatorial Practices."

Speakers included Tomás Ybarra Frausto, a founding scholar in Latino studies and past Smithsonian Council chair; Gary Keller, director of the Hispanic Research Center at Arizona State University; and Gilberto Cárdenas, assistant provost and director of the Institute for Latino Studies at the University of Notre Dame.

South Mountain Students Earn TSP Scholarships

In Arizona, six top South Mountain Community College (SMCC) math and science students received national Teaching Scholar Partnership (TSP) scholarships of $500 for each of two semesters and the chance to participate in math and science conferences across the country.

The American Association of Community Colleges, with support from the National Science Foundation, provided the TSP scholarships to help solve the critical shortage of qualified math and science educators.

Fredrick Montoya, Melissa García, and Gabriela Vergara received the award for math; Christopher Contreraz, Lissandra Salinas, and Anthony Hernández, for science. All were selected for their interest in becoming future teachers of math and science, their academic achievement, and their plans to complete their education at Arizona State University.

Lamar Hosts Conference on Race and Ethnicity

Lamar University (Texas) hosted a conference on diversity in higher education for the nine component institutions of the Texas State University System (TSUS).

TSUS regents, faculty, administrators, and student representatives from each school heard from experts and discussed diversity issues affecting faculty and students as well as legal issues in higher education. The Conference was part of efforts to incorporate new diversity theories and models on TSUS campuses.

Keynote speakers were John Matlock, University of Michigan associate vice provost and director of the office of academic multicultural initiatives; Arthur Sandeen, doctoral research faculty at the University of Florida and former president of the National Association of Student Personnel Administrators; and Alexander Dreier, associate and head of the Education Group at Hogan & Hartson L.L.P., Washington, D.C. Each speaker led a breakout session to develop strategies that will function as guidelines as TSUS moves forward with diversity enhancement.

San Antonio Councilman Keynotes Palo Alto Convocation

Palo Alto College (Texas) held an Honors Convocation, recognizing students with a GPA of 35 and up. Keynote speaker Julián Castro, District 7 representative, San Antonio City Council, is, at 28, one of the youngest San Antonians ever elected to the council. City committees on which he serves include Human Development, Balanced Growth, Housing and Neighborhoods, Public Utilities and Conservation, and State and Federal Initiatives.

Castro, a partner in the law firm Castaro, Borrego, and Castro, holds a bachelor's degree in political science and communication from Stanford University and a law degree from Harvard University Law School.

Ohio Governor Calls for Higher Education Quality

Bob Taft, being sworn in for a second term as governor of Ohio, made a call for higher education quality the centerpiece of his second inaugural address.

"A highly educated workforce is an absolute necessity if Ohio is to succeed in the knowledge economy," said Taft (pictured).

"While more Ohioans are enrolled in our colleges and universities than at any time in our history, we must continue to strengthen our commitment to higher education, for higher learning does in fact lead to higher earning.

"...It's also true that our financial condition makes it hard to provide significantly more resources to our colleges and universities in the short run. Knowing this, we must think and act anew as we seek to improve our higher education system. And so, in the coming weeks, I will establish the Governor's Commission on Higher Education and the Economy."

Taft drew praise from U.S. House Education and the Workforce Committee Chairman John Boehner.

News from HACU

- The Hispanic Association of Colleges and Universities (HACU) National Internship Program was deemed "remarkably effective" in a report compiled by independent analysts. The report found that 94.1 percent of former interns said that the program helped them make more informed career decisions, and 82 percent said they would consider a federal career. To learn more about HACU's National Internship Program, log onto its new Web site: www.hnip.net.
- HACU member institution Arizona Western College was the beneficiary of an EDUCAUSE initiative, "Advanced Networking with Minority-Serving Institutions," which implemented an end-to-end network infrastructure for data, voice, and video services. The National Science Foundation-funded project helped the College meet the growing demand for online educational services at its main campus and five satellites.
- HACU partnered with Colorado college and career development leaders to provide a head start to a college degree to hundreds of Colorado high school students. The HACU Youth Leadership Fair focused on minority and other disadvantaged students most likely to be the first in their family to attend college.
- HACU presented the U.S. Department of Health and Human Services with its Public Sector Partner Award for outstanding support for the higher education and healthcare needs of Hispanic Americans. In presenting the award, HACU President and CEO Antonio Flores said, "This is a federal agency that truly embraces diversity in its mission and in its outreach."

Baca Featured at UC-Irvine Festival/Conference

The University of California (UC)-Irvine, at its 18th annual Rainbow Festival and Conference celebrating cultural and ethnic diversity, presented acclaimed poet and author Jimmy Santiago Baca.

"The greater economic, political, and social inequalities that particular communities face was the focus of the conference," said Anna González, director of UC-Irvine's Cross-Cultural Center.

Under the theme "Challenging Your Comfort Zone," the event encouraged young people to look at their communities in the global context and discuss issues of social justice in our global society.

Baca, often described as a "turn-around kid," grew up an orphan, went to prison at age 21, and came out a self-taught writer. After earning a degree, he wrote a memoir, *A Place to Stand*, and numerous books of poetry. He also wrote Disney Productions' "Bound by Honor (Blood In, Blood Out)" and HBO's "The Lone Wolf–The Story of Pancho González." Among his many accolades is the Pushcart Prize and a Hispanic Heritage Award for Literature.

NYU Conference Addresses Latino Education in NYC

New York University's Steinhardt School of Education hosted "Schooling Latin Americans in New York City," a conference for educators, school administrators, and guidance counselors who work with Latino students.

For the past 10 years, the number of students from all over Latin America and the Caribbean has continued to soar in New York. These children bring a unique set of social, cultural, and learning issues that affect their academic achievement and graduation rates.

The conference addresses topics of language and literacy, classrooms and communities, as well as Latin American history, society, and political structure. Experts in education, language, and Latin American studies were on hand to provide input.

Old Westbury Professor Receives Recognition

Dr. Onita Estes-Hicks, distinguished teaching professor and chair of the English language studies department at the State University of New York-College at Old Westbury, was selected for inclusion in the publication ***Who's Who Among America's Teachers, 2002*** for her achievements in the academic community.

"I am very pleased and honored to receive such recognition, to know that reaching out to students can help them achieve their goal in life," Estes-Hicks said. "Challenging the students and pushing them, while letting them show others what they learned, helps motivate them to learn."

Since 1990, only 5 percent of the more than 2.5 million teachers nationwide has been recognized in the publication.

Estes-Hicks, who received all formal training and education from Columbia

University, has been a member of the Old Westbury faculty since 1971.

Stanford Eliminates Binding Agreement for Early Admission

Stanford University (Calif.), recognizing the severe competition for acceptance faced by incoming freshman applicants, announced changes to its early admission program, effective with students entering in September of 2004 as part of the Class of 2008. According to the Stanford News Service, early applicants will no longer have a binding commitment to attend Stanford.

Binding early admission programs allow students to apply to a prospective university early in their senior year of high school as long as they commit to attend when accepted. Stanford felt that its early admission program put a great deal of pressure on the students to attend and made the decision to reverse its policy.

Under the new program, students who agree to submit an early application to no institution other than Stanford will be considered for admission in early November and will have until the following May to decide whether or not to attend.

Yale University also eliminated the requirement that early applicants who are accepted commit to attend.

BESTNET at Cal State L.A. Makes History

Change: The Magazine of Higher Learning, a publication of the American Association for Higher Education, named California State University-Los Angeles Binational English and Spanish Telecommunications Network (BESTNET) one of the major projects in the history of FIPSE, the U.S. Department of Education's Fund for the Improvement of Postsecondary Education.

FIPSE provided BESTNET, a distance education project, with two grants totaling approximately $800,000, in addition to $1 million of original funding for BESTNET from the External Research Organization of the Digital Equipment Corporation.

BESTNET was co-founded by Beryl Bellman (pictured l.), Cal State L.A. professor of communication studies, and Armando Arias (r.), California State University-Monterey Bay professor of social and behavioral sciences. The project pioneered distributed (distance) learning and collaborative research between academic and research institutions in the United States and Mexico and had a major impact on propagating the Internet at Mexican institutions.

Cal State Fullerton Salutes Latino Veterans of the Korean War

California State University-Fullerton remembered the contributions and sacrifices made by the American veterans of foreign wars during its sixth annual "Veterans Day Celebration: A Tribute to Mexican American Veterans of the Korean War." The event paid special tribute to surviving Mexican-American veterans of the Korean War and to other decorated veterans who fought in Korea and World War II.

Honored guests included Joseph Charles Rodríguez, Medal of Honor recipient during the Korean War, and Brig. Gen. Gus Hernández, a Silver Star recipient. Speakers included Reps. Edward R. Royce and Loretta Sánchez, state Assemblyman Lou Correa, and Orange County Superior Court Judge Frederick P. Aguirre, president of Latino Advocates for Education, which co-sponsored the event.

"Our goal is to promote patriotism, to recognize the contributions of Latino military veterans, and to encourage the scholarly documentation of Latino patriotic contributions," said Aguirre, who noted that during the conflict in Korea, 32 percent of the casualties from Orange County were Mexican-American, yet the group made up only 5 percent of the county's population at the time.

M-DCC Students Earn Communication Honors

Future writers, editors, artists, and designers contributing to Miami-Dade Community College's (M-DCC) two publications, *Miambiance*, an arts and literature magazine, and *Catalyst*, the student newspaper, won big at a college media convention held in Central Florida.

Miambiance won First Place in Magazine Diversity from the College Media Advisers and Second Place in the 2002 Design of the Year Award from Adobe Systems, Inc. and the Associated Collegiate Press. The magazine and its staff also won many state awards from the Florida Community College Activities Association. *Miambiance*, in a separate event, the Community College Humanities Association Annual Literary Magazine Competition, earned First Place and an award for Most Improved Magazine.

Catalyst staffers combined for 10 awards from the Florida Community College Activities Association in competition against newspapers at schools with enrollments greater than 6,500. Members of *Catalyst* included (pictured l. to r.) Israel Sánchez, Trishia Hughes, Gabriel Díaz, Cristina Alvarez, faculty advisor Merwin Sigale, George Mori, and (not pictured) Cary García, and Mike Ramos.

DePaul Language Students Learn and Serve

DePaul University's (Ill.) Irwin W. Steans Center for Community-based Service Learning, funded by the U.S. Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE) initiative, launched a domestic language immersion program providing students with the benefits of intense foreign studies and service learning.

The program Bringing it Home enables participants to hone their Spanish-language skills in a three-course Spanish language sequence at DePaul while they volunteer in a Chicago-based community organization where Spanish is the primary language spoken. Students also spend the summer with a Chicago family in which Spanish is the dominant language spoken and are offered a short-term study abroad opportunity in Central America as their studies mature.

The result is a rigorous language immersion experience similar to that of spending a semester studying abroad. The service component teaches them about Spanish culture.

"By volunteering in a Spanish-speaking organization while studying Spanish in school, I can apply my skill to real-life situations," said Kinsley Fahrner, an 18-year-old DePaul freshman enrolled in Bringing it Home. "And that makes for a valuable experience."

LIU-Brooklyn Expert Wins Child Advocacy Award

Luis Riquelme, a speech-language pathology expert and assistant professor in the department of communication sciences and disorders at Long Island University (LIU)-Brooklyn (N.Y.), received the ENLACE-Latino Children Educational Network's Latino Children Advocacy Award for his work with communicatively impaired Latino children.

Riquelme is the co-owner of Riquelme & Santo, the largest bilingual/Spanish speech-language pathology group in New York City, launched with colleague Emilia Santo 10 years ago to serve adults and children. For years he has been at the forefront in setting state and local standards for training future bilingual professionals and for direct service to Latino children.

Riquelme chairs the American Speech-Language-Hearing Association's multicultural issues board and was a co-founder of the Hispanic Caucus for Speech-Language Pathologists and Audiologists. He received a bachelor's degree from LIU, a master's from Columbia University, and has written on providing and improving services to Latino children in schools.

News from UTEP

- Academic researchers and economists from the U.S. and Mexico presented and discussed recent findings regarding the maquiladora industry at a recent conference conducted by the University of Texas-El Paso (UTEP). The Network of Border Economics/Red de la Economía Fronteriza gathered at the one-day Second International Economic Research Forum to better understand the future of and the social and economic impacts of the industry.
- Victor Villaseñor, Chicano author of the bestseller *Rain of Gold*, was honored at UTEP and spoke to students about the history of and impact of the El Paso-Juárez gateway. "A Conversation with Victor Villaseñor" was sponsored in part by UTEP's Bilingual Master of Fine Arts Program. It emphasized the program's new emphasis on bilingual and bicultural experience.
- El Paso artist and historical illustrator José Cisneros was the honored guest at a reception celebrating the reprinting of his *Riders Across the Centuries*, a book of drawings published in 1984 by Texas Western Press. The book, among the Press' all-time bestsellers, earned Cisneros the National Cowboy Hall of Fame Wrangler Award in 1985.
- The UTEP Academic Olympiad team was a champion at the Society of Hispanic Professional Engineers Region V Academic Olympiad, with a win over Rice University. The event, held at the National Engineer Achievement Awards Conference, advanced the squad to the National competition.
- UTEP water experts hosted a delegation from the Middle East to discuss water usage, conservation, and binational water research. The group, Friends of the Earth Middle East, included Israeli Jews, Israeli Arabs, Palestinians, and Jordanians. The group sought assistance from UTEP's Center for Environmental Resource Management because of its history of promoting dialogue and cooperation in the management of resources along the U.S.-Mexico border region.
- UTEP's Winter 2002 Commencement featured guest speaker Dr. Rita R. Colwell, 11th director of the National Science Foundation. Since taking office in 1998, Colwell has spearheaded the agency's emphasis on increased participation of women and minorities in science and engineering.

ACE Releases Paper on Campus Racial Issues

The Office of Minorities in Higher Education at the American Council on Education (ACE) released the first in a series of Occasional Papers it hopes will spur campus discussion of issues related to race, culture, and ethnicity in the academic community.

"The Continuing Significance of Racism: U.S. Colleges and Universities," by Joe Feagin, graduate research professor of sociology at the University of Florida and past president of the American Sociological Association, provides a compelling and not altogether complimentary analysis of the atmosphere on some college and university campuses, as seen by select students and faculty of color. It includes perspectives and comments from three ACE member presidents: John W. Garland, president of Central State University (Ohio); R. Barbara Gitenstein, president of The College of New Jersey; and Tito Guerrero III, president of Stephen F. Austin State University (Texas).

Additional information on the paper is available at www.acenet.edu/programs/omhe.

CSUSB Educators Attend Teachers Conference

California State University-San Bernardino (CSUSB) Provost Louis Fernández (pictured l.) and Patricia Arlin (r.), dean of the University's College of Education, joined educators from around the nation in a conference on strengthening teacher preparation programs.

Fernández and Arlin attended the meeting of The Renaissance Group (TRG)—a consortium of more than 30 universities that share information on their teacher education programs. With the theme "No Teacher Left Behind," the conference explored what TRG members are doing to enhance K-12 education in low-performing schools. Among the guest speakers were Dr. Grover J. "Russ" Whitehurst and Terri Rayburn, U.S. Department of Education, and Betty Castor, president of the National Board for Professional Teaching Standards.

Since institutional leadership is seen as a critical component in the quality of teacher preparation programs, TRG requires that the president, academic vice president/provost, and dean of the college of education of member institutions remain actively involved in TRG programs and activities.

Raritan Valley Sponsors Cuba Trip

Raritan Valley Community College (N.J.) is offering a three-credit interdisciplinary course on Cuba that culminates into a trip to the island nation.

"Global Visions Interdisciplinary Area Studies: Humanities Perspectives on Cuba" emphasizes history, the evolution of the current political and economic situation, and the arts. It pays special attention to Fidel Castro's regime and current U.S.-Cuba relations. Resources include lectures, readings, discussions, and Cuban cinema.

Students travel to Cuba to tour Havana, meet with students and professors at the University of Havana, and visit museums and an art market.

Bergen Appoints Rojas to Criminal Justice Program

Bergen Community College (N.J.) appointed Rafael Rojas, Jr. assistant professor of the criminal justice program, one of its largest degree programs. Rojas comes to Bergen from a similar post at the University of New Mexico-Gallup.

In his more than 30 years of criminal justice experience, Rojas held positions in teaching, course development, and program modification and development in police, corrections, and forensics science at colleges and universities in New Jersey. He served the Port Authority of New York and New Jersey for more than 20 years, and worked for the New York State Department of Correctional Services and the Brooklyn District Attorney's Office in New York City.

Rojas holds a bachelor's degree from Fordham University, two master's degrees from Long Island University, and is pursuing a doctorate at Columbia University.

Thome Wins MLB Roberto Clemente Award

Major League Baseball (MLB) awarded the 2002 Roberto Clemente Award to Jim Thome of the Cleveland Indians. The award, presented by John Hancock Financial Services, recognizes the player who best exemplifies the game of baseball, sportsmanship, community involvement, as well as contribution to the team.

Selected from a group of 30 nominees–one from each MLB club–by a panel of baseball dignitaries, Thome received a $25,000 check for the charity of his choice. He chose the Steve Palermo Chapter of the National Paralysis Foundation and donated the check in honor of his son Brandon Thome, who sustained a spinal cord injury.

In conjunction with the award, MLB celebrated its inaugural "Roberto Clemente Day," Sept. 18, at all ballparks.

CSU-San Marcos Center for Books in Spanish Announces Workshops

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos announced three workshops slated for the Summer of 2003.

- June 23 and 24, "Books and Reading Strategies for Bilingual Students Grades K-8"–This workshop will focus on reading, selecting, and using appropriate literature to teach reading strategies to bilingual students. Conducted in English.
- July 14-16, "Literature in Spanish for Children and Adolescents/La Literatura en Español dirigida a los Lectores Infantiles y Juveniles"–Introduction to the literature in Spanish for children and adolescents including selection criteria and reading promotion strategies. Conducted in Spanish.
- July 28-30, "Traditional Literature from Latin America for Children and Adolescents/Literatura Tradicional de Latino América para Niños y Jóvenes"–Introduction to pre-Hispanic and colonial myths and legends from Latin America for children and adolescents. Conducted in Spanish.

For more information, contact: (760) 750-4070; fax, (760) 750-4073; Barahona Center for the Study of Books in Spanish for Children and Adolescents, California State University-San Marcos, San Marcos, CA 92096-0001.

Arte Público to Publish Book by Cisneros

Henry Cisneros (pictured l.), former U.S. Department of Housing and Urban Development (HUD) secretary and mayor of San Antonio, introduced his upcoming Arte Público Press publication on the Latinization of the United States, during Arte Público's annual Piñata Party, chaired by Geraldina Interiano Wise (r.).

Cisneros is the president of American City Vista, an organization that builds homes in central neighborhoods of major American cities. His book will explore the ascendance of Latinos to prominence in all aspects of American life and is expected to establish Cisneros as a visionary of the American scene.

The Piñata Party also saw Samuel Caraballo, a Puerto Rican schoolteacher from Virginia Beach and author of *Estrellita se despide de su isla/Estrellita Says Good-bye to Her Island*, win Arte Público's annual award for bilingual children's literature.

Larousse Bestseller Available in the U.S.

Larousse's annually revised, perennial Latin American bestseller, *El Pequeño Larousse Illustrado*, is now widely available in the United States, courtesy of the Houghton Mifflin Company. *El Pequeño* has long been known in the Spanish-speaking world as one of the definitive encyclopedic dictionaries and can be found in homes, offices, and schoolrooms throughout Latin America.

With 90,000 entries and 200,000 definitions, the 2003 edition of *El Pequeño* is tailored to Latin American readers, providing a sense of how language and culture have changed in the past year. It identifies differences in meanings by nation and is attentive to differences of meaning and usage between Latin American countries and Spain. It features new terms related to Latin American cultural heritage and celebrates individuals who have made significant contributions in the past year.

For further details on *El Pequeño Illustrado 2003*, log onto: www.houghtonmifflinbooks.com/booksellers.

Bush Proposes Funding Increase for Minority-Serving Institutions

President George W. Bush proposed an increase in funding for Hispanic-Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) to ensure educational freedom, opportunity, and access for every American.

The president's fiscal year 2004 budget will increase funding by 5 percent for the following programs: $224 million for HBCUs, $53 million for Historically Black Graduate Institutions, and $94 million for HSIs, totaling $371 million.

The administration said it is committed to enhancing equal opportunity and strengthening the capacity of these institutions to provide excellence in education. The president has proposed funding increases for these programs for the past two fiscal years.

CASE Invites Nominees for Top Professors

The Council for Advancement and Support of Education (CASE) is inviting nominees for the

2003 U.S. Professors of the Year Awards, which recognize dedication to teaching, commitment to students, and creative approach to education. Created in 1981, the U.S. Professors of the Year Awards are touted by CASE as the only national honors for excellent teaching in higher education.

Last year, Alicia Juarrero (pictured l.) of Prince George's Community College (Md.) was named Outstanding Community College Professor; James Adams of Manchester College (Ind.), Outstanding Baccalaureate College Professor; Francisco Jiménez (pictured r.) of Santa Clara University (Calif.), Outstanding Master's University and College Professor; and Dennis Jacobs of the University of Notre Dame (Ind.), Outstanding Doctoral and Research University Professor.

CASE is the largest international association of education institutions, serving more than 3,300 universities, colleges, schools, and related organizations in 45 countries. The deadline for nominees for the 2003 Awards is April 25. For more information, go to www.case.org/poy.

CIS: There Is No "Latino" Voting Bloc

A Center for Immigration Studies (CIS) analysis of Fox News polling data from the 2002 election shows that Republicans do well when Latinos stay home.

According to the findings in *Latinos and the 2002 Election*, by James G. Gimpel, professor of government at the University of Maryland: "Despite Republican proposals for increased immigration, amnesty for illegal aliens, and new guestworker programs, there is no evidence of a Republican surge among Latino voters in the 2002 mid-term elections."

Gimpel takes issue with Republicans' claims that the Republican Party picked up an impressive amount of Hispanic voters in the last election. His research also showed a low turnout of low- and middle-income Latinos–voters who likely would have voted Democratic or independent.

The Center for Immigration Studies is an independent, nonpartisan, nonprofit research organization founded in 1985. For more information on CIS or *Latinos and the 2002 Election*, visit www.cis.org.

Latinos Outnumber Blacks in Census Population Estimates

The Commerce Department's Census Bureau released estimates as of July 1, 2001, of the nation's population by age, sex, race, and Hispanic origin. They are the first such estimates released by the Census Bureau since Census 2000.

According to the figures, Hispanics or Latinos (of any race) make up approximately 37 million people in the U.S. while Blacks or African Americans constitute roughly 36.2 million people.

The Hispanic/Latino population in the U.S. went up by 4.7 percent. In April 2000, Hispanics totaled 35.3 million. The African American or Black population in the U.S. went up by 1.5 percent. In April 2000, African Americans totaled 35.7 million.

PUBLICATIONS

The Mythology of South America

By John Bierhorst

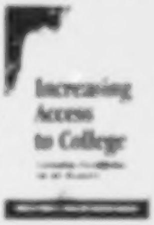
THE MYTHOLOGY OF
SOUTH
AMERICA

More than any continent, South America "has preserved the conditions that allow mythology to be freely produced." Dividing the continent into seven carefully mapped regions, John Bierhorst shows how South America's principal myths can be traced from Indian tribes and how each has developed a unique oral tradition.

2002. 278 pgs. ISBN 0-19-514625-5. $18.95 paper. Oxford University Press. (800) 451-7556.

Increasing Access to College: Extending Possibilities for All Students

William G. Tierney and Linda Serra Hagedorn, eds.



At a time when college enrollment rates for underrepresented and low-income students are far below those of nonminority students, practices and policies designed to increase access should be a priority for institutions at all levels. The contributors of this book focus on precollege enrichment programs as a solution to the problem of minority and low-income student access to higher education.

2002. 256 pgs. ISBN 0-7914-5364-2. $22.95 paper. SUNY Press. (800) 666-2211.

Class Mates: Male Student Culture and the Making of a Political Class in Nineteenth-Century Brazil

By Andrew J. Kirkendall

This innovative study considers how approximately 7,000 male graduates of law came to understand themselves as having a legitimate claim to authority over 19th-century Brazilian society during their transition from boyhood to manhood.

2002. 262 pgs. ISBN 0-8032-7804-7. $29.95 paper. University of Nebraska Press. (800) 755-1105.

The Contemporary Mexican Chronicle: Theoretical Perspectives on the Liminal Genre

Ignacio Corona and Beth E. Jörgensen, eds.

The chronicle, which crosses the boundaries between fiction and nonfiction, literature and journalism, is a widely read form of writing throughout Latin America. With contributions by Mexican writers such as Carlos Monsiváis and Elena Poniatowska, this book addresses the theory and practice of the chronicle as a literary genre in 20th-century Mexico.

2002. 266 pgs. ISBN 0-7914-5354-5. $23.95 paper. SUNY Press. (800) 666-2211.

International and Human Rights and Authoritarian Rule in Chile

By Darren G. Hawkins

This well-researched and cogently argued case study addresses the key issues of international human rights activism on authoritarian governments in the modern era by examining the impact of transnational human rights organizations and international norms on Chile during and after the regime of Gen. Augusto Pinochet.

2002. 261 pgs. ISBN 0-8032-2404-4. $45.00 cloth. University of Nebraska Press. (800) 755-1105.

A Faceless Enemy: The Origins of Modern Terrorism

By Glenn E. Schweitzer with Carole Dorsch Schweitzer

Osama bin Laden's Al Qaeda network is only one of hundreds of terrorist organizations around the world. Others wait for their own cues to terrorize vulnerable populations. This sweeping history gives us a deeper understanding of the complex issues related to terrorism and international security as well as the risks involved.

2002. 368 pgs. ISBN 0-7382-0757-8. $17.00 paper. Perseus Publishing. (800) 386-5656.

La Mordida

By Jim Sanderson

La Mordida
Jim Sanderson

In this taut mystery thriller, Border Patrol agent Dolph Martinez investigates corruption and murder on both sides of the isolated desert border. A novel by the author of *El Camino del Rio* and *Safe Delivery*.

2002. 264 pgs. ISBN 0-8263-2815-6. $22.95 cloth. University of New Mexico Press. (800) 249-7737.

Early Tejano Ranching: Daily Life at Ranchos San José and El Fresnillo

By Andrés Sáenz

Early Tejano Ranching

For two and a half centuries Tejanos have lived and ranched in South Texas, establishing the foundation of the American ranching industry while retaining their strong cultural links to the land south of the Río Grande. This story tells of two Tejano families, the Sáenzes and the Lópezes, who established Ranchos San José and El Fresnillo in the 1850s and 1860s.

2002. 192 pgs. ISBN 1-58544-163-5. $9.95 paper. Texas A&M University Press. (800) 826-8911.

Making Connections: Communication through the Ages

By Charles T. Meadow

Making Connections

This tour of communication technologies through time shows how certain devices–the alphabet and movable type printing, cave drawings, carrier pigeons, telephones, television, the Internet, and more–are connected to one another even as they serve to make connections between people.

2002. 384 pgs. ISBN 0-8108-4234-3. $28.95 paper. Scarecrow Press. (800) 462-6420.

Portraying the Lady: Technologies of Gender in the Short Stories of Henry James

By Donatella Izzo

From Daisy Miller to Isabel Archer, female characters dominate the work of Henry James. Blending literary, art, and feminist criticism with narratological analysis and postmodern theory, this work restores a formal awareness to the study of James within the wider theoretical concerns of feminism, gender, and cultural critiques.

2002. 304 pgs. ISBN 0-8032-2503-2. $60.00 cloth. University of Nebraska Press. (800) 755-1105.

CONFERENCES

Mendelson Center for Sports Conference

March 14-15

The Mendelson Center for Sports, Character & Community holds its second biennial conference with the theme "Sports, Character, and Responsible Citizenship." This interdisciplinary conference will address theoretical, empirical, and practical considerations. At the University of Notre Dame, Notre Dame, Ind.

E-mail: cscc@nd.edu

AAHE Learning to Change Conference

March 14-17

This major new conference of the American Association for Higher Education focuses on the nexus of learning and change. Uniting the best features of AAHE's "Conference on Faculty Roles and Rewards" and "National Conference on Higher Education," this event convenes a wider circle of faculty and administrators to address the challenges of higher education. At Washington Hilton and Towers, Washington, D.C.

Web site: www.aahe.org/learningtochange

NACADA Northeast Regional Conference

March 17-19

The theme "ADVISOR Newport: Can You Survive the Challenges?" offers participants at this National Academic Advising Association conference the opportunity to share strategies used to positively influence student retention and success. At the Newport Marriott in Newport, R.I.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

7th Annual NCIIA Conference

March 20-22

The theme of the 2003 conference of The National Collegiate Inventors and Innovators Alliance is "Big Ideas in a Small World: Invention, Innovation, and Entrepreneurship Education." In Boston, Mass.

Web site: www.nciia.org

NHMA's 7th Annual Conference

March 21-23

Join 1,000 physicians, residents, medical students, and healthcare industry and government representatives interested in Hispanic health and quality care at the National Hispanic Medical Association's 7th annual conference. This year's theme is "Model Hispanic Health Programs: Prevention, Treatment, Training, Research." At the Hyatt Regency Capitol Hill, Washington, D.C.

Contact: NHMA, (202) 628-5895; fax, (202) 628-5898; e-mail, nhma@nhmamd.org; Web site, www.nhmamd.org

NASPA 2003

March 22-26

NASPA, the National Association of Student Personnel Administrators, presents its 85th annual conference with the theme "Gathering at the Gateway–Renewing Our Spirit." At The Renaissance Grand Hotel, St. Louis, Mo.

Contact: Arlene Kidwell, (202) 265-7500; Web site, www.naspa.org/conference

NACADA Great Lakes & North Central Regional Conference

March 23-25

Regions V and VI of the National Academic Advising Association will gather at this conference, which will explore the link between student success and retention and quality advising. The theme will be "MAD-IS-ON: Allies for Success." At the Monona Terrace Convention Center in Madison, Wis.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

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George Mason University
GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education at George Mason University (**www.gse.gmu.edu**) is a dynamic professional school committed to innovation and excellence in teaching, research, and service, especially through collaborative field-based programs and outreach initiatives with schools, businesses, and community agencies. Just 16 miles west of Washington D.C. in Fairfax, Virginia (with some programs located at campuses in Arlington and Prince William), George Mason University - a state-supported institution enrolling 27,000 students - is located in a region characterized by excellent K-12 schools, leadership in technology, and rapid growth in the size and diversity of its population. The Graduate School of Education thus provides an ideal site for educational researchers and scholar-practitioners with an applied, collaborative orientation and an interest in preparing education professionals for the challenges of the 21st century.

In recent years the Graduate School of Education has experienced accelerated growth and has emerged as one of the nation's top education schools. It has done so by attracting a diverse blend of experienced and newer faculty to work in an environment that values equity, intellectual creativity, strong faculty governance, and opportunities to affiliate with multiple programs. The School is now seeking to add to its roster of 90 full-time faculty by filling eight key tenure-line faculty vacancies (pending availability of funding; some positions may be filled through non-tenure-line appointments, with appropriate adjustments in research expectations, if permanent funding is unavailable). Consistent with School and University priorities in technology, diversity, and public policy, preference will be given in each search to candidates who are doing policy-relevant scholarly work, are experienced in applying and using educational technology, and can demonstrate expertise in preparing education professionals for multilingual and multicultural environments. Applications from women and minority candidates and persons with disabilities are especially encouraged, as are nominations that will help us recruit a diverse pool of candidates.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to: **Jeffrey Gorrell, Dean, MSN 2F1, Graduate School of Education, George Mason University, 4400 University Drive, Fairfax VA 22030-4444.** Please clearly indicate the position you are applying for in your cover letter.

Review of applications will begin on **March 20, 2003** and will continue until the positions are filled. George Mason University is an equal opportunity, affirmative action employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

Initiatives in Educational Transformation (IET) (rank open)
Visionary, activist scholar sought to teach and conduct research in a school-based master's program initiated on the premise that the structure of teacher professional development needs to be reconceptualized. IET is designed to help teachers enhance their practice through reflection, self-study, action research, and professional collaboration. Consistent with the innovative structure of the program, faculty teach collaboratively, create provocative curricular experiences for teachers, and are fascinated by the practical challenges of teachers' lives and school culture. Candidates should have an earned doctorate in education, philosophy, critical theory, or any of the humanities or social sciences fields that would inform the interdisciplinary, multicultural, reflective practice focus of the program, as well as appropriate evidence of scholarly productivity/promise and teaching effectiveness. K-12 experience valued. This is a 12-month position with a start date of June 2003.

Education Leadership (rank open)
A diverse group of scholars and practitioners focused on the improvement of leadership in K-12 schools seeks to strengthen the research base and teaching capabilities for its collaborative field-based program. Responsibilities include research and scholarship, teaching courses for prospective school leaders (most of whom are organized in off-campus cohorts), supervision of administrative interns, and advising of master's and doctoral students. Earned doctorate and recent practitioner experience in school administration required. University teaching experience and an established or very promising record of scholarship desirable.

Counseling and Development (rank open)
Nationally recognized graduate program seeks to further strengthen its research and teaching capabilities. Strong background and research concentration in school or community counseling with emphasis on working with at-risk youth desirable. Earned doctorate required. Applicants must demonstrate potential for excellence in scholarship and teaching; a strong commitment to the mission of the counseling and development program, which focuses on multicultural counseling, social justice, and advocacy and leadership; and an ability to work with a highly collaborative professional team providing state and national leadership in research, program development, and service.

Special Education Program Coordinator (rank open)
Specialist in ED/LD or MR needed to coordinate the degree, licensure, and certificate programs offered by a group of nationally prominent scholars in special education and human disabilities. Responsibilities include collaborating with other GSE faculty in model programs integrating general and special education; teaching and advising at the master's and doctoral levels; conducting and disseminating research, and securing external funding. Earned doctorate in special education or related field and two years experience working with children and youth with disabilities required. Experience in faculty leadership, university teaching experience, and an established or very promising record of scholarship and external funding desirable.

Multilingual/Multicultural Education (rank open)
Nationally recognized teacher preparation program seeks a colleague who can translate the ESOL and multicultural education research base into effective teaching practices that reflect current trends and innovations in the field. Responsibilities include teaching courses in ESOL teaching methods, curriculum and literacy development, and multicultural education, conducting and disseminating research, and securing external funding. Earned doctorate and at least three years of PK-12 public school teaching required, with 5-10 years preferred in a variety of educational settings. Experience working with special needs and non-literate learners, and strong evidence of professional development experience with U.S. public school teachers required. Curriculum development, program development, and teacher training in ESOL preferred. Applicants should be bilingual or multilingual in Spanish and/or Asian languages.

Mathematics Education, Middle/Secondary Level (rank open)
Specialist in middle/secondary level mathematics education needed to join a multifaceted program emphasizing reflective practice, integration of technology, collaboration, and meeting the needs of diverse learners. Responsibilities include teaching and advising at the graduate pre-service, master's and doctoral levels; conducting and disseminating research; and collaborating with other GSE faculty. Earned doctorate required. Experience in diverse public school settings, experience with school/university partnerships, teaching experience in grades 6-12, university teaching experience, and an established or very promising record of scholarship and external funding desirable.

Quantitative Research Methods Specialist (rank open)
Active scholar with focus on assessment and quantitative analysis needed to help launch a new degree program in educational psychology and to teach doctoral courses in quantitative methods. Responsibilities include teaching and advising at the master's and doctoral levels, conducting and disseminating research, and collaborating with other GSE faculty associated with the educational psychology and PhD programs. Earned doctorate required. Qualifications in multiple areas of expertise, university teaching experience, and an established or very promising record of scholarship and external funding desirable.

Literacy (rank open)
Literacy scholar/educator needed to join nationally recognized, dynamic, collaborative faculty. Literacy graduate-level programs at the preservice, advanced master's (reading specialist), and doctoral levels, newly developed within the past 8 years, have a strong interdisciplinary and research-based focus. Faculty responsibilities include teaching and advising master's and doctoral students and conducting and disseminating research. Earned doctorate related to literacy or reading required. Experience with diverse populations, recent work in public school settings, K-12 teaching experience, interest in collaboration, university teaching experience, and an established or very promising record of scholarship and external funding desirable.

VICE PRESIDENT FOR INFORMATION SYSTEMS

Massachusetts Institute of Technology (MIT) is one of the world's preeminent research universities, dedicated to advancing knowledge and educating students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century. Located in Cambridge, Massachusetts, MIT is organized into five schools: Architecture and Planning; Engineering; Humanities, Arts, and Social Sciences; Management; and Science. Within these schools are twenty-one academic departments, but a great deal of research and teaching takes place in interdepartmental programs, laboratories, divisions, and centers whose work extends beyond traditional disciplinary boundaries. There are more than 950 faculty, approximately 4200 undergraduate, and 6100 graduate students. Total employment is about 11,400 (including 2400 staff at Lincoln Laboratory, a Federally funded research and development center, pioneering in advanced electronics). In 2002 MIT performed $450 million of research on the Cambridge campus that was funded by government, private industry and foundations. Lincoln Laboratory performed an additional $450 million of research for the U.S. government. The Institute's fiscal 2003 operating budget is $1.6 billion. The governing board of the Institute is the Corporation, with approximately 70 active members and 25 emeriti members who are leaders of science, industry, education, and public service.

The Vice President for Information Systems (VP-IS) reports to the Executive Vice President (EVP) of the Institute, with a strong relationship to the Provost. Information Systems provides core computing and communications resources to faculty, students, and staff for education, research, and administrative activities. Responsibilities range from developing the IT platform for delivery of MIT's education and research programs, to implementing enterprise software packages to support Finance and Human Resources, to providing Institute-wide network and telephone services. More broadly, the VP-IS guides the evolution, integration, and effective use of computing and communications resources throughout MIT in support of planning, decision-making, and day-to-day operations. The VP-IS is a member of the President's primary policy advisory board, the Academic Council, and is responsible for a staff of 300 with an annual budget of some $50 million.

The candidate best suited for this position will be a recognized, seasoned, credible leader in information technology with a solid background of experience in the field and an impressive record of innovation and attainment of goals in complex organizations. Experience with university academic and business processes is desirable although roles in research and development intensive organizations such as large technology and pharmaceutical companies, could readily substitute. S/he must demonstrate critical competencies at very high levels, ranging from a deep understanding of information technology to highly developed management and leadership skills. A bachelor's degree is required; advanced degree or degrees are highly desirable.

Interested candidates should submit a resume and cover letter electronically to **VPIS@spencerstuart.com** by March 19, 2003.

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Massachusetts Institute of Technology **web.mit.edu/hr**

THE UNIVERSITY OF CHICAGO

Assistant Vice President for Student Affairs and Deputy Dean of Students in the University

The University of Chicago invites applications for Assistant Vice President for Student Affairs and Deputy Dean of Students in the University, a new position created from a recent reorganization. The individual in this position will provide student affairs leadership for the University and will guide a set of essential student services. The position reports to the Vice-President and Dean of Students in the University.

The Assistant Vice President and Deputy Dean will oversee development and implementation of University student affairs policies and procedures and handle student issues and problems that come to the attention of the central administration. He/she will work closely with the deans of students in the academic divisions and schools.

The Assistant Vice President and Deputy Dean will also provide comprehensive leadership for several student services departments including the bursar and student loan administration, graduate affairs, health planning, administration of disciplinary policy, security liaison, international affairs, and the registrar. ($8 million budget) He/she will evaluate overall policies and processes through which the departments provide service, particularly after the recent student systems implementation, and will identify and implement changes to achieve synergies and service improvements.

The candidate must have at least seven years of senior-level university leadership experience including at least three years in student affairs administration. He or she must have a working knowledge of the developmental issues facing college and graduate students. The candidate must have judgment and discretion, a strong ethical approach to decision-making with faculty, students and staff in a decentralized university, and ability to resolve conflicts fairly and diplomatically. He or she must have experience communicating in groups and one-on-one, implementing changes in policy, processes, and organizational structure, and advocating for resources with fiscal responsibility. Bachelor's degree is required; master's degree is strongly preferred.

Submit applications, including a cover letter and résumé, to **Roberta Cohen, Deputy Dean of Students in the University, University of Chicago, Adm 218, 5801 South Ellis, Chicago, Illinois, 60637. Fax: 773-702-4357 (rcohen2@uchicago.edu).** Application review will begin immediately and continue until position is filled.

The University of Chicago is an equal opportunity affirmative action employer.
Women and minorities are encouraged to apply.

UNIVERSITY OF FLORIDA

Director, Baby Gator Child Care Educational Research Center for Child Development

Baby Gator Child Care Educational Research Center for Child Development is seeking a Director. The Director will be a clinical associate / full professor in the School of Teaching and Learning (ST&L) in the College of Education. Baby Gator, an affiliate of the College of Education, is approved by the National Association for the Education of Young Children (NAEYC) and provides early care and education to diverse infants, toddlers, and preschoolers of UF students, faculty, and staff. Baby Gator also provides opportunities for UF faculty and students to conduct educational research. Baby Gator is committed to providing a model of excellence in early childhood education by implementing developmentally appropriate and evidence-based practices and curriculum, while responding to the needs of a diverse population of students, including children with disabilities.

Responsibilities: Duties include providing leadership in developing research efforts and securing external funding through collaboration with faculty from the College of Education and across UF, overseeing the educational program of the Center, working collaboratively with the College of Education and other colleges who use the Center for research and internship placements, and supervising graduate student research and teaching responsibilities as assigned by the Director of the ST&L. The director is responsible for working with the Board of Directors to establish the policies of the Center. The position will begin summer 2003.

Qualifications: Earned doctorate degree in an appropriate discipline (e.g., early childhood education, child development, school administration, etc.), national recognition in early childhood or a related field, professional experience in early childhood administration and work with diverse young children and their families, and evidence of success in scholarly productivity and obtaining external funding. **Review of applications will begin on March 31 and will continue until the position is filled.**

Letters of application should be accompanied by a vitae and the names, addresses, and telephone numbers for at least three references whom you have asked to provide letters of recommendation. Application materials should be sent to the following address.

Dr. Tina Smith-Bonahue, Chair
University of Florida (Position #617770)
P. O. Box 117047
Gainesville, FL 32611-7047.
Email: tsmith@coe.ufl.edu

The University of Florida is a public, land-grant research university, one of the most comprehensive in the United States; it encompasses virtually all academic and professional disciplines. It is the oldest and largest of Florida's 10 universities and a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the University's threefold mission: education, research, and service. The Libraries of the University of Florida form the largest information resource system in the state of Florida. The School of Teaching and Learning is one of five departments in the College of Education, which is ranked by *US News & World Report* within the Top 20 of public AAU institutions and is accredited by NCATE. The University is located in Gainesville, which was recently selected as the most livable city in the nation. Gainesville has an urban population of more than 100,000.

The University of Florida is an
Affirmative Action/Equal Opportunity Employer.

Book Review

By Alberto Huerta

***Brown: The Last Discovery of America*, by Richard Rodriguez.** 234 pages. New York: Viking, 2002. ISBN 0-670-03043-0. $24.95 cloth.

With *Brown: The Last Discovery of America*, essayist and PBS commentator Richard Rodríguez completes his observations on class, ethnicity, and race. Twenty years ago, in *Hunger of Memory* (1982), the scholarship boy took on affirmative action and bilingual education. Ten years ago, in *Days of Obligation: An Argument with My Mexican Father* (1982), Rodríguez dialogued with his own and his father's perceptions of Mexico and the United States. Now, in *Brown*, Rodríguez demythologizes American puritanical notions of race while mythologizing the impurity of the color brown. He celebrates America's erotic game of charades as doing away with race consciousness.

Richard Rodriguez

Brown, the color that bleeds, blends, and binds easily, is the amalgam for race in America: "I write about race in America in hopes of undermining the notion of race in America….Brown forms at the border of contradiction." Rodríguez's collection of nine essays takes the reader through an erotic alchemy: "Within any discussion of race, there lurks the possibility of romance." His irony is quick, funny, and defiant: "There's a certain amount of 'so what?' that comes with middle age. But is that brown thought?" He does not mince his words: "White America's wettest perdition fantasy has always been consanguinity with some plum-colored thigh….Probably the last unironic Latin Lover conscripted into American fantasy was Omar Sharif, hired to seduce Peter O'Toole."

Brown is about the erotic imagination of self in the theater of American life, and the authentic role one finally plays in it: "I went to plays, that was my lonely passion and my parish." Rodríguez, also, means the wide silver screen, which is a rather contemporary campy concept. To persuade, Rodríguez uses parody, parable, and paradox. He validates the hero's search for authenticity: "T. E. Lawrence portrayed himself heedlessly–went native–betrayed his tribe, pursued a private sense of authenticity…."

In "Three, The Prince and I," Rodríguez fantasizes with erotic play actor "Peter O'Toole–white on white on white…" in David Leans' film *Lawrence of Arabia*: "…this vision of the hero as transvestite very deeply pleased me and I privately issued a warrant–as a queen does to a marmalade company—to Lawrence of Arabia, for finding his eccentric place in the world of men." Rodríguez states, "No British director would film, in Cinemascope: *Rodríguez of the Reading Room!*" In "Two…," the author had imagined himself in Sherlock Holmes "…The Brown Study." In searching for the authentic role that would represent him, "…The role is the immortal part: we are but transient spirits. Richard Rodríguez in 'The Reading Room.'" Then, he holds in contempt that puritan professor who had alleged Rodríguez's self-hatred: "Yes, as a child, I dragged a razor blade against the skin of my forearm to see if I could get the brown out. I couldn't. A clandestine experiment. Just checking. Did I hate my brown skin? No. Would I rather have been white? I would rather have been Jeff Chandler. Jeff Chandler would rather have been Lauren Bacall, according to Esther Williams' autobiography."

In "Four, Poor Richard," Rodríguez expresses his admiration for Ben Franklin, Malcolm X, and Richard Nixon. They were the men in black: "My black suit was the uniform of self-improvement, of the seminarian, the apprentice, the Machiavel. I wore mine from eighth grade to college–taken in, let down. My black suit made me invisible and that was its point. Respectability shabby, and that was its point. I could go to the opera. I could go to New York." The men in black became his heroes: "I admired a darker grain. Reading Richard Nixon was a private Pleasure whereby I sought another league. I was first at my public school to check out *Six Crises*. I read with shrill pleasure Nixon's recollection of the call to boyish ambition…." And later in life, Rodríguez hears himself "…dispensing Franklin advice: *Make yourself a goal. Don't let the neighborhood define you. Find out what lies on the other side of town. Read! Change!* My Franklinian optimism cloaks years of Nixonian observation."

The first essays in *Brown* are remarkably funny, a quality lacking in his earlier collections. The paradises and paradoxes are well scripted. If America's experience with race is an erotic game of charades, where love always triumphs, Rodríguez will be asked to come back on stage for an encore for having entertained us with a very delicate and controversial subject.

In the end, Richard is not the *Invisible Man*. He is too much the actor, and the "whiff of the theater," too tempting. Even in his definition of the writer, there are theatrics: "Watching [James] Baldwin on television–I will always consider the fifties to have been a sophisticated time–fixed for me what being a writer must mean. Arching eyebrows, intercepted ironies, parenthetically declared fouls; mouthfuls of cigarette smoke shot forth ribbons of exactitude." Rodríguez has played the chameleon: "Of every cast and hue am I." With *Brown*, Rodríguez has confirmed "Camp" as a viable literary genre. It promises a pleasant tease.

Alberto Huerta is an associate professor in the Department of Modern & Classical Languages at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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LINDSEY
WILSON
COLLEGE

Education P-5: Assistant Professor beginning fall 2003. Curriculum generalist with possible specialty area(s) of math, social studies, science or reading. **Requirements**: PhD or ABD with firm completion date, P-5 public school teaching experience, competence in interpersonal relationships and team collaboration. Instructional use of computer technology and higher education experience preferred. Send letter of application, current resume, copies of transcripts, statement of teaching philosophy, evidence of teaching excellence and three current references to **Dr. William B. Julian, Provost and Dean of Faculty, Lindsey Wilson College, 210 Lindsey Wilson Street, Columbia, KY 42728.** Screening begins immediately and continues until filled. Minorities and women are encouraged to apply. EEO

CHANCELLOR

THE UNIVERSITY OF
MISSOURI-ST. LOUIS

The University of Missouri-St. Louis seeks a Chancellor who will lead the University during its next phase of advancement. The University:

- Established in 1963, is a dynamic land-grant institution serving the needs of Missouri's largest metropolitan community
- As part of the UM System, is one of four public research universities in Missouri
- Is the largest university in the St. Louis region - 3rd largest in Missouri, offering degrees from the baccalaureate through the doctoral level
- Has a suburban 350-acre campus five minutes from Lambert International Airport
- Enrolls 15,400 students, including 2,500 graduate and professional students
- Is expanding faculty research, with annual grants and contracts now at $27 million
- Has an annual operating budget of nearly $110 million
- Has Missouri's only College of Optometry

The Chancellor, as chief executive officer of the campus, reports directly to the President of the University of Missouri System and engages in broad, delegated authority for the administration of the campus. The Chancellor also serves as a General Officer of the University System.

The University of Missouri-St. Louis educates traditional and nontraditional students, preparing them for leadership in liberal and fine arts; science and technology; health professions and metropolitan affairs such as business, education, and public policy. University research advances knowledge in all areas, and through outreach and public service assists in solving, in particular, problems of the St. Louis region. UMSL's Joint Engineering Program in cooperation with Washington University was the nation's first accredited cooperative engineering program. UMSL was the first public university in Missouri to introduce an Internet-based MBA program. Academic divisions include: Colleges of Arts and Sciences, Business Administration, Education, Fine Arts and Communication, Optometry, the Barnes College of Nursing and Health Studies, the Evening College, the Pierre Laclede Honors College, the Graduate School, and a Division of Continuing Education-Extension.

Academic programs are enriched through advanced technologies and partnerships that link the University of Missouri-St. Louis to institutions and businesses locally, regionally, nationally, and internationally. Its special commitment to partnership provides UM-St. Louis with a leadership role among public educational and cultural institutions in improving the region's quality of life, while its unique relationship with two- and four-year colleges and universities in the St. Louis region promotes seamless educational opportunities.

Applicants should have extensive administrative experience and demonstrated ability to deal creatively and effectively with the intellectual, financial, and operational responsibilities associated with a public research university. The ideal candidate will have an earned doctorate or equivalent; a strong, demonstrated commitment to scholarship and research/creative activity; successful experience in fundraising; demonstrated achievement in building relationships with corporate, cultural, governmental, and scientific communities; and dedication to pursue the University's commitment to diversity. The successful candidate will be expected to build a strong leadership team committed to the goals of the campus.

While nominations and applications will be accepted until the position is filled, interested individuals are encouraged to submit resumes and supporting materials prior to March 21, 2003, to assure optimal consideration. Nominations and applications should be sent to:

Ann Hayes Die, Ph.D.
Managing Director
Academic Search Consultation Service
1717 K Street, NW, Suite 210
Washington, DC 20036
Phone: 202-332-4049
Fax: 202-234-7640
ann.die@academic-search.org

Electronic submissions (MS Word format) are encouraged.
For more information about the University of Missouri-St. Louis see
http://www.umsl.edu

The University of Missouri is an equal opportunity institution committed to excellence through diversity.

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PENNSTATE
The Dickinson School of Law

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

New Hampshire Community Technical College
Manchester/Stratham/Pease Tradeport/Derry

Join the Leadership Team at our Growing, Dynamic Community College! We Are Seeking Two Campus-Based Vice Presidents Of Student & Community Services.

NHCTC seeks two individuals to serve as the chief student and community services officer for each of our two main campuses - at Manchester, NH's largest city, and Stratham, in the seacoast region. Each position will provide overall leadership in the areas of enrollment management, student life, and related student services; lead the development of a comprehensive diversity plan; and provide leadership in the areas of workforce development and community education. Each of these positions reports to the President of the Manchester/Stratham Regional Community Technical College.

Qualifications include: At minimum, a Master's degree, Doctorate preferred, from a recognized college or university with major study in education, business administration/leadership, public relations, adult learning, human resources development/organizational development, community counseling or related fields. Eight years' experience in education, business administration, human resources management, higher education, school or public administration, community counseling or related field, five years of which must have been in a management level position involving administrative or supervisory duties concerned with program administration, development and evaluation, program/product marketing, public relations, fiscal and operations management or related management experience.

The successful candidate will possess a thorough knowledge of teaching and learning, and of a comprehensive student services program; proven skill in fiscal management and strategic planning; and a successful track record in the supervision and coaching of professional and support personnel. Salary range: $53,898 to $64,818 annually.

Separate state applications for each location may be obtained from and submitted with resume and transcripts, no later than April 1, 2003, to: **Dr. Catherine M. Smith, President; NH Community Technical College, 277 Portsmouth Avenue, Stratham, NH 03885, (603) 772-1194.** State applications may also be obtained at **http://admin.state.nh.us/personnel**. Persons desiring to apply at both campus locations must submit separate original applications. *EOE M/F*

WAUKESHA COUNTY TECHNICAL COLLEGE
WCTC

Vice President for Learning Innovations

Waukesha County Technical College, located in Pewaukee, WI (a suburb of Milwaukee) is seeking a dynamic individual to join our team. The Vice President for Learning Innovations provides vision, leadership and advocacy for learning & curriculum planning & development, including new programs and certificates; reviews curricular additions, deletions & revisions; and recommends to the president the appointment of new faculty & staff of the unit.

This position requires a master's degree in Educ. Administration (PhD preferred), 5 or more years as an academic dean or higher, preferably in a community or technical college; 2 yrs teaching experience; 2 yrs occupational experience outside the field of education, and must be eligible for Wisconsin Technical College System Administrator certification. To apply, call our Jobline at: 262-691-5022 or visit our Website at: www.wctc.edu. Apply before April 15, 2003

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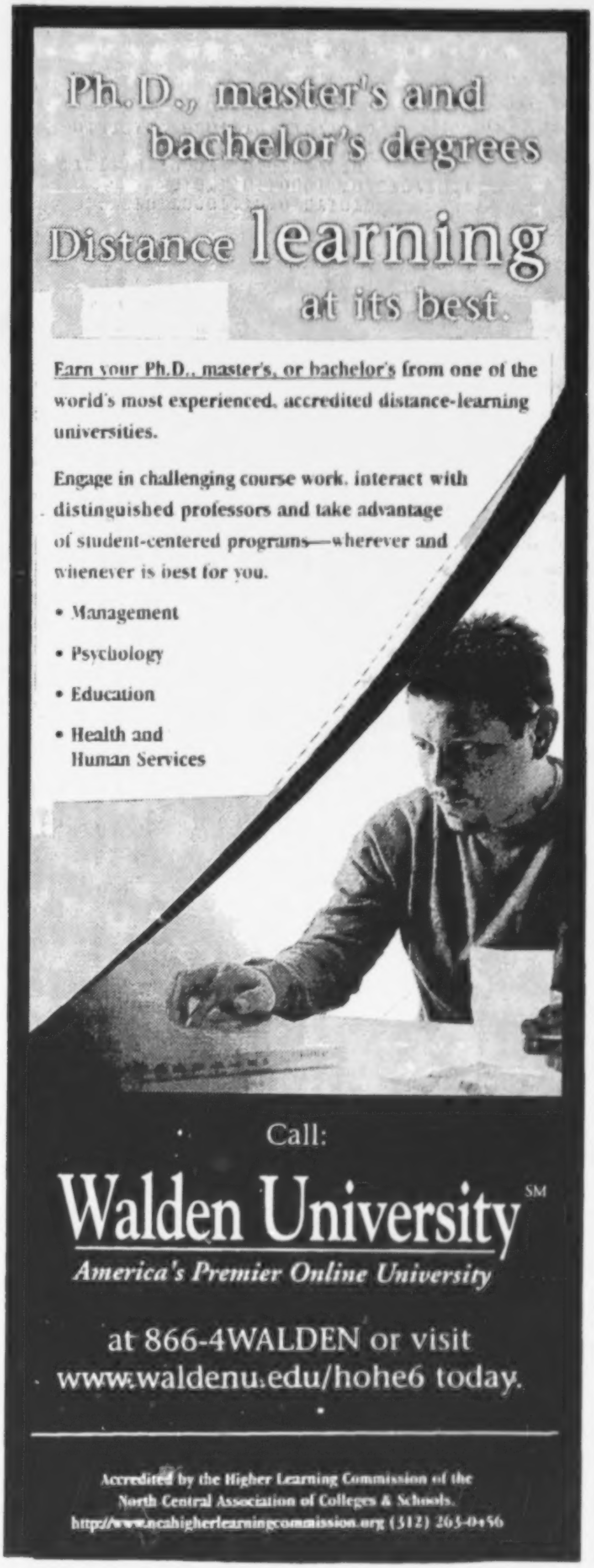
http://www.brevardcc.edu/hr

For additional information:
Please call Human Resources at (321) 632-1111, ext. 63150/63151 or email us at **resources@brevardcc.edu**

- **Cocoa**
- **Melbourne**
- **Palm Bay**
- **Titusville**
- **Virtual**

Brevard Community College is committed to a policy of non-discrimination/non-harassment in the provision of equal opportunity and equal access in student services programs; student employment; and faculty and staff employment and advancement without regard to age, color, sex/sexual orientation, religion, national origin, race, political affiliation, marital status, veteran status, or physical or mental disability.



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ALABAMA COOPERATIVE EXTENSION SYSTEM

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ASSISTANT DIRECTORS

The Alabama Cooperative Extension System is seeking candidates for three Assistant Director positions, one for each of the following areas:

1. Agriculture, Forestry and Natural Resources
2. Four-H and Youth Development
3. Family and Community Development

These positions will be housed at ACES State Headquarters on the campus of Auburn University. ACES is the outreach unit of Alabama A&M University and Auburn University. The Assistant Director(s) interface with all ACES employees affiliated with both institutions that are located on both campuses and throughout the state. Auburn University is nationally recognized for its commitment to academic excellence, the beauty of the campus, positive work environment, and exciting student life. The community has an excellent school system, quality recreational facilities, and strong medical health facilities and is located approximately two hours from Birmingham, Alabama, and Atlanta, Georgia. The anticipated starting date for this position is July 1, 2003.

Responsibilities

Each Assistant Director is expected to provide statewide leadership for his or her area of responsibility. Four Assistant Directors serve as members of the Program Management Team, which is responsible for planning, implementing and delivering comprehensive statewide Extension programs to Alabama's rural and urban constituents. Each Assistant Director will supervise the Extension unit(s) assigned; will provide statewide leadership and training to employees on program planning, implementing, evaluating, and reporting; is expected to be a cooperating and contributing member of the System Program Management Team; will serve as liaison with the academic community; will actively seek extramural funding; will approve all expenditures and manage all financial accounts of areas assigned; will provide and participate in program reviews of academic units that receive Extension funding; and will perform other duties as assigned.

Required Qualifications

→ **Assistant Director - Agriculture, Forestry and Natural Resources** - The successful candidate will have an earned doctorate within a discipline or combination of disciplines that provides leadership and administration of Extension programs in agriculture, forestry and natural resources and five years' experience with successful program development in the area of agriculture, forestry and natural resources within an Extension organization.

→ **Assistant Director - Family and Community Development** - The successful candidate will have an earned doctorate within a discipline or combination of disciplines that provides leadership and administration of Extension programs in family and community development and five years of experience in successful program development in the area of family and community development within an Extension organization.

→ **Assistant Director - Four-H and Youth Development** - The successful candidate will have an earned doctorate within a discipline or combination of disciplines that provides leadership and administration of Extension programs in 4-H and youth development and five years of experience in successful program development in the area of 4-H and youth development within an Extension organization.

In addition, each position requires at least three years of professional experience in Extension program leadership, management, and administration and three years of successful supervisory experience. Candidates must possess an understanding of the principles of fiscal management. Salary will be commensurate with education and experience. Extensive travel will be required in each position.

Applications/Nominations

Nominations and applications are welcome. Nominations should include complete name and address of nominee.

To be considered, submit a letter of application, resume, copies of transcripts, and three letters of reference no later than **Monday, March 31, 2003**:

Ms. Barbara M. V. Duncan, SPHR
Extension Associate Director for Human Resources
104 Duncan Hall
Auburn University, AL 36849-5615
PH: (334) 844-5324
FAX: (334) 844-5345

Minorities and women are encouraged to apply.

Information on ACES can be found at www.aces.edu.

ACES is an affirmative action/equal opportunity employer.

OREGON STATE
University

Oregon State University Counseling and Psychological Services Therapist/Psychologist/Social Worker position for Multicultural Specialist

The Multicultural Specialist provides individual/group counseling, consultation, and career and educational assistance to diverse students. Additionally, the person will be involved in the development and implementation of programs, workshops, and outreach presentations designed to foster academic and life success to diverse students. Earned doctorate in counseling/clinical psychology from an APA accredited program and internship or equivalent required. Licensed or eligible for licensure as a psychologist in Oregon within 2 years required. Or licensed as a Clinical Social Worker in state of current resident and will become licensed in Oregon within 2 years. Application deadline March 15, 2003. To apply submit: a letter of interest relating experience to the position description, a vita, official graduate transcripts, three original letters of reference to: **Dr. Marcey Bamba, Search Committee Chair, Counseling and Psychological Services, 500 Snell Hall, Oregon State University, Corvallis, OR 97331-2116. Phone: 541-737-2131.** A position description is available at www.oregonstate.edu/jobs or upon request.

Members of underrepresented groups are encouraged to apply. OSU is an AA/EEO employer

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FRONT RANGE
COMMUNITY COLLEGE

Front Range Community College

FACULTY POSITIONS - FALL 2003

Front Range Community College (FRCC) is the largest community college in Colorado with campuses located in Boulder, Longmont, Fort Collins, and Westminster, Colorado. FRCC offers a wide variety of programs in the college transfer and occupation vocational area. FRCC has an 18,000 plus student headcount attending on a yearly basis. Front Range Community College has a strong commitment to the principles of diversity and welcomes responses from women, minorities, and persons with disabilities.

ALL POSITIONS CLOSE AT 4:00 P.M. (M.S.T.) ON MARCH 21, 2003*

BOULDER COUNTY CAMPUSES
- Biology (1.0 FTE)
- Spanish/French (1.0 FTE - Limited)
- Nursing (1.0 FTE)
- Nursing Program Director (1.0 FTE)
- Psychology (1.0 FTE - Limited)

WESTMINSTER CAMPUS
- Automotive Technology (1.0 FTE)
- Anatomy & Physiology (1.0 FTE)
- English (1.0 FTE)
- Microbiology (1.0 FTE)
- Nursing (3 - 1.0 FTE)

LARIMER CAMPUS (FORT COLLINS)
- Automotive Technology (1.0 FTE)
- Forestry/Wildlife (1.0 FTE - Secondary)
- Nursing (1.0 FTE)
- Veterinary Technology - DVM (1.0 FTE)
- Welding (1.0 FTE - Secondary/Post-Secondary)

Some positions at the Larimer Campus may have requirements to teach at alternative site(s).

FACULTY RESPONSIBILITIES:
All successful candidates will be expected to teach a full course load, as well as contribute to department, campus and college activities and initiatives including: advising, curriculum and program development, selecting text books, serving on committees, and providing leadership to part-time faculty.

FACULTY QUALIFICATIONS:
- Regular Faculty Teaching University/College Parallel (Transfer). Master's Degree, including at least 18 graduate-level semester hours in the program area to be taught. Two to three years teaching experience in higher education is preferred.
- Regular Faculty Teaching Technical/Occupational Courses. Bachelor's Degree and two years experience or Associate's Degree and three years experience. Master's Degree preferred. Two to three years teaching experience in higher education is preferred. Must be able to qualify for a Colorado Vocational Credential.

SALARY:
Faculty: $31,219-$38,604 based on related education and experience.

CONTACT:
To receive an application and a job announcement with specific details about the job you are applying for, visit the website at http://frcc.cc.co.us/hr/index.html or call:
- **(303) 404-5325 for the Westminster and Boulder County Campuses** positions, or pick up an application at the Westminster Human Resources Office or any of the Boulder County Campus locations. Mail complete application materials to Front Range Community College, Human Resources Office, 3645 W. 112th Avenue, Westminster, CO, 80031.
- **(970) 226-2500 ext. 8522 for the Larimer Campus** positions or pick up an application at the Larimer Campus Human Resources Offices. Mail complete application materials to Front Range Community College, Human Resources Office, 4616 S. Shields Street, Fort Collins, CO, 80526.

SELECTION PROCESS:
Preliminary screening will be made on the basis of completed application package submitted by the candidates. Completed Application Package includes: letter of interest detailing experience as related to the position, FRCC application for Exempt employment, resume and transcripts. Selected applicants will be invited by the screening committee for interviews. Finalists will be required to furnish official transcripts.

ALL APPLICATION MATERIALS BECOME THE PROPERTY OF FRONT RANGE COMMUNITY COLLEGE AND CANNOT BE COPIED.
WHEN APPLYING FOR ANY OTHER POSITION AT FRCC, A SEPARATE COMPLETED APPLICATION PACKAGE MUST BE SUBMITTED.
*All positions are subject to the 2003-2004 budget approval process.

Front Range Community College is an Equal Opportunity Employer and welcomes diversity in the workplace.

California State University
Monterey Bay

Faculty Mentor Coordinator

(Multi-Year Position with possibility of Tenure)
Job #FAC2003-0058

The Faculty Mentor Program (FMP) is currently funded by a Title V (Hispanic Serving Institute) grant from the U.S. Dept. of Education, & will be institutionalized at the end of the grant. The FMP is housed w/in Academic Programs & Learning Support. The university seeks an innovative faculty member committed to excellence in developing & delivering successful student mentoring models. This position is a 3-yr (multi-year) lecturer position w/possibility of converting to a tenure track position, funded initially with Title V funds. Conversion of the position to tenure track will be based on availability of funding, performance during lectureship, programmatic need, & demonstrated completion of terminal degree.

Please visit CSUMB at **http://csumb.edu/jobs** to review the **required** application process & complete vacancy announcements for this and other currently open positions or call 831/582-3337; or visit (M-F, 8-5pm):

EOE

**CSUMB University
Human Resources**
100 Campus Center
Seaside, CA 93955-8001

NORTHWEST VISTA COLLEGE
PALO ALTO COLLEGE
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SAN ANTONIO COLLEGE
ALAMO COMMUNITY COLLEGE DISTRICT

Chancellor

Alamo Community College District

The Board of Trustees of Alamo Community College District (ACCD) announces a national search for the position of Chancellor. ACCD is the largest institution of higher education in South Texas and the second largest community college district in the state. ACCD consists of four attractive colleges situated on campuses around San Antonio with 27 off-campus sites; a fifth college is currently under development. The enrollment of 48,984 credited students for the Spring 2003 semester marks the fifth straight year in which enrollment has increased. As San Antonio has grown into the ninth largest city in America, ACCD's student body shows no sign of slowing, providing citizens of all ages with top-tier instruction in academic and technical fields and filling an irreplaceable role in the public education system.

The Chancellor, together with the Board of Trustees, will set the agenda for the future of ACCD to guide the district towards fulfillment of its mission: to provide educational opportunities for the citizenry of Bexar and surrounding counties while contributing to the economic, academic, social and cultural development of the region. While the colleges are independently well established and successful, the district-wide administration that supports them is in need of transformation. A bold, visionary leader is sought to steward the district by aligning its divisions toward a compelling vision built upon a shared sense of pride, teamwork and purpose.

The selected candidate will possess the skills, experience, and reputation needed to fulfill ACCD's aspiration to become the finest community college system in the United States. Leading the College will include enhancing its technical offerings, acting as a leader for public education, building enrollment, managing and developing the College's financial strength, developing internal management, and advocating technical and vocational education.

To Apply:

Alamo Community College District has retained Isaacson, Miller, a national executive search firm, to assist in the recruitment of the new Chancellor.

Confidential inquiries, referrals, and nominations should be sent with a cover letter to:

**Michelle Cruz-Williams
Vice President & Director
Isaacson, Miller
334 Boylston Street, Suite 500
Boston, MA 02116**

**David Bellshaw
Vice President & Director
Isaacson, Miller
533 Airport Boulevard, Suite 400
Burlingame, CA 94010**

E-Mail correspondence is strongly encouraged. Please respond to **2596.ACC@imsearch.com**

"The Alamo Community College District, including its affiliate colleges, does not discriminate on the basis of race, religion, color, national origin, sex, age or disability with respect to access, employment, programs or services."

Anne Arundel Community College

ANNE ARUNDEL COMMUNITY COLLEGE is a comprehensive two-year college located just outside historic Annapolis with easy access to Baltimore and Washington, DC., near the beautiful Chesapeake Bay.

Providing high-quality educational programs, improving teaching and learning, and meeting community needs are our highest priorities. As recipient of the National Association of Business Community College of the Year award in 2001, we are strategically positioned to achieve even higher standards of excellence in the years to come. Guided by principles that emphasize student learning and continuous improvement, we envision AACC as a premier learning organization, one which is in the vanguard, nationally, of community colleges.

We are committed to attracting and retaining a diverse workforce. We offer competitive salaries with generous benefits in a friendly and supportive atmosphere. We welcome innovative and collaborative candidates who:

- Integrate learning outcome assessment techniques into curriculum development and teaching activities
- Apply informational technology to the teaching and learning process
- Deliver instruction in a variety of formats
- Understand and apply learning organization theory
- Thrive in cross-functional roles
- Collaborate in flexible, imaginative problem solving
- Integrate interdisciplinary and global perspectives into their courses

The college seeks to break the frame that traditionally defines faculty assignments. Candidates should expect to combine their primary teaching responsibilities with other exciting possibilities, including experiential learning, curriculum development for distance learning, workforce initiatives, community education and extended learning programs, community and business partnerships, collaborative activities with K-12 and baccalaureate-granting colleagues, research, and **grants development.** We invite applications for non-tenure track, term appointments, beginning Fall, 2003, in the following areas:

ART
MFA required. Ability to teach a variety of drawing and painting courses, including advanced levels. Professional art experience and slides of work required. College teaching experience required; community college preferred.

BIOLOGY
Master's degree in human biology required; Ph.D. preferred. Ability to teach human anatomy and physiology, human biology, general biology, nutrition, or microbiology. Teaching experience preferred.

BUSINESS ADMINISTRATION
Master's degree in business or related field required. CPA and experience with accounting/ERP software and teaching preferred.

BUSINESS MANAGEMENT
Master's degree in business or related field required. Professional experience in retailing or business information technology preferred.

COMMUNICATIONS
Master's degree in speech communication or related field required. Ability to teach public speaking, interpersonal, and intercultural communications. Experience with distance learning, computer-aided instruction, and/or teaching small group discussion, oral interpretation, and journalism desired.

COMPUTER SCIENCE
Master's degree in computer science or related field preferred. Ability to teach programming and application design in the following areas: Unix Systems Administration, C, C++, Java, Java Script, HTML, Data Communications.

CRIMINAL JUSTICE
Master's degree in criminology, law, science or sociology required. Experience in forensic science preferred.

ECONOMICS
Master's degree in economics, public policy or related field required. Experience with distance learning and/or curricula development preferred.

EDUCATION
Department Head/Teacher Education Generalist. Master's degree in education or related field required. Demonstrated expertise in program management and teaching experience with a minimum of 3 of the following areas: elementary, middle, secondary, special, technology or reading. Valid professional teaching certifications as appropriate; college level teaching experience, conversant with relevant regulations affecting Department of Education programs. 12 month position effective 7/1/03.

EARLY CHILDHOOD EDUCATION
Master's degree in education or related field required. Valid professional teaching certifications as appropriate; college level teaching experience, conversant with relevant regulations affecting Department of Education programs. Expertise in early childhood coursework

ENGLISH
Master's degree in English or related field required. Ability to teach developmental writing, freshman composition, and American, English, or world literatures. College-level teaching or work experience preferred. Experience with distance learning, computer-aided instruction, and/or teaching ESL and speech desired.

HISTORY
Master's degree required; Ph.D. preferred. Ability to teach Western Civilization required. American history and an outside field also preferred. Teaching experience desired.

INFORMATION SYSTEMS
Master's degree in information systems or related field required. Ability to teach a combination of computer applications, microcomputer operating systems, programming and logic, data communications and/or networking. A minimum of three years teaching or workplace experience in some aspect of computer information services preferred.

MATHEMATICS
Master's degree in mathematics, mathematics education, or related field required, with at least 18 credits of mathematics at the graduate level. Teaching experience preferred.

NURSING
Master's degree and recent clinical experience required. Ability to teach phlebotomy (certification required), women's health issues (CHES certification or related work experience required), personal and community health (CHES certification or related work experience required), and personal safety issues (SCSW, LCSW-C preferred).

PARALEGAL/LEGAL STUDIES
JD preferred. Teaching experience and experience as a practicing attorney or paralegal professional preferred.

PHYSICAL SCIENCE
Master's degree in one of the physical sciences or a related field required. Ability to teach a variety of physical science courses, such as general physical science, oceanography, physical geology, women and minorities in science, history of science, chemistry, liberal arts physics, astronomy, sound and light, and introduction to physics. Teaching experience or workplace experience preferred.

PSYCHOLOGY
Master's degree in psychology or related field required; PhD or equivalent preferred. Ability to teach a variety of psychology courses.

RADIOLOGIC TECHNOLOGY
BS and certification by the ARRT and Maryland State License required. A minimum of three years teaching experience in a radiography program, including both didactic and clinical courses, required.

THEATRE ARTS
Master's degree in theatre arts or related field required. Ability to teach introduction to theatre, acting, and technical theatre courses. Theatre generalist, to direct and design sets and lighting for two shows per year. Technical theatre experience required.

To apply, send cover letter, resume, transcripts and application to:

Human Resources
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

For further information, visit our web site at **www.aacc.edu** or call our JOBLINE at 410 777-2516. **To obtain an application, visit our web site or call 410 777-2425.** ADA/EOE/AA

Review of resumes will begin in March, 2003.
All positions are contingent on final funding approval

MIAMI UNIVERSITY

Director of the Page Center for Entrepreneurship Richard T. Farmer School of Business Administration

Miami University invites applications for the position of Director of the Page Center for Entrepreneurship in the Richard T. Farmer School of Business Administration. Miami University is a selective, mid-sized public university that combines the academic and cultural benefits of a large university with the community spirit of a small liberal arts college. Miami is ranked among the nation's finest public universities and we have a strategic plan to become the national leader among our peers. Miami is one of the eight original "Public Ivy" schools and consistently rated a "Best Buy" in national rankings. The Richard T. Farmer School of Business at Miami is AACSB accredited and is ranked among the nation's top 50 undergraduate business programs by *U.S. News & World Report*. Established in 1927, the School has an alumni base of nearly 40,000. As part of its mission the School strives to provide students with the life-long ability to acquire knowledge and translate it into responsible action in a global environment.

The Thomas C. Page Center for Entrepreneurship within the School has been recognized as the top model entrepreneurship program by the U.S. Association for Small Business and Entrepreneurship. The mission of the Page Center for Entrepreneurship is to provide entrepreneurship-oriented academic and experiential learning opportunities for Miami University students and for members of area communities.

The Director of the Page Center will coordinate the overall administration of the Center and its affiliated groups, including the Entrepreneurial Resource Lab, student organizations, faculty and staff. The position includes assisting in the development of programs that are congruent with the Center's mission and which serve its key constituencies. The Director will coordinate the development, implementation and evaluation of the Page Center's strategic plan as well as functioning to develop and enhance relationships with alumni, including the recruitment of the Page Center's Advisory Board. Other duties include facilitating faculty input to the Page Center; teaching entrepreneurship courses as needed to meet student demand; assisting in fundraising activities; assisting in the implementation of research efforts; and coordinating with faculty and the Dean's office for the funding of research projects.

Criteria for candidates include:

- Master's Degree preferred, minimum Bachelor's degree
- Significant management and entrepreneurial experience
- Some teaching experience
- Demonstrated managerial and administrative ability
- Strong communication skills
- Relationship management skills

For further information or to apply, please contact:
Thomas W. Speh
Associate Dean for Academic Affairs
Richard T. Farmer School of Business Administration
Miami University
Oxford, OH 45056
513-529-8044
spehtw@muohio.edu

Georgia Institute of Technology

Associate Vice Provost of Enrollment Management Services

Georgia Institute of Technology in Atlanta seeks a talented, seasoned admission professional to lead enrollment management services for its undergraduate schools. Overseeing admission, financial aid, the registrar and special programs, the Associate Vice Provost will provide the strategic, creative leadership and cutting edge enrollment management expertise necessary for successfully growing the quality and diversity of Georgia Tech's undergraduate student body.

Georgia Tech consistently ranks among *U.S. News & World Report's* top ten public universities in the United States. As one of the nation's top research universities, the Institute is an integral part of the economic fiber of the state of Georgia. The University is a national and international leader in scientific and technological research and education, receiving more than $237 million in research awards in fiscal 2001. In 2001, the undergraduate enrollment at Georgia Tech was 10,043, making up a little over two-thirds of the total enrollment at the Institute.

The successful candidate must be a leader with strategic vision and considerable experience and knowledge in admissions and financial aid, proven management strength and demonstrated success and commitment to diversity recruitment. This person must be able to work effectively across the university community to achieve Tech's enrollment goals and further the development of the Institute as a whole.

Please direct applications to: **Beverly Brady, Isaacson, Miller, 334 Boylston Street, Boston, MA, 02116**, email: **bbrady@imsearch.com**, fax: (617)262-6509. For more information about Georgia Tech, please visit their website at **www.gatech.edu**

Georgia Tech is a unit of the University System of Georgia and an Affirmative Action/Equal Opportunity Employer.

FACULTY POSITIONS

Full-Time, Fall 2003

Situated on a 273-acre campus in Glen Ellyn, Illinois, and located 25 miles west of Chicago in a fast-growing, high-tech area with an increasingly diverse population, College of DuPage is currently accepting applications for the following vacancies for the Fall Term, 2003.

College of DuPage enrolls more than 34,000 students in 96 areas of study, including 50 pre-baccalaureate and 46 occupational and technical programs, and employs over 2,500 individuals to assist in the attainment of its goals. The College District 502 encompasses a dynamic metropolitan area with a strong economic base. The DuPage area offers an array of enriching cultural, recreational and educational opportunities.

CULINARY ARTS*

HUMANITIES

THEATRE ARTS

EDUCATION

SPEECH

A Master's degree in the field with previous teaching experience is generally required. *A Bachelor's degree is required for these positions with five years of work and teaching experience in the field.

Visit our website at www.cod.edu to obtain position details and to request an application packet.

COLLEGE OF DuPAGE
425 FAWELL BLVD.
GLEN ELLYN, IL 60137
630-942-2460
www.cdhumres@cdnet.cod.edu

The College seeks candidates for these positions with the demonstrated ability to relate to/or enhance the success of minority populations. Equal Opportunity Employer.

College of DuPage

S U N Y

Cortland

State University of New York College at Cortland

DIRECTOR OF ACADEMIC COMPUTING SERVICES

SUNY Cortland seeks a creative and energetic IT professional with a customer service orientation and a collaborative approach to management to lead a dynamic team of technology professionals in the delivery and support of academic technologies and campus desktop computing services. The Director provides vision, leadership, and coordination in a comprehensive computing environment, which includes the administration of computer labs, campus-wide desktop computer support, and technology help desk services. The Director must have a proven in-depth understanding of technology and how it supports the teaching and learning mission, and must understand and have shown a commitment to proactively supporting the technology needs of students, faculty, and staff. Reporting to the Associate Provost for Information Resources, the Director of Academic Computing participates as a member of the senior information technology management team.

Qualifications: Bachelor's degree; Master's degree and teaching experience highly preferred. A minimum of five years progressively responsible administrative experience in a higher education computing environment, including the coordination and delivery of computer services and academic technologies. Proven ability to work collegially in a team environment; demonstrated open and collaborative leadership, management and supervisory experience; demonstrated excellent oral and written communication skills.

Located in the geographic center of New York State, just off Interstate 81, the city of Cortland is the political and economic center to the county's 49,000 residents. SUNY Cortland, with approximately 6,800 students, is a comprehensive college offering a broad array of undergraduate and graduate programs. More information about SUNY Cortland can be found at http://www.cortland.edu.

Review of applications will begin on March 31. Send letter, resume, and names of at least four references to:

Paula Warnken, Associate Provost for Information Resources
SUNY College at Cortland, P.O. Box 2000, Cortland, NY 13045

SUNY Cortland is an AA/EO/ADA employer.

COUNCIL FOR
OPPORTUNITY
IN EDUCATION

The Council for Opportunity in Education, a nonprofit organization whose mission is access to higher education for low-income students, announces the following employment vacancy:

Information Specialist: Major responsibilities include: answering reference questions related to the Pathways to College Network, college access and educational opportunity; acquisition and cataloging materials related to college access; building and managing content for the Pathways to College Network website; providing user instruction and presentations; disseminating Clearinghouse information; editing clearinghouse newsletter; managing the quality assurance process for Pathways to College Network publications; serving in absence of the director; assisting in implementing other Clearinghouse projects; other duties as assigned; some travel required. Qualifications: Master's degree in library or information science from an ALA accredited program or a combination of a bachelor's degree in a related field and three years of professional library or clearinghouse work experience is required. Also required: experience managing a special library or collection, evaluation and review of materials; cataloging, abstracting, and indexing skills; experience conducting Internet and library research; good organizational, oral and written communication, and research skills; ability to operate with a high degree of independence and initiative in carrying out responsibilities while engaging in team work with Network partners and fundraisers; expertise with Microsoft applications and a basic understanding of creating HTML web documents; ability to relate and communicate with diverse groups; and ability to travel. Salary range $35K-$45K commensurate with experience.

The Council considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, disability, marital, political or veteran status, sexual orientation or any other legally protected status.

Send cover letter and resume with e-mail address (if available) to Council for Opportunity in Education, 1025 Vermont Avenue, N.W., Suite 900, Washington, D.C., 20005, Attn: Human Resources, or fax to 202.347.0786. Send e-mail inquiries to mailbox@hqcoe.org. Subject line: Resume for HR. Absolutely no phone calls. For more information, go to http://trioprograms.org.

Raritan Valley Community College (RVCC), serving Somerset and Hunterdon County residents for over thirty years, offers over 70 associate degrees and certificates, customized training and continuing education. The College's 240-acre campus lies at the crossroads of central New Jersey in North Branch. In addition, an RVCC satellite site is located in Franklin Township. The College is committed to being a learning-centered college that works closely with the community to develop and offer new and innovative programs to meet the needs of a growingly diverse community and student population. The College seeks to ensure an environment that is supportive of diversity and therefore, is committed to diversity in its workforce.

The College welcomes applications from candidates who:

- *Demonstrate a commitment to the community college philosophy*
- *Have excellent oral and written communication skills*
- *Identifies student success and student learning as top priorities, employing innovative teaching strategies and active learning approaches*
- *Use technology as a tool for effective teaching and learning*
- *Apply learning outcomes assessment to curriculum and to teaching*
- *Are flexible in class schedule and delivery of instruction*
- *Are experienced in working with diverse populations*
- *Are willing to combine primary teaching responsibilities with college initiatives and community partnerships*
- *Are able to work cooperatively with other members of the College community*

Raritan Valley Community College invites applications for the following full-time, tenure track faculty positions:

READING INSTRUCTOR

To teach reading and possibly developmental writing courses. Master's Degree in Reading, with some course work in English/Composition. Experience teaching adults at different reading levels is desirable. **JF# 14-03**

ENGLISH INSTRUCTOR

To teach developmental writing to advanced writing courses, and American, English, World literature, or other literature courses. Master's degree in English, literature or related field and college level teaching experience required; Ph.D. or ABD preferred. **JF# 10-03**

BIOTECHNOLOGY/BIOLOGY INSTRUCTOR

To develop a biotechnology certificate or Associate of Science degree program; to oversee program and conduct classes; to develop and maintain a strong working relationship with both the pharmaceutical and biotechnology companies within the bi-county area. Other responsibilities include recruitment, grant writing, internship opportunities for qualified students, laboratory management and interaction with continuing education. Significant education (Ph.D. preferred) and experience in bio-technology or closely related field. Teaching experience is desirable. **JF# 13-03**

COMPUTER SCIENCE INSTRUCTOR

Master's degree in Computer Science/CIS/IT required. Must be able to teach Foundations of Computer Science, Data Structures, computer architecture, Object Oriented Programming C++, and Java. **JF# 11-03**

NURSING INSTRUCTOR

Master's degree in Nursing from NLN-accredited institution, current Registered Nursing License, CPR certified, and prior teaching and clinical supervision experience. Ability to plan, implement and evaluate nursing curriculum in Psychiatric / Mental Health Nursing and Medical-Surgical Nursing. Position requires some evening hours. Certification by the ANA in specialty area preferred. **JF# 15-03**

BIOLOGY INSTRUCTOR

To teach biology, ecology, environmental science and botanical field courses. Ph.D. in Biology or appropriate related field, and community college or university teaching experience. **JF# 12-03**

We offer a very attractive salary and benefits package.
Please send your resume **indicating job code** to:

Human Resources, Raritan Valley Community College,
PO Box 3300-HOIHE, Somerville, NJ 08876,
E-mail: jobline@raritanval.edu

Review of resumes will begin on March 31, 2003

RARITAN VALLEY
COMMUNITY COLLEGE

Affirmative Action / Equal Opportunity Employer

Southeast
Missouri State University

DIRECTOR
Human Resources
Full Time

Southeast Missouri State University is currently recruiting for a Director of Human Resources. Reporting to the Vice President for Business and Finance, this senior administrator will serve as one of the University's key advisors and will serve on Administrative Council.

Southeast Missouri State University is a comprehensive regional state university with seven colleges and schools, over 9,500 students, and a faculty and staff of approximately 1,100. Southeast, a moderately selective institution, offers baccalaureate, masters and specialist degrees, and participates in joint doctoral programs with the University of Missouri. Its intercollegiate athletics program is classified NCAA Division I (I-AA football) and the University is a member of the Ohio Valley Conference.

Cape Girardeau, on the Mississippi River, is the hub of a thriving county with a population of approximately 69,000. Serving a region of over 250,000 people, it is the largest center for retailing, medicine, manufacturing, communications, and entertainment between St. Louis and Memphis.

Primary Responsibilities

Has general responsibility for the overall planning, direction, management, and administration of Human Resources; establishment and management of budgets; development and administration of Human Resource policies; and development and implementation of strategic plan for Human Resources. Includes overall supervision of twelve staff including four professionals. Specifically, the Director oversees or personally manages:

○ Benefits
○ Compensation Administration
○ Employee Relations
○ Information Systems
○ Labor Relations
○ Payroll
○ Recruitment and Selection
○ Training and Development

Required Qualifications

○ Bachelors degree and significant human resource experience with proven track record of successful supervisory experience
○ Substantial senior level experience in human resources management or closely related field
○ Demonstrates outstanding communications, organization and planning skills
○ Evidence of strong analytic capabilities
○ Excellent writing and presentation skills
○ Demonstrated commitment to working with multi-cultural population and awareness of issues affecting women and minorities
○ Knowledge of Human Resource Information Systems
○ Evidence of personal integrity, enthusiasm, and a deep respect for individuals
○ Record of partnering with clients, customers, and stakeholders for innovation in solving needs and developing new approaches
○ Possess a strong focus on service, understanding, and collaboration
○ Understanding of and experience with budget matters
○ Knowledge of federal and state laws and regulations related to Human Resources

Preferred Qualifications

○ Direct labor relations experience in negotiations and contract administration
○ Advanced degree in human resources or related area
○ PHR or SPHR certification
○ Mediation training

Compensation: Commensurate with education and experience. The University provides an excellent benefits package including retirement, medical and life insurance, vacation, sick leave, holidays, individual/dependent tuition benefits.

Application Deadline: Review of applications will begin on March 14, 2003, and will continue until the position is filled. To apply, send a letter of interest addressing all position requirements, a current resume, and the names and telephone numbers of three professional references to **cmueller@semo.edu** or via mail to **Cheryl Mueller, Equity Issues Specialist, Office of the Assistant to the President for Equity Issues, Mail Stop 3375, Southeast Missouri State University, One University Plaza, Cape Girardeau, MO 63701.**

AN EQUAL OPPORTUNITY, M/F, AFFIRMATIVE ACTION EMPLOYER

EXECUTIVE DEAN COLLEGE OF LETTERS AND SCIENCE

UCLA

Applications and nominations are invited for the position of Executive Dean of the College of Letters and Science at UCLA, available July 1, 2003. With 23,000 students, 800 faculty and a budget of $250 million, it is the largest and most comprehensive academic organization in the University of California system. The College houses most of UCLA's undergraduate majors, and the vast majority of the University's academic departments, research and graduate training. Eleven of the College's academic departments are nationally ranked among the top ten in their fields, and 27 College departments are ranked in the top 20 nationally.

The College's six divisions-Humanities, Life Sciences, Physical Sciences, Social Sciences, Honors & Undergraduate Programs and the International Institute-encompass 34 departments, 40 specialized programs, and 130 undergraduate majors and graduate degrees that span research and teaching in the liberal arts & sciences.

The Executive Dean reports to the Executive Vice Chancellor/Provost and has responsibility for the academic and administrative operations of the College, including its six divisions, research units and interdisciplinary programs. In particular, and in consultation with the faculty and with the assistance of the deans of the College, the Executive Dean has responsibility for setting academic priorities, the allocation of resources, the academic personnel process, the recruitment and retention of faculty, the development and enhancement of educational and research programs, and the implementation of the development program of the College.

Candidates should have qualifications appropriate to the rank of full professor. Salary will be commensurate with background and expertise.

For additional information, please go to:
http://www.apo.ucla.edu/execdeanL&S

To be ensured full consideration, nominations and applications should be sent by April 1st to:

Executive Dean Search Committee
c/o Ms. Rene Dennis
Office of the Chancellor-APO
University of California
PO BOX 951407
Los Angeles, CA 90095-1407
Facsimile: (310) 206-9643
Email: Execsearch@conet.ucla.edu

UCLA is an Equal Opportunity/ Affirmative Action employer.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate/Full Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(6 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Professor *(Chair & Associate Vice President)*-	Interdisciplinary Oncology Prg-	OPEN
Program Director- *(Environmental & Occupational Health)*	Public Health-	OPEN
Assistant/Associate/Professor *(3 positions)*-	Computer Science & Engineering-	OPEN
Professor/Chairman-	Computer Science & Engineering -	OPEN
Professor/Chairman-	Electrical Engineering-	OPEN
Instructor-	Nursing-	OPEN
Professor *(Radiological/Medical Physicist)*-	Radiology-	OPEN
Assistant/Associate Librarian *(AHEC Librarian)*-	College of Medicine-	OPEN
Assistant In Research *(ITS Researcher)*-	Ctr. Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor *(3 positions)*-	Anesthesiology-	OPEN
Director *(Student Academic Support)*-	Student Affairs-	OPEN
Director, Operation Manager *(OASIS Project Mgr.)*-	Student Affairs-	OPEN
Director *(Student Enrollment Communications)*-	Student Affairs-	OPEN
Assistant Professor-	Mathematics-	03/15/03
Instructor-	Biology-	03/21/03
Instructor-	Geography-	03/28/03
Assistant/Associate/Full Professor *(2 positions)*-	Interdisciplinary Oncology-	04/01/03
Assistant/Associate Professor-	Interdisciplinary Oncology-	05/01/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**, or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu**, for faculty positions, or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

Assistant/Associate Tenure Track – School Counseling

This position in our **Department of Counseling and Applied Educational Psychology** begins September, 2003. Direct, supervise, advise and teach in Master's level School Counseling Program. Ideal candidate will have PhD in Counselor Education or related field; public school experience; understanding of socio-developmental issues affecting youth; experience with school-based prevention and intervention programming; and individual/group counseling skills. Course areas to be taught may include: issues in school counseling, relevant interventions for families and school-age children, and developmental issues with a lifespan perspective.

Review of applications will begin in December and will continue until a suitable colleague is found. To apply, send a letter of application, curriculum vitae, three letters of recommendation, and a sample of professional work to: Dr. Mary Ballou, Co-Chair, Search Committee, Department of Counseling and Applied Educational Psychology, Northeastern University, 203 Lake Hall, Boston, MA 02115, E-mail: m.ballou@neu.edu, phone: (617) 373-5937.

Northeastern University does not discriminate on the basis of sex, disability, race, ethnicity, color, religion, sexual orientation, marital status, veteran status, or national origin in its educational programs, admissions policies, employment policies, financial aid or other school administered programs.

Northeastern
UNIVERSITY

For more information see
www.neu.edu/jobs.html

Yale University
School of Nursing

Associate Dean Academic Affairs

The Yale School of Nursing seeks nominations and expressions of interest for the position of Associate Dean for Academic Affairs at Yale School of Nursing. The Associate Dean is a senior member of the faculty and a part of the School's leadership team. He/She will be responsible for leading the academic programs of the School, fostering a climate of educational innovation, and leading the implementation of the School's strategic plan related to academic programs. The Associate Dean has budgetary accountability for the academic programs and is the direct supervisor of several administrative and academic directors in the School. In addition, the Associate Dean participates in teaching courses related to area of expertise and interest and conducts independent scholarship in his or her area of interest.

The Yale School of Nursing is the oldest academic nursing school in the United States. Founded in 1923, the School is a national leader in clinical nursing education and clinical nursing research and scholarship. Consistent with all the professional schools at Yale, the School of Nursing's programs in nursing are all graduate programs. Three programs of study are offered. The Graduate Entry Pre-specialty Program in Nursing is an entry level program for college graduates, who complete the Master's in Nursing Science (MSN) degree in three years. The MSN program is open to RN's with a bachelor's degree. The master's program is accredited in NLNAC and CCNE. In 1994 YSN opened its Doctor of Nursing Science (DNSc) Degree. The strength of Yale's doctoral program lies in the emphasis on clinical and nursing research. Two focus areas are available for study: management of health and illness and health service delivery and policy.

The ideal candidate will have a history of successful scholarship, teaching and progressive leadership and demonstrate a record of success in academic administration. A master's degree in nursing and a doctoral degree in nursing or a related field are required.

Yale School of Nursing is an affirmative action/equal opportunity employer. Members of minority groups are encouraged to apply. Position available July 2003. Application review begins March 1st. Open until filled.

Send letter of interest and resume to **Catherine Gilliss, Dean, YSN, 100 Church Street South, P.O. Box 9740, New Haven, CT 06536-0740 or email Catherine.Gilliss@yale.edu**

MIAMI UNIVERSITY
OXFORD OHIO

Associate Executive Director
Middletown Campus, Academic Affairs

To provide leadership for curriculum and instructional development including distance learning technologies; coordinate and support faculty/staff development programs; work collaboratively with department chairs, academic coordinators, faculty and staff; assist Executive Director in annual evaluations of department chairs and academic coordinators, in planning, budgeting, and management of campus programs, services, facilities, and resources primarily related to academic affairs; coordinate campus-wide course schedule development; direct summer programs; serve as point of contact for faculty/students regarding grievances and concerns; represent campus to regional consortia and other academic organizations; act on behalf of Executive Director and handle other responsibilities as assigned.

Requires an earned doctorate or terminal degree in academic discipline; significant successful academic administrative experience including development and implementation of academic programs and services; record of scholarship and teaching to qualify for tenure at Miami University; experience with innovative programs supporting faculty and staff development; understanding of and commitment to diversity and open access mission in public higher education; commitment to teaching/learning with technology; ability to work collaboratively; excellent communication skills. Desires experience in open-admission and/or regional campus settings having career, technical, and liberal arts and sciences programs.

Send letter of application, vita, and five professional references to **Michael Governanti, 116 Johnston Hall, 4200 East University Boulevard, Middletown, OH 45042. Contact phone number is (513) 727-3211.** Screening of applications begins immediately and will continue until position is filled.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

Miami University's report, *Campus Crime and Safety*, is available at **www.muohio.edu/righttoknow**. A hard copy may be obtained by contacting the Personnel Office.

Please visit our Web site at:
www.MUOhio.edu

T·H·E
OHIO
STATE
UNIVERSITY

Vice President for University Relations

The Ohio State University is accepting nominations and applications for the position of Vice President for University Relations. This senior administrative position is responsible for developing and implementing the University's marketing, communications and public relations strategies.

The Vice President will coordinate all internal and external institutional marketing and communications activities of this complex institution. He or She also will oversee the operations of WOSU, the University's public television and radio broadcasting operations. The Vice President reports to the President, has a collaborative relationship with the Executive Vice President and Provost, and is a member of the President's Cabinet. The Vice President is also expected to work closely with the Offices of Government Relations and University Development to establish a coordinated message for the University. The Vice President manages a central staff of more than 40 communications professionals and 90 employees of WOSU, and partners with communications offices across campus.

Candidates for this position should have a distinguished record of achievement in a highly competitive environment involving university, institutional, or corporate marketing and an undergraduate degree in a relevant area. A graduate degree and experience in an academic environment are preferred. Candidates should be able to demonstrate successful individual and collaborative leadership in settings with high levels of overall complexity. The ability to work with trustees, academic and administrative leaders, faculty, staff, students, alumni and other important internal and external campus constituencies is essential, as is an appreciation of the mission of a land-grant university.

Letters of nomination or application and expressions of interest should be submitted to the consultants supporting The Ohio State University in this search:

The Ohio State University
Vice President of University Relations
c/o Baker & Parker, Inc.
Attention: Daniel F. Parker/Laurie C. Wilder
Five Concourse Parkway, Suite 2440
Atlanta, GA 30328
Fax (770) 804-1917
or via email at lwilder@bpasearch.com

For more information on this position, visit our website at: http://www.osu.edu/vpsearch/

Questions concerning this search may be directed to Dan Parker or to Laurie Wilder at (770) 804-1996.

Review of applications and nominations will begin immediately and continue until the position is filled.

The Ohio State University is an Equal Opportunity/Affirmative Action Employer.
Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

WASHBURN UNIVERSITY

SOCIAL WORK FACULTY POSITIONS

Washburn University's Social Work Department invites applications for two (2) tenure track positions beginning August 2003. **For position responsibilities, application procedures, and contact person see http://www.washburn.edu/admin/vpaa/academicpositions.shtml.**

Director of Practicum/Assistant Professor — QUALIFICATIONS: Required - Master's in Social Work, earned doctorate in Social Work or closely related discipline, two years' post-MSW practice experience, eligibility for LMSW or LSCSW licensure in Kansas. (ABDs near completion considered at Instructor rank). Demonstration of teaching effectiveness, expertise/willingness to teach one of following: research, HBSE, policy, direct practice preferred.

Assistant Professor — QUALIFICATIONS: Required - Master's in Social Work, earned doctorate in Social Work or closely related discipline, two years' post-MSW practice experience, eligibility for LMSW or LSCSW licensure in Kansas. (ABDs near completion considered at Instructor rank). Demonstration of teaching effectiveness, expertise/willingness to teach one of following: research, HBSE, policy, direct practice preferred. Application review begins March 21, 2003 and continues until suitable candidates identified.

To enrich education through diversity, Washburn University is an EOE. Candidates from under-represented groups are encouraged to apply.

www.washburn.edu

Temple University School of Medicine

Medical Director, Heart Transplant Program

The Advanced Heart Failure and Transplant Center at the Temple University School of Medicine, one of the largest in the country, is seeking a Medical Director of the Heart Transplant Program, also referred to as the UNOS primary cardiac transplant physician. Faculty rank in the Department of Medicine, Section of Cardiology, will be commensurate with experience. Candidates must be board-certified in cardiology and UNOS-certified, with a minimum of five years experience caring for patients before and after cardiac transplantation. The position will have a strong emphasis on clinical research, clinical service and patient care. Excellent resources and support are available. Faculty rank in the Department of Medicine, Section of Cardiology, will be commensurate with experience. Candidates must be board-certified in cardiology and UNOS-certified, with a minimum of five years experience caring for patients before and after cardiac transplantation. The position will have a strong emphasis on clinical research, clinical service and patient care. Excellent resources and support are available.

Please send a copy of curriculum vitae and bibliography to: **Richard J. Kozera, MD, Senior Associate Dean, Temple University School of Medicine, 3420 North Broad Street, MRB 111, Philadelphia, PA 19140.** Temple University is an affirmative action/equal opportunity employer and strongly encourages applications from women and minorities.

Electronic Artist -
Assistant Professor I-II
(no other rank will be considered)

University of California, Santa Cruz

Tenure track. Electronic artist with thorough understanding of technical as well as critical and theoretical issues in electronic art, and a commitment to the integration of theory and practice in teaching. Minimum Qualifications: Terminal degree in studio art or equivalent professional qualifications; strong exhibition record, demonstrated teaching excellence; ability to communicate and work effectively with students, faculty & administrators; demonstrated potential for undertaking administrative service. Knowledge of Macintosh environment required. Knowledge of PC environments is desirable. To apply: ltr of application, CV, documentation of recent work (SASE) (in form of slides, video tape, CD-ROM and/or URL), and of student work, syllabi and curriculum plans; ltrs from 3 prof refs. A/D Open until filled. Screening will begin with applications received by March 15, 2003. Send to: SC, **Baskin Visual Arts, University of California, 1156 High Street, Santa Cruz, CA 95062** EOE WMA Refer to position number 118. Questions/request for full application requirements: **stuart@cats.ucsc.edu** (831) 459-2272

The closing date for this recruitment has been extended. Applicants who have previously applied need not reapply.

PROFESSOR/ASSOCIATE PROFESSOR OF BEHAVIORAL SCIENCE

NATIONAL DEFENSE UNIVERSITY
INDUSTRIAL COLLEGE OF THE ARMED FORCES

The National Defense University invites interested persons to apply for the position of Professor/Associate Professor of Behavioral Science, which is available July 1, 2003 on the civilian faculty of the Industrial College of the Armed Forces (ICAF). The successful applicant will be appointed for a three year term commencing July 1, 2003. As Professor/Associate Professor of Behavior Science the incumbent will lecture and conduct graduate level seminar instruction on strategic leadership and information strategies for strategic leaders, and will counsel students in executive assessment and development. The successful candidate will offer elective courses in areas related to strategic leadership and organizational change and transformation. The incumbent will also supervise student research, act as primary faculty advisor and research advisor for selected students and participate in outreach activities in furtherance of the mission of the National Defense University.

The closing date for receipt of applications is March 15, 2003. Applicants should have progressive professional experience in a relevant area, evidence of maturity as a scholar, including a substantial record of continuing research and service contributions within a given field of academic study, extensive publication of books, monographs, and articles in professional journals, and full time professional teaching experience at the university level at the rank of associate professor or professor is preferred. Applicants will be rated on the basis of the following highly qualifying criteria: 1. Knowledge of behavior science disciplines, information and education technology core areas and applications, national strategy development and national security policy implementation. 2. Experience teaching strategic leadership, organizational change and transformation, and information strategies. Experience related to national strategy development and national security policy implementation is desirable. 3. Experience with information and education technology applications related to teaching of strategic leadership. 4. Experience developing or conducting individual assessment and development programs. 5. Ability to conduct research and supervise student research. 6. Possession of a doctoral degree in behavior science or a related discipline is required for a full Professor. Enrollment in a doctoral program in an appropriate discipline is desirable for an Associate Professor. An Associate Professor should possess a Master's degree and commensurate experience in an appropriate discipline.

You may apply with an OF 612 (Optional Application for Federal Employment), an SF-171 (Application for Federal Employment) OR any of the following alternative formats: a Resume/Curriculum Vitae or any other written format you choose provided it includes sufficient information to support your qualifications for this position. For further information, including conditions of employment, contact **Chris Lyons (202) 685-2147 or DSN 325-2147. Mailing Address: National Defense University, ATTN: NDU-PAS (Lyons), Bldg 62, 300 5th Avenue, Fort Lesley J. McNair, Washington, D.C. 20319-5066. E-mail lyonsc@ndu.edu. Reference Vacancy Announcement # NDU-003-03.**

AMHERST COLLEGE

DIRECTOR OF QUANTITATIVE SKILLS CENTER

Amherst College seeks candidates for the position of Assistant Dean of Students and Director of the Quantitative Skills Center. This full-time, full-year position reports to the Dean of Students. Working closely with faculty members in several academic departments, the Center provides academic support to students having difficulty in courses with significant quantitative content. The Director has overall responsibility for coordinating the activities of the Center, for developing new programs and monitoring their efficiency, and for training and supervising the staff of the Center, including the half-time Associate Director and a group of student tutors, appointed upon recommendation by faculty members.

Specific responsibilities will include: hire, train and supervise a corps of student tutors; create and administer diagnostic exams to identify students at risk; conduct presentations, at the request of faculty in individual courses, on specific issues such logarithms, probability, balancing chemical reactions, how to read graphs and the like; develop short non-credit courses on quantitative issues and study skills; and assist the Associate Director in supervising the Summer Science Program for entering first-year students. Additional responsibilities: maintain close and continuing relationships with and support the work of student groups such as the Charles Drew Premedical Society and Amherst Women in Science; work with the Orientation Committee to develop presentations during Orientation on relevant issues; work to develop new programs to assist students in need; and assist in the periodic assessment of the effectiveness of the programs of the Center.

QUALIFICATIONS: Advanced degree in a mathematical or scientific discipline; substantial experience teaching in a mathematical or scientific discipline; and significant experience working with students at risk of having difficulty with quantitative subject matter. Formal training in the pedagogical issues involved in providing such academic support is highly desirable, as is the sensitivity required to work with diverse constituencies such as faculty, deans and students at risk.

Applicants should submit a current resume and a letter describing their experience relevant to this position and tentative plans for working with Amherst faculty to develop a program for enhancing quantitative skills for all students, but particularly for those at risk. Candidates should also provide the names and contact information for three references. Please send all application materials to: **Director of the Quantitative Skills Center Search, Office of Human Resources, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on April 1, 2003 and continue until the position is filled.

Amherst College is an *Equal Opportunity/Affirmative Action* employer and encourages women, minorities and persons with disabilities to apply.

FIU

Florida International University
Miami's public research university

COLLEGE OF HEALTH & URBAN AFFAIRS
SCHOOL OF POLICY AND MANAGEMENT
HEALTH SERVICES ADMINISTRATION
FACULTY POSITION

The School of Policy and Management is seeking candidates for a position as a Clinical Assistant Professor within the Health Services Administration program beginning in the Summer of 2003. Candidates must hold an earned doctorate in Health Services or a related field. This is a non-tenure accruing position with a primary emphasis on teaching, coordinating student administrative internship and residency placement and coordinating mentoring activities of alumni with graduate students. Preference will be give to candidates with training and experience in strategic planning, finance, human resource management, health systems engineering, health law, and/or health information systems, and a strong record of research with urban health issues. Candidates must have a Ph.D. (for those still working on a dissertation, there must be written confirmation that the dissertation will be successfully defended prior to August 1, 2003).

Florida International University has over 30,000 students and has the highest rating classification by Carnegie Foundation as a Doctoral University - Research Extensive. As the only public University in metropolitan Miami, it provides a unique opportunity for applied research and practice.

Information about Florida International University, the College of Health and Urban Affairs, The School of Policy and Management, and the Health Services Administration Program can be found on FIU website: **www.fiu.edu**, or directly to **[illegible]**

Closing date for applications is April 1, 2003. FIU is an Equal Opportunity/Equal Access Employer and Institution. To apply please submit a letter of application, curriculum vita and the names of three references via either US Post or email to:

Frederick J. Newman, Ph.D., Chair
HSA Search Committee, PCA [illegible]
Florida International University
[illegible] S.W. 8th Street
North Miami, FL [illegible]

Phone: (305) [illegible] or [illegible]
FAX: (305) [illegible]
email of [illegible]@fiu.edu (note the letter [illegible] after newman).

Northeastern University, nationally recognized for its cooperative education program, is a private, nonsectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and is highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty and staff and is proud of its diverse student/resident population.

Director – Residence Life & Education

Provide direction and support to the professional and student staff responsible for the daily administration of the residence halls. Supervise three Assistant Directors of Residence Life, responsible for the management and operations of residence halls, and one Assistant Director of Residence Security who manages security operations. Also has overall responsibility for 30 other full-time staff and over 400 student employees. Additional responsibilities include all personnel and recruitment activities, budget development and oversight, departmental research relative to staff and programs in the residence halls; crisis management and related protocol development; program development and assessment in academic and student development theme housing. Requirements include Master's degree (Doctorate preferred) in student personnel services or higher education, administration or related field and 6-8 years in residential life administration; experience supervising full-time professional staff. Experience as a live-in staff member. Comprehensive understanding of student development philosophy, residence hall management and residential security. Demonstrated leadership abilities and organizational skills. Excellent oral and written communications skills. Candidates must have demonstrated understanding of diverse academic, socioeconomic, cultural and ethnic backgrounds.

Please send cover letter, resume and the names of 3 references to: Mary Langlie, Associate Dean, 6 Speare Hall, Northeastern University, 360 Huntington Avenue, Boston MA 02115. For best consideration, please submit materials by March 21, 2003. Northeastern University is an Equal Opportunity/Affirmative Action/Title IX educational institution and employer.

Northeastern
UNIVERSITY

OHLONE
COLLEGE

OHLONE COMMUNITY
COLLEGE DISTRICT
Fremont, California

PRESIDENT/SUPERINTENDENT

The Governing Board invites applications and nominations for the position of President/Superintendent of the Ohlone Community College District.

Ohlone College is located in the East Bay between Oakland-San Francisco and San Jose in the communities of Fremont and Newark. These are two growing communities with a combined population of 246,000. Local interstate freeways (680, 880 and 101), the Dumbarton Bridge and rapid transit make these cities accessible, as well as an important part, of the entire Bay Area and Silicon Valley. Ohlone College is located on a very beautiful site on Mission Boulevard next to the historic Mission San Jose.

Dr. Floyd Hogue, the District's fourth President/Superintendent, is retiring in July 2003 after leading the institution for nine years. The stability of Ohlone is best found in the fact that it has had only four president/superintendents since its founding.

Over 12,000 full and part-time students enjoy a comprehensive community college which offers instruction in the academic areas, as well as, twenty-seven career fields. The school's lower-division courses parallel those at the University, State and independent college levels providing students a seamless transition when transferring to universities and colleges. Our dedicated faculty and staff are known for their high level quality education and commitment to excellence and student success. We seek a recognized educator who will achieve the college's vision of commitment to excellence, innovative teaching and learning and student success through the unified efforts of the campus community.

Review of applications will begin April 1, 2003. To receive a brochure contact:

Dr. Tom Van Groningen
Superintendent/President Search Consultant
516 Bamingham Lane, Modesto, CA [illegible]
Phone: 209-529-8462, Fax: 209-529-[illegible]
E-mail: [illegible].com

PCC
Polk Community College

INSTRUCTIONAL FACULTY POSITIONS

Polk Community College, located in Central Florida, is currently recruiting for the following full-time, continuing contract track faculty positions, to begin Fall 2003. Positions filled will be contingent on funding, state allocations.

Education
English
History
Humanities
Reading
Sociology

Biology
Chemistry
Mathematics
Nursing
Wellness

Business/Accounting
Computer Systems Information Analysis
Office Systems Technology

Application materials and expanded position information, including department office contacts, are available on our website under "Human Resources".

www.polk.edu

or contact us at 863-297-1070

EA/EOE/Drug-Free Workplace

999 Avenue H, N.E., * Winter Haven, FL 33881

SDSU

DIRECTOR OF RESIDENTIAL EDUCATION

Salary: Commensurate with education, experience, skills and abilities. This position is in the Management Personnel Plan and earns management benefits.

San Diego State University: SDSU, founded in 1897, is one of 23 campuses of the California State University system. SDSU enrolls over 33,000 students and offers 154 Degree Programs. The campus employs approximately 2,137 full-time and part-time faculty members and 1,752 staff.

SDSU is located in San Diego, a vibrant and widely diverse city of over 1.2 million, that offers exciting opportunities based on its emerging biotechnology and telecommunications community, its proximity to the border with Mexico and the Pacific Rim, and its culturally diverse community. Extensive opportunities for recreation, tourism, education and business have drawn a highly educated population. For additional information, please visit SDSU's Web site at **http://www.sdsu.edu.** SDSU offers a variety of on-campus housing choices, with seven coed residence hall complexes accommodating approximately 3,300 students. The University maintains a professional staff working with residence hall students to develop a community concept within the housing facility to strengthen the student's educational experience at SDSU. Facilities are operated to enhance the educational, social and recreational opportunities available to each student.

Responsibilities: The Director reports directly to the Dean of Students and is responsible for developing and implementing a comprehensive living-learning residential life experience that provides academic and personal support, contact with faculty, educational programs, community activities, student leadership development and multicultural learning opportunities. The Director of Residential Education oversees the overall operations and delivery of a comprehensive residential education program including: the supervision and training of professional and para-professional staff; development and delivery of educational programs that support and enhance students' academic and co-curricular experiences; and ensures the safety and security of students living in on-campus residences which includes traditional residence halls and the Villa Alvarado apartment complex. This position works in close collaboration with a number of key university personnel and offices (e.g., Counseling Center, Public Safety, Office of Rights and Responsibilities, Office of Student Life and Development) and in particular with the Director of Housing on budget, student housing contracts, enforcement of housing policies and procedures and other housing operations functions that support the delivery of the Residential Education program.

Qualifications: Master's degree in a related field required. Ph.D. or Ed.D. in Higher Education, Counseling or related field highly desirable. Excellent interpersonal and problem-solving skills, excellent written and oral communication skills and the ability to work collaboratively. Minimum of eight to ten years of professional experience in higher education in a position of comparable scope and complexity, preferably at an institution similar to SDSU. Demonstrated budget management and supervisory experience and management of student development programs. Experience in a successful residential life program. Appreciation of, and commitment to, the continued development and enhancement of the educational and intellectual environment of the SDSU residential-life experience. Knowledge and understanding of student development theory, retention issues, and experience working with a diverse student population.

Application Procedures: Applicants should send a letter of application, a current resume, list of three professional references, and a salary history for the last five years to **San Diego State University, The Center for Human Resources (#2106), San Diego, CA 92182-1625** or email to: **employ@mail.sdsu.edu.** Review of applications will begin on **Wednesday, March 19, 2003** and the position will remain open until filled. Applicants with disabilities requiring special application and/or interview arrangements may call (619) 594-6646 or TDD number (619) 594-8075.

SDSU IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE AGAINST PERSONS ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER, MARITAL STATUS, AGE, DISABILITY OR VETERANS STATUS.

TALLAHASSEE
COMMUNITY
COLLEGE
It's for you.

VICE PRESIDENT FOR STUDENT AFFAIRS

Tallahassee Community College is seeking qualified candidates for the position of Vice President for Student Affairs serving a diverse student population of over 14,500 students.

Tallahassee Community College
Tallahassee Community College, Florida's capital city community college, was recently listed 22nd among the nation's top producers of A.A. graduates. The College offers post-secondary instruction of the highest quality for citizens of Leon, Gadsden, and Wakulla counties-the primary service area-along with students from throughout the state, nation and world. Approximately 80 percent of TCC's enrollment is in the Associate in Arts transfer program. The largest feeder institution to Florida State University, TCC also has an excellent relationship with Florida A&M University and other universities in Florida. Nearly three-fourths of the College's A.A. graduates transfer into the State University System the next year, the highest percentage in the Florida Community College System.

Position
Responsible for the leadership, direction, and oversight for programs and policies of the student services functions of the College, the Vice President for Student Affairs reports to the President and is part of a dynamic, creative executive team. The Student Services areas include, enrollment, registration, student development and counseling, student assessment, testing and evaluation, graduation, athletics, career planning, judicial affairs, student grievance, student activities and organizations. The primary focus of the student affairs programs is in enhancing the 'learning college' commitments of the college, particularly relating to student retention and success. Additionally, the college continues to expand in areas related to workforce development and is interested in serving additional adult learners in the college's service area. A third area of priority is in the creation of innovative programs with Florida State University, Florida A&M University and other independent colleges offering degree coursework in Tallahassee.

Qualifications
Masters degree (doctorate preferred) in Counseling, Student Development, Higher Education or related field and five years relevant student services supervisory and management experience. The selected candidate will have specific knowledge and demonstrated creative leadership experience in a post-secondary educational institution; experience in budgeting and resource management; effective written and verbal communication skills; experience in team administration management and experience working with a diverse student population.

Application
The College offers a competitive salary and an attractive benefit package. Interested applicants should submit a letter of interest, resume including names and contact information of three professional references, and a copy of graduate level transcripts. Relevant supplemental material is encouraged. Application materials will be accepted until 5 p.m. on Thursday, March 27, 2003 at:

Human Resources
Tallahassee Community College
444 Appleyard Drive
Tallahassee, FL 32304-2895
850.201.8510
www.tcc.fl.edu

To request an accommodation to participate in the application/selection process, notify the Human Resources Department at 850.201.8510, TDD 850.201.8491, or FL Relay 800.955.8771.

Tallahassee Community College is an Equal Opportunity/Affirmative Action Employer. Equal Opportunity will be afforded regardless of race, color, religion, national origin, political affiliation, disability, age, gender, or marital status. All persons are encouraged to apply.

***Advanced Medical Surgical Nursing Faculty - Evening Program #01049**
***Maternal Child Health Nursing Faculty - Evening Program #01047**
***Medical Surgical Nursing Faculty - South Campus #01048**

RESPONSIBILITIES: Full-time, nine-month, tenure-track-faculty positions beginning in August 2003. Summer contracts are optional depending on enrollment. View minimum qualifications and the entire job posting and application on our website at http://www.dbcc.edu.

RANK & SALARY: Appointment level is dependent upon qualifications and experience. Salary range is $33,100 to 37,200, depending on faculty ranking assigned. The College also provides a comprehensive benefits package. Tenure and promotion are dependent on portfolio.

Pre-employment criminal background checks/fingerprinting required. Applicants must submit a signed DBCC application (Form HR 14) with position title/number, school transcripts and three (3) professional references to: **Daytona Beach Community College, Human Resources Department, 1200 W. International Speedway Boulevard, Daytona Beach, FL 32114. Phone: (386) 947-5505 • Fax: (386) 254-4482**

VETERANS' PREFERENCE/EQUAL OPPORTUNITY/ADA EMPLOYER

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Director and Principal
University Laboratory High School

The Provost of the University of Illinois at Urbana-Champaign invites nominations and applications for the position of Director and Principal of University Laboratory High School. Uni High is a laboratory school committed to providing rigorous educational experiences for a selective student body, grades 7-12; to developing and disseminating curricular innovations; and to establishing collaborations with faculty from the University of Illinois. The Director/Principal is the chief executive officer of the laboratory school and reports to the Provost.

Requirements include a masters degree (doctorate preferred), knowledge of curriculum and instruction, demonstrated leadership abilities, and effective interpersonal skills. Responsibilities include: development activities, budget preparation and administration, establishment of research and curricular development programs, and oversight of the cooperative outreach program. The Director/Principal will work closely with an Assistant Director, teachers, parents, students, campus faculty and administrators, and local and state education agencies to implement the mission of University High School and to articulate and implement practices sensitive to the educational needs of a multicultural population of secondary school students. Significant classroom teaching experience with grades 7-12 preferred.

This position is a full time, twelve-month academic professional appointment with one month vacation. Salary is negotiable. The preferred starting date is August 2003, or as negotiated.

To ensure full consideration, applications should be postmarked by April 14, 2003. Review of applications will begin as they are received, but no decisions will be made prior to the closing date. Applications should include: a letter of application, curriculum vita, and the names, addresses and telephone numbers of three references. Information should be sent to:

University Laboratory High School Director/Principal Search Committee
Swanlund Administration Building
601 East John Street
Champaign, Illinois 61820
Attention: Shirley Apperson PH: (217) 244-9483 FAX: (217) 244-5639

The University of Illinois is an Affirmative Action/Equal Opportunity Employer

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ECC
ELGIN COMMUNITY COLLEGE

Elgin Community College, located 40 miles northwest of Chicago in the rapidly growing Hispanic/Latino student population currently has a full-time vacancy.

Anticipated Opening for Summer 2003

☐ **Associate Dean of Health Professions:**
Minimum of Master's Degree in Nursing. Experience in hospital setting and in college-level teaching required. Previous administrative experience and successful experience in a collective-bargaining environment is preferred.

Interested applicants should forward a cover letter, copies of undergraduate and graduate transcripts (originals required prior to appointment), a copy of the vita, include names, addresses, and telephone numbers of three to five references, and an Elgin Community College employment application.

Visit **www.elgin.edu** for more information or to download the employment application. Application materials clearly indicating position for which applying should be forwarded to: **C/O: Office of Human Resources, Elgin Community College, 1700 Spartan Drive, Elgin, Illinois 60123-7193**

EOE/M/F/D/V

The University of Kansas
College of Liberal Arts & Sciences
Announces Faculty Hiring Initiative

The University of Kansas has recently announced a special faculty enhancement initiative that would increase the number of faculty at KU over the next five years by 100. As part of this initiative, the College of Liberal Arts & Sciences is recruiting 12 faculty this year; these are part of a plan to support and reinforce existing strengths within the University. Thus, we welcome applicants from a wide range of disciplinary backgrounds and training that will contribute to the university-wide goal of increasing KU's national and international visibility as a research institution, as well as enhancing the undergraduate student experience. These searches are at the rank of Assistant Professor, unless noted otherwise; in some cases, exceptional candidates at higher ranks may be considered.

American Stds. & English and/or History - the U.S. in Global Context.
Anthropology/Sociology and/or Women's Studies – Race/Gender/Ethnicity/ Religion studies.
Biological Sciences - Assoc./Full Prof. and Bioinformatics Program Director.
Chemistry – Adams Chair in Bioanalytical Chemistry – Assoc./Full Prof.; Bioorganic Chem.
Ecology & Evolutionary Biology – Biodiversity.
History – International Environmental History.
Molecular Biosciences - Genetics (two positions).
Psychology – Cognitive Neuroscience.
Speech/Language/Hearing – Cognitive Neuroscience.

For the above positions: Preferred start date is 08-18-03; later starting dates are negotiable. Candidates must present evidence of scholarly or creative productivity and effective teaching. For a complete position announcement and requirements, please refer to the CLA&S website at www.clas.ku.edu. Or, you may contact the department of interest through the KU Directory Assistance (785) 864-2700, or email [illegible], Erin Spiridigliozzi, Asst. Dean, CLAS, 1450 Jayhawk Blvd., Rm. 200 Strong Hall, Lawrence, KS 66045. FAX: (785) 864-5331. All positions are contingent on final budgetary approval. EO/AA Employer.

The University of Kansas is a major research and training university and is the only Kansas Regents university to hold membership in the prestigious Association of American Universities. KU offers the highest quality undergraduate, graduate, and professional programs, as well as outstanding libraries, museums, and technology. The university fosters a multicultural environment in which the dignity and rights of individuals are respected. A city of approximately 80,000, Lawrence is located in the rolling hills of eastern Kansas 35 miles west of the Kansas City metropolitan area and 20 miles east of Topeka, the state capital. Home to Haskell Indian Nations University as well as KU, Lawrence offers many cultural opportunities of a university town.

VICE PRESIDENT FOR HUMAN RESOURCES

Johns Hopkins University seeks applications and nominations for the position of Vice President for Human Resources. Reporting to the Senior Vice President for Finance and Administration, the Vice President for Human Resources is a key member of the senior team at the University. S/he is responsible for creating a strategic approach to human resources and fostering collaboration between the central human resources staff and the eight academic divisions of the University to support faculty and staff in achieving the mission of the University. The Vice President works with the senior administration team to identify and respond to human resource needs with initiative and creativity.

Located in Baltimore, Maryland, Johns Hopkins University is the oldest research university in the country. The University enrolls 18,000 full and part-time students and employs more than 25,000 people in full and part-time positions. The University has always emphasized learning, research and service and is a world leader in teaching, patient care and discovery. The University's commitment to increased diversity and affirmative action is critical to its history and mission and is supported by the Vice President for Human Resources.

A broad portfolio of responsibilities is assigned to the Vice President, including employment, compensation, benefits, training and development, employee and labor relations, organizational development, and diversity initiatives, as well as compliance with federal, state and international policy and practice. The Vice President is responsible for supervising and mentoring the central office and divisional human resources staff and ensuring that they provide comprehensive service throughout the institution. The University will be undertaking a comprehensive systems implementation project that will involve all of the divisions as well as the Johns Hopkins Health System. The central Human Resources department will play a major role in this project by identifying improved systems for their own area as well as consulting with all departments in their efforts to provide support and training during this comprehensive transition.

Qualifications:

The successful candidate is a collaborative leader with excellent supervisory and planning skills who has demonstrated success building human resources or similar functions into strategic units in large and complex organizations. The individual's approach and style must be consultative, and s/he must possess the ability to navigate and succeed in a de-centralized environment.

Please send applications and nominations to:

Elizabeth Neumann, Vice President
Auerbach Associates/Johns Hopkins University
65 Franklin Street, Suite 400
Boston, MA 02110
Fax: (617) 451-5199
Email: marika@auerbach-assc.com

See www.jhu.edu for additional information about Johns Hopkins University. In employment as in education, Hopkins is committed to equal opportunity and affirmative action. Women and members of under-represented groups are encouraged to apply. Smoke free drug free.

JOHNS HOPKINS
UNIVERSITY

DUKE
UNIVERSITY

The Division of Student Affairs is conducting a search for a Director of Student Life. The Director will handle Facilities planning and development, and programmatic oversight for a growing, multipurpose Student Center Complex. The Director is responsible for establishing a strategic direction for student activities, programs, and services that complement the missions and priorities of the University and the Division of Student Affairs. The Director manages a staff of twelve and is expected to foster and manage relationships with students, staff, and colleagues in Student affairs, faculty, alumni, auxiliary and business services, administration, and vendors.

Requirements: Minimum Masters degree in related area, doctorate preferred. Minimum of eight years experience in development and implementation of student activities, student leadership programs in a University setting. Experience in managing programs or service departments in higher education with a focus on Student Union and Student Activities. Knowledge of institutional systems such as SAP R/3 and People Soft preferred.

Duke University is an Equal Employment/Affirmative Action employer.

SOCIOLOGY INSTRUCTOR

Faculty Position
Full-Time. Tenure Track

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago, with a student enrollment in excess of 15,000. Dedicated to excellence in teaching, the College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high tech/high touch" approach to education. Responsibilities for this position include teaching first and second year introductory courses in the discipline.

QUALIFICATIONS: Master's Degree in Sociology. For full consideration, applicants must submit a completed application form, current resume, letter of interest, three letters of recommendation, and official transcripts of degrees by April 15, 2003.

For application contact the Human Resources office via any of the following: 847-543-2065 (voice); 847-223-5615 (TDD); 847-223-0824 (fax) and personnel@clcillinois.edu (e-mail). We are an Equal Opportunity Employer, dedicated to diversity, which encourages the applications of Women, People of Color, Persons with Disabilities and Veterans. **COLLEGE OF LAKE COUNTY** 19351 W. Washington Street Grayslake, IL 60030-1198

College of Lake County

EOE/AA/M/F/D/V

www.clcillinois.edu

Chief Student Affairs Officer
Associate Vice Provost for Student Affairs

UNIVERSITY OF MINNESOTA

The Associate Vice Provost for Student Affairs serves as the senior student affairs officer at the University of Minnesota, Twin Cities campus, and has primary responsibility for leadership, management, strategic direction, policy development, and administrative oversight of the Office for Student Affairs and its programmatic units. The Associate Vice Provost provides critical leadership in enhancing student development, student services, and campus life. Full-time, renewable, 12-month academic administrative position. Beginning date July 1, 2003 or ASAP; salary competitive. Minimum qualifications include an advanced degree, five+ years experience in an academic setting, experience with student development issues in higher education. Preferred qualifications include a Ph.D. and experience in higher education or major research institution. Applications will be reviewed beginning March 20, 2003, but accepted until the position is filled. Send letter of application, resume, and names-addresses of three references to: **Search Committee for Associate Vice Provost for Student Affairs, c/o Diane Gihl, Office for Student Affairs, University of Minnesota, 110 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455.** The Search Committee will not contact references before notifying candidates. Complete position description available at www.osa.umn.edu.

The U of M is an equal opportunity educator and employer.

SOUTHERN WESLEYAN UNIVERSITY

Central, South Carolina
www.swu.edu

FACULTY POSITIONS

Southern Wesleyan University's main campus is located in the upstate region of South Carolina; regional campuses serving our adult and graduate studies programs are located throughout the state. Our university strives to create a distinctively Christian environment that fosters the integration of faith, learning, and living. Candidates must enhance and support this mission and give evidence of professional experience, mature faith, and consistent Christian lifestyle. The university is actively seeking to increase the number of women and minorities in leadership positions on campus.

EDUCATION

9- or 12-month tenure-track position. Teach graduate and undergraduate courses to traditional-aged and adult learners. Requires an earned doctorate in early childhood or special education. Public school experience also required. Candidates nearing completion of doctorate will be considered.

ACCOUNTING/FINANCE

9- or 12-month tenure track position. Teach graduate and undergraduate courses to traditional-aged and adult learners. Required academic credentials: doctorate in accounting or doctorate in finance and 18 graduate semester hours in accounting. Candidates nearing completion of doctorate will be considered.

A résumé and letter of interest should be sent to
Dr. Gloria Bell
Academic Vice President and Dean
Southern Wesleyan University
P.O. Box 1020
Central, SC 29630-1020

Berry College

ANNOUNCEMENT

Assistant/Associate Professor of Finance

The Campbell School of Business at Berry College invites applications and nominations for one tenure-track faculty position in Finance. Candidates should have an interest in teaching financial planning and personal finance. The Campbell School desires excellent teachers who will also maintain active research agendas consistent with our goal of attaining AACSB accreditation in the next few years. The teaching responsibilities are primarily in the undergraduate program, but may also include our MBA program.

Candidates should have an earned doctorate, or be an ABD near completion. Senior appointments require credentials consistent with rank. Salary is competitive and commensurate with credentials and experience. Screening will begin March 21, 2003 and will continue until the position is filled. The preferred starting date is August of 2003.

Located on 28,000 acres in northwest Georgia, Berry College is a comprehensive liberal arts college with an enrollment of approximately 1,900 undergraduates; it offers an education that stresses academic excellence, practical work experience, and an interdenominational religion-in-life program. The school is located 65 miles northwest of Atlanta, Georgia, and 65 miles south of Chattanooga, Tennessee. Berry offers a living and learning experience in a setting of natural and unspoiled beauty.

To be considered, applicants should send a letter of application, current vitae, evidence of current teaching effectiveness, the names and addresses of at least three references, and other relevant supporting documents to:

The Office of the Dean
Campbell School of Business
Berry College
2277 Martha Berry Highway NW

Berry College is an Equal Opportunity employer.

MARICOPA
COMMUNITY
COLLEGES

Paradise Valley Community College

Paradise Valley Community College (PVCC) is located in Phoenix, Arizona. PVCC has a student population in excess of 11,000 credit students and over 5,000 non-credit students. PVCC is one of the 10 North Central Association accredited Maricopa County Community College District (MCCCD) colleges. MCCCD is one of the largest community college districts in the United States. PVCC is a learning centered college with many new and exciting programs. The mission of Paradise Valley Community College is to provide life-long learning opportunities through effective and accessible instructional programs and student services. These programs and services are continuously evaluated and improved to meet the needs of students, businesses, and the community.

Paradise Valley Community College is seeking outstanding candidates for the following faculty positions:

Nursing
Posting # 02030568-2
Closing Date: March 28, 2003

Art
Posting# 02030569-2
Closing Date: March 28, 2003

English
Posting# 02030572-2
Closing Date: March 28, 2003

Full job descriptions and applications are available online at **www.dist.maricopa.edu/hrweb** or by calling (480) 731-8444. An application is required. Applications must be received by 5 pm (Arizona time) on the closing date. Apply to **MCCCD Employee Services, 2411 W. 14th Street, Tempe, AZ 85281.**

MCCCD is an EEO/AA institution.

Northeastern
UNIVERSITY

Vice President for Student Affairs

Northeastern University, a major private urban research university founded in 1898, known for its professional education, liberal arts and sciences and cooperative education program, invites nominations and applications for the position of Vice President for Student Affairs. Located in Boston, the University enrolls approximately 19,000 full and part-time undergraduate and 4,500 graduate and professional students in eight schools.

The University has a long history of preparing students for the professional workplace, particularly through its signature cooperative education program. Northeastern is in an exciting period of transition to a more selective and residential university that remains focused on its mission of being student-centered, urban, and practice-oriented.

The Position: Reporting to the Senior Vice President for Enrollment Management and Student Affairs, the Vice President for Student Affairs is a key member of the university leadership team and provides visionary leadership to the Division of Student Affairs. He/she will have the opportunity to provide energy, a fresh perspective, and creativity to student affairs in a dynamic environment of change. The Vice President will:

- Provide forward thinking and strategic leadership to respond to changing student needs in a competitive market
- Develop and execute a comprehensive and sophisticated student life program fostering community spirit, leadership, citizenship, and meaningful connections with other students, the university and the wider community; with particular emphasis on supporting retention and student services
- Build a strong residential community with excellent quality of life, strong services and complimentary co-curricular offerings reflecting Northeastern's unique character
- Build a student evaluation and assessment based program
- Lead a team of student life professionals in a broad array of residential and student services
- Be a strong advocate for students
- Enjoy a collaborative work environment as part of a strong interdependent leadership team

Requirements: Candidates must have demonstrated effective leadership experience in a large and complex university student affairs division. A sophisticated knowledge of the trends and issues facing colleges and universities in student affairs is required. Advanced degree required, doctorate preferred. The position requires strong supervisory experience, analytical abilities, superb written, oral, and interpersonal communication skills, and the ability to work collaboratively with students, faculty and staff at all levels in a complex diverse environment.

The planned appointment date is August 2003. The search will continue until the position is filled, but for full consideration, nominations and applications should be received by April 1, 2003. Send letter of interest, resume, and the names of three references electronically by Word attachment to: summerfelt@lansingassociates.com. Please contact Lansing & Associates at 978-263-5221 or summerfelt@lansingassociates.com for further information.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX employer. Minorities, women, and persons with disabilities are strongly encouraged to apply.

www.neu.edu

UNIVERSITY OF NORTH TEXAS
College of Business Administration

Faculty Lecturer Position within the Department of Management
available Fall 2003

EXECUTIVE LECTURER FOR DIVERSITY INITIATIVES AND CURRICULUM

Description: This is a non-tenure track, annual Lecturer appointment, to initiate programs and develop teaching modules that educate students, faculty and other stakeholders, on the importance of diversity education, training, research, and problems in the work place.

Requirements: Candidates must have a master's degree with experience in organizing, directing and managing conferences/workshops. Teaching experience in the areas of diversity, entrepreneurship and small business fields required.

Send application with curriculum vitae to: Dr. Lynn Johnson, Professor and Chair, Department of Management, P.O. Box 305429, Denton, TX 76203-5429; or email: johnsonl@unt.edu. www.coba.unt.edu/mgmt

UNT is an AA/ADA/EOE

Shippensburg
University

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

Assistant Dean of Admissions
(Office of Admissions)

For more information about this position
And other opportunities at Shippensburg University
See http://www.ship.edu/HR/index/html

Nos conoces por nuestra valentía, nuestra tecnología, nuestra pasión.
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FACULTY 2003-2004

Harrisburg Area Community College (HACC) announces tenure-track positions available for 2003-2004. Believing a committed and diverse faculty to be the College's most important resource and teaching and learning its most important mission, the President and Board of Trustees seek to strengthen the institution by filling the full-time faculty positions listed below.

Established in 1964 as Pennsylvania's first community college, HACC is now a multi-campus institution offering a variety of degree, certificate and diploma programs that prepare students for the job market or continuing studies at a four-year institution. The college also plays a vital role in improving the quality of life in Central Pennsylvania by providing high-quality, low-cost educational opportunities, strengthening the local economy, training the region's workforce, and sharing our cultural and educational resources with the community to enable people to make the most of their potential.

The College's Wildwood Campus is located in Harrisburg; other campuses are located in Lebanon, Lancaster, and Gettysburg. Full- and part-time student enrollment is over 13,000 with nearly 30,000 served in noncredit courses.

The College's priorities emphasize multicultural initiatives, workforce development, a strengthened student-centered learning environment, employee development and collegiality, and quality and consistency of standards. The College seeks enthusiastic faculty members who share a commitment to these beliefs and priorities.

TENURE-TRACK FACULTY POSITIONS AVAILABLE

All positions require a related Master's degree as specified in position announcement materials and college teaching experience (unless otherwise indicated), computer literacy, a demonstrated knowledge of and commitment to the community college mission, active involvement in college/division committees and professional development activities; demonstrated interpersonal skills and ability to establish positive relationships with students, staff and faculty; and demonstrated ability to work effectively with a diverse faculty, staff and student body. **Salaries are between $33,400 and $44,320 for 9 1/2 month positions and between $41,750 and $55,400 for 12-month positions based on experience and education. All positions and salaries are pending Board approval.** Excellent fringe benefits. **Application review begins March 31, 2003.** Position Identification Numbers follow each position title.

AVAILABLE MAY 1, 2003, 12-MONTH FACULTY POSITION

COUNSELOR (110-439-298), Wildwood Campus

AVAILABLE JULY 1, 2003, 12-MONTH FACULTY POSITIONS

COUNSELOR (110-435-298), Lancaster Campus
COUNSELOR (110-444-298), Gettysburg Campus
DEVELOPMENTALCOUNSELOR (110-445-298), Wildwood Campus
COUNSELOR (110-456-298), Wildwood Campus

AVAILABLE AUGUST 25, 2003, 9 1/2 MONTH FACULTY POSITIONS

GETTYSBURG CAMPUS – Student Population 1,038
SPEECH (110-454-237)
LIBRARIAN (110-455-296)

LANCASTER CAMPUS – Student Population 2,632
WEB DEVELOPER (110-436-247)
ENGLISH, 2 POSITIONS (110-438-224)
HISTORY (110-440-289)
HUMANITIES (110-441-227)
MATHEMATICS/CPS (110-442-257)
NURSING, PEDIATRIC (110-443-271)
MATHEMATICS (110-450-257)

WILDWOOD CAMPUS – Student Population 8,430
WEB DEVELOPER (110-437-206)
ENGLISH (110-447-224)
HVAC(110-448-253)
LEGALSTUDIES (110-449-291)
NURSING, ADULT HEALTH (110-451-271)
READING (110-452-235)
SOCIOLOGY (110-453-294)

HACC is an equal opportunity employer and is committed to the diversity of its workforce.

Submit two copies of your letter of interest, two copies of your resume and two copies of your unofficial transcripts to ***Harrisburg Area Community College, Office of Human Resources, (Indicate Position Identification Number), One HACC Drive, Harrisburg, PA 17110.*** *Check our web site for more information. www.hacc.edu*

EOE-M/F/D/V

harrisburg area
community college

www.hacc.edu

Many viewpoints, *one goal*

State Center Community College District serves one million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory. You will be based in our District Office, located in Fresno, the gateway to California's National Parks and a city offering a wealth of cultural and recreational options, as well as an affordable cost of living.

Vice Chancellor, Educational Services & Planning

To successfully lead curriculum, instruction, student access and professional development initiatives in the areas of Educational Programs and Student Services, Career and Occupational Education, Grants and Resource Development, and Institutional Research, you will bring an M.S. degree (Doctorate preferred); superior fiscal and organizational management skills; positive human relations skills to work in a multiethnic, pluralistic environment and respond to the needs of traditional and nontraditional students; a record of successful development; knowledge of legal processes related to educational management; knowledge of the legislative process as it relates to community/economic development; ability to work effectively with community groups; and active participation in professional organizations. **Job #1508**.

To apply, visit the District Web site at **scccd.com** for a complete job description and information, or contact: **State Center Community College District, 1525 E. Weldon Avenue, Fresno, CA 93704-6398; Phone: (559) 226-0720; Fax: (559) 229-7039**.

Resume review begins **May 2003**, and will continue until the position is filled. *Equal Opportunity Employer*

LAW SCHOOL DEAN

University of Michigan

A distinguished record of teaching, scholarship, professional experience and public service appropriate to the leadership of a national law school required. Applications will be reviewed beginning immediately. The University of Michigan's dedication to excellence is complemented by its commitment to building a culturally diverse staff. We encourage individuals from under-represented groups to apply. Send applications to **Professor Kyle Logue, Chair, Law School Dean Search Advisory Committee, University of Michigan, 3074 Fleming, Ann Arbor, Michigan 48109-1340; Fax: 734-764-4546.**

An Equal Opportunity, Affirmative Action Employer

GeorgiaState
University

Position Description: Assistant Director of Student Life & Leadership for Intercultural Relations

The incumbent works collaboratively within the University community to provide leadership in the development, implementation and assessment of initiatives deliberately designed to facilitate and increase intercultural student interaction and learning. Such initiatives may include workshops, seminars, inter-group dialogues, community service efforts and other programs or events that build coalitions and enhance education, unity and understanding among diverse populations at the University. This position reports to the Director of Student Life & Leadership in the Division of Student Services.

Position Responsibilities:

- Develops and periodically updates an ongoing functional mission and strategic plan (including goals, objectives, and learning outcomes) that serve to facilitate and increase university-wide intercultural student interaction and learning.
- Researches, plans, implements and evaluates a variety of co-curricular and curricular opportunities designed to engage students in intercultural interaction and learning.
- Coordinates, supports and cosponsors programs and activities designed to increase student, faculty and staff intercultural interaction and learning.
- Works collaboratively to foster an inclusive environment in support of active student participation and interaction.
- Works closely with students, faculty and staff from a variety of student organizations/university departments including the Community Development Council, Student Government Association, Spotlight Programming Board, Student Media, Greek Life, Leadership Programs, Community Service Learning, New Student Programs, ISAC, Office of International Programs, Office of African American Student Services & Programs, University Housing and Undergraduate Studies to collaborate on programmatic initiatives designed to stimulate intercultural interaction and learning throughout the University community.
- Advises various student organizations and assists in the planning, promotion, coordination, production and evaluation of their activities.
- Creates and maintains an ongoing assessment plan to measure student learning outcomes as well as to ensure the effectiveness and relevance of programmatic efforts.
- Prepares, manages and monitors annual budgets and works closely with staff and students to develop annual proposals for continuing student activity fee funding.
- Provides direct and functional supervision to professional and support staff as well as graduate assistants and student employees in the Office of Student Life & Leadership.
- Supervises the daily operations of the Office of Student Life & Leadership in the absence of the Director.

Desired Qualifications:

- Master's degree in College Student Personnel, Higher Education Administration, Intercultural Communication or other closely related field *and* 4 years of supervisory/management experience.
- Ability to work both independently and with groups to assess needs, develop strategies and implement programs.
- Experience working closely with diverse student populations in a higher education setting in a variety of roles including student organization advisor, supervisor, and mentor.
- Experience initiating, planning, implementing and evaluating episodic events as well as ongoing programmatic efforts.
- Experience developing and implementing strategic planning and outcome-driven assessment efforts.
- Experience developing and administering annual budgets as well as developing successful funding proposals (e.g., program co-sponsorships, student activity fee and/or grant processes).
- Experience working collaboratively with students, faculty and staff in a wide variety of university committees, departments and/or student organizations to develop and implement programmatic initiatives.
- Experience establishing and maintaining relationships with community agencies and organizations in support of diverse programmatic initiatives.

Required Qualifications:

- Master's degree *and* 1 year supervisory/management experience; OR an equivalent combination of training and experience.

Submit GSU application, resume and cover letter to **Georgia State University Human Resources, MSC 5A0302, 33 Gilmer St. SE, Unit 5, Atlanta, GA 30303-3085** or e-mail jobapps@langate.gsu.edu. Review of applications will begin March 28th, 2003. Reference Job # 3258 in all correspondence.

GSU is an EEO/AA employer.

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¡PUNTO FINAL!

CON CORAJE A LOS CUARENTA

Judy Alicea is a counselor at Hillsborough Community College in Tampa, Florida.

One translation given for *coraje*/courage in *The American Heritage Spanish/English-Inglés/Español Dictionary* is anger or rage. Courage has always been venerated as a positive attribute while anger and rage are generally viewed as emotions we have been taught not to display. Yet, these seemingly dichotomous sentiments working together can create self-empowerment.

As I approached my 40th year of life, I began to understand how *courage* and anger served as motivators. This was to be a time of evaluation and self-exploration. I reflected on what I truly wanted to pursue, both personally and professionally. I was six credits shy of completing my master's degree after being away from school for 16 years. Feeling blessed, in celebration of the birthday milestone, I decided to mark the event with a sky dive.

Little did I know that the jump would serve to catapult me into finding the answers to questions I did not yet know how to pose. Free-falling at 10,000 feet would change my life in a profound, personal, and lasting manner.

I recalled the words of one professor: "As we move away from our comfort zone, we move toward our learning edge." Her words resonated in me. It was time to stop being comfortable and to reach for that edge. I found that acquiring the degree provided me with credibility and confidence I was searching for. Although the coursework was challenging and meaningful, it was the accomplishment of completing the degree that afforded me the empowerment to move forward. I began to learn how to pose those questions. What did I need? Where did I see myself? So, with *mucho coraje*, cou-rage, I began the process of creating change. I faced several difficult decisions affecting relationships, relocating, and starting over.

As a counselor working in a higher education setting, I have the privilege of meeting wonderful students. They often visit my office when they are struggling with academic concerns that are commonly rooted in personal issues. They aspire to succeed academically but often repeat the behavioral patterns that do not serve them well. I counsel and encourage students, telling them that becoming aware of a defeating pattern is the beginning of the process of change. I strive to convey that creating change takes courage and tenacity.

As a Latina "coming of age," I became cognizant that women are often the last to consider their own development. Granted, this truth is not confined to Latinas, yet I recognize that my cultural imprint is deep. Generally, we are expected to care for others, often to our own detriment. *Choice* was not a familiar word.

My generation of Latina women was expected to sustain this value: sacrifice yourself for the sake of family. The message that I and many other women have internalized is that this reality identifies who you are and this is where you draw your strength. We are admired for possessing this quality, yet we neglect to realize that this creates an exterior sense of strength. In a woman who knows herself first, genuine strength can only come from within. As a consequence of buying into this belief, women often lose sight of their own identity.

Today's young woman can shed this belief. She bases her identity on personal choice. When questioned, she can respond and stand self-assured in her own convictions.

My faith in education provided me with the courage to question the values that had been imposed on me from my childhood. It took courage to step out of that airplane…it took courage to return to school…it took courage to step up to that platform and obtain my degree. The rewards are abundant, and I am thankful today for my evolution, which is ongoing.

I can pass on a new viewpoint to my daughter. She can choose her own path and develop her own sense of self. Her epiphany will come at a much earlier age. Her sense of comfort and discomfort with self and her world will come from a stronger place: within. And in passing the torch, I have modeled the importance of having *cou-rage*.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

THE HISPANIC Outlook IN HIGHER EDUCATION

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THE HISPANIC Outlook IN HIGHER EDUCATION

Saluting Hispanic Pacesetters

Mississippi State UNIVERSITY
125 YEARS
1878—2003

Provost and Vice President for Academic Affairs

Mississippi State University invites expressions of interest, applications, and nominations for the position of Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs is the chief academic officer of the university and the second-ranking institutional executive officer, reporting to the President and providing leadership for the university's academic colleges and other academic programs and services. Primary responsibilities include setting standards and assessing outcomes that relate to institutional effectiveness in academic programs, and leading in the recruitment and development of faculty. The Provost works closely with other senior administration officers to develop strategic directions and budgetary recommendations that encompass the full teaching, research, and service missions of the university.

Mississippi State University, a land-grant and sea-grant institution founded in 1878, is a Carnegie Doctoral/Research-Extensive institution and the largest university in Mississippi. MSU enrolls more than 16,600 students, 20 percent of whom are graduate students; has more than 930 full-time faculty members and approximately 4,000 total full-time employees; has total revenues of more than $460 million; and has research expenditures of more than $150 million. The university offers approximately 75 bachelor's degree programs, 70 master's degree programs, and 40 doctoral degree programs through colleges of Agriculture and Life Sciences, Arts and Sciences, Architecture, Business and Industry, Education, Engineering, Forest Resources, and Veterinary Medicine. Units reporting to the Provost and Vice President for Academic Affairs also include University Libraries, the Office of Graduate Studies, the Division of Continuing Education, the MSU Meridian Campus, and academic support functions. Additional information about the university is available at **www.msstate.edu**.

Qualifications for the position of Provost and Vice President for Academic Affairs include:

- An earned doctorate and a demonstrated record of excellence in scholarship, teaching, grant support, and professional service sufficient for appointment as a tenured professor at MSU;
- Appreciation of the multiple missions and roles of a land-grant university;
- Experience as an academic administrator, with demonstrated skills in fiscal management, resource development, and resource allocation;
- Demonstrated commitment to diversity; and
- Demonstrated innovative and progressive leadership.

Applications should be received prior to April 1, 2003, but will be accepted until the position is filled. The university prefers to fill the position by July 1, 2003.

Korn/Ferry International, which is assisting with this search, invites confidential inquiries. All communications will be treated in total confidence. Nominations should include nominee contact information; applications, which should include a letter explaining interest and relevant experience, may be directed to:

John Kuhnle, Managing Director
Korn/Ferry International
900 19th St., NW, Suite 800
Washington, DC 20006
Fax: 202-318-4475
E-mail (preferred): anne.reich@kornferry.com

Mississippi State University is an AA/EO Employer

The School of Education seeks applications for two approved and funded full-time, tenure-track positions for the 2003-2004 Academic Year in Distance Education. The School of Education actively seeks to build and maintain a diverse faculty. For both positions, the School seeks faculty members who bring critical perspectives to the issues of pre-service and in-service teacher education, urban education, multiculturalism, reflective practice, and social justice.

DISTANCE EDUCATION
ASSISTANT PROFESSOR—BARAT CAMPUS

The ideal candidate will have extensive experience developing and teaching online courses. The candidate must have experience teaching in teacher education programs. In addition, the candidate must possess technical skills appropriate for an online environment, understanding of pedagogy for adult learners, and a willingness to take a leading role in coordinating development of blended delivery system programs. Finally, the candidate should express a philosophy of online education grounded in distance education research with links to social justice and multicultural initiatives. Preference will be given to candidates with online program development experience. Area of expertise within education is open, but preference will be afforded to those with a background in special education, mathematics, or science.

DISTANCE EDUCATION
ASSISTANT PROFESSOR—LINCOLN PARK CAMPUS

The ideal candidate will have faculty development expertise, knowledge of adult education, and an interest in developing a complex learning environment online. In addition, the candidate needs to understand different distance education formats appropriate for the variety of earning management systems and be familiar with distance education practices and theorists internationally as well as within the U.S. Additional technical skills include familiarity with digital media, presentation/graphic software, and web development tools. Candidates should be familiar with electronic resources of teacher education and be able to serve as a resource person to the faculty peers. All candidates must have a teaching specialty in one of the teacher certification areas: science, math, reading/language arts, foreign language. Finally, all candidates should express a philosophy of online education grounded in distance education theory and research with links to social justice and multicultural initiatives.

DePaul University maintains several campus locations. Teaching assignments depend on programmatic requirements. Applications will be accepted immediately, and will be considered on a rolling basis until both positions are filled.

Required qualifications for both positions: Earned doctorate prior to appointment; a defined research agenda; ability to work collaboratively within and across programs; recent experience in working with culturally diverse urban populations; commitment to urban education, particularly within schools and allied agencies or institutions; excellence in teaching, service and scholarship or demonstrated potential; and a commitment to engage in service to the university/community. Salary is commensurate with qualifications and experience. Please send: letter of application clearly delineating qualification for areas of expertise; a complete and up-to-date vitae; official transcripts; one example of recent professional publication/presentation; a one-page statement of philosophy of teaching; and 3-5 professional letters of reference sent directly. **Deadline for applications: Rolling status, until positions are filled.**

Send all applications and support materials to: **Dalila Gonzalez, Assistant to the Dean, School of Education, DePaul University, 2320 North Kenmore Ave., Chicago, IL 60614-3298. Fax: (773) 325-7713.** Applications sent by email will not be accepted. DePaul University is committed to diversity and equality in education and employment.

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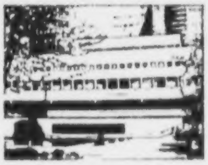

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Cover Photos Courtesy of Borough of Manhattan Community College, New Jersey City University and University of Missouri

Esquina Editorial

Dear Colleagues:

We're hearing the downers every day--slashed budgets, shrinking grants, shriveling endowments. And what's going up? Tuition, student loans, student **fear** of loans, and the numbers of Hispanics of college age. According to The College Board and Nellie Mae, average annual tuition at a four-year public school is now $4,000, at a private one, nearing $20,000. Average loan debt per student? More than $26,000. ***¡Dios Mio!***

So what's the **good** news? Scholarships instead of work study for freshmen at Brown University. Grants instead of loans for freshmen at Princeton. And a $17 million increase in the financial aid budget at Harvard over the last five years, "in large part," reports *The New York Times*, "because its students were often too far in debt to pursue their passions."

Nuestra próxima edición, HO puts the spotlight on graduate school. Hispanic undergrads, working too many hours to balance bills and books, are not often in a "graduate school state of mind." As relative newcomers to higher ed, they aren't savvy about how the system works, and how to work the system.

Read about graduate programs in Colorado, Maryland, Massachusetts, New York, and Texas that are doing a great job of preparing minorities as leaders–including two that center on *mujeres* and politics. Read, too, about some Hispanic higher ed superstars.

And, in this last week of Women's History Month, let us mention that in the rebuilding of New York City's massive and massively troubled K-12 system, 10 regional supervisors known as being tough and successful were picked to oversee the whole shebang. Nine are *mujeres* and four are Latinos.

We salute all 10, and wish them *buena suerte*.

Hasta la primavera
Suzanne López-Isa
Managing Editor

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Luis J. Rodríguez

Award-Winning Chicano Writer and Poet

by Roger Deitz

The story of East Los Angeles Chicano life is a human drama that begs to be told...but how? Where are the artful storytellers who can accurately and passionately recount such a story, and compel all readers to learn more about Mexican-Americans?

For sure, the life story of Luis Rodríguez is a part of that tale, a story in itself. There is the remarkable saga of Rodríguez crossing from one side of the tracks to the other. Rodríguez went from being a Latino gang member to one of the country's most notable Chicano literary figures, from the L.A. drug scene to frequent guest appearances on National Public Radio, CNN, the "Oprah Winfrey," and "Good Morning America" television shows.

His résumé begins with a listing of various jail stays, moves on to adult school and self-education, then with his becoming a noted literary figure. Rodríguez has garnered dozens of top literary honors, including a Poetry Center Book Award, a PEN Josephine Miles Literary Award, Lila Wallace-Reader's Digest Writer's Award for Literary Excellence, and a Hispanic Heritage Award for Literature.

Rodríguez has published memoir, fiction, nonfiction, poetry, and children's literature. This former gang member can even boast two children's books that won him a Patterson Young Adult Book Award, two "Skipping Stone's" Honor Awards, and a Parent's Choice Book Award.

His recent spoken word sound recording, "I am not Rodríguez," (Luis Rodríguez and Seven Rabbit) on Dos Manos records, is recitation mated with music composed by Ernie Pérez of the Boxing Gandhis. The recording is a tour de force in the genre, a superb achievement. Dave Marsh, editor of *Rock and Rap*, called the album, "One of the greatest, if not the greatest, albums of poetry ever recorded."

Through hard work and artful prose and poetry, Luis Rodríguez has turned his Mexican-American experience into a growing legacy of writings that are a rich national treasure. But...why did Rodríguez, a former gang member, Spanish speaker, and impoverished Hispanic, become a poet? He reflects, "Growing up, I was fascinated with words. I shouldn't be, because I was not even an English speaker. I spoke mostly Spanish when I was a kid. What happened was that I did art and music and got interested in words...which grabbed me more than anything else. When I got older, I dedicated myself to writing, which included journalism, essays, fiction, and poetry.

"I was born in El Paso, Texas, across the border from Juárez, Mexico. When I was 2 years old, we moved to Los Angeles, and I entered the school system, but I spoke no English. They didn't have any bilingual programs at the time. You basically had to figure things out for yourself. They wouldn't let you speak Spanish...that was the other sad thing about it.

"I got older, and I got into a lot of trouble. I wrote a memoir about it called *Always Running* that came out in 1993. Back then I got involved with drugs and gangs. I was in and out of jails from the age of 13 through 18. I got to the point where I pretty much had to change my life after I lost so many friends–I was hitting the drugs really heavy.

"I decided that I wanted to become a writer because it was something that could help me. I knew it was a pretty viable alternative for me to all that, but I had to figure out my own way to get straightened out."

A Turning Point

Luis' journey turns on the issue of a helping hand from an educator, a professor from another minority group, taking an interest in the young man.

"When I was about 25 years old," Rodríguez continues, "I walked into this class at East L.A. Community College. This Japanese-American teacher, Mr. Takagi, was teaching a class of about 15 students, an adult class at night. Two or three weeks later, all the students were gone but me. The course had a high dropout rate, and there I was. He said he should not be teaching the class anymore with only one student, but that if I really wanted to learn, he would stick around and he would work with me for the rest of the semester, which he did, one-on-one. He taught me a lot about writing. I knew that he was probably tired, or had other things to do, but he really wanted to help me out. I never will forget him, and what he did.

"A number of people went out of their way to help me. It wasn't like a lot of people, but all you need are two or three people who are really going to be there for you." And the right people were there for Luis Rodríguez at just the right times."

Write What You Know

That brings us to yet another lesson. The experts say, 'if you want to be a good writer, then write about what you know.'

"I had a hell of a story to tell. In part it may have been compelling me to get into writing, to work hard so that somehow I would have to find a way to tell it. But it wasn't just my story, it was the story of the Mexican community in East L.A., the gang issues that very few people wrote about. Sociologists wrote about it, but there wasn't anybody who participated in that world writing about it. I felt compelled to tell the story. I am about 48 now, and I was about 25 when people started taking note of my writing.

"At 18, I stopped going to jail....I was on heroin until about 19. I dropped all that, but it was really hard. I worked in factories and did everything I could so I would not have to go back to jail. So then, at the age of 25, I decided I wanted to go to school at night, and I wanted to try to work as a writer. I tried to do it all. I went to workshops, worked for weekly newspapers in the community and for a daily, the *San Bernardino Sun*, where I was a general assignment reporter, and I also did some radio work."

> ***"They wouldn't let you speak Spanish...that was the other sad thing about it." Rodríguez speaks of the East L.A. school system.***

At the age of 35, Luis Rodríguez moved to Chicago, continuing to work for local newspapers, radio, and the archdiocese, in the publication department. He got involved in the vibrant poetry scene–group poetry "slams" that became popular in Chicago.

"That was very good because I didn't know much about poetry, and I started hanging around poets and learning and doing poetry performances. By 1989, I started my own publishing house and published my first book. I called my company Tia Chucha Press. Today, we still publish about 35 poets and have a CD. After that, the first book got a little notoriety, and by 1993, Curbstone in Connecticut took interest in my work and published my memoir. I wanted to get the memoir down on paper; perhaps it's what I am best known for, my 1993 memoir of gang life, *Always Running: La Vida Loca, Gang Days in L.A.*" An international best seller, the memoir won Rodríguez a Carl Sandburg Literary Award, a *Chicago Sun-Times* Book Award, and was designated a *New York Times* Notable Book. Simon and Schuster/Touchstone Books published the paperback version. *Always Running* was actually written as a cautionary tale for Luis' 15-year-old son Ramiro, who, to Luis' dismay, had joined a Chicano gang. To this day, the memoir remains popular among young people and teachers.

Much of the author's efforts have been aimed at providing an opportunity for other writers, other voices coming along. Luis is known for helping to found a number of prominent organizations, such as Chicago's Guild Complex, one of the largest literary arts organizations in the Midwest, and the aforementioned publishing wing, Tia Chucha Press, that publishes newcomers. He is one of the founders of Youth Struggling for Survival, a Chicago-based not-for-profit community group working with gang and non-gang youths. He helped start Rock A Mole (rhymes with guacamole) Productions, which produces music and arts festivals, CDs, and films in Los Angeles. He is cofounder of Tia Chucha's Café Cultural, a bookstore, coffee shop, performance space, art gallery, and computer center opened December 2001 in the Northwest San Fernando Valley.

Tia Chucha Press gives ink to writers who might not otherwise see print. The new Dos Manos record label is intended to do the same for up-and-coming artists. "Just like we did with Tia Chucha Press, I wanted to record these people and use this record label to record poets and others who probably wouldn't be recorded by big labels, but who are talented, and maybe a little bit eccentric–enough to catch our eye and ear. This should help get many valuable artists recorded. Helping the other writers and poets helps them to have product–something to present to people. That gives them a leg up. It all takes time, in a business sense, but it is worth it."

As to getting the message of diversity across, the lives of an underrepresented people, their contributions and aspirations, Rodríguez says, "I think the best way to do it is to tell the story. Even with my poetry, I am talking about issues, but obviously it is done in the narrative form.

"Telling a good story is a powerful way to convey messages. Most people will learn a lot if you tell a good story. This goes for my poetry as well, where I still have to think about the music of it, the words, metaphors, ideas, although my work is pretty straightforward.

"A lot of my friends from the old days did not make it. People I meet from then are very proud and happy that I am doing well. I was in pretty bad shape when they knew me. Not so many contact me because they are either dead or in prison. It runs the gamut....there are still people who are pissed off at me. Thirty years is a long journey. I go to what would be termed enemy neighborhoods and talk to kids.

"Those old wars between the neighborhoods are still going on now. I feel I need to break down some of those barriers people had. I am willing to take that chance, but I have for the most part had nothing but support in my efforts. We used to shoot at each other; now we consider ourselves friends, not enemies for generations.

"East L.A. is like a rumor in America. People have a vague idea of poverty or gangs, but really no clue what it is really like. It has become one- or two-dimensional. With my stories, with my poems, with my books, I am trying to add the other qualities that make it three-dimensional, shaped with as much reality as I can.

"It is a vast country, and it is funny how people don't know each other. We really ultimately have the same interests. Sometimes we don't speak the same language, even when we both speak English. We don't have the same cultural framework.

"It's good to know that underneath, we basically all want the same things."

Periodically

by Mary Ann Cooper

"Separate But Equal"

Columbia Journalism Review, vol. 41 Issue 4, p. 99 Nov/Dec 2002. By Laurien Alexandre and Henrik Rehbinder

"In a multicultural media marketplace, Spanish-language local TV news is separate but essentially equal. It demonstrates similar news values and ranks with its English-language competitors in quality," the article claims. "There are, however, differences, as traditions, resources, and demographic diversity both nurture and constrain news content."

In a study of English- and Spanish-language television stations in New York, Miami, Houston, and Los Angeles, "Separate But Equal" presents the results of a two-week – one-sweeps week, one non-sweeps week–analysis of local news programming. Alexandre and Rehbinder indicate that Spanish-language local news is "more populated by ordinary people, and filled with even more crime and victims" than its English-language counterparts.

The report, however, gives all local news mediocre grades when it comes to journalistic and broadcast quality. "If you calculated a GPA for the two genres, neither would make the dean's list. . .they all earned C's" say the authors. The commonality or "average-ness" the authors see is a reliance on prescheduled events and news feeds from other sources–a practice that Alexandre and Rehbinder label as "not particularly impressive."

Also not particularly impressive is local news' sourcing practices. "One-fifth of Spanish-language stories cited three or more sources compared with 15 percent in English." But Spanish-language stories with no sources were "five times more likely than English-language counterparts."

The authors draw major distinctions, however, when it comes to the reporting of stories on crime, immigration, and Latin America. "Crime is a mainstay of local TV news in both worlds, but even more so in Spanish." Roughly a third of all local Spanish-language local news broadcasts are about crime compared with roughly a fourth of English-language local news coverage. But while in Spanish the criminals or victims take center stage, in English media, law enforcement officials are the most prominent players.

According to Alexandre and Rehbinder, the issue of immigration widely separates the English-speaking and Hispanic broadcast worlds. Immigrants feature significantly in the Hispanic community. On the other hand, "less than half of one-percent of all stories in the Anglo media" addressed immigration. Iimmigration stories make up 9 percent of Spanish-language local news programming. Of course, the emphasis on immigration in Hispanic media also differs widely from city to city. The authors point out that during the two-week study, "immigration was a huge story in Los Angeles (16 percent of all stories), less so in Houston (8 percent), but not nearly so important to broadcasters in Miami (5 percent) or New York (5 percent)." The authors conclude that one of the reasons for the disparity is that New York and Miami's immigrant populations have been in their respective communities longer than their Houston and Los Angeles equivalents.

Here's how Alexandre and Rehbinder explain the subtle ways in which a crime story can be presented as a story about immigration in the Spanish-language broadcasts they studied. "In many stories, immigration was a subplot." They explain that a story in New York about a Mexican boy killed by a hit and run driver was turned into a "quintessential immigration story" when news about the horror of the crime is coupled with the story of his grief-stricken dad who could not take his son's body home because he was an undocumented, poor immigrant.

In the Hispanic media world, the reporting of foreign affairs generally means news from Latin America. The report concludes that news about the homelands of Latino immigrants is more likely to be broadcast and there is more emphasis on foreign government. On the other hand, English-language local stations focus is on United States foreign policy.

"Separate But Equal" also examines the "local flavor" each of the four test cities brings to its local Spanish-language news broadcasts. For instance, Miami's heavily populated Cuban population promotes a Caribbean flavor in its local Spanish-language broadcasts, according to the authors. Indeed, "100 percent of the stories about Cuba in the study aired in Miami."

Hispanic communities in Houston have a significant Mexican population. Immigrants from Central America also add to Houston's Latino numbers. Houston immigrants are less affluent, less educated, and have lived a shorter period of time in the United States. While Telemundo's KTMD reaches out to that audience by "posting still graphics of job listings in the community" Univision's KXLN uses "computer generated street maps to enliven its crime stories." Crime stories made up 48 percent of KXLN's story mix during the two-week study.

When it comes to the Big Apple, Alexandre and Rehbinder give high marks to Spanish-language local news stations, which they attribute to New York's "cosmopolitanism." Univision's WXTV and Telemundo's WNJU are described by the authors as being "solid stations that compared evenly with their English-language rivals."

With the largest Latino population in the country, (90 percent of those of Mexican origin) the county of Los Angeles' Hispanic media favor stories about immigration and the border. The authors point out "The Catholic Church sex scandal was also big news in LA, much bigger than in other markets."

The report concludes, "Spanish-language local TV news is as good–and bad–as its English-language counterparts" which the authors say is news when one considers "the ethnic media's influence, and the lack of attention these stations receive from academics and TV critics." They further state, "Spanish-language TV has things it can teach the rest of the media even as it poses an increasing economic challenge to them."

***NOTE: Every month, this *HO* feature will provide a synopsis of a recently published article or report of interest to our readers. If you would like to submit a piece for our consideration, please send details to: MACOutlook@aol.com.**

Los Tres Presidentes

Pérez, Hernández, Pacheco

Untiring, Innovative, Successful

by Sandra Gardner

Although the institutions led by Dr. Antonio Pérez, Dr. Carlos Hernández, and Dr. Manuel T. Pacheco differ in many ways, the three share a unique distinction.

Pérez, president of Borough of Manhattan Community College (BMCC) in New York City; Hernández, head of New Jersey City University (NJCU) in Jersey City; and Pacheco, who retired in December after presiding over the four campuses of the University of Missouri System, are the first Hispanic presidents of their respective institutions.

According to the 2000-2001 Report from the American Council on Education (ACE), only 118 of 3,070 college and university presidents are Hispanic.

All three men have overcome obstacles to become the first in their family to go to college. All have received prestigious awards. And all are determined to help others succeed in higher education.

Antonio Pérez: Partnering With Business and Technology

At the beginning of his seventh year as president of BMCC, Pérez had to cope with a crisis no college administrator would ever have dreamed of: fallout from the 9-11 attack. The college, which has 18,000 students, about 30 percent of whom are Hispanic, is situated in lower Manhattan, two blocks from the site of the World Trade Center.

"We lost a 15-story building. Students were hit by flying debris, but none were killed," says Pérez, adding, "but eight of our alumni who were working as firefighters were killed."

Classes were cancelled for three weeks while the College served as a rescue and recovery center for emergency workers. Pérez had to bring in trailers from Canada and lease space at City College of New York in northern Manhattan to accommodate about 1,000 students who had used that building. Prior to Sept. 11, Pérez had been planning to offer courses in northern Manhattan.

In spring 2000, Pérez launched "Out in Two," a program to help students with a strong GPA and few remedial needs to graduate in two years.

"Sometimes you have to make lemonade...," he says.

The damaged building had housed two of Pérez's business and technology partnerships: the New York TeleMedia Accelerator and the New York Skills Exchange. The accelerator was an incubator project for early-stage technology companies that developed digital broadband content or the enabled technologies and services that facilitate e-business around broadband content. It was an income-producer for the College and an opportunity for students and faculty to link their studies with this technology.

The Skills Exchange, set to reopen this year, is a comprehensive workforce development program–one-stop shopping for individuals and small business owners, offering assessment, certification, training, and career guidance. It also contains the only ACT (American College Testing) Center in New York City.

"ACT is partnering with us as a site for professional exams," says Pérez. "We'll do the assessment and training and put together modules for training for the companies. The key is–we're prepared to do a workforce assessment to determine their needs."

Another partnership, BMCC's Institute for Business Trends Analysis, which Pérez founded in 1997, has become a valuable resource for the business community in lower Manhattan. The Institute generates and analyzes data concerning the economic infrastructure of the region, assessing and reporting on the employment needs of NYC's high-tech and other industries. BMCC and other colleges can use this research to make sure their curricula match up with job needs.

A partnership with the Cisco Networking Training Program in the Upper Manhattan Empowerment Zone helps residents develop technology skills and land jobs as network specialists. Cisco Systems provides students with essential Internet technology skills, delivering Web-based content, online assessment, student performance tracking, hands-on labs, instructor training, and support and preparation for industry standard certifications. Before enrolling in the program, most participants had been unemployed or underemployed in low-wage jobs. After graduating from the program, they were able to move into professional positions.

Pérez is also committed to reaching out to the community, particularly to minority students, developing programs to educate young people and their parents to the necessity of preparing for college and, once they get there, incentives for staying there.

He's expanded the College Now program, which offers free college credit to high school students who don't need remediation.

"For those who do, we try to jump the gun so when they get here, they won't need remediation," he says. "We send our faculty to high schools, collaborating with them in courses on psychology, sociology, literature–courses that the students want."

Several years ago, he created a spin-off of College Now, Pre-College Now, that works with parents of middle-school students, detailing the ins and outs of financial aid, admissions, and registration.

"So it doesn't seem so alien," he says. "Many parents, like my parents, have no idea what college is about. The more involved parents are, the greater the possibility that their kids will go on to college."

Eighty-five percent of BMCC students are on financial aid, and even so, most also need to hold down jobs while going to school–causing interruptions in their course work. After former New York City Mayor Rudolph Giuliani criticized community colleges for not having enough graduates, Pérez came up with a solution: removing the need for students to hold down outside jobs. In spring 2000, he launched "Out in Two," a program to help students with a strong GPA and few remedial needs to graduate in two years.

"The students sign a contract. After the first semester with a good GPA, they're provided with a scholarship and job opportunity on campus," he says.

Pérez raises private funds for the program, relying on his corporate partners in the community to see it as a win-win situation.

"If the students make that commitment, I try to sell it to companies. They feel this is an investment in the future of the city," he says.

Hernández is creating a new master's program in educational technology–an online program for teachers who'll use or teach computer applications.

While chairman of the New York Nursing Task Force–one of Pérez's many community activities–he realized that introducing high schoolers to a college-level nursing curriculum could help address the nursing shortage in the region while positioning the students for careers in health care.

The result: Nursing Now, an extension of the College Now concept. Students take one college-level prerequisite course for the nursing curriculum free of charge. They're also offered tutoring if they need it. Nursing Now students who enroll at BMCC after high school graduation receive full-tuition scholarships.

"We're one of two community colleges in the country with a $750,000 federal grant to diversify the nursing profession," Pérez says. "We're trying to bring in more Hispanics, more bilingual nurses, into the force."

Pérez sees his most important accomplishment as being able to bridge the relationship with the corporate downtown community, in the financial capital of the world.

"The more relationships we create with the corporate world, the better world we create for our students," he says.

Pérez was awarded an honorary doctorate of humane letters from SUNY Oneonta, and the Institute of Puerto Rico named him "Educator of the Year."

Carlos Hernández: Creating a University Environment

Hernández's vision extends beyond the students to include their learning environment, a natural outgrowth of his education in environmental psychology, which is how he came to then-Jersey City State College 30 years ago. Jersey City State College had a faculty opening for an environmental psychologist, and Hernández had been doing research on how public housing buildings affect people's behavior.

Four years ago, his sixth as president, the College attained University status. It had met the criteria for a number of years, but it was only after legislation in 1996 that state colleges were allowed to petition for university status.

"The transition to University

took a year and a half," says Hernández. "We had to go through a very rigorous process of the State Commission on Higher Education. The most gratifying thing is that the university status has allowed me to show the Institution for what it is: a fine, urban institution."

Not only has Hernández brought the College to fruition as a University, the environmental psychologist in him has seen its physical structure into the 21st century.

"Urban campuses need to pay attention to physical structure," he says. "A good physical environment is a good learning environment. For our students in particular, it creates an environment very significant to learning."

Hernández believes that if people are given the best physical space, it directly affects their attitude toward themselves and their behavior and is reflected in their achievements. As a prime example, he cites NJCU's library.

"Our old library was horrible. It was ugly and wasn't designed well. About five years ago, we completely gutted it and built within the walls a state-of-the-art library, with grand spaces, high-quality computers. We spent a lot of time on furniture. You feel that you're in a quality environment," he says. The result is that students are using the library much more than before.

Hernández proudly reports that renowned architect Michael Graves will design the newest building, a six-story Arts and Sciences Tower, with groundbreaking expected in a year. Equally exciting, he says, is the new Fine Arts Building scheduled to open in April 2003, to be graced with an outdoor sculpture by Maya Lin, who created the Vietnam Memorial in Washington, D.C.

NJCU is the educational hub of the most ethnically diverse, densely populated county in the country. Thirty percent of its 8,000 students are Hispanic, 20 percent African American, and 10 percent Asian American.

"There is no majority on campus. Everyone is a minority," says Hernández.

In line with NJCU's urban ethnic diversity, its Multicultural Center prepares teachers for careers in multilingual/multicultural settings, specifically teaching English as a Second Language (ESL) and Bilingual Education teachers. The majority of students enrolled in the program are already working full time in their field before they graduate.

Pacheco acquired a state match of $4 million a year for $96 million raised to endow professorships and chairs.

Hernández feels that it's his mission to train teachers for urban schools. "As the Hispanic population becomes increasingly urban, it's important to make sure teachers reflect the faces they see in the classroom. There's a paucity of Hispanic teachers in our public schools. For those we can convince that teaching remains a noble profession, we need to give the opportunity to develop skills."

To reach out to minority young people and get them into the pipeline for a professional career, NJCU has become one of about a dozen sites for Proyecto Access, created by HACU (Hispanic Association of Colleges and Universities) and funded by NASA (National Aeronautics and Space Administration). It offers high-achieving minority secondary school students academic enrichment to encourage them to pursue careers in engineering, mathematics, and science.

Every summer for the past four years, about 200 mostly Latino junior high and high schoolers who have demonstrated an interest in science immerse themselves in statistics, abstract algebra, as well as Web page design and Microsoft Office at NJCU. The University's Proyecto Access program is the only site to offer a fall follow-up program in which students are taught calculus, computer applications in physics, and test-taking skills.

"It gets them hooked on fun as well as the disciplines of science and math," says Hernández.

As part of his focus on technology in higher education, he is creating a new master's program in educational technology–an online program for teachers who'll use or teach computer applications.

"That's the kind of technical degree program that is going to expand," he says.

He's also looking ahead to the University's adding doctoral programs to its offerings, possibly within the next three years.

Hernández, who helped create a university in India, was honored with India's Priyadarshni Academy Global Award for Promotion of Education, the Prabhakar R. Shukla Humanitarian Award. He also received the State of New Jersey's Many Faces–One Family Award.

Manuel T. Pacheco: University and Research

Pacheco is used to being a pioneer. He was the first Hispanic president at Laredo State University, now Texas A&M International; first at the University of Houston-Downtown; and first at the University of Arizona, Tucson, before he assumed the mantle at the University of Missouri System in 1997.

"I'm the only Hispanic who has ever been president of a top research university in this country," says Pacheco. (Both the University of Missouri and the University of Arizona are major research institutions.)

Pacheco believes that a university that is involved in research is important even in the educational process of its undergraduates.

"Research and undergraduate teaching are two sides of the same coin," he says. "It's important for undergraduates to be involved in faculty research. That's how one gets the best education possible."

The University of Missouri is the research university for the state. As such, it has funding from the National Science Foundation and other government agencies to fill the pipeline with minority students.

"We probably provide 150-200 science and math graduate students a year, primarily Hispanics and African Americans, with financial assistance," says Pacheco.

At the University of Arizona, which has a 12-13 percent Hispanic student population, Pacheco helped establish the best-endowed Hispanic Alumni Association in the country. The University of Missouri has an even tinier number of Hispanic students–about 1-2 percent of its 60,000 students.

However, the University has gotten involved, particularly at its Kansas City campus, with the increasing number of Hispanics employed in the area as laborers. Working with the Guadalupe Center in Kansas City, a social services center, the University conducts training sessions with high schoolers and their parents in how to help the young people get to college.

"We've started to provide education to parents so their sons and daughters can get admitted to the University," Pacheco says.

The programs are coordinated through the University's outreach and extension division. As a land-grant institution, the University of Missouri has one of the largest extension programs in the country, with personnel located in all 114 counties and St. Louis.

Another outreach program, operated through the University's recruitment offices on the Ralla campus, reaches out to recruit Hispanics in mathematics and engineering. In Kansas City, the focus is on the fine arts and professional schools–medicine, law, pharmacy, and dentistry.

"We're trying to recruit minorities for these, too," Pacheco says, "but if we can't get them out of high school, we can't get them into college."

To that end, the University sponsors a minority education program in the summer for students in science and mathematics. At this point, student participation is mostly African American.

"The Hispanic population in Missouri has mostly been non-existent," says Pacheco. "As the Hispanic population increases, we're trying to prepare for an increase in Hispanic students coming to the University."

Pacheco is most proud of instituting the University's Mission Enhancement Program. He acquired a state match for endowed professorships and chairs to fund top-notch researchers in the life sciences, engineering, and performing arts, and endowed chairs in the language and culture-based areas.

"We got a state match of $4 million yearly, and we raised about $96 million," he says.

After 30 years in higher education, Pacheco is now president emeritus of the University of Missouri. He has been honored by the Hispanic Caucus of the American Association of Higher Education (AAHE), received a Distinguished Alumnus award from The Ohio State University, and was awarded an honorary doctor of letters degree by Elmira College. In 1992, his family was one of four in the nation to be honored as Hispanic Family of the Year at a White House ceremony.

As the "firsts" at their institutions, Pérez, Hernández, and Pacheco cannot help but serve as role models for young Hispanics aspiring to leadership.

"There are so few of us as college presidents, in these positions of leadership, that I think I'm perceived that way," Hernández says. "My responsibility is to live up to that."

Niagara
UNIVERSITY

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UNIVERSITY OF HOUSTON Founded 1927

CHANCELLOR AND PRESIDENT UNIVERSITY OF HOUSTON SYSTEM AND UNIVERSITY OF HOUSTON

The University of Houston System Board of Regents announces a nationwide search to recruit the next Chancellor of the UH System and President of the University of Houston, to follow the exemplary leadership of Arthur K. Smith, who has announced his retirement effective fall 2003. The Board is seeking an outstanding individual who will be charged with managing both the UH System and its flagship campus and continuing their move into the ranks of the nation's top urban university systems and top urban research universities.

The University of Houston System, the largest public urban university system in Texas, is composed of four universities-the University of Houston, UH-Clear Lake, UH-Downtown, and UH-Victoria-each with a distinct mission, that together serve the greater Houston metropolitan area and the upper Gulf Coast region. The UH System enrolls a total of 54,900 students, employs 11,400 faculty and staff, and has an annual operating budget of $834 million for FY 2003. The UH System also includes KUHT-TV, the nation's first educational television station, KUHF-FM, a National Public Radio station, and two teaching centers where all four universities offer degrees.

The University of Houston is the state's premier urban research university with more than 34,400 students at the undergraduate through post-doctoral level and over $72 million in annual sponsored research. Additional information about the UH System and its four universities can be obtained at www.uhsa.uh.edu/

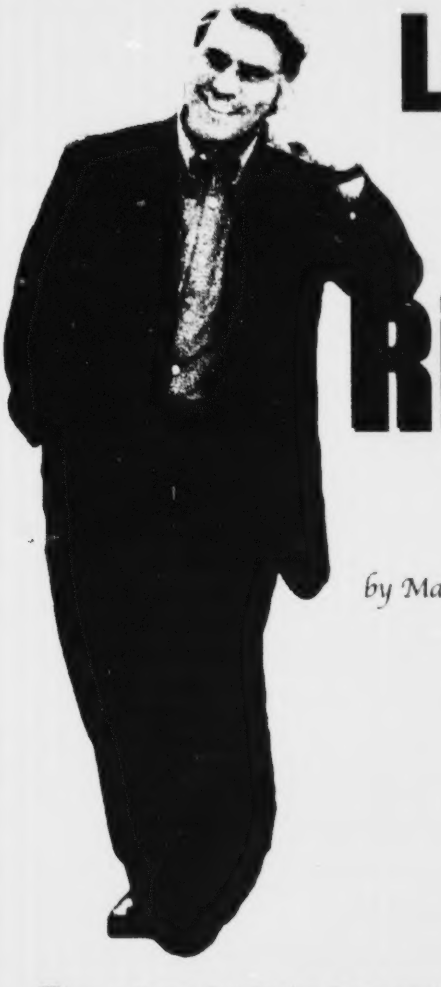
The Board of Regents seeks candidates of unquestioned integrity who possess outstanding communication and interpersonal skills, strong administrative abilities, high energy, political astuteness, financial savvy, and everyday common sense.

The next Chancellor/President will be committed to academic excellence, have a passion for the education and development of students, and be a visionary who understands and embraces the role of an urban university system for the twenty-first century. The next Chancellor/President will also have the necessary leadership characteristics to be able to articulate and advance the UH System and the University of Houston's mission before their many and varied constituencies, and do so with equal measures of wisdom, creativity, good humor, and inspiration.

While applications and nominations will be accepted until a new Chancellor/President is selected, interested persons are encouraged to submit their materials to the name and address below by April 15, 2003 to assure optimal consideration:

R. William "Bill" Funk
Consultant to the UH System Board of Regents and to the Search Advisory Committee
2100 McKinney Avenue, Suite 1800
Dallas, TX 75201
Email: krisha.creal@kornferry.com
Fax: 214-954-1849

-The University of Houston System is an affirmative action/equal opportunity employer-



Latino and Media Role Model Rick Sánchez of MSNBC

by Mary Ann Cooper

Born in Havana, Rick Sánchez, Emmy Award-winning newscaster, MSNBC anchor, and host of radio's "El Show de Rick Sánchez" on HBC's WADO, was exiled from Cuba with his parents at the age of 2. Part of the steady exodus of immigrants who fled to South Florida throughout the '60s, after Castro came to power, he grew up in the Hialeah area. And found that Miami wasn't quite prepared to deal with a burgeoning Latino population–especially in its schools.

"I failed first grade, and my teacher told my mother that I was possibly 'retarded'–a term that was used back then that's not politically correct today," said Sánchez in an exclusive interview with *HO*. "I was a young, scared kid coming from a country where there had just been a revolution. My parents were running away from communism. They arrived in the United States, and when I went to school and didn't speak a lick of English, I was held back. My mother, of course, was frightened. She thought there was something terribly wrong with me."

Receiving that kind of message could have had a devastating effect on Sánchez, but it seemed to spur him on to achieve more than anyone expected.

"It turns out in the end that there was absolutely nothing wrong with me. It was probably a good thing to keep me back because it allowed me to learn English. Once I learned the language, I was perfectly fine.

"In 4th grade, I had a teacher named Mrs. Shaw, who was Panamanian. She didn't speak to me in Spanish, but she seemed to understand that I was just a young confused kid who came from another country. Back then there was no ESL program. But she kind of took me under her wing. And either through a combination of motivating me or scaring me–because she was a strict disciplinarian–I became a straight A student and continued that pattern through the sixth grade. I left there with every award that school offered."

Looking back, Sánchez believes that his experience was not uncommon for that time. "It was the inability of that particular teacher at that particular time to cope with a young immigrant. Back then, they weren't used to this. Now you go to any big city, and you see immigrants coming in."

"Back then, especially in the South, and Miami was still pretty much the South, there was this sudden onslaught of Hispanic kids, and they couldn't figure out what to do. I was part of that first round, that first wave."

Not surprisingly, the current controversy about whether to continue ESL programs in schools across the country has not gone unnoticed by Sánchez. "States are trying to enact legislation because they don't think kids should be taught in Spanish. And they're right to a certain extent. If you really want to learn a language, you have to immerse yourself in it. However, culturally, there's a lot that needs to be done to help these kids, and that's what ESL's challenge should be.

"You take a kid like me. This kid could have potential, but they're not going to know it if nobody's sitting down and figuring out where his head is or trying to understand him. That's what I think is the beauty of the ESL program. It says to a kid, 'hey–we know you're a little different, but we're going to help you out, and you're going to be up and running with the rest of the kids in a couple of months.'"

Sánchez excelled in high school sports and was awarded a football scholarship to Moorhead State University. Two years later, he was selected from among thousands of applicants for a coveted journalism scholarship to the University of Minnesota, awarded by CBS station WCCO-TV in Minneapolis.

"Some professors came to me and said, 'We'd like for you to study journalism....there's a scholarship that they are going to offer to three kids in the United States, and they're looking for three minority kids. And, obviously, you fit the bill. We think you can do this.' And I said, 'No I can't. Go home tonight and turn on your TV and tell me how many people you see that look like me.' Back then there were none.

"Generally, there were no women, no Hispanics, no Blacks–it was a White-dominated business–White male. I felt that this was not a business that would be good for me, but they said just try it, so I took the tests and did the interviews and lo and behold, they picked me."

Sánchez soon discovered that the road to a broadcast career began, not in front of a camera, but with writing and editing copy.

"At University of Minnesota, you had to go through the print program before you could do broadcasting. They are very strict about that. They've got one of the best journalism schools in the country, and I think that's one of the reasons why. They know that a good broadcast reporter is a good print reporter who's decided to be a bit of a showboat. So I had to go through news, editorial, and even public relations classes. They make you run the whole gamut before they let you pick your specialty. You can't just show up and say–I want to be a broadcast journalist. Then in your last five semesters or so, you can say okay, I'm specializing in broadcasting."

Sánchez believes that higher education needs to build that kind of foundation if its graduates are to be successful in the media marketplace.

"Schools should stress writing. We really need to get kids away from the idea that journalism is about anything other than understanding the story and being able to write well. Also, you can't become a good writer if you're not a good reader."

But, Sánchez warns, don't lose your identity in your pursuit of knowledge. "Don't run away from your culture. Don't run away from what makes you unique. Too many people today, whether they are African American or women or Hispanics or whatever it might be, try to blend in to the point of becoming invisible, and I say that's a huge mistake. Find within you that which makes you unique, sell it as something that's unique, and you'll be more apt to get hired, to get noticed, and to make a difference. That doesn't mean to take it to extremes and shove it down people's throats, but keep that part of you, even if its just part of your personality, that makes you unique."

"I've always tried to do that. I've heard people say, 'you just know Rick Sánchez is Cuban; he talks with his hands and he's so passionate,' and it's true."

Eager to put into practice what he learned in class, Sánchez aggressively pursued some practical experience.

"I was in my final year at the University of Minnesota, and they had a news director as a guest speaker from a tiny station in Alexandria, Minn. The station was so tiny it doesn't exist anymore. I sat in the first row and wore my best suit–my **only** suit. I proceeded to ask him a lot of intelligent questions, or what I thought were intelligent questions, and after we were done I pulled him aside and said, 'Listen, could I come over and work with you this summer between classes?' He said yes. He didn't pay me a penny, but I went out there. Because it was a small station, I was the weekend anchor, reporter, and I did all sorts of stuff."

For Sánchez, this experience was far more valuable than if he had decided to pursue an internship at a top-flight network. "I see too many kids today who try to go to the biggest stations. They'll intern there and guess what? They watch people running around. They don't get any hands-on experience. They would be better off working some place smaller where they can get some real experience."

And that kind of experience can build a portfolio to put students on a fast track to a better career, according to Sánchez.

"I graduated from Minnesota with a résumé tape, experience, recommendations from real honest-to-God news directors, and the scholarship from CBS and WCCO. I sent the tapes to all three stations in Miami–ABC, NBC, and CBS–and I got a call from every single news director offering me a job."

Immediately out of college, Sánchez was hired as a reporter at WSVN in South Florida; and at the age of 22, he became the youngest anchor in the market when the station appointed him weekend anchor. Eager to do well, he studied other broadcast journalists, looking for ways to hone his craft.

"My role models are Ted Koppel, Bryant Gumbel, and a lady in Miami named Ann Bishop. I like Gumbel because I used to study him for the way that he never let the audience know that he knew he was on television. He was always so incredibly comfortable in front of the camera. I admire Ted Koppel because I've never seen anyone better at interviewing. Ann Bishop was a pioneer–one of the first women to break into television news. And she was probably one of the most successful, longest-running female anchors in the nation. From her I learned the art of keeping it moving, and pacing a newscast."

Sánchez won an Emmy for a five-part series on Cuban immigration to South Florida. He covered many major national and international stories, including the Contra war in Nicaragua, the invasion of Grenada, the uprisings in Haiti, and the Reagan White House.

Sánchez made the leap from local to national when he came to MSNBC in 2001, unaware that he was soon to cover the biggest story of a lifetime.

"The day of 9-11 I remember crying–obviously between live shots–and I also remember not actually keeping it together all that well. I had been doing local all my life, and suddenly I found myself in New York covering this horrific national event. I talked my boss into letting me get on the PATH (train) and sneak over there. And just as I arrived, the second building came down–right before my very eyes. I literally ducked into a garage and watched people running toward me, blood everywhere. All the smoke and soot was coming at us. I remember Brian Williams (MSNBC news anchor) tossing to me after that, saying, 'Rick, set the scene.' Even though it all happened and it was in my mind, I remember my first live shot was just horrible. I couldn't even get the words out. I don't remember what exactly I said but it amounted to, 'a building fell and all these people died.'"

There were so many sights and sounds that stayed with Sánchez from that day, and he recalled one particularly surreal incident after the devastation of that fateful morning.

"The thing that struck me the most was they didn't have barricades set up yet or anything. I got close to the building and everything was still and quiet and everything was sooted–if that's a word–and I went into a McDonald's because I was thirsty, and I couldn't breathe because of all the stuff in my mouth. It was like Armageddon at McDonald's, but the hamburgers and the cheeseburgers and the Cokes were still out. Everything was operable except there was nobody there. No life, just a McDonald's. I remember helping myself–eating a cheeseburger and drinking a coke because I was famished. I then realized it was now 5 o'clock in the evening, and I had been walking around for hours.

"I've covered lots of wars and riots. I've been in those situations before. You feel really vulnerable. I remember the riots in Miami and bullets whizzing by. I was in Grenada when we invaded there. I've been in Haiti. I've done Cuba. But no doubt, 9-11 was the most difficult story I've ever covered."

Sánchez has continued to have his share of challenging assignments. Last year, he made broadcast history as the first host of two shows in two languages in two media when he began hosting his Spanish-language radio show on WADO while continuing his hosting duties on MSNBC.

A friendship with Drs. Rodney and Christina Smith, the president of Ramapo College (N.J.) and his wife, has given Sánchez ties to the community college and an interest in campus activities there. Last year, he was commencement speaker and had a poignant message for the class of 2002. "I told them about all those people that perished on 9-11. I said I doubted that any one of them was sitting around wondering at the time, 'Gee, was I good enough?' Think about how much time we waste being so terribly introspective. It gets in the way of our own success."

If the past is any indication, Sánchez is not about to let anything get in the way of his own success. And on that same commencement day, the man who had to prove from the time he was 6 that he could make it in his adopted country took great satisfaction in acknowledging who shared the speaker's podium with him.

"The cool thing that day–the valedictorian was a young lady from the Dominican Republic. It made me just so proud!"

The Powerful Campus-Community Connection

by Inés Pinto Alicea

Widespread but Unheralded

A broad coalition of national higher education associations, which collectively represent every one of the 3,600 colleges and universities in the United States, has launched CampusCares, a project created to identify, recognize, and encourage volunteer service and civic engagement of students, faculty, administration, and staff at America's college campuses.

David L. Warren, president of the National Association of Independent Colleges and Universities and CampusCares co-director, said CampusCares was launched after President Bush made calls for volunteer service and civic engagement in post 9/11. Bush called on colleges and universities to take a lead role, but Warren said higher education institutions already had many such programs in place, and felt a need to publicize the many efforts already underway.

Higher education officials were concerned, he said, because Bush considered making volunteerism a requirement for students in the Federal Work-Study Program, which is designed to help students from families earning less than $25,000 finance a college education. The issue may arise again in the reauthorization of the Higher Education Act during the next Congress in 2003 and 2004.

"We felt it was unfair to ask the neediest to serve," said Warren.

The U.S. Department of Education reports that nearly 10 percent of full-time college students received work-study in 1999-2000. About 10 percent of the participants are Latino. Whether via work-study or through private arrangements, most students work while attending college. Some work more hours than they should, and a link has been established between financial need and dropouts.

David L. Warren, president of the National Association of Independent Colleges and Universities and CampusCares co-director

Colleges and universities across the nation kicked off CampusCares by sponsoring back-to-school activities that encouraged all to participate in their communities. CampusCares has spent its first year identifying institutional efforts that stand out as models of volunteerism and civic engagement, and will share the findings with campus leaders, news media, and policy-makers.

Elizabeth Hollander, executive director of Campus Compact and co-chair of CampusCares, said the involvement of campuses in their communities is "the most underreported story in higher education." Warren agrees.

"Although the news media have spotlighted 'Alternative Spring Break' service activities in recent years, the magnitude of what millions of college students and employees are doing to serve their communities year round has not registered with the public, including many people on campus," he said. "These tireless volunteers are having a significant, and sometimes transformative, impact on their local communities. Through CampusCares, we plan to identify, celebrate, and expand these efforts."

For some colleges and universities, community service is integral to their mission and dates back to their founding. Campus volunteerism is a powerful force in society.

The monetary value of the volunteer service of students alone has been estimated at more than $175 billion for 1999-2000.

The U.S. Dept. of Education's National Center for Education Statistics said in its National Postsecondary Student Aid Study of 2000 that nearly 35 percent of all undergraduates volunteered monthly in 1999-2000. About 30 percent of Latino college students reported doing volunteer work compared to 36 percent of White students and 33 of Black students. Latino students who volunteer tend to donate more hours than other students, said Warren.

"Many students don't want to advertise their participation," said Warren. "They are shy about it. They just want to do it. They do not see it as a résumé builder."

Different Strokes

Community service and civic engagement take many forms on a college campus, from serving with the volunteer fire company to organizing a get-out-the-vote campaign, from helping build homes for the poor to writing a newspaper opinion piece on an important societal issue. CampusCares Web site defines community service as the most directly people-to-people area of volunteerism.

"It's what many first think of in considering how people voluntarily serve others–the student working at a local food bank, the professor who spends her summer building homes in Guatemala, the administrator who spends an evening a week helping recent immigrants learn English as a second language," said the Web site.

Service learning is very different. In colleges, service learning is part of the academic curriculum. According to the Corporation for National and Community Service, "service learning combines service to the community with student learning in a way that improves both the student and the community." Service learning gives students an opportunity to be part of applying community service theories and ideas in the community. They then carry the practical experience back to the learning environment of the classroom.

A third aspect of this initiative is civic engagement–a broader and less familiar term that encompasses not just community service and service learning but also organizational activities intended to benefit society in a more extensive way. It is described by CampusCares as: individual and collective actions designed to identify and address issues of public concern." Some examples of this are influencing government policy, helping to educate voters, and working to influence public opinion.

Voter education and voter registration are two important activities that attempt to address the troubling lack of knowledge of and the limited participation in the U.S. political and electoral process. Studies have shown that more than 70 percent of students who are registered voters do so, but, in the general public, fewer than half of those registered have voted in each of the past seven congressional elections. Warren said there is a high correlation between enrollment in college and vote registration and voting.

"In addition to encouraging more individual service by students and staff, we hope to showcase the growing number of campuses forming long-term partnerships with their communities to address key issues," added Hollander. "These partnerships range from working together to improve local literacy rates, to providing job training for low-income single mothers, to assisting small-scale entrepreneurs in creating and maintaining self-sufficient businesses. Many of these campus and community partnerships include faculty who have built a student community service component into their courses, called 'service learning.' When service is embedded in the curriculum in this way, it becomes part of the education, helping students to develop lifelong civic skills and civic responsibility."

Elizabeth Hollander, executive director of Campus Compact and co-chair of CampusCares

Service Learning at Seaside

This is exactly what is occurring at California State University-Monterey Bay (CSUMB) in Seaside. CSUMB is one of the only public universities in the country to have made service learning a graduation requirement for all students. All sophomores take a course called "Introduction to Service in Multicultural Communities," which gives them a chance to examine issues of service, civic engagement, and social justice firsthand, along with classmates and faculty. Students then take a second service-learning course in their major when they are a junior or senior. This course is more focused on issues related to their specific field–technology, science, writing.

Each year, nearly 50 percent of CSUMB students are enrolled in service-learning courses. Last year, 1,200 CSUMB students were enrolled in 81 service-learning courses, and contributed more than 36,000 hours of service to 211 schools, nonprofit organizations, and governmental agencies in the Monterey Bay and Salinas Valley region.

Seth S. Pollack, assistant professor and director of CSUMB's Service Learning Institute, said the University's commitment to service and service learning is paying off. Evaluation data for the past seven years shows that 91 percent of the students felt more comfortable participating in the community, 83 percent felt a stronger sense of commitment to being involved, and 95 percent felt that they were able to make a meaningful contribution.

"More importantly, students make real connections to communities, and get directly involved with issues that are real and meaningful for them, their families, and their communities," said Pollack. "For many, this is the beginning of a career in public and community service, as teachers, social workers, youth workers, and community leaders. This experience will stay with our students long after they've forgotten many of the term papers that they've written."

Pollack said CSUMB officials feel strongly that it is important to prepare students not only for a specific career but also to install the "knowledge and skills relevant to being a successful member of the community." The University is developing a new minor in service learning leadership and hopes to develop a major in community service and social justice.

"Our hope is that they will take these skills and continue to develop them as active community members once they become alumni," said Pollack.

St. Peter's, Penn State Alums, and the Baltimore Network

More than 60 percent of the students at St. Peter's College in Jersey City, N.J., are involved in some type

CampusCares

Solutions for Stronger Communities

NATIONAL STATISTICS ON THE COMMUNITY ENGAGEMENT OF COLLEGE AND UNIVERSITY STUDENTS

Service

Estimated number of college students who volunteered in 1999-2000:

5,351,984

Estimated total service hours given:

1,166,889,241

Estimated total value of student volunteer time:

$ 17,637,530,881

Most popular service areas among students:

- Working with kids as tutor/mentor
- Working with kids as a coach/scouting
- Service to the church

Individuals with a college education are more likely to:

- Work on community service projects
- Volunteer often
- Participate in church activities outside of attending services
- Participate in charity of social welfare organization
- Contribute money to church or religious cause
- Contribute money to non-religious charities

Sources: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 2000, and the *Digest of Education Statistics*, 2001; Independent Sector; U.S. Census Bureau, Current Population Survey, November 2000; "Social Capital Community Benchmark Survey, 2000"; Analysis by National Association of Independent Colleges and Universities.

Voting

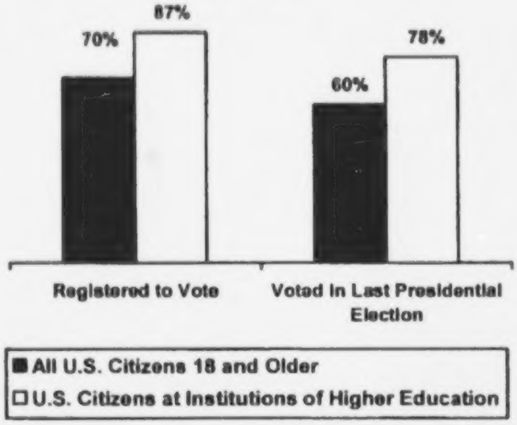
Total number of students on campuses who report that they are registered to vote:

11,304,518

Total number of college students who report that they voted in last presidential election:

10,601,911

Students in Higher Education Are More Likely to Be Registered to Vote and to Vote



Sources: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 2000, and the *Digest of Education Statistics*, 2001; U.S. Census Bureau, Current Population Survey, November 2000; Analysis by National Association of Independent Colleges and Universities.

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of community service or contribution to others. The College's service office coordinates and implements a range of community and public service activities that focus on major social justice issues. Its resources are devoted to four major areas: a campus-wide annual community service calendar of events and programs, the Loyola weekly volunteer program, America Reads, and service-learning classes. During 2001-2002, the campus community contributed more than 11,000 service hours.

Elizabeth McMahon, director of the office of community service and service learning at St. Peter's College, said faculty are beginning to incorporate service into their curriculum and clubs and teams are required to incorporate service twice a year into their programming.

"We are a Catholic Jesuit institution, and the Jesuit motto of 'being men and women for others' is highlighted in our academic programs and extracurricular activities," she said. "This year's freshman convocation featured a service afternoon at the food bank where our entire first-year class learned about hunger in New Jersey and packed food for hunger agencies that serve the poor."

The new CampusCares Web site (www.CampusCares.org) provides an overview of community service and civic engagement–what the terms mean, what campuses are doing, and where to go for more information, such as research studies that have been conducted in these areas. It is also a source of ideas and examples of "best practices" for those interested in enhancing their campus' service activities. The Web site provides information on how to contact individual college and university service offices and organizations that promote civic engagement, volunteerism, service learning, and voter participation. It also highlights exemplary programs, such as the following:

The Penn State Alumni Association uses its annual National Service Week to encourage members to organize activities in their own communities. The Association produces and distributes a guide to organizing a service project, which includes tips on project ideas, volunteer management guidelines, strategies for involving local businesses, and a set of customizable sample documents.

The Baltimore Collegetown Network, a consortium of 13 Baltimore area colleges and universities, will honor victims of the 2001 terrorist attacks through its 9/11 Remembrance Project. Students, faculty, and staff will pay tribute to those who lost their lives, by pledging volunteer hours in their memory, and will have the option of completing their community service hours in the name of a specific victim. The community service is to be completed between Sept. 11, 2002 and Sept. 11, 2003.

Volunteer from California State University-Monterery Bay

Nazareth, Mount Mercy, and Bowdoin

"Halloween on the Hill" at Mount Mercy College (Iowa) provides a safe and wholesome Halloween for participants in the Big Brothers/Big Sisters program and residents of a local shelter for abused and troubled youth. The event includes a carnival in the campus gym and trick-or-treating in the residence halls.

Hundreds of freshmen and transfer students at Nazareth College (N.Y.) perform community service as part of their Orientation Service Experience. Activities range from cleaning and painting to cooking and gardening. More than 20 sites are targeted, including a number of city schools, family centers, and nursing homes.

At Bowdoin College (Maine), students annually learn about philanthropy and foundation giving by awarding grant dollars provided by the institution to local nonprofits. Students design applicant criteria and methods of evaluation, and analyze grant applications from more than 50 community organizations before making their decisions.

St. Rose, LIU, George Fox, and Moravian

At the College of St. Rose (N.Y.), a professor and his class have become involved in a grassroots community loan fund, volunteering technical assistance. The microenterprise lending agency provides capital to low- and middle-income entrepreneurs who want to establish a business in a disadvantaged neighborhood. The students help develop business plans. Their professor has developed a training session and one-day business course.

Through a partnership with a local community revitalization project, students from the business school at Long Island University's (N.Y.) Brooklyn Campus have conducted market research and analyzed demographic trends for local merchants. The results are contributing to a discussion among community leaders on sustained local development.

Once a year, George Fox University (Ore.) holds an all-campus service day, when all classes and offices are closed. Between 1,200 and 1,500 students, staff, and faculty spend the day off campus working on service projects for nonprofits, public agencies, churches, and individuals.

The Learning Connection program at Moravian College (Pa.) is a mentoring program for at-risk children and families that matches student volunteers with a fourth-grade child for a minimum of two years. The program is funded by monetary and in-kind support from local businesses, industry, grants, individuals, and the College.

The CampusCares Consortium

The following associations are participating in CampusCares:

American Association of Collegiate Registrars and Admissions Officers, American Association of Community Colleges, American Association of State Colleges and Universities, American College Personnel Association, American Council on Education, Association of Academic Health Centers, Association of American Universities, Association of Catholic Colleges and Universities, Association of Jesuit Colleges and Universities, Campus Compact, Campus Outreach Opportunity League, Career College Association, Council of Independent Colleges, National Association of Independent Colleges and Universities, National Association of State Universities and Land-Grant Colleges, National Association of Student Financial Aid Administrators, National Association of Student Personnel Administrators, United Negro College Fund, U.S. PIRG, United States Student Association, and the Women's College Coalition.

Succeeding Against All Odds

Three High Schools Win College Board Inspiration Awards

by Tony P. Martinez and Alison P. Martinez

"The superintendent of schools, Dr. Steve Tietjen, and all five trustees of the Board of Education firmly believe that everyone can succeed," declares Mark Babiarz, principal of Woodlake Union High School in Woodlake, Calif. "They accept no barriers. Sally Pace, dean of students, accepts no excuses. The community and the school experience the Woodlake culture: the expectation of success. Our vision is that students have the power to succeed."

Woodlake Union High School's success ethic flourishes with a student body that could well be labeled "at risk" of dropping out. Most parents are farmworkers. Very few have more than a second-grade education. Most speak only Spanish. Family incomes average $8,000 per year.

Despite these disadvantages, approximately half of Woodlake's seniors are prepared for entrance to the University of California/California State University systems.

In recognition of the school's success despite daunting challenges, The College Board named Woodlake one of three winners of the first annual "Inspiration Award." Each winner received $25,000.

The College Board

The College Board was founded in 1900 by a small group of colleges determined to simplify the college admission process. At that time, there was no generally accepted, objective pre-college credential, so each prospective student had to sit for entrance examinations at each college to which he or she sought admission. The process cost students and colleges time and money. The College Board introduced the Scholastic Aptitude Test, which was intended to make college more accessible to everyone. The SAT® is still its flagship product, despite the controversies it generates.

Now The College Board counts 4,200 organizations and institutions of higher education as members. New programs have grown in furtherance of its mission "to prepare, inspire, and con-

College Board president Gaston Caperton presents a 2001 Inspiration Award trophy to students from Jeremiah Burke High School in Dorchester, Mass.

nect students to college and opportunity," including PSAT/NMSQT®, the Advanced Placement Program®, and CLEP®.

Under the leadership of Gaston Caperton, president since 1999, The College Board has intensified its efforts to open doors to higher education. As governor of West Virginia, Caperton repaired school buildings, raised teacher salaries, and strengthened education and infrastructure statewide. As president of The College Board, he is said to make a special effort to reach out to rural and inner-city schools and students.

In 2002, following a pilot program the year before, The College Board inaugurated the "Inspiration Awards" program, recognizing high schools that "beat the odds." An independent panel of leaders in education, business, and civic action chooses the winners. (Application information is available at www.collegeboard.com/inspirationawards/index.html.)

In choosing winners, "We only look at schools with 40 percent or more students on free or reduced-cost school lunch," explains Jennifer Topiel, associate director of public affairs at The College Board. This criterion ensures that competing schools are all working with a largely disadvantaged student body.

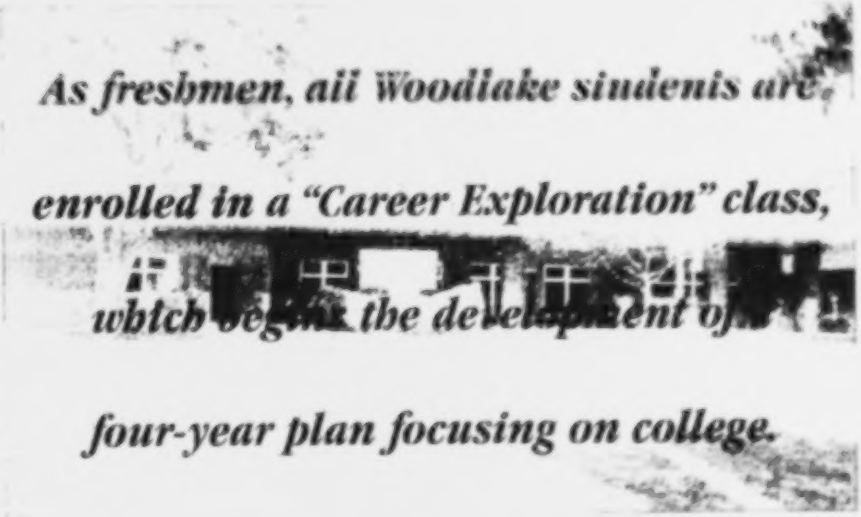
Within that category, "our goal is to determine America's most-improved high schools," Topiel continues. "We look at trends of the number of students participating in college-preparatory coursework, and of students enrolled in rigorous coursework, such as honors classes, Advanced Placement® (AP) or International Baccalaureate (IB). We look at five-year trends of students accepted to two- and four-year colleges, and we look for schools that create unique but successful programs to encourage more students to attend college."

Woodlake Union High School

Woodlake is a small farming town in California's Central Valley. The high school's population of 735 students is 78 percent Hispanic, 21 percent White, and 1 percent African American. Most families are poor and uneducated.

"We don't focus on barriers in students' lives that we can't control," the principal continues. "We focus on what the teachers can do in the classroom and what programs we can provide."

As freshmen, all students are enrolled in a "Career Exploration" class, which begins the development of a four-year plan focusing on college. A Family Resource Center provides social services to students and their families.



As freshmen, all Woodlake students are enrolled in a "Career Exploration" class, which begins the development of a four-year plan focusing on college.

The "Advocates Via Individual Determination" (AVID) program targets students who can do the academic work but face obstacles to success. Students get help with college prep courses. Workshops and counseling inform students about financial aid.

Woodlake provides SAT and ACT testing onsite. Community colleges and Fresno State University hold office hours at Woodlake. This is important because most students don't have transportation.

Babiarz gives generous credit to the town's elementary and middle schools. "In preschool the schools begin preparing the students to do the work," he says. "When we get them, we channel them to the right courses, offer the right counseling, and make sure they do what they have been trained to do, that is–learn."

The community has shown faith in Woodlake's young people by raising $350,000 for scholarships.

Babiarz praises counselor Dennis Connor. As liaison to Tulare County's Migrant Education Program and California State University-Fresno, "he works long hours to assist students who are the first in their families to attend college."

Babiarz also highlights the effective work of dean Sally Pace. "Sally works long hours," he reports. "She is as tenacious as a person can be to make sure that the needs of the students are met. She goes as far as taking letters that the students have prepared to the post office for them. Instead of relying on the resources to come to the school, she takes the students to the resources. That way she makes sure that things happen."

In addition to visits to nearby community colleges and Fresno State University, Woodlake makes two major trips to colleges in the San Francisco area and the Los Angeles area every year. "I consider Sally Pace a living treasure," the principal concludes.

Jeremiah E. Burke High School

When constructed in 1934, Jeremiah E. Burke High School in Dorchester, Mass., was considered the finest high school edifice on the Atlantic seaboard, and the school was New England's pedagogical model. The Burke's physical beauty endured, but as the neighborhood deteriorated, so did the school. In 1995, it lost accreditation.

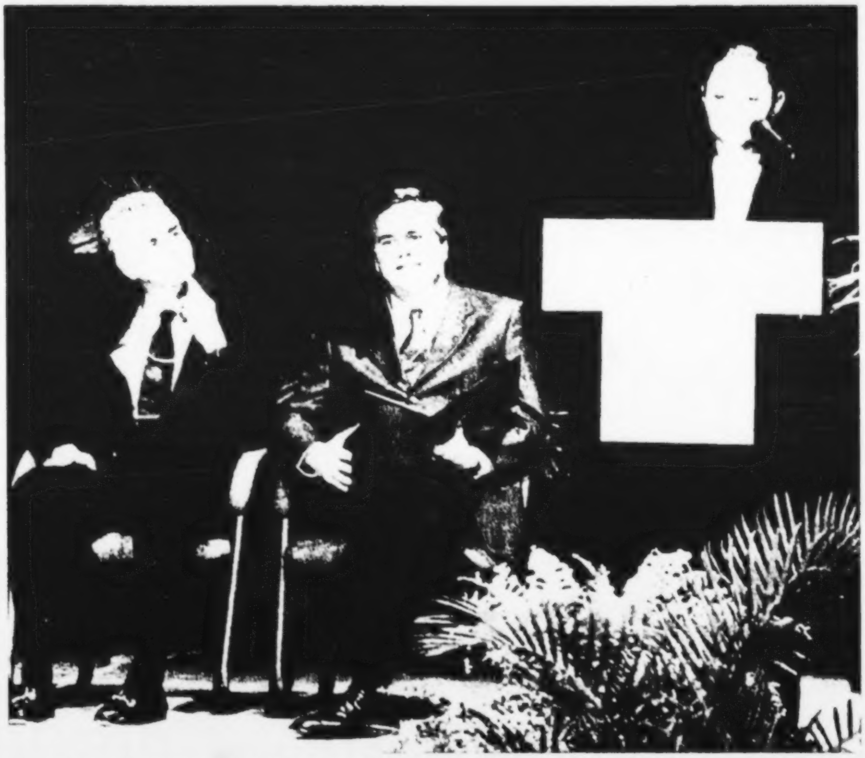
The Burke reorganized and rebounded. By the 2000-2001 academic year, every senior was accepted into college.

"Seventy percent of our students qualify for free lunch," says assistant headmaster Cynthia Williams. Almost half the students are learning English as a second language.

"The Burke is about 95 percent people of color," Williams reports. "We have first- and second-generation people from Puerto Rico and other Caribbean islands, Vietnam, and China, but the predominant group is African American."

"People from Cape Verde make up about one-third of the school," Williams says. This impoverished island nation off the west coast of Africa sends thousands of emigrants to the United States every year–many to the Boston area. The Burke provides four levels of bilingual education in Crioulo.

"The school is organized into four 'Small Learning Communities' (SLC)–one ninth grade, one 10th grade, and two 11th/12th grades," Williams explains. Each SLC has a team of teachers



A student at Homestead High School speaks to her classmates during the Inspiration Awards assembly, as College Board President Gaston Caperton and Florida Gov. Jeb Bush look on.

with team leader, discipline coordinator, a guidance counselor, and parent coordinator. "SLCs support teachers and students, preventing alienation. Students have an increased sense of belonging and personal investment in their education and their school. They build relationships with teachers and each other around common goals."

"SLCs promote literacy across the curriculum," Williams continues. "Teachers meet for 60 minutes per day. Two or three times a week, teams are facilitated by teachers around themes of building curriculum objectives together, designing lessons, looking at student assessment data, and effective instructional practices."

"The Burke School works very closely with the community," adds Jennifer Topiel of The College Board. With its on-site family center and its structured parent group, "the parents are very involved."

Although not a large school (800 students), the Burke now offers a rich curriculum. It is a computer magnet school with a school-to-career program in technology. (Students created the school's Web site.) Advanced Placement is available in physics, calculus, U.S. history, and English.

All students, even those with special needs, are enrolled in college-preparatory classes. All students take the PSAT on site. All get information on financial aid and apply to two- or four-year colleges.

"The obstacles we face are similar to those in all urban high schools," Williams concludes. "We learned early that the strength of our program was to support the whole child and to believe in them. We send the message that the work is important, they can do it, and we will not give up on them."

Homestead Senior High School

When Hurricane Andrew hit Homestead, Fla. in 1992, "our lives changed forever," says Cynthia O'Hair, chair of the science department at Homestead Senior High School. After the storm, "People moved around in a daze, blank expressions of resignation on their faces, unsure where to begin dealing with the loss and the mess. Most of the streets were unrecognizable– all the familiar landmarks that we used to orient ourselves were gone. Animals wandered around looking for something familiar, many seriously injured. The nights were startlingly black and silent. There were no streetlights or lights in the few homes that remained livable.

"The roof on Homestead Senior High was peeled back like the lid on a sardine can. Rainwater poured in, cascading down the steps like a waterfall, collecting in the halls and standing 18 inches deep, soaking carpet, walls, furniture, books, files, equipment, phones, computers, etc. All of the ceiling tiles were dissolved by the water, and ceiling tile supports, wires, ductwork, and other items usually out of sight above the dropped ceiling were now not only visible, but hanging down into the classrooms or on the floor in heaps. The rough texture of the concrete walls trapped debris and became a pasture for mold and mildew."

Hurricane Andrew struck one week before classes were to start. "After the storm, that timetable disappeared," says O'Hair, but thanks to the U.S. Navy Seabees, the U.S. Army, police, firefighters, rescue workers, utility workers, and volunteers, "school opened in mid-September, on emergency power, with one light per classroom, no books, and few supplies. Rain still came through holes in the roof, and the school smelled terrible–musty, damp, humid, and hot.

"Everyone felt that it was very important to the children that the school be opened as soon as possible so that some form of order and structure could be restored to their lives. The school became a refuge, a familiar place with familiar activities occurring there, a safe haven where we could be with friends and share our experiences."

The town of Homestead has not yet regained its former prosperity. Homestead Air Force Base re-opened, but as a much smaller reserve base only. Many businesses never re-opened. Many homes were never rebuilt. Instead, government-subsidized, low-income housing was constructed.

"This low-income housing produced a significant change in the demographics of the school," O'Hair explains. "In 1990, the school was 30 percent Anglo, 37 percent Hispanic, and 30 percent African American. Currently, it is 11 percent Anglo, 48 percent Hispanic and 39 percent African American.

"The young children, four to eight years old in the fateful fall of '92, are now in high school," O'Hair observes. "Because of all the prevailing social and environmental conditions, they did not learn what they needed to learn in order to master basic reading, writing, and math skills. In the years that followed, there was no way to make up for time missed from school or for family situations which had prevented students from concentrating on schoolwork even when they were present in school. Many of them have been playing catch-up ever since, with varying degrees of success. Unfortunately, because of academic problems, many of them will be life-

The College Board
WOODLAKE UNION HIGH SCHOOL

Parents of students at Woodlake Union High School accept the $25,000 Inspiration Award from College Board President Gaston Caperton.

long victims of the storm. All of the students who have attended Homestead Senior High School for the last 10 years have been affected by Andrew—even if they didn't live here during the storm, they have lived through its aftermath."

With more than 3,300 students, and a campus so big that the principal rides a golf cart, Homestead Senior High School offers a huge array of programs.

Thirty-five extracurricular groups, from the Afro Heritage Society to Future Business Leaders of America (Florida's leading chapter) to the Yearbook, provide friendship, wholesome fun, and individual recognition.

A Migrant Education program encourages young people from the surrounding orchards and truck farms to graduate, honoring them at a yearly banquet. Last year, it awarded $36,000 in college scholarships.

"The nationally recognized Stay-in-School program is one of the largest and most effective dropout prevention programs in the country," O'Hair declares. "Established and supported by the Private Industry Council of South Florida (now Jobs and Education Partnership) and the South Florida Employment and Training Consortium, it has provided assistance and support to reverse an unacceptably high dropout rate."

Homestead's pioneering Practical Nursing Program prepares students for employment as licensed practical nurses right out of high school, and for higher educational and professional achievement thereafter. The Academy of International Business, a four-year magnet academy, provides knowledge and skills for immediate employment with good pay, as well as for success in higher education. The Aviation/Aerospace Academy of Travel and Tourism magnet program includes a state-of-the-art Aerospace Engineering Laboratory, use of the SABRE airline reservation system, and opportunities for dual enrollment in Miami-Dade Community College and George T. Baker Aviation School. The nationally recognized Air Force Junior Reserve Officers Training Corps has provided more than $75 million in college scholarships since 1981.

Homestead offers 13 advanced placement subjects, not only including English, Spanish, sciences, and math, but less common subjects such as European history, art history, and economics. The number of students taking AP® classes has increased 370 percent since 1997. An active college assistance program provides information, counseling, mentoring, help with applications, visits to college campuses, and presentations by Homestead graduates who are now in college. The number of seniors completing the college-prep curriculum has increased by 41 percent since 1997.

"Through these and other programs," O'Hair concludes, "the faculty and staff at Homestead Senior High School have committed themselves to maximizing the opportunities for our students to achieve at the highest level."

Four more high schools received $1,000 Honorable Mention awards:

Booker T. Washington High School, Atlanta, Ga.
John B. Alexander High School, Laredo, Texas
Wahluke High School, Mattawa, Wash.
Academy High School, Kingsville, Texas

"The word 'inspire' is aptly applied to this year's winning schools," states College Board President Gaston Caperton. "My hope is that schools across the country will look at the Inspiration Award-winning schools and think, 'if they can do it, we can too.'"

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator, Alison, a research librarian.

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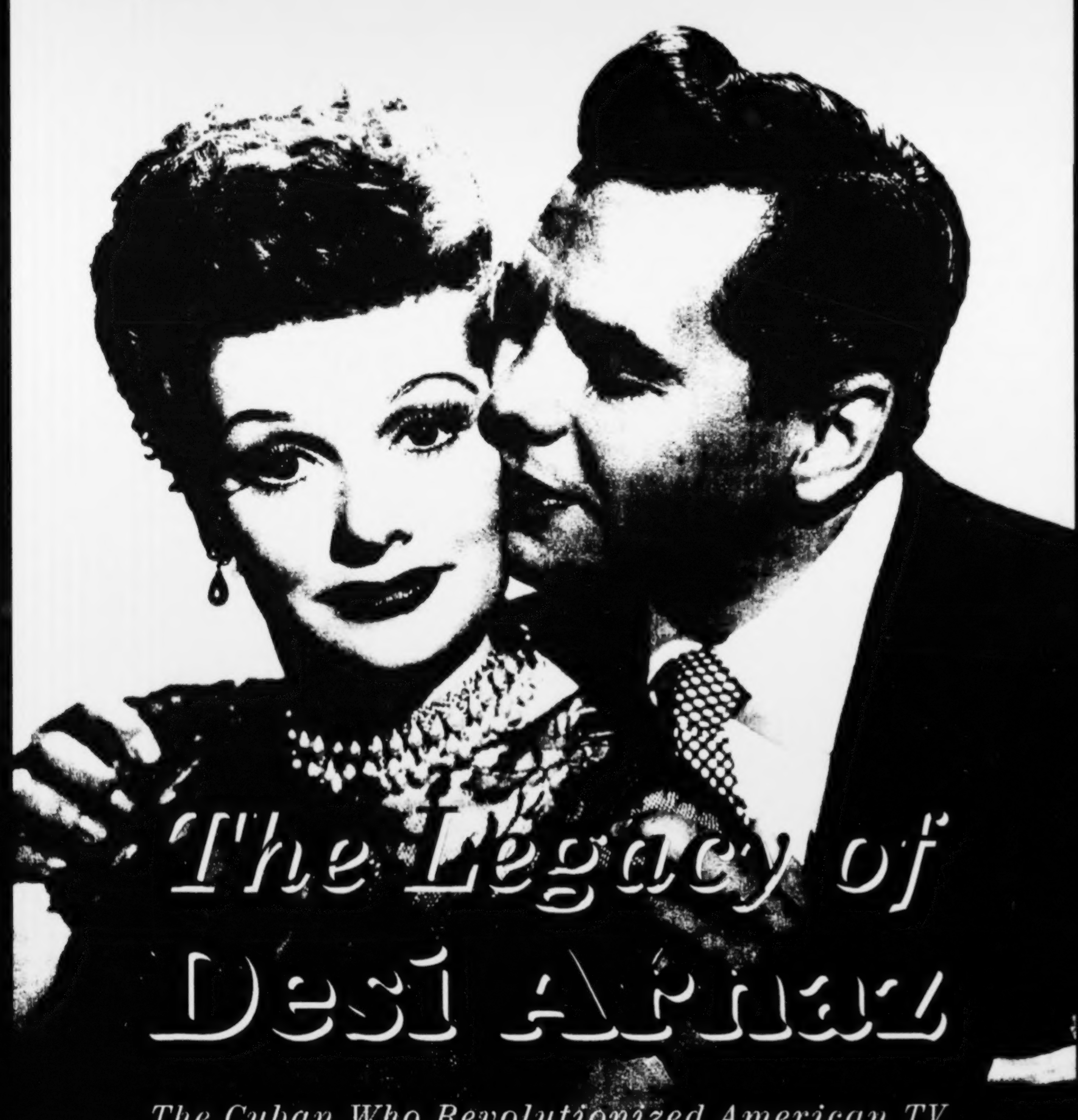


The Legacy of Desi Arnaz

The Cuban Who Revolutionized American TV

by Allison J. Waldman

When the definitive history of 20th-century entertainment is written, the contributions of Desi Arnaz to the art of music and television–as an innovator, a creative force, an astute businessman, and a winning and popular entertainer–will surely be included. Now, more than 50 years since the inception of the classic "I Love Lucy," his face and voice are still recognizable to people young and old around the world.

This Cuban-born American entertainment icon, Ricky Ricardo's alter-ego, loving foil to superstar Lucille Ball, is a man whose *life* was marked by impressive achievements. Few have done more to shape show business as we know it. In myriad ways–technical, cultural, and societal–the influence of Desi Arnaz was dramatic, revolutionary, and enduring.

Professor James von Schilling of Northhamptom College, author of *The Magic Window: American Television, 1939-1953*, recently published by Haworth Press, describes Arnaz as an amalgam of Cuban charisma and show business razzmatazz. "He successfully tapped into his Hispanic heritage while giving an American showbiz feel to his performances," says von Schilling. "He could perform 'Babalu,' for example, which was rooted in the religion and drumming of Cuban slaves, then follow it with a Broadway-type tune sung in English."

The rise of Arnaz in the entertainment world was interwoven with his romance and marriage to Lucille Ball. Together, they were a flamboyant and fiery pair–the Cuban Casanova and the beautiful movie star. Not many–not even Lucy–gave their union a great chance to survive. But it did. Throughout the 1940s, their marriage went through rocky times, but they stayed together. And it was their desire to work together that brought about "I Love Lucy."

CBS wanted Ball to bring her popular radio situation comedy, "My Favorite Husband," to the new medium of television. She was interested, but only if they'd let Arnaz play her husband. Her reasoning was simple: if Arnaz were in the show, he wouldn't have to be on the road with his orchestra performing in nightclubs and theaters. Arnaz was interested, but CBS wasn't. They didn't believe American audiences would accept an all-American girl with a Cuban husband. So it was up to Ball and Arnaz to prove that it could work.

With their own money, they developed an act, tried it out on his nightclub tour, filmed the successful performances, presented it to a sponsor who agreed to back the show, then convinced the network to give them a chance. Those were the first steps on an obstacle course that led to "I Love Lucy," and with every step along the way it was Arnaz's invention that fueled the journey.

"I Love Lucy" was an endeavor that brought out the best in both. It catapulted Lucille Ball to superstardom; she became the first lady of comedy. And it was Arnaz who discovered her gifts. Until then, no one realized that Ball could be a clown. She soared higher and farther with his guidance than she ever did on her own.

The show was a catapult for Arnaz as well. And he made an enormous contribution to the stature of Latino men on screen. "No one improved the image of Latins at that time more than my father," says Lucie Arnaz.

"Desi was really a popularizer of Hispanic-based art, more so than a strictly Hispanic artist," she says. "The famous "I Love Lucy" theme is a perfect example. Written by non-Hispanics, it was performed by the Desi Arnaz Orchestra whose conductor (Wilbur Hatch) wasn't Hispanic either. But half the orchestra members were Hispanic, and they've given TV audiences worldwide a genuine Latin drumming sound to the theme song that's fresh and striking even today. Just like the theme song, only a portion of Desi's art was Hispanic. But that portion was genuine, and the rest of his artistry made it easily acceptable to his non-Hispanic audience.

"Back then, in the early 1950s, you saw Latins as waiters and bellhops, slimy lounge singers, and lazy Mexicans sleeping under sombreros," explains Lucie. "Desi was almost single-handedly responsible for the image changing to a bright, funny, loving, educated, and successful man-to-be-reckoned-with."

To worldwide audiences who embraced every installment, there was no question that Señor Ricardo was a man to be respected and loved. Arnaz made sure that Ricky was a substantive example of a productive Hispanic role model.

"He would receive mail from Latin men all over the world thanking him for his portrayal on TV that so many millions of people grew to know and love," she says. "It changed the way Americans looked at Latins."

Behind the Scenes

But it was in the real world as producer and prime force behind "I Love Lucy" that Desi Arnaz truly made his mark for Latinos. He had a genius for television. Every time you see a TV show such as "Friends" and "Everybody Loves Raymond" filmed before a live audience, thank Arnaz.

"Specifically, he's credited with inventing the process by which TV comedies have been filmed since the early 1950s, but that's an exaggeration," explains Professor von Schilling. "Others had developed parts of the process before him (the three camera set-up, for example), but nobody put all the parts together the right way until Desi and 'I Love Lucy.' So, in that sense, he taught the world how to make well-produced TV comedy shows, and that's been a source of pleasure and satisfaction to millions of Americans and people worldwide every day for the last 50 years."

And then there were reruns. Before "I Love Lucy," only kinescopes–films of the broadcasts off the TV screen–were kept and they had no lasting value. By coming up with a way to shoot each episode before multiple 35 mm motion picture cameras, Arnaz, with cinematographer Karl Freund, revolutionized television. The multiple camera format thrives to this day. And those episodes, rerun in syndication, were a goldmine. So when you click on reruns of "Seinfeld" and "Happy Days," thank Desi Arnaz–they were his idea.

"Desi was regarded for years as an astute, talented, and under-appreciated 'player' in TV and Hollywood. His deal-making ability and his commitment to the success of Desilu and 'I Love Lucy' were legendary," says von Schilling.

By 1952, "I Love Lucy" was the first television show to reach 10 million viewers, a record it surpassed in 1953 when 44 million viewers tuned in for the birth of Lucy and Ricky Ricardo's son (a storyline that Desi had to convince the network to let them do). By 1954, Desilu was a major company, producing hits such as "The Loretta Young Show," "The Untouchables," and "The Red Skelton Show."

In 1957, the Arnaz business acumen and ambition led to Desilu acquiring RKO Pictures, the very studio that had hired him as a contract player in 1940.

Early Days of Arnaz

Arnaz learned what it took to be a success at a very young age–and he learned it the hard way. After a privileged childhood in Santiago, Cuba, Desiderio Alberto Arnaz y de Acha III, the only son of rancher and politician Desiderio Alberto Arnaz II and his wife, Dolores de Acha, had his world rocked. Instead of attending Notre Dame University, then law school, and returning home to Cuba to go into politics, he and the entire Arnaz family were victimized by the Batista uprising of 1934. The three family ranches were seized, looted, and burned and Arnaz's father was imprisoned. Desi Arnaz and his mother fled to Miami with little more than the clothes on their backs.

"He talked a little about the beauty of Santiago, but truthfully, he did not talk about his life there much except that his family lost everything in the revolution," recalls Lucie. "I think talking about his youth was very depressing for him. After he wrote his autobiography in 1974 (*A Book*), I understood why. He had led a charmed life in Cuba. What a horror to have it all taken away in an instant!"

Arnaz didn't let the horror hold him back. He switched gears. After stints of menial jobs such as cleaning birdcages, a 17-year-old Desi schemed his way into show business, becoming a band singer and conga player.

"Desi had no formal training as a musician, singer, or actor, and he probably would not have gone into show business or the arts had he remained in Cuba," explains von Schilling. "But within two years, he was performing in a Broadway show ('Too Many Girls'), and a year later he'd begun a film career in Hollywood, followed by radio, nightclubs, and TV. In all of these situations, he was lucky enough to be working with–and learning from–some of the top names in popular entertainment: producers, directors, writers, composers, actors, comedians, etc."

daughter Lucie and son Desi Jr.

And while he was learning, he was also teaching. He proudly spread the pearls of his Cuban culture. "He was proud of the music and the conga–which he was responsible for bringing to the United States!" remembers Lucie. Arnaz also popularized dances such as the rhumba and the mambo.

He taught his children about the treasures of his heritage, too. "At home, Dad played his guitar and sang many Spanish songs. He cooked his favorite Cuban dishes–*arroz con pollo, picadillo, puerco asado* with *mojo criollo sauce, frijoles negros*–and everything he cooked was sensational. He was extremely proud to be Cuban. He used his Spanish in such kind ways, too–calling people 'amigo'. But, I must add, I heard him talk about how proud he was to be an American citizen. He was very patriotic towards this country and always was grateful for the opportunities it afforded him and his family."

Ultimately, perhaps the greatest gift that Desi Arnaz shared with the world, his most enduring lesson, is still with us–"I Love Lucy." "All the laughter that Desi spawned among TV audiences has made the world a healthier place, balancing out some of the tensions and difficult problems of modern life," enthuses von Schilling.

"I think he also taught the world how to approach life directly and passionately, how to plunge yourself wholeheartedly into the work you do and the people you encounter–and how to do all that with a smile, a style, and a generous nature."

Lucie Arnaz offers this assessment: "His passion was intense and electrifying, and his humor was his anchor and his float. He was a very generous man, who, as my mom used to say with tremendous affection and compassion, never understood the word 'moderation.' Probably true. That was his weakness, and it was his greatest gift to everyone who knew him. I miss him terribly every day. But if you look at the overall 69-year picture, I think he accomplished a lot. More than most."

Professor von Schilling concurs. "He's arguably the most successful 'crossover' Hispanic performer that our culture has produced thus far. He was the 'I' in 'I Love Lucy,' which was the country's most popular entertainment in the early and mid-1950s, and permanently changed our mass media and show business industry. That's remarkable! And he gave us his big, warm smile, his bright and sparkling eyes, his charm, grace, and his handsome looks, and his eagerness to perform, to sing and dance, before any sort of audience. That legacy can be seen every night around the world, over 50 years after 'I Love Lucy' began, and with no signs of diminishing."

Arnaz Firsts

Desi Arnaz was an incredibly creative and innovative entertainer, producer, and director.

He was the first in the U.S. to popularize the conga drum.

He instigated the filming of TV shows before a live audience.

He created "reruns."

Desilu launched many hit TV shows, including "Star Trek" and "Mission: Impossible."

About Professor Schilling

Jim Von Schilling, professor of English, Northampton Community College. Co-Chair of Northampton's TLTR (Teaching, Learning, and Technology Roundtable) committee and co-chair of the College's Hispanic Caucus. B.A. in English, Princeton University; M.A. in Education, NYU; Ph.D. in American Culture, Bowling Green University.

Juilliard Reaches Out to Talented Minorities

The Training Is Rigorous; the Support, Plentiful

by Michelle Adam

Every year, students from [illegible] reaches of the globe travel to the Lincoln Center for the Performing Arts in Manhattan, N.Y., to attend the world-renowned Juilliard School. They undergo rigorous classical training at a school that is perhaps the most prestigious music, dance, and drama conservatory in the world.

Meanwhile, in Harlem, or in the Bronx and other boroughs of New York City, young students live their lives completely unaware that The Juilliard School even exists, or that they may be viable candidates for conservatory training or a career in classical music.

"It's just not on their radar," said Aaron Flagg, director of educational outreach at Juilliard. "My mission is to make this school impact its community, and to make it be known. Some of my colleagues have been dealing with visa issues since Sept. 11, with people struggling to get here, while you have kids 10 blocks away who find Juilliard as far away in their minds, if not farther. In terms of reaching out, we are doing that more aggressively. And it's getting better because I'm not going to give up."

In the ivory towers of classical training in music, dance, and theater, the assumption could be made that local students, especially less-affluent minority students, don't apply to schools like Juilliard because they are basically not interested. But, as Flagg pointed out, it's difficult having an interest in a school, even one so nearby, when it is so removed from the culture of their immediate environment. Many of those students who do attend Juilliard have had private classes and training from an early age, and an awareness of the world of classical arts and training.

"We have art forms that have been viewed and treated as elitist. For a majority of Americans, and particularly minority families, access to this information is difficult," said Flagg.

More than a decade ago, Juilliard took a step to address those needs of students no longer receiving the arts training that once existed in their New York inner-city schools. Juilliard created MAP (Music Advancement Program), and through this program began visiting inner city schools and offering Saturday music training for African American, Native American, and Latino children ages 8 to 14.

"It is a concern for us that the public schools aren't able to provide equal opportunity and access to quality arts' education. We feel that the Juilliard school, if not others, needs to be a part of the solution by reaching out actively and aggressively to locate the talent that we know is already out there," said Flagg.

In the past, auditions for students into this program were offered at local schools. Today, they are held at Juilliard. Participants are chosen on the basis of their talent and dedication, and on teacher recommendations and parental commitment. Applicants are required to have six months experience with an orchestral instrument or the piano, but then are offered private and group lessons in one of 12 instruments (cello, percussion, piano, etc.) and in theory and history. Students attend performances and have the opportunity to perform themselves.

What Flagg has especially noticed in visiting public schools and neighborhoods is that "the music scene is spotty at best. We have a generation of parents who have not come through arts education in general." And he added, "Everyone is doused with popular culture and pop music. You have something that is standing for music. All the kids in New York have headphones. At the [illegible] to para-[illegible] there is more music out there, but less music inside. People don't know about music."

As for the program, "this is a whole life change for the entire family," said Flagg. "If you go to most minority communities, how would they know anything about a career in music? It's just not a world that is open."

When it comes to the world of classical music and orchestras, whether on stage, in the audience, or behind stage, U.S.-born minorities represented are few and far between. Said Flagg, "The Chicago Symphony just hired its first African American musician ever this past June, and that's over 140-some years old–and in Chicago, where over 70 percent of the population is 'other.'"

Today, 87 students are participating in the MAP program. Students sign up for two years, and then they are given the option of joining a more advanced program, with two lessons a week and the chance to play in a chamber orchestra. "A kid who comes into this program is blown away and shocked by the idea of a private lesson, and the fact that a person is calling them during the week, and taking them to classical concerts. We ask questions and push them and tell them that we want them to come back and use the School as a resource," said Flagg. "Then all of a sudden the kids are blowing our expectations out of the water."

Some such kids who have made it through the MAP program and have taken steps far beyond include Carlos Henriquez, Camilo Molina Gaetan, and Wilfredo Figueroa. Henriquez came into the MAP program to learn guitar in 1991 and is now one of the biggest bass players in Latin music. He has played with the likes of Marc Anthony and Wynton Marsalis. Gaetan, a percussionist, is now in his third year with MAP. He was playing with Tito Puente at age 9, but joined MAP in order to learn how to read music. Figueroa, another graduate of MAP, a clarinetist, is pursuing his master's at the Manhattan School of Music. "He took off here. He found his voice while he was here," said Flagg. "The goals of the program have been blown wide open."

Although Juilliard has been working hard to attract more minorities to its school, this group of students remains fairly small. Out of 854 students at Juilliard last year, 36 are native-born; and nine, foreign-born Hispanics. They make up 29 students in music, 10 in drama, and six in dance. As for African Americans, 64 are currently enrolled in Juilliard's programs.

"There is an underrepresentation of African Americans and Latino kids. You do not see many Latinos in the music program," said Flagg. "That is a similar sad statistic for classical music in general, either on stage or in the audience."

While the numbers are small, Flagg has only to look back 10 years to when he entered Juilliard's music program to paint a picture that was much worse. "It was dismal," he said. "I remember my first day seeing nobody [minority students]. There were three people in the music division. Maybe out of 500, there were three to five people. This year, we have the largest African American and Latino population in drama ever."

"In order to get into a place like this, you need many years of training," he said. "This is even the case in voice, where there are African Americans known for their singing. The issue is that students come in here with amazing voices but don't know anything about music theory. They don't know how music is put together. There are kids that are shell-shocked. It's a totally different culture."

Ernestine Guzmán, a Latina from the Bronx in New York City, arrived at Juilliard last September to study voice. But, unlike other minority students, she came knowing full well the reputation of Juilliard. "I've been singing since two years old," said Guzmán. She sang as a youngster in her father's church in Harlem, was a member of the girl's choir of Harlem, and attended a performing arts high school where she studied music. "Juilliard was very well known there," she explained.

Ernestine Guzmán, the Bronx

Despite her desire to go to Juilliard, "I knew from the very beginning that I wasn't going to be able to afford it," she said. "I did it, though. I'm here on full scholarship."

When Guzmán first stepped into Juilliard's halls, she saw very few Latinos like herself–more African Americans, which very much mirrored her high school years. "I thank God that the challenge of being Latina at Juilliard is not that bad. People here are very open-minded," she said.

Guzmán grew up learning to always ask questions and find her way through difficult situations, something that has served as a tremendous strength for her at Juilliard. "It's a lot of work, but if you are used to working hard, then this is the place for you," she said.

Guzmán is studying opera, a very unusual career for a Latina like herself. "It's very weird that I am going into opera. And I'm the only musician in my family. But it makes it all the better. I believe this sets me apart from others," she said. "I would love to see more Latinos here. But I am here to build my future. My father said to me, 'this is your chance to bring the salsa in your blood to something that is predominately European.' It is a great chance for me."

Joseph Bartning, Arizona

Two years ago, in an effort to provide support to minority students such as Guzmán, Juilliard set up JUST (The Juilliard Underrepresented Student Team). This is a counseling and mentoring program designed to help African American and Latino students with their transition into the Juilliard community. Members of this team work closely with faculty, alumni, and other administrators to help students resolve problems. Students are given extra support–one-on-one guidance–in working through financial and academic challenges.

"If I'm in economic trouble or my grades are dropping, I can go to the people of JUST," said Guzmán. "What I like about Juilliard is that the help is always around."

When it comes to graduates of Juilliard, there are those names familiar to us all–Robin Williams and Kevin Klein in drama, Itzhak Perlman and Wynton Marsalis in music. Although the number of Latinos who have attended Juilliard is limited, the school has produced a group of Latinos whose names are well known in the international world of classical music–Horacio Gutiérrez, conductor Jorge Mester, Verónica Z. Villarroel, an acclaimed soprano who sings at the Metropolitan Opera in NYC every year, and Miguel Harth-Bedoya, an up-and-coming conductor.

Even with these earlier role models, merely choosing a career in classical music can be a challenge, especially in a lower-income Latino family. Joseph Bartning, a Latino voice student from Arizona, has faced some of these challenges since entering Juilliard in 1996.

"I was not brought up with music when I was younger. The first thing I sang was 'María' in eighth grade," he said. "My first two years here were rough because I didn't have that musical background that other students had. The hardest thing with being an artist and coming from a poorer background is that it requires trust and sacrifice."

Bartning came to Juilliard on a full scholarship, but then took a year off, worked, considered more "practical" money-making career paths, and then came back to finish his studies. He officially graduated in December. What he has since discovered is that no matter what your background, you have to follow your heart and take the risk.

Juilliard has not only expanded its efforts in terms of student recruitment, it has also expanded its programs beyond its classical training. Flagg is proud that the School started the Juilliard Institute for Jazz Studies in 2001. Every year since it started, there have been concerts focused solely on Latin jazz. "We are also doing more and more productions by African American playwrights and choreographers," he said. "All of these are signs of changes."

As Juilliard attracts more Latinos and African Americans, these graduates will bring new voices to the world of classical training and the arts. One day we may see Guzmán singing an opera in Spanish, with a bit of Latin rhythm, and opening doors for others to follow suit.

Said Flagg, "We love art, and we want everyone to contribute to it."

Good N[illegible] Bad News

Three-Part Seri[illegible] at [illegible] How to [illegible] Media Door

by Meredith Cooper

As the Latino population soars, new opportunities are emerging for Hispanic journalism school graduates in the media marketplace–but there are still significant challenges to overcome. This was the message from publishers, producers, and journalists in "The Latino Explosion: The New Face Of News," a seminar co-sponsored by the Center for Communication, JP Morgan Chase, and Nickelodeon and produced as part of the City University of New York's (CUNY) Continuing Education and Public Programs.

"The reality is that today in newspapers, 3.8 percent of all the newsroom professionals are Latino," commented Juan González, columnist for the *New York Daily News* and president of the National Association of Hispanic Journalists (NAHJ), a panelist at the seminar, presented at CUNY's Graduate Center in New York City.

A newsroom survey released last April by ASNE, The American Society of Newspaper Editors, confirms González's assertion, reporting that Latinos made up 3.86 percent of all newsroom employees. In 2000, that figure was 3.66 percent. The actual number of Hispanic journalists increased from 2,064 to 2,098. But between 1982 and 2001, the percentage of Hispanic journalists working in the nation's newsrooms increased only 2.66 percent.

González continued, "In English TV, it's about 6 percent. And in radio, it's even smaller…about 3 percent."

Those statistics come from a Radio-Television News Directors Association annual survey of employment, which also found that the "percentage of people of color working in television newsrooms dropped from an all-time high of 24.6 percent in 2000 to 20.6 percent."

Latinos, it said, "made up 7.3 percent of all newsroom employees working at English-language stations in 2000, before subsequently falling to 6.1 percent. Latinos working [illegible] Spanish-lang[illegible] [illegible]ns accounted for 2.8 percent of th[illegible] [illegible]wsroom [illegible] 2000, but [illegible] sharply to 1[illegible] then. [illegible] employment fo[illegible] radio stations [illegible] from 55 percent to 24 percent and from [illegible] percent to 8 percent for people of [illegible]

When you move from the local broadcast level to the network n[illegible] cable news market, the situation is [illegible]. There are about 6,000 newsroom jobs at the networks and the [illegible] news stations, but no survey is done to measure growth or shrinkage or real numbers in [illegible] newsroom when it comes to diversity.

During the five-person panel discussion, González acknowledged that far more Hispanic students are graduating from journalism programs than are being hired in all types of news-related fields. This reality might have discouraged many Hispanic students from pursuing a career in journalism.

"There are very few Latinos that go into the magazine business," agreed Lisa Quiroz, publisher of *People en Español*. "Of the talented Latino students that graduate from college, many choose other careers besides journalism, that are frankly more lucrative." Quiroz felt this was in part because traditionally many Latinos in the media have made their work sound like blue-collar positions and that students today are working hard in college in the hopes that they will secure jobs that "have a real measurable payoff."

Beyond the situations that exist in the "real world," González felt that part of the problem was the way in which journalism is presented to students even before they graduate.

"The reality is that you need to have the Latinos not only in the journalism schools and in the TV and radio programs but also as the professors," he said, noting that there is a desperate need for Hispanic tenured journalism professors. [illegible] of having [illegible] professors is [illegible] for the Latino [illegible] important for the [illegible] students and [illegible] black [illegible] professors as authorities [illegible] of journalism–so they don't [illegible] think that the only real authorities on [illegible] are White, because that's [illegible] that they ever had."

[illegible] sometimes the onus is on us, too," a[illegible]ez, an anchor at MSNBC and host [illegible]gram, "The Rick Sánchez Show." "We [illegible] to show, as major news organizations [illegible] in our community come in different [illegible] speak different languages, and they, too, c[illegible] considered experts." Sánchez commented [illegible] he has to remind the editors at M[illegible] not "ignore everything south of the border [illegible] didn't exist."

Several members of the panel saw new [illegible] the media regarding Hispanics. Patricia [illegible], senior producer of CNN en Español, stressed that non-Hispanics who do not speak Spanish are at a disadvantage in the current media marketplace. "They have half as many jobs available to them," she explained. "They can't make that bridge over to us."

Quiroz also noticed a change in the direction of her fellow publications over the past five years.

"One of the things that I think has been an important side effect of *People en Español* is that many of the magazines within the building are covering more Latino issues because we're there," said Quiroz, whose publication has been a springboard for Hispanics in the media.

"We're the single biggest employer of Hispanic talent, and we're beginning to see people move off our magazine and go into other magazines, and I think it's had a good effect."

Beyond advancing existing careers, new steps are being taken to ensure that Hispanic students can get their foot in the door when it comes to entry-level media positions.

"There are some kids–all they have to do is ask their father's golf partner for an internship, and we haven't been in that pipeline," explained Rossana Rosado, publisher and CEO of *El Diario /La Prensa*. Her company only grants internships to Hispanic students. "Our mission is–we're going to help our kids because the truth is, we don't have the country club connections; we don't have access to those internships. I have my career because of my internship. Internships are that important." Rosado also encouraged students to attend NAHJ's upcoming convention, June 26 to 28 at the Marriott Marquis Hotel in Times Square, New York City, to find out more about internships behind the scenes in all aspects of media. (More information at http://nahj.org/convention/2003.)

Sánchez also advocated internships as useful steppingstones while building a career.

"Internships mean they're using you," he stated, "but you're using them, too, if you're smart." Sánchez recalled that his first "gig" was an unpaid internship, which helped him learn the business. "Don't go in asking for a job," he advised journalism students. "Go in saying, 'I want to learn. Pay me with the experience. And maybe I'll get an opportunity in these two months when I avail myself to you, when you give me my opportunity to be a part of your company, to learn so that I'll be able to get a job.'" Sánchez also noted that the frequency and types of opportunities have been improving for Hispanics in the media industry.

"There's suddenly this new arena out there where we can play that has opened itself up and is availing itself to us," explained Sánchez. "Before, if you were Hispanic and you wanted a job, you had to go to Miami, you had to go to New York, you had to go to L.A., and maybe Chicago, and maybe a couple of cities in Texas. Now there are places all over the country where there are opportunities for Hispanics. And you need to be able to know that's out there because whether you tap it now or tap it later, if you don't tap it, somebody else is going to tap it."

González also felt that ample opportunities existed for Hispanic journalists in the lesser known towns and cities of the United States.

"There are as many Latinos in small-town America today as there are in big cities," stated González. "These little towns that nobody would have ever thought of suddenly have had a huge explosion of Latino population in the last 10 or 15 years. And in the newspapers and in the TV stations in those small towns, that's where the big break is going to come in the next 10 years."

The panel members made it clear they were not discouraging students from pursuing careers in some of the better known cities, such as New York and L.A., but felt that working in smaller towns could help students build reputations and develop skills on-the-job.

"Don't think that just because you have to leave the city that you love at a particular time that you may not come back," assured González. "You will. But it's always better to come back from a negotiating position of strength than a negotiating position of weakness." González also emphasized how the emergence of new media increased the opportunities for Hispanic journalism students to find their niche.

"There has been an explosion not just in the Latino population," he pointed out. "There has been an explosion in mass media outlets. News Web sites, independent TV, radio or magazines, independent stand-alone news Web sites. Thousands exist in the United States today even after the dot-com crash. The mass media in American society is the second most powerful institution in the society after the military. There are numerous opportunities for Latinos if they want to take them."

González also saw a potential shift in the seasoned decision-making side of the media industry.

"In another 10 or 15 years, thousands and thousands of White managers in television, newspapers, and radio will be retiring," he said. "And we see the need right now for the Latino journalist organizations and others to prepare the population that will soon be going into those spots." How such a shift in power will affect mass media in the United States remains to be seen, but González hopes that the NAHJ can help increase the population of Hispanic journalists in the near future.

"We want to double the current 3.8 percent in newspapers in the next five years," stated González, "and increase it by at least a third to two-thirds in television."

Panelists stressed that college and university educators have a responsibility to impart to their students the positive aspects and the significance of journalism.

"We have not done our job in inspiring young Latinos to understand this is an important career path," said González. "It has influence on the overall society. It will provide you a good living if you are good at it."

Print Offerings en Español

As noted in the CUNY Latino Explosion seminar, relocating to smaller towns and cities can be an important or even imperative stepping-stone when building a media career. In "The Latino Puzzle Challenges the Heartland," *Columbia Journalism Review*, March/April '02, managing editor Brent Cunningham describes some of print media's attempts, not all of them successful, to offer certain pages or editions in Spanish.

"*Nuestro Pueblo*, the *Herald-Sun*'s monthly Spanish-language tabloid, is the darling of Durham's Latino community," he writes. "It began as a bilingual column in 1998, and was the first major effort by the English-language media in North Carolina to deliver news in Spanish." Three years earlier, he says, the Hispanic community could not convince local news publications to produce one page in Spanish.

Cunningham also interviewed Deborah Fisher, editor of the Corpus Christi *Caller-Times*, who, despite initial problems finding "Spanish speakers," has increased her minority staff over the past five years from 18 percent to 57 percent. Fisher attributes this staffing success to her publication's recruiting directly from local community colleges. Fisher's plan was simple: she had the students work as news assistants at her publication and trained them before they even graduated. Once they were out in the "real world," many had jobs waiting for them at her company.

Not every story is a success. Cunningham recounts that Texas' *Fort Worth Star-Telegram* printed a bilingual special edition for Sept. 11 that was jeered by many of its readers. Although only one page of the special was in Spanish, readers felt that it created "the false hope that English is unnecessary." The Alabama newspaper, the *TimesDaily*, tried putting out a translated page once a week. It proved not profitable enough and was discontinued within a year.

For every disappointment, however, there seems to be a push in the right direction. Cunningham mentions that Oregon's *Statesman Journal*, one of the smaller publications of Salem, has started to sporadically publish pieces in Spanish. The Kansas' *Emporia Gazette* and Tennessee's *Time's Gazette* are publishing a Spanish insert within their regular newspapers. While these may seem like small victories, they indicate the beginning of a trend that will take years to fully develop. In the meantime, these small publications offer opportunities for Hispanic journalism students to find a secure place in media and begin building their careers.

Collective Collaboration

College Partnerships Expand and Thrive

by Isis Artze

"No one goes it alone" has been a catch phrase of Dr. Eduardo Padrón, president of Miami-Dade Community College (Fla.), for quite some time—and his actions are a testament to his tenet. Miami-Dade has established a great number and variety of partnerships, with other colleges, organizations, and businesses, and Padrón says he's constantly looking for new potential alliances.

A *Standard & Poors* report from November 2002, "Weak Equity Markets Hurt U.S. Higher Education Endowments," suggested that the currently sagging economy might encourage the ultimate higher ed partnerships: "Colleges and universities might even consolidate in large numbers or close as they struggle against stagnant levels of financial resources and substantially higher levels of debt leverage than those of 10 years ago."

But, James Martin and James E. Samuels, authors of *Merging Colleges for Mutual Growth: A Strategy for Academic Managers* (Johns Hopkins University Press), modified the prediction they'd made in this book that small colleges would merge to form super-colleges. In the Review section of the May 17 *Chronicle of Higher Education* they wrote: "American higher education is not moving toward more mergers. Rather, we predict that, over the coming decade, strategic alliances will outnumber mergers by at least 20-to-1." If that's the case, what characterizes these "strategic alliances" and how do they benefit colleges?

"Unlike a merger, which is static and irreversible," Martin and Samuels explain, "a strategic alliance is a fluid, temporary, focused set of understandings and covenants between two or more complementary learning institutions or organizations, or learning institution and a business organization."

Among the major benefits, "such agreements and affiliations can preserve the distinct missions and identities of both institutions while combining their respective strengths to take advantage of market opportunities," they assert. Further, colleges can "strengthen and enrich [their] fundamental objectives, maintain academic governance systems, create new income streams, save resources and cut costs, and provide new opportunities for teaching and research."

Miami's Exemplary Model

One of Miami-Dade's newest partnerships, initiated last year, is ETCOTA, the Emerging Technology Center of the Americas, at its downtown Wolfson campus.

"It's a state-of-the-art training facility in partnership with the new Network Access Point (NAP), located several blocks north of the campus," says Padrón, "Miami's NAP is only the fifth such major Internet hub in the nation, and our training center has become the primary training facility for a wide range of Internet and IT providers."

> ***"Miami's NAP is only the fifth such major Internet hub in the nation, and our training center has become the primary training facility for a wide range of Internet and IT providers."***
>
> EDUARDO PADRÓN, PRESIDENT, M-DCC

Miami-Dade also operates the Computer Certification Center, in direct partnership with IBM, Microsoft, Cisco Systems, Nortell, and Oracle. And Padrón affirms that "the College has become a primary avenue through which these companies obtain professional trained technicians in their particular applications."

"All of these partnerships imply dialogue between faculty and industry professionals," he adds, "access to the latest equipment and software, recruitment of our students, and very, very, importantly, sponsorship by these partners that reduces somewhat our costs for technology. That is the dilemma with technology—absolutely necessary and extremely expensive."

Perhaps the most extensive and commendable of Miami-Dade's partnerships have been articulation and transfer agreements with four-year institutions.

"We have been very assertive in establishing these," says Padrón, noting that they now have more than 60 agreements and that the number is growing each month. Basically, these partnerships entail setting up mutually agreed upon requirements

989

with regard to grade point average and curriculum completed.

"This endeavor is very gratifying for us," he says, enthusiastically, "because the finest colleges and universities in the country are eager to partner with Miami-Dade. They recognize our success and welcome the excellence and diversity of our students into their institutions."

Padrón notes that Miami-Dade Honors College graduates have been transferring to such top schools as Stanford, MIT, and Georgetown.

But, Padrón insists, these are not the only important Miami-Dade alliances. "When we think of academic partnerships for two-year institutions," he explains, "we generally think 'up,' toward baccalaureate completion. We need to remember that equally important, not just for community colleges but all colleges and universities, are the ties we have with K-12 systems."

"Alongside the expansion of access is the nurturing of aspiration and hope," he adds. "We have several programs that invite younger students to learn about the college experience."

ASU + Ford = Innovation

Arizona State University's (ASU) College of Business and Ford Motor Company have been working together, in a variety of capacities, for roughly 10 years. Their most recent alliance has resulted in the creation of two one-of-a-kind programs, the Certificate in Dealership Management and the Automotive Dealership Education Program for Minorities (ADEPM).

Sarah Evans, program manager for the certificate in dealership management, ASU College of Business, says that beyond the financial resources Ford provides, the benefits of this partnership include "the people [ASU] has access to, the speakers who come to campus, that our students can have contact with executives and senior executives."

Evans adds that the alliance provides students with "credibility, too, in the automotive world, in job placement, and internships."

ASU also benefits tremendously, explains Evans, because "we know how to educate, but since the field is so specific, this partnership combines our educational expertise with Ford's automobile industry expertise."

This particular alliance was conceived three years ago, when Ford was looking for ways to provide avenues to dealership. The program was launched in April, and already boasts 34 students from all different majors within the College of Business.

Some may wonder whether working specifically with Ford could limit professional opportunity for ASU students, or whether these students are somehow committed to working for Ford. Evans responds that "Ford has been very open" and that "students have no obligation to Ford." She also explains that Ford is not solely responsible for the program design: "An advisory board of industry professionals guides the program, the curriculum is a collaborative effort–and we're always looking for input from industry professionals."

Ventura's Government Partnerships

Last July, Ventura, Calif.-based Ventura College and Santa María, Calif.-based Allan Hancock College received notice that they would share a five-year, $3 million Title V grant, "Strengthening Institutions–Hispanic-Serving Institutions Program."

Alisa Moore, the public information officer for Ventura College, says the grant itself requires that the colleges work in collaboration. With the funds, Ventura hopes to develop Web-based services and distance education training for faculty, strengthen the institution's resource development capacities through staff development, and develop a shared comprehensive database of funding sources and application support. They also plan to translate their Web site into Spanish.

For Ventura's most recent alliance, the College was awarded a grant of $183,000 to partner with the county Workforce Investment Network to create a home builders pre-apprenticeship training program on the College campus. This 20-week construction program includes classroom and hands-on labs in basic carpentry, masonry, plumbing, and electrical skills. "They're going to build a house, plumbing and all, on campus, and then they're going to tear it down," Moore explains.

Another of Ventura's county collaborations is the Human Services Certificate Program, which provides specialized training for county employees, with 100 of these currently enrolled in a job-to-career program.

If your college wants to establish a partnership, heed Padrón's advice. Focus on the opportunities and gains, and don't be distracted by technical details. "When we partner, it is simply a case of recognizing our inter-dependence and working to synchronize our efforts," he says.

"Expanding and deepening student learning is the real issue; a conflict or competition of missions is an unnecessary distraction. There is plenty to learn and our challenge is to articulate and synchronize the varied expertise of each aspect of the educational system."

"Our various articulation agreements demonstrate that academic integration can be achieved rather seamlessly. If anything, the entire educational system–from K-12 to community colleges to four-year schools and beyond–needs to have closer ties, increased communication," he adds.

When looking for potential partners, he advises, "focus on the needs of your students and the opportunities that are manifesting in the economy and workforce."

DIVERSE ALLIANCES

Organization-based

W.K. Kellogg's ENLACE initiative partners colleges and universities with students, parents, businesses, and local schools across the country to help increase the number of Latino and Hispanic students earning high school and college degrees.

Lead institutions for community implementation sites:

Arizona State University, Tempe
Florida International University, Miami,
Lehman College of the City University of New York, Bronx
New Mexico State University, Las Cruces
Northeastern Illinois University, Chicago
St. Edward's University, Austin, Texas
Santa Ana College, Santa Ana, Calif.
Santa Fe Community College, Santa Fe, N.M.
Southwest Texas State University, San Marcos, Texas
University of California, Santa Barbara
University of New Mexico, Albuquerque
University of South Florida, Tampa
University of Texas, Brownsville/Texas Southmost College, Brownsville

Department-specific

The University of Miami's College of Engineering and Valencia Community College recently established an articulation agreement for transfer of Valencia's engineering graduates. Miami-Dade Community College's School of Design Technology has a transfer agreement with the Department of Engineering at Georgia Tech. Miami-Dade's Honors College has a partnership with the Honors College of Smith College, and is developing a similar agreement with Howard University.

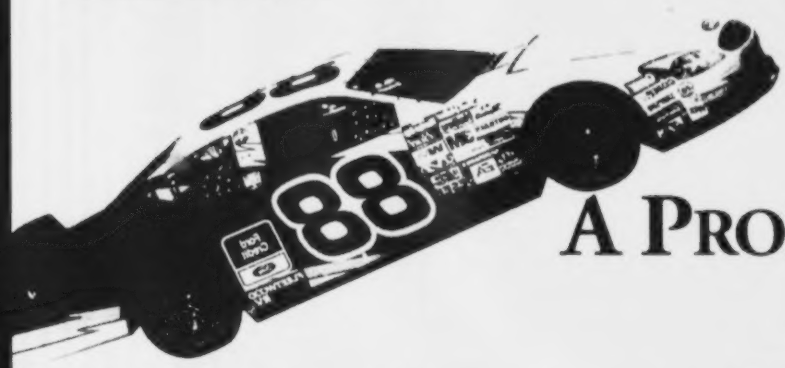
College-to-college

The University of Texas at Austin recently joined New Mexico State University to establish a center focusing on health disparities in low-income areas, "The Southwest Partnership Center for Nursing Research on Health Disparities"– with a five-year, $1.5 million grant from the National Institute of Nursing Research of the National Institutes of Health.

Miami-Dade has transfer agreements with the University of Wisconsin, Michigan State University, Mount Holyoke College, Drexel University, as well as with all the schools within Florida's State University System, and the University of Miami.

Government-sponsored

Woodbury University and Los Angeles Valley College, a community college, are using a five-year, $3 million federal grant to partner to increase the number of students earning bachelor's degrees. The collaboration, called Cooperative Collegiate Connections, encourages students from Valley College to transfer to Woodbury, a private, four-year university in Burbank.



NASCAR

A PROFESSIONAL TRACK FOR LATINOS

Hispanic Racing Team Working to Expand

by Alexandra Salas Rojas

NASCAR, the National Association for Stock Car Auto Racing, ranked in the U.S. as the No. 1 spectator sport in average attendance and the No. 2 sport on television, is attracting an even broader audience of Americans–Latinos. This is due to the realization of the Hispanic Racing Team and NASCAR Diversity Council's initiatives that have positioned NASCAR as an all-American pastime offering professional tracks beyond the traditional automotive option.

In a public statement, Brian Z. France, executive vice president, noted, "…we hope to bring greater diversity–in crew members, drivers, speedway operators, broadcasting, licensing, team ownership, and marketing–to our sport. We still have a lot of work ahead of us but are excited about what the future holds."

Rudy Rodríguez, president, Hispanic Racing Team

NASCAR hosts more than 2,200 events nationwide. According to an ESPN Sports Poll, the Hispanic fan base has grown 38 percent, an increase of approximately 3 million fans in the past seven years.

Dora Taylor, senior manager of diversity affairs, says, "We're excited about reaching a broad audience, and through broadcast partnerships with Fox, TNT, and NBC, we have an even broader audience and are experiencing steady growth. NASCAR also has new tracks in major cities like Miami-Homestead, Dallas/Fort Worth, Chicago, Kansas City, and Las Vegas."

The NASCAR Diversity Council plays a vital role within NASCAR. In 2002, it consisted of 36 members, 47 percent of them women and people of color.

And NASCAR has a Diversity Internship Program. "It's a 10-week paid college-level summer internship designed to expose diverse youth to the many career opportunities within the motorsports industry," says Taylor, adding that so far, more than 40 interns from colleges across the country have participated in the internship, some of whom later accepted full-time positions in the industry.

The internship program involves several NASCAR sponsors and licensees, NASCAR Winston Cup Series teams and tracks, and other companies related to motor sports.

Rudy Rodríguez, president of the Hispanic Racing Team (HRT), says, "There are lots of opportunities in the sport." Driving skills are pivotal as are "business, communication, and negotiation skills to convince companies to sponsor. There are also marketing, public relations, and teaching opportunities."

"Another program we're rolling out," adds Taylor, "is the NASCAR College Tour, during which a panel of council members, consisting of drivers, team owners, and other members, visit Historically Black Colleges and Hispanic Serving Institutions and participate in a Q & A session and luncheon. It's open to 100 students per campus."

The tour of HBCUs and HSIs is a joint effort between NASCAR and the Coca-Cola Company. Its goal is to build awareness of the motorsports industry and its professions, offering students the opportunity to network with leading industry representatives.

In addition to drivers, technicians are key to the NASCAR team of professionals. To address the need for them, a partnership of NASCAR and Universal Technical Institute, Inc. (UTI) created The NASCAR Technical Institute, located in Mooresville, N.C. Students enrolled in the Institute attend 39 weeks of traditional automotive service technology and 18 weeks of training

Mike Vásquez, vice president, Hispanic Racing Team

Roberto Guerrero, HRT part-time driver

specific to NASCAR. The school offers a number of diversity scholarship/internship programs.

Another initiative that has garnered NASCAR support is the Urban Youth Racing School (UYRS), a nonprofit organization based in Philadelphia that provides inner-city youths, from 8 to 18 years in age, an opportunity to learn about the motorsports industry. The 10-week curriculum incorporates hands-on driving, competitive driving techniques, and exposure to the career opportunities in this field. Former UYRS participants, who are members of the Junior Staff Committee, act as mentors to new students.

"The business is segmented, independently-owned. It's more challenging when something is decentralized. You can't mandate a team or track to do something. The good thing is that diversity is embraced by the entire industry. The Council offers a place where we can all meet. There is representation from the Truck, Busch, and Winston Series. The Council is necessary to get anything going to affect the industry as a whole."

Taylor explains that the Council discusses various areas–driver development, crewmember development, and professional development (for marketing and licensing), and ethnic fan development. "It meets several times a year as a body and schedules conference calls every four to six weeks regarding every area of focus."

NASCAR also supports students of color interested in the fields of engineering and sports management careers by contributing annually in the name of Wendell Scott to the United Negro College Fund and the Hispanic Association of Colleges and Universities. Scott formed the first minority-owned NASCAR Winston Cup Series team and competed from 1961 to 1972.

The Hispanic Racing Team

The Hispanic Racing Team (HRT) was formed and self-funded in 1999, with Rudy Rodríguez as president and Mike Vásquez as vice president. In addition to running the track, its primary objective is to expand the diversity of NASCAR.

The team's owner, driver, and primary sponsor are all of Hispanic descent. HRT finished seventh in its 1999 debut.

Rodríguez tells *HO* how HRT got its start and why Latinos and NASCAR are a good fit.

"We're loyal to auto racing and soccer. I grew up watching the Indy 500, and I also followed open wheel racing."

While many Hispanics have been aware of the sport and some have followed it, Rodríguez says, "there was never a Hispanic product, driver, or owner on the track. That is what our goal is all about. We want to reach into a totally different population segment. We've taken it from the old Southeast and introduced it to Hispanics all over the country.

According to an ESPN Sports Poll, the Hispanic fan base has grown 38 percent, an increase of approximately 3 million fans in the past seven years.

"We started doing the blueprint work in 1998; and in 1999, we launched HRT in the last race in Miami.

"We have a joint venture in Mexico, where we formed Celca HRT. The purpose is to develop new Hispanic talent to get them on the super oval speedway. We're working on a plan to get more of an interest. We have to do it from a young age. You have to start young because it takes a lot to develop as a driver. You just have to get behind the wheel. You have to have a like for the sport. In addition to driving, a great driver will know what makes it go fast. You need a lot of seat time."

Carlos Contreras, HRT full-time driver

Every milestone accomplished by HRT represents a reward for Rodríguez and his partner Vásquez, says Rodríguez. "I'm making history in this sport. Within 24 months, I'd like to have a cup team. I'd like my driver racing the Winston Cup, which is the highest level in the sport. Another goal is to have four teams, and just keep growing the program. This year, we want to run the complete 34 races. We'll be making an announcement about the sponsor in January."

About the Drivers

Carlos Contreras, a 32-year-old native of Mexico City, Mexico, competed in the NASCAR Craftsman Truck Series. He signed a two-year contract with HRT for a full-time schedule in the NASCAR Busch Series beginning in 2003. Contreras will drive the second car for the team.

HRT's part-time driver, Roberto Guerrero, age 42, from Medellin, Colombia, has nearly two decades of open-wheel experience in Formula One, CART, and the Indy Racing League. According to NASCAR trivia, Guerrero has 15 career starts in the Indianapolis 500, posting five top-five finishes, including a best of second in 1984 and 1987.

Brownout Report:

Latinos Still Marginalized on Network News

by Joseph Torres

Despite the spectacular growth of the Latino population over the past decade, Latinos continued to be marginalized on the evening newscasts of ABC, CBS, NBC, and CNN in 2001, according to the National Association of Hispanic Journalists (NAHJ) seventh annual Network Brownout Report, released in December.

The report found that of approximately 16,000 stories that aired in 2001, only 99 (0.62 percent) were about Latinos. In 2000, of 16,000 stories, only 84 (0.53 percent) were about Latinos.

"The network's dismal record of covering the nation's fastest-growing minority group undermines the information needs of all U.S. residents and distorts the public discourse so necessary for any democratic society," said NAHJ President Juan González, a columnist with the *New York Daily News*.

Last year, Latino-related stories accounted for just 3.98 hours of the 728 or so hours of news broadcast by the networks, says the NAHJ Brownout Report.

For the second consecutive year, the protests over the military bombings on Vieques Island in Puerto Rico was the largest story topic, with 25 stories. After Vieques, the largest story topics were government (15), migration (11), and sports (11).

The report found significant improvement in the percentage of Latinos interviewed in Latino-related stories. Of the 99 stories about Latinos that aired, 67 (67.6 percent) featured interviews with Latinos. In 2001, of 84 stories, 31 (24.4 percent) featured interviews with Latinos.

For the second consecutive year, the Network Brownout Report included a qualitative analysis of Latino-related news stories. It found that stories about Latinos frequently used the image of the border to suggest a divide between the Latino and non-Latino populations and to define Latinos as illegal immigrants.

Latinos are the fastest-growing ethnic or racial group in the country and currently make up 12.5 percent of the U.S. population. The Latino population grew by 57.9 percent since 1990 to 35.3 million.

NAHJ believes that the lack of newsroom diversity is a major reason why there continues to be a brownout of Latinos on the evening news. But NAHJ has no idea how many Latinos work at the networks.

"Network jobs are among the most important and coveted positions in television, yet we have no regular public survey similar to those from the Radio-Television News Directors Association or from the American Society of Newspaper Editors that monitors how well the networks are doing when it comes to diversity," said González. "We urge the network news chiefs to adopt the same openness about their employment record that the majority of local television and radio stations have been practicing for years."

NAHJ calls on the news chiefs at ABC, CBS, NBC, CNN, and Fox to participate in the annual RTNDA survey.

Other Significant Quantitative Analysis Findings:

- Latino-related stories accounted for just 3.98 hours (0.55 percent) of the approximately 728 hours of news broadcast by the networks.
- Latino-related stories increased in length from an average of one minute and fifty seconds in 2000 to two minutes and 25 seconds in 2001.
- While the controversy about Elián González was a major story topic in the 2000 study, stories about him almost vanished from media coverage in 2001. This year's report found only six stories dealing with either Cuban Americans or Elián. In 2000, a total of 348 stories were devoted to Elián.
- CNN's María Hinojosa and CBS's Vince González were the only Latinos to cover Latino-related stories.
- Cities with large Latino populations continued to be underrepresented as locations where Latino-related stories originated. The greatest number of stories originated in Washington, D.C. (22).

Other Significant Qualitative Study Findings:

- A disproportionate number of stories portrayed Latinos living in "ghettos."
- The stereotypical use of cultural artifacts and forms, such as music and food, continued to be a key device used by the networks to contextualize Latinos.
- Stories portrayed Vieques Island residents as violence-prone rebels who cut fences, invaded shooting ranges, and screamed at the military, without much explanation of their reasons for protesting.

The report was prepared by Serafín Méndez-Méndez, an associate professor and chair of the Department of Communication at Central Connecticut State University in New Britain, Conn., and Diane Alverio, a communication consultant and co-owner of Baldwin/Alverio Media Marketing, a media research, marketing, and public relations firm. Alverio is a past president of NAHJ.

With 1,700 members, NAHJ is dedicated to the recognition and professional advancement of Hispanics in the newsroom.

To obtain a copy of the report visit www.nahj.org.

HO

Affirmative Action

by Carlos D. Conde

The decades-long debate over affirmative action in education continues. Some involved in this seemingly no-win issue may start sounding like the Texas politician facing some angry constituents over a thorny problem.

"From what I hear, I have concluded that half of the people are for it and half of the people are against it," the old foghorn said. "Well, I have given this matter long and serious thought, and I want you to know that I'm for the people."

It kinda sounds a lot like what's going on now.

No one, from the president, educators, politicians, and CEOs, to parents and students, is shrinking from this argument that began in 1978.

Once again it falls to the U.S. Supreme Court justices to try and settle a Constitutional debate on what constitutes affirmative action programs in U.S. colleges and universities.

Once again, but with greater clamor, there are oceans of differences among all levels of society on the interpretation of affirmative action and how it has played among some of the country's most prestigious learning centers.

In creating higher education opportunities for minorities, has it produced "reverse discrimination" for the non-minority students and deprived them of the same considerations that the arguments addressed?

Back then, it involved the *University of California v. (Allan) Bakke*, who claimed his application to medical school was ambushed by affirmative action that favored less-qualified Black students. The high court did not settle the argument, which is why today we seem to be back at the same juncture.

In that 5-4 ruling that some described as a two-step forward, one-step back decision, the Supremes did indeed agree that Bakke was a victim of racial quotas and should be admitted. The high court obfuscated the issue by also saying that affirmative action programs were okay as long as they weren't achieved strictly through quotas for students from minority groups.

Say what! If it quacks, is it a duck or is it not a duck?

So it's back to the future today. This time it's at the University of Michigan, which three White students have sued the University for reverse discrimination, a.k.a. affirmative action, claiming it denied them admission to make room for minority students.

LATINO
KALEIDOSCOPE

The Supreme Court is trying again to settle the argument, but judging from the polemics, most people inside and outside scholastic circles aren't betting on it. Say what the experts will, to many people affirmative action is analogous to racial quotas that tilt the field it was trying to level, though they now claim it's to the opposite side.

Should minorities be given, and do they deserve, a leg up in trying to get into college, even if it means pushing scholastically worthy White students aside? You could call it payback time for the social sins of the past or would you say, as many do, that racial balances in college and everywhere else create the diversity that helps to make a progressive, harmonious society.

It's easy to trivialize the arguments, but strong opinions have sprung up everywhere. Many filed amicus curiae, "friend of the court" briefs, for or against. One was President Bush, who did little to elucidate the issue when, sounding like the Supremes, he said he was for diversity but against quotas.

Calling the University of Michigan's admittance policies "fundamentally flawed," the president said the University employed a "quota system that unfairly rewards or penalizes perspective [sic] students, based solely on their race."

Most educators expectedly support affirmative action, saying the good outweighs the bad. A study by a University of Michigan psychology professor claims that "students learn better in a diverse educational environment, and they are better prepared to become active participants in our pluralistic, democratic society once they leave such a setting."

Fortune 500 companies are not so much concerned about the virtues of affirmative action as they are to what it might do to their bottom line if struck down. It's good company policy to be for affirmative action, and diversity also helps their transnational operations.

As for society's rank and file, a *Washington Post* poll in July 2001 showed that 94 percent of Whites and 86 percent of Blacks said no when asked if race or ethnicity should be a factor in giving minorities more opportunities.

It would take a doctoral dissertation to set forth all the arguments for or against affirmative action in education. Are diversity and affirmative action synonymous? Are we talking about affirmative action as a means to afford more minority members a college opportunity or is it more to foster race relations?

I am from a minority group–Mexican-American–and from a disadvantaged family. I attended the University of Texas (UT)–which was also involved in an affirmative action suit–in the late '50s with a host of other Latinos when diversity wasn't part of the lexicon.

I wasn't a legatee since my father never made it past the second grade, but my grades were adequate, which gave me the opportunity to attend and graduate from a ranked school. As for diversity, I met my Anglo wife at UT.

Affirmative action for minorities as a means to an end in higher education is overplayed and overrated. Many Latinos have made it without it. If they don't, it's usually for myriad reasons that affirmative action can't fix.

Financial constraints are usually the main burden, just as they are for many non-minorities who somehow persevere in college. For many Latinos, it's also a lack of scholastic endeavor and the mentality that college is not for them.

Of the 460 students in the predominately Latino 2001 graduating class at my former high school in Texas, only about 40 said they planned to pursue a college education. Every one of those 40 had the opportunity to enroll at UT under Texas' 10 percent rule. Many of the seniors told me they had had it with schooling.

The system is seriously flawed on the way to a higher education–and affirmative action is not going to solve it. Affirmative action may be important for diversity, but it's not the panacea.

Carlos D. Conde, award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House, and worked on the political campaigns of George Bush Sr.

BUSINESS MANAGER

UNIVERSITY of ARKANSAS

The University of Arkansas is the flagship land-grant campus of the University of Arkansas System. Serving 16,000 students in a wide range of academic programs in six colleges and the schools of law and architecture.

The Business Manager is one of a group of senior Business Affairs administrators dedicated to developing and providing programs of excellence to support the institutional missions in teaching, research, and public service. The Business Manager, reporting to the Associate Vice Chancellor for Business Affairs, has responsibilities for Procurement Services, A/P, Travel, Surplus, and several smaller entities. Gross budget responsibility is approximately $1.3 million with a staff of approximately 25 full and part time employees.

Minimum qualifications: undergraduate degree in business or related field, masters preferred; proven supervisory skills, strong interpersonal skills, and excellent communication skills; knowledge of public procurement, property management, and contract administration; knowledge of proper accounting and internal control practices; and ability to lead the continued development of automated systems and state-of-the-art procedures. Salary will be commensurate with education and experience.

Applications received by May 1, 2003 are assured consideration, but accepted until position is filled. Send letter of interest, resume, and contact information for 3 references to: **Ashley Golden, Office of the Associate Vice Chancellor for Business Affairs, University of Arkansas, 321 Administration Building, Fayetteville, AR 72701.**

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CMU
CENTRAL MICHIGAN UNIVERSITY

Director

Master of Science in Administration (MSA)

Central Michigan University is a doctoral/research intensive university (Carnegie) with over 800 faculty serving an on-campus enrollment of approximately 19,000 students. The off-campus program serves an additional 8,500 students at 70 sites in the U.S., Mexico, and Canada, and employees 900 adjunct faculty. The university offers more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on a 480 acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan.

The Master of Science in Administration (MSA) program is an interdisciplinary on- and off-campus program. Areas of concentration include (but are not limited to): General Administration, Software Engineering Administration, International Administration, Public Administration, Human Resource Administration, Information Resource Management, and Health Services Administration. Additional concentrations are under development. Currently there are 6,000 MSA students in the on- and off-campus programs. For additional information, visit (www.grad.cmich.edu/msa and www.cel.cmich.edu).

The university is searching for a director for the MSA program. The director is a regular, 12-month faculty position (rank open). Initial appointment is for a 2- or 3-year period with reappointment subject to performance evaluation. Applicants must be tenurable. An earned doctorate is required, preferably in a field related to the MSA degree program. A minimum of five years professional experience in higher education is required, preferably with some administrative experience. Experience with off-campus program delivery and educational programming for the adult learner is highly desired. Responsibilities include: academic oversight of the MSA degree both on- and off-campus, admissions, advisor training and oversight, curriculum development, student outcome assessment, program review, faculty development, and resolution of student issues. Approximately 25% of time is devoted to travel to off-campus sites.

REVIEW OF APPLICATIONS will begin **March 24, 2003,** and will continue until the position is filled. The anticipated starting date will be **July 1, 2003.** Candidates should send a letter of application, a curriculum vitae and a list of references to **Chair, MSA Director Search Committee, College of Graduate Studies, Central Michigan University, Mount Pleasant, MI 48859.** [Tel: 989-774-6099; Fax: 989-774-3439]

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity in its community. (See: www.cmich.edu/AAEO.HTML)

UAA UNIVERSITY of ALASKA ANCHORAGE

College of Education

WE'RE GROWING! **Starting Date: August 2003**

University of Alaska Anchorage is a comprehensive metropolitan University located in Anchorage, population 265,000, with community campuses serving Southcentral Alaska. In its mission to provide instruction, service, and research to the Alaska community, the newly created College of Education offers curricula and programs designed to prepare personnel for various professional roles related to teaching in a variety of learning environments. Approximately 18,676 students are enrolled at UAA, of which 1,353 are enrolled in the College of Education.

The College invites applications for tenure-track faculty positions for August 2003. All positions require an earned doctorate in an appropriate field by start date. We are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity.

Assistant Professor of Adult Education - PCN 302125
Experience with university teaching and supervision of thesis research. Experience in one or more of the following areas: qualitative and quantitative research, adult education foundations, curriculum and instruction, human resource education, or distance learning and technology. Evidence of scholarly activity in some aspect of adult education/adult learning. Experience with and knowledge of diverse populations.

Assistant Professor of Counseling & Guidance - PCN 301236
P-12 school counseling and guidance experience and CACREP accredited program graduates; university teaching experience; evidence of professional growth; ability to infuse multicultural education, inclusion, and social justice throughout curricula; demonstrated skills with educational learning technologies; eligibility for state certification in school counseling.

Associate Professor of Educational Leadership/Anchorage, Alaska - PCN 300975
Assistant Professor of Education Leadership/Juneau, Alaska - PCN 301568
Preparation in educational leadership or school administration, administrative experience in public school settings; university teaching experience; and evidence of scholarly activity in teaching/learning. Experience in distance delivery systems and electronic media preferred; demonstrated ability to work with public schools and professional communities; experience with, and knowledge of diverse student populations is preferred.

Assistant Professor of Elementary Education, Mathematics - PCN 301164
Earned degree in mathematics or related field; elementary school teaching experience (K-6); experience with and knowledge of best practices and standards in the field of mathematics education; evidence of scholarly activity; experience with and knowledge of diverse populations, and the ability to use educational technologies required. Collaborative experience with elementary schools and university teaching experience desired.

Assistant Professor of Elementary Education, Language Arts, Literacy - PCN 301156
Assistant Professor of Elementary Education, Clinical Experience Coordinator - PCN 301317-02
Public school (K-6) teaching experience; evidence of scholarly activity in teaching/learning. Ability to work with public schools and professional communities. Experience with and knowledge of diverse populations. Ability to use educational technologies. University experience and experience in interdisciplinary collaboration desirable.

Assistant Professor of Elementary Education - PCN 300495
Public school (K-6) teaching experience; special education experience K-6 preferred; experiences related to the preparation of K-6 teachers in one or more of the following areas: inclusive education, field experience supervision, mentoring, and working with partnership schools; evidence of scholarly activity in teaching/learning. Ability to work with public schools and professional communities. Experience with and knowledge of diverse populations. Ability to use educational technologies. University experience and experience in interdisciplinary collaboration desirable.

Assistant Professor of Secondary Education, Mathematics - PCN 301308
Earned degree in mathematics or related field; secondary school teaching experience (7-12); experience with and knowledge of best practices and standards in the field of mathematics education; evidence of scholarly activity; experience with, and knowledge of, diverse populations; experience in educational technologies; collaborative experience with secondary schools desirable; university teaching experience desirable.

Salary: Commensurate with academic preparation and experience. Excellent benefits to include health and life insurance, retirement, and tuition waiver benefits. These positions are represented by bargaining unit.
Application Procedure: We do not accept application materials via e-mail. Comprehensive vacancy announcements can be found on our website at **http://www.finsys.uaa.alaska.edu/uaahrs/MainPages/UAARecruitmentSite.htm**. Please refer to each position's complete vacancy announcement for application instructions and specific documentation requirements. Applicants must submit a separate application packet for each position.

University of Alaska Anchorage
Human Resource Services
3211 Providence Drive
Anchorage, AK 99508
Fax: (907) 786-4727 Voice: (907) 786-4608 TTY: (907) 786-1420

University of Alaska Anchorage Human Resource Services Website:
www.finsys.uaa.alaska.edu/uaahrs

Background checks may be required, please contact the Office of Human Resource Services with questions.

Applicants needing reasonable accommodations to participate in the application or interview process should contact Human Resource Services. UAA is an AA/EO Employer and Educational Institution. Must be eligible for employment under the Immigration Reform and Control Act as of 1986 and subsequent amendments. Your application for employment with the University of Alaska is subject to public disclosure.

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FYI...

Sallie Mae Fund Wants to Improve Access to Higher Education

RESTON, Va.

Lower-income families who most need information about financial aid for college have the least information about how to pay for higher education, according to a recent Harris Poll commissioned by The Sallie Mae Fund. Among families making less than $50,000 per year, 60 percent said they need more information about how to pay for college, and 37 percent of those making more than $75,000 per year. Nearly half (45 percent) of parents surveyed with income less than $25,000 per year said they have "no idea" how they are going to pay for college for their children.

Significantly, the Harris Interactive survey found that knowledge about financial aid is a key predictor of whether a young adult is likely to attend college–the more a young adult knows about financial aid, the more likely he or she is to pursue a higher education.

Minority families who were part of the survey expressed a greater need for financial aid information, with 66 percent of African American parents and 62 percent of Hispanic American parents saying they do not have enough information about how to pay for college, and 44 percent of White parents. On average, Hispanic American parents also receive financial aid information more than two years later than do other parents (child's average age was 17 for Hispanic families; 15 for White and African American families,).

According to the survey, many parents and young adults are not aware of even basic sources of financial aid. For instance, 62 percent of all parents and 65 percent of young adults planning to attend college did not name grants as a source of financial aid.

In response to the survey's findings, The Sallie Mae Fund announced a three-year $15 million commitment for Project Access, which will:

- launch regional public awareness campaigns in English and Spanish;
- promote a toll-free number (1-866-858-7166) that offers, under the Fund's First in My Family umbrella, educational information on planning and paying for college in both English and Spanish;
- execute, in 2003, at least 135 Paying for College workshops around the country (up from 90 in 2002);
- produce, in conjunction with Allbritton Communications, a half-hour Paying for College television program that will air three times this spring in at least seven U.S. markets;
- partner with NCAC on the 2003 Paying for College tour and in assisting with additional distribution of educational materials;
- support programs that foster academic achievement, such as Reading is Fundamental, Junior Achievement, and pre-K literacy programs; and
- increase scholarship commitments in 2003 by awarding more than $2 million in scholarships to low-income and minority students.

America's Classrooms Gain Hispanic National Board Certified Teachers

ARLINGTON, Va.

The National Board for Professional Teaching Standards (NBPTS) announced that 253 Hispanic teachers achieved their profession's top honor this past year by attaining National Board Certification. The total number of Hispanic National Board Certified Teachers (NBCTs) rose to 617. Among the states with the highest number of NBCTs are Florida (111) and California (78).

"Earning National Board Certification is the mark of teaching excellence," said Dr. Francisco Hidalgo, director, National Association of Latino Elected and Appointed Official's National Education Leadership Initiative. "We need these highly qualified educators in the community to help the growing population of Latino students achieve their educational dreams. It is through their work that we will be able to bridge the educational achievement gap."

These teachers are among the 7,886 who earned National Board Certification this past year, bringing the cumulative total to 23,930.

Founded 15 years ago, NBPTS is an independent, nonprofit, nonpartisan, and nongovernmental organization dedicated to advancing the quality of teaching and learning. National Board Certification is a symbol of teaching excellence. A voluntary process established by NBPTS, it is achieved through a rigorous performance-based assessment that takes nearly a year to complete. Through this process, teachers document their deep knowledge of the subject matter they teach, provide evidence that they know how to teach their subject to students effectively, and demonstrate their ability to manage and measure student learning.

. . . FYI

Civil Rights Project Sees a Multiracial Society with Segregated Schools

CAMBRIDGE, Mass.

The Civil Rights Project (CRP) at Harvard University released a study on national resegregation trends in American public schools.

A Multiracial Society with Segregated Schools: Are We Losing the Dream?, by Erica Frankenberg, Chungmei Lee, and Professor Gary Orfield, covers patterns of racial enrollment and segregation in American public schools at the national, regional, state, and district levels for students of all racial groups. An analysis of the status of school desegregation in 2000 uses the NCES Common Core of Data for 2000-01, which contains data submitted by virtually all U.S. schools to the Department of Education. Additionally, the report examines trends in desegregation and, now, resegregation over the last one-third century.

Today, says The Civil Rights Project at Harvard University, our nation's public schools are becoming steadily more non-White, as the minority student enrollment approaches 40 percent of all U.S. public school students, nearly twice the share of minority school students during the 1960s. Almost half of all public school students in the West and the South are minority students. The desegregation of Black students, which increased continuously from the 1950s to the late 1980s, has now receded to levels not seen in three decades. Black students are experiencing the most rapid resegregation in the South, triggered by Supreme Court decisions in the 1990s, and have now lost all progress recorded since the 1960s, according to CRP.

However, the most dramatic growth is seen in the increase of Latino and, to a lesser extent, Asian students. Latino students are the most segregated minority group, with steadily rising segregation since federal data was first collected a third of a century ago. Latinos are segregated both by race and poverty, and a pattern of linguistic segregation is also developing. Latinos have by far the highest high school dropout rates. Asians are the most integrated and the most educationally successful group in American schools. White students are the most segregated and are in contact with few non-White students except in the South and Southwest.

ACE to Examine Issues Affecting Low-Income Adults in Higher Ed

WASHINGTON, D.C.

The American Council on Education (ACE) is embarking on a three-year, multifaceted project to examine the academic success and struggle of low-income adults in higher education, with the support of a $1 million grant from the Lumina Foundation for Education.

The initiative, "Improving Lives: Ensuring the Academic Success of Low-Income Adults," kicks off this month. Project objectives are: to make the case to institutional leaders and policy-makers that low-income adults are a vitally important part of the college student population; to communicate proven policies and programs that will help low-income adults meet their educational goals; to identify existing institutional and public policy barriers that impede their academic success; and to prompt action among leaders to improve the academic success of low-income adults.

Some of the latest data from the Department of Education demonstrates the need for a project that fosters greater diversity among higher education leaders, faculty, and students, and that supports postsecondary educational opportunities and favorable outcomes for all. Nearly 40 percent of undergraduates are age 25 or older. Of these students, approximately 2.5 million have incomes below $25,000.

"Low-income adult learners represent a significant part of the student population," said Martha D. Lamkin, the Lumina Foundation's president and CEO.

The ACE Center for Policy Analysis will oversee the Lumina project under the guidance of Center director Jacqueline King.

"While many of the campuses have successfully recruited low-income adults, institutions still struggle to identify the mix of policies and programs that will help more of these individuals meet their educational goals," stated King. "This grant will enable ACE to address this often overlooked student population."

As part of the three-year effort, ACE is to issue a baseline report to frame the needs of low-income students. The Council will also conduct a national audit of state and federal policies affecting low-income students, perform a national survey of institutions to determine the policies and programs currently in place that affect low-income students, and hold regional meetings with teams of state policy-makers and institution leaders to develop action plans to address the needs of low-income adult students.

People-Places-Publications-Conferences

Paige Encourages Race-Neutrality in Higher Ed

U.S. Secretary of Education Rod Paige announced plans to highlight programs that encourage race-neutral admissions policies in higher education.

"One of the greatest injustices in our great country has been an education system that, for too long, found it perfectly acceptable to teach only some students well while the rest–mostly minority and mostly low-income–floundered or flunked out," said Paige at the National Center for Educational Accountability's regional conference in Austin, Texas.

"Admission quotas and double standards are not the answer. Fixing the problem at the front end, where it can do the most good, is the answer. And that's the president's purpose behind the No Child Left Behind law: to fundamentally change the way we educate our children in America–from a system that does a good job educating some children, to a system that does a good job educating all children, from all walks of life."

Paige said that later this year he will host a national conference that will bring together leading education experts to highlight innovative ways to diversify our nation's colleges and universities.

"It is not right to fight discrimination with discrimination. Our goal is diversity," said Paige. "We must be proactive as a nation. And these new steps will help equip state and university leaders with more information to help them explore non-discriminatory alternatives for admission."

White House Commission on Hispanic Education Meets in New York

The President's Advisory Commission on Educational Excellence for Hispanic Americans recently met with higher education experts in New York to discuss ways to close the educational achievement disparity among Hispanic Americans.

Educators presented panel discussions and keynote speeches on accessibility, accountability, and higher education degree completion for Hispanic students. Topics included: "Accountability Standards Used in High Performing Schools," "Access and Accountability in Higher Education," and "Capacity Building and Easing Transitions to Four-Year Universities."

The Commission, established Oct. 12, 2001, by President Bush, is responsible for creating a strategy by March 30. Its final recommendations to the president will emphasize models of success through coordinated efforts among parents, community leaders, business leaders, educators, and public officials.

Loyola New Orleans Receives $1 Million from Goizueta Fund

Loyola University New Orleans (La.) received a $1 million contribution from The Goizueta Foundation to establish and endow The Goizueta Foundation Scholars Fund to provide need-based scholarship assistance annually for current and prospective Hispanic students. The endowed fund builds on existing efforts to support Hispanic students and is part of a University-wide goal of attracting and supporting more Hispanic students.

"The University must increase student endowment funds that target this student population," said the Rev. Bernard P. Knoth, Loyola president.

Hispanic students comprised 14 percent of its fall 2002 freshman class, the highest percentage at Loyola since 1996.

Tufts and Miami Join Leadership Alliance

Tufts University (Mass.) and the University of Miami (Fla.) were officially voted into the Leadership Alliance, becoming the 30th and 31st members of an academic association committed to diversifying institutions of higher education.

Of the approximately 8,000 students at Tufts, half of the undergraduates and nearly a third of the graduate students are African American, Hispanic, or Native American. Tufts offers 14 minority-oriented programs designed to motivate minority students toward careers in science and research. Dr. Claire Moore, professor in the department of molecular biology and microbiology, was appointed Tuft's institutional coordinator for the Alliance.

The University of Miami also has a large Hispanic population, including approximately 10 percent of its full-time faculty, 28 percent of its undergraduates, and 24 percent of its graduate and professional students. An additional 3 percent of faculty, 11 percent of undergraduates and 8 percent of the graduate and professional students are African American or Native American, according to the Alliance. Dr. Michael Gaines, chair of the biology department, has been appointed the University's institutional coordinator for the Alliance.

Syracuse Appoints González Associate Dean

University College, the continuing education division of Syracuse University (N.Y.), announced the appointment of Bethaida González as associate dean of student services, leading the delivery of student services in recruitment, admissions, advising, bursar, financial aid, and registration. She will oversee the Higher Education Opportunity Program (HEOP), act as the division's liaison to the New York State Education Department, and lead interaction with civic, community, and government agencies.

At the College since 1984, she was executive director of HEOP, associate director of admissions, program administrator of the masters of social sciences program, and executive director of community and public service. She received a bachelor's degree in political science from the State University of New York at Binghamton and is pursuing a master's in public administration from the University's Maxwell School.

González is currently president of the city of Syracuse Common Council.

UT-Austin Alum Creates Endowment

Charles Davidson, a 1997 graduate of the University of Texas (UT)-Austin, along with his employer, AXA Global, created a $25,000 endowment to provide scholarships in Latin American studies for students in South Texas and the border region.

The Davidson Family Endowed Scholarship in Latin American Studies benefits UT-Austin's Liberal Arts College and will target students majoring or minoring in the field. The endowment creates an annual scholarship of about $1,100. Students fluent in more than one language or the first generation in their family to attend college will be considered first.

Priority consideration will be given to students residing in the Texas counties of: Atascosa, Bee, Bexar, Brooks, Dimmit, Duval, Cameron, El Paso, Frio, Goliad, Hidalgo, Jim Hogg, Jim Wells, Karnes, Kenedy, Kinney, Kleberg, La Salle, Live Oak, Maverick, McMullen, Medina, Nueces, Refugio, San Patricio, Uvalde, Val Verde, Victoria, Webb, Willacy, Wilson, Zapata, and Zavala.

UCLA Creates Program for Minorities to Pursue Medical Careers

David E. Hayes-Bautista, director of the University of California-Los Angeles (UCLA) Center for the Study of Latino Health and Culture, created a community college course designed to boost the number of Latino and African American students who pursue careers in medicine.

The class, Inter Campus Health Professional Development Program, referred to as MedPEP (*Medicos Para el Pueblo*, Medical Professional Education Preparations), is taught at Cerritos College. The community colleges of East Los Angeles, Allan Hancock, Whittier, El Camino, and Río Hondo are to add the course to their curriculum by fall 2003.

MedPEP covers health issues that affect the Latino and Black community, diseases such as diabetes, cancer, and HIV, lack of health insurance and insurance provider shortages, and the history of medicine from that of the Aztecs to the present.

Hayes-Bautista developed the curriculum after a 1999 report issued by his Center found a shortage of Latino doctors in California, where 30 percent of the population was Latino. Hayes-Bautista wanted the courses taught in its community colleges to ensure access to the high concentration of minority students.

CSUDH President Elected to NCAA Top Council

James E. Lyons, Sr., president of California State University-Domínguez Hills (CSUDH), was elected to the National Collegiate Athletic Association (NCAA) Division II Presidents Council.

The 13-member Council is made up of CEOs from Division II member colleges and universities and is the principal governing body of Division II athletics. It oversees the Division II Management Council–25 athletics administrators and faculty representatives from around the nation.

"I am honored to represent this University and this region of the country on a body as important as the NCAA Presidents Council," said Lyons. "With the support of the CSUDH family, I promise that by the end of my term on the Council, this University will be better known across the country."

CCNY Helping Immigrants

With about half of its 12,000 students hailing from some 130 countries around the world, the City University of New York (CUNY) seems an ideal location for a successful immigration service. Through its Citizenship and Immigration Project, now in its fifth year, students who want to become U.S. citizens get free naturalization services. At the heart of this initiative is the City College Immigrants' Center, located on the City College of New York (CCNY) campus.

Opened in fall 1998 and headed by immigration lawyer Gnoleba Seri, CCNY has helped more than 9,000 people attain citizenship. The Center offers counseling and naturalization services to CCNY students, faculty, staff and their family members, and community residents. It runs an annual green card lottery program where winners receive green cards, which can lead to naturalization. According to Seri, in the fall 2001 semester alone, nearly 2,000 students from 70 countries received immigration help.

The Center plans to expand its offices and services to Harlem and Washington Heights where there are growing, underserved African, Afro-Caribbean, and Mexican immigrant communities.

Gonzales a Possibility for Supreme Court

Alberto Gonzales, current White House counsel and trusted aide to President George W. Bush, is one of a few prominent lawyers being mentioned as a possibility to become the next Supreme Court justice.

There is wide speculation that any one of three justices will vacate the high court as soon as this summer. Justices rumored to retire include William Rehnquist, Sandra Day O'Connor, and John Paul Stevens.

Prior to his service in the White House, Gonzales sat on the Supreme Court of Texas. From 1997 to 1999, he was the 100th secretary of state of Texas. In addition, Gonzales served as general counsel to then-Gov. Bush for three years and was a partner with the law firm of Vinson & Elkins in Houston, Texas.

Gonzales is a graduate of Rice University and Harvard Law School. He attended the U.S. Air Force Academy and is a veteran of the U.S. Air Force.

Del Mar Appoints Rivera VP of Student Development

José Rivera is now vice president of student development and community learning at Del Mar College (Texas), after serving on an interim basis.

Rivera manages the divisions falling under the dean of student development and the dean of economic, workforce, and campus development. His duties also include administration of Del Mar's Richardson Auditorium and its staff.

Rivera came to Del Mar in 1999 as dean of the division of student development. He had been dean of student services at Richard J. Daley College and winner of its "Innovator of the Year" award. He also held senior development positions for 15 years with El Paso Community College.

Rivera majored in business at San Jacinto College. He holds a bachelor's degree from the University of Texas-El Paso and a master's in social work from Our Lady of the Lake University.

International University of Scranton Graduate Program Funded

The University of Scranton (Pa.) and its sister Jesuit institution, Universidad Iberoamericana in Mexico City, are now part of a three-year initiative funded by the Training, Internships, Exchanges, and Scholarships program of the United States Agency for International Development (USAID).

Over the next three years, the $299,067 grant will fund partner exchanges for 32 faculty, eight administrators, and 12 social service providers from Northeast Pennsylvania and Mexico each semester and summer. USAID will also fund scholarships for students from Mexico to study in the U.S.

Through the partnership, the Counseling and Human Services Department at Scranton and Departmento de Psicologia of Universidad Iberoamericana will develop community intervention programs and offer a unique collaborative master's/dual degree program in community. Through the program, Universidad Iberoamericana will seek to become the first accredited counseling program in Mexico. Its graduates would be eligible for recognition as nationally certified counselors and licensed practitioners in the U.S. and Mexico.

IU Study Finds Inequities in Higher Ed Funding

A study released by the Indiana University (IU) School of Education's Indiana Education Policy Center called on Indiana leaders to address the serious inequities and inconsistencies in state funding across the different levels of public higher education.

The report *Trends in Higher Education Finance in Indiana Compared to Peer States and the U.S.: A Changing Context, Critical Issues, and Strategic Goals* provided a complete analysis of the disparities and problems in the funding between the state's research, doctoral-granting, baccalaureate, and associate colleges. It also suggested strategic goals that could improve the way in which Indiana finances its public institutions.

"One problem is that the research universities like IU and Purdue have been underfinanced for more than a decade," said Edward St. John, principal author of the report. "Students at research universities thus have to pay a larger share of the costs than at other campuses because of inequities in the state budgeting process." According to St. John, these inequities could include cuts in state funding and recent tuition increases.

"It is time to undertake comprehensive reform in state finance strategies," said St. John. "This involves gradually adjusting the funding and enrollment patterns to achieve greater equity for students, more stable funding for institutions, and greater efficiency for taxpayers."

CSU-Stanislaus President Receives CASE Award

California State University (CSU)-Stanislaus President Dr. Marvalene Hughes received the Council for Advancement and Support of Education's (CASE) Region VII Chief Executive Leadership Award for her outstanding contributions to her campus community, efforts in promoting public understanding of education, and support of advancement at CSU-Stanislaus.

Region VII includes all universities, public and private, in the states of Arizona, California, Hawaii, Nevada, and Utah.

In her ninth year as president, Hughes has turned CSU-Stanislaus into one of the top universities in the West. Since her inception as president, the University has doubled its enrollment, developed new academic programs, strengthened academic initiatives, and expanded and improved its facilities. She has been monumental in the University's fund-raising efforts, raising the bar on annual giving to an average $4.27 million, up from an average $600,000.

Hughes is co-founder of the American Association of State Colleges and Universities' Millennium Leadership Institute, which prepares leaders from underrepresented groups for university presidencies.

She received a bachelor's degree and master's from Tuskegee University, doctorate from Florida State University, and has engaged in post-doctoral work at Harvard University. She is the first African American and the first woman to be selected president of CSU-Stanislaus.

Auburn Student Recognized for Research

Juan Carmona, an Auburn University (Ala.) senior majoring in molecular biology, became the first student from Alabama to place first at the annual Biomedical Research Conference for Minority Students, where he won for his research poster and presentation.

The conference, sponsored by the Howard Hughes Medical Institute and the National Institutes of Health, brought together more than 2,500 undergraduates from across the country. Well known by graduate and medical school programs, it is an ideal venue for the presentation of undergraduates' work and its critical evaluation by respected scientists.

The work on Carmona's presentation, "Evidence for Cell-surface Interaction of Transferrin Recepter 1 with the T-cell Receptor and CD3 Complex," was conducted during his participation in the Summer Honors Undergraduate Research Program at the Harvard Medical School, his second summer with the program. Dr. Nancy C. Andrews, director of the school's medical and doctoral program, was Carmona's project mentor.

Texas A&M-Kingsville Receives $4 Million Grant

The United States Department of Health and Human Services, National Center on Minority Health and Disparities awarded Texas A&M University-Kingsville (TAMUK) a five-year, $4 million grant for biomedical research support.

Dr. John C. Pérez, regents professor in biology and director of the Natural Toxins Research Center (NTRC), will direct the program.

The money will be used to improve and continue NTRC's existing biomedical research concerning the use of toxins found in snake venom to break up human blood clots, to develop a mass spectrometry center, and to add faculty and infrastructure to other science departments, including animal and wildlife science, psychology, sociology, and pharmacy.

TAMUK received a similar grant in 1996. The new funding renews the grant for another five years.

HPAC of Tucson Man/Woman of the Year

In Arizona, the Hispanic Professional Action Committee (HPAC) of Tucson selected Dr. Robert D. Jensen and Mary Fimbres as the organization's Man and Woman of the Year because of their support and dedication to the Latino community.

Jensen, the chancellor of Pima Community College since 1995, has also been an administrator in several California and Oregon community colleges. Fimbres is the Arizona director of the League of United Latin American Citizens (LULAC) and a council aide to Steve Leal, Tucson City Council member.

According to George García, president of HPAC, "We wanted to choose the kind of people who promote the Hispanic community, and, at the same time, do their own work–a good citizen and a person who promotes the values and work ethics of every ethnic group.

Mt. Hood to Hold World Music Festival

The Gresham Sister Cities Association in Oregon is a partner of the Mt. Hood Community College (MHCC) Foundation in presenting the Mt. Hood World Music Festival.

The regional event, which takes place on the MHCC campus Aug. 15-17, will combine world music, food, art, exhibits, and dance to celebrate the cultural diversity within the Pacific Northwest. Workshops will be featured in which artists share cultural insight into their musical techniques.

The Association has produced the "Celebration of Cultures" festival in downtown Gresham for 12 years. Collaborating with the MHCC Foundation this year allows them to plan a much bigger effort that will reach out to more of the community.

Proceeds from the festival will go toward MHCC's educational programs and scholarships for students.

Garza Leads Distance Learning at Palo Alto

Robert "Bobby" Garza was promoted to director of distance and extended education at Palo Alto College (Texas) and will spearhead the College's Upward Bound and Dual Credit programs. Prior to his promotion, Garza oversaw the development and implementation of Palo Alto's Internet, telecourses, and interactive video conferencing courses, and he was off-site coordinator.

Before joining Palo Alto, Garza was coordinator of special programs and senior admissions counselor/recruiter at the University of Texas-San Antonio (UTSA). He received a bachelor's degree in agricultural development at Texas A&M University, master's in public administration at UTSA, and is pursuing a doctorate in educational administration in higher education at the University of Texas-Austin.

He is also a member of the Texas Association of College Admissions Counselors and the South Texas Coordinating Board Regional Council.

NCAA Approves Funding for Diversity Initiatives

The National Collegiate Athletic Association (NCAA) Division I board of directors voted to approve funding for two of the Minority and Opportunities Interests Committee's (MOIC) diversity initiatives addressing the lack of minority head football coaches and professional development programs.

$180,000 will be allocated to design an NCAA Coaches Academy and to develop an Executive Mentor program.

The Coaches Academy will be comprised of workshops designed to enhance skills necessary for career advancement for ethnic minority football coaches at all levels (graduate assistant, assistant, offensive and defensive coordinators, and assistant head coaches) and in all divisions. The workshops will encompass interview preparation, networking, résumé building, media training, and booster relations.

The Executive Mentor Program will provide ethnic minority head coaches, assistant head coaches, and offensive and defensive coordinators at Division I institutions formal mentor relationships with veteran head football coaches and directors of athletics who will provide the career advice and advanced network necessary to secure head football coaching positions.

Ramapo Professor Wins Fulbright for Guatemala Project

The J. William Fulbright Foreign Scholarship Board and the U.S. State Department announced that Dr. Henry J. Frundt, Ramapo College of New Jersey professor of urban sociology, was awarded a Fulbright Scholar Grant for a project on labor/management relations at the Intrapaz Institute of the Universidad Rafael Landívar in Guatemala. He is one of approximately 800 U.S. faculty and professionals who will travel abroad this academic year through the program.

Frundt's project will attempt to bring together key representatives of Guatemala's private sector and unions so they may discuss and debate issues of possible mutual interest. It will explore themes of how to attract investment and employment; how to resolve conflicts between the two sectors without using the courts; how to improve the participation of women and civil society in the productive sector; and how to improve productivity in order to aid the desperate search for social resources.

The Fulbright Program, considered a flagship international educational exchange program, was established to build mutual understanding between the United States and other countries.

Augsburg Prepares for Upcoming Seminar in Mexico

The nationally recognized Center for Global Education at Augsburg College (Minn.) announced an upcoming faculty development seminar to take place in Cuernavaca, Mexico, May 14-22, 2003–designed to help educators committed to globalizing curricula explore the role of education in creating global community.

The program will include face-to-face meetings with people who represent a cross-section of Mexican society, field trips, and group and personal reflection time.

Interpreters will be provided for participants not proficient in Spanish.

Augsburg's Center for Global Education was founded to provide cross-cultural educational opportunities to foster critical analysis of local and global conditions, toward the goal of a more just and sustainable world.

For more information on the seminar, log onto the Center's Web site: www.augsburg.edu/global.

NPR Reports on Latino Education in U.S.

Latino students now make up the largest minority group in the country's school-age population, according to National Public Radio (NPR). Yet Latinos lag behind their White and Asian peers–and in some cases African Americans as well–on most measures of achievement: test scores, college completion, and dropout rates.

NPR explored the situation in its five-part series on a crisis in education, "Educating Latinos: An NPR Special Report," which ran in November-December 2002.

The series began with a visit to a community northeast of Atlanta coping with a dramatic increase in its non-English speaking Hispanic population. Part 2 visited Arizona for an analysis of the debate over bilingual education; Part 3 examined the shortage of qualified bilingual education teachers; and Part 4 addressed the bleak future facing many Hispanic girls in this country. The series concluded with an assessment of the process of assimilation.

Founded in 1970, NPR serves a growing audience of more than 15 million Americans each week via public radio stations and the Internet. To learn more, visit the NPR Web site, www.npr.org.

UTSA Welcomes New Staff

The University of Texas-San Antonio (UTSA) announced that two new staff members have joined the University, Linda López-George (pictured l.), associate director of development for corporations, and Alex Castañeda (r.), director of business for the UTSA College of Business.

López-George, who has worked in higher education for more than a decade, earned both bachelor's and master's degrees at UT-Austin. She is a former development officer for St. Mary's University School of Law, regional development director for Washington State University, and worked in development positions with the Eastern Washington University College of Business and Public Administration and the Gonzaga University School of Law. She comes to UTSA from the University of North Florida, where she was a development officer and director of community affairs for the College of Business Administration.

Castañeda worked in development at the University of the Incarnate Word and Trinity University, where she earned her bachelor's degree and master's, respectively.

GW Law School Clinic Wins Freedom for INS Detainee

Since 1979, the George Washington University Law School's Immigration Clinic has provided legal representation to aliens in Washington, D.C., but a recent case concerning a man wrongfully detained by the Immigration and Naturalization Service (INS) constitutes a landmark victory for the Clinic.

The Clinic's Austrian-born client was relinquished by his natural parents to a Salzburg orphanage in 1957, one year after he was born. Five years later, a Washington, D.C., couple adopted him and had him admitted to the U.S. as a lawful permanent resident. Soon after he arrived in the U.S., however, the couple placed him in foster care, resulting in his being bounced from family to family, never naturalizing to U.S. citizenship. At the age of 18, the client joined the U.S. Army and was honorably discharged five years later. In 1993 and 1995, he served prison sentences for attempted robbery. In 1997, the INS initiated removal proceedings with plans to return him to Austria and detained him upon his parole in 2001.

The Clinic began work on the case in October 1998 and four years later the client was released from INS custody. "Through the work of many clinical students, we were able to prove that our client had relinquished his Austrian citizenship by volunteering for the U.S. Army," said Alberto Benitez, professor of clinical law and director of the Immigration Clinic. "This prevented the INS from sending him to Austria and from detaining him any longer."

ACE Appoints New Senior VP of Business and Operations

The American Council on Education (ACE) appointed Benjamin F. Quillian Jr. senior vice president of business and operations.

In his new role at ACE, Quillian is responsible for the departments of advancement, marketing and planning, membership, central services, facilities and office services, finance, human resources, and information technology services.

Quillian brings more than 30 years of experience to his new post. He was vice president for administration and chief financial officer at California State University-Fresno for nearly 10 years, and held several executive positions at Southern Illinois University (SIU)-Edwardsville.

Quillian earned a bachelor's degree in elementary education at Harris Teachers College, a master's in educational administration at SIU-Edwardsville, and a doctorate in social relations in education from Washington University in St. Louis.

House Education Committee Outlines Policy Agenda

Members of the U.S. House Committee on Education and the Workforce recently previewed its education policy agenda for 2003.

The Committee hopes to reauthorize the Higher Education Act in 2003 to improve accountability in and quality of higher education. Committee members particularly hope to improve the poor quality of some of the country's teacher colleges.

The Committee hopes to address the ever-increasing cost of college tuition by enacting bipartisan legislation to reduce red tape in federal student aid programs. The "FED UP" legislation focuses on making it less difficult for institutions serving Hispanics to receive federal aid, helping college students avoid defaulting on student loans, and clarifying that federal scholarship aid can go to low-income and minority students for law school.

The Committee will also work to expand support for America's minority-serving institutions and support America's teachers by resuming efforts to pass legislation proposed by President Bush to provide up to $17,500 in federal student loan forgiveness for teachers who agree to serve in low-income schools.

CLU Focuses on Cultural Similarities and Differences

Greg Freeland, California Lutheran University (CLU) political science professor, recently established the Committee on Multicultural Thought to support and act as an advisory board to the fledgling, four-year-old ethnic studies minor at CLU.

On a campus where diversity is welcomed and honored but not easily reached in terms of enrollment, the committee hopes to introduce the campus to a variety of multicultural ideas through free question-and-answer sessions for students, faculty, staff, and the community.

Freeland coordinated the first session–on the state of post-election Brazil–with two Brazilian CLU students, and it turned out to be standing room only. The second session featured two college students who spent their childhood in Israel and Lebanon. The students discussed their cultural and religious beliefs, and the challenges of adjusting to American society. The final session, "Is this America?" featured students of many different backgrounds.

Benjamin Appointed Chair of HSF

The Hispanic Scholarship Fund (HSF) board of directors elected Dr. Roger Benjamin, president of the Council for Aid to Education (CAE), as its new chair.

Benjamin has been a member of HSF's board since March 1998 and worked on the finance committee and special endowment committee, which raised $5 million for the Fund's endowment campaign.

As CAE president, Benjamin's work centers on restructuring education from kindergarten to the university level. Previously he was director and senior researcher at RAND Education and held various positions, including provost, vice president of academic affairs, dean and professor of political science, at the University of Minnesota and the University of Pittsburgh. He was also executive director of the Mayor's Task Force on the City University of New York.

Siemens Honors America's Brightest Young People

In Washington, D.C., at a ceremony held at the American Association for the Advancement of Science, the Siemens Foundation honored some of America's brightest young scientists and mathematicians, winners of the 2002-2003 Siemens Westinghouse Competition in Math, Science, and Technology, a top national, research-based competition for high school students.

Steven J. Byrnes, a senior at Roxbury Latin School (Mass.), won a $100,000 scholarship for his mathematics project, "Poset-Game Periodicity," which analyzes a class of two-player games known as poset games. These games are important to a growing field known as discrete mathematics for their potential applications in artificial intelligence, error correcting, and a wide range of computer network issues, such as the use of secure codes.

Juliet R. Girard and Roshan D. Prabhu, seniors at William L. Dickinson High School (N.J.), will share a $100,000 scholarship for their project, "Identification and High Resolution Mapping of Flowering Time Genes in Rice," which can potentially help increase yearly rice production to meet the growing demand for this important food staple.

"These are some of the most brilliant young people in America," said Albert Hoser, foundation chairman and CEO Siemens, which awards more than $1 million in scholarships and grants a year, is dedicated to increasing access to higher education for students in science, mathematics, and technology-related disciplines.

Honorable Mentions from Southwestern Law

Christopher David Ruiz Cameron, professor and associate dean at Southwestern University School of Law (Calif.), recently completed his term as chair of the 1,200-member Labor and Employment Law Section of the Los Angeles County Bar Association. Cameron specializes in the study of the law governing the workplace, with emphasis on how the law affects Latino workers. A trustee of the Mexican American Bar Foundation and frequent provider of pro bono legal advice to working people, he is a graduate of the University of California-Los Angeles and Harvard University Law School.

Southwestern Law Professor Eileen Gauna participated in the "North America/South Asia Conversation on Environmental Justice," a week-long conference that brought together North American and South Asian activists, academicians, lawyers, and policy-makers to explore the meaning of environmental justice today and how it might be best invoked to promote sustainable development, good global governance, and basic fairness. Gauna is a member of the Executive Committee of the Association of American Law Schools Environmental Law Section and is on the Executive Council of the United States Environmental Protection Agency's Title VI Implementation Advisory Subcommittee. She is a graduate of the University of New Mexico and its School of Law.

News from NJCU

- New Jersey City University (NJCU) was awarded a $1.5 million grant by the U.S. Department of Education for Project TELL (Teaching English Language Learners in the General Education Classroom). The grant utilizes the resources of NJCU's Department of Multicultural Education and the ESL programs of Hudson and Passaic County Community colleges to better prepare teachers of the 16,000 LEP (Limited English Proficient) children in the surrounding area.
- NJCU junior Nestor S. Hurtado was elected as a student representative to the NJCU board of trustees. Hurtado, a history and secondary education major, minoring in Spanish, is a member of NJCU's Campus Crusade, volunteers as a youth group leader, and teaches computer classes to local middle school students.
- The NJCU Council on Hispanic Affairs celebrated 20 years of service to the campus community and to Hudson County (N.J.), said to have the second highest number of Hispanics in the nation. The organization is dedicated to increasing awareness and understanding of the importance of Latin American cultures and traditions.
- Sixteen NJCU students were inducted into the University chapter of Sigma Delta Pi, the National Spanish Honor Society. Dr. José Morales, assistant professor of Latin American studies at NJCU, and Dr. Rigofredo Granados, NJCU adjunct professor of modern

languages, were granted honorary membership in the Society.

HHS Wants to Improve Health Coverage for Low-Income Americans

Tommy G. Thompson, secretary, U.S. Department of Health and Human Services (HHS), is consulting with governors in developing a new plan that would enable states to improve health insurance for low-income Americans.

The plan would:

- provide an estimated $3.25 billion in extra federal funding for Medicaid in fiscal year 2004, with $12.7 billion in extra funding over seven years;
- preserve comprehensive benefits for "mandatory" groups, while giving states expanded flexibility to tailor coverage for "non mandatory" recipients and services;
- encourage coverage for whole families, not just the children in a low-income family; and encourage "medical homes," so that all the members of the family are treated by the same providers, whenever appropriate;
- and support increased use of home- and community-based services for Americans with disabilities, enabling them to be served outside of institutional settings–including older Americans needing care, to help prevent premature use of nursing home care.

University of Maryland's Breakthrough Protein Study

Scientists have long assumed that proteins, the chains of amino acids that control every function in living cells, come together in one sudden movement. But University of Maryland researchers witnessed a scientific breakthrough when they observed, for the first time, how some proteins come together in a step-by-step process.

According to Victor Muñoz (pictured), the Maryland biochemistry professor who led the research, "The protein energy landscape theory predicted more than 10 years ago that some proteins could fold and unfold without crossing free energy barriers, the so-called 'downhill folding' process. But it hadn't been confirmed experimentally because people didn't know how to look for this behavior.

"It is the difference between just being able to see scattered car parts jump all at once to being a complete car and seeing the car slowly come together in each step of the assembly line," Muñoz said.

Working with Muñoz were María M. García-Mira, presently at the University Bayreuth, Germany; Mourad Sadqi and Niels Fischer, University of Maryland; and José M. Sánchez-Ruiz, University of Granada, Spain.

Grant Enables Springfield College to Create Information Literacy Center

Springfield

The Davis Educational Foundation awarded Springfield College (Mass.) a $240,000 grant, which will be used to set up an information literacy center.

Springfield will establish the Davis Center for Information Literacy over the next three years and hopes to launch its information literacy program in 10 pilot courses beginning in fall 2004. Through the Center, librarians will train students in all existing courses to access information through Web-based sources and traditional reference materials. Students will also learn to assess the reliability of such information, and to use it effectively, ethically, and legally.

The new 1,000 square-foot center will be located on the second floor of the College's library and will include 25 computer stations, a faculty computer console that will project images to student consoles, and group rooms for study and research teams.

Eastern Creates Bilingual Nursing Education Program

To help address the nationwide nursing shortage, Eastern University's (Pa.) Campolo School for Social Change has partnered with Nueva Esperanza and Mercy Health Systems to develop a bilingual nursing/education program.

Eastern is currently working with Nueva Esperanza to develop a bilingual program for native Spanish speakers that will lead to degrees in nursing and community health. The University is collaborating with Mercy Health Systems to construct a medical-vocabulary-based English language and nursing program for recent immigrants trained in nursing in Asia, Central and South America, and Eastern Europe.

Eastern will bring these two programs together in a new $3.2 million technology center, and has requested $1 million from the FY03 Labor, Health, and Human Services, and Education Appropriations bill to assist with the cost of the facility.

Sen. Arlen Specter, Eastern President David Black, Campolo School Dean Dr. Vivian Nix-Early, the Rev. Danny Cortés (pictured) of Nueva Esperanza, and Cass Byrne of Mercy Health Systems recently gathered at the Campolo School to discuss the initiative.

Growth is Key Focus for All Women Entrepreneurs

Successful women entrepreneurs come from all ethnic and racial backgrounds. Further, the similarities among all ethnic groups on key business issues far exceed any differences.

These findings are from a recent study conducted by the Center for Women's Business Research, and underwritten by Wells Fargo. *Women Business Owners of Color: New Accomplishments, Continuing Challenges* explores the status of women business owners of color in 2002 and updates the Center's 1998 study, *Women Business Owners of Color: Challenges and Accomplishments*.

"Growth is the key focus for all women entrepreneurs regardless of race or ethnic background. More than half of the women business owners in this study report that their businesses have grown over the past three years, and business growth is a primary goal for the vast majority (86 percent African American, 71 percent Asian, 80 percent Caucasian, 84 percent Latina), said Dr. Myra M. Hart, chair, Center for Women's Business Research. "Further, issues related to business growth–capital and cash flow and attracting and retaining employees–are among the top concerns for the future.

EMU Accepts a Barrage of Grants and Contracts

The Eastern Michigan University (EMU) board of regents accepted 67 grants and contracts totaling $1,982,376. The 100 percent sponsor-funded awards totaled $1,165,149 and the EMU cost-sharing/in-kind contributions totaled $817,227.

Among the accepted grants and contracts were: "Teacher Training Microsoft Software Training License Agreement" from the Microsoft Corporation; "WEMU CPB Community Service" from the Corporation of Public Broadcasting to support National Public Radio programming; "E-

MELD: Electronic Metastructure for Endangered Languages Data, Amendment 1" from the National Science Foundation; "WebPolis Consortium" from the U.S. Department of Commerce; "MARS: Minority Achievement, Retention and Success, Morris Hood Educator Development Program" from the Michigan Department of Career Development; "Reverse Engineering of Flathead Engine Block" from Shadow Rods, LLC, a collaboration with small business in Michigan for the automotive industry; and the "Evaluation of Wayne County Juvenile System of Care" from the W.K. Kellogg Foundation.

L.A. Opera Bestows Honors at Awards Dinner

Soprano Verónica Villarroel and Hispanics for Los Angeles Opera (HLAO) supporters David C. González and David C. Lizárraga were the 2002 honorees at the sixth annual Plácido Domingo Awards Dinner. They were honored for contributing to the success of the opera in the Latino community of L.A. through their distinguished careers and continued support.

Chilean-born soprano Villarroel is a graduate of the Juilliard School and made her international debut in 1990 in Barcelona. She has since established herself in a variety of signature operatic roles, including performances at the Metropolitan Opera and a win at the Pavarotti Competition.

González is founder, president, and CEO of Eddie Dillen Home Improvement Center, a company that provides the retrofit construction industry with products that conserve energy. He is one of the most consistent and reliable supporters of HLAO, where he sits on the board of advisors.

Lizárraga is founder, chairman, president, and CEO of the East Los Angeles Community Union, which among other things provides people with the tools for self-empowerment and self-sufficiency and the opportunity to improve their lives. He has been a generous supporter of HLAO and sponsored its 2002 Spring Opera Recital.

Raising Funds for Women of Color at Mount Holyoke

A Mount Holyoke College (Mass.) fund-raising effort designed to honor women of color has raised more than $830,000 to support the Legacy of Diversity initiative.

Although donors may support any area of the College they wish, they are asked to consider supporting the Legacy's endowed fund for scholarships, study abroad, and internships for Mount Holyoke's ALANA (African American, Latina, Asian American, and Native American) students.

Mount Holyoke's goal is to reach 25-30 percent ALANA enrollment by 2003. Recently, 19 percent of its student body was ALANA; the class of 2006 is the first to achieve 25 percent ALANA enrollment.

Three alumnae, Ashanta N. Evans, Dr. Gloria Johnson-Powell, and Deborah A. Northcross, co-chaired the Legacy of Diversity committee. "Mount Holyoke's legacy of diversity is very powerful and has been a motivating force in many young women's lives. The fact that more than 1,000 women have demonstrated their support speaks volumes about our connection to each other and Mount Holyoke," said Northcross.

CALAHE Honors Central Connecticut Professor

For the first time, the Connecticut Association for Latinos in Higher Education (CALAHE) presented Lifetime Achievement Awards to outstanding members of the Latino community who possess leadership qualities that combine business with education.

The winners were Peter M. Rosa (pictured), associate professor at Central Connecticut State University (CCSU), and John Soto, president and CEO of Space-Craft Manufacturing Inc.

Rosa is the former vice president of student affairs at CCSU and a recipient of the state's 1999 "Latino Citizen of the Year Award" presented by the Latino and Puerto Rican Affairs Commission.

Soto, who is involved in a range of business and charitable organizations, founded Space-Craft Manufacturing Inc. in 1970. He has received many awards, including the 2001 Special Recognition for Individual Achievement Award from the National Society of Hispanic MBA's Hartford chapter.

NIAID Grant Explores Innate Immunity

The National Institute of Allergy and Infectious Diseases (NIAID) awarded a five-year, $24 million grant to a team of scientists at The Scripps Research Institute in California, the Institute for Systems Biology in Seattle, and Rockefeller University in New York.

Using techniques that straddle the divide between biology and information science, the scientists' goal is to find a comprehensive and detailed picture of innate immunity–the human body's first line of defense against disease.

The knowledge attained from the research could help scientists develop treatments for septic shock and certain autoimmune disorders and diseases caused by potential agents of bioterrorism.

NIAID is a component of the National Institutes of Health, an agency of the Department of Health and Human Services. NIAID supports basic and applied research to prevent, diagnose, and treat infectious and immune-mediated illnesses, including HIV/AIDS and other sexually transmitted diseases, illness from potential agents of bioterrorism, tuberculosis, malaria, autoimmune disorders, asthma, and allergies.

Fordham Chooses New Leader

The Rev. Joseph M. McShane, S.J., former dean of Fordham College at Rose Hill and president of the University of Scranton, was introduced as Fordham University's (N.Y.) president-designate. McShane will succeed the Rev. Joseph A. O'Hare, S.J., to become the University's 32nd president on July 1, 2003.

A native New Yorker, McShane's family association with Fordham began 74 years ago when his father enrolled as a student. His three brothers followed, and he eventually joined the Fordham family in 1987, when he was appointed to the board of trustees. He served until 1992, when he was named dean of Fordham College at Rose Hill and professor of theology. In 1998, he became president of the University of Scranton in Pennsylvania and was reappointed to the Fordham board in 2001.

A distinguished author, McShane's article "Virtue Must Advertise: The Bishops and Public Relations" received the Catholic Press Association first prize in 1992.

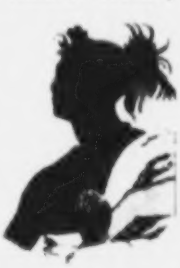
UT-Austin and UNM To Establish Low-Income Health Center

Dr. Lynn Rew of the University of Texas-Austin School of Nursing received a five-year grant totaling $1.5 million to launch an investigative research center concentrating on health inequalities in rural, low-income, Mexican-American and American Indian populations.

The nursing staff at the University of New Mexico will work in the Southwest Partnership Center for Nursing Research on Health Disparities. The National Institute of Nursing Research of the National Institutes of Health will fund the project.

According to Rew, an overwhelming number of health disparities resulting from geographic location, income, race and ethnicity, a lack of research on health promotion in racial and ethnic minorities, and the scarcity of nurses in the Mexican and Native American population make research in this area critical. "Efforts at the Center will concentrate on expanding the preparation of nurses from minority populations and expanding research aimed at improving health and health care in these underserved populations," said Rew.

Domínguez Hills Presents "Artists of the American West"



"Artists of the American West," a vivid and colorful exhibit, was featured recently at the California State University-Domínguez Hills Art Gallery. Visitors to the gallery saw depictions of those who settled the West–trappers, traders, settlers, and pony express riders, and the people who lived there long before their arrival, the American Indian. Artists included John J. Audubon, Albert Bierstadt, Charles Bird King, Karl Bodmer, George Catlin, Seth Eastman, Henry F. Farny, Frank Leslie, James Otto Lewis, Frederic Remington, and John Mix Stanley, among others. Pictured: Charles Bird King's "Tah-Col-O-Quoit," c. 1842, hand-colored lithograph.

Curated by Norman Geske, former director, Sheldon Memorial Art Gallery, Lincoln, Neb., "Artists of the American West" tours under the auspices of ExhibitsUSA, a national division of Mid-America Arts Alliance, a nonprofit regional arts organization.

Bush Announces $300 Million Mentoring Program

U.S. Secretary of Education Rod Paige joined President Bush in celebrating the first anniversary of the USA Freedom Corps and unveiling a new $300 million mentoring program for the Education Department to help match disadvantaged children with caring mentors who can help them find hope and opportunity.

The president announced that he will invest $300 million over three years in a program at the U.S. Department of Education to support the development, expansion, and strengthening of exemplary mentoring programs for disadvantaged middle school students in order to cultivate mentors for these young people.

In addition, the U.S. Department of Health and Human Services (HHS) will manage another three-year $150 million program to help 100,000 children of prisoners find adult mentors. HHS will work with the U.S. Department of Justice and a network of other agencies to offer grants to nationally affiliated, youth-serving programs, as well as independent community and faith-based organizations, to support school and community-based mentoring programs.

Pacific Oaks Latinas Spearhead Cutting-Edge Pedagogy

Connie Destito, Dr. Rebecca Rojas, and Dr. Toni Guajardo (pictured l. to r.) are at the forefront in graduate program design and teaching at the Pacific Oaks College (Calif.) Department of Marriage, Family, and Child Counseling.

Destito is the academic director who initiated the proposal to the College to develop the first Latina Latino Family Studies program, a terminal master's degree program in marriage, family child counseling, leading to the California license of Marriage and Family Therapist. She instituted the program in 1999, and with the support of her family has developed cutting-edge pedagogy that infuses Latina cultural strengths and behavioral nuances into teaching methods. She teaches Latina Family Systems in the program.

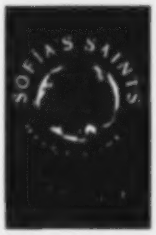
Rojas has been with the program since its inception, participating in its design and curriculum development. She teaches Latina Psychology and Latina History and Culture in addition to clinical courses such as Clinical Theories of Child Development and Psychopathology of Childhood and Adolescence.

Guajardo joined the faculty in 2000. She teaches the practicum courses and several other clinical areas, as well as serving as thesis advisor for students who are producing innovative research about Latinas/os and mental health.

PUBLICATIONS

Sofia's Saints

By Diana López



A novel about a young artist, Sofia Loren Sauceda, forced to compromise her artistic integrity in order to save the house in which she grew up. In the process she must confront a painful past and reevaluate everything she thought she knew about art, love, men, miracles, and money.

2002. 125 pgs. ISBN 1-931010-07-2. $14.00 paper. Bilingual Press. (480) 965-3867.

The Puerto Ricans: A Documentary History

Kal Wagenheim and Olga Jiménez de Wagenheim, eds.

PUERTO RICANS

A collection of readings, from a variety of sources, which provides a kaleidoscopic view of the history and social culture of Puerto Rico. A marked emphasis is placed on the 20th century, which has largely been neglected by historians. Updated and expanded edition.

2002. 420 pgs. ISBN 1-55876-291-4. $19.95 paper. Markus and Wiener. ((609)) 921-7686.

Affirmative Action, Hate Speech, and Tenure

By Benjamin Baez

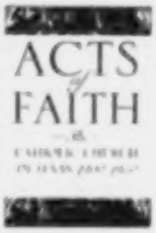
Affirmative
Action,
Hate
Speech,
and Tenure

By examining legal cases and related literature emerging from three academic practices: affirmative action in college admissions, the enforcement of hate-speech codes, and the tenure of faculty of color, this book considers these cases as cultural texts, revealing the role of the courts and universities in circulating dominant discourses on race.

2002. 204 pgs. ISBN 0-415-92965-2. $22.95 paper. RoutledgeFalmer. (800) 634-7064.

Acts of Faith: The Catholic Church in Texas, 1900-1950

By James Talmadge Moore

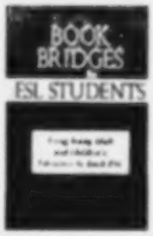


The Catholic Church was introduced to Texas five centuries ago, yet its 20th-century history is not well documented. *Acts of Faith* draws on reports from the *Southern Messenger*, Texas' major Catholic newspaper, to present the church's actions and social stances on contemporary events and developments from 1900-1950.

2002. 270 pgs. ISBN 1-58544-139-2. $39.95 cloth. Texas A&M University Press. (800) 826-8911.

Book Bridges for ESL Students: Using Young Adult and Children's Literature to Teach ESL

By Suzanne Reid



This easy-to-use handbook will help teachers whose classrooms include students whose first language is not English. The focus is on including literature for children and young adults as a tool for teaching academic English.

2002. 144 pgs. ISBN 0-8108-4213-0. $32.50 cloth. Scarecrow Press. (800) 462-6420.

Historical Dictionary of Terrorism, 2nd ed.

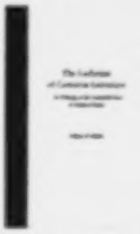
By Sean K. Anderson and Stephen Sloan

The events of Sept. 11 caught America off guard and left millions of people with unanswered questions. This newly revised and updated edition is a wealth of information regarding major terrorist groups, significant terrorist events, and the weapons behind the terror.

2002. 632 pgs. ISBN 0-8108-4101-0. $90.00 cloth. Scarecrow Press. (800) 462-6420.

The Evolution of *Converso* Literature: The Writings of the Converted Jews of Medieval Spain

By Gregory B. Kaplan

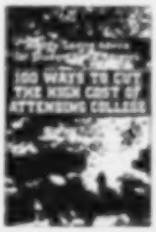


During the early 15th century, many Spanish Jews converted to Christianity to escape persecution in the wake of widespread anti-Jewish violence in the 1390s. This is the first comprehensive examination of Converted Jewish–*converso*–literature, setting its parameters and providing illustrations from a broad range of *converso* texts.

2002. 176 pgs. ISBN 0-8130-2475-7. $55.00 cloth. University Press of Florida. (800) 226-3822.

Money-Saving Advice for Students and Parents: 100 Ways to Cut the High Cost of Attending College

By Michael P. Viollt

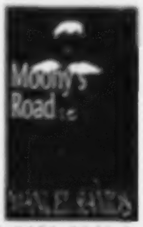


This concise guide shows how students can keep college costs down and get the most for their money. Organized in a workbook format, it goes beyond listing scholarships and financial aid programs to present tips and strategies for saving real money.

2002. 256 pgs. ISBN 0-8154-1203-7. $15.95 paper. Cooper Square Press. (800) 462-6420.

Moony's Road to Hell: A Mystery

By Manuel Ramos



Private eye Danny "Moony" Mora's investigation of the murder of an undercover INS agent leads him to official corruption, Mexican crime lords, and Denver's middle-class Hispanic community.

2002. 205 pgs. ISBN 0-8263-2949-7. $19.95 cloth. University of New Mexico Press. (800) 249-7737.

Creating Spaniards: Culture and National Identity in Republican Spain

By Sandy Holguin

Focusing on Spain's Second Republic, and Civil War, this cultural and intellectual history explains the intersection of politics and culture and the formation of a national identity. *Creating Spaniards* counters recent scholars' claims that leaders of the Second Republic had no programs for inventing traditions to encourage a Spanish national identity.

2002. 264 pgs. ISBN 0-299-17634-7. $21.95 paper. University of Wisconsin Press. (800) 621-2736.

VIDEOS

Films for the Humanities & Sciences
P.O. Box 2053
Princeton, N.J. 08543-2053

Phone: (800) 257-5126
Fax: (609) 275-3767
E-mail: custserv@films.com
Web site: www.films.com

The Glories of Spanish Literature

These five programs examine the rich history of Spanish literature by combining scholarly commentary and dramatic readings with images of manuscripts and artwork to sharply profile world-renowned Spanish authors, poets, and playwrights. Programs include:

Introduction to Spanish Literature

Provides an overview of Iberian history as it relates to Spanish literature. Discusses the formation of dialects–prominently Catalan, Gallego, and Basque or Euskera–and their importance to the cultures with whom they belong.

(Spanish, 48 minutes, color) # FFH 30145

The Middle Ages: From Anonymity to Authorship

Compares and contrasts the 13th- and 14th-century writing of the Spanish masters who gave rise to some of Spain's most memorable heroes. Readings include excerpts from the anonymously written *Cantar de Mio Cid*, Alfonso el Sabio's *Cantigas de Santa María*, Gonzalo de Berceo's *Milagros de Nuestra Señora*, Rabbi Sem Tob's *Proverbios Morales*, and Juan Manuel's *El Libro de los Estados* and *El Conde Lucanor*.

(Spanish, 49 minutes, color) # FFH 30146

The Renaissance: From Courtly Tradition to Loco Amor

Despite the political upheaval of the Inquisition and the Counter-Reformation, Spain's literary culture flourished during the Renaissance, and Castilian emerged as the language of choice for poetry and prose. In this program, scholars read and discuss the works of selected *romanceros*.

(Spanish, 49 minutes, color) # FFH 30147

The Siglo De Oro Begins: Picaros and Mystics

During Spain's Golden Age, while the genres of pastoral fiction and mystic poetry reached the height of their glory, the picaresque story was only beginning to emerge. In this program, experts examine the lives and works of the writers who paved the way for the likes of Cervantes, Vega, and Góngora.

(Spanish, 48 minutes, color) # FFH 30148

Apogee of the Golden Age

Scholars give an intimate peak at the writings and personalities of some of 17th-century Spain's most exciting writers with excerpts from literary legends like Miguel de Cervantes and Lope de Vega.

(Spanish, 49 minutes, color) # FFH 30149

Many publications and videos featured in this section are available through amazon.com.

CONFERENCES

TESOL 2003

March 25-29

The 37th annual convention of Teachers of English to Speakers of Other Languages, Inc., offers hundreds of sessions, distinguished international speakers, and scores of networking opportunities. In Baltimore, Md.

Contact: (703) 836-0774; fax, (703) 836-7864; e-mail, conventions@tesol.org; Web site, www.tesol.org

Academic Festival V: Beyond Borders

March 27-29

This conference, with the theme "Beyond Borders: Globalization and the Human Experience," will feature keynote speakers Dr. Elaine Pagels, Harrington Spear Paine Professor of Religion, and Dr. Paul Krugman, professor of economics, both of Princeton University. At Cameron University, Lawton, Okla.

Web site: www.cameron.edu/festival5/index.html

HACU Capitol Forum on Hispanic Higher Education

March 30-April 1

"The HACU 2003 Capitol Forum on Hispanic Higher Education: Creating a New Framework for Our Future" will advocate for a new framework within federal legislation, regulations, and reauthorization of the Higher Education Act for the next five years. Issues ranging from new funding for Hispanic-Serving Institutions, domestic and international education programs, and policies to strengthen the K-16 pipeline will be addressed. At the Washington Marriott Hotel, Washington, D.C.

Web site: www.hacu.net

14th International Conference on College Teaching and Learning

April 1-5

"Learning Theory plus Motivation Theory plus Technology equals Dynamic Interactive Learning." Keynote presentations by Sylvia Nasar, Glenn DuBois, and Meave Leakey. At Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231; e-mail, jchamber@fccj.edu; or Jeana Davis, (904) 632-3088; e-mail, jmdavis@fccj.edu; fax, (904) 632-3289; Web site, www.teachlearn.org

NACADA Mid-Atlantic Regional Conference

April 2-4

"The Advising-Teaching Connection," by the National Academic Advising Association, considers the role advisors play as educators of college students and the affinities between academic advising and college teaching. At the Sheraton Station Square Hotel in Pittsburgh, Pa.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

AAC&U Learning Communities Conference

April 10-12

With the theme "Learning Communities: Research Informing Practice," this Association of American Colleges and Universities conference will showcase evidence in support of the progressive pedagogical structures associated with learning communities as well as the effective practices for deepening student learning. In Phoenix, Ariz.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

International Mentoring Association Conference

April 10-12

This is the 16th annual international conference on mentoring in education, business, human services, and community-based organizations. At Crowne Plaza Hotel, Philadelphia, Pa.

Contact: (616) 387-4174; fax, (616) 387-4189

THE OHIO STATE UNIVERSITY

Reading Recovery® Council of North America

EXECUTIVE DIRECTOR – RRCNA
Reading Recovery Council of North America
The Ohio State University

The Reading Recovery Council of North America (RRCNA) **(http://www.readingrecovery.org/)** is a not-for-profit, professional association based at The Ohio State University, Columbus, Ohio. The Council has more than 10,000 members in 49 states, Canada, and around the world. The mission is to ensure access to Reading Recovery for every first grade child who needs its support to learn to read and write.

The Executive Director reports to the Board of Directors and assumes responsibility for the direction and development of RRCNA programs, including strategic and long-range planning, fund raising and development activities, advocacy and communications/public relations, membership services, professional development, and research. The Executive Director leads a staff of thirteen and manages an annual budget of $2.5 million. He/She collaborates routinely with the Reading Recovery North American Trainers Group.

Successful candidates will have master's degree in education or organizational management field or related field or an equivalent combination of education and experience; experience in not-for-profit management; considerable experience with proven leadership skills and demonstrated success in finance and resource management and in developing and executing programs; excellent written and oral communications skills; ability to create and sustain organizational vision and mission; marketing and membership experience; doctoral degree desired; Certified Association Executive (CAE) status desired; experience in and/or knowledge of Reading Recovery program desired. Comparable combinations of education and experience will be considered. Salary is negotiable.

Send cover letter indicating position #300584-HOH, two copies of resume and salary history to:

Employment Services, The Ohio State University
250 Northwood/High Building,
2231 North High Street, Columbus, OH 43201

Review of applications will begin March 31, 2003.
Applications will be accepted until a candidate is selected.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, veterans and individuals with disabilities are encouraged to apply

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Instructor Openings

Applications are being accepting for the following full-time instructor positions:

• Biology • English • History • Marketing, Management/Materials Mgt.

• Acad Dept. Head/Biology (Starts 5/15/03)

Future Positions Pending State Approval

• Dental • EMT • OTA/PTA • Chemistry • Math • Psychology • MET • Automotive • Nursing (MSN) • Surgical Technology • Patient Care Technology •

Instructor positions begin 8/14/03 with classes beginning 8/18/03. For more information visit our web site: www.greenvilletech.com. A/D: 4/9/03 for Acad Dept Head/Biology and A/D: 5/28/03 for all other positions. Qualified applicants can receive a required Greenville Tech application through www.greenvilletech.com or by applying in person @ Greenville Technical College; Human Resources Dept. SC 124; 506 S Pleasantburg Dr., Greenville, SC 29606. Minorities are encouraged to apply. All application materials (completed application, resume, cover letter and student copy of graduate transcript/if applicable) must be received by above A/D date to be considered.

EOE/AA/M/F/D

GREENVILLE TECH
College That Works

Counselors, EOF
12 Month Position

New Jersey City University invites applications for two positions of EOF Counselors for the Opportunity Scholarship Program (OSP).

Responsibilities: Under the daily supervision of the Associate Director for the OSP, the EOF Counselors advise non-declared majors; provide academic, personal, and career counseling; assist students to complete the financial aid process; prepare reports and maintain accurate student records. Additional responsibilities may include teaching orientation to college courses, creating retention programs, mentoring peer counselors, and placing students into special career and graduation preparation programs.

Qualifications: Applicants must possess a Master's Degree or be in a Master's Degree program by the beginning of their employment. Applicants should have excellent organizational, interpersonal, writing, and computer skills; and should have a minimum of one year experience counseling students. Previous experience working with EOF/EOP students is not necessary, but desirable.

Anticipated starting date: June 2, 2003.
Application Deadline: April 4, 2003

Submit letter of application, resume and references to:

Dr. Liza Fiol-Matta
Dean College of Arts & Sciences
Hepburn Hall, Room 306
New Jersey City University
2039 Kennedy Blvd., Jersey City, NJ 07305-1597

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NEW JERSEY CITY UNIVERSITY

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Click on Employment Opportunities.

Student Financial Services
Senior Assistant Director - Graduate & Undergraduate Evening Programs

Advise full and part-time students on all aspects of financial aid including reviewing applications, evaluating appeals, participating in recruiting fairs and open houses. Bachelor's plus 2 years' progressively responsible related experience. Some evening and weekend work required. The successful candidate will possess excellent communication, problem solving, time management skills.

Financial Aid Counselor

Advise students/families on delivery process for receiving aid. Review applications, evaluate appeals, advocate for students with other university departments. Bachelor's and excellent interpersonal skills required, experience in student services administration a plus.

Graduate Recruitment Systems Administrator

Responsible for optimal operation of Recruitment Plus, a College Board database. Coordinate and maintain word processing output schedule and report generation. Collaborate with various constituencies involved in day-to-day operation of the system. Assist with PowerFAIDs system. Bachelor's required; advanced degree preferred. 3 years' college admission experience and some application processing experience desired. Proficiency in web applications (webmaster) an asset. Prior experience operating relational database a must; experience with Recruitment Plus ideal.

Send resume to Elijah Meyer, 360 Huntington Avenue, 356 Richards Hall, Boston, MA 02115. Fax: 617-373-8735.

Northeastern University is an Equal Opportunity/Affirmative Action/Title IX educational institution and employer.

Northeastern
UNIVERSITY

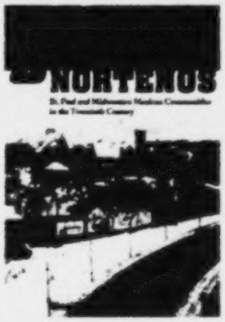
Book Review

By Mark Saad Saka

***Barrios Norteños: St. Paul and Midwestern Mexican Communities in the Twentieth Century,* by Dionicio Nodín Valdés.** 416 pages. University of Texas Press, 2000. ISBN 0-292-78744-8. $18.95 (paper).

In *Barrios Norteños*, Dionicio Nodín Valdés provides the most comprehensive synthesis to date on Mexicans in the American Midwest. Theoretically sophisticated and conceptually tight, it traces the history and formation of Mexican communities in St. Paul, Chicago, and other Midwest cities and allows scholars to examine links between Chicano communities involving global, regional, local, and micro-level geography.

More than 2 million people of Mexican birth and ancestry currently live in the American Midwest, Southeast, and Northeast. Traditional scholarship has overwhelmingly focused on the American Southwest and present *Mexicano* history in the United States as part of a broader "Homeland Thesis." This approach emphasizes *Mexicano* history within a narrowly defined geographic base–that of the region where Mexicans lived at the time of the U.S. conquest. An expanded version encompasses what some scholars refer to as a "Greater Mexico" thesis that incorporates Utah, Colorado, Nevada, and other regions that formed part of the Mexican nation in 1821.



The American Midwest offers an excellent theoretical challenge to the Homeland Thesis and the Greater Mexico approach, and Valdés' contribution to Chicano studies is his ability to conceptualize *Mexicano* history in the United States outside of these two narrowly defined paradigms.

At first glance, Mexican immigrant and Chicano communities appear to have shared a fundamentally different historical experience from that of *Mexicano* communities in the Southwest or Greater Mexico. Mexican immigrants in the Midwest arrived alongside European immigrants and formed their communities in a region that contained much greater ethnic diversity than that of the Southwest. In addition, Mexican population density was much lower in the Midwest, not subject to the same public and private recriminations, and permitted conditions conducive to assimilation. Mexican communities in the Midwest also did not share the collective memory of conquest, land loss, and political subordination of the traditional *Mexicano* communities in the "Homeland." Finally, Midwestern employment patterns tended to be urban and industrial rather than rural and agricultural.

These facts combined offer the Mexican experience in the American Midwest as an excellent theoretical challenge to other regional studies. If the *Mexicano* experience in the Midwest differed from that of the traditional Homeland or Greater Mexico, shouldn't such issues as group inequality, lack of access to higher education, and structural barriers for greater assimilation into the American "middle class mainstream" have vanished over time? If this is the case, then Valdés posits a crucial question: if Mexicans had successfully assimilated in the 1920s, why are they still perceived as the last of the immigrants and living in the same barrios three generations later?

A major focus of this important book is his attempt to place the formation of Mexican communities into historical perspective and theoretical formulation to begin to address this fundamental issue.

Valdés successfully demonstrates that Midwestern *Mexicano* communities shared many parallel historical experiences as those of barrios throughout the Southwest, including the deportation and repatriation movements of the Great Depression, similar spatial segregation in rural and urban housing, structural and widespread refusal by the dominant Euro-American population to assimilate Mexican immigrants, the formation of *mutualista* self-help organizations to provide assistance to Mexican workers in distress, and the formation of explicit links with Mexican-American civil rights organization such as LULAC and the G.I. Forum and the establishment of links with national Chicano movement organizations such as the Brown Berets and La Raza Unida.

This book demonstrates the resilience that *Mexicanos* displayed in forging autonomous ethnic space for themselves as well as their communities. A particulary noteworthy section provides a strong analysis of the Chicano movement in the Midwest and repudiates some scholars' attempts to downplay *el movimiento* in the Midwest by portraying Midwestern Chicanos as somehow "culturally deprived" or extremely "pochoized." Through the formation of community-based Midwestern organizations in Milwaukee, Detroit, Toledo, or dozens of other cities, Chicanos organized themselves to collectively challenge discriminatory hiring practices by public and private employers, police brutality, harassment by immigration authorities, educational policies in public schools and universities, and the ill-treatment of Chicanos by social service agencies. The struggle of Chicanos for a Chicano-based curriculum in institutions of higher education throughout the Midwest laid the foundation for significant academic programs that will continue to inspire young Chicanos as we move further into the 21st century.

It is important for young Latino students to realize that their ability to access higher education and study courses relevant to their own social and cultural heritage did not come without collective struggle and is built upon previous generations' sacrifice. Valdés provides a sound social history that expands our horizons and challenges the reader to reformulate many traditional assumptions of the Mexican experience in the 21st-century America.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

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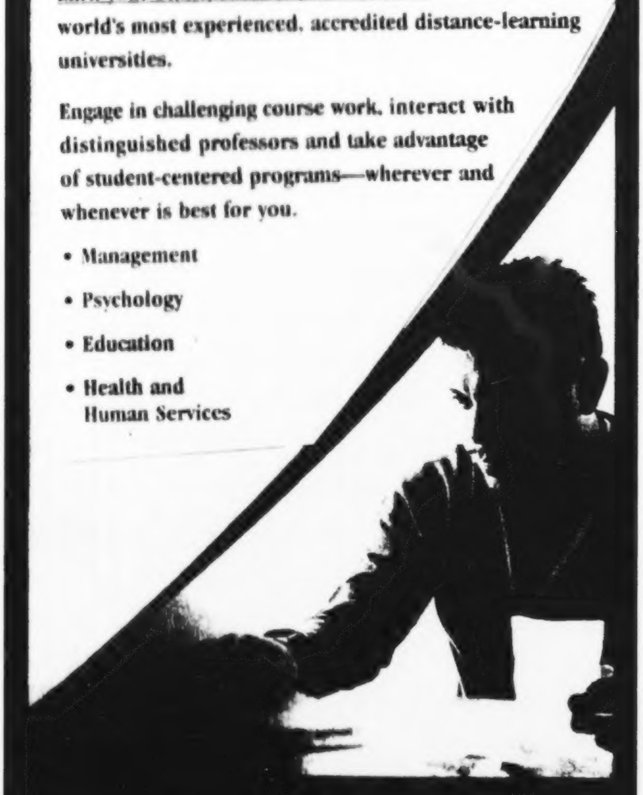

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Berry College

ANNOUNCEMENT

Assistant/Associate Professor of Finance

The Campbell School of Business at Berry College invites applications and nominations for one tenure-track faculty position in Finance. Candidates should have an interest in teaching financial planning and personal finance. The Campbell School desires excellent teachers who will also maintain active research agendas consistent with our goal of attaining AACSB accreditation in the next few years. The teaching responsibilities are primarily in the undergraduate program, but may also include our MBA program.

Candidates should have an earned doctorate, or be an ABD near completion. Senior appointments require credentials consistent with rank. Salary is competitive and commensurate with credentials and experience. Screening will begin March 21, 2003 and will continue until the position is filled. The preferred starting date is August of 2003.

Located on 28,000 acres in northwest Georgia, Berry College is a comprehensive liberal arts college with an enrollment of approximately 1,900 undergraduates; it offers an education that stresses academic excellence, practical work experience, and an interdenominational religion-in-life program. The school is located 65 miles northwest of Atlanta, Georgia, and 65 miles south of Chattanooga, Tennessee. Berry offers a living and learning experience in a setting of natural and unspoiled beauty.

To be considered, applicants should send a letter of application, current vitae, evidence of current teaching effectiveness, the names and addresses of at least three references, and other relevant supporting documents to:

The Office of the Dean
Campbell School of Business
Berry College
2277 Martha Berry Highway NW
Mount Berry, GA 30149

Berry College is an Equal Opportunity employer.

UNIVERSITY OF NORTH FLORIDA

PRESIDENT

The University of North Florida invites expressions of interest in, and nominations for, the position of President of the University.

One of 11 publicly assisted institutions in Florida, UNF is a vibrant, rapidly growing, comprehensive public urban university whose mission is to educate students through a broad array of undergraduate and graduate programs. Located in Jacksonville, the University primarily serves Florida residents, especially those of the State's northeastern region, and an increasing number of students from across and beyond the nation. The academic programs at the University are coordinated through five colleges: Arts and Sciences, Coggin College of Business, Computing Sciences and Engineering, Education and Human Services, and Health. UNF enrolls more than 13,600 students, has 439 faculty, 1,010 full-time and part-time staff, and an annual budget of $163 million.

The University of North Florida has a strong tradition of protecting academic freedom and is extraordinarily proud of the success it has enjoyed as a student-centered, teaching-focused university. The new President must be one who can eloquently convey the importance of the quest for knowledge in a community of learners, of higher education to the broader community, and of the enrichment of a diverse environment. Personal qualities of integrity, humor, and vision are essential, as are sound judgment, considerable stamina, and a commitment to collaboration. Tangible evidence of qualifications would most likely include:

- demonstrated understanding of and commitment to the mission and scholarship of the University, especially an appreciation for academic and intellectual freedom;
- creative and strategic leadership which has established a record of successful initiatives that reflected sound planning, imaginative and sensitive implementation, and effective follow-through;
- an earned terminal degree;
- proven managerial or administrative experience in a comparably complex organization;
- the willingness and ability to make difficult decisions;
- a commitment to equal opportunity and institutional diversity at all levels, and a demonstrated record of minority recruitment and retention;
- the proven ability to raise substantial private and public funds;
- exceptional communication skills;
- the desire and ability to lead the discussion regarding NCAA I status;
- appreciation of the significance of globalization and the necessity that universities prepare students for this reality and who would support the continued internationalization of UNF.

The search and selection process will be conducted under the provisions of the "Government in the Sunshine" laws of the State of Florida. Accordingly, the meetings of the Board of Trustees Search Committee will be open to the public, and all documents related to the search will be available for public inspection.

All correspondence should be directed to the University's executive search consultant:

Jerry H. Baker
Baker-Parker, Inc.
Five Concourse Parkway, Suite 2440
Atlanta, GA 30328-6111
jbaker@bpasearch.com

The University of North Florida is an Equal Opportunity/Equal Access/Affirmative Action Institution

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USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	Discipline	Deadline:
Assistant/Associate/Full Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(6 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate Professor-	Interdisciplinary Oncology Prg-	OPEN
Associate/Full Professor-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Chair & Associate Vice President)*-	Interdisciplinary Oncology Prg-	OPEN
Postdoctoral Fellow-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research-	Environmental & Occupational Hlth	OPEN
Instructor/Assistant/Associate Professor-	Anesthesiology-	OPEN
Program Director- *(Environmental & Occupational Health)*	Public Health-	OPEN
Assistant/Associate/Professor *(3 positions)*-	Computer Science & Engineering-	OPEN
Professor/Chairman-	Computer Science & Engineering -	OPEN
Professor/Chairman-	Electrical Engineering-	OPEN
Instructor-	Nursing-	OPEN
Professor *(Radiological/Medical Physicist)*-	Radiology-	OPEN
Assistant/Associate Librarian *(AHEC Librarian)*-	College of Medicine-	OPEN
Assistant In Research *(ITS Researcher)*-	Ctr. Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor *(3 positions)*-	Anesthesiology-	OPEN
Director *(Student Academic Support)*-	Student Affairs-	OPEN
Director, Operation Manager *(OASIS Project Mgr.)*-	Student Affairs-	OPEN
Director *(Student Enrollment Communications)*-	Student Affairs-	OPEN
Instructor-	Geography-	03/28/03
Assistant/Associate/Full Professor *(4 positions)*-	Interdisciplinary Oncology-	04/01/03
Research Assistant Professor-	Interdisciplinary Oncology-	04/01/03
Assistant/Associate Professor-	Interdisciplinary Oncology-	05/01/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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CAPE COD COMMUNITY COLLEGE

ENGLISH INSTRUCTOR

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STCC
South Texas Community College

Division Dean for Developmental Studies

South Texas Community College is seeking an energetic, committed, and results oriented Dean to lead the Division of Developmental Studies for this rapidly growing community college. The Division serves over 5,000 students each semester at six locations. Voters approved a $97 million bond initiative for campus expansion to meet the future projected growth to over 21,000 students. A $ 2m Title V grant, for developmental studies, is in its second year.

STCC is located in McAllen, Texas with campuses in a two-county area. The population is expected to increase by 40% within the next decade. The area has semi-tropical average annual temperatures of 74° and is 10 miles north of the US/Mexico border and 65 miles from beautiful South Padre Island.

If you enjoy a fast-paced, innovative environment and possess the qualities to provide leadership and supervision for all developmental programs in the Division, which includes English, Math, Reading and Student Success Centers, you are encouraged to apply. The Dean must:

- Have a thorough understanding of the challenges and opportunities related to serving Developmental Studies students and be a strong advocate for the Division;
- Have the ability to develop an effective teaching and learning environment for student success;
- Provide leadership in improving the curricula, instructional methodology and student success as measured by specific outcomes;
- Lead the implementation of "best practices" and achieve NADE certification;
- Develop internal partnerships within the College to provide more intrusive and earlier intervention to improve student success and to expand college-wide support for the Division;
- Have an understanding of the application of technology to improve student learning and success;
- Hold a Master's degree in a related field, with Doctorate preferred;
- Have previous instructional supervisory experience in areas within the Division, preferably at a community college; and
- Have familiarity with Texas Academic Skills Program (TASP).

The successful candidate must be willing to make changes, and must have the ability to motivate faculty and provide professional development in the use of effective instructional strategies. Classroom teaching experience will be an important foundation for the successful candidate.

HOW TO APPLY: Visit STCC's Web site at www.stcc.cc.tx.us

The position will remain open until filled. Interested candidates are encouraged to apply early. Screening to begin April 21, 2003. Starting date: Fall 2003

SALARY: Salary will be competitive for the person who can successfully lead this important division.

Office of Human Resources
P.O. Box 9701
McAllen, TX 78502

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

COLUMBIA UNIVERSITY
Primary Care Physician

Health Services at Columbia seeks full time Primary Care Physician for busy student health center on the Morningside campus. Ideal candidate will provide evidence-based primary care, urgent care, and women's health care and educate students about prevention. S/he is also expected to provide clinical leadership in a multi-disciplinary team, to be available for consultation with other members of the clinical staff, participate in on-going quality assurance, and contribute to the overall functioning of the Service. Some evening and Saturday hours required. Qualified applicant must have M.D. from accredited school, NYS License, BE/BC in primary care specialty, and current DEA registration. Previous experience in a busy ambulatory care setting desirable; previous experience in adolescent health a plus. Demon-strated interest in health education and prevention program development preferred. Send resume and cover letter to **Dr. Jane Bedell, Health Services at Columbia, MC 3601, 519 West 114th Street, New York, NY 10027; fax 212-854-3654; or e-mail jb679@columbia.edu.**

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COMMUNITY COLLEGE

DEAN OF COMMUNICATION AND SOCIAL SCIENCE

Manage initiation, development, maintenance, support and eval of instructional Programs to achieve educational goals within budgeted funds and available personnel. Complete information available at **www.evcc.ctc.edu** or from: **Office of Human Resources, Everett Community College, 2000 Tower St., Everett, WA 98201. Phone: 425-388-9229.** Closes Friday, April 25, 2003, 4:30 p.m.

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Equal Opportunity Employer

ASSISTANT PROFESSOR OF PLAYWRITING (2003-2004)-Athens, OH

The **Ohio University School of Theater** seeks a highly qualified person for an assistant professor tenure-track position in playwriting (AY 2003-2004) for the M.F.A. and B.F.A. playwriting programs. Qualifications include a pedagogical approach to the teaching of playwriting and a record of candidate's plays produced. The selected candidate should have extensive experience in either directing new plays or new play development and dramaturgy, and should be adept at coordinating workshops and productions of new plays. Some teaching in another area of theater studies is required. Applicants should possess a terminal degree in theatre (M.F.A. or Ph.D.) with an emphasis in playwriting or related area. Send a cover letter, recent curriculum vita, three recent letters of reference, and a statement of professional goals to search committee chair, Professor Charles Smith (**smithc1@ohio.edu**), **307 Kantner Hall, Ohio University, Athens OH 45071**, by April 11, 2003 for full consideration.

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Cleveland State University

Cleveland State University invites applications for the following position:

Assistant Dean for Law Admissions,
Cleveland-Marshall College of Law

Cleveland State University is a public, comprehensive university serving Cleveland and the northeast Ohio region, enrolling some 16,000 students and employing 550 faculty and more than 1,000 staff. The metropolitan Cleveland area approximates 2 million people and features a thriving business community and outstanding cultural, recreational and intellectual activities in a pleasant environment with a wide choice of attractive communities in which to live. Cleveland State University offers an outstanding benefit package to full-time faculty and staff that includes medical, dental, vision, disability and life insurance as well as tuition assistance.

Cleveland State University is committed to nondiscrimination on the basis of race, color, religion, national origin, sex, age, handicap or disability, sexual orientation, disabled veteran or Vietnam era veteran status, and to equal access in education. Cleveland State University is an affirmative action, equal opportunity employer and especially encourages applications from minorities and women, persons with handicaps or disabilities, and disabled and Vietnam era veterans.

For complete job description and application requirements, please visit **www.csuohio.edu/HRD/** or **www.HigherEdJobs.com.**

Berkeley College

A growing five-campus system with sites in NY (Mid-town Manhattan and White Plains) and NJ (West Paterson, Paramus, and Woodbridge), announces the following openings:

- **Provost, Executive Vice President for Academic Affairs**

  Reporting directly to the President, the Provost is the chief academic officer of the College. The successful candidate will be a proven leader and be committed to academic excellence and diversity, with experience in curriculum development, assessment and accreditation.

- **Director of Institutional Research**

  Reporting to the Provost of the College, the Director must have senior-level institutional research experience at an institution of higher education. The Director will design and carry-out a wide range of analytical studies designed to enable the senior administration to achieve its strategic goals.

- **Dean of Student Development and Campus Life – Two Positions: NYC & NJ**

  Reporting to the campus VP, Academic Affairs, successful candidates will provide leadership in the development and oversight of all student development and campus life programs.

Interested applicants should respond directly to Virginia Melendez at vat@BerkeleyCollege.edu

The College offers a range of baccalaureate and associate degree programs to prepare students for careers in business. Detailed description of duties and responsibilities for each position are available at www.BerkeleyCollege.edu/post. Review of applications will begin March 3. Applications should include a cover letter outlining experience applicable to the position, curriculum vitae and contact information for five references.

Florida State UNIVERSITY

COLLEGE OF EDUCATION

The Florida State University is a comprehensive, graduate-research university with a liberal arts base located in Florida's capitol city of Tallahassee. The College of Education has a long and honored history as the second founded College in the University and offers undergraduate and graduate degree programs in 27 fields of study.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the positions listed below. All positions require a minimum of an earned doctorate degree. For further information on qualifications, please visit the Human Resources website at **http://www.fsu.edu/employment/.**

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ASSISTANT PROFESSOR
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Salary Range - $44,000 to $48,000

ASSISTANT PROFESSOR
Sport Management
(Tenure-earning)
Salary Range - $44,000 to $48,000

ASSISTANT/ASSOCIATE PROFESSOR (Assoc Rank Pending)
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(Tenure-earning)
Salary Range - $44,000 to $58,000

ASSISTANT PROFESSOR
Elementary Education
(Tenure-earning)
Salary Range - $44,000 to $48,000

ASSISTANT IN ELEMENTARY EDUC
Elementary Education
(Non Tenure-earning)
Salary Range - $34,000 to $42,000

ASSISTANT/ASSOCIATE PROFESSOR (Assoc Rank Pending)
Educational Leadership/Administration
(Tenure-earning)
Salary Range - $44,000 to $58,000

ASSISTANT IN ENGLISH EDUCATION
English Education
(Non Tenure-earning)
Salary Range - $34,000 to $42,000

ASSISTANT/ASSOCIATE PROFESSOR (Assoc Rank Pending)
Rehabilitation Counseling
(Tenure-earning)
Salary Range - $44,000 to $58,000

ASSISTANT PROFESSOR
Educ of Students with Exceptionalities
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ASSISTANT PROFESSOR
Leisure
(Tenure-earning)
Salary Range - $44,000 to $48,000

ASSISTANT IN LEISURE
Leisure
(Non Tenure-earning)
Salary Range - $34,000 to $42,000

Please send application package to **Personnel Director, Florida State University, College of Education, 236 Stone Building, Tallahassee, FL 32306-4450.** Application package should include letter of application (please list position title and program area) documenting interest and qualifications, current vita, and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

ST.LAWRENCE UNIVERSITY

ASSISTANT DIRECTOR FOR COMMUNITY DEVELOPMENT AND RESIDENTIAL LIVING

St. Lawrence University, chartered in 1856, is the oldest continuously operating co-educational institution in New York State. At this time the Office of Residential Learning Communities is seeking an experienced and enthusiastic professional to join our Student Life team on July 1, 2003.

The Assistant Director for Community Development and Residential Living must be someone with vision and creativity, and be committed to the belief that residential living is integral to a student's educational experience. This person will: have oversight of educational programs within a four-year residence hall system for 1900 students; serve as a resource for social, educational, and developmental programs; facilitate faculty involvement in residential programs; work closely with the First-Year Program and a diversity of living and learning communities including student-initiated theme areas, Greek housing, academic-based programs for upper class students, the Intercultural House, and many other initiatives.

The Assistant Director will train, supervise and evaluate five professional Residential Coordinators, and will centralize recruitment, selection and training of the Residential Coordinators and approximately 65 paraprofessional staff. Active involvement with major division-wide programs, including new student orientation and family weekend is also expected. The Assistant Director is a twelve-month, full time member of the central office management team reporting directly to the Director for Residential Learning Communities.

Requirements include: A Masters Degree in Higher Education Administration, Counseling, Student Development or related field, a minimum of three years experience in residence life; ability to relate well to college students as well as colleagues and faculty, effective communication and interpersonal skills. The applicant must be self-directed with a high energy level, demonstrated leadership and organizational skills, a sense of humor, and a strong desire to learn. Experience in sexual assault education and intervention is preferred. Compensation will be commensurate with experience and include a competitive benefits package.

Review of applications will begin **March 15, 2003**, and continue until the position is filled. Interviewing at ACPA and NASPA.

To apply send cover letter, resume, a statement of residential philosophy on a liberal arts campus, and a list of three references with phone numbers to: **Dr. Shawn-Eric Brooks, Chairperson, Assistant Director for Community Development and Residential Living Search, 160 Whitman Hall, St. Lawrence University, Canton, NY 13617.**
For more information about the University see www.stlawu.edu.

St. Lawrence University is an Affirmative Action/Equal Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

Colby

Colby, a highly selective, private, liberal arts college of 1800 students, located in central Maine, seeks applicants for the following position:

Assistant Director of Career Services

This is a full-time position beginning July 1, 2003

This position combines developing and managing a comprehensive liberal arts internship program with focused outreach to alumni to develop jobs, internships, networking opportunities, and on-campus career programming, and also includes career counseling of traditional-aged undergraduate students. Qualifications include: A Master's Degree and three to five years experience preferred; a strong understanding of and commitment to an education in a small liberal arts college is necessary; knowledge of job search process and familiarity with career development theory and resources is necessary; excellent interpersonal and communication skills required; computer proficiency is necessary.

Interested candidates please send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. To apply electronically send to personnel@colby.edu.** A review of applications will begin in early April and will continue until the position is filled. Informational interviews will be held at the ACPA meetings in Minneapolis.

Colby is an Equal Opportunity / Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site: **www.colby.edu**

Coordinator of Multicultural Recruitment, Asst/Assoc Dean of Admissions

Carleton College seeks Coordinator of Multicultural Recruitment, Asst/Assoc Dean of Admissions. This position serves as a full-time member of the Admissions Staff and is responsible for overseeing our efforts to recruit multicultural students. Minimum Qualifications: Bachelor's degree, 3 to 5 years experience in admissions or related student services work or comparable related experience such as work with specialized outreach programs or government sponsored programs like Upward Bound; previous work in multicultural recruitment is strongly preferred; fluency in Spanish is highly desirable; familiarity with the issues of recruiting under-represented students to a highly selective college is also preferred; good verbal and written skills, high energy, a genuine interest in people and a positive/optimistic attitude; this person must be a self starter, able to work independently; must have good organizational skills and meet deadlines; appreciation for liberal arts education is essential. Review of resumes will begin after March 21, 2003, and continue until an appointment is made.

If interested, please send letter of interest, resume and three professional references to **Carleton College, Human Resources, One North College Street, Northfield, MN 55057.** Visit our web site **www.carleton.edu**.

Carleton College is an equal opportunity employer committed to excellence through diversity.

The University of Tennessee

Extension Specialist/Program Coordinator
Agricultural Extension Service and Continuing Education

The Extension Specialist/Program Coordinator is responsible to the Deans of the Extension Service and Continuing Education. Responsibilities include developing and marketing courses, certificate programs, seminars and workshops that are offered to the community, business and industry; developing and implementing education programs in Agricultural and Natural Resources, Family and Consumer Sciences, Youth Development, and related areas; generating revenue-producing non-credit educational programs requiring creativity and initiative; negotiating contracts with instructors, business, or industry; handling logistical arrangements for programming; managing budget including purchases and expenditures for equipment, supplies, and travel; writing press releases, advertising, and soliciting registrations; and evaluating courses and instructors.

Qualifications: Earned Master's in adult education or closely related field. Five years of work experience which have demonstrated ability and skills necessary to successfully perform the duties of this position, including ability to organize, apply sound judgement, work independently, communicate, and collaborate effectively with both intradisciplinary and interdisciplinary teams; leadership and administrative capabilities including success in working in an entrepreneurial environment; and willingness to travel.

Application Deadline: Screening of applicants will begin immediately and will continue until the position is filled. Letters of intent should be sent as soon as possible. To request a copy of the complete position announcement and application form, contact **Dr. Shirley Hastings, Co-Chair, Search Committee, Agricultural Extension Service, 121 Morgan Hall, Knoxville, TN 37996-4530, or via e-mail: hastings@utk.ed or our website: http://www.utextension.utk.edu or Dr. Gayle Cooper, Co-Chair, Search Committee, Continuing Education, A107 1534 White Avenue, Knoxville, TN 37996-1526 or via e-mail: gcooper@utk.edu.**

The University of Tennessee is an EEO/AA/Title VI/Title IX Section 504/ADA/ADEA employer

Tenure Track Assistant Professor of Education
Department of Education and Child Development
Whittier College
Beginning Fall 2003

The Department of Education has a tradition of preparing highly qualified elementary and secondary teachers and administrators. Programs include undergraduate studies in child development and preservice teacher education as well as graduate programs in teacher preparation.

We are seeking teacher-scholars committed to innovative teacher education in a student-centered liberal arts college. Because we serve a student body and larger community that is diverse in many ways, we are serious about seeking qualified candidates that have a strong, demonstrated commitment to teaching and teacher education centered around social constructivist and reflective pedagogy, to teaching college students of diverse backgrounds, and to preparing future teachers to work effectively with students, parents, and communities.

Qualifications

- (Ph.D. or Ed.D. preferred, will consider ABDs who have extensive experience in schools and teaching
- (Academic preparation in mathematics and/or science education, and general elementary/secondary curriculum and methodology. Preparation in the following also greatly desirable: educational research, action research, thesis preparation, and student teaching supervision.
- (Successful teaching experience in culturally/linguistically diverse public schools, with preference to secondary experience. Experience in California is desirable.
- (Evidence of strong commitment to teaching and teacher education centered around social constructivist and reflective pedagogy
- (Evidence of strong commitment to teaching college students of diverse backgrounds and to preparing teachers for diverse student populations. After the first year, faculty members also participate in teaching college-wide courses such as freshman writing, writing intensives, and courses paired across disciplines.

Applications should include a statement of the candidate's philosophy of teaching and conception of the well-educated teacher in a culturally/linguistically diverse society, as well as an application letter, curriculum vita, transcripts, a dissertation abstract, if applicable, and three reference letters or placement file. Address applications to **Dr. Donald Bremme, Chair, 13406 Philadelphia St., P.O. Box 634, Whittier, Ca. 90608.** Direct inquiries to *dbremme@whittier.edu*. *AA/EO Employer*

FACULTY

T·H·E
OHIO
STATE
UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSOR, SOIL FERTILITY AND NUTRIENT MANAGEMENT

The Ohio State University's College of Food, Agricultural, and Environmental Sciences is accepting applications for an Open Faculty Search. The successful candidate will serve as a faculty member within the School of Natural Resources developing and providing leadership for statewide extension outreach programming in soil fertility and nutrient management which is directed toward both rural and urban stakeholders, for the purposes of improving nutrient management capabilities of those stakeholders, improving farm profitability, and improving water quality. Other duties include developing educational materials (web-based, distance learning, and printed), and training programs for other extension staff in delivering educational programs in soil fertility; developing nationally recognized, independent and interdisciplinary research programs in the areas of nutrient management and soil fertility that directly support extension needs and increase the body of knowledge in the field; securing extramural funding; publishing in refereed journal; and advising graduate students.

Qualified candidates must possess a doctoral degree with emphasis in soil chemistry, fertility or biology or an equivalent combination of education and experience.

Salary will be commensurate with qualifications and experience. For additional information about this position and our School, visit our web site: http://snr.osu.edu. To learn more about Ohio State, visit our Web site: www.osu.edu.

Application deadline: April 30, 2003 or until position is filled. Send a letter of interest, vitae, and a list of three (3) individuals, including addresses, phone numbers, and e-mail addresses, who may be contacted as a professional reference to: **Dr. Donald J. Eckert (Eckert.1@osu.edu), Search Committee Chair, School of Natural Resources, 210 Kottman Hall, 2021 Coffey Rd, Columbus, OH 43210.**

The Ohio State University is an Equal Opportunity/Affirmative Action Employer.
Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

HOBART
AND
WILLIAM SMITH
COLLEGES

DIRECTOR OF RESIDENTIAL EDUCATION

Hobart and William Smith Colleges are coordinate, private, liberal arts institutions, located in Geneva, N.Y. — the heart of the Finger Lakes region. The Colleges, which have a combined enrollment of 1,800, offer a remarkably broad array of majors and minors, with a cross-disciplinary flavor intended to better inform both professional and intellectual pursuits. The Colleges are noted also for an ambitious emphasis on international study, and for their programs in community service. Hobart College for men and William Smith College for women share faculty, facilities, and curriculum, but maintain separate dean's offices, athletic programs, student governments, and traditions.

The Director of Residential Education is responsible for the overall operation of the residential program on campus. The Colleges residences house 1,500 students and include traditional halls, cooperative and theme houses, suites, and townhouses.

Primary responsibilities include: recruitment, training and supervision of professional and student staff; budget management; programming development and implementation; development and implementation of residential policies; secondary on call; and long-range planning. The Colleges have just begun a major initiative that involves construction of new residences and renovation of existing buildings. The director will participate in the planning and execution of the initiative. The director reports to the deans of the Colleges. This position is a full-time, twelve-month, live-on position with a competitive salary and excellent benefits package. Benefits include the director's house with utilities, telephone, and cable provided. Position will begin July 1, 2003.

Qualifications include: commitment to liberal arts education; two to three years supervisory experience in residence hall administration; and master's degree. Preference will be given to candidates who demonstrate a commitment to student development, an ability to work with diverse constituents, and a collaborative leadership style when working with faculty, staff and students.

Review of applications will begin immediately and continue until the position is filled. Interested candidates should submit letter of interest, resume/vitae, and the names of four references to:

Office of Human Resources
Hobart and William Smith Colleges
337 Pulteney Street
Geneva, NY 14456
EOE/M/F/D/V

USF
UNIVERSITY of SAN FRANCISCO

Assistant Librarian for Technical Services

The Gleeson Library at the University of San Francisco is accepting applications for an immediate opening in the Technical Services Division for an Assistant Librarian, an entry-level position. The successful candidate will primarily be responsible for overseeing government documents technical services activities, cataloging of alternative format materials, monitoring access to electronic resources, and serving as the Gifts & Exchanges Librarian. Some public service assignments will also be included.

ALA accredited M.L.S. degree required. Previous government documents and cataloging experience preferred. Understanding of the complexities of bibliographical control over alternative format materials highly desirable. Applicants must be able to flourish in an environment where teamwork, multitasking, and the strict adherence to national standards are expected.

Minimum starting salary is $33,515.46. USF offers employees an excellent benefits package. Librarians are part of a collective bargaining unit that includes the full-time teaching faculty. **Application deadline is April 30, 2003.**

For a complete job description and requirements, please visit our web page at **www.usfca.edu/hr/employment.** To apply, submit a current resume, letter of interest, names and telephone numbers of three current references to: **University of San Francisco, Human Resources, 2130 Fulton Street, San Francisco, CA 94117-1089.** AA/EEO/ADA employer. Persons of color are especially encouraged to apply.

Established in 1855 the University of San Francisco presently serves an ethnically and culturally diverse community of more than 8,000 students. The university is a private Catholic and Jesuit institution and welcomes candidates who will positively contribute to such an environment.

New York University

DEAN
THE STEINHARDT SCHOOL OF EDUCATION

The Steinhardt School of Education at New York University is seeking a Dean who is innovative, willing to take risks, and able to provide outstanding leadership to a diverse community of students and professionals. The successful candidate should have the following qualities and experiences:

- an established record of scholarship, teaching, and administrative experience and should be able to articulate a vision that brings the diverse disciplines within the school together;
- should practice a style of academic democracy that is inclusive of faculty, staff and students, and insist on the highest standards of undergraduate, graduate and professional education, research, and development;
- be passionate about developing new ways of thinking about education in its broadest sense, committed to identifying and promoting best practices, and able to interact effectively with the social and political structure that is internal and external to NYU;
- be deeply committed to interdisciplinary and collaborative approaches and have experience with at least one or more of the following: urban populations, higher education, school systems, health care organizations, communications systems, and the performing arts;
- experience in fundraising and fiscal management; and
- a doctorate or equivalent appropriate for appointment as tenured full professor.

With 7,000 undergraduate and graduate students and 260 full-time faculty, The Steinhardt School of Education is one of the foremost schools of education in the country and has a unique configuration of communities dedicated to preparing leaders in the fields of education, health and nursing, the arts, psychology, and communications. Over the past decade, the School has substantially expanded its research activities, developed extensive field-based programs with the New York City schools, health care facilities, communications and arts organizations, and developed a highly successful fundraising record with foundations, corporations, alumni, and other individuals. The School is especially committed to initiatives aimed at improving the urban environment.

Founded in 1831, NYU is the largest private university in the country and, by many measures, its most diverse. It is nationally and internationally regarded as an innovator in instruction, research, and service. The new Dean of The Steinhardt School of Education will join the NYU University Leadership Team at a lively time in the University's history. Under the leadership of a new President, NYU is building on a recent history of exceptional success. NYU has been transformed from a strong institution largely serving a regional commuter population school into a highly selective national research university with 13 schools and nearly 38,000 students. Continuing to enhance the scholarly distinction of its faculty and academic success of its students is at the center of the University's agenda.

Isaacson, Miller, a national retained search firm, is assisting the search committee in this search effort. *Confidential inquiries will be held in strict confidence. Please send cover letter and resume to:*

NYU Steinhardt Dean Search
Isaacson, Miller
334 Boylston Street, Suite 500
Boston, MA 02116
e-mail: [illegible]nyu@imsearch.com

NYU is an Equal Opportunity/Affirmative Action Employer.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
COLLEGE DIRECTOR, HUMAN RESOURCES III

(Position No. [illegible]) Performs administrative work in directing, coordinating, evaluating and monitoring development and operation of Cedar Valley College Human Resources programs. Collaborates with District Human Resources and payroll offices and supervises Cedar Valley College payroll functions ensuring timely and accurate processing, interprets human resources policies and procedures, manages recruitment and selection processes for current vacancies, resolves employee complaints, represents employee concerns and assesses workforce trends and issues. Assists and researches problems and recommends solutions within approved policies and procedures using independent judgement and discretion as appropriate. Provides leadership for the development of quality assurance procedures to improve processes. Provides leadership for professional development programs. Serves as Affirmative Action Officer. **REQUIREMENTS**: Master's degree in human resources, public administration or related field plus three years of experience in managing human resources functions, including supervision and payroll or Bachelor's degree in human resources, public administration or related field plus five years of experience in managing human resources functions, including supervision and payroll or Associates degree or two years of college plus seven years of progressively responsible experience in managing human resources functions, including supervision and payroll or graduation from high school or equivalent plus nine years of progressively responsible experience in managing human resources functions, including supervision and payroll. Requires knowledge of a variety of legal regulations, which impact human resources areas. Requires knowledge of computer applications supportive of human resources activities in a multi-unit organization. For information call Cedar Valley College (972) 860-8224.

Deadline for all applications (electronic/non-electronic) is 5:00 p.m. on 04/11/2003
AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER
Visit our website at: http://www.dcccd.edu

EXCELSIOR COLLEGE

DIRECTOR OF OUTCOMES ASSESSMENT

Excelsior College, located in Albany, NY is a private, independently chartered institution and recognized leader in the field of alternative higher education seeks applicants for the position of Director of Outcomes Assessment. The college provides highly flexible and cost-effective means for working adults to earn accredited college degrees. A staff of 275+ currently serves approximately 20,000 enrolled students worldwide.

Reporting to the Provost, the Director of Outcomes Assessment, is responsible for the supervision and coordination of research activities for the Business, Liberal Arts, and Technology divisions. This includes consultation with Academic leaders and other professional staff with respect to research issues designed to answer pertinent questions.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- **Coordination & Development of Appropriate Research Methodology**
  - ○ Collaboration with Deans, Vice President, Provost, and professional staff on research issues related to the integrity of academic programs. Development of appropriate strategies to respond to each unit's research needs.
  - ○ Coordination of other research as needed, including outcomes assessment and program evaluation.
  - ○ Analysis and interpretation of complex data using SPSS.
- **Dissemination of Research Findings**
  - ○ Sharing research findings with relevant audiences, including academic deans, faculty committees Business, Liberal Arts, and Technology.
  - ○ Sharing research findings with accreditation boards and other external audiences through reports, conference papers, presentations and publications.
  - ○ Make policy recommendations based on research findings.
  - ○ Responsible for preparation and decision of quarterly review reports to Executive Staff.
- **Documentation of All Research Activities**
  - ○ Creation and maintenance of databases relevant to outcomes assessment.
  - ○ Creation and maintenance of research archives, documenting research activities and presentations for faculty committees.
- **Management**
  - ○ Responsible for recruitment and hiring of Academic Programs research staff.
  - ○ Supervise and manage staff workload.
  - ○ Develop and administer budget. Purchase software/hardware relevant to research initiatives.
- **Qualifications:**

Masters in Social Science/Education required, PhD preferred. Demonstrated knowledge of statistics, research methods, survey development and outcomes assessment. Demonstrated communication and computer skills. Experience in publishing and presenting empirical research, as well as experience in higher education in a faculty or administrative role. Some travel may be required.

The College offers competitive compensation plus a comprehensive fringe benefit programs. For confidential consideration, please submit letter of application and resume to:

Excelsior College
Outcomes Assessment Search - outlook
Office of Human Research
7 Columbia Circle
Albany NY 12203

www.excelsior.edu

BELMONT
UNIVERSITY

DEAN
COLLEGE OF
BUSINESS ADMINISTRATION

Belmont University invites nominations and applications for the position of Dean of the College of Business Administration.

Founded in 1951, Belmont University is a rapidly growing coeducational university located in the heart of Nashville, Tennessee. It is a student-centered, teaching university focusing on academic excellence and integrative learning. The University enrolls approximately 3300 students from 48 states and 28 countries and employs more than 200 full-time faculty. More than 55 undergraduate major areas of study and selected master's and doctoral degree programs are offered by the University. It is dedicated to providing students from diverse backgrounds an academically challenging education in a Christian community. [Additional information about Belmont University can be obtained via website at **www.belmont.edu**]

The College of Business Administration consists of two schools: the Undergraduate School of Business Administration and the Jack C. Massey Graduate School of Business Administration. The College's 28 full-time and 6 FTE part-time faculty serve approximately 500 majors in both undergraduate and graduate programs, and will continue to provide business core courses for more than 700 students in the Mike Curb College of Entertainment and Music Business. The College houses three centers — Professional Development, Entrepreneurship, and Business and Professional Ethics — and is accredited by AACSB for its BBA, MBA, and MAcc degree programs.

The University seeks a visionary, entrepreneurial, collegial, and ethical executive to lead the business faculty in enhancing the vitality of the College's existing degree and continuing education programs, and in developing new and innovative programs to meet the needs of Greater Nashville's growing population and thriving business community. In addition to providing strong academic leadership for the College, the new Dean will be extraordinarily active in the business community and in the securing of additional resources for the college.

Review of applicants will begin immediately and will continue until the position is filled. Please send applications and nominations to:

R.William (Bill) Funk
Consultant to the Committee
2100 McKinney, Suite 1800
Dallas, Texas 75201
fax: 214/954-1849
email:krisha.creal@kornferry.com

~Belmont University is an affirmative action/equal opportunity employer~

Roger Williams
University
Learning to Bridge the World

FACULTY POSITION IN MARKETING

ROGER WILLIAMS UNIVERSITY, GABELLI SCHOOL OF BUSINESS, invites applications for a tenure-track position in Marketing, effective August 2003. Rank and a competitive salary will be commensurate with qualifications and experience. The successful applicant should have earned a doctorate in marketing from an AACSB accredited university. An applicant in the final stages of the dissertation may also be considered.

We seek applicants with strong teaching skills and an interest in student development. Business experience in marketing also is preferred. Responsibilities will include teaching introductory and advanced courses in Marketing, advising students, research and publication consistent with AACSB standards for a teaching university, service, and other professional activities.

Roger Williams University, with over 3,300 full-time students, is located on the shore of Mount Hope Bay, 30 minutes from both Providence and Newport, R.I. The Gabelli School of Business enrolls 950 full and part-time students in six undergraduate majors. The School is in its third year of candidacy for AACSB accreditation.

Qualified applicants should submit a letter of application, current vita and the list of three references (e-mail addresses and telephone numbers) to: **Roger Williams University, Office of Human Resources, Faculty Position in Marketing, Ref# HO009, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

ST. JOHN'S
UNIVERSITY
FOUNDED 1870

Jamaica, New York

Dean, Tobin College of Business

St. John's University invites nominations and expressions of interest for the position of Dean, Tobin College of Business.

Founded in 1870 by the Vincentian community, St. John's is one of the nation's largest Catholic universities, with a culturally and ethnically diverse student body of more than 19,000 men and women enrolled in six colleges and schools on its campuses in the New York City boroughs of Queens, Staten Island and Manhattan, and in Oakdale, Long Island and in Rome, Italy. St. John's continues a tradition of excellence reflected in a dedicated faculty, a vibrant student body, and alumni who are leaders in business, government, education, law and media. Full-time and part-time faculty total over 2,000 and are covered by a collective bargaining agreement.

The Tobin College of Business offers B.S., M.B.A., and M.S. degree programs in a wide variety of business fields. Choices range from Accounting, Actuarial Science, Computer Information Systems, Decision Sciences, Economics, and Finance to International Business, Forecasting and Planning, Management, Marketing, Risk Management, Taxation, and Purchasing and Supply Leadership. Approximately 100 full-time faculty engage in teaching, research and service. The College serves an undergraduate and graduate full and part time student population of 3,200.

The successful candidate will have the foresight, integrity and demonstrated administrative experience to forge a partnership with the faculty to advance the distinctiveness of the College's academic programs, as well as to nurture faculty development and to foster innovation. He or she will have expertise in strategic planning and implementation, AACSB accreditation, and the capability to engage alumni and business leaders in the future development of the College.

The candidate should demonstrate fluency with trends in the business world, ability to capitalize on rapid changes in the global and domestic business arena, willingness to establish alliances with other universities and the insight to create a noticeable presence and synergy for the College's offerings on all the campuses. The Dean will have a distinguished academic record, appreciation for teaching and scholarship, experience with the business world, and the qualities of vision, energy, collegiality and humor to lead the College in its pursuit of excellence, visibility and community interaction.

Nominations, expressions of interest, and inquiries should be directed, in confidence, to the university's consultants:

Dean, Tobin College of Business • St. John's University
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
attn: Nancy A. Martin or Mary Elizabeth Taylor
98 Old South Road • Nantucket, MA 02554
stjohns@emnemn.com

St. John's University is an Affirmative Action, Equal Opportunity Employer.

Educational Management Network/Witt/Kieffer

Rensselaer

Why not Change the World?

TENURE-TRACK FACULTY POSITIONS

The Lally School of Management and Technology, Rensselaer at Hartford (www.rh.edu), is a core enterprise of Rensselaer Polytechnic Institute that focuses on education for the working professional. With over 1000 part-time students seeking MBA or Master of Science degrees in business and management, our mission is to educate working professionals with outstanding graduate degree programs in management and business. The primary focus of our educational programs and research is the intersection of innovation and entrepreneurship, business integration, and leadership. We have exceptional opportunities for tenured and tenure track candidates with specialties in operations management, marketing management, innovation and entrepreneurship and financial management.

Responsibilities in your area of specialization include teaching highly effective courses at the graduate level and developing sponsored research programs that support the educational and intellectual objectives of a renowned technological research university. Depending on your qualifications and experience, you may be selected as an assistant, associate or full professor. The preferred candidate will have a Ph.D. in management or a related technical discipline. Industrial experience in a management or technical area and a record of publications in academic journals are also required.

Rensselaer at Hartford's campus is located in the center of Connecticut, well positioned within a corridor of many of America's largest corporations and entrepreneurial organizations. The region offers a rich and diverse cross section of industries and financial institutions. Hartford is conveniently located within a short distance to many cultural, recreational, and educational opportunities.

We offer competitive salaries and an excellent benefits package that includes health, dental, life insurance, a retirement plan, tuition assistance, and much more. Find out more details at: www.hr.rpi.edu

To apply, send a CV with cover letter summarizing your qualifications to:
Faculty Search Committee, Rensselaer at Hartford, Hartford Connecticut 06120.
E-mail: HR@RH.EDU

Applications material received by April 15, 2003 will receive full consideration.

Hire by May, 2003. Start Date- June 01, 2003.

Rensselaer Polytechnic Institute, an equal opportunity/affirmative action employer, particularly encourages applications from women and minority candidates.

George Mason University

COLLEGE OF NURSING AND HEALTH SCIENCE

Tenure Track Faculty Position

Position: Full-time 9 month, tenure track position with special focus in nursing and or health management and applied health/biomedical ethics. Rank and salary will be commensurate with qualifications and experience.

Qualifications and Experience: Applicant must possess 1) an earned doctorate degree in nursing and/or health/biomedical ethics related area, 2) an established record of scholarly activity, 3) teaching excellence, 4) demonstrated ability to secure external funding and 5) effective interpersonal communication and project management skills.

Responsibilities: Tenure-track faculty teach across the graduate curriculum in nursing and health science curriculum with varied responsibilities including but not limited to teaching, research and securing external funding, graduate curriculum and dissertation guidance, student advisement, university and community service. Because our faculty is composed of scholars from many academic and professional disciplines, and because, we collaborate with faculty throughout George Mason University, we are especially interested in bringing in a colleague whose work can transcend disciplinary boundaries.

Review of applications will begin April 14, 2003 and continue until the position is filled. Please send: (1) letter of application (2) current curriculum vitae (3) three references (4) copy of professional credentials if appropriate and (5) copy of official transcript of highest degree.

Send to: **Dr. PJ Maddox, Dean, College of Nursing and Health Science - MSN 3C4, George Mason University, 4400 University Drive, Fairfax, VA 22030.** For more information 703-993-1918. Letters of inquiry and applications may be sent electronically to **pmaddox@gmu.edu**. *AA/EOE*

LYNCHBURG COLLEGE

100 1903-2003

Latin America. The Lynchburg College History program invites applications for a tenure-track assistant professorship to begin August 2003. Teaching responsibilities include upper-level History courses in Latin America and another non-Western region (open) and the first-year level, two semester "World Civilizations" sequence. Additional teaching interests that complement other program offerings are welcome. Ph.D. expected at time of appointment. Load is 12 hours/semester. Candidates will be expected to demonstrate a strong interest and proficiency in teaching. Lynchburg College is a coeducational, residential, private liberal arts institution, affiliated with the Christian Church (Disciples of Christ), a mainstream Protestant denomination.

Please send application file, including a letter of application, a c.v., three letters of reference, a copy of graduate transcripts, and evidence of teaching effectiveness to: **Dr. Daniel G. Lang, Dean, School of Humanities and Social Sciences, Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24501, E-mail lang@lynchburg.edu.** For further information about Lynchburg College, please go to www.lynchburg.edu. Review of applications will begin immediately and continue until the position is filled.

Lynchburg College is an Equal Opportunity Employer.

Education

NURSING FACULTY

William Rainey Harper College, a dynamic community college located in Palatine, Illinois, is seeking candidates for two full-time tenure track faculty positions in our Nursing Department effective August 2003. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives.

Didactic and clinical instruction of beginning nursing students during the fall semester as well as advanced nursing students in the spring semester are the primary responsibilities for both positions. One position requires teaching fundamental nutrition concepts, expertise in gerontological nursing, and leadership/management skills in both acute and long-term care settings. The second position requires both beginning and advanced concepts of perioperative nursing care as well as expertise in critical care and oncology nursing. Previous teaching experience is essential for both positions.

A Master's degree with a major in Nursing is required. Candidates must have a current Registered Nurse license (Illinois) or eligibility for Illinois license, and a minimum of two years experience in nursing practice.

To be considered, apply on-line at **jobs.harpercollege.edu**. A resume, statement of educational/teaching philosophy, copy of transcripts (undergrad and graduate), and three (3) letters of recommendation are also required. Interview selection will begin mid-March.

Harper College

EOE

www.harpercollege.edu

Delta State University

PRESIDENT

The Board of Trustees of State Institutions of Higher Learning is conducting a nationwide search to recruit a new President for Delta State University. After four years of service, the current President, Dr. David Potter, has been appointed to the position of Commissioner of the State Institutions of Higher Learning. The Board of Trustees invites applications, nominations, and confidential inquiries about the position.

Delta State University enrolls approximately 4,000 students and has an annual operating budget of $52.5 million with approximately 800 faculty and staff. Delta State University is a Master's 1 university located in Cleveland, Mississippi.

It is expected that the next President of Delta State University will be an experienced and successful leader, manager, and communicator who has a distinguished record of executive leadership. Academic credentials sufficient to engender respect from the academy and the community at large and five years senior-level administrative experience is desired. The person selected will possess a dedication to students and the pursuit of knowledge, impeccable integrity and character, and the ability to develop and mobilize the human and financial resources needed for the university to continue its record of excellence in teaching and service.

For best consideration, application materials should be submitted prior to April 15, 2003. Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter addressing how the candidate's experiences match the requirements, a curriculum vita, and the names, title, email and business address, with business and home telephone numbers of at least five references. **Submission of materials as MS Word attachments is strongly recommended.** Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Nominations should be received by March 31, 2003, to ensure full consideration.

Confidential requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D., Vice President
DSU President Search
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: 703-519-0391 or 703-518-1733
Email: greenwoodteam@atkearney.com

Delta State University (http://www.deltastate.edu/) and the Mississippi Institutions of Higher Learning (http://www.ihl.state.ms.us/) are equal opportunity/affirmative action employers and encourage applications from minorities, women, veterans, and persons with disabilities.

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

The University of
ARIZONA.
Student Unions

Outstanding opportunities are now available at the Arizona Student Unions!

COORDINATOR, CAMPUS ACTIVITIES
Center for Student Involvement and Leadership
Job #[illegible]

COORDINATOR FOR LEADERSHIP DEVELOPMENT
Center for Student Involvement and Leadership
Job #[illegible]

ASSOCIATE DIRECTOR
FOR BUILDING MAINTENANCE AND OPERATIONS
Job #[illegible]

For full details, see our postings at
http://www.hr.arizona.edu/jobs

The University of Arizona is an EEO/AA Employer M/W/D/V

BRIDGEWATER STATE COLLEGE

REVISED POSITION

Chairperson, Department of Foreign Languages

(Rank and Tenure Negotiable)

Chair eight full-time and approximately ten part-time faculty; shape and administer the department's budget; supervise student advising; establish teaching schedules, conduct faculty evaluations and serve as liaison between the department and the college's administration. The chair is appointed for a three-year renewable term on a nine-month contract. The chair will teach four courses per academic year. Requires Ph.D. in French, German, Portuguese or Spanish. Desired areas of expertise: open. Record of successful teaching and scholarly accomplishment commensurate with an appointment as Associate or Full Professor; proven experience in academic administration; proven leadership in curriculum development and technological innovation in teaching. To Apply: Submit letter of interest, resume and the names, addresses and telephone numbers of three professional references to: **Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.** Review of applications will begin immediately and continue until the position is filled.

BSC has a longstanding commitment to diversity and is actively seeking to increase the cultural, racial and ethnic diversity of its workforce.

BSC
BRIDGEWATER STATE COLLEGE

www.bridgew.edu

SARAH LAWRENCE COLLEGE

Sarah Lawrence College, a small liberal arts college known for its commitment to teaching and its programs in the arts, seeks a new director of both its undergraduate and graduate theatre programs. A full description of the position is available on the College's Web site at: **http://www.slc.edu/human_resources/index.php?content=job_opps&type=faculty**. This is a full-time, tenure-track position that involves both teaching in and directing the program. The starting date could be as early as fall 2003, or may be delayed until spring or fall 2004, depending upon the needs of the candidate. Review of applications will begin on April 10, 2003 and continue until the position is filled. Interested candidates should submit a current CV, a statement addressing the above criteria and three letters of recommendation to: **Theatre Director Search, c/o Barbara Hickey, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708.**

For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our Web site at **http://www.slc.edu**. Sarah Lawrence has a strong commitment to the principle of diversity. In that spirit, we especially welcome applications from under-represented groups.

Georgia State University

Position Description

Assistant Dean/Director of Student Life & Leadership

Position Overview:
The Assistant Dean/Director of Student Life & Leadership provides vision and direction for the development and implementation of a comprehensive array of co-curricular student learning initiatives designed to increase intercultural student interaction, build community, promote civic engagement and enhance leadership development. Student Life & Leadership program units include Intercultural Relations, Spotlight Programs Board, Student Media, Student Leadership Development, Greek Life and Student Organizations. The incumbent also serves as advisor to the Student Government Association, providing guidance and support to elected, appointed and volunteer SGA representatives. The incumbent reports to the Associate Vice President for Student Services/Dean of Students and provides appropriate administrative support toward the advancement of unit, department, division, institution, and university system goals and priorities.

Position Responsibilities:

- Works collaboratively to develop and periodically update an ongoing departmental strategic plan (including mission, goals, objectives, and learning outcomes) designed to facilitate the creation, implementation, assessment and evaluation of a comprehensive array of relevant student engagement initiatives that foster an inclusive environment supporting active student participation and interaction and coordinates the development and implementation of an ongoing Student Life & Leadership assessment plan to measure student learning outcomes as well as to ensure the effectiveness and relevance of programmatic efforts.
- Supervises seven fulltime professional/support staff and provides administrative oversight for all aspects of the following programmatic areas: Intercultural Relations, Spotlight Programs Board, Student Media, Student Leadership Development, Greek Life and Student Organizations.
- Serves as advisor to the Student Government Association offering appropriate administrative support (e.g., fiscal oversight, signature authority) as well as guidance and training on institutional processes to elected, appointed and volunteer SGA representatives in the planning, promotion, coordination, production and evaluation of their activities.
- Manages the daily operations of the Office of Student Life & Leadership including budgetary expenditures, personnel issues (e.g., staff selection, annual performance evaluation, assignment of special projects), general office coverage, student receptionist function, departmental compliance with appropriate policies and procedures and/or legal mandates and office equipment maintenance.
- Prepares, manages and monitors annual budgets and works closely with staff and students to develop annual proposals for continuing student activity fee funding.
- Reviews and coordinates the development and preparation of all departmental contracts (i.e., events, presenters).
- Provides oversight and direction to staff and students in the development, design, editing and printing/posting of all formal external communications (i.e., print publications, advertisements, webpages).
- Works closely with students, faculty and staff from a variety of student organizations/university departments from throughout the University to collaborate on programmatic initiatives designed to increase intercultural student interaction, build community, promote civic engagement and enhance leadership development.
- Provides administrative support to the Associate Vice President/Dean of Students toward the advancement of unit, department, division, institution and university system goals and priorities.

Desired Qualifications:

- Doctorate in Higher Education Administration or other closely related field, at least 3 years experience supervising fulltime professional staff *and* evidence of increasing levels of responsibility in both supervisory and budgetary management experience.
- Experience working closely with students from diverse backgrounds in a higher education setting.
- Extensive experience initiating, planning, implementing and evaluating episodic and ongoing programmatic efforts.
- Experience developing and implementing strategic planning and outcome-driven assessment efforts.
- Experience working collaboratively with students, faculty and staff in a wide variety of university committees, departments and/or student organizations to develop and implement programmatic initiatives.

Minimum Qualifications:

- Master's degree in Student Personnel Administration or other closely related field *and* 6 years of professional experience in higher education.

Submit GSU application, resume, cover letter, and four professional references to **Georgia State University Human Resources, MSC 5A0302, 33 Gilmer St. SE, Unit 5, Atlanta, GA 30303-3085 or e-mail jobapps@langate.gsu.edu.** Reference Job # 3273 in all correspondence. *GSU is an EEO/AA employer.*

Education

DIRECTOR POSITIONS

William Rainey Harper College is a dynamic community college located in Chicago's northwest suburbs. We are currently searching for energetic and innovative candidates for the positions listed below. The College, situated on a 200-acre campus, enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives.

We currently have the following Administrator positions available:

Director of Scholarships & Financial Assistance - This position is responsible for the administration, mgmt and supervision of Student Financial Assistance, Veterans' Affairs, Scholarship, and Student Employment Programs. Master's Degree required with three to five years financial aid managerial experience.

Director of Technical Services - This position is responsible for the availability and delivery of networking services, (ie. telecommunication, video, security, etc.) and computing technology throughout the College as it relates to the convergence of voice, video and data. Master's degree with ten years of progressive experience in a complex technology environment, including 5 years in management and delivery of information system solutions required.

To learn more details and/or apply for either position, please use our new online employment process at **http://jobs.harpercollege.edu.**

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The president serves as the educational leader and the chief administrative officer of the college and reports to the Chancellor of the District. Reporting directly to the President are the Vice Presidents of Instruction and Student Learning, Student Services and Student Development, Administrative Services and Student Support; and the Public Information Officer. This position is open until filled, screening will begin 3/31/03.

QUALIFICATIONS

- Possession of an earned doctorate from an accredited institution, or a master's degree plus experience which would justify waiver of the doctorate.
- Senior administrative experience in higher education.
- Successful recent leadership experience in educational planning, fiscal management, personnel relations and community relations.
- Teaching or student services experience in higher education is desired.

Los Rios Community College District
Applications available on-line: www.losrios.edu
24 Hour jobline (916) 568-3011
1919 Spanos Court, Sacramento, CA 95825 EOE

FACULTY

❖NURSING INSTRUCTOR❖

Mott Community College is currently accepting applications for a full-time Nursing Instructor to begin teaching in the Fall 2003 semester. The selected candidate will be responsible for providing instruction in nursing theory and clinical practice to a diverse student population within the Practical and Associate Degree Nursing programs. Qualified candidates must possess a Master's Degree in Nursing, three years of relevant clinical experience and current Michigan licensure as a Registered Nurse. Teaching experience at the community college level is desirable.

Please visit our website at www.mcc.edu to view complete posting information. Application deadline is May 30, 2003. To apply, please submit a letter of application, resume, three letters of reference and copies of graduate transcripts and current Michigan RN license to:

❖ **Mott Community College** ❖
❖ Human Resources, CM 1024 ❖
❖ 1401 E. Court Street Flint, MI 48503 ❖
❖ Fax (810) 762-0595 ❖
❖Resume@mcc.edu ❖

Mott Community College

Filling of this position is subject to budget availability. Mott is an AA/EEO employer. Selected candidates must submit to a drug test and criminal background check. In accordance with the Americans with Disabilities Act, if applicants have accommodation needs they may call (810) 762-5396.

George Mason University

Health, Fitness & Recreation Resources
Athletic Training
Instructor/Assistant Professor

Instructor/Assistant Professor in Athletic Training beginning August, 2003. Responsibilities include directing clinical education in an entry-level candidacy status Athletic Training Education Program; teaching, advising, and coordinating clinical experiences for athletic training students; and assisting the Program Director with accreditation efforts. Doctorate in Athletic Training or related field preferred. Applicants with Master's degree and clinical experience will also be considered. NATABOC certification required; eligible for VA state certification. Salary is commensurate with qualifications and experience. Applicants should submit letter of application, curriculum vitae, and three letters of reference to:

Dr. Janet Lozar, Chair Search Committee, Department of Health, Fitness and Recreation Resources, MSN 4E5, George Mason University, 10900 University Boulevard, Manassas, VA 20110-2203. The review process will begin on April 2, 2003 and continue until the position is filled. *AA/EOE.*

The University of Tennessee

Assistant/Associate Professor
Family Economics
Family and Consumer Sciences

The Assistant/Associate Professor is responsible to the Associate Dean/Department Head of the Department of Family and Consumer Sciences. Responsibilities include leadership for planning, implementing, and evaluating a statewide educational program working closely with other University of Tennessee faculty; obtaining extramural funding to advance program objectives; developing partnerships with county, district, and statewide Extension faculty, industry representatives, businesses, agencies, and organizations to develop research-based educational programs; developing timely publications, training materials and programs for county Extension staff, producers, businesses, industry, and other agencies; and developing and utilizing appropriate technology transfer.

Qualifications: Earned doctorate in Family Resource Management, Human Sciences, or closely related field. Work experience which has demonstrated ability and skills necessary to successfully perform the duties of this position; leadership and administrative capabilities including success in grant and contract efforts; and willingness to travel. Preference will be given to applicants that hold a Ph.D in Family Resource Management or Human Sciences discipline and have Extension experience.

Application Deadline: Screening of applicants will begin immediately and will continue until the position is filled. Letters of intent should be sent as soon as possible. To request a copy of the complete position announcement and application form, contact **Dr. Dena Wise, Chair, Search Committee, Agricultural Extension Service, 119 Morgan Hall, Knoxville, TN 37996-4501, or via e-mail: dkwise@utk.ed or our website: http:// www.utextension.utk.edu.**

The University of Tennessee is an EEO/AA/Title VI/Title IX Section 504/ADA/ADEA employer.

MARICOPA COMMUNITY COLLEGES

Paradise Valley Community College

Paradise Valley Community College (PVCC) is located in Phoenix, Arizona. PVCC has a student population in excess of 11,000 credit students and over 5,000 non-credit students. PVCC is one of the 10 North Central Association accredited Maricopa County Community College District (MCCCD) colleges. MCCCD is one of the largest community college districts in the United States. PVCC is a learning centered college with many new and exciting programs. The mission of Paradise Valley Community College is to provide life-long learning opportunities through effective and accessible instructional programs and student services. These programs and services are continuously evaluated and improved to meet the needs of students, businesses, and the community.

Paradise Valley Community College is seeking outstanding candidates for the following faculty position:

Administration of Justice
Posting #02030067-2
Closing date: April 11, 2003

Full job descriptions and applications are available online at www.dist.maricopa.edu/hrweb or by calling (480) 731-8444. An application is required. Applications must be received by 5 pm (Arizona time) on the closing date. Apply to **MCCCD Employee Services, 2411 W. 14TH Street, Tempe, AZ 85281.**

MCCCD is an EEO/AA institution.

Visiting Scholar, Global Diversity

The Institute for Liberal Arts and Interdisciplinary Studies at Emerson College invites applications for a Visiting Scholar with areas of specialization and/or competence in Global Diversity. We are seeking a scholar whose research and teaching focus in such areas as African Studies, Asian Studies, Latin American Studies, or Middle Eastern Studies and who can contribute to interdisciplinary programming and work with Institute faculty to develop innovative curricula. This position is a one-year, non-tenure track appointment (renewable annually for up to three years). Teaching responsibilities for this position will be three courses per semester. This person will also be expected to maintain a record of active scholarship and participate in faculty colloquia, teaching workshops, and other academic programs organized by the Institute. For more information about the Institute for Liberal Arts and Interdisciplinary Studies at Emerson College go to: **http://www.emerson.edu/acadepts/institute.**

Ph.D., teaching experience, and a strong commitment to interdisciplinary approaches to the liberal arts are required. Applications, including a cover letter, curriculum vitae, selected publications, evidence of teaching excellence, and three letters of recommendation, should be sent to: **Nigel Gibson, Interim Director, Institute for Liberal Arts and Interdisciplinary Studies, Emerson College, 120 Boylston Street, Boston, MA 02116-4624.**

Review of applications will begin on March 31, 2003, and will continue until the position is filled. Emerson College is an Affirmative Action/Equal Employment Opportunity Employer.

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FACULTY POSITIONS
FULL-TIME, TENURE TRACK

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago, with a student enrollment in excess of 15,000. Dedicated to excellence in teaching, the College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high tech/high touch" approach to education. The following full-time tenure track positions are available in the following areas for Fall 2003.

Chemistry Instructor

Master's Degree in Chemistry

Computer Information Systems Instructor

Bachelor's degree and significant professional experience in network technologies OR a Bachelor's degree and an industry networking certification and experience in network technologies. If offered the position, the successful candidate must demonstrate regular progress toward the completion of a Master's degree for annual contract renewal and award of tenure.

Health Information Technology Instructor

Bachelor's degree and Registered Health Information Administrator (RHIA) or Registered Health Information Technician (RHIT). In addition the position requires recent experience in health information practice; work experience in ICD and CPT coding, coding compliance, and reimbursement systems. If offered the position, the successful candidate must demonstrate regular progress toward the completion of a Master's degree for annual contract renewal and award of tenure.

Sociology Instructor

Master's Degree in Sociology

The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

To ensure full consideration, applicants must submit a completed application packet, which includes: an application form, current resume, letter of interest, three letters of recommendation, and official transcripts of degrees by April 15, 2003.

For application contact the Human Resources office via any of the following: 847-543-2065 (voice); 847-223-5615 (TDD); 847-223-0824 (fax) and personnel@clcillinois.edu (e-mail). We are an Equal Opportunity Employer, dedicated to diversity, which encourages the applications of Men, Women, People of Color, Persons with Disabilities and Veterans. Visit our website at http://www.clcillinois.edu. **COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.**

College of Lake County

EOE/AA/M/F/D/V

New Mexico Highlands University

VACANCY ANNOUNCEMENT

EXECUTIVE DIRECTOR: HUMAN RESOURCE AND AFFIRMATIVE ACTION SERVICES

Position Summary: New Mexico Highlands University is seeking to fill the key leadership role of Executive Director of Human Resource and Affirmative Action Services. The Executive Director who serves on the President's Leadership Team and reports directly to the President is a critical member of the team expected to transform the University. The University is committed to building a comprehensive, highly computerized and effective human resources department which includes the administration of, and leadership for, such functions as recruitment, employment, employee benefits, training and development, classification, compensation, affirmative action, compliance and employee relations. The Executive Director provides effective leadership and guidance to senior administrators on all issues related to effective human resources management. For the complete position description, visit www.nmhu.edu/employment

Qualifications: Candidates are required to have a master's degree in human resources, business administration or related field and at least five years of human resources experience, including at least three in a supervisory capacity. The preferred candidate will have served in a human resources management role (manager or higher) in a higher education institution as well as experience in and commitment to diversity and working with a multicultural employee population. Strong verbal and written skills, initiative, a desire to solve problems as a change agent and effective people skills will be important considerations.

Hiring Salary Range: The University is competitive for northern New Mexico. The anticipated hiring range for a highly qualified candidate is $65,000 to $80,000.

About the University: New Mexico Highlands University, a state-supported four-year institution, is governed by an independent Board of Regents, and is located in Las Vegas New Mexico. NMHU is approximately one hour east of Santa Fe. For more information about the University, visit the website at www.nmhu.edu

To Apply: Send (1) a letter of application (include information regarding you competencies to successfully perform the duties and responsibilities of the position), (2) a current resume (3) the names/phone numbers/addresses of at least four professional work references and (4) your statement of human resources philosophy to:

Mr. Dick Cottrill, Consultant
Search Committee: Executive Director HR & AA Services
New Mexico Highlands University
P.O. Box 9000
Las Vegas, NM 87701
Fax: 505-454-1916
Email: fresquezb@nmhu.edu

Email and/or fax application materials will be accepted.

Search Timeframe: Review of applications will begin immediately and continue until the position is filled. To receive priority consideration, applications must be received by the close of business, March 27, 2003.

New Mexico Highlands University is an AA/EEO Employer and encourages the application of minorities and women. For disabled access or services call 505-454-3243 or TDD# 505-454-3003.

THE UNIVERSITY OF CHICAGO

BUDGET DIRECTOR

Housed in the Office of Financial Planning and Budget and reporting to the Vice President for Administration and Chief Financial Officer, the Budget Director will lead the development and administration of the University budget including capital and operating budget planning, policy development, forecasts, and analysis at both an institutional and unit/department level. The Director will support the Executive Budget Committee, the Capital Projects Committee and other internal committees, including various committees of the Board of Trustees, in controlling the allocation of all University resources. Will work with and support the Chief Academic Officer/Provost in support of the University's budget process; provide advice on University budgetary and financial planning issues; supervise the financial analyst staff; and work with the Comptroller to ensure compliance for all accounting and financial reporting functions.

A Bachelors degree is required. Masters degree in public policy, not-for-profit administration, business administration, political science or public finance preferred. Minimum five years financial experience at a complex higher education institution is required, preferably at a research institution. The ability to develop operating budgets and utilize statistical methods of analysis and knowledge of various financial principles, practices and applications including budgeting and financial planning; knowledge of business and finance principles and practices applicable to higher education; strong analytical, organizational, oral and written communication and interpersonal skills are required, as is the ability to work closely with senior University officials. Knowledge of MS Office and financial computing software applications preferred.

For more information and a full position description, see http://www.boulwareinc.com or e-mail Jennifer Koropchak at koropchak@boulwareinc.com

Applications may also be sent to:
Boulware & Associates
175 W. Jackson Boulevard - Suite 621
Chicago, IL 60604
Ref. Code: University of Chicago
Phone: (312) 322-0088
Fax: (312) 322-0092

The University of Chicago is an Affirmative Action/Equal Opportunity Employer.

Vice Provost for Research

The University of Pennsylvania
Philadelphia, Pennsylvania

The University of Pennsylvania invites nominations and applications for the position of Vice Provost for Research. This position is the senior research officer of the University and is responsible to the Provost for the development and implementation of policies and procedures that promote research excellence across the University and for the management of key elements of the research infrastructure. The Vice Provost will explore potential new areas for research and oversee campus-wide planning efforts with respect to research and to research facilities and support; assist in developing appropriate linkages between the university and industry; provide leadership and coordination of multi-disciplinary research programs; and represent Penn to local and regional constituencies as well as to federal and other funding agencies. The Vice Provost is responsible for administering and coordinating a wide variety of activities supporting research at Penn, including the Provost's Council on Research, which represents the twelve schools of the University; the Research Foundation; and the Research Facilities Development Fund.

The search seeks candidates having an earned doctorate or its equivalent; a strong personal record of funded research; thorough knowledge of the operations and practices of a comprehensive research-oriented university; and proven administrative competence. This full time position is available July 2003. Nominations and applications will be reviewed immediately and accepted until the position is filled.

Nominations and applications, including curriculum vita, may be sent,
preferably electronically to:
Barbara R. Stevens and Sharon Flynn Hollander
Isaacson, Miller
2629.upvpr@imsearch.com - Email
202-682-1504 - Tel
202-682-1272 - Fax

The University of Pennsylvania is an equal opportunity employer/educational institution and candidates of all backgrounds are encouraged to apply.

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¡PUNTO FINAL!

TWISTED ROAD TO TEPEYAC

Alberto Huerta is an associate professor in the Department of Modern & Classical Languages at the University of San Francisco.

It has been a long and twisted road to Tepeyac! The canonization of the "Nahua Indio" Juan Diego on 28 July 2002, with seven million pilgrims, has embroiled Mexico in controversy. Hispanics are reconsidering their indigenous roots. Controversy has surrounded Guadalupe and Juan Diego from the very beginning of "La Morena's" apparitions. It took until 1666, 135 years, before Rome officially recognized Guadalupe as an integral part of Mexico's religious consciousness. Juan Diego's existence, physical appearance, and class origins have suffered intense scrutiny, even scandal. The official Mexican holy card makes him look "güero"–more blond and Spanish, like the conquistador Hernán Cortés, than a humble "Indio."

From 09 to 12 December 1531, the Virgin Mary appeared to the Indian Juan Diego on the Tepeyac Knoll, and ordered him to inform Bishop Juan Zumárraga of Mexico City to build a basilica in her honor as the Virgin of Guadalupe. The Bishop doubted the "Indio." He asked for a sign. Juan Diego returned with roses that Guadalupe had asked him to pick and put into his "tilma." When he dropped the hem of his tunic, the miraculous imprint of Our Lady appeared, leaving the bishop, his secretary, and Juan Diego in a state of amazement. But Zumárraga, who had leveled the Aztec temples to build Christian churches and employed Indian slave laborers, was not keen on attributing any spiritual power to an "Indio," nor miracles to a dark, Indian-looking virgin. He never mentioned these apparitions in his *Regla Cristiana* of 1547. He wrote that miracles were not needed in the Americas.

Even the scholarly Franciscan Fray Bernardino de Sahagún, responsible for recovering the ancient Aztec codices, was reluctant to encourage devotion to Guadalupe. He feared idolatry. Tepeyac was where the earth goddess Tonantzín, and mother of the Aztec deities, once had her temple. For Sahagún, it was too much of a spiritual incongruity that Guadalupe should appear at the same place. Yet devotion to "La Morena" spread, and thousands of "Indios" became Christianized. Fr. Miguel Sánchez's theological treatise on Guadalupe and Juan Diego, published in 1648, compared the apparitions and the place of the protagonists as biblical and apocalyptic. This helped to spread Juan Diego's story.

In 1666, Rome interviewed the few survivors to prove the "Indio's" existence. The issue seemed resolved–until May 1996, when Abbot Schulenburg of the Basilica of Guadalupe in Mexico City stated that there were no historical indications of Juan Diego's existence. Juan Diego was a symbol. Cardinal Rivera, the primate of Mexico, disagreed, removing the abbot. And in a pastoral letter of July 2, 1996, His Eminence defended the Guadalupe story much as Miguel Sánchez had done centuries before. However, for those whose colonial past inhibited their acceptance of this spiritual "mestizaje"–this blending of the European with the "Indio"–this revelation of a dark Indian-looking "womyn," an "un indio," as God's messenger, became race and class issues.

Two indigenous Aztec villages, Cuatitlán and Ecatepec, have claimed Juan Diego as their own. Scholars are divided. If Juan Diego was born in Ecatepec, it is assumed his was a noble Aztec birth. If in Cuatitlán, as tradition has held for 500 years, he would be of very humble origins. Those who support the Ecatepec thesis suggest Juan Diego was light skinned. Those supporting Cuatitlán strongly state that he was brown and hairless like most Mexican "Indios." The debate rages.

La Morena said she had come to bless this new people of the Americas that sword and cross had conquered, slaughtered, enslaved, colonized, and baptized. Maybe it is time modern-day Hispanics come to terms with their indigenous roots as something good and positive. Are they not the beneficiaries of this extraordinary event?

Perhaps. One morning at the ocean, I spoke with a Nordic-looking young man with a tattoo of Our Lady of Guadalupe on his arm. He told me he had no religious affiliation but had visited Guadalupe and, under the tattooed image of Juan Diego, had printed the name of a friend with a fatal disease. He did this in hope of a miracle.

For this blond man, the canonization is a foregone conclusion that Guadalupe and Juan Diego are not only for "Morenos" but for "Güeros." This divine paradox might perplex scholars. But in Catholic theology, one learns that God's ways are often twisted. Moreover, God does whatever He feels like doing–"*Dios hace lo que le da la gana*." This might be the lesson of Juan Diego's canonization!

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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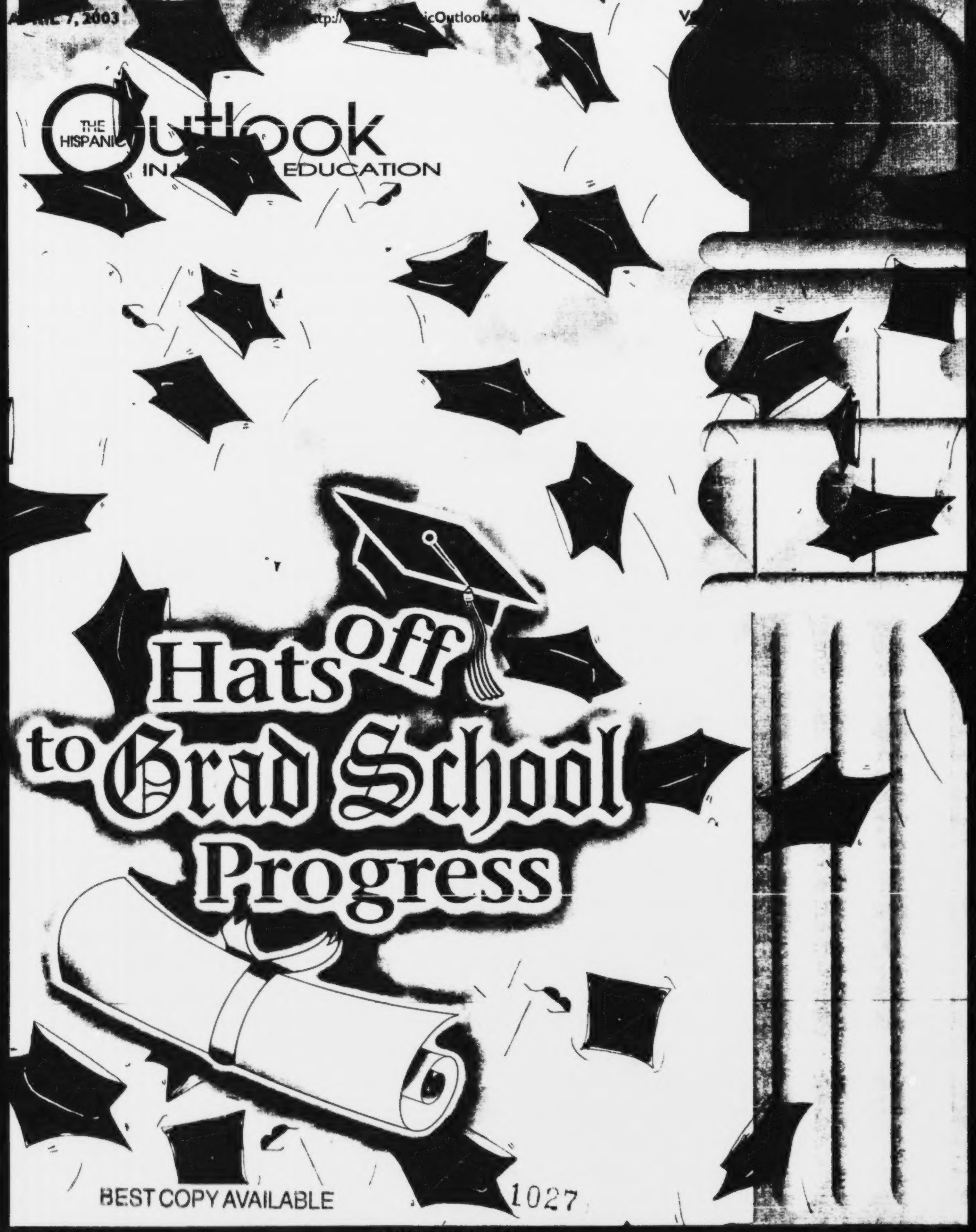

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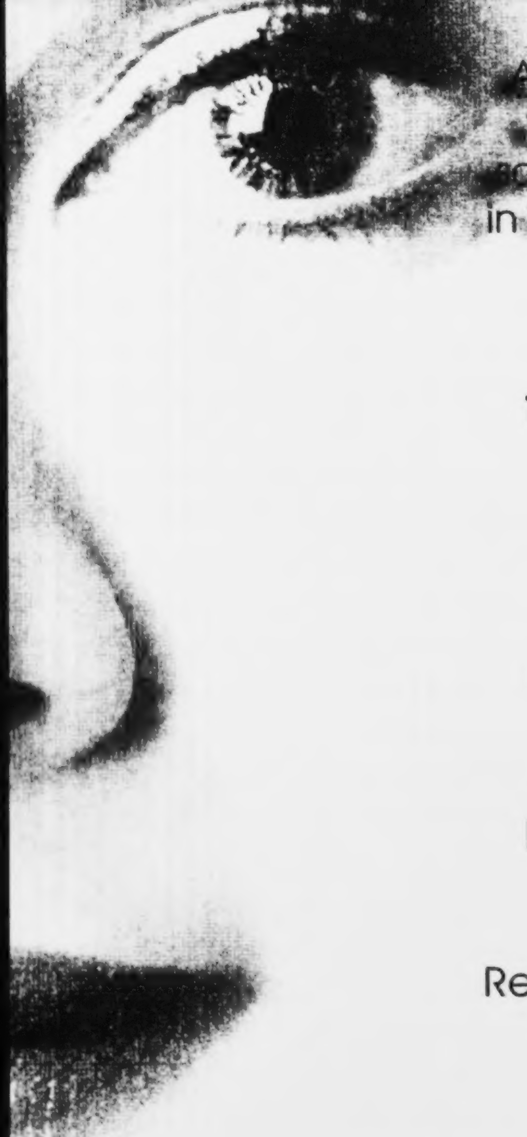

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210 Route 4 East, Suite 310
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The Latino Student's Guide to College Success

[illegible] **back cover**

Preparing Latinos for Graduate School

Esquina Editorial

Dear Colleagues:

Veteran academic Gus Mellander writes that our graduate schools are *excelente*, and cites two reasons: they hire good faculty and they select students likely to succeed no matter what. *El problema es* that Hispanics and other minorities are largely missing from this win/win setup.

Causes include the Latino high school dropout rate, the Latino college dropout rate, and the reality that many highly capable people of all kinds don't even set their sights on a graduate degree. Or have the dream but lack the insider savvy needed to make it happen.

But there are people and programs working hard to turn the tide, and you'll read about them in this issue. Some have quite specific goals–building leaders for community colleges, recruiting potential professors, generating interest in math and science careers.

Nuestra próxima edición highlights the impressive recruitment of minority faculty at RIT and describes a new initiative to engage and enable students at HSIs, HBCUs, and tribal colleges. A leading social activist talks about the growing complexity of "Latino issues," as witnessed, for example, in the Miguel Estrada controversy.

También the other controversy. Not the one on affirmative action, in which Stormin' Norman Schwarzkopf came down on the side of the University of Michigan, but the one over online evaluation of professors. An Associated Press article in the *Fort Pierce Tribune* mentioned one citation: "texts that were like having your arm cut off by a cold, rusty spoon." Reporter Steve Giegerich quoted Jonathan Knight, spokesman for the American Association of University Professors: "These kinds of postings will inevitably focus on student gripes and have no credibility." Founders of two such Web sites, RateMyProfessors.com and ProfessorPerformance.com, claim the postings are 60 to 70 percent favorable.

Hasta la Próxima,
Suzanne López-Isa
Managing Editor

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First Impression

by Mary Ann Cooper

INSIDE ADMISSIONS

Rutgers Boxes in Applicants

The thorny issue of affirmative action has at least one graduate school redefining its admission practices to maintain diversity without being accused of reverse discrimination. Before the most recent flap surrounding the University of Michigan's admissions guidelines and practices, Rutgers Law School in Newark, N.J., started to give prospective students an intriguing option. Although Rutgers, like other schools, continues to take race and ethnicity into consideration, applicants are now also instructed to check off one of two boxes on the form. The first box asks the school to give greater weight to the student's academic grades and test scores. The second box requests that the school give greater consideration to the applicant's "experiences and accomplishments."

All applicants, regardless of their race or ethnicity, can choose the second box with the expectation that any prospective student who has been educationally, economically, or socially disadvantaged will benefit–an experience more common to minority applicants. It's been dubbed an "affirmative action for all" plan. Rutgers currently maintains a one-third minority enrollment in its law school.

QUOTABLE: EDUCATION SECRETARY FED UP!

Passage of FED UP, a bill introduced this year to "improve access to higher education for disadvantaged students by reducing red tape in federal student aid programs," is being commended by the Bush administration officials who say, "it allows Hispanic-Serving Institutions (HSIs) to apply for federal HSI grants without waiting two years between applications."

In January, Secretary of Education Rod Paige sent a letter to Congress endorsing the measure, stating, "This major deregulation effort is an example of the Bush administration's commitment to improving the department's administration of its federal student aid programs and increasing access to higher education. The effort also demonstrates what can be accomplished when the higher education community, Congress, and the department work together in the best interests of students."

SPANISH-LANGUAGE U BECOMES VIRTUAL REALITY IN U.S.

An agreement signed by Houston-based AAMA (the Association for the Advancement of Mexican Americans) and Mexico's Technological Institute of Superior Studies (Monterrey Tec) in Monterrey, Nuevo León has launched the first ever Spanish-language virtual university in the United States. The program is designed to allow Hispanic immigrants to not only attain basic skills needed to succeed in the U.S., but also to pursue higher education in their native language.

The new agreement is the latest way in which AAMA is enlarging its outreach to Hispanics beyond its offices in Houston, San Antonio, Laredo, Del Río, and the Río Grande Valley. Monterrey Tec's Virtual University is already in place in Mexico, South America, and Europe. The partnership of AAMA and Monterrey Tec will provide, by satellite and the Internet, courses that are required for undergraduate and graduate degrees. Many of the degree programs are accredited by the Southwest Association of Colleges and Schools (SACS). Monterrey Tec offers master's and doctoral programs as well as associate and bachelor degrees.

First Class

Title: Aspects of Hispanic-American Cultures
College: Mills College
Department(s): Modern Languages and Literatures
Professor: H. Mario Cavallari
Conducted in: English

"'Culture' is a complex concept open to different definitions and approaches. Whatever its definition, the pervasive reality of 'culture' has a most fundamental function in determining people's values, convictions, and beliefs, i.e., the fundamental parameters of both personal and community 'identity.'" That's how the syllabus for Aspects of Hispanic-American Cultures lays the foundation for the goals of this course, which examines Hispanic Americans from the Pre-Columbian Americas to early Spain. The course also examines Latin American developments and includes references to Brazil, Haiti, and Martinique. Cultural topics discussed include politics, economics, literature, the arts, and popular culture. Media are analyzed through the use of video, music, film, and photos. As defined in this course, the study of culture is crucial to students seeking to better understand people's interactions with the world and with others, as well as their own sense of individuality.

If you would like to submit a "1st Class" course, please e-mail the details or syllabus to macoutlook@aol.com

MILKING THE MARKET

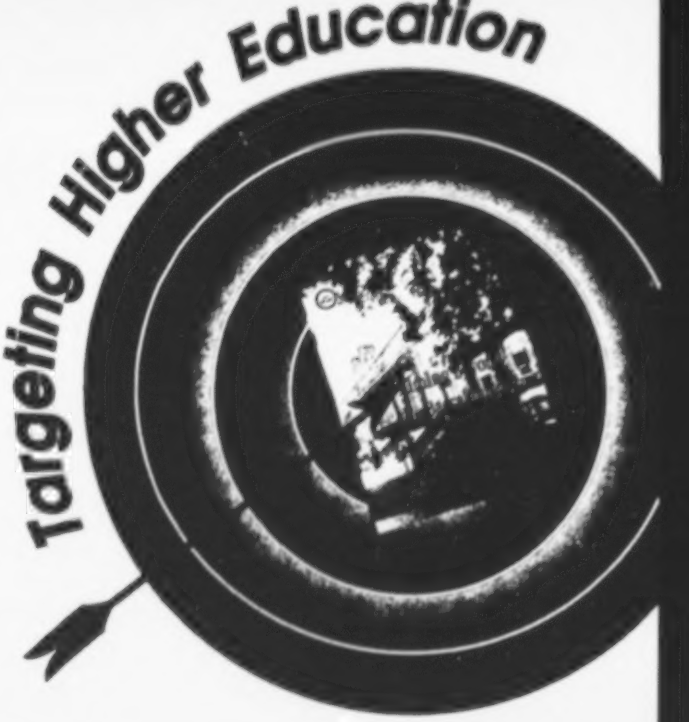
¿Tiene usted leche? That's the question that would have been posed if Omnicom's Goodby, Silverstein & Partners, San Francisco, produced a "Got Milk?" ad for the Spanish-language TV market. Instead, the agency worked with a team of Hispanic students from the Art Center College of Design in Pasadena, Calif., to create an ad for English-language television that would appeal to English-speaking young people with a Latin background.

The result is an ad referencing the Latin folklore story of La Llorona (the weeping woman), a ghost who kills her children to appease her lover and spends her afterlife searching for them. Latin parents have been known to warn their children to be good or La Llorona will haunt them. In the spot, La Llorona roams through a sleeping family's home, crying over an empty milk carton.

To non-Hispanics, it just seemed like a commercial with a ghost in it. But the Latin audience got the message and appreciated the nod to Hispanic culture. The success of the ad has prompted the California Fluid Milk Processor Board (the client in the "Got Milk?" campaign) to create print ads featuring milk-based blender drinks called *licuandos*, traditional Latin "smoothies" that combine milk with anything from fruit to candy.

Graduate Education U.S.A.

by Gustavo A. Mellander



Graduate education, by all accounts, is one of America's great educational successes. Respected and admired worldwide, the best and the brightest from near and far either flock to our graduate schools or wish they could.

Some scholars have wondered why they have been so successful, especially when one studies the K-12 roots from whence our students evolve. We certainly can not find many reasons for its successes there. Many of us, and not without reason, are quite critical of K-12 education in this country. There are just too many failures. Too many excuses for far too long. We should not blame the children or teachers for all the K-12 shortcomings.

Some think blame should be distributed among a number of schools and, yes, on society's apathy. Regardless of where we draw the line, most can agree that our vast and diverse K-12 system does not represent America's greatest educational achievement. Not by a long shot.

Undergraduate Education

The nation's four-year colleges are, by and large, very good. Good whether they are located on a windswept Iowa plain, in a picturesque frozen New England Township, or smack in the middle of one of our great cities. Most of them are good; some are very good. This includes the nation's 1,100 community colleges. Oh, I know that in the past some have had pretty low standards. But most have reformed themselves. I also know that some states still treat community colleges as second-class institutions. A place to send "slow learners" to learn a trade.

But in state after state, excellent comprehensive community colleges offer high-quality education. The proof is that graduates of community colleges do better when they transfer to universities than do those students who started as freshmen at those same institutions.

Most will agree that undergraduate education in the United States is quite good. But not necessarily superior to undergraduate education in other industrialized countries. In fact, many college graduates in Europe, Latin America, and Asia would argue that their undergraduate education is more rigorous, more demanding, and, in short, better.

Having lived and taught overseas, I note that they are not necessarily wrong. More higher level mathematics, more reading and writing, more oral defense of one's position, are required at foreign universities than at home.

Graduate Education

So let's review. Many of America's elementary and high schools leave, by and large, much to be desired. Our undergraduate education is quite good but not necessarily the best in the world. So how come we have such outstanding graduate schools? Is it a mystery?

Perhaps without getting too Freudian or too theoretical, the answer is that graduate schools hire good faculty members and, by and large, leave them alone. They also wisely select the best students. Students who would succeed whether or not they attended graduate school. Many only need a credential, the union card, to go on with their lives. This is especially true of those in the liberal arts.

Interestingly enough, some famous historians refused to go to graduate school for fear that it would destroy their ability to be good historians.

I know it's different in the professional schools. But they have their frightful warts as well.

Germany, a cultured and elegant nation, in the 19th century invented the Ph.D. But far too many of its graduates were neither humane nor even human. Note how many of Hitler's associates had Ph.D.s. Securing one does neither a scholar nor a gentleperson make.

It's terrifying to think that our love affair with graduate education goes on unabated even though the Department of Labor predicts that the greatest labor demands for the next 20 years will be for those with a year or two of training after high school. Training they specify, not education.

I'm not sure that will hold up. I worked in Silicon Valley in the mid '80s, before the big dot-com bubble and subsequent bust. I know that Bill Gates (I know he wasn't in Silicon Valley), Steve Jobs, and others did not finish college, but most of the other successful entrepreneurs and business leaders had graduate degrees. Further, almost all of them respected graduate education and provided opportunities for their employees to continue their education.

Graduate Fields

M.B.A.s were certainly the graduate degree to pursue in the '70s and '80s. Many good liberal arts schools and single sex colleges bent themselves out of shape to meet that new market. It is questionable whether they really served their students well, for the best jobs and brightest career paths belong to those who went to focused and specialized MBA institutions.

One must feel sorry for engineers. Theirs is a tough row to hoe. Their noses are always to the grindstone, both as undergrads and in graduate school, and later they discover that the world doesn't think nor behave as they do. Theirs is frequently a life of frustration. Their careers are punctuated with a series of booms and busts. Just when they think they have it made, the economy goes south, and they lose their jobs. Yet they play a very important role in society; they always have.

Medical doctors are in a world by themselves. They are proof that graduate education does not gentle nor human person produce. Frequently overpaid and widely respected more than they deserve to be, America reveres them. Chauvinistic to a fault and egotistical to the heavens, they are the nation's most pampered professionals. Why is that? Are we that afraid of dying?

Thanks to avaricious trial lawyers and, given the resentment that many harbor towards doctors, the latter are suffering because of some horrendous and unfair court settlements. Doctors in some states have to pay $250,000 a year or more for malpractice insurance. The pampered group has finally become victims.

The surgeon's strike in West Virginia and actions in other states will probably lead to a capping of judgments. Or maybe our governments will merely subsidize doctors. No matter what happens, many will remain insufferably arrogant and frequently unfair. Ask the nurses who work not with them but for them.

Nurses and Teachers

Which brings me to supply and demand. Report after report warns us of looming shortages in the nursing and teaching professions. We are told we need two million more teachers in the next 10 years due to retirements, resignations, and demographics. We have long had a shortage of nurses. For more than 20 years, we have imported them as fast as we could from foreign countries.

What do these two professionals have in common? A high dropout rate when they are students and a very high dropout rate once they graduate and go to work. Nursing schools are brutal. They treat their students horribly. When questioned, the faculty bravely states, "It's for their own good. It's going to be tough out there."

They are partially correct. Being a nurse is very difficult. Three out of five quit within five years. So, obviously nursing education does not address the workplace reality issue very effectively.

Graduate education for teachers is a lot more humane and quite effective. Unfortunately, similar postgraduation problems exist: more than half of freshly minted teachers leave the field within five years. Is the fault in our graduate schools or in the workplaces these young professionals enter? Both, actually.

Graduate schools should change the paradigm. Graduate education must better reflect the pressures and workplace realities of these professions. Give teachers and nurses the theoretical information they need and reform curriculum to introduce real-life experiences early on in their studies.

As to the workplace, nurses and teachers deserve a lot more respect and far better pay than society affords them. Far too many doctors are still abusive and demean nurses. Some school administrators are authoritarian and intimidate teachers, especially the younger ones.

Two Prong Solution

Let's strike a blow for the so-called pink-collar workers! First, let's get rid of that term. If nurses were treated as respectfully as doctors are and if teachers were treated as well as administrators and if salaries were dramatically improved, our national shortage in both professions would diminish quicker than snowflakes on a dog's nose.

Faculty

OK, time to discuss college teachers. Being one, I can be frank. I won't quote *The Wall Street Journal* article that classified college faculty as "America's last leisure class." The author obviously had not spent years teaching or conducting research.

Yet our graduate education is faulty. We still perpetuate the fraud that one springs forth a great teacher once the Ph.D. is earned. Foolish, foolish indeed. Ask innumerable generations of freshmen who had to struggle with faculty who were poor teachers. We don't teach doctoral students how to teach. We assume it's OK to let them learn on their own over the bodies of hapless students. Or let them never learn to teach at all. A Nobel Prize winner at my university said it was a waste of time to teach undergrads.

Further, we are one of the few professions that does not impose any sort of continuing education requirements. Once minted, or stamped, we are free to practice on and on. Even professional assassins keep up to date with their professional technology changes and trends better than many of us do. None of them use a Colt 45 to assassinate someone anymore.

I suspect the ladies of the night, or in our age, ladies at any time, who conduct the world's oldest profession have more continuing education than college teachers do.

When I completed my Ph.D., I went on a series of interviews. During the obligatory campus tour at several very prestigious universities, I was marched over to the library and was shown where my research desk would be located. I was told that my attendance at that desk would be monitored. I, by that time not wanting to work there, asked, "why?" "Because we expect you to publish, and thus you must be at your desk researching at least 20 hours a week." That was before computers. I wonder what they do now.

Suggestions

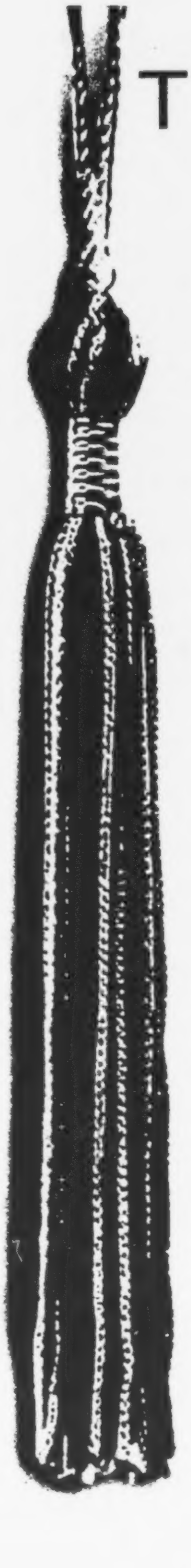
We must encourage more young and not-so-young Hispanics to go to graduate school. But let's advise them more carefully about what lies ahead–in grad school and in the profession.

Accept the experience for what it is, a prison term to earn your union card. Accept the fact that you will have to jump through many hoops. Most of them will not make sense but "we have always done it this way."

You might have a kindly professor who has matured and no longer feels she must put you down to show how much she knows. You can even learn a thing or two in your worst class that will help you in your career and, more importantly, in your life.

Play the game, but don't sell out. Learn, as I never did, when to keep quiet. In dark and depressing moments, remind yourself why you are in graduate school. It's to get the damn union card. Hopefully you will receive a smattering of education, not just training, along the way. In grad school, learn the tools you need to become an educated person. You can come back to them later.

Most of all, take full advantage to learn all you can from those around you: your teachers, classes, and classmates. Libraries are great places to study and even to think. Become computer proficient, make it an extension of your mind. You will be well rewarded if you learn to be comfortable enough with it so you can inquire therein all the days of your life. Its hidden riches will but grow throughout your lifetime.



THE PhD PROJECT℠

Increasing the Number of Minority Business Doctorates

From 294 in '94 to 611 in '02

by Thomas G. Dolan

It's no news that, despite decades of progress toward an equal role for people of color, that goal is still far from achieved–even in education. Particularly striking has been the lack of diversity in business school faculties. Fewer than 2 percent of business school professors were Hispanic American, African American, or Native American. That was in 1993, before the start of the PhD Project.

The PhD Project, Montvale, N.J., is a partnership between academia and leading corporations designed to lure successful minority business executives away from their jobs to earn their Ph.D. degrees and become business school professors. The ultimate goal is to draw more minorities to corporate America by increasing the number of minorities in business school faculties. Research has shown that, not surprisingly, more minority faculty serving as mentors and role models means more minority students see business as a viable option.

In 1994, the year The PhD Project got underway, there were only 294 doctorally-qualified minority professors at U.S. business schools. By fall of 2002, there were 611 professors. By 2005, that number is expected to increase to at least 850.

"Eight years to double, four more to triple," says Bernie Milano, president of the KPMG Foundation, a founder and the administrator and lead sponsor of The PhD Project. "These are truly incredible results." This is especially true when you take into consideration that it takes at least five years to get a Ph.D., often adding a year or so for the time someone becomes aware of the program, attends a conference, and goes through the deliberations and preparations prior to enrolling. As of last fall there were some 410 minority doctoral students.

The Project breaks business into five categories: management, marketing, information services, accounting, and finance. In terms of the 611 minority faculty, Hispanics make up 35 out of 176 in management; in marketing, 23 out of 124; information services, 23 of 78; accounting, 39 of 182; and finance, 13 of 51.

In terms of current minority students, Hispanics in management number 22 of 156; marketing, 11 of 46; information services, 20 of 82; accounting, 23 of 77; and finance, 6 of 40.

> ***"In fact, most doctoral programs are virtually free, as tuition waivers and stipends are almost always available for students who wish to become professors–especially underrepresented minorities."***
>
> BERNIE MILANO, THE PHD PROJECT

The breakdown of students, faculty, and others attending the Project conferences is about 70 percent Hispanic, 25 percent African American, and 5 percent Native American. Then why are Hispanics apparently outnumbered by Blacks in the business categories populated by both faculty and students? Milano suggests that Blacks have a longer history of organizational participation in business. For instance, the association for Black MBAs has been around about 30 years; the Hispanic counterpart, about half that long. The Association of Black Accountants has also been in existence about 30 years, and the Hispanic variation is much younger. This further points to the importance of role modeling and mentoring.

But the overriding factor is that discovered by the Project in its initial research, that of the 1,045 business doctorates awarded in 1993, only 38, a mere 3.6 percent, were awarded to Hispanic, African, and Native Americans, a group that collectively make up almost 25 percent of the U.S. population.

There were three main factors, Milano says, inhibiting minorities from applying for doctoral degrees. The first is the previously mentioned lack of minority faculty–the lack of role models or mentors. It would not be uncommon for a college student to go through his or her entire business school career without ever seeing a minority professor. Consequently, minorities had every reason to believe that this was not the career for them.

The second follows from the first, and that is the lack of awareness of careers in academia. This is hardly surprising, since minority students had virtually no one in the form of role models, mentors, or anyone else to confide in.

The third was the lack of knowledge about the financial effects of becoming a business professor. The Project research showed, Milano says, "that most people believe that doctoral studies are as expensive or more expensive than an M.B.A. In fact, most doctoral programs are virtually free, as tuition waivers and stipends are almost always available for students who wish to become professors–especially underrepresented minorities.

"Worse, people believe that the average starting salary of a business professor is around $30,000. In fact, salaries are more than twice that–for only nine months of work (the academic year). Consulting fees for private sector work commonly supplement this income. A career as a business professor–far from being a financial hardship–can actually be quite lucrative."

Once the Project got its word out, just one year after there were only 36 minority business doctorates, more than 3,200 minorities asked for more information–destroying the myth that minorities were not interested in careers as business professors.

Besides recruiting minorities and providing qualified applicants with financial aid, the Project also provides a couple of other important services.

The first is the annual three-day informational conference in which participants learn about academic criteria, financial considerations, and every aspect of becoming a professor, from finding the right program, to applying, to getting research published, and, finally, life as a professor. More than 75 major doctoral degree-granting universities take part in an afternoon-long career fair where students can learn more about each school and meet its professors and administrators.

The second is The PhD Project's Minority Doctoral Students Associations (DSAs). The associations help students create networks of peer support, mentoring, guidance, and information sharing, as well as provide access to professors, experts to help in advance skills, editors of professional journals and others offering training, ideas, and support. Though funded by the Project, the DSAs are run by students. Achieving a business doctorate is a formidable task. Some 25-35 percent of those who start this path drop out. But fewer than 7 percent drop out of the Project.

Milano says that the new Ph.D.s, benefiting from the Project, which has $11.6 million in sponsor funding, "are making a positive impact on business education in many ways, including: influencing minority students to pursue business careers or major in business, providing career advice and mentoring, serving as role models for minority students, conducting new research on diversity issues, helping their university recruit minority students, and positively influencing the attitudes of White students."

"The financial supplement I received helped incredibly. I was able to focus on my research and dissertation."

ALBERTO ESPINOSA, AMERICAN UNIVERSITY

However, though there are 611 minority business school professors, that's only 611 out of a total of 22,000. So there's still a long way to go.

Alberto Espinosa, Ph.D., Assistant Professor, Kogod School of Business, American University, Washington, D.C.

"My involvement with The PhD Project has been a little different from others," says Alberto Espinosa, who received his Ph.D. at Carnegie Mellon University last spring, and who, last fall, began his work as assistant professor at the Kogod School of Business, American University. "I was an older student, already had an M.B.A. and 18 years of work experience, and was about halfway through the Ph.D. program on my own."

Yet Espinosa adds that if he hadn't found out about The PhD Project when he did, he might not have been able to complete what had already been a long journey.

He was born and raised in Peru, where he acquired a degree in mechanical engineering and worked for five years as a design engineer, and came to this country. He earned an M.B.A. in 1983 and started on a Ph.D. program, but dropped out after about a year.

"I wanted a Ph.D. back in the mid-'80s, but I was too tired, had no money, and had to work. But the desire had never left me."

Espinosa worked for many years with Technoserve, an international non-profit organization that helps people start businesses in less developed countries. He became very involved in information technology and worked himself up to chief financial officer. "It was a good job, good company, and good pay," Espinosa recalls, "but I was looking for more challenges." He started the Ph.D. Program at Carnegie Mellon in 1997.

"In the first year, it was all very exciting," Espinosa recalls. "But by the second year, the excitement wore off. I was overwhelmed by work, especially in such a competitive institution. It was also very difficult to make the adjustment from being a senior manager and making money to becoming a student again. Eventually, I did adjust, but the first three years were a struggle."

After Espinosa had completed the first two and a half years of classes and was about a half-year into what would be two and a half years of his dissertation, things really got rough. "I received financial help the first three years, but after that was on my own," he says. "I had to teach, work as a teacher's assistant, work on my dissertation, and make money, all at the same time."

It was about that time that Espinosa found out about and enrolled in The PhD Project. "The financial supplement I received helped incredibly," says Espinosa. "I was able to focus on my research and dissertation. Otherwise, it might have taken me much longer."

But probably even more significant, Espinosa continues, "was the peer group networking through The PhD Project. I was with a group of peers who became my friends. We would talk, exchange notes, talk about different strategies to get jobs, show papers to each other, and support each other."

He adds that "There was also a networking opportunity with the very high-quality faculty who came to the annual meetings. The presentations they gave on topics such as how papers get published, how to do research, and how to approach the job market were excellent. You have a chance to have dinner and cocktails with them and develop a close rapport."

Espinosa, who has a wife, Delphine, is 48. When asked how it felt to have achieved his goal and to have begun his current job this past fall as a Ph.D., his response was "Great!"

Patricia Martínez, Ph.D., Assistant Professor, College of Business, University of Texas-San Antonio

"I had always wanted to get a Ph.D., but had felt you had to have an M.B.A. first or 15-20 years of work experience, but I found out from The PhD Project that this isn't necessarily true," says Patricia G. Martínez, who received her Ph.D. from the University of California (UC)-Irvine last spring and began teaching in fall 2002 as an assistant professor at the University of Texas-San Antonio.

Both of her parents immigrated to the U.S. in the 1960s. A native Californian whose first language was Spanish, she was the oldest of two daughters and the first to graduate from college. She graduated from California Polytech-Pomona in 1991, and worked in a number of training and development positions. In 1993, she began to think seriously about getting a master's when she found out about The PhD Project. She attended her first conference in 1994, and started her undergraduate work at UC-Irvine in fall 1995.

"They did a thorough job in preparing you, so you knew just what to expect."

PATRICIA MARTÍNEZ, PH.D.

Martínez explains that schools granting Ph.D.s vary considerably in what they require in terms of core M.B.A. courses or work experience. UC-Irvine required no M.B.A. background.

Is any one path better than others?

"There are many roads to Rome," Martínez replies. She points out a Ph.D. program can encompass the equivalent of an M.B.A., and that even someone with no work experience has done extensive research which has brought him into close contact with the actual workings of corporations. "When I look back, I had some Ph.D. teachers who had considerable work experience and others with none, but they all had something valuable to offer," she says.

Though The PhD Project pays tuition and a living stipend, "This is nothing compared to what you got at the job you left," Martínez says. "You're left with a 35-85 percent pay cut." And the work is, she says, "incredibly demanding. After I returned from my first conference, I felt very excited, but also felt a big apprehension, for they did a thorough job in preparing you, so you knew just what to expect."

"When you enter a Ph.D. program, she says, "you leave your professional work life, and completely immerse yourself in university life. You work as a researcher's assistant, and for the first two to three years take course work. Each stage seems more difficult than the one you went through before. After the course work, you spend six to nine months preparing for your combination written and oral exams, which completely encompass all that went before. Then when you get to your thesis program, you have to be very self-disciplined. You'll have an advisor and committee, but you have to set up the program and drive it. Each step of the way seems impossible, but once you achieve it, it's very rewarding."

Martínez says one of her most rewarding moments was her first day of teaching a management class at the University of Texas. "There were a number of young Hispanic women in the class who were smiling and really attentive," she recalls. "I couldn't help wondering if they were there, at least to some degree, because of me."

Gloria Rodríguez Chapa

McNair Scholar Thrives at Texas A&M University-Kingsville and Now University of Illinois at Urbana-Champaign

by Tony P. Martínez
and Alison P. Martínez

Can a Hispanic woman from Hebbronville, Texas, in the Río Grande Valley (population 4,465), first in her family to go to college, raise a son and also make her mark in the prestigious doctoral program at the School of Molecular and Cellular Biology, University of Illinois at Urbana-Champaign (UIUC)?

"Yes," says Gloria Rodríguez Chapa–with hard work, preparation, and support from dedicated educators all along the way. Rodríguez Chapa's story shows how students of color now can find opportunities for higher education–and how tough it still is to do so.

Texas A&M University-Kingsville

Rodríguez Chapa's saga began at Texas A&M University-Kingsville (TAMUK), the institution near her home, where she enrolled as an undergraduate. Historic Kingsville (population 25,000), home of the legendary King Ranch, stands a few miles inland from the Gulf of Mexico and 40 miles south of Corpus Christi. TAMUK was chartered in 1917 as South Texas State Teachers College and later known as Texas A & I. Now TAMUK is the major university of the region, with 5,900 students, of whom 61 percent are Hispanic. It is one of 156 institutions participating in the federally funded McNair Program.

McNair Program

The Ronald E. McNair Postbaccalaureate Achievement Program honors astronaut Ronald Erwin McNair. As a boy, McNair didn't let poverty and discrimination stop him: in 1971 he graduated magna cum laude from North Carolina Agricultural and Technical State University with a B.S. in physics; and in 1976, at age 26, he earned a Ph.D. in laser physics from MIT. His death in the 1986 Challenger spacecraft explosion was a loss to our space program and to the human race.

The McNair program targets first-generation college students from disadvantaged backgrounds who have demonstrated strong academic potential. The program provides research experience, paid summer internships, mentoring, tutoring, and counseling. It helps participants to get financial aid and to gain admission to graduate programs. It provides seminars and other scholarly activities designed to prepare students for doctoral studies.

McNair scholars represent a very small, select group whose members have beaten the odds in becoming candidates for the highest certificate of academic achievement, the Ph.D.

Gaps Abound

The National Center for Education Statistics reports that among Hispanic youth age 16 through 24 born in the U.S. ("second generation" or higher), 15.9 percent are not in school and hold neither a high school diploma nor a GED. That is, one out of seven are high school dropouts. The comparable figure for non-Hispanic Whites is 8.2 percent.

As for postsecondary education, Richard Fry reports on the effort and success of Hispanic populations in *Latinos in Higher Education: Many Enroll, Too Few Graduate* (Pew Hispanic Center, 2002.)

Among Hispanic families settled in this country for three generations or more (the U.S.-born children of U.S.-born parents) only 35.9 percent of young people age 18-24 who hold high school credentials are enrolled in college.

Graduation rates look worse than enrollment rates. Among adults age 25-29 who hold high school credentials, only 18.6 percent of third-generation and higher Hispanic adults have baccalaureate degrees. The comparable number for non-

Hispanic Whites is 36.5 percent.

At the graduate level, "Latinos have the lowest rates of graduate school enrollment of any major racial/ethnic group," Fry writes. Among adults age 25 to 34 who hold high school credentials, only 1.7 percent of third-generation and higher Hispanic adults are enrolled in graduate programs. The comparable figure for non-Hispanic Whites is 3.8 percent.

McNair at TAMUK

Gloria Rodríguez Chapa was among TAMUK's first cohort of McNair scholars when the program started at the institution.

"The McNair Program opened many doors for me," Rodríguez Chapa says. "It was through this program that I got my first opportunity to work in a biomedical laboratory. Through the program, I attended national and international research conferences where I was able to present my work and speak with some of the people whose work I'd read or referenced. This was very exciting.

"It is an excellent program," Rodríguez Chapa declares. "Any college that would implement the McNair program will get students through to their degrees."

Mary González is director of Special Programs at TAMUK and works with the University's McNair scholars. "It's not a nine-to-five job," she explains with a smile. "For example, I spent last Saturday helping students with applications and exam preparation.

"The mentoring process is crucial," González continues, "especially at the transition between master's and doctorate." It is tempting for low-income graduate students to stop short of the Ph.D. and accept mid-level jobs in industry, rather than continuing to prepare for leadership roles in research and university teaching. "I tell them: you'll be recruited, but it's really just a little bit of money that looks like a lot of money now, because you're poor.

"Encouraging words is what they need," González declares.

"I myself am writing a dissertation on determinants and influences on the attainment of higher education by low-income and Latino students. It's not always the student with the highest GPA who earns the Ph.D. It's not all about intellect. Perseverance and tenacious behavior are more important.

Bell Tower at Texas A&M University-Kingsville

"Gloria Rodríguez Chapa was one of our stars," González continues. "She has a lot of heart."

Rodríguez Chapa credits González with helping her stick with the doctoral program.

"The one reason I am actually here is due to her," Rodríguez Chapa says. "She never asked for anything in return but your own success, and she pushed you off the nest when she knew you were ready to spread your wings. She has greatly raised the bar for what it means to be a real mentor."

TAMUK's science programs emphasize teaching through research. As an undergraduate, Rodríguez Chapa worked at the Natural Toxins Research Center under John C. Pérez, regents professor of biology and director of the Center.

"Dr. Pérez always encouraged us to do our best," Rodríguez Chapa remembers. "He always believed in us and always encouraged us to ask questions. He never made us feel dumb." Rodríguez Chapa said Pérez treated his students as colleagues and always told them that if he could do something, they could, too. "He taught us to work hard," she says. "He created strong students."

Pérez notes that Rodríguez Chapa worked very hard to earn her degrees at TAMUK. "To accomplish what she did is really quite remarkable," he declares. "I have no doubt that she will continue to move forward and do what is necessary to complete her doctoral degree."

University of Illinois at Urbana-Champaign

Special Programs director González had participated in McNair training along with Michael E. Jeffries, director of the McNair program at UIUC. "Mike Jeffries and I had trained together, so I knew him," González explains. Rodríguez Chapa had also met Jeffries at a McNair conference, so it seemed natural for her to apply to UIUC.

UIUC is a land-grant university; located near the heart of Illinois. Chartered in 1867 as Illinois Industrial University; it has become one of the nation's major institutions of research and higher education, with 28,000 undergraduate students and 9,000 graduate students.

UIUC boasts the largest public university library in the world. Its Latin American and Caribbean Library is one of the nation's oldest and largest (390,000 volumes). Other world-class facilities available to UIUC students include the Beckman Institute for Advanced Science and Technology, the National Center for Supercomputing Applications, the Biotechnology Center, the W. M. Keck Center for Comparative and Functional Genomics, and the Laboratory for Fluorescence Dynamics.

As of 1999, UIUC ranked 16th in the U.S. in science and engineering research budgets. It is among the nation's top 10 universities in number of doctoral degrees awarded per year.

Cecilio Barrera is associate dean of the Graduate College. "I devote a considerable amount of effort to recruiting underrepresented students into our graduate programs," Barrera says. "In our graduate programs, we now have about 2.2 percent Latino students and 3.2 percent African American. Within the total student population, 5 percent are Latino and 6 percent are African American. We recruit at over 40 universities, primarily Hispanic-serving institutions and historically Black colleges. I think we are doing better than many institutions, but not as well as we would like."

UIUC's Summer Research Opportunities Program brings a hundred undergraduates to campus for a summer of activities to prepare them for graduate school, including hands-on research experience. "We've seen significant success" from the summer program, Barrera reports.

Barrera has also agreed to serve on the National Institutes of Health-Hispanic Association of Colleges and Universities Health Sciences Council. The Council will coordinate efforts of universities and federal agencies to open the doors of graduate schools to underrepresented minorities. It will show universities how to get more resources and make their minority recruitment/retention efforts more effective.

"Being originally from Roma, Texas, not far from Kingsville, I am particularly pleased to see Ms. Chapa come to our campus," Barrera says. "I look forward to assisting her in any way that I can to make her experience here as productive and successful as possible."

Rodríguez Chapa appreciates the people who have made her welcome at UIUC. "I'm experiencing culture shock," she laughs, "and I was feeling so out of place. But I e-mailed Mike Jeffries, and within the hour he put me in contact with some other students for friendly support."

"The UIUC program is incredibly challenging," Rodríguez Chapa observes. "In sciences, the first year is very structured. We rotate into three labs for five weeks each. After class you go to lab and then to scheduled sessions. At the end of the semester, we must decide on our thesis project. There is no time to get to know the other students."

Rodríguez Chapa keeps in touch with old friends via e-mail. "We Hispanic grad students are struggling to keep up," she says. "When I finish, I want to go back to South Texas and help students there." She hopes to mentor other Hispanic scientists-in-training, because "It is important for you to have a mentor you can trust, one that is approachable."

For the spring semester, Rodríguez Chapa has chosen to work under Professor David F. Clayton in the Department of Cellular and Structural Biology.

University of Illinois at Urbana-Champaign

"Gloria Chapa did one of her required rotations in my lab," says Clayton, "and I was struck by her poise, maturity, and thoughtfulness. She made good, steady progress at the bench, and engaged in the general discussions of the rest of the lab group. She quickly won over the older graduate students in the group.

"When she approached me about the possibility of continuing with her graduate research in my lab, she listened carefully to the options, asked lots of questions, and was able to respond to my own questions with decisive answers. I was very impressed, and immediately decided that she has the right stuff for a scientific research career.

"Grad school is a big transition," Clayton explains, "from the rather passive experience of being an undergrad, where everything is laid out before you and you just have to learn it, to the much less structured process of developing a completely new piece of knowledge. Here, there are really no rules, and you don't get a nice, graded feedback about your progress. Clear success in a research project may not come for months, or even years, and many different approaches may get tried, dropped, and even picked up again, before one stumbles onto something that works."

So how should Hispanic students prepare for graduate school in the sciences?

"I would advise Hispanic students to get research experience," Rodríguez Chapa says. "That's going to be very valuable when you finally get to grad school, because the more independent you are, the more the professors will want you in their labs.

"If you're going into scientific studies," she continues, "it's always good for you to look up the people you'd like to study with. That way, they'll be expecting you. I got on the Internet and targeted a few professors in my field, neuroscience. I e-mailed them before I got to Illinois so they would know my name and that I was coming. I e-mailed them again when I arrived, and then I dropped by, just to say: I'm Gloria Rodríguez Chapa, and I've been e-mailing you, and I'd like to do research in your lab."

"Ask for help when you need it," Rodríguez Chapa advises. "I just had an exam, and it turned out good because I had gone to the professor, and I went over the homework with him. It turned out that some of the homework was on the exam. Some professors always like to go over things with students who need help."

"My son, Joseph, is in seventh grade, and he's doing really well, although he is missing home," Rodríguez Chapa says. They live in campus housing. Every morning, Joseph catches his bus to middle school and mom catches her bus to grad school. The boy has practically been raised on college campuses, his mother reports, so she feels that he'll do fine when it's his turn for higher education.

To young people who want to follow her example, Rodríguez Chapa summarizes her advice simply: "Study hard, get good grades, and never give up."

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

Do National Board-Certified Teachers Enhance Student Learning?

Rand to Research Impact Via 22 Studies over Next Three Years

by
Frank DiMaria

> ***"One of the hallmarks of a profession is that you have an agreed upon body of knowledge that the practitioners themselves have a part in creating.... There had never been a set of accepted standards."***
>
> BARBARA KELLEY, CHAIR, NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS.

In 1983, the federal report *A Nation at Risk* derided the state of U.S. schools. As a result, the Carnegie Forum on Education and the Economy assembled the Task Force on Teaching as a Profession. In 1987, it published a report called *A Nation Prepared: Teachers for the 21st Century* that suggested the creation of a voluntary system of national certification using the medical profession's licensing procedure as a model.

The National Board for Professional Teaching Standards (NBPTS) was launched as a private, nonprofit organization that certifies teachers nationally. The NBPTS received financial backing from Carnegie and other foundations, the major teacher unions, and the U.S. Department of Education.

"One of the hallmarks of a profession is that you have an agreed upon body of knowledge that the practitioners themselves have a part in creating.... There had never been a set of accepted standards," says Barbara Kelley, chair of the National Board for Professional Teaching Standards.

National Board assessments include two major segments, portfolio entries and assessment center exercises. Certification candidates prepare their portfolios by videotaping themselves teaching, gathering student learning products and other teaching artifacts, and providing detailed analyses of their practice. The portfolio is designed to capture teaching in real-time and in real-life settings, thus allowing trained assessors to examine how teachers translate knowledge and theory into practice.

During the assessment center exercises, teachers write answers to questions that relate to content that is specific to their fields. These exercises are intended to validate that the knowledge and skills exhibited in the portfolio are, in fact, accurate reflections of what candidates know and can do and to give candidates an opportunity to demonstrate knowledge and skills not sampled in the portfolio because of the specific teaching assignment. These exercises sample the breadth of the content knowledge associated with the field in which a candidate is seeking certification. National Board certification is issued for a period of 10 years, after which a National Board certified teacher could maintain his or her standing by satisfying a renewal requirement.

Since 1987, 44 states and 280 school districts have invested tens of millions of dollars to encourage teachers to become certified. As of December 2002, 23,930 teachers have been certified by the NBPTS, which has a goal of certifying 100,000 teachers by 2006.

In the past few years, the National Board has won recognition from two major licensing bodies. The National Council for Accreditation of Teacher Education (NCATE), which accredits colleges of education and provides for the continuing education of teachers, aligned its standards with the NBPTS.

"We have a goal at NCATE to try to bring coherence to the world of teaching and teaching standards. It made sense for us to align ourselves with the standards adopted by the National Board because we wanted to position students who graduate from our accredited institutions to become board certified," says Dr. Arthur Wise, president, National Council for Accreditation of Teacher Education.

Likewise the Interstate New Teacher Assessment and Support Consortium (INTASC), which promotes standards-based reform through the development of model standards and assessment for beginning teachers, aligned its standards with the National Board.

"The National Board has what looks like a sound description of competent teaching," says Jean Miller of INTASC.

When NCATE, an entity that has been around since the early 1950s, aligned its standards with the National Board, says Kelley, it brought the entire teaching profession together.

The NBPTS, however, still had to prove its worth through research data. So to determine the effects, if any, NBPTS certification has had on student achievement, it commissioned a number of studies on the subject. The first large study that attempted to draw a link between student learning and National Board certification was performed by Lloyd Bond, who at the time was at the University of Carolina-Greensboro.

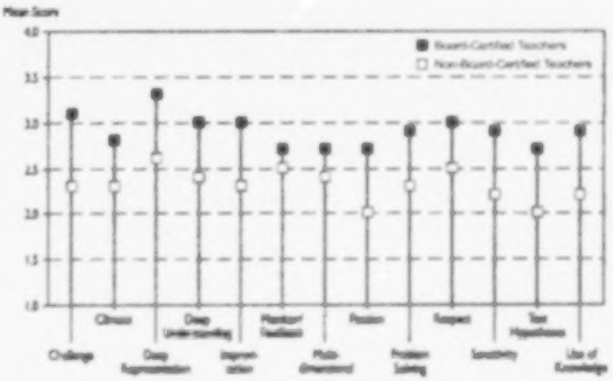
Bond identified and studied two pools of teachers. The first comprised 31 teachers who were Board certified, and the second comprised 34 teachers who had gone through the process but had failed to attain certification. All 65 teachers taught in either in North Carolina, Ohio, or Washington, D.C.

the results

Teaching Practice

Although the study's sample size was relatively small, it produced a vast amount of data that supports NBPTS's contention that it is, in fact, identifying expert teachers. The 31 National Board Certified Teachers in the study, as a group, consistently demonstrated a higher level of expertise on all 13 attributes measured in the study. While differences in average scores for two of the attributes—Multi-dimensional Perception and Monitoring Learning—were too small to be called statistically significant, the differences on the remaining 11 attributes were indeed impressive. Here's how the two groups compared:

Average Scores for Board-Certified and Non-Board-Certified Teachers



This evidence is all the more compelling because of the size of the study group. The smaller the sample for a study, the harder it is to find statistically significant differences among participants in a comparison such as this. For this reason the research team believes these results are especially strong.

Researchers observed teachers in the classroom to witness them teaching one lesson within the larger unit of instruction that they were focusing on for the study and were unaware whether or not the teachers were certified. To determine how well the students understood the day's lessons, researchers performed 10-minute interviews with three students they randomly selected. They also interviewed the teacher and left a packet containing questionnaires and a writing exercise for the students.

Bond's researchers examined 13 different teacher dimensions or attributes, including the teacher's use of knowledge, whether or not the teacher held a deep understanding of the subject, and the teacher's ability to improvise.

"Of those 13 dimensions, National Board certified teachers were judged to have a statistically significant differential in 11 of the dimensions, says Kelley. "[So] the Bond study answered for us our first and most critical question; was the assessment process actually identifying the accomplished teachers?"

Another major study is currently being performed by SAS in School, the research and development division of the largest privately held software company in the world. For this study, Dr. William P. Sanders is using his value added assessment to track students over time using standardized testing data from multiple school districts in North Carolina, the state with the most board-certified teachers and one of the few states that tracks students' scores on a yearly basis. Sanders has identified and is studying three pools of teachers: board-certified teachers, teachers who went through the certification process but failed to become certified, and a control group of teachers who have not attempted to get certified.

"What we're doing is estimating effectiveness using Dr. Sanders' methodology and using the North Carolina math and reading data. We'll make a determination about how the control group compared to those who were certified and those who applied and were not certified," says June Rivers, assistant manager of value added assessment and research for SAS in School.

Currently, Sanders and his researchers are analyzing the data but are unsure when they will publish the results of the study.

A third study, conducted in May of 2002 by J.E. Stone of the College of Education at East Tennessee State University, examined the annual test-score gains of Tennessee students in various subjects over three years to gauge the effectiveness of 16 teachers who have received certification. It addressed the question of whether teachers certified by the NBPTS are exceptionally successful in improving the achievement scores of their students. Stone and his researchers used the scores of teachers in the Tennessee Value-Added Assessment System database.

Stone concluded that the students' gains were no greater on average than those made by students of non-certified teachers, and therefore questioned the effectiveness of

NBPTS certification. The Education Commission of the States, a nonpartisan group based in Denver, had four scholars review the study after its release. They were unanimous in asserting that the conclusions reached by Stone were completely unsupported by the study.

"We looked at the study, and it was of interest to us because, as far as we knew, it was the first study that really tried to draw some type of correlation between National Board-certified teachers and student outcome and tried to do a comparison between National Board- and non-certified teachers. We judged that if in fact the study was a good study, it would be quite significant," says Dr. Michael Allen, program director for the teaching quality policy center at the Education Commission of the States.

"We found, however, that the study was a poor study for no other reason than it was too small of a sample. But there were other methodological problems as well," says Allen.

For example, he said, the study did not indicate whether or not the National Board-certified teachers had been certified for the entire three years of the study.

Although Allen came to the defense of the NBPTS with respect to the Stone study, he is still one of many who are critical of the NBPTS. Some critics, including Michael Podgursky from the University of Missouri-Columbia, believe that long-distance judging of applications makes cheating more likely, and unlike the medical model for Board certification, in which supervising physicians weigh in on a young doctor's competence, no input is requested from local school administrators who know the applicants and their work.

Other critics are concerned that it is far too easy for candidates to stage video performances. For example, a dishonest teacher could remove all but the brightest and best-behaved students from a class during which the video portion of the portfolio is being recorded.

Another critic of the NBPTS, Robert Burroughs of the College of Education at the University of Cincinnati, argues that the National Board certification process is as much an evaluation of a teacher's writing as it is an evaluation of his or her teaching ability. Because exceptional writing can sometimes conceal a lack of content or poor writing can hamper a good teacher's ability to articulate about the teaching profession, the NBPTS trains its evaluators to identify a teacher's talent–or lack of talent–regardless of the writing quality.

Over the next three years, the National Board, through the Rand Corporation, is conducting 22 research studies that will examine the impact of the certification system and the effects of National Board-certified teachers on the quality of teaching and student learning in America's schools.

"Our assessors are trained to look for the evidence of accomplished teaching even if someone is not perhaps an accomplished writer," says Kelley.

And Wise feels that a good teacher should be able to write effectively.

"I believe that people should be able to articulate in writing what they are doing, and when they cannot, it is often a demonstration of the fact that they really don't know what they are doing," says Wise.

Other critics, such as Michael Poliakoff, formerly of the National Council on Teacher Quality, have criticized the board for overemphasizing teaching methods at the expense of content knowledge. He points out that the board does not encourage mastery of subjects, and it does not ask teachers to demonstrate that their teaching translates into student achievement.

But Kelley and Wise disagree. Board-certified teachers, says Kelley, "go through a three-hour assessment that is geared basically to their content knowledge. They respond to six 30-minute prompts that are constructed to look specifically at their content knowledge. This is a critical part of our assessment."

And, says Kelley, teachers' pedagogical skills are also assessed through their portfolio via the video tape.

Although critical of the NBPTS, Allen says that evaluating teaching performance should be encouraged, and superior teachers should be compensated at higher rates. For that reason, the concept of the National Board and the Board itself, independent of its certification, have performed an important function by attempting to identify the characteristics of a quality teacher.

"The difficulty is that there is no real empirical confirmation that National Board-certified teachers are superior to other teachers in terms of their ability to increase student achievement, and there is no confirmation that the teachers that go through National Board certification are significantly better teachers for having gone through the process than they were beforehand. There is anecdotal evidence, and some teachers will tell you that it's the best thing they have ever done. But in terms of the ability of the National Board to have a fundamental impact on student achievement, the verdict is still out," says Allen.

However, he points out that student achievement is not the sole issue. National Board certification is a career development opportunity and a vehicle that helps school districts retain quality teachers.

Allen says that the Education Commission of the States guardedly recommends National Board certification, and when and if he sees "really solid evidence that the National Board for Professional Teaching Standards made a huge difference to the vast majority of teachers who went through it in terms of their ability to improve as teachers, and if the evidence of the student achievement increases, because that's what our policy-makers are interested in, we would make a much stronger recommendation."

Over the next three years, the National Board, through the Rand Corporation, is conducting 22 research studies that will examine the impact of the National Board Certification system and the effects of National Board-certified teachers on the quality of teaching and student learning in America's schools.

"I'm assuming that several years hence we'll have a pretty good body of research that will really tell us something important about the effectiveness of National Board certification," says Allen.

Innovative Graduate Programs Train Community College Leaders

by
Marilyn Gilroy

There are currently 120 students from 20 states in the Colorado State program, with an ethnic/gender breakdown that is 61 percent female and 17 percent Hispanic/Latino.

The need to train qualified leaders and professors for community colleges is more pressing now than it has been for 30 years. Nearly half the sector's presidents and senior administrators have indicated that they will retire in the next six years, and many baby boom professors hired in the '70s have now reached retirement age. Yet most graduate schools of education, with their emphasis on K-12 or other fields of postsecondary education, have not begun to address this need.

There is, however, a growing realization at some graduate schools that more must be done to recruit and retain professionals who can continue and advance the unique mission of the community college.

The Hispanic Outlook examines here three programs that are taking on the challenge and finding new ways to direct leadership candidates into the community college pipeline.

John E. Roueche, program director, University of Texas-Austin

The University of Texas-Austin: The Gold Standard of Leadership Programs

No other graduate program has produced more community college chancellors, presidents, and vice presidents than the University of Texas-Austin's Leadership Program (CCLP). Established in 1944, it is the nation's oldest graduate program for preparing two-year college leaders. Its alumnae include approximately 550 students, many with distinguished careers.

CCLP also boasts an impressive record in training minorities and women. Its roster of graduates includes Alfredo G. de los Santos, Jr., founding president of El Paso Community College and vice chancellor of Maricopa Community Colleges; Corina Gardea, president of Phoenix College; Homero López, president of Estrella Mountain Community College; Leonardo de la Garza, chancellor of Tarrant County Community College; and Tessa Martinez Pollack, president of Our Lady of the Lake University."

"I'm pretty sure we graduate more Hispanics and women into major leadership positions than any program in the country," said John E. Roueche, the renown director of the program. Roueche is proud of the program's track record in training some of the most influential community college presidents in the nation.

But, he says, we all need to do more, especially for the future well-being of community colleges.

"All colleges and universities must understand the importance of having well-prepared role models, especially in the area of leadership," said Roueche. "But the community college has a special need because it is the portal to higher education and provides upward career and social mobility for students who might otherwise have no future.

"We must do well by students who come into an open door institution, and therefore, we need to recruit minorities into programs like ours. We are trying very hard to encourage Latinos to come here and get involved in the network we have so they can go out into leadership roles where they can make a positive and powerful difference in their communities."

Roueche discovered early on that the key to recruiting minorities was to use graduates of the program as a resource. He says that one of the first Hispanic graduates, Alfredo G. de los Santos, has had a hand in recommending 20 students to CCLP. And every one of the students who goes through the program tells another person about it.

"It's very important that our own graduates go out and increase the numbers," said Roueche. "That's also why it is essential to have diverse faculty in graduate programs."

As an example, Roueche notes that CCLP has two African Americans holding endowed teaching positions, and he says that two of the three new female faculty hired are Hispanic. The dean of the School of Education is Manuel Justiz.

"Having these individuals as mentors and role models greatly enhances our ability to recruit," said Roueche. "We're serious about diversity, and I think we have done the best job of any graduate program in the country."

The program admits 15 to 18 students per year and uses a core curriculum approach, that is, beginning students focus on the literature and research on administration and teaching in community colleges. Theories are tested against practice when students make on-site evaluation visits to community colleges to observe firsthand the real world of community college leadership. CCLP students also complete a required semester-long internship under the tutelage of an experienced community college president. The average student completes 60-plus hours of graduate work beyond the master's degree prior to dissertation.

Roueche helps prepare leaders for the demands of the modern community college presidency, including managing the institution, fund raising, politics, and community relations.

Dr. Timothy Gray Davies, CCL chair, CSU School of Education

"We talk to our students about working smarter and being more efficient with their time. That means learning to delegate and learning to collaborate and let other people take on assignments," said Roueche. "You can't be everything to everybody."

Roueche tells students that if they don't take charge of their time and their life, somebody else will.

"When I was a young dean, I walked into my office and my assistant said, 'here's your schedule for the week.' I realized that those meetings had nothing to do with my priorities, they were somebody else's agenda," he said. "So I began setting aside the time I would be available for others and saved some time for my own priorities."

Despite CCLP's enviable reputation, Roueche is a nonstop advocate for making things better. He is discouraged that many universities have let their community college programs die or downsized them to the point that they are not focused on the next generation.

"There aren't enough graduate schools that understand that we don't have sufficient numbers of well-qualified individuals out there to make applicant pools worthy and meaningful," said Roueche. "We need the graduate deans and the community college board members to work with the universities in their states to train administrators and faculty."

Roueche also worries about funding, especially with the severe budget deficits facing most states. In Texas, enrollments in higher education have increased by 100,000 students in the last two years. A majority of that number are students of color who are hoping to gain the advanced degrees and skills needed to compete in the global economy.

"Our question now is–will the state understand the importance of educating all of these people and provide funding?" said Roueche. "Legislators have to deal with issues such as health care, welfare, and prison reform, which are very important. But if we don't keep that college door open and fund programs and find faculty to help these individuals succeed, then our future is not very bright."

Colorado State University: The Distance Learning Approach

One of the newest and most innovative community college leadership programs was launched in 1996 by Colorado State University (CSU).

While CSU had a cadre of traditional doctoral programs through its school of education, the community college specialization was developed with consideration for the full-time work commitments of potential students already serving as faculty and administrators in two-year institutions. This meant anticipating concerns about distance and driving time involved in requiring professionals to take classes on the university campus. The result of this planning was a new kind of doctoral degree program based on distance learning modes but still allowing for face-to-face contact between faculty members and students as well as personal interaction among the students themselves.

To meet this goal, the program creates a virtual but very real community for its doctoral students.

"Our goal was to help students overcome geographic distances and at the same time create a connectedness among them in both time and space," said Dr. Timothy Gray Davies of the CSU School of Education. Davies is chair of the community college leadership (CCL) program and has written about the program in publications such as *Community College Journal of Research and Practice*.

Fortunately, advanced technology in the form of compressed two-way video and increased Internet access provided the bridges that the program needed. As a bonus, the delivery systems used in the CCL doctoral program also accommodate the variety of learning styles that are common among adult students.

The program has an interesting structure that makes each student part of a cohort. Here's how it works. All doctoral students who are enrolled in the program meet on campus at the start of each new semester in an orientation session known as "First Friday." Students meet their professors for the term, and new students meet each other, while returning students renew acquaintances.

"The new students realize that they are part of a larger community," says Davies. "Realizing that community college professionals before them have made it through the second and third year and have completed a dissertation provides the hope that is necessary at the beginning of a long journey."

The students are divided into cohorts, based on their year of entry (for example, Cohort 2000). Subsequently, the various cohorts meet on a face-to-face basis one Friday per month. First-year students meet on the first Friday of the month, the second-year cohort meets on the second Friday of the month, and during the third year, the third Friday.

"Within each year's cohort are smaller cohorts referred to as regional cohorts that are located at different geographic sites," explains Davies. "The regional cohorts may be disconnected from each other geographically, but they are connected virtually through the Internet."

Davies says that the structure is maintained throughout the doctoral program and cohort members support each other during the dissertation experience.

The regional cohorts are also brought together instructionally through two-way television. Web-based tools such as WebCT, Blackboard, and EMBAnet are used in conjunction with the Internet to create a virtual classroom.

There are currently 120 students from 20 states in the program, with an ethnic/gender breakdown that is 61 percent female and 17 percent Hispanic/Latino.

"The vast majority of our women students say quite openly they could not have entered a doctoral program if it were not a distance program like ours," said Davies.

The philosophy embedded in the CSU curriculum reflects its goal to prepare leaders across the campus, not just for chief executive positions. Nearly all the students are full-time community college professionals; adding the doctorate to their credentials usually means the potential to assume positions of greater responsibility. But that can also mean adding stress to their lives and with it, a new challenge of how to balance demands on their time. It is an issue that Davies takes on directly with the students.

"We spend one leadership seminar on the spirituality of leadership–stewardship, values, morals, and ethics," said Davies. "Our program is designed with family first, and the cohorts come to respect each other and their differences and choices. That is why we have our meetings on Friday, for instance, instead of the weekend. We wanted the program to match what we said was important in the coursework."

Although launching the program has provided its own set of challenges, Davies has found the experience to be incredibly rewarding.

> ***"We need the graduate deans and the community college board members to work with the universities in their states to train administrators and faculty."***
>
> JOHN E. ROUCHE, PROGRAM DIRECTOR, UT-AUSTIN

"The deepest feeling of satisfaction is watching those who would never have had a chance at a doctorate, and, therefore, a chance at major leadership positions, come into the program and start to believe in themselves and the fact they can make a difference," he said. "I watch them grow, intellectually, spiritually, and skill-wise, and then watch them leave and apply what they have learned. It is totally exhilarating."

Morgan State University: Training for the Urban Context

The cohort model is also the hub of the community college leadership program at Morgan State University (MSU) in Baltimore, Md. Christine McPhail, director of the program, says the cohort structure works for a variety of reasons, but one of its primary strengths is that it promotes collaborative thinking and decision-making.

McPhail, a former community college president, played a pivotal role in designing the program and integrating it into the University's Urban Educational Leadership Doctoral Program. The curriculum places a major focus on the social, economic, and political characteristics of the urban and metropolitan environment.

"My challenge was to design a community college leadership program that emphasized academic integrity, high-quality instruction, innovative curriculum, and a delivery system compatible with the needs of working professionals," said McPhail when she described the program in *Community College Journal*.

Explaining that the MSU program helps students transfer theory into practice, McPhail says that students benefit from her own leadership experience and that of adjunct faculty who have also served as community college presidents or senior administrators.

The Morgan State program began recruiting in 1999 and graduated its first six students in May 2002. Coursework can be completed in two years through a weekend structure that offers five-week classes running on consecutive Friday nights and Saturdays. There is a one-week break in between sessions. By accelerating the pace and completing two graduate courses per term, students can be ready for qualifying exams within a two-year time frame. Students also complete an internship, a professional development seminar, and a research journal project.

At the heart of the program is a commitment to training diverse individuals who are strong and creative leaders. McPhail has recently received a grant that she hopes will help more minorities make the transition to leadership positions.

"Our program is uniquely positioned to help place minorities and women into the pipeline," she said. "The first graduating class consisted of three African American males, one African American female, and two Caucasian females."

More information on the Morgan State Community College Leadership Doctoral Program can be found at www.morgan.edu.

Scholar Chapter Launched at New York University

HSF/Goldman Sachs Partnership Creating Opportunities

by Sandra Gardner

“HSF and GSF: Perfect Together” could be the slogan for the enormously successful partnership between the Hispanic Scholarship Fund (HSF) and the Goldman Sachs Foundation (GSF).

Given that the Hispanic Scholarship Fund is the country's leading organization supporting Hispanic higher education and that the mission of the Goldman Sachs Foundation is to create and improve opportunities for high-achieving young people, it was only natural for the two organizations to put their collective heads together and cook up a program to support the success of the best and the brightest Hispanic college students–America's future leaders.

As part of a national initiative encouraging academic achievement among Hispanic Americans, the Fund and the Foundation are creating Scholar Chapters to jumpstart the educational and professional success of Hispanic college students by promoting principles of high achievement. In addition, HSF and GSF are developing an alumni network, connecting Hispanic students with HSF alumni mentors to aid the transition from college to professional life.

Since fall of 2001, 15 Scholar Chapters have been launched by HSF and GSF, thanks to a million dollar three-year grant from GSF. One of the newest chapters was formed in fall of 2002 at New York University (NYU), which has 36,000 undergraduate, graduate, and professional students.

Allen McFarlane, director of the Office for African American, Latino, and Asian American Students Services at NYU.

"The launch of the New York University HSF Scholar Chapter marks an important milestone for HSF, one made possible by the vision and support of the Goldman Sachs Foundation," says Sara Martínez Tucker, president and CEO of the Hispanic Scholarship Fund. "We are launching our second group of Scholar Chapters and increasing our presence at leading U.S. universities. Through these chapters, HSF can provide scholars with resources and support, leadership opportunities, and access to other HSF scholars and alumni across the country."

"One of the things important to our mission is partnership. We support the efforts of student organizations," says Allen McFarlane, director of the Office for African American, Latino, and Asian American Student Services at NYU.

McFarlane's office first became involved with HSF in conjunction with the Gates Millennium Scholars Program, created by the Gates Foundation to help Native American, African American, Asian American, and Latino students succeed in college. As is the procedure, once HSF decided on an appropriate campus location, HSF sent a letter of invitation to the NYU president for a Scholar Chapter. McFarlane's office then worked with HSF to find a student coordinator for the fledgling chapter.

"We knew Diana [Lugo-Rodríguez] from her past involvement in campus events," says McFarlane. His office works closely with Lugo-Rodríguez chapter coordinator, in publicity, events planning, and finding appropriate space for chapter programs.

In addition to the 15 Scholar Chapters funded by GSF, four chapters have been sponsored by other organizations. Coca-Cola financed a chapter at the University of Arizona, California State University-Fullerton, and the University of California-San Diego. The James Irvine Foundation, a private foundation based in California, supported a chapter at California State University-Fresno.

"We want to do more than just provide scholarships," says Julia Macias, program officer for the HSF Scholar Chapters, which have more than 400 members in the country.

Since its founding in 1975, HSF has primarily been in the business of funding scholarships to promising Hispanic students. During its 27-year history, HSF has awarded more than 54,000 scholarships–in excess of $89 million–to Hispanics from all 50 states, Puerto Rico, and the U.S. Virgin Islands who have attended more than 1,300 colleges and universities. Its mission is to double the rate of Hispanics earning college degrees by 2010.

Recently, however, HSF began thinking outside the box of financial assistance. It has sought and formed two types of partnerships: with corporations and with the government. The partnerships enable HSF to work more directly with colleges and families in promoting career success for high-achieving Hispanic college students.

In 2001, HSF founded a sister organization, the Hispanic Scholarship Fund Institute. HSFI partners with federal agencies and leaders to create a career pathway for Latino college students in public service.

And 2001 also saw the culmination of an idea that Sara Martinez Tucker had long been incubating: Scholar Chapters and a national alumni network. Several years ago, Martinez Tucker reached out to Stephanie Bell-Rose, president of the Goldman Sachs Foundation, a philanthropic organization funded in 1999 by the Goldman Sachs Group, Inc.

"Sara Martinez Tucker contacted me, we met, and began a conversation that hasn't finished," says Bell-Rose. "The Scholar Chapters are a very exciting concept."

For GSF, the Scholars Chapters are a way to further its mission of helping meet an unmet need–promoting the achievements of Hispanic scholars.

"HSF is a really outstanding organization that focuses on a segment of our population that is rapidly growing and has some of the lowest high school graduation rates in the country," Bell-Rose says. "And our organization focuses on developing youth."

Stephanie Bell-Rose, president of the Goldman Sachs Foundation

Besides funding the chapters, GSF adds its professional resources to the mix. It provides an online leadership curriculum to the chapters, enabling scholars to build communication, leadership, and decision-making skills by taking the same high-level courses used in the training and development of Goldman Sachs professionals. The Goldman Sachs Foundation Learning Modules, designed by Harvard Business School, include programs such as "Setting Goals," "Leading and Motivating," and "Managing Difficult Interactions."

In addition to technical support, GSF offers "people" support. Goldman Sachs professionals speak at chapter lunches, counsel students through career development seminars, and supply leadership advice and academic guidance.

"The chapters on campus reach back to the high schools, the HSF alumni reach back to the college students," says Bell-Rose. "The idea is to set up an intergenerational network which includes people from Goldman Sachs."

Scholar Chapters can also serve as a "home away from home" for Latino students, many of whom, like other young people, are living away from home for the first time. Even more critical, Latino college students are often thrust into a culture where they are a minority.

"We hope to bring more Latino students together. A lot of our students are commuting, and I hope [the chapter] can be a center for them," says Monica Matos-Desa, a sophomore at NYU. Matos-Desa, who was elected as representative from the College of Arts and Sciences to the Scholar Chapter, plans to apply for an HSF scholarship for next year.

One of the criteria for establishing a Scholar Chapter on a campus is a concentration of Hispanic Scholars as well as other Latino students. Another is geographic diversity. There are chapters at Harvard in the east to Stanford in the west, from the University of Washington in the north to the University of Florida in the south.

Though Scholar Chapters are geared toward Latinos, they are open to all students. Chapters offer career nights and alumni-mentor receptions, leadership development and time management, résumé writing and how to study effectively, panel discussions in graduate school and Latino studies, as well as other topics of interest to the students. HSF undergraduates can access student services, network with other high achievers, and connect with successful alumni and Goldman Sachs professionals.

"We're really lucky to have professionals from Goldman Sachs come and address our chapters. This gives students a chance to talk with them," says Macias. "We also try to expose students to a variety of career paths by bringing in a wide array of professionals."

As an NYU Scholars Chapter rep, Matos-Desa disseminates information about the chapter around the campus and helps plan meetings with the other reps. The November meeting focused on getting a Latino Studies Program at the University. Matos-Desa, who has a double major in politics and psychology and plans to go to law school after graduation, is very active in Latino groups on campus. The lack of a Latino Studies Department at NYU is very frustrating to her.

"It's really shocking that there is no Latino Studies Department at NYU," says Matos-Desa, who has participated in several rallies for a department. "For the last eight years, Latino studies have been pushing for this. It's a struggle."

Like Matos-Desa, Diana Lugo-Rodríguez has been involved in Latino organizations on campus–including serving as chair of the Northeast Latina Conference for the past three years.

"Our Latino student body is an activist population," she says. "I hope the chapter grows more, and bridges the activism and professionalism needed for leadership development in society."

Lugo-Rodríguez, a graduate student in public administration focusing on international health care delivery, also works as an intern at a local community service agency dealing with health care and as a resident assistant at an NYU freshman dormitory, mentoring about 50 students. As an NYU undergraduate in political science, she received two HSF scholarships. Chapter coordinators are paid a stipend for the year that is equivalent to what a work-study job would pay, so that any student can apply for the position, regardless of his or her financial situation.

Julia Macias, Hispanic Scholarship Fund, San Francisco, Calif.

"Our Latino student body is an activist population. I hope the chapter grows more, and bridges the activism and professionalism needed for leadership development in society."

DIANA LUGO-RODRÍGUEZ,
COORDINATOR OF THE NYU SCHOLAR CHAPTER

Together with other Scholar Chapter coordinators, Lugo-Rodríguez underwent two days of intensive training conducted by Julia Macias at the Hispanic Scholarship Fund's headquarters in San Francisco last summer. The sessions dealt with what was expected of the chapters, how to conduct meetings, an overview of the Goldman Sachs online modules, team-building exercises and leadership training, and issues coordinators might encounter among the students, including dealing with stereotypes.

"We developed a list of stereotypes, such as the assumption that our parents probably didn't have a college education, that we didn't get into college through merit," says Lugo-Rodríguez.

One of the mandates of HSF Scholar Chapters is working with local community organizations to reach out to young Latinos. For example, University of California-Berkeley Scholars volunteered with the La Raza Recruitment and Retention Center to reach Bay Area Latino high school students, and Columbia University Scholars worked with a program called "Discovery Days" to deliver workshops to local high school students visiting their campus.

"This is to create a pipeline," says Macias. "And alumni reach out to college students. Everybody's reaching out a hand."

The NYU Scholar Chapter is mentoring students at Lower East Side Prep, an alternative high school located near NYU with a heavily Latino and Chinese population.

"We'll develop relationships with the students, help them prepare for the regents' exams, and advise them about college. A lot of students question their capability," says Lugo-Rodríguez. "I always wanted to help Latino students. I want to make sure my community is advancing."

Victoria Rodríguez

An Influential Latina

Researcher Enters "Brand New World" at UT-Austin

by Alexandra Salas Rojas

Victoria Rodríguez, professor and vice provost for institutional initiatives at the University of Texas (UT)-Austin, accomplishes in her career what many in her discipline aspire to do. She combines her research with her role in the classroom.

"I have been able to weave my work into my teaching–Women in policy in Latin America," she says.

Her efforts have been recognized by both students and peers. Rodríguez was recently featured as one of the 100 most influential Hispanics in 2002–people who have had a national impact. The selection appeared in the October issue of *Hispanic Business* magazine. Readers, Web site visitors, contributing editors, and writers, magazine staff, and the nominees themselves recommended candidates.

Rodríguez was also identified as one of 80 most influential Hispanic women, in the same publication. "I'm very curious as to who nominated me. I owe a huge debt of gratitude. I feel proud for the University too."

Her Work

Rodríguez talks about her work. "It's a totally new area of research. There is very little or nearly nothing on women."

Sharing her work with her students offers an exceptional opportunity for those in her class in that they learn about historical developments and current events before they are officially documented in textbooks.

"I'm breaking new ground together with students. Many of them are going to study their master's thesis. This helps guide their research. I feel strongly about conducting original research. It's important to go and see what people look like and what things taste like, rather than doing it remotely from the University."

Some of her students, she says, "go into academia–others venture into nonprofits, international organizations, government agencies in Latin America or in the U.S. They carry on the research and their work into their fields. We bounce ideas off one another. It is hugely rewarding."

Rodríguez also participates in a Gender in Latin America study group. "It's more like a research seminar where we mostly talk about new projects. I meet with them often. It's a neat network."

"My area of specialization is Mexican politics. For the past 15 years, I have been working on the process of political change and democracy in Mexico. In the early stages of my career, I conducted a major research project on opposition governments in Mexico with my husband and colleague, Peter Ward."

Diverse Mentors

Rodríguez talks about her academic background and how the mentoring she received during graduate school paved the way for her subsequent successes.

"My professors at UTEP [University of Texas-El Paso] provided me with real important mentoring. I also got a huge amount of support and mentoring from my husband, who was a senior professor.

The cast of mentors in Rodríguez's life was diverse. "It has been a nice mix of both men and women, Hispanic and Anglos. I have benefited from various ways of mentoring–some on the discipline side, gender, ethnicity. I have been very fortunate."

"It was my professor at UTEP who pushed me to go for a Ph.D. At the time, I had no intention of going for a Ph.D. I got a president's postdoctoral fellowship. That's where I met my husband, who was a Mexican specialist in

Cambridge University and a visiting professor at the University of California-San Diego (UCSD). I was a year in England before I went to UT."

Rodríguez and Ward share a passion for subjects they teach and research and are Mexican specialists. "He's a professor and also the director of the Mexican Center, which is within the Institute of Latin American Studies.

"In 2000 we both received the highest award granted by the Mexican government–the Silver medal–OHTLI–for our work on Mexico."

Her collection of published works is extensive. Co-authored with Peter Ward were *Policymaking, Politics and Urban Governance; Political Change in Baja California: Democracy in the Making?; Opposition Government in Mexico; New Federalism and State Government in Mexico: Bringing the States Back In;* and *Reaching across the Border: Intergovernmental Relations between Texas and Mexico.* She is the author of *Decentralization in Mexico: From Reforma Municipal to Solidaridad to Nuevo Federalismo*, and *Women's Participation in Mexican Political Life.*

The most recent co-authored work is *Women in Contemporary Mexican Politics*, with a scheduled publication date of February 2003 by UT Press. She was reading pageproofs just prior to her interview with *The Hispanic Outlook.*

Rodríguez told *HO* she is extending her research to Argentina and Chile.

(Pictured l. to r.): Former consul of Mexico in Austin, Rogelio Gasca Neri; Peter Ward; Victoria Rodriguez and UT-Austin president, Larry R. Faulkner.

Peter Ward, husband and colleague to Victoria Rodriguez

Past and Present

Rodríguez talks about her family and how she got her start in academia. "I was born in El Paso, and lived in Mexico for the first 25 years of my life. I started teaching over in Monterrey [Mexico]. Then I came to the U.S. to go to graduate school. My mom is from El Paso–my dad is Mexican."

Rodríguez has a Ph.D. in political science from the University of California-Berkeley. Her research focused on topics related to Mexico–decentralization, state and local government, opposition governments, and women in contemporary politics. She specializes in Mexican and U.S. politics and public policy and women and policy.

Rodríguez has taught at The University of Texas-El Paso, the University of California-San Diego, and the Instituto Tecnológico y de Estudios Superiores de Monterrey. She was a visiting research fellow at the Center for U.S.-Mexican Studies at UCSD and a research associate at the Center for Latin American Studies, University of Cambridge. She has also been a consultant for the World Bank.

In January 2001, Rodríguez was appointed vice provost at UT-Austin. She is also professor of public affairs with the University's Lyndon B. Johnson School of Public Affairs. She teaches courses in policy development, women and public policy, women and politics, and theory and philosophy of public policy.

"I've enjoyed administration in my position as vice provost." It is, she says, her first administrative post. "It's a brand new world for me. I've come to enjoy it a great deal. You do things from an administrative position that give you a broader reach within the University."

As for the future, Rodríguez says that administration and teaching will always be a part of her life.

"I don't want to give up teaching and my research. I have to find a way to continue balancing all three roles. In theory, my position is half time, but in reality, it's more than a 40-hour workweek. My goals are to continue the three things that I [enjoy] doing. I enjoy teaching too much to give up any of it."

More Than a Check and a Handshake

SREB Targets Shameful Gap in Minority Faculty

by Marilyn Gilroy

The number of minority faculty members in America is appalling. That's how the Southern Regional Education Board (SREB) views what it calls the "severe and distressing" problem of diversity among college faculty. According to SREB figures, one-fourth of America's college students are minorities, yet the percent of minority faculty is a small fraction of the total–about 5 percent are African American and about 2 percent are Hispanic.

So SREB has decided to do something about the situation. For the last 10 years, it has been running a small but phenomenally successful program to recruit, retain, and place minority students in doctoral programs and faculty positions throughout the nation.

"As of this year, we have had 158 graduates, with 70 percent of those working in higher education as faculty, administrators, or in postdoctoral employment," said Dr. Ansley A. Abraham, who directs the program and has been with it since its inception.

Abraham is proud of his role in developing the program and is pleased with the progress that SREB has made in training minority faculty. In 1993, the SREB-State Doctoral Scholars program enrolled its first class of 13 minority Ph.D. students in five states; today, it supports more than 200 scholars who attend 67 institutions in 23 states.

What is most impressive is the program's 90 percent retention rate, a remarkable figure considering that nationally only 50 percent of all Ph.D. students and 37 percent of minorities complete their degrees.

According to Abraham, the secret to the program's success is that it offers more than a "check and a handshake." Instead, SREB deals with the many roadblocks that minority students face on the road to the Ph.D. It takes years of hard work and sacrifice to earn a doctorate, the key to attaining such a faculty position.

Dr. Abraham presenting Dr. Luz-Eugenia Cox-Fuenzalida a plaque at 2002 Institute

"If you look at the data, the number one reason for not pursuing doctoral education is financial," said Abraham. "That research is true for all racial and ethnic categories. It is a very expensive process and takes a long time.

"But very closely related to that is the second reason for minorities–that of alienation and isolation."

SREB takes care of the money problem with generous multiyear stipends, academic support funds, and allowances. In addition, it has identified other barriers and developed a multitiered approach to dealing with them.

"In many of these cases, these students are the only minority person in the department," said Abraham. To reduce the feeling of isolation that can accompany these circumstances, the SREB program provides an unprecedented level of personal support. Abraham and the members of his staff maintain frequent communication with the students, monitoring their progress and helping them through the rough spots.

"The students know that we are advocates for them. We support them and listen to them. We are unbiased. Our only stake in this is for their success," said Abraham. "It helps tremendously when you know that there is someone out there who cares about what happens to you."

For example, if a doctoral student is struggling academically and getting low grades, Abraham tries to intervene and find out what's going on.

"If they are doing poorly, we ask, 'what are you doing about it?'" said Abraham. "We try to troubleshoot before a student is in such deep trouble that they can't get out."

Sometimes, says Abraham, the problem is deeper, and there is a "bad mix" between the student and the institution.

SREB graduate Dr. Jesús Tanguma, assistant professor of psychology, University of Houston-Clear Lake

"We don't want them to get soured on the experience, so we can step in and help them move on to another institution," he said. "We never lose sight of the individual, with his or her own goals and special circumstances."

All of these efforts pay off with a retention rate that is well above the national average. When the SREB was evaluated two years ago, research team members called the 90 percent completion rate "extraordinary." They cited the safe environment that SREB offers its scholars.

"We feel that building those relationships and building that trust can make the difference," said Abraham. "If they are having personal or academic problems, they will seek our advice."

The unique components of the SREB program were created after Abraham and others examined similar efforts designed to attract minorities to doctoral studies. Startup money came from the Pew Charitable Trust and the Ford Foundation, but the program is now self-supporting. It is an extension of the Southern Regional Education Board, which was founded in 1948 and was the nation's first compact for education. Over the years, SREB has worked to improve every aspect of education–from early childhood education to doctoral degrees and beyond.

The 16 SREB states are: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Now in its 10th year of operation, the SREB states share resources, work to expand their minority applicant pool, support qualified candidates with financial assistance for up to five years of graduate studies, and help graduates and higher education institutions identify employment opportunities.

The SREB Doctoral program accepts about 40 students per year.

Although members of all racial/ethnic groups are eligible to apply directly, the program has developed its own recruitment process and accepts nominations.

"We start to identify potential students by sending out announcements and brochures to schools within the 16 states that constitute the southern region," said Abraham. "We generally work with the graduate dean's office. They know that we are a resource, and they will direct people to us. We have a network of people that we work with, plus our own graduates also recruit for us.

The goal of the program is two-fold: to have a representative pool of candidates and to have 50 percent of the awards go to students who plan to study math, science, and engineering.

"That's where the greatest need is and those students have priority in the selection process," said Abraham. He cited statistics that show only one in 10 of college and university faculty is a minority, but in science, technology, engineering, and mathematics, the numbers are even less. With such a small number of minorities on the path to doctoral degrees, especially in the areas of math and science, the situation presents a serious challenge. Even worse, minorities who attain doctorates are often lured into business and industry through aggressive recruiting and higher salaries.

"In fact, a University of Oklahoma study of the top 50 chemistry departments found that not one African American was hired in a tenure-track position in the 1990s–not one in 10 years," said Abraham.

Once students are accepted to the SREB program, they become part of a vast support network to help them successfully navigate graduate school and academic life.

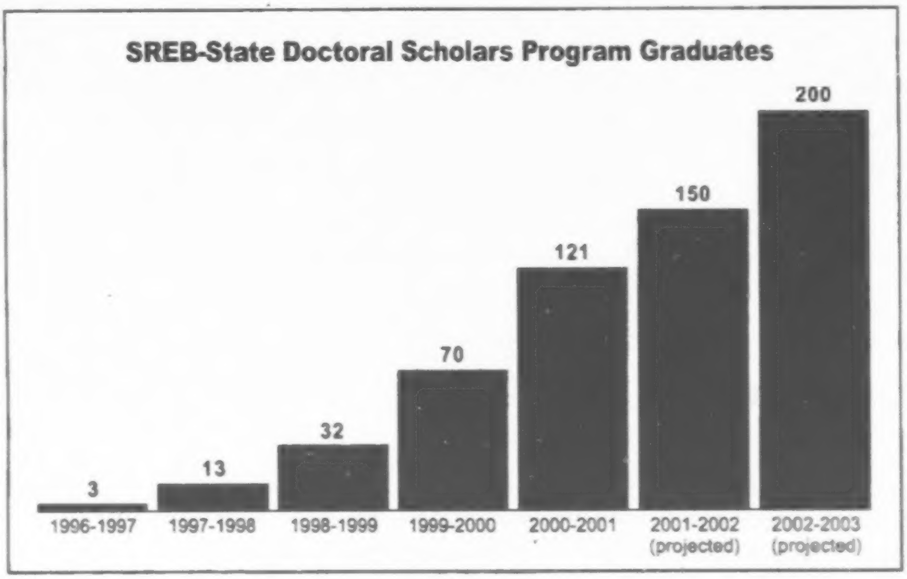
"First, we are trying to help them become successful graduate students, and then how to become successful faculty members," said Abraham.

To do this, SREB employs a very hands-on approach with intensive mentoring and personal encouragement from SREB staff. The strategies include regular contact through letters, phone calls, e-mail, a listserv for scholars, and bulletins that keep students informed and connected to the program. In addition to the personal support, Abraham tries to give them sound practical advice.

"We walk them through the steps that can help solve problems. Some of it can seem fairly menial, but it works," he said. "For example, if

Dr. Abraham presenting Dr. Selina Vásquez a plaque at 1998 Institute they have a meeting with an advisor or professor about their curriculum, I tell them to confirm in writing what the conversation was about and what decisions were made. It gives the other person the chance to agree or correct the conclusions before misunderstanding occurs."

That kind of advice is something that most of these students have never received. Part of the reason is that many come from families that are not familiar with the world of academe or the Ph.D. endeavor. In short, they have no idea what it is about or what it takes to get there–which is why the program's most powerful tool is its institute on teaching and mentoring.



What is most impressive is the program's 90 percent retention rate, a remarkable figure considering that nationally only 50 percent of all Ph.D. students and 37 percent of minorities complete their degrees.

The institute brings together more than 500 minority scholars and faculty mentors each year to share experiences, attend professional workshops, and network. The scholars form a community of colleagues and build relationships that help them feel safe to discuss concerns, issues, and even failures. Workshops at the institute cover the basics of conducting research, writing proposals, and securing tenure-track faculty positions. Abraham describes the institute as the linchpin by which all of the pieces of the program come together.

"Think about being in a room where there are 500 people who are pursuing the same degrees and having the same experiences," he said. "You're not the only one any more, you're one of many. And that is a tremendous uplifting and empowering experience. They become their own support system, which is just what we want to happen."

Throughout the doctoral process, SREB also takes care to keep an eye on future employment for doctoral candidates. Students are sent to professional conferences where they often present their research and continue to network.

Once students obtain a Ph.D., they receive help in securing a faculty position.

"We have gotten more advanced in how we help them find employment," said Abraham.

SREB maintains a comprehensive online directory for institutions so that they can go into the database and find a minority graduate in any discipline.

"Sometimes an institution knows that it's going to have an opening in six months or a year, let's say, in literature," said Abraham. "They can go into our database, find a scholar in that area and explore their background. There is a profile of the student, a picture, and information about the research they are doing." The university can contact a scholar and begin dialogue about the possibility of future employment.

While a majority of the SREB scholars are African American, graduates have also included several Hispanics, such as Dr. Jesús Tanguma. Now an assistant professor of psychology at the University of Houston-Clear Lake. Tanguma was the first person in his family to receive a Ph.D.

Other Hispanics include Dr. Selina Vásquez, who received a doctorate in mathematics education from the University of Texas-Austin, and Dr. Luz-Eugenia Cox-Fuenzalida, now an assistant professor of psychology at the University of Oklahoma.

"The doctoral scholars program is a wonderful combination of emotional, professional, and financial support," said Cox-Fuenzalida, the only female minority professor in her department.

Graduates in the year 2002 included Dr. Bruno Figueroa, who received a doctorate in chemical engineering from Johns Hopkins University, and Dr. Katherine Pérez-Rivera, from the University of Alabama.

Watching SREB graduates succeed is one of the most rewarding parts of Abraham's job.

"I get a charge out of helping people who are in turn giving back and helping others. We are meeting an important need," he said.

But, he notes, there are some tough challenges that go with the job. Abraham is especially concerned about the current climate that does not consider the need to diversify to be a pressing issue.

"I get frustrated by the indifference I find on this issue when the benefits of a diverse faculty–educationally, economically, and intellectually–are so great," he said. "Minorities have a different research agenda, and they need to be there, to effect the priorities of the institution.

"It's getting harder to get support for diversifying faculty because the philanthropic community has backed away from graduate education. Unless there is an investment on the part of states and institutions in promoting diversity, there will never be enough minority faculty."

ART AHORA

Graduate Schools and The Arts

by Kerri Allen

"Education is a primary agent of acculturation, and art is closely linked to culture. Since culture is a fundamental imperative after food, shelter, and progeny, both education and art have survival roles."–Stuart Hodes

The mother of modern dance, Martha Graham, had a wise partner in Stuart Hodes. The spellbinding dancer recognized and treasured the valuable link between education and art. Similarities between artistic liberation and educational emancipation are striking.

Beyond the university gates, the professional art world is opening gallery and stage doors to Hispanic artists. This article looks at several graduate schools that prepare students for careers in the arts. Three of the universities FIU, UT-Austin, and USC, have ranked among the top 10 for granting bachelors degrees in the virtual and performing arts.

Nearly half the undergraduates who receive financial support from the Hispanic Scholarship Fund, a leading advocacy organization for Hispanic higher education, pursue graduate degrees, and financial support for postgraduate study often continues. The Cheech Marín Endowed Scholarship, for example, is open to applicants in San Francisco who are enrolled in acting, playwriting, radio, television, film, music, set or costume design, motion picture production programs, or law or business programs related to entertainment.

Bienvenidos a Miami from FIU

Florida International University (FIU) ranked first of the Top 100 universities awarding master's degrees to Hispanic students in 2002. And 38 percent of FIU's master's degrees were conferred on Hispanic students. That reputation has created a welcoming environment for Latinos who wish to continue their arts education, and FIU offers a variety of related master's degrees–in creative writing, visual arts, art education, music.

Within its visual arts program, for example, a Master of Fine Arts candidate must complete courses in art history and issues of contemporary art, one studio art seminar, and tutorial instruction in studio areas of concentration, including art history, ceramics, drawing, museum studies, painting, photography, printmaking, and sculpture.

Talented professional artists as faculty members are often the lifeblood of a superior arts program. Two faculty members of Florida International University's visual arts department embody the winning combination of professional artist and effective instructor.

Mirta Gómez del Valle and Eduardo Del Valle, her husband, graduated from Brooklyn College, City University of New York, with a fine arts master's in 1981. For 30 years, they have collaborated in the field of photography. Both artists have their work in permanent collections of the Museum of Modern Art (MOMA) in New York City, San Francisco Museum of Modern Art, the Brooklyn Museum of Art, the Paine Webber Photographic Collection in New York and the Bibliotheque Nationale de France, Paris. Their work is widely exhibited in the United States and abroad.

Last June, their exhibit "From the Ground Up" was shown at The Art Museum at Florida International University as part of its annual faculty exhibition. Their large-scale, color photographs of the one-room dwellings of the Mayan descendants of the Yucatan peninsula were on view and the artists were available to field questions from FIU students. Dahlia Morgan, director of the museum at FIU, explained that the annual faculty exhibition "allows the community to experience a complex and beautiful photographic essay by these exceptional collaborative photographers."

Even more important, interacting with acclaimed Hispanic faculty members invariably enhances an art student's experience within the university setting and provides useful connections to the art world after graduation.

Faculty are not the only members of the FIU Art and Art History Department who showcase their talents. As the main outcome of the program, each graduate student must present an exhibition of his/her work in the University Art Museum or an alternative space. When seeking a different space, students can find comfort in knowing that the campus itself acts as a showcase for art. The Martin Z. Margulies Sculpture Park displays 69 works in a variety of media. Recognized as one of the world's most important collections of sculpture and the largest on an American university campus, the Park includes major pieces by Dubuffet, Miró, Nevelson, Noguchi, and Serra.

By the fall of 2004, FIU expects to open the new Patricia and Philip Frost Art Museum, with facilities for student galleries and classrooms. In the meantime, the W10 building is a new facility that welcomes projects, installations, critiques, and exhibitions. Recently renovated with air conditioning and electronic access, the W10 houses individual graduate studios, a studio classroom, and lounge area.

If the abundance of arts buildings does not prove Florida International University's commitment to its arts students, the group ¡Viva las artes! certainly does. This membership organization supports the programs and events of the Art and Art History Department through monetary donations, including scholarships for both undergraduate and graduate arts students. That financial help heavily influences Hispanic undergraduates' program choices for graduate school. With the encouragement and support of

¡Viva las artes!, more talented, young Latino artists are able to benefit from FIU's comprehensive arts programs.

Theater and Dance at UT-Austin

There are more than 6.6 million Hispanics in Texas make the Lone Star State 32 percent Hispanic–equal only to California. "We are the gateway to South America," says Sondra Lomax, University of Texas' associate chair for external relations. "Just as the state demographics are changing, we are getting more and more Hispanic students each year." In the past 25 years, Hispanic student enrollment has more than doubled, and The University of Texas-Austin reports that it now has the largest Hispanic enrollment of any flagship teaching and research university in the nation.

UT-Austin also reports that it is home to the largest theatre and dance program in the United States. Asked about the influence of the diverse student body on the production choices, Lomax said, "In our Theatre and Dance Department, and historically in the arts, we don't categorize people. What we do here production wise is based on our curriculum, based on what our students need to learn, not what sells at the box office." So, there are not more Dolores Prida plays or Tango Argentino routines being produced in the Department of Theatre and Dance?

"We focus on a range of styles, genres, and periods. We ask ourselves, what do our actors need? What plays do our designers need to be designing? What do our dramaturgs need to look at? We are not box office driven like many other graduate schools, and our production budget is not dependent on box office revenue."

Those efforts to support Hispanic students is evident in the rankings. The University of Texas' Graduate School awards the most doctoral degrees to Hispanic students in the United States. But while the number of Hispanic students may be increasing, the number of Hispanic faculty is not.

"We have approximately two Hispanic faculty members out of about 35 in the Department of Theatre and Dance.

"The University has to represent the population of our state, so we're actively recruiting," Lomax explained. "This large, established institution in the state of Texas has had predominantly male and Anglo faculty. With the tenure system in place, people stay here. There aren't that many openings. It's something we're addressing and our department is really making strides in the direction of change."

The Department of Theatre and Dance is not only recruiting for Hispanic faculty, but also for a broader base of Hispanic students. As part of the department's newly revamped M.A./Ph.D. emphasis in Performance as Public Practice, coursework and internships in community development through theatre are now available.

Branching off the eight-year-old Arts in Performance program, which includes acting student tours of local schools and community centers, is the new Drama for Schools program. The program aims to reach more Texas youth, not just students in communities close to Austin. "We started with the La Jolla area, which is the largest and the poorest and is 95 percent Hispanic. We sent a lot of graduate acting students and faculty who discovered that many children had not even conceived of a world north of San Antonio. We feel like we're behind in educating the more rural, disenfranchised population," Lomax explained. Through the Drama for Schools graduate acting program, university students are able to reach out to young Hispanics who are at an early stage of development, and to witness the concrete effects of their artistic work.

"After we implemented our theatre program in La Jolla, the students' test scores increased and their dropout rate decreased. The arts were keeping these kids engaged. Art is a way of reaching across socioeconomic and cultural boundaries." And sometimes breaking those boundaries is an act of survival.

Tisch School of the Arts, NYU

Known for its excellent Tisch School of the Arts, New York University (NYU) was ranked fifth in the Top 100 universities granting master's degrees to Hispanic students. Within the small graduate school of 500 students, various clubs exist to boost Hispanic student involvement and promote Latino culture. One example is United Artists of Color (UAC), a cultural and creative support group for all students of diverse ethnic backgrounds that seeks to raise the level of cultural awareness at Tisch.

For more information, visit http://www.nyu.edu/tisch

University of Southern California

University of Southern California's School of Fine Arts offers M.F.A. degrees in ceramics, photography, sculpture, design, and digital media, among others. Ruth Weisberg, dean of the School of Fine Arts, notes, "Southern California is one of the important world centers for the arts. The broad range of voices–ethnic, cultural, and international–make our region particularly stimulating."

For more information, visit http://www.usc.edu/dept/GRADSCHL

Northern Arizona University

At Northern Arizona University (NAU), in 2001, the School of Performing Arts merged with the School of Fine Art to form The College of Fine Arts–encompassing the University's School of Music, School of Art, and Department of Theatre. Located in breathtaking Flagstaff, Ariz., NAU's student arts organizations include the Spanish Theatre Club and the Latin Dance Club, both focused on promoting Spanish and Latin American culture throughout the campus community.

For more information, visit http://www.nau.edu/cofa

Kerri Allen is on the staff of The Shakespeare Theatre of New Jersey.

Latinos Apathetic toward Politics?

Not So, Says Boston-based Researcher

by Michelle Adam

"I see my work in Latino/Latina political life as very important in broadening what we mean by politics, what we mean by women, what women in politics represent," said Carol Hardy-Fanta from her office in Boston, Mass.

As director of the Center for Women in Politics and Public Policy, at the University of Massachusetts-Boston, Carol Hardy-Fanta is actively engaged in issues relating to women's political leadership and empowerment. She also directs a graduate program on women in politics and public policy through the Center—the only one of its kind in the nation.

Hardy-Fanta was research director for the Center from 1996 until she took the post of director in 2001, but has been pursuing issues related to Latinos, women, and politics far longer. She is a nationally recognized scholar who has published widely on gender, race, and politics, including two books.

"I try to reflect the complexity of political life of Latinos," she said. "I have made people who think about women acknowledge Latinas and what they are doing there."

Hardy-Fanta began working directly with Latinos in child welfare, bilingual education, and community mental health work after obtaining a master's in social work from Smith College in 1974. It seemed a natural fit for her to work with Spanish-speaking individuals in Boston, since she herself spent her formative years in Spain. Although not a Latina, Hardy-Fanta lived as a child for 15 years in northern Spain.

"I went through Spanish schools and developed my language and understanding of the cross-cultural experience as a reverse immigrant," she said.

When working with Latinos, Hardy-Fanta often helped women deal with concerns and problems that they were having within their families and communities. Years later, she took this experience with her when she went on to obtain a Ph.D. in public policy at Brandeis University's Heller School in 1991. She specifically researched issues relating to community development and how Latinos are confronting issues of poverty, education, and health.

As part of her studies, Hardy-Fanta read materials that related to Latinos in politics, and was rather surprised by the predominant view that researchers held of this community. "I would be reading analyses about Latino politics and I kept reading all these stories by researchers who would say that Latino communities were apathetic. Given the people I was talking to, I didn't see apathy. I saw difficulties and obstacles. I didn't get a sense that people didn't care. I saw them as confronting obstacles," she said.

In response to her findings, Hardy-Fanta set out to investigate this issue of apathy and political participation among Latinos. The outcome of her work was published in 1993 in her book *Latina Politics, Latino Politics: Gender, Culture, and Political Participation in Boston*.

"What I saw more is that Latinos coming to this country are often coming from cultures of great enthusiasm for politics. When Latinos come here and don't vote in the numbers that they vote for in their own countries, there may be a reason for that," said Hardy-Fanta. "Part of it is that the mainstream press doesn't see the work that Latinos are doing. They don't count it up and write about it. It becomes reduced, lessened, diminished in some ways. I think it is disheartening for Latino communities."

Through extensive interviews with Puerto Ricans, Central Americans, Ecuadorians, Dominicans, Cubans, Colombians, and Hondurans, Hardy-Fanta looked at the participation of Latinos in Boston politics. One of the discoveries that she made related to the definition of politics itself, and how political participation often differed between Latinas and Latinos.

"When I asked people what they did politically, the men would tell me what positions they held. They would print out their résumé or they would say, 'I worked for such and such candidate.' When I asked women, they would say, 'it depends on what you mean by politics.' They would talk both a lot about elections and about community work to get things better for their communities. Elections were important, but they weren't the only things," she said.

"In writing my first book on Latina women in politics, it was to acknowledge Latinas for the work that they are doing. They should not be invisible."

For many of the women with whom Hardy-Fanta spoke, politics went beyond voting and holding official positions of power. As noted in her book, politics and political participation for the women is about "making connections: connections between people, connections between private troubles and public issues, and connections that lead to public awareness and political action….Women focus on participation rather than on power, on connecting people to other people to achieve change."

While Hardy-Fanta discovered that Latinos were actively involved in politics, even if that meant on the grassroots community level, Latinos also faced the basic challenges of survival. At the time of her work, the Latino community in Boston made up 11 percent of the city's population, with a poverty rate of 33.9 percent (the poverty rate of Whites was 18.1 percent). "'Just surviving' takes all the energy of poor Latinos in Boston and leaves few resources for political participation," wrote Hardy-Fanta.

Throughout her career, Hardy-Fanta has made a point of looking closely at the details that make up cultures and movements. In investigating Latinos in politics, she has taken a keen interest in uncovering the role that Latinas play. Prior to her work, not much research included this aspect of the community.

"What I was noticing is that when other people had written up political movements, they didn't pay attention if they were women who were starting a lot of the efforts," said Hardy-Fanta. "People weren't really thinking about gender when they were looking at Latinos in Boston. I started people thinking about gender as a political force."

While conducting research on Latinos, Hardy-Fanta contacted other writers and asked them to explain the role that the women played in political movements. Her questions inspired authors to review their own work and to highlight the role of women in their future works in a way that they had not done the first time around.

For example, in looking more closely at such political movements as the Puerto Rican mobilization in response to urban renewal efforts in Boston in the mid-'60s and '70s, researchers discovered the fact that women played a key role in these efforts (although they had not written about it). "It turned out that a lot of the people in this movement were Latinas. This was to save Puerto Rican communities from gentrification in the South End of Boston," said Hardy-Fanta.

Beginning in 1988, Hardy-Fanta began research for the Mauricio Gastón Institute for Latino Community Development and Public

Policy. Through her work with Gastón, she published *Latinos in Boston: A Comprehensive Bibliography of the Latino Experience*. She also received a grant to study Latino candidates in Massachusetts and how gender influenced campaigns. She then looked at the different communities within the Boston area, reviewing issues such as voter registration and education along with other researchers. Her work, conducted from 1994 to 2000, became a part of a larger book entitled *Latino Politics in Massachusetts: Struggles, Strategies, and Prospects*.

In looking at the election of Latinos to office, Hardy-Fanta commented that the number of Latino elected officials grew after Nelson Merced was elected to the Massachusetts State House of Representatives in 1988. "You saw by 1990 the beginning of a sense that 'we can do this, we can get elected,'" she said. "Once he became elected and was going around the state, there was a real burst of candidates after that point. You saw a lot more Latinos running."

In 1998, three Latinos were elected to the State House of Representatives in Massachusetts. "Once people started winning, they got attention from NALEO and other organizations," she said. "Once you got a feeling that you were not powerless, there was even more investment in getting people out to vote. Once you have progress, you can go to communities and say, 'there's value in your vote.' Once there's a sense that voting can pay off, there is no apathy."

Hardy-Fanta noted specifically that Latinas won elections at higher rates than Latino men because they had better connections with the Latino communities. Also, that it is this emphasis on community that makes up Latino politics.

"If you look at what Latinos want from politics, you have some answers to what Americans want in general. Latinos want politics that if you vote, it makes a difference. They want politics that is more personal, that you are not just getting bombarded by media and television advertising. I am saying that Latino politics is better," she said.

"I think there is an important lesson in looking at Latino politics, whether you think about gender or not. There is a real disillusionment in America in general about the political system. There is a feeling of alienation that is revealed in the low voting rates. American politics outside of Latino interest is very watered down at this point and dominated by money."

"*If you look at Latin America, the efforts and successes of women organizing for social change put the U.S. to shame.*"

CAROL HARDY-FANTA

Most recently, Hardy-Fanta has been working with women of color in developing research projects and looking at issues of gender and politics. Some of the work will include seeing how women of color may relate to politics differently than men, and differently than White women.

"The White women's movement has been focused a lot on reproductive rights. Latinas are less sure about this as a focus. Economics is an important issue for them. There needs to be a dialogue on what the priorities need to be, as equals," said Hardy-Fanta.

While Latinas have often been labeled as passive, Hardy-Fanta is quick to argue otherwise, and especially in regard to politics. "If you look at Latin America, the efforts and successes of women organizing for social change put the U.S. to shame. We can learn a lot in talking to Latin American women," she said. "I see American women working, taking care of themselves, and doing their own things. There is no structure for community commitment here. We need to observe other countries and look at these women."

It is the same commitment to community that Hardy-Fanta has seen so often with Latinas who have come to this country to live. While not much attention has been given in research to these women, it is her belief that they have much to teach others. "We have to make a shift in our thinking that U.S. women have all the answers," she said.

Hardy-Fanta gives talks and presentations every other week, traveling to institutions and places throughout the country. Sometimes, in discussing politics from a different perspective, she receives hostile reactions. Other times, she receives applause. When María Antonietta Berriozábal, former mayor of San Antonio, read some of her work, she said she 'wanted to stand up and cheer.' Among women there is this sense of resonance," said Hardy-Fanta.

If there's anything that Hardy-Fanta is trying to do with her work, it is to "think more broadly." As director of the Center for Women in Politics and Public Policy, she tries to bring in issues facing women of color. As a researcher for Gastón, she makes sure to include Latinas in her work about Latinos and politics.

Hardy-Fanta has especially looked at issues of gender among minorities groups such as Latinos. "I feel like it is expanding and growing. People do think about gender and talk about it. But there is so much work to still do," she said. "I think it is a struggle to challenge this sense that women don't count."

Despite the hours of research and hard work, Hardy-Fanta has been enriched by the process of reaching beyond the generalizations and views that our society often holds about Latinos and women in regard to politics.

"It has made my life so much richer, seeing these women, these Latinas and African American women colleagues who are eager to go beyond the old school of politics and really look at their communities. I am constantly impressed by the energy of the younger Latina women coming up now. They all come together with not just energy but experiences that can shape the future for Americans in general." **HO**

AFFIRMATIVE ACTION:

Time to Advance–Not Retreat

by Leonard Valverde

Even though affirmative action has not fulfilled its true purpose–to eliminate biased actions and compensate for unequal education–the current Republican administration wants to end it.

Even though university and college leaders have finally come to appreciate the value of applying affirmative action (AA) so as to create diverse student bodies and faculties, President Bush is moving to start the dismantling of a process initiated by executive order some 40 years ago. It is ironic that role reversal has taken place, i.e., in the 1960s, the presidency promoted AA and institutions resisted; now institutions are in favor and the president is opposed. This necessary policy was resisted by many from the start, has been constantly challenged to date, and, as a result, diluted over its life span.

Even though affirmative action has not been either embraced entirely by institutions or enforced fully by elected bodies and has benefited more to advance gender equity in higher education than racial equality, opponents continue to work against it. In so doing, the attacks have become better disguised. For example, "As we work to address a wrong of racial prejudice, we must not use means to create another wrong," states President Bush. But where was the wrong? The University of Michigan uses race as one factor in its admission criteria, as the U.S. Supreme Court currently allows based on its 1978 *Bakke* decision. It does not have a quota system as the president mistakenly assumes and claims.

Conservatives claim that by applying affirmative action, White students are at a disadvantage and hence are being harmed, because preference is being given to persons of color, solely due to their race/ethnicity. But statistics from the past 40 years show that persons of color are still underrepresented in college enrollment in comparison to their numbers in the general population and to overall campus enrollments. For example, the three military academies have yet to reach their expectation in freshman acceptances. "We never hit our African American goal of 10 to 12 percent. We normally hit 7 to 9 percent." So states Col. Jones, West Point dean of admissions.

What about the supposed harm caused to Whites due to AA? In the case of the undergraduate at the University of Michigan, even though she was not admitted to her preferred campus (Ann Arbor), she was admitted to a branch campus. The irony here is that when affirmative action has been claimed "successful" in admission of students of color into state university systems, flagship campuses usually have fewer students of color than do the branch campuses.

Leonard A. Valverde is professor of higher education at Arizona State University and executive director of the Hispanic Border Leadership Institute, an eight-member consortium of postsecondary institutions in Arizona, California, New Mexico, and Texas.

Although opponents of affirmative action claim to be in favor of diversity, they do not offer a stronger means to help reach the true intent of affirmative action. President Bush states that he is in favor of diversity, even racial diversity. Even though his conservative colleagues do not proffer an alternative, he calls for race-neutral admissions policies, like the Texas 10 percent plan. When the results of the Texas 10 percent plan and the stingier sister California 4 percent plan are examined, we see that Hispanic and African American admission percentages are smaller than before the inception of affirmative action policies. So documents the current study conducted by Professor Marta Tienda of Princeton University, titled, *Closing the Gap? Admissions and Enrollments at the Texas Public Flagships Before and After Affirmative Action.*

What meaning can we infer from the president's challenge to the University of Michigan case? One meaning is his priority. Clearly, the current Republican administration places the needs and difficulties of persons of color lower than the interests and preferences of Whites. Even the president states he cannot deny that "our society has not fully achieved equal treatment." Detractors of affirmative action prefer to end it and in so doing put a hold on the unfinished agenda of fair treatment and maintain the status quo of White privilege. They twist to their own advantage the true intent of Dr. Martin Luther King's statement–judge us by our content, not our skin color. Whereas proponents of AA want the United States to fulfill its ideal of justice for all, opponents say opportunity should stay the same as in the past, for Whites, mostly.

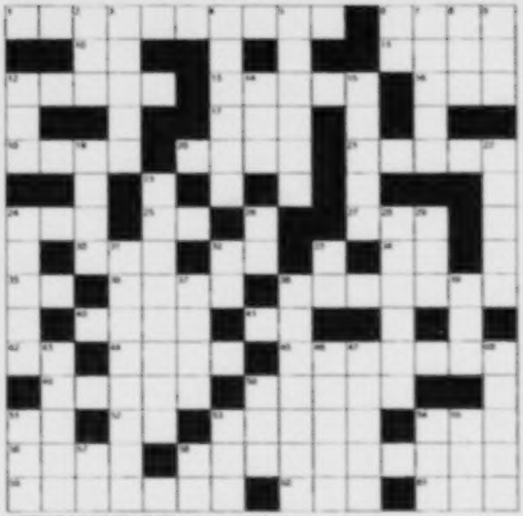
But will this "narrow challenge" as exposed by the Bush administration satisfy those who are anti-affirmative action? Others and I think not. The former University of Michigan president, Mr. Bollinger, states that the "movement to rid campuses of diversity will move on to challenge other educational programs, especially the awarding of scholarships using race as one criterion." Already we see state universities raising the cost of tuition to compensate for a bad economy and the growing trend of declining state funding. Federal loan amounts to students are currently inadequate to the rising cost of a college education. (A 2003 study by The College Board reports this finding.) Compounding this economic hardship, universities are raising their admission standards at the same time that public schools are struggling to prepare for college their ever-growing multicultural, multilingual, and diverse student bodies.

To those against the current means used to implement affirmative action but who are for the purpose of affirmative action–fairness and equal opportunity–channel your thinking to help construct a means that will produce a more representative and egalitarian society. Do not expend much needed energy on being negative; instead, offer alternatives that will be more effective in creating more inclusion. Help right past and present wrongs; help to unite us, not divide us. Bring sincerity to the design table, not just rhetoric and criticism.

In the higher education communities, more and more institutional heads are learning that affirmative action is not just helping individuals who traditionally have not had access to greater learning, but that a diverse student body helps to enrich the lives of all students and adds value to the campus as a learning environment.

In the end, the 50 United States and the world will gain from this process of greater access and inclusion, for North America's postsecondary campuses are the houses where all our future state, national, and international leaders of commerce, military, government, and education are prepared!

This generation should fight against this resistance to affirmative action as in past civil right movements. History records that the abolishment of slavery turned into "Jim Crow laws" and the 1954 Brown decision to desegregate schools with all deliberate speed ended up with more segregated schools now than prior to 1954.



Across

- 1 Hispanic graduate student's 2nd home
- 6 Absorbed
- 10 Concerning
- 11 Praise highly (with about)
- 12 Test experiment
- 13 Join a course
- 16 Show how to do (with in)
- 17 Observe
- 18 Professor garb
- 20 Quote an authority
- 21 Sound
- 24 It is mightier than the sword
- 25 No.'s opposite
- 27 Self image: can get inflated!
- 30 Student test
- 32 We
- 34 D__l computer
- 35 International governing body
- 36 Pointed end
- 38 He enters uncharted territory
- 40 Caused
- 41 University arts completion
- 42 Promotion
- 44 Spanish days
- 45 Measuring equipment
- 49 These, not wars, mark the forward progress of mankind
- 50 Planet
- 51 Fashionable
- 52 Sir
- 53 Rapids boat
- 54 Initial teaching alphabet
- 56 Half
- 58 University degrees
- 59 Locators
- 60 Infiltrate
- 61 It should come back in the mail

Down

- 2 ____ght: smart
- 3 Find out about
- 4 Treatise
- 5 Student's future goal
- 6 Rest and relaxation
- 7 American symbol
- 8 Avenue
- 9 Study hideout
- 12 Label
- 14 Gain
- 15 _____ pensador: changes the world!
- 19 Conquers
- 22 Essay
- 23 Spanish study
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- 26 Exists
- 28 Extraordinary intellectual and creative power
- 29 Bullfight cheer
- 31 Relating to higher education
- 32 Above
- 33 Mathematical formula
- 37 Waters
- 38 Invention protectors
- 39 Listener
- 43 Eating place
- 46 Spy
- 47 Editorial proposal
- 48 Efface
- 50 ___uum
- 51 Theor__: thought creator
- 53 Mathematical ratio
- 54 Pronoun
- 55 Thrown off the boats in Boston
- 57 East coast state
- 58 Medical expert

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com April 07, 2003

HACU, NCLR React to President's Budget for 2004

WASHINGTON, D.C.–SAN ANTONIO, Texas

Despite the many priorities competing for tax dollars–protecting our homeland, fighting terrorism, and recovering from the recession–President Bush's budget request for 2004 provides $53.1 billion for the U.S. Department of Education, an increase of $2.8 billion or 5.6 percent above his 2003 spending plan and the largest dollar increase of any domestic agency.

According to the Education Department, the 2004 request, together with the president's 2003 budget, builds on the substantial federal investment in education during the last six years, with discretionary appropriations rising from $23 billion in fiscal year (FY) 1996 to $49.9 billion in FY 2002–a growth of 117 percent.

The 2004 request would support more than $62 billion in grant, loan, and work-study assistance to an estimated 9.2 million postsecondary students and their families. The cornerstone of this assistance is a $12.7 billion request for the Pell Grant program, which would provide up to $4,000 in grant aid to more than 4.9 million students.

A $94 million request for Hispanic-Serving Institutions (HSIs) would help increase academic achievement, high school graduation, postsecondary participation, and lifelong learning among Hispanic Americans.

"We welcome President Bush's proposal for a 5 percent increase in Hispanic higher education support at a time when he is proposing that most other domestic spending programs outside the national defense arena receive a minimal 2 percent increase in their federal FY 2004 budgets in this uncertain economy," said Antonio Flores, president, the Hispanic Association of Colleges and Universities (HACU).

HACU is hopeful Congress will ultimately exceed the president's spending proposals in targeting urgently needed new federal education support to the nation's fast-growing Hispanic communities.

"Even though our HSIs serve the nation's youngest, largest, and fastest growing ethnic population, HSIs continue to receive substantially less federal funding per student on average than any other group of degree-granting institutions," said Flores.

A National Council of La Raza (NCLR) statement said it supports the president's focus on issues of national security to ensure that all families are protected from the nation's enemies.

And NCLR also noted that the president's budget includes several investments that address key priorities for Latinos.

But on education, NCLR said that the president's inclusive rhetoric is not reflected in the funding priorities of his budget. While the No Child Left Behind Act touted education of English-language learner students as a high priority, for the third consecutive year, the president has not increased funding for Language Assistance State Grants, said NCLR.

Also, for a second year in a row the budget provides zero dollars for new Parent Assistance Programs that would support increased parental involvement in their children's education, according to NCLR.

NWLC Opposes Proposed Changes to Title IX

WASHINGTON, D.C.

The National Women's Law Center (NWLC) called upon the Bush administration and Secretary of Education Roderick Paige to reject the recommendations of the Commission on Opportunity in Athletics for radical and sweeping changes to Title IX athletics policies. If the administration accepts the changes, said NWLC, three decades of progress for women and girls in athletics would be reversed.

"While some have characterized the Title IX changes as minor and moderate, their true impact would be to devastate women's and girls' opportunities to participate in athletics and receive scholarships," said Marcia Greenberger, NWLC co-president. "The Commission's proposals tell schools they can comply with Title IX while falling far short of equal opportunity. It is not only outrageous, but insulting to women and girls–and their fathers and brothers–across this country."

NWLC maintained that the Commission, over the objections of some commissioners, approved recommendations that would dramatically reduce the participation opportunities and scholarships to which women are entitled under existing law.

From the outset, said NWLC, the Commission's process was flawed, and it was purposefully designed to support the radical recommendations that were made.

Pre-existing Title IX athletics policies are credited with greatly expanding women's and girls' opportunities to play sports. NWLC said that the policies have not reduced opportunities for men and boys.

...FYI

Latino Coalition Analysis of California's Healthcare Crisis Shows Hispanics at Greatest Risk

WASHINGTON, D.C.

A report released by The Latino Coalition Foundation (TLCF) shows the rising price tag for health care means Californians will pay more for even fewer care options. The report, *A Gathering Storm in California Health Care*, details how shifting healthcare costs to employers and consumers threatens Hispanics' access to insurance and quality healthcare services. California's changing managed care system and its 11 million Hispanics provide a model of previously unanalyzed national trends.

"Available research evaluating the cause and effect of rising health premiums completely ignores cultural considerations. Cultural differences matter in terms of the types of diseases affecting groups, how groups access care, and what treatments work best," said TLCF Chairman Mario Rodríguez, from San Clemente, Calif. "As health plans limit services and treatments for chronic conditions and ask consumers to pick up the tab or forgo care, Hispanics are at greatest risk. These cost-cutting strategies discriminate against Hispanics whose level of insurance, available income, and health status fall below national rates."

According to TLCF's report, skyrocketing health plan premiums will reduce Hispanics' option for employer-based coverage and increase the ranks of the uninsured. Hispanic workers are predominantly employed by small businesses or within the service and agriculture industries. These types of employers, however, are most likely to drop health benefits or raise personal contributions to a level that discourages employees from selecting coverage. Prior to the current cost crisis, California Hispanics ranked as the lowest group with employer-based health insurance (43 percent) and highest group of uninsured (28 percent).

TLCF's research found that rates of insurance compound Hispanics' ability to manage the chronic illnesses that disproportionately affect them, like diabetes and asthma. Hispanics overall develop diabetes at twice the rate of other ethnic groups; and one in seven Hispanic children has asthma. In an attempt to save money, California health plans have taken steps to steer patients toward generics and over-the-counter medications. Hispanics, as a result, wind up paying more out of their own pockets to receive the specific diabetes and asthma-related treatments they need. Considering that cost factors have been shown to influence nearly half of all individuals with a chronic illness to delay or avoid treatment altogether, the report suggests health plans actually incur more expenses when patients stop managing their illness and need to use a more expensive service when an illness complication arises.

The Latino Coalition is a nonprofit, nonpartisan organization based in Washington, D.C. The Coalition was established to address policy issues that directly affect the well being of Hispanics in the U.S. For more information, visit www.TheLatinoCoalition.com.

AAC&U and Carnegie Foundation Announce Partnership to Advance Liberal Education for All

WASHINGTON, D.C.–MENLO PARK, Calif.

Two leading organizations announced a strategic partnership designed to promote liberal education across the educational spectrum, from K-12 through graduate education. The partnership involves the coordination of several existing projects and a new initiative, Liberal Education and Integrative Learning. The alliance brings together the resources of the Association of American Colleges and Universities (AAC&U) and The Carnegie Foundation for the Advancement of Teaching.

"AAC&U has become more convinced than ever that a practical and engaged liberal education is the best form of learning for the 21st century," said John Noonan, president, Bloomfield College, and chair of AAC&U's board of directors. "Bringing together the resources of these two leading organizations will significantly strengthen the national effort to improve the quality of student learning from kindergarten through college."

This new project, *Liberal Education and Integrative Learning*, will assist faculty as they coordinate existing approaches and develop new strategies to advance students' skills in intentional and integrative learning. It will develop and disseminate these strategies and effective ways to assess students' growing competence in connecting different parts of their learning. The project will begin by identifying and working with campuses that have already made significant progress in promoting integrated learning and are committed to extending that work in new ways and contexts.

The aim of the project is to create new resources, networks, models, and evidence-based arguments that can both strengthen integrative work and make it more broadly useful across different levels of education.

People-Places-Publications-Conferences

PEOPLE & PLACES

AAP Declares 2003 the Year of Publishing for Latinos

In recognition of the growing importance of the Latino community in the United States, and the phenomenal growth of the Latino book market in both English and Spanish, the Association of American Publishers (AAP) has declared 2003 to be "The Year of Publishing for Latinos." The Association has created a special Publishing for Latinos Task Force to coordinate publishing industry initiatives in this area.

René Alegria, Latino Task Force chair, said, "the Task Force will help the book publishing industry understand the cultural and economic impact the Latino community is having and will continue to have on the market. Latino stories are intrinsically American stories, and there is a sense of optimism within the Latino publishing community–among authors and readers alike–whose energy and excitement are contagious. We are great storytellers and are enthusiastic book buyers as well. There is no better combination for explosive publishing growth."

New Director Heads HACU Sister Organization

John M. Puder was appointed executive director of the ¡Adelante! U.S. Education Leadership Fund, a national program, co-founded by the Hispanic Association of Colleges and Universities, that provides Hispanic students with scholarships, leadership training, and internships.

Puder, former managing partner with the public affairs consulting and fund-raising firm of Team Tejas, former president of the public affairs and public opinion research firm Puder Consulting, is an instructor at the University of Texas-San Antonio. He previously directed community relations for the U.S. Air Force Outreach Program Office.

Puder has a bachelor's degree in political science from the University of Texas-San Antonio and a master's in public affairs from the Lyndon B. Johnson School of Public Affairs at the University of Texas-Austin.

Dual Language Institute at UC-Riverside

The University of California (UC)-Riverside is developing a teacher-training institute that will improve the way teachers conduct classes in English and Spanish. The Two-Way Immersion Biliteracy Specialist Institute will be funded by a five-year, $1.5 million grant from the U.S. Department of Education.

In the two-way immersion approach, classes are divided between English and non-English speaking students. Instructors expose students to both languages by alternately teaching in English and Spanish.

Teresa Márquez-López (pictured l.), UC-Riverside researcher, and Francisca Sánchez (r.), assistant superintendent at the San Bernardino County Superintendent of Schools office, will run the Institute, which proposes to help 272 classroom professionals teach elementary school children in San Bernardino County more effectively, while fulfilling the California Master Plan for Education requirement that the state's public school students become bilingual.

HCF and NASA Offer Scholarship to Hispanic Explorers

The Hispanic College Fund (HCF), a national nonprofit organization dedicated to developing the next generation of Hispanic leaders, and NASA are jointly offering the National Hispanic Explorers Scholarship Program. Eligibility criteria:

- Must be a U.S. citizen of Hispanic background residing in the 50 states or Puerto Rico.
- Must be pursuing a science, computer science, engineering, or NASA-related major.
- Must be starting as a college freshman, sophomore, junior, or senior by fall 2003.
- Must plan to enroll as a full-time undergraduate student (minimum 12 credits per semester) from the fall of 2003 through the spring of 2004.
- Must be applying to or be enrolled in a college or university in the 50 states or Puerto Rico.
- Must be in good academic standing with a cumulative GPA of no less than a 3.00 on a 4.00 scale.

Apply online at www.hispanicfund.org (application deadline is April 15, 2003).

The Kennedy Center Celebrates the Arts of Latin America

"AmericArtes," in its third thrilling year at the John F. Kennedy Center for the Performing Arts (Washington, D.C.), is highlighting the vibrant spirit of Mexico as well as South America's culturally lush Andean region, including Bolivia, Colombia, Ecuador, Peru, and Venezuela–nations rich in heart, soul, and art.

The festival, which began March 4 and concludes April 13, features a dazzling array of music, dance, and theater performances, along with literature discussions and readings, film screenings, Performance Plus educational events, free Millennium Stage events, visual arts, and much more.

"AmericArtes" aims to portray the multiple images of the soul of the Mexican people–including those on both sides of our shared border–and the extraordinary artistic expression that traverses through the Andean countries, from the Caribbean coast to the Bolivian highlands. Public information: (800) 444-1324.

New Appointments to Mt. SAC Board of Trustees

In California, Gayle E. Pacheco was appointed to a one-year term as president of the Mt. San Antonio College (Mt. SAC) board of trustees, and Fred Chyr was elected vice president.

Pacheco is owner/ president of a manufacturing business in Covina. She holds a bachelor's degree in business from the University of Redlands and a law degree from Western State University. Pacheco has been a member of the Mt. SAC Foundation board of directors, Mt. SAC Community Leadership Advisory Council, and Mt. SAC Cultural Arts Committee.

Chyr, a Mt. SAC trustee since 1995, has been an advisor on the Forum of Pacific Christian College and member of the Citizens Advisory Committee of the 60th Assembly District.

TLC Supports Bush's Economic Plan

The board of directors of The Latino Coalition (TLC), a Washington-based business organization, recently announced its full support for President Bush's efforts to boost economic growth and create jobs in America.

TLC President Robert Deposada applauded Bush's initiative to reduce the tax burden of working families, small businesses, and investors, while giving the economy the necessary boost to improve economic activity.

TLC's board praised Bush's plan to extend unemployment benefits, eliminate the marriage penalty tax, raise the child tax credit, and move millions of working Americans into the lowest tax bracket of 10 percent.

"The current recession has disproportionately affected those working in small businesses and in the service industry, who are suffering the cutbacks in expenditures by larger corporations. And clearly, Latinos have suffered disproportionately during this recession," said Deposada. "The president's initiative to reduce the tax burden on working families, small businesses, and investors will give our economy the necessary cash infusion to significantly boost economic activity throughout the country."

Earlier this year, TLC issued a statement of support for the Bush opposition to the University of Michigan's affirmative action plan.

National Presented with 2002 Eureka Award

The California Council for Excellence (CCE) presented National University (Calif.) with the 2002 Eureka Award for Performance Excellence.

CCE's mission is to help California organizations achieve world-class service and products through the principles and criteria of the Malcolm Baldrige National Quality Award.

The California Awards for Performance Excellence (CAPE) program, presented annually by CCE, honors educational institutions, manufacturing and service companies, government agencies, and healthcare, non-profit, and military organizations. It features three levels, the California Challenge; the California Prospector; and the highest honor, the Eureka Award for Performance Excellence. National (NU), which applied for the award for the first time this year, is the first university to receive the Eureka Award in 10 years.

Dr. Jerry C. Lee, chancellor of the NU system, attributes the award to the University's ability to freeze tuition this year while opening two new centers and expanding services throughout its 26 locations.

Alliant International Hires Executive VP

Alliant International University (AIU) in California appointed Dr. Josefina Castillo Baltodano executive vice president for strategic planning and advancement. She will manage AIU's development, fund-raising, government relations, and communications.

Castillo Baltodano, formerly dean of the School of Management and vice president for university relations at John F. Kennedy University, worked at the University of California-Berkeley as an academic administrator for 18 years and is currently there as a visiting professor, teaching law and criminal justice. She is a trustee of Mills College and a regent of the Franciscan School of Theology.

Castillo Baltodano holds a bachelor's degree from the University of Wisconsin and a juris doctor from the University of California, Hastings College of Law, in San Francisco.

News From Arizona State

- Minority enrollment jumped 81 percent in the past 10 years at Arizona State University (ASU). In the fall semester alone there were 1,166 American Indian, 6,018 Hispanic, 2,535 Asian American, and 1,768 African American students enrolled.
- To tackle a national bilingual professional shortage, ASU has created the Bilingual Training Program, part of a bilingual speech-language pathologist master's degree program in which students begin working with professionals in their field during the first week rather than completing internships in their final semesters.
- ASU West's Leadership for Educational Entrepreneurs, a graduate program for charter school administrators, received $412,000 from the U.S. Department of Education, an increase from the first-year appropriation of $348,000.

SACNAS Honors UCSD Student

The Society for Advancement of Chicanos and Native Americans in Science (SACNAS), at its national conference, recognized Melanie Zauscher, an environmental chemistry major at the University of California-San Diego (UCSD), for research excellence.

Zauscher received an award in the category of ecology and environmental science for her research poster presentation "Age Determination of Bowhead Whales Through Aspartic Acid Racemization." SACNAS awarded her a $250 cash prize and a certificate of accomplishment.

At the conference, 340 students from across the country made poster presentations and 33 graduate students made oral presentations.

Pictured (l. to r.): Jacqueline Azize-Brewer, of UCSD's Academic Enrichment Programs; Melanie Zauscher; and Fabiola Navarro, UCSD computer engineering student.

NAMAD and NAHAD Merge

After 18 months of discussion and bargaining about how to best serve the Hispanic community, the National Association of Minority Automobile Dealers (NAMAD) and the National Association of Hispanic Automobile Dealers (NAHAD) merged.

NAHAD, two years old, will join NAMAD's 500-member, nonprofit organization that has served ethnic minorities in the automobile industry since 1980. NAMAD's mission is to ensure the presence of a representative number of minority entrepreneurs and employees in the retail sales, supplier, and service sector as well as the manufacturing ranks of the car industry. Six members of NAHAD will immediately become members of NAMAD's board of directors.

"Through the guidance of a higher power, a lot of hard work, and dedication to the larger goals of parity and fairness, we have been able to forge our swords into plowshares for all ethnic minorities in the automobile industry," said NAMAD chairman H. Steve Harrell, Sr. "This is truly a tribute to all of those who refused to see the world in the narrow spectrums that artificially divide us."

FIU Opens Research Center in Madrid

Florida International University (FIU) partnered with the governments of Miami-Dade County and the Comunidad de Madrid and the San Pablo-CEU University Foundation to open a research center in Madrid, Spain.

The idea for the Madrid Center for Education, Research, and Development came about a year ago through a suggestion from FIU President Modesto A. Maidique to Alberto Ruiz-Gallardon, president of the Comunidad de Madrid, who was receptive immediately.

The Center's research efforts will center on immigration, economic development, and information technology related to South Florida and greater Madrid. FIU researchers will conduct their work in partnership with faculty at roughly a dozen public and private universities within the Comunidad de Madrid. The Center will allow for several study abroad, exchange, and cooperative-education programs, as well as joint research projects and research funding from European agencies.

Palo Alto's Accreditation Renewed for 10 Years

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) renewed the accreditation of Palo Alto College (Texas) for 10 years.

The full reaffirmation is a triumph for Palo Alto, which, in 1992, was placed by SACS on a "warned" status, with 39 recommendations for improvement. This time around, Palo Alto received nine recommendations, which the chairman of the visiting committee equated to an "A-plus."

"Accreditation is the most critical acknowledgment that a college is doing its job," said Dr. Ana M. "Cha" Guzmán, Palo Alto president. "Without accreditation, courses will not transfer and students cannot receive federal financial aid. The small number of recommendations proves that we are doing a stellar job. It reaffirms that we provide quality instruction and that our degrees have stature in the academic community."

First Zapanta Scholar at USC Keck School of Medicine

The University of Southern California's (USC) Keck School of Medicine awarded fourth-year medical student Jacqueline Márquez the first Dr. Edward Zapanta Endowed Scholarship Fund for Hispanic Health Leadership in Academic Medicine. She will receive $28,500 from the need-based scholarship, which helps disadvantaged medical students who have demonstrated a commitment to community activism, volunteerism, and leadership.

Photo © Jon Nalick

Márquez was born to a family of field workers. She attended both Johns Hopkins University and Medical School, despite the strong misgivings of her family and guidance counselor. Márquez took two years off to provide education in parenting and in HIV. She has also performed volunteer work with medical students, the homeless, inner-city youth, and college-bound minority students.

The scholarship honors the late Keck alumnus Dr. Edward Zapanta, who died in 2002. Zapanta was a founding member of the USC Mexican-American Alumni Association and the first Hispanic to join the USC board of trustees.

Pictured (l. to r.): Keck School Dean Stephen J. Ryan, Jacqueline Márquez, and Norene Zapanta with a plaque bearing Dr. Zapanta's photo.

LIU-Brooklyn Student Elected to National Honors Council

Sophia Ortiz, a junior at Long Island University (LIU)-Brooklyn In New York, won one of three available seats on the Executive Committee of the National Collegiate Honors Council.

Ecuadorian-born Ortiz emigrated with her family to the U.S. at age 1. Now majoring in English, with a minor in finance, she hopes to attend law school and become a corporate lawyer.

Bernice Braid, director of LIU-Brooklyn's honors program and dean of academic and instructional resources, says of her, "Sophia has proven herself to be a leader here at the Brooklyn Campus, and now will speak for student interests in a new arena. We're all very proud of her."

NCLR Disappointed with Bush's Welfare Reform Plan

The National Council of La Raza (NCLR) expressed grave disappointment with President Bush's welfare reform agenda. According to a statement released by NCLR, the bulk of the agenda only reiterates many of the provisions included in last year's "ill-conceived and unworkable" welfare reform bill, ignores the economic reality facing many families, and slights Latinos.

According to NCLR, the bill imposes unfair restrictions that inhibit hardworking legal immigrants from access to federal safety-net services and prevents them from accessing the work support and health services that are critical to their survival.

NCLR also stated that the proposal includes strenuous requirements that ignore the burdensome economic situation and proposes stringent work requirements that would likely require states to create public jobs for welfare recipients, minimizing the spare time they need to learn English or acquire job skills to overcome their economic problems. NCLR also believes that Bush's economic growth plan ignores millions of low-wage Latino workers and only benefits households earning more than $100,000.

NIGMS Revamps Web Site

The U.S. Department of Health and Human Services' National Institute of General Medical Sciences (NIGMS) recently reconstructed its Web site to offer easier access to funding opportunities, free publications, and the latest news from the Institute.

The revamped site is divided into five sections. Research Funding includes research projects, funding opportunities, and grant application and review information. Training and Careers contains research training, fellowship, and career development opportunities. Minority Programs offers information on Minority Access to Research Careers, Minority Biomedical Research Support, Bridges to the Future, and other programs intended to increase the number of minority biomedical scientists. News and Events gives updates on what is happening at NIGMS; and About NIGMS includes alphabetical and organizational staff lists and budget material information.

The Web site address is http://www.nigms.nih.gov.

JMU Receives $2.5 Million Gift

James Madison University (JMU) in Virginia received a $2.5 million private gift from Charles E. Estes in honor of his late wife, Dorothy Thomasson Estes, a 1945 JMU graduate and a longtime supporter of the University.

The funds, along with other donations, will be used to construct a 108,490-square-foot Theater and Dance Performance Center to house classrooms, laboratories, faculty offices, dance studios, and instructional theaters, and host performing arts productions.

Estes' donation is the largest one-time gift to JMU in its history. JMU President Linwood H. Rose said, the "gift of the Estes family will serve as a challenge to other potential donors to come forward in support of the arts at JMU."

UNM Professor Emeritus Ulibarrí Dies at 83

Sabine Ulibarrí, professor emeritus of the Spanish and Portuguese department at the University of New Mexico (UNM), died in January at age 83.

Ulibarrí, a poet, author, scholar, and lecturer, made significant contributions to Chicano and New Mexican Hispano literature. He published his first book, *Spanish for the First Grade*, in 1955. His most recent publication, *Mayhem was our business–Memorias de un veterano*, which concerned his years in the U.S. Air Force, for which he flew 35 combat missions over Europe, earning the Distinguished Flying Cross and Air Medal, was published in 1997.

Ulibarrí was born and raised in Tierra Amarilla. He earned a bachelor's and master's degrees at UNM and doctorate at the University of California-Los Angeles. His many honors include the Regents Meritorious Service Medal and the UNM Distinguished Alumni Award.

CSUSB Sponsors Robledo Mural

A mural created with the guidance of artist and children's book illustrator Honorio Robledo was recently installed and unveiled in the multipurpose room of Cypress Elementary School in California.

The five-panel mural, in the style of magical realism, depicts the late United Farm Workers leader and social activist César Chávez, arms outstretched, surrounded by students. Robledo and 21 Cypress Elementary students created the work through an after-school program sponsored by California State University-San Bernardino (CSUSB) and funded by the César Chávez Community Learning Gardens program. While completing the mural, the elementary school students went weekly to the community garden to learn to draw and paint with Robledo. At the unveiling ceremony, each student received individual recognition of his or her work.

Lynne Díaz-Rico, CSUSB professor of language, literacy, and culture, and Claire Purvis, Cal State professor of accounting and finance, directed the program.

Leadership Changes at UTEP College of Engineering

Andrew Swift, dean of the University of Texas-El Paso (UTEP) College of Engineering, was appointed director of UTEP's Center for Environmental Resource Management. Roberto Osegueda, professor and assistant engineering dean for research, will serve as interim dean of the Engineering College while a national search is conducted to fill the position. Patrick Gurian was named director of the Transboundary Water Institute, which coordinates the University's water-related research grant portfolio.

As dean, Swift was responsible for the successful completion of the College's ABET Accreditation review in 2001, the creation of pre-engineering and entering students programs, and an increased engineering enrollment. His leadership was key in securing $6 million to $8 million per year in externally funded research and sponsored project expenditures, completing the architectural design for the new 44,000-square-foot engineering building, and initiating a corporate fund-raising program to enhance the new building and renovate the existing one.

Osegueda was director of the FAST Center for Structural Integrity of Aerospace Systems. He has been involved in a variety of research projects. Osegueda and another research engineer, Octavio Melchor-Lucero, were recognized by the Texas Department of Transportation with a 2000 Top 10 Innovation Award for their work to lessen the burden on Texas highways.

Gurian is an assistant professor of Civil Engineering. He has served as principal investigator on several water-related research initiatives.

Fulbright Scholar Program Offers Grants in 140 Countries

The Fulbright Scholar Program is offering lecturing/research awards in some 140 countries for the 2004-2005 academic year.

Opportunities are available not only for college and university faculty and administrators, but also for professionals from business and government, as well as journalists, lawyers, scientists, artists, independent scholars, and many others.

Traditional Fulbright awards are available from two months to an academic year or longer. A new short-term grants program–the Fulbright Senior Specialists Program–offers

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two- to six-week grants in a variety of disciplines and fields.

While foreign language skills are needed in some countries, most Fulbright lecturing assignments are in English. Some 80 percent of the awards are for lecturing.

Application deadlines for 2004-2005 awards are:

- May 1, 2003, for Fulbright Distinguished Chair awards in Europe, Canada, and Russia;
- Aug. 1, 2003, for Fulbright traditional lecturing and research grants worldwide;
- Rolling deadline for Fulbright Senior Specialists Program.

For information, contact the Council for International Exchange of Scholars (CIES) at 3007 Tilden St., NW, Suite 5L, Washington, D.C. 20008-3009; (202) 686-7877; e-mail, apprequest@cies.iie.org; Web site, www.cies.org

mun2 televisión Offers Internships

mun2 televisión, one of the few networks targeting young Latinos in the U.S., is now taking applications for its professional summer internship programs in Los Angeles, New York, Miami, Houston, San Antonio, San Francisco, San José, Chicago, and other areas.

According to mun2, the program, now in its second year, has become very popular among Latino college students because it offers them an opportunity to learn the management aspects of a TV network, develop professional skills, and network with executives in the entertainment and communications industry. Students who are accepted to mun2 work between 15 to 25 hours a week and get college credit after completing the work plan for a semester.

All interested Latino college students are encouraged to apply. They may call 1-800-889-7624 or submit their résumés by e-mail to: umun2@mun2television.com. For more information, visit http://www.mun2television.com.

Bergen Student Studying in Ecuador

Bergen Community College (N.J.) second-year student Margaret Arnold is participating in its spring 2003 Study Abroad Program.

Arnold is traveling to South America to attend the Catholic University in Guayaquil, Ecuador, where she will study Spanish. She will live with a host family for the duration of her stay.

Arnold expects to graduate in May 2003 with an associate's degree in liberal arts.

O'Brien Speaks at Central Michigan

Soledad O'Brien, NBC's "Weekend Today" co-anchor and anchor of MSNBC's "Morning Blend," was the keynote speaker for the seventh annual Lem Tucker Speaker Series sponsored by Central Michigan University (CMU).

Each year at the dinner event a four-year scholarship is awarded to a high school senior who will study journalism at CMU and promote the success of minorities in journalism.

The event and scholarship are named for CMU alumnus Lem Tucker, who graduated in 1959 and became one of the country's first African American television reporters. Tucker, a two-time Emmy Award winner, had worked for the three major television networks before his untimely death in 1991.

Western Illinois Develops Initiative with Mexico

The Western Illinois University College of Business and Technology (CBT) developed a three-year initiative funded by the Training, Internships, Exchanges, and Scholarships (TIES/ENLACES) program of the U.S. Agency for International Development to strengthen the relationship between Mexico and the U.S.

"Trabajando Internacionalmente Para Expander el Saber: Working Internationally to Expand Knowledge," which will receive approximately $250,000 from TIES/ENLACES, forms a partnership between Western and the Universidad Autonoma de Querétaro. Both will engage in student and faculty consulting initiatives, study abroad exchanges, professional internships, cooperative research, workshops, and seminars.

In addition, CBT will promote a unique MBA program for graduate students from Western, Querétaro, and Moncton University in Canada. Selected students will spend the fall semester at Moncton, spring term at Western, and summer session at Querétaro. The final semester will be a team-based internship at an international trade business organization.

Discussion on Homeland Security Bill and the Border at UTEP

The University of Texas-El Paso's (UTEP) Center for Inter-American and Border Studies, the Center for Law and Border Studies, and the Chicano Studies Program hosted a discussion on the possible impact of the Homeland Security Bill on the border.

"The new Homeland Security Bill will affect all regions of the United States. However, because El Paso is a border city, in which most activities are to some degree international, the bill may have much more extensive effects," said Dr. Jon Amastae (pictured), director of the Center for Inter-American and Border Studies. "This event is designed to begin the process of examination of what those effects are likely to be."

The two-hour forum featured presentations by experts on law, policy, migration, social services, and economics. Panelists included: Ouisa Davis, executive director/attorney, Diocesan Migrant and Refugee Services, Inc.; Dr. Thomas Fullerton, associate professor of economics and finance at UTEP; Dr. José García, director of the Center for Latin American Studies at New Mexico State University; Dr. Robert Pallitto, assistant professor of criminal justice and political science at UTEP; and Salvador Payán, a representative of Congressman Silvestre Reyes.

Fulbright Grant Presented to Indiana Sociology Professor

William Corsaro, the Robert H. Shaffer Class of 1967 Endowed Professor of Sociology at Indiana University, received a Fulbright Senior Specialist grant for study in Europe.

Corsaro will spend six weeks in Trondheim, Norway, at The Norwegian University of Science and Technology and the Norwegian Centre for Child Research to investigate childhood socialization. This is his second Fulbright award. The first, in 1983, took him to study in Italy.

Corsaro is interested in examining, from a cross-cultural perspective: ethnographic methods, early childhood education, and the sociology of childhood and children's peer cultures . He is the author of *The Sociology of Childhood*.

Purcell Speaks at UW-Milwaukee

Susan Kaufman Purcell, vice president of the Americas Society and the Council of Americas, spoke at the Wenberg Memorial Lecture, sponsored by the Institute of World Affairs at the University of Wisconsin (UW)-Milwaukee.

Purcell's lecture, "Cuba: Is There an 'After Castro'?," examined the U.S. trade embargo on Cuba. According to Purcell, the U.S. has been selling medical and agricultural supplies to Cuba for cash since 2001, and Americans can only travel to Cuba on approved trips while the rest of the world is free to enter and leave as they please. Her discussion centered on U.S. policy and Cuba's future.

Purcell was a senior fellow at the Council on Foreign Relations in New York and a staff member of the U.S. Department of State under presidents Jimmy Carter and Ronald Reagan. The author of six books on Latin America and various articles in newspapers across the U.S. and South America, she is a frequent news commentator on developments in Latin America.

Bilingual Teacher Education Program Grant at UNT

The U.S. Department of Education awarded the University of North Texas (UNT) College of Education $1.34 million for a new bilingual education program.

The funding will provide scholarships for bilingual teacher certification for about 35 upper-level graduate students at UNT and the UNT System Center. The grant will cover the cost of full tuition and some books. Each applicant must demonstrate bilingual fluency in English and Spanish and comply with academic requirements set by the College.

Dr. Rudy Rodríguez, UNT professor in the department of teacher education and administration, is the director of the grant, which aims to help build the program and student enrollment for the next five years at the Denton campus and System Center at Dallas.

Ramapo's Heed Named N.J. Professor of the Year

The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education named Dr. Thomas J. Heed, associate professor of history at Ramapo College of New Jersey, the 2002 New Jersey Professor of the Year.

Heed, a senior faculty member, has taught at Ramapo for 30 years. According to Dr. Donna Crawley, acting vice president of academic affairs, Heed uses different approaches to teaching and is constantly revising his teaching plan. "He has built a Web 'world' for his students--so that they can see, hear, research, and experience the periods and places of American history that he teaches," said Crawley.

Heed attained grant funding from the U.S. Department of State, Bureau of Educational and Cultural Affairs, to engage in joint ventures with the Volgograd State Pedagogical University in Russia. The grant enables an exchange between the two schools, where Russian scholars participate as faculty in residence at Ramapo, and Ramapo professors go to Volgograd.

Grant Awarded to NTID/RIT

R·I·T In New York, the National Technical Institute for the Deaf (NTID), a college of the Rochester Institute of Technology (RIT), was awarded two grants totaling more than $1 million to promote access and inclusion for deaf and hard-of-hearing students in postsecondary education.

A three-year project funded by the U.S. Department of Education offers educators specific strategies to adjust their teaching styles and communicate more efficiently with deaf and hard-of-hearing students in mainstream college courses.

Upcoming Summer Institutes will provide participants with workshops and individualized tutorials focused on instruction and learning for deaf and hard-of-hearing students. In September, when participants begin to implement ideas discussed in their workshops, they will receive follow-up visits and advice from project personnel. Also, participants will receive portable versions of workshop materials such as CD-ROMs and videotapes, and access to a Web site that can be used independently to reinforce the practices learned.

Eguia-García Named Palo Alto's Director of Institutional Advancement

Elizabeth "Eli" Eguia-García has been officially named director of institutional advancement, development, and planning at Palo Alto College (Texas).

Her main duties include raising external funds for the College and its programs, establishing partnerships with key stakeholders for resource development, supporting fund-raising efforts, and coordinating strategic planning activities that lead to institutional advancement.

Eguia-García, interim director for the past year, previously worked as a grant specialist for the Northside Independent School District in San Antonio and director of resource development and communications for the Benedictine Sisters and the Benedictine Ministries Corporation.

She has a bachelor's degree in English communication arts from Our Lady of the Lake University and a master's in English/communication studies from St. Mary's University.

ASU Alumni Association Appoints Interim Director

Robert Soza, assistant vice president of student affairs and dean of students, was appointed interim executive director of the Arizona State University (ASU) Alumni Association.

While a national search for a permanent director continues, Soza will work to enhance the University's alumni relations office and effort. His plan includes increasing the number of actively involved alumni, improving coordination among the Alumni Association and various other alumni clubs, increasing the number of alumni contributors, working closely with development and intercollegiate athletics on activities involving alumni, and strengthening and developing alumni traditions.

Soza received a bachelor's and master's degree from the ASU College of Education.

Syracuse Wins Grant for Underrepresented Student Study

The National Association of Student Personnel Administrators Foundation awarded Syracuse University's Parents Office a $5,000 grant to be used in a two-year study that examines ways to support families of students from historically underrepresented groups and to enhance student success, satisfaction, and retention.

The goal of the Parents Office is to learn more about the families of students of color, non-English-speaking students, or those who speak English as a second language, first-generation college students, and students of parents with disabilities–all of which are populations on the Syracuse campus.

The project was to begin last month with the hope of understanding the nature and quality of the interaction that families from underrepresented groups have with their students and with the Syracuse community. The object of the Parents Office's research is to enhance or change programs and services to impact student retention.

Sánchez Speaks at Burlington

Award-winning author and renowned poet Sonia Sánchez was the featured speaker in a series of programs at Burlington County College (N.J.) honoring African American history.

Photo © Leandre Jackson

Sánchez has written 16 books and won many literary honors, among them: National Endowment for the Arts, Lucretia Mott Award, Outstanding Arts Award from the Pennsylvania Coalition of 100 Black Women, Governor's Award for Excellence in the Humanities, Pew Fellowship in the Arts, and many more. Sánchez has lectured at more than 500 colleges and universities in the U.S. and has traveled extensively, reading her poetry in Africa, Cuba, England, the Caribbean, Australia, Nicaragua, China, Norway, and Canada.

Shake Loose My Skin, a recent Sánchez offering, is available from Beacon Press.

Wal-Mart Gives $5 Million for Arkansas Scholarships

Wal-Mart donated $5 million to the University of Arkansas (UA) to establish an endowment to support need-based scholarships.

The endowment, the largest gift Wal-Mart has made to any U.S. college or university, will provide funds for 55-60 undergraduate students through a scholarship renewable for up to four years, given satisfactory academic progress.

"This will make a profound difference in the lives of many young men and women who are qualified and prepared to go to college but lack the funds to do so," said UA Chancellor John A. White. "Over the long term, the gift will help to increase the proportion of Arkansans who hold bachelor's degrees, which is essential to the state's future."

UCLA and Caltech Scientists Develop New Gene Therapy Approach

University of California-Los Angeles (UCLA) and California Institute of Technology (Caltech) researchers developed a new gene therapy approach that prevents the AIDS virus from entering human cells, offering a potential way to treat HIV patients and diseases caused by a gene malfunction.

For years scientists have known that small interfering RNA (siRNA) were powerful tools against disease but couldn't find a way to insert them into the immune system in a stable form. The UCLA/Caltech researchers were the first to construct a carrier from a disarmed version of the AIDS virus that delivers synthetically designed siRNAs into the human cell. Once inside the cell, the siRNA acts as a catalyst to reduce the expression of specific genes and slow the progression of disease.

"Our findings raise the hope that we can use this approach or combine it with drugs to treat HIV in people–particularly in persons who have not experienced good results with other forms of treatment," said Dr. David Baltimore, president and professor of biology at Caltech. He also proposes that the technology will become a major therapeutic approach for many diseases in the future.

Progress Marks Anniversary of No Child Left Behind Act

President Bush signed the No Child Left Behind Act approximately one year ago, and, according to U.S. Secretary of Education Rod Paige, a great deal of progress has been made to ensure that every child receives proper education.

No Child Left Be
One Y
Later!

Paige reported that the Department of Education hosted a summit with state officials at Mount Vernon in January and began meeting with states individually, as promised. Twenty states received Reading First grants totaling more than $412 million to improve classroom reading instruction. The Department consulted policy-makers and education leaders from every state at three Reading Leadership Academies to help state officials prepare for a smooth transition and implementation of Reading First.

Paige stated too that in the last year the Department has worked with schools on safety issues, improving state teacher certification systems, launching the State Scholars Initiative, and ensuring that preschools across the country are preparing young children for elementary school instruction.

PUBLICATIONS

Latinos: Remaking America

Marcelo M. Suárez-Orozco and Mariela M. Páez

LATINOS
Remaking America

As the fastest growing segment of the U.S. population, Latinos are reshaping the character of the nation. This landmark book brings together some of the leading scholars now studying the social, cultural, racial, economic, and political changes wrought by the experiences, travails, and fortunes of the Latino population.

2002. 495 pgs. ISBN 0-520-23487-1. $1995 paper. University of California Press. (800) 822-6657.

War Plan Iraq: Ten Reasons Against War on Iraq

By Milan Rai

WAR PLAN
IRAQ

Milan Rai deftly counters all the arguments Bush and Blair use to justify war with Iraq and also provides a history of the weapons inspectors' first visit to Iraq. He argues that the proposed war is illegal and has little to do with Saddam Hussein or chemical weapons and everything to do with money, oil, power, and greed. Includes a chapter by Noam Chomsky.

2002. 240 pgs. ISBN 1-85984-501-0. $15.00 paper. Verso. (800) 233-4830.

The Mexican Americans

By Alma M. García

As the fastest growing immigrant population in the U.S., Mexican-Americans will continue to be significant contributors to the diverse social fabric of the country. *The Mexican Americans* looks at the cultural traditions, families, demographics, political participation, and social impetus of this important American minority.

2002. 240 pgs. ISBN 0-313-31499-3. $44.95 cloth. Greenwood Press. (800) 225-5800.

Natural and Moral History of the Indies

By José de Acosta

Jane E Mangan, ed.

Natural and Moral History of the Indies is a classic work originally published in 1590 and based on Spanish Jesuit José de Acosta's observations of the New World as a missionary in Peru and Mexico. This edition is the first new English translation in several hundred years. Translated by Frances M. López-Morillas.

2002. 535 pgs. ISBN 0-8223-2845-3. $24.95 paper. Duke University Press. (888) 651-0122.

Minor Omissions: Children in Latin American History and Society

Tobias Hecht, ed.

Taking a look at more than 500 years of Latin American and Caribbean society, Hecht explores how the omission of children from the region's historiography may in fact be no small matter.

2002. 277 pgs. ISBN 0-299-18034-4. $21.95 paper. University of Wisconsin Press. (800) 621-2736.

Re-Forming the State: The Politics of Privatization in Latin America and Europe

By Hector E. Schamis

With evidence from Argentina, Chile, Mexico, Great Britain, and Hungary, *Re-Forming the State* compares the processes leading to market reform experiments and its political effects in Latin America and Europe.

2002. 208 pgs. ISBN 0-472-08850-5. $19.95 paper. University of Michigan Press. (734) 764-4392.

Music in Puerto Rico: A Reader's Anthology

Donald Thompson, ed.

This translation by Donald Thompson chronicles Puerto Rico's rich musical history, often unavailable to those not fluent in Spanish. It details the Caribbean island's musical roots from Christopher Columbus' second voyage to the New World in the late 15th century to 20th-century developments.

2002. 160 pgs. ISBN 0-8108-3984-8. $34.95 cloth. Scarecrow Press. (800) 462-6420.

Before the Volcano Erupted: The Ancient Cerén Village in Central America

Payson Sheets, ed.

On an August evening around 600 A.D., residents of the Cerén village in the Zapotitán Valley of present-day El Salvador were met with the unexpected tremors and steam emissions of an impending volcanic eruption. This book presents a detailed report on the excavations of the extraordinarily preserved village, discovered in 1976.

2002. 238 pgs. ISBN 0-292-77761-2. $60.00 cloth. University of Texas Press. (800) 252-3206.

Partners in Conflict: The Politics of Gender, Sexuality, and Labor in the Chilean Agrarian Reform, 1950-1973

By Heidi Tinsman

Heidi Tinsman examines the importance of sexuality and gender to Chilean rural labor and agrarian politics by recounting the importance of women's labor to the pre-Agrarian Revolt and the critical role of women in union struggles during the Agrarian Revolt itself.

2002. 366 pgs. ISBN 0-8223-2922-0. $21.95 paper. Duke University Press. (888) 651-0122.

Professing in the Postmodern Academy: Faculty and the Future of Church-Related Colleges

Stephen R. Haynes, ed.

This inaugural book in Baylor University's interdisciplinary series "Issues in Religion in Higher Education" examines the landscape of religiously affiliated higher education in America from the perspective of faculty members committed to the future of church-related institutions.

2002. 360 pgs. ISBN 0-918954-82-7. $34.95 cloth. Baylor University Press. (800) 826-8911.

VIDEOS

Films for the Humanities & Sciences
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Web site: www.films.com

The Glories of Spanish Literature

These eight programs examine the rich history of Spanish literature by combining scholarly commentary and dramatic readings with images of manuscripts and artwork to sharply profile world renowned Spanish authors, poets, and playwrights. Programs include:

The Enlightenment: Keeping the Fire Burning

As the Bourbon monarchs sought to institutionalize indiscriminate social and cultural reform, the literary achievements of Spain dwindled. In this program, scholars examine the writings of the Spaniards who kept the literary torch burning.

(Spanish, 50 min., color) #FFH 30150

The 19th Century: Romanticism and Realism

The political and economic upheavals of the 19th century may be responsible for some of the dazzling literature of this period. Renowned experts delve into the lives and works of the masters of Romanticism and Realism.

(Spanish, 50 min., color) #FFH 30151

The Generation of '98

The diverse group of writers who became known as the Generation of '98 is profiled as leading scholars comment on the lives and writings of Miguel de Unamuno, Ramón del Valle-Inclán, Antonio Machado, and other icons of the era.

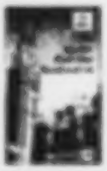
(Spanish, 49 min., color) #FFH 30152

The Generation of '27

Leading experts explore the post World War I experimental genres of Neo-Gongorism, Ultraism, Creationism, Surrealism, socialism, and communism through the dramatic readings of literary giants Luis Cernuda, Rafael Alberti, Ramón Gómez de la Serna, Pedro Salinas, and Federico García Lorca.

(Spanish, 50 min., color) #FFH 30153

The Spanish Civil War: Blood and Ink



The Spanish Civil War lasted three years and claimed one million lives. This looks at the writers who captured the spirit of this bitter and devastating war in their prose and poetry.

(Spanish, 50 min., color) #FFH 30154

Spanish Writers in Exile

After the Spanish Civil War, many Republican writers refused to be silenced by Franco's authoritarian politics. This program profiles the literary elite who lived in exile in the name of their art.

(Spanish, 49 min., color) #FFH 30155

Spanish Literature Under Dictatorship: 1940 to 1975

Scholars discuss the literature of the oppressing and uncertain Franco era through the works of the writers who remained in Spain after the Nationalist victory of 1939.

(Spanish, 50 min., color) #FFH 30156

The Literature of Spain: 1975 to the Present

Franco's death more than 25 years ago ended tyranny and oppression and restored civil liberties. This begins with the literature produced from that point and ends with observations of the next up-and-coming generation of poets, authors, and playwrights.

(Spanish, 49 min., color) #FFH 30157

Many publications and videos featured in this section are available through amazon.com.

CONFERENCES

CHCADA/SAMHSA Grant Writing Training Conference

April 10-11

The purpose of this conference is to enhance the skills of Latino faith-based and community organizations to better prepare them for effective delivery of quality substance abuse treatment and prevention services and to compete successfully for federal grants and contracts. At the Park Hyatt Hotel, Los Angeles, Calif.

Contact: Joe Ynostroza, (916) 443-5473; e-mail, mailto:conference@chcada.org; Web site, www.chcada.org/conference

AAC&U Learning Communities Conference

April 10-12

With the theme "Learning Communities: Research Informing Practice," this Association of American Colleges and Universities conference will showcase evidence in support of the progressive pedagogical structures associated with learning communities as well as the effective practices for deepening student learning. In Phoenix, Ariz.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

International Mentoring Association Conference

April 10-12

This is the 16th annual international conference on mentoring in education, business, human services, and community-based organizations. At Crowne Plaza Hotel, Philadelphia, Pa.

Contact: (616) 387-4174; fax, (616) 387-4189

AMSA Conference

April 11-13

The American Men's Studies Association presents "Globalization and the Critical Study of Men and Masculinities." Keynote speakers are Susan Bordo and R.W. Connell. At Vanderbilt University, Nashville, Tenn.

Contact: (615) 322-0882; Web site, www.mensstudies.org

108th Higher Learning Commission Annual Meeting

April 13-16

The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, provides at its annual gathering an opportunity to connect with more than 2,600 representatives from across the full range of higher education institutions. The theme of the 2003 meeting is "Restructured Expectations: Building New Partnerships for Learning." At the Hyatt Regency Chicago, Chicago, Ill.

Contact: Jeanne Darling, (800) 621-7440 ext. 133; fax, (312) 263-0471; e-mail, jdarling@hlcommission.org; Web site, www.ncahigherlearningcommission.org

ACCED-I 23rd Annual Conference

April 13-16

The Association of Collegiate Conference and Events Directors-International will hold its annual gathering, geared to conference and special events professionals in higher education. The theme of the conference is "IMAGINE." At the Sheraton World Resort in Orlando, Fla.

Contact: ACCED-I, Colorado State University, (970) 491-5151; fax, (970) 491-0667; e-mail, acced@lamar.colostate.edu; Web site, http://acced-i.colostate.edu

AERA's 84th Annual Meeting

April 21-25

The American Educational Research Association holds its 84th Annual Meeting, with the theme "Accountability for Educational Quality: Shared Responsibility." In Chicago, Ill.

Contact: AERA, (202) 223-9485; fax, (202) 775-1824; Web site, http://aera.net/meeting/am2003/

14th Annual National Service-Learning Conference

April 23-26

Join colleagues, educators, youths, policymakers, and community representatives at this National Youth Leadership Council event, with the theme "Weaving the Fabric of Community: A Celebration of Service-Learning." In Minneapolis, Minn.

Contact: National Youth Leadership Council, (800) 366-6952; Web site, www.nylc.org

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VETERANS PREFERENCE/EQUAL OPPORTUNITY/EQUAL ACCESS EMPLOYER

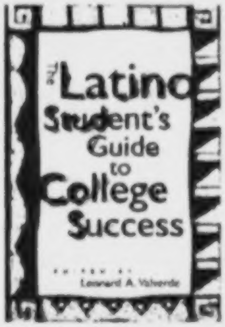
Book Review

By Roberto Haro

***The Latino Student's Guide to College Success*, edited by Leonard A. Valverde.** 224 pages. Greenwood, 2001. ISBN 031331960X. $25.00 paper.

The increasing number of Latinos and Latinas (hereafter jointly referred to as Latinos) seeking and gaining access to postsecondary institutions, especially those from families in which they are the first to attend a college or university, is creating a demand for printed information and materials that provide assistance to students new to higher education.

Several scholarly books have been written about Latino college students that focus attention primarily on their intellectual and social preparation, their academic aptitude, access to selective colleges, and persistence or dropout from different types of institutions. Valuable though these might be, they offer very little practical assistance to students and families new to the campus scene, with its tangle of forms and procedures that are part of the process of negotiating access and admission to a two- or four-year college or university.



Few, if any, studies have been prepared that serve as a step-by-step guide for Latino students and families. The paucity of materials poses daunting hurdles for these families. Understanding these conditions and responding to them makes the *The Latino Student's Guide to College Success*, prepared by Professor Leonard A. Valverde at Arizona State University, an important new anthology for Latino students and their families.

What Professor Valverde has done is prepare a significant new work designed to help a broad audience deal with the major aspects of preparing for college, identifying an institution of choice, navigating the admissions process, securing financial assistance, and negotiating college life and academic concerns once on the campus. Some guides to college prepared for Latino students target but one community within the larger Latino population in this country, e.g., Mexican-Americans. The compiler's approach here is to appeal to all Latino groups in the population.

Valverde has included valuable testimonials by leading Latinos, from different backgrounds, on how they were able to gain access to and succeed in college. The editor was mindful of another essential role for any guide to higher education: sharing current data about postsecondary institutions with large and increasing enrollments of Latino students in Puerto Rico and the mainland. Realizing that a practical guide for Latino families and students must meet the needs of several audiences in two of the major academic camps–kindergarten through high school, and college years–a novel approach was required. A useful guide must serve students, teachers, and counselors at the high school level and, at the same time, have utility for outreach personnel, faculty, and advisors at two- and four-year colleges and universities. Such an undertaking posed many challenges. A clever and resourceful academic, Professor Valverde succeeded in compiling a valuable source of information and materials that helps to demystify and make manageable going to college.

As crafted, this guide provides important data and information, for Latinos and other groups, structured into four broad categories: preparing for college; negotiating the campus experience; testimonials from leading Latino professionals about their college experiences; and the top institutions for Latinos. Each section has been prepared with an overriding concern for accuracy.

In order to present a reliable tool dealing with getting into college and matriculating successfully, it was essential to select authoritative teachers, faculty, staff personnel, and outreach specialists to prepare and overview the sections. All of the contributors have distinguished themselves as leaders in their field or area of specialization. Moreover, the information and advice provided in narrative form is readable, direct, and easy to understand. It is important to mention that the book was designed to assist some students for whom English was not a primary language, as well as others migrating to the United States from other countries. Consequently, considerable care needed to be devoted to how the book was organized.

The organizational structure for the book is logical and sequential, providing any user with an easy-to-use step-by-step approach to each of the major topics. This enhances its utility as a self-help tool, or as a handy reference for faculty, staff, counselors, advisors, and administrators in schools and colleges. Where appropriate, practical examples and graphics are provided that serve as guides to meeting the various requirements for access to college. The writers, such as Carlota Cardenas de Dwyer and Silas Abrego, have a recognized expertise based on years of outstanding work and experience in a subject field/specialization, or as exemplary administrator. Their contributions are blended together to blanket the most significant aspects of getting into a college of choice and being successful.

The commentaries by Latino leaders about how obstacles were overcome are highly motivational. These voices provide a critical form of encouragement. A brief index at the end of the book is serviceable.

As a total package, the guide is informative and valuable.

A guide of this nature has a limited lifespan, given changing admissions and graduation requirements, e.g., new testing and online access and coursework. I suspect the compiler will monitor important new developments in higher education and make provisions to add these to future versions and editions of this valuable book.

Roberto Haro is a retired university professor and senior academic executive within the California State University and University of California systems.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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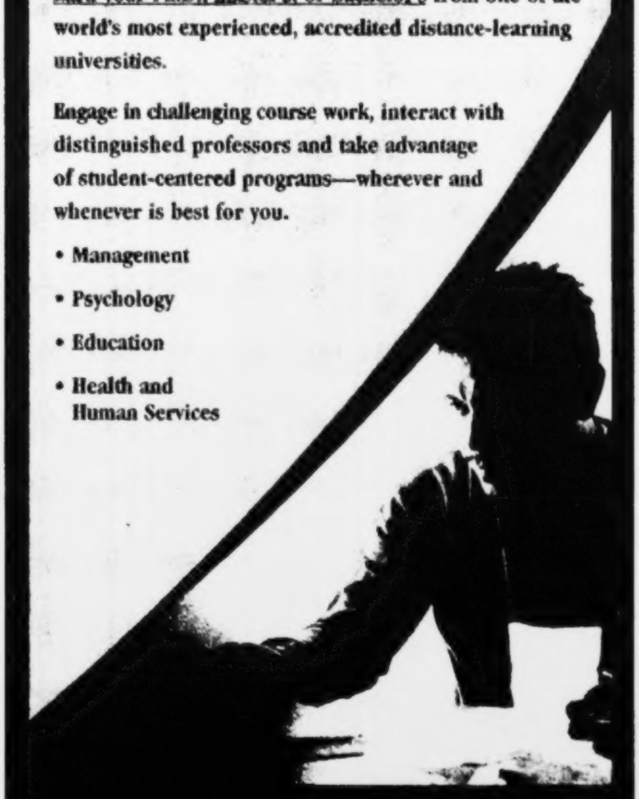

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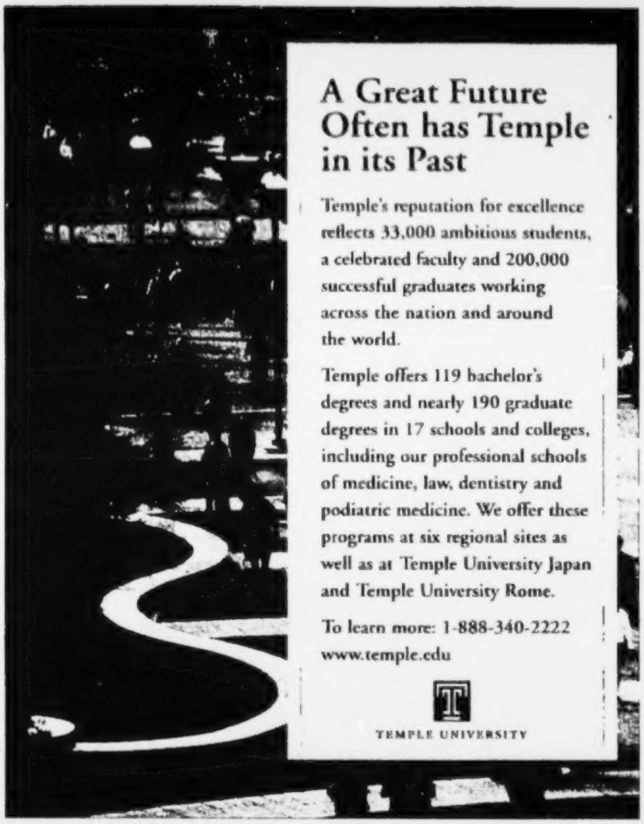

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- *Externships, internships and clinical programs, including work in Fair Housing, Criminal Justice, Immigration and Patent Law*
- *J.D./LL.M. options and certificate programs*

THE JOHN MARSHALL LAW SCHOOL
315 S. Plymouth Court Chicago, Illinois 60604
312.427.2737, ext 340 www.jmls.edu

FACULTY POSITIONS
Department of Anesthesiology

Temple University School of Medicine Vacancies for faculty, with expertise in Cardiac Anesthesia, Critical Care, Pain Management, Regional Anesthesia, and Pediatric Anesthesia. Candidates should be BC or BE by the ABA, eligible to work in the US, and qualified to obtain an unrestricted license to practice medicine in the Commonwealth of Pennsylvania.

Applicants should send a curriculum vitae and letter of interest to: **Rodger E. Barnette, M.D., Professor and Acting Chairperson, Department of Anesthesiology, Temple University School of Medicine, 3401 N. Broad Street, Philadelphia, PA 19140.** Temple University is an Equal Opportunity/Affirmative Action Employer and strongly encourages applications from women and minorities.

INDIANA UNIVERISTY NORTHWEST

2003 Faculty and Staff Opportunities

- ✔ Lecturer of Graphic Design/Web Design Position available August, 2003
- ✔ Director of Diversity and Equity and Assistant to the Chancellor Position available July, 2003.

Qualified candidates should send requested materials to **IUN, 3400 Broadway, Gary, Indiana 46408** to the person identified in the specific announcement. For detailed position announcements, see: **www.iun.edu/~jobsnw.**

AA/EEO

SOUTHERN METHODIST UNIVERSITY.

Executive Assistant to the President/Director of Institutional Access and Equity

Southern Methodist University (SMU) is seeking nominations and applications for Executive Assistant to the President/Director of Institutional Access and Equity. This position reports directly to the President of the University, and the Director is responsible for developing and implementing policies and programs that ensure both equal access and equitable treatment for the diverse populations of students, faculty, and staff at SMU. In addition to responding to access and equity issues, the Director must be able to identify challenges and problems and provide specific recommendations for their solutions.

Applicants and nominees must have an advanced degree and a minimum of eight years of professional experience in diversity, affirmative action, and/or related field(s). Experience in higher education is strongly preferred. The successful candidate must have a strong knowledge of EEO and Civil Rights laws and regulations as well as knowledge about and experience in diversity issues.

The Director must have strong communication skills and be able to deal with complex human issues across a highly diverse group of students, faculty, and staff, including the President, Vice Presidents, Deans, Directors, Student Leaders, Staff Leaders, and Community Leaders. These communications skills will be necessary in order for the Director to conduct successful mediation sessions and develop strong and significant relationships on campus and in the community. Applicants and nominees should be able to illustrate significant experience and skills both in making reports and managing the database for such reports.

The successful candidate must demonstrate the ability to work with multiple academic and administrative units at SMU, to structure an Access/Equity strategic plan that is consistent with the University's present strategic plan, and illustrate an ability to provide proactive consultative/educational programs and training.

The Director for Institutional Access and Equity must have significant experience in diversity issues and have the personal qualities that will allow him or her to work with a multiple of issues, constituencies, and challenges. This person must be willing to make difficult decisions that will enhance the reputation of SMU. Finally this person will be of the highest integrity and exhibit cultural sensitivity.

Letters of application and nominations must include each candidate's interest, qualifications, résumé, and names and contact information for four professional references to be submitted by April 15, 2003, for priority consideration. Review of applications begins immediately. Candidate materials should be mailed to **Dr. Thomas E. Barry, Chair, Access and Equity Search Committee, Job # 050534, SMU, PO Box 750232, Dallas, Texas 75275-0232** or email to **jobs@mail.smu.edu.** Position is open until filled.

SMU is located ten minutes from downtown Dallas in the Park Cities area. It is a 30-minute drive from DFW International Airport. The campus consists of some 80 Collegiate Georgian buildings on approximately 170 acres of land.

SMU will not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU is also committed to nondiscrimination on the basis of sexual orientation.

Great Faculty Needed Fall 2003

We Have Anticipated Openings in More Than 40 Disciplines.

Accounting
Anatomy
Architecture
Art
Biology
Business
Chemistry
College Prep Math
College Prep Reading
College Prep Writing
Computer Information Systems
Criminal Justice
Dental Hygiene
EAP (ESL for Academic Purpose)
Economics
Education
Emergency Medical Services
Engineering
Film/Television
French
Funeral Services
Graphic Design
History
Human Services
Interior Design
Legal Assistant
Librarian
Mathematics
Music
Nursing
Nutrition
Philosophy
Physical Science
Physics
Psychology
Radiology
Sociology
Sound Engineering
Speech
Theater

Visit our website www.mdcc.edu and cl

Miami-Dade
COMMUNITY COLLEGE

LEHMAN COLLEGE

The City University of New York

Lehman College of The City University of New York is a public, coeducational liberal arts college with more than 90 undergraduate and graduate degree programs and a current enrollment of over 9,500 students. Lehman houses the CUNYdoctoral program in plant sciences and has recently added to its curriculum a Bachelor of Business Administration degree and a Bachelor of Science degree in computer graphics and imaging. Among the College's distinguished faculty are Billy Collins, the Poet Laureate of the United States, and John Corigliano, winner of the 2001 Pulitzer Prize for Music. Lehman is one of only thirteen institutions nationally to be selected as an Institution of Excellence in the First College Year and the first within CUNYto receive accreditation from the National Council for the Accreditation of Teacher Education.

Tenure Track Faculty Positions

Lehman College invites applications for the following tenure track faculty positions in the areas noted below. The College is primarily interested in filling the positions at the Assistant Professor rank. Individuals whose qualifications merit appointment at the rank of Associate Professor will also be considered. The position announcements, which include the statement of qualifications, application procedures, and salary ranges are posted on the Lehman College web site at **www.lehman.cuny.edu** (link to Job Opportunities).

Art (Printmaker)
Economics, Accounting, and Business Administration
English (Creative Writing)
Health Services (Exercise Science)
Latin American and Puerto Rican Studies
Middle School and High School Education (Teacher Education)
Philosophy
Psychology
Specialized Services in Education (Counselor Education)
Specialized Services in Education (Generalist)
Theatre

Lehman College/CUNY is an EEO/ADA/IRCA/AAEmployer
www.lehman.cuny.edu

USDA

United States Department of Agriculture

Cooperative State Research, Education, and Extension Service (CSREES)

DEPUTY ADMINISTRATOR, COMPETITIVE PROGRAMS

The Department of Agriculture (USDA) is seeking to fill the position of Deputy Administrator, Competitive Programs, for the CSREES. The incumbent provides leadership and support for cooperative research, education, and extension programs, and other collaborative initiatives that are carried out by land-grant and other colleges and universities as well as private sector entities. The incumbent administers a number of competitively awarded grant programs including the National Research Initiative; Small Business Innovation Research; Biotechnology Risk Assessment; Initiative for Future Agriculture and Food Systems; Community Food Projects; and Assistance for Socially Disadvantaged Farmers and Ranchers.

The incumbent has frequent contacts with top officials of USDA; other government agencies; 1862, 1890, and 1994 land-grant universities; other public and private colleges and universities; private businesses, organizations and corporations; national and international associations; Departments and Ministries of Agriculture in other nations; and members of Congress and their staffs. For more information about CSREES, go to the CSREES homepage at **http://www.reeusda.gov.**

This is a Senior Executive Service position. The salary ranges from $129,874 to $142,500 (including locality pay), commensurate with experience. A Ph.D. in a discipline related to the position is highly desirable. For more information on the position, call Stacy Aldrich or Lee Triplett at 301-504-1448. A copy of the vacancy announcement may be located on the Office of Personnel Management web page at **http://www.usajobs.opm.gov.** Applications must be received by May 30, 2003.

U.S. CITIZENSHIP REQUIRED
USDA IS AN EQUAL OPPORTUNITY PROVIDER AND EMPLOYER

PERALTA COMMUNITY COLLEGE DISTRICT

SEEKING CANDIDATES FOR
INTERIM CHANCELLOR

The Board of Trustees of the Peralta Community College District is pleased to announce the official search process to identify and select an interim chancellor for the Peralta Community College District. With 29,000 students, the PCCD is one of the most diverse community college districts in the state, and its four member institutions—College of Alameda, Laney College, Merritt College, and Vista Community College—have a national reputation for developing effective approaches to serving the varied interests and needs of their communities. The Peralta Community College District is located in the beautiful Oakland/San Francisco Bay Area, an area that leads the world in technology and innovation. The District is seeking to appoint an interim chancellor who will become part of the Board's management team responsible for implementing an ambitious agenda in advanced training and higher education to serve all segments of a culturally diverse urban community. The Peralta Community College District serves six cities in the East Bay-Albany, Alameda, Berkeley, Emeryville, Oakland, and Piedmont. The District is renown for its support of education and has a national reputation for developing effective approaches to serving the varied interests and needs of the community. The Peralta Community College District, founded in 1964, serves 29,000 students, and is one of the top community college districts in the State of California in transferring students into the University of California system. Individuals are invited to apply who are interested in joining a team of educational leaders, who understand the principles and distinction of excellence in management and commitment to visionary leadership, and who are committed to community service and academic excellence. The Chancellor serves as the chief executive officer of the district and reports to the Board of Trustees.

Mission Statement: *"The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community.*

PREFERRED QUALIFICATIONS -The Board will consider educational background, professional experience, accomplishments, reputation and character in the search for an interim chancellor. Leading candidates will preferably have a Ph.D. Degree and have demonstrated success in entrepreneurial and innovative approaches to the challenges and opportunities outlined in the interim chancellor search profile.

APPLICATION PROCESS -Individuals interested in submitting application materials are encouraged to obtain an application packet that includes the challenges and opportunities and preferred qualifications for the district. This information can be obtained by accessing the District 's web page at www.peralta.cc.ca.us/personnel/chancellor.htm, or contact:

Larry Hardy, Associate Vice Chancellor for Human Resources
Peralta Community College District
333 East 8th Street, Oakland CA 94606-2844

The chancellor selection committee will begin reviewing nominations and applications on Friday, April 4, 2003 and will continue until the position is filled. To ensure full consideration, application materials should be received no later than 4:30 p.m. (P.S.T.), April 10, 2003. For additional information, please contact Lhardy@peralta.cc.ca.us.

APPLICATION INSTRUCTIONS -Individuals interested in the position of interim chancellor must submit an application package for the position. The application package should state in a brief letter (maximum three pages) how they would address the district's challenges and opportunities and how they meet the elements of the interim chancellor profile.

Applicants should also submit a current resume and the names, business and home telephone numbers of eight references: two supervisors; two subordinates (including one classified or support staff); two faculty members; and two business or community members. (Applicants from sectors other than higher education should submit comparable references.) Note: references will not be contacted without the applicant 's permission.

Application materials should be submitted to:
Interim Chancellor Search Committee
c/o Larry Hardy, Associate Vice Chancellor for Human Resources
Peralta Community College District
333 East 8th Street, Oakland, CA 94606-2844

PERALTA COMMUNITY COLLEGE DISTRICT

The Peralta Community College District is an Equal Opportunity/ Affirmative Action Employer.

Susquehanna University

Director of Athletics

Susquehanna University invites applications for the full-time position of Director of Athletics. The University enrolls approximately 1900 undergraduates. Its 220 acre campus, noted for its beauty, is located in Selinsgrove, PA, 50 miles north of Harrisburg in the scenic Susquehanna River Valley, about a three-hour drive from Philadelphia, Washington, D.C., and New York City. For more information about the University, please consult: **www.susqu.edu.**

As a national liberal arts college, Susquehanna is committed to offering its students an educational experience that fosters the development of mind, body, and spirit. Varsity and recreational sports, along with wellness education, play an important role in the University's vision of an integrated learning environment. Susquehanna is a member of the Middle Atlantic Conference (MAC) and its Commonwealth Conference; the University fields 23 varsity teams for men and women, and about one third of the student body participate at the varsity level in the NCAA's Division III. A recent capital expansion has produced superb athletic facilities that support the full complement of athletic programs, including popular club and intramural sports activities.

The Director of Athletics reports to the President and is responsible for developing competitive and respected varsity programs, recreational sports opportunities that encourage broad participation, and educational offerings that promote lifelong wellness. The director also works closely with the president's senior and executive staff to ensure that departmental activities support university-wide goals. The director's specific responsibilities include recruiting and supervising coaches and other athletic staff; serving as liaison to the MAC and the NCAA; ensuring compliance with the letter and spirit of Division III regulations; developing appropriate schedules of intercollegiate competition; working with public relations staff to communicate the achievements of student athletes, with admissions staff to support student recruitment initiatives, and with development staff to raise funds; maintaining and scheduling athletic facilities; supervising athletic events; and managing budgets.

The successful candidate will be expected to have a bachelor's degree, with an advance degree preferred; at least ten years coaching and athletic administration experience that reflects increasing leadership responsibilities and achievement of goals at a Division III institution; proven ability to recruit and supervise staff, and to recruit and motivate student athletes; strong interpersonal and communication skills; and a demonstrated commitment to diversity and gender equity.

Salary will be commensurate with experience and qualifications and will include a comprehensive benefits package.

Interested candidates are invited to send a cover letter and resume to:

Sara Kirkland
Chair, Search Advisory Committee
Susquehanna University
514 University Avenue
Selinsgrove, PA 17870

Review of materials will begin on March 24th and continue until the position is filled. The preferred date of appointment is August, 2003.

Susquehanna University is an equal opportunity employer and encourages applications from individuals who would contribute to the diversity of our staff.

ST.LAWRENCE UNIVERSITY

COUNSELOR/ASSISTANT DIRECTOR

St. Lawrence University is seeking applications for a counselor to work in its office of Counseling Services. This is a full-time, year-round position scheduled to begin on July 1, 2003.

Join a dynamic counseling center working to help students maximize their college experience. Working within a wellness model, Counseling Services provides short-term individual counseling, group counseling, crisis intervention, peer education, consultations to members of the campus community, and conducts outreach and training activities. Counselors also take part in the campus community through service on a variety of committees within the Division of Student Life and the University as a whole. This position will be responsible for advising the campus peer education group and will be the counseling team leader in the treatment of eating disorders. Counselor hours must be flexible, as some evening and weekend work is a part of this position.

Qualifications: Masters degree in counseling, with a supervised internship, clinical field experience, or practicum experience as part of the degree requirements, required. Desired qualifications include a Masters degree from a CACREP accredited program, three years post Masters' experience, experience in a university counseling center, an understanding of a liberal arts residential setting, student life, and the ability to work in a team oriented environment. The salary range for this position is competitive and commensurate with experience.

St. Lawrence University is a private liberal arts college of 1900 students and 160 faculty, coeducational from its founding, located halfway between the high peaks of the Adirondacks and the national capital of Canada in Ottawa. Founded by the Universalists in 1856, the University is presently non-denominational, although the founders' commitment to inclusiveness, to the dignity of each individual, to equity in the treatment of all beings, and to the wonders of the natural world remains integral to the University's identity.

Interviewing at ACPA and NASPA. Review of applications will begin on March 24, 2003 and continue until the position is filled. Candidates should submit a letter of interest, official graduate transcripts, a resume, and three current letters of recommendation to **Counselor Search Committee, Division of Student Life, St. Lawrence University, Canton, NY 13617.**

St. Lawrence University is an Affirmative Action/Equal Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate/Full Professor *(4 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(6 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate Professor-	Interdisciplinary Oncology Prg-	OPEN
Associate/Full Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Chair & Associate Vice President)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Associate Center Director)*-	Interdisciplinary Oncology Prg-	OPEN
Postdoctoral Fellow *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Research Assistant-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research *(3 positions)*-	Environmental & Occupational Hlth	OPEN
Associate In Leadership-	Environmental & Occupational Hlth	OPEN
Associate In Research-	Environmental & Occupational Hlth	OPEN
Program Director *(2 positions)*- *(Environmental & Occupational Health)*	Public Health-	OPEN
Assistant/Associate/Professor *(3 positions)*-	Computer Science & Engineering-	OPEN
Professor/Chairman-	Computer Science & Engineering -	OPEN
Professor/Chairman-	Electrical Engineering-	OPEN
Assistant/Associate/Professor (3 positions)-	Civil & Environmental Eng.-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Librarian *(AHEC Librarian)*-	College of Medicine-	OPEN
Assistant In Research *(ITS Researcher) (2positions)*-	Ctr. Urban Transportation-	OPEN
Assistant In Research *(Transportation Economist)*-	Ctr. Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor *(6 positions)*-	Anesthesiology-	OPEN
Assistant/Associate Librarian (AHEC Librarian)-	College of Medicine-	OPEN
Assistant/Associate/Professor-	Cancer Control Program-	OPEN
Associate Professor/Professor (Juan Bolivar Endowed Chair)	Surgery-	OPEN
Director *(Student Academic Support)*-	Student Affairs-	OPEN
Director (Business & Financial Svcs)-	Arts & Sciences-	OPEN
Assistant/Associate Professor-	Interdisciplinary Oncology-	05/01/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

The Division of Teaching, Learning, and Leadership (TLL), College of Education, has a tenure-track position in Mathematics Education beginning Aug. 2003. ***Responsibilities***: Collaborate with colleagues in Mathematics and Education departments, teach courses in mathematics education, advise students, conduct scholarly research, develop and maintain collaborative partnerships with professionals in schools (K-12), assist state and regional policy makers to shape mathematics education. The University of Idaho offers programs statewide via distance learning and at regional centers. Minimum ***Qualifications***: doctorate in Mathematics education (or related field), demonstrated record of, or potential for, scholarly productivity, minimum of 3 years teaching experience. ***Preferred Qualifications***: Experience teaching and supervising students preparing to teach mathematics in K-12, knowledge of technology in mathematics education at all levels, and experience with external funding process. Application review begins April 1, 2003, until position is filled. Send letter of application, description of research focus, teaching philosophy, curriculum vitae, and list of 5 references. Send application to: **Suzen Flathers, Division of Teaching, Learning, and Leadership, PO Box 443082, University of Idaho, Moscow, ID 83844-3082.** Links to this position and further information about the University of Idaho can be found at **http://www.uidaho.edu**. *AA/EOE*

OKALOOSA-WALTON COMMUNITY COLLEGE

Niceville, FL

OWCC is accepting applications for the following anticipated full-time positions.

English Instructor	Position #F-LET014
Biology Instructor	Position #F-BIO002
Surgical Technology Instructor	Position # F-NUR002

For detailed information on the above positions, visit our website at **www.owcc.edu/jobs**; or call **Human Resources at 850/729-5365**. All positions are contingent upon funding and board approval.

OWCC is an Equal Access/Equal Opportunity Institution and a Drug Free Workplace.

THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE

JOIN THE PREMIER COMMUNITY COLLEGE IN THE NATION

The following Full-Time Faculty Positions are available for 2003-04.
For complete details on these positions visit our website: www.bmcc.cuny.edu

HISTORY VACANCY #953

Teach a range of survey courses in history including U.S. History, Western and World Civilization.

AFRICAN AMERICAN STUDIES VACANCY #952

Teach courses in African-American Studies, Gender Studies, History and Sociology.

PHYSICS VACANCY #943

Teach courses in physics to majors and non-majors.

RESPIRATORY THERAPY VACANCY #954

Teach didactic and clinical courses in respiratory therapy.

Salary:	Instructor:	$32,133/A - $52,123/A
	Assistant Professor:	$35,031/A - $61,111/A
	Associate Professor:	$45,651/A - $73,028/A
	Professor:	$56,664/A - $87,757/A

Title & Salary: Title & Salary is commensurate with education & exp. Ph.d req. for professorial titles unless otherwise specified on website. For Assoc. Prof. & Prof., the candidate must have a record of significant achievement in the field. Master's degree req. for Instructor.

Application: Open until filled. Review of resumes begins: For Respiratory Therapy - May 5, 2003, for all other positions April 11, 2003. Applicants should reference vacancy number and send two (2) resumes and two (2) cover letters of interest to:

Office of Human Resources
Search Committee - (Vacancy #)
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, N.Y. 10007

In addition, the college is seeking candidates for its Minority Fellowship Program. Teaching & related activities req., $25,000/A stipend. Must have completed coursework in a doctoral program. See our website for details.

BMCC

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER/IRCA VERIFICATION REQUIRED-NO PHONE CALLS, PLEASE

EDUCATIONAL STUDIES FACULTY

COLUMBIA

COLUMBIA COLLEGE CHICAGO seeks applicants for a tenure-track appointment in the Educational Studies Department to begin September 1, 2003. Applications will be accepted until the position is filled.

Responsibilities include teaching elementary and secondary reading and language arts methods and materials; English methods for secondary school; English-as-a-new language methodology; teaching and advising graduate students seeking initial Illinois certification. Teaching experience at K-12 and university level with preference for experience teaching high school English and developing high school reading skills. Doctorate preferred, consideration for ABD within year of completion.

Columbia College is an urban, open admissions institution of over 9,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Send cover letter with teaching/learning philosophy, current curriculum vita, names, addresses, and telephone numbers of three references to:

Ava Belisle Chatterjee, Chair
Educational Studies Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

UCSF

Chair, Department of Orthopaedic Surgery

School of Medicine
University of California, San Francisco

The School of Medicine at UC San Francisco seeks an outstanding individual to lead its Department of Orthopaedic Surgery, one of the preeminent departments in the nation. The successful candidate will have exceptional administrative and organizational skills and a national reputation as a leader in academic medicine in the areas of medical education, clinical care and research. The individual chosen will have major responsibilities in the overall direction of this distinguished department. In addition, he or she should be committed to strengthening and expanding its clinical program in the context of health care reform. Applicants must be qualified for appointment as a tenured professor in the Department of Orthopaedic Surgery.

Please send your *curriculum vitae* no later than *May 15, 2003* to:

Ronald D. Miller, M.D.
c/o Shari Brudnick
School of Medicine, UCSF
Office of the Dean
513 Parnassus, Room S-224
San Francisco, CA 94143-0410

Or submit via e-mail
brudnick@medsch.ucsf.edu

UCSF is an affirmative action/equal opportunity employer. The University undertakes affirmative action to assure equal employment opportunity for underutilized minorities and women, for persons with disabilities and for Vietnam-era veterans and special disabled veterans.

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTORS, FALL 2003

Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 20, 2003 in the following areas. Unless otherwise noted all positions require a Master's degree in the field and two years teaching and/or applied field experience. Experience at the community college or university level is desirable for all positions.

ENGLISH

Emphasis in Writing

BILINGUAL COUNSELOR

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values - quality, service, value, innovation and accessibility.

Review of applications will begin April 15, 2003 and applications will be accepted until these positions are filled. To maximize the opportunity for selection, the following information should be forwarded to the Office of Human Resources as soon as possible: letter of interest, resume, and completed college application form.

Visit our website for more information on these positions and to download an application packet.

www.waubonsee.edu/employment

Send completed applications and materials to:
Fax: 630-466-5596
HR@waubonsee.edu
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Waubonsee Drive
Sugar Grove, IL 60554

equal opportunity employer

PRESIDENT

THE COMMUNITY COLLEGE OF ALLEGHENY COUNTY, located in Pittsburgh, Pennsylvania, invites nominations and applications for the position of President of the College.

The Community College of Allegheny County, one of the nation's largest multi-campus community colleges, provides quality education that is affordable and accessible at its four regional campuses, nine centers and through distance education programming. The College, located in a vibrant, attractive urban area, offers comprehensive academic programs leading to more than 170 Associate's Degrees and Certificates, as well as Professional Training and Lifetime Learning programs for those seeking continuing education.

Founded in 1966, CCAC is a two-year comprehensive college that also provides leadership in workforce development through customized training that aids the overall economic development of southwestern Pennsylvania. Fully accredited by the Middle States Association of Colleges and Schools, CCAC is also licensed and approved by the Pennsylvania Department of Education. For the 2001-2002 academic year CCAC enrollment totaled 83,000 students, including 29,000 credit students and 54,000 non-credit students. Its faculty included 287 full-time professors and instructors and over 900 adjunct faculty members with a class size average of 17 students.

The President reports directly to the Board of Trustees of the Community College of Allegheny County, a board of educational, community and business leaders nominated by the County Executive and confirmed by the County Council. He/She works with the Board and senior officers of the College to formulate and advance an entrepreneurial and academic vision for the College and administers the academic affairs of the institution to implement the specific initiatives and policies necessary to achieve that vision.

Preferred qualifications for the position include:

- Demonstrated leadership in developing quality academic programs that support the specific economic and cultural needs and values of the community
- Proven commitment to diversity
- Commitment to an entrepreneurial agenda in work force development, distance learning and economic development
- A strong record of success and commitment to attracting financial support from foundations, corporations, governmental sources and private donors
- A track record of senior management success with proven strengths in strategic planning, budgeting and management
- An earned doctorate is desirable
- The capacity to vigorously represent the College's mission and programs to multiple local and national constituencies

The Community College of Allegheny County is being assisted in this search by Heidrick & Struggles, Inc. Screening will begin on March 15, 2003, and will continue until the time of selection (expected to be completed in May, 2003). Please visit CCAC's Web site **(www.ccac.edu)** for additional information. Please submit nominations and applications, including a current curriculum vitae and several references, to our retained consultant:

Nathaniel J. Sutton
Heidrick & Struggles, Inc.
245 Park Avenue
New York, NY 10167-0152
Fax: 212-370-9035
Phone: 212-551-0536
E-mail: allegheny@heidrick.com

The Community College of Allegheny County is an Equal Opportunity, Affirmative Action Employer. Minorities, females and persons with disabilities are encouraged to apply.

WESTERN
WASHINGTON UNIVERSITY

Educational Administration: Site Director, Educational Administration Program – Seattle, Washington. Nine-month appointment with opportunity for summer employment; multiple year renewable contract.

For additional information, including qualifications and how to apply, view full announcement at: http://www.ac.wwu.edu/cgi-bin/~wwujobs/faculty or contact **Dr. Marvin Klein, Chair; Educational Administration Program; phone: 360.650.3708.**

To ensure full consideration, materials must be received by **April 30, 2003**. AA/OEO.

FIT
Fashion Institute of Technology
State University of New York

Search Extended

INTERNSHIP DIRECTOR

FIT is accepting applications for a full-time Internship Director. This is a tenure track, non-classroom faculty position. Rank and salary will be commensurate with credentials and experience. The Internship Director reports to the Vice President for Academic Affairs.

Qualifications: Master's degree required with ten years of fashion and/or fashion related industry experience. Ability to administer, manage and supervise the Internship Center and the department's internship counselors, instructors and staff. Must be able to work with a diverse population of students, administration, faculty, staff and industry professionals. Ability to write and implement domestic and international internship academic course curriculum for the Internship Center and academic departments. Experience in career development preferred.

Duties: Provide students with opportunities for experiential education with companies representing their academic majors or career areas of interest. Research and develop internship sponsor companies compatible with the college's internship program. Hire, train and supervise internship counselors and instructors for current and future academic credit internships. Act as liaison between academic departments and sponsor companies. Communicate with experiential education colleagues regarding trends and innovations in the field. Counsel students on career development and internship options. Plan for the strategic growth of the Internship Center.

Completed applications will include a letter of interest, vitae and contact information for three references (including names, titles, addresses, phone numbers and e-mail addresses). Submit to: **Personnel Administration, Fashion Institute of Technology, Seventh Avenue at 27th Street, New York City 10001-5992. Fax: 212-217-5616. www.fitnyc.edu/jobs.** Screening of credentials will begin immediately and will continue until the position is filled.

FIT is an Equal Opportunity/Affirmative Action Employer.

KUTZTOWN UNIVERSITY OF PENNSYLVANIA

RESIDENCE COORDINATOR (10-month position)

Kutztown University enrolls approximately 8,500 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. The University is very interested in hiring employees who have had extensive experience with diverse populations.

The Housing and Residence Life Team seeks energetic, creative, and experienced Residence Coordinators to assume overall management and administration of a residential area (450-600 students), including selection, training, and supervision of undergraduate and graduate student staff; implementation of educational programming, community development, and student leadership opportunities; coordination of housing/facilities processes to ensure efficient daily operations; crisis management, and facilitation of educational discipline as it relates to community living standards.

Qualifications: Bachelors degree required, Masters in Student Personnel or Counseling preferred. Experience in Residence Life, or Student Affairs, including supervisory responsibility highly desirable. Demonstrated skills in leadership, communication, administration, programming, and developing effective relationships with students, and campus administrators. Understanding of student development and the connection of residential life and academic programs. Strong appreciation for and commitment to diversity.

10-month Live-in position, August through May, includes full benefits, 12-month furnished apartment and starting salary is $27,109.50. Resumes will be accepted until position is filled, however, to ensure full consideration, resumes should be received no later than **April 16, 2003**. Please forward cover letter, resume, and the names and contact information of three professional references to Department of Human Resources, Residence Coordinator Search, PO Box 730, Kutztown, PA 19530.

For more information, please visit our website at **http://www.kutztown.edu/employment**

Successful interview and demonstration of ability are requisite qualifications for all positions. Kutztown University is an AA/EOE/member of the PA State System of Higher Education and actively solicits applications from women and minority candidates.

FELICIAN COLLEGE

Office Of Undergraduate Admission

Search Extended

ADMISSION COUNSELOR

The Office of Undergraduate Admission has extended its search for an Admission Counselor. The qualified candidate must have excellent presentation skills and be personable, outgoing, ambitious, motivated and a team player. This position requires some travel and some evening and weekend hours. Candidate must have BA/BS Degree; recent college grads encouraged to apply.

Salary $30K with excellent benefits.
Mail/fax cover letter and resume to:

Cynthia A. Sievewright
Director of Undergraduate Admission
FELICIAN COLLEGE
262 South Main Street, Lodi, NJ 07644
Fax (201) 559-6138 or 6188

NO PHONE CALLS PLEASE!

FELICIAN
COLLEGE

www.felician.edu

HOBART AND WILLIAM SMITH COLLEGES

Area Coordinator for Residential Education

Position Summary: The Area Coordinator for Residential Education is a 12-month live-in position, responsible for supporting the departmental mission through the supervision of 17-19 paraprofessional staff members and the administration of a residence area of approximately 500 students. Special emphasis is placed on the role of the Area Coordinator as an educator, promoting a meaningful integration of academic and residential life. The Area Coordinator reports directly to the Director and Associate Director of Residential Education.

Job Responsibilities: Supervises 15-17 Resident Advisors, 1-2 Assistant Area Coordinators, and student office workers. Serves as advisor to Area Councils and other student groups. Acts as liaison with the faculty, deans, community, and appropriate college offices through attendance at college community functions and committees. Participates in campus-wide programming efforts by professional and student staff. Coordinates openings and closings, maintains occupancy records, building inventories, facilitates room changes, and manages damage billing for the area. Serves as judicial hearing officer for students referred for policy violations, determines responsibility, and uses educational sanctioning. Develops and presents Assistant Area Coordinator training, Resident Advisor training, and professional staff training. Responds to students and parents on residential life issues. Serves as a mediator for roommate conflicts. Makes appropriate referrals. Participates in an on-call crisis intervention rotation system. Actively participates in recruitment, selection, training, recognition and formal evaluation of paraprofessional staff. Assists in development and implementation of room selection processes. Collaborates with other Joint Deans offices to engage students in campus programming initiatives. Performs other duties as assigned.

Qualifications: This successful candidate will have a Master's degree in Higher Education Administration, College Student Personnel, Counseling or a related field or a bachelor's degree and two years experience in residence hall administration, preferably in a liberal arts setting.

Compensation: Compensation includes salary, a furnished apartment, local phone, cable, and meals during the academic year and full administrative benefits package. Professional development monies also available.

Application: Interested applicants should send a cover letter, resume and references to:

Sabrina McGinty
Hobart and William Smith Colleges
Smith Hall, 337 Pulteney St.
Geneva, NY 14456, FAX: 315-781-3303

EOE/M/F/D/V

Education

Saint Xavier University School of Education seeks candidates for Director of Field-Based Masters Program. Founded by the Sisters of Mercy in 1846, we are a private coeducational institution serving 5,000 students on two campuses on Chicago's southwest side. Provide administrative oversight and leadership for this graduate program designed for practicing classroom teachers, offered in partnership with Skylight Professional Development. Requires an earned doctorate in education, experience in K-12 classroom teaching and higher education, an entrepreneurial focus, and the ability to work well with people in a dynamic environment. Send a letter of application specifying qualifications, and a statement of your philosophy of education and ability to contribute to this dynamic program, curriculum vitae, three references who can comment on your experience, leadership, and professional preparation, and copies of transcripts to Beverly Gulley, Ph.D., Dean, School of Education, Saint Xavier University, 3700 W. 103rd Street, Chicago, IL 60655, or fax to 773-298-3201, or e-mail gulley@sxu.edu

SAINT • XAVIER
UNIVERSITY

Visit our Web site at www.sxu.edu

UCSF

Chair, Department of Pediatrics

School of Medicine
University of California, San Francisco

The School of Medicine at UC San Francisco seeks an outstanding individual to lead its Department of Pediatrics, one of the preeminent departments in the nation. The successful candidate will have exceptional administrative and organizational skills and a national reputation as a leader in academic medicine in the areas of medical education, clinical care and research. The individual chosen will have major responsibilities in the overall direction of this distinguished department. In addition, he or she should be committed to strengthening and expanding its clinical program in the context of health care reform. Applicants must be qualified for appointment as a tenured professor in the Department of Pediatrics.

Please send your *curriculum vitae* no later than *April 30, 2003* to:

Nancy L. Ascher, M.D., Ph.D.
c/o Shari Brudnick
School of Medicine, UCSF
Office of the Dean
513 Parnassus, Room S-224
San Francisco, CA 94143-0410

Or submit via e-mail
brudnick@medsch.ucsf.edu

UCSF is an affirmative action/equal opportunity employer. The University undertakes affirmative action to assure equal employment opportunity for underutilized minorities and women, for persons with disabilities and for Vietnam-era veterans and special disabled veterans.

OMBUDS OFFICER
Req#2868

Princeton seeks an Ombuds Officer who will aid in assuring that campus climate is fair and equitable for students, faculty, staff and guests visiting the campus. The Ombuds Officer is a neutral and confidential resource for the informal resolution of conflicts who advocates for fairness in adherence to University policy. S/he supplements, but does not replace, existing grievance mechanisms or modes of redress. The Ombuds Officer also coordinates the peer mediators who assist staff members in resolving work-related issues; monitors the implementation of the University's racial and ethnic harassment guidelines and coordinates a network of advisers who are responsible for providing information and referrals to campus resources regarding racial and ethnic harassment. In addition, she or he will provide expert advice to faculty, staff and students regarding mediation, conflict resolution, and other issues related to campus climate, and collaborate with others on campus to promote civility and mutual respect.

The successful candidate must have a bachelor's degree or equivalent and at least 3-5 years of directly related experience. An advanced degree is preferred, as is prior work experience in a college or university setting. Strong interpersonal, communication, conflict resolution, mediation, and organizational skills are required. The demonstrated ability to work collaboratively to support diversity and community is also strongly preferred. The review of applications and nominations will begin on April 7, 2003.

Send resume/cover letter as Word attachment to **jobs@princeton.edu** with req#2868 in subject line or mail to:

Princeton University
One New South
HR - Req#2868
Princeton, NJ 08544
www.princeton.edu/hr

Princeton University is an equal opportunity affirmative action employer

Princeton University

Clovis
Community
College

DISCOVER THE EDGE

Clovis Community College serves a comprehensive community college mission and is accredited by the North Central Association of Colleges and Schools. The college awards associate degrees and certificates of completion in many fields of study and has a credit enrollment of approximately 4,000 students. The college is a commuter campus with a significant evening enrollment. Courses are offered on campus, at an off-campus site at Cannon Air Force Base, and in rural communities via two-way interactive instructional television.

Clovis is located on the eastern plains of New Mexico and has a population of approximately 33,000. Its economic base includes agriculture, Cannon Air Force Base, and other small industries.

Faculty Positions Open for Fall 2003-2004

Salary for a nine-month contract will be not less than $30,300 for a full-time instructor with Bachelors degree or $33,400 with Masters. (33,200 Bachelors - 33,700 Masters CIS) Applications must be received in the Personnel Office at Clovis Community College not later than April 18, 2003 at 4:30 p.m. *Interested applicants should view the college website:* **www.clovis.edu** *to view and download job descriptions and application materials. For a detailed job announcement, applicants may contact the Personnel Office at (505)769-4033.*
Completed applications may be directed to:

Personnel Office
Clovis Community College
417 Schepps Blvd.
Clovis, New Mexico 88101

Instructor in Computer Information Systems. Prepare and teach courses in the Informational Technology and Web Technology curriculum to include Web site development, programming, server/client-side network technologies and administration, and software applications.

Instructor in Language (Spanish). Instruct lower division courses in Spanish and lead in the development and revision of curricula for instruction in foreign language and in adaptation of available technology for enhancement of instruction.

Instructor in Cosmetology. Teach the skills, routines, health and safety aspects, ethics and advisable business practices germane to preparation for certification as a licensed cosmetologist in the state of New Mexico.

Instructor in Nursing. Provide theory instruction as well as supervision of clinical experiences of students seeking LPN and RN certification.

Roger Williams University

Learning to Bridge the World

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

Roger Williams University is seeking an experienced professional to serve as its Vice President for University Advancement.

Roger Williams is a private university in Bristol, Rhode Island with over 3,300 full-time undergraduates in a school of arts and sciences and five professional schools. In addition, the university has over 1,500 part-time, graduate and professional students and the only law school in Rhode Island.

The main campus is located on 140 waterfront acres on Mt. Hope Bay, 15 minutes from Providence and an hour from Boston.

Overseeing the offices of development, public affairs and responsibility for government grant relations, the vice president will be joining a dynamic team of professionals committed to making Roger Williams a premier liberal arts university in the Northeast.

Experience should include at least 10 years of progressively responsible and successful fundraising leadership including staff management, volunteer cultivation and personal responsibility for solicitations. Bachelor's required with graduate degree preferred but not essential. Experience in higher education or other major non-profit organizations is preferred although exceptional candidates with transferable skills will be considered.

The vice president will be responsible for increasing private giving from $3 million to $5.5 million over the next four years and for the successful completion of the university's capital campaign of $30 million, to which over $15 million has been committed.

In addition, the university has set an ambitious goal of doubling alumni participation over the next four years.

The position also serves to integrate more fully public relations with the development function through regional media efforts. The vice president will also oversee federal grant activities which just enjoyed a record year at the university.

Successful candidate must be creative, high energy, organized, bottom-line oriented and comfortable working in a staff-driven development environment with a president committed to and experienced in development and university relations.

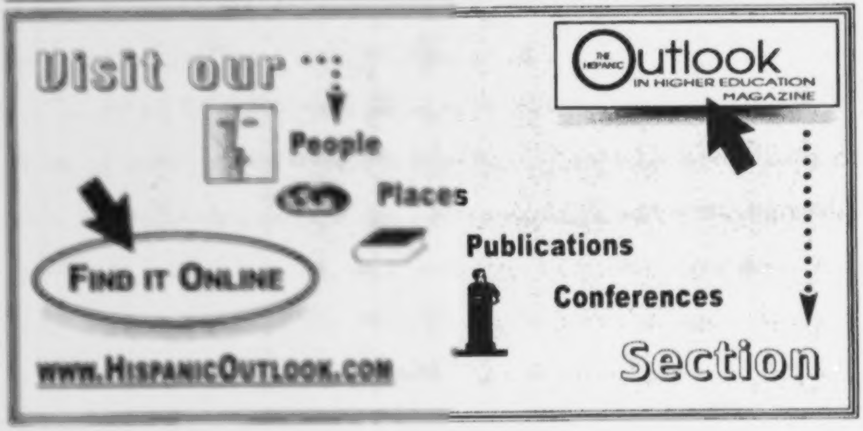
Salary is competitive and benefits are outstanding. Financial incentives will be considered for outstanding performance.

This is a unique opportunity for someone who aspires to lead by example and who is goal-oriented.

Qualified applicants should submit a cover letter, resume and list of three professional references (e-mail addresses and telephone numbers) to: **Roger Williams University, Office of Human Resources, Vice President for University Advancement, Ref#HO017, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu



THIS IS ABOUT SMITH.

AREA COORDINATOR
Residence Life

Smith College seeks an Area Coordinator to join a dynamic residence life team that is dedicated to providing a comfortable and engaging living environment that supports and directs student learning and development outside the classroom. This position is responsible for one of four areas of campus consisting of 8-10 housing units housing approximately 440-830 women; supervises the live-in staff of residence coordinators, head residents, house community advisors and house coordinators; coordinates programming, counseling, crisis intervention and on-call coverage; and directs the training and evaluation of staff and advisement of elected house presidents. This is a required live-on position.

Responsibilities: provide direct supervision, support and evaluation of area residence life staff; plan, support and develop student centered programs and services that fosters interaction between faculty, staff and students; work individually and collaboratively with other campus offices to provide diversity and multicultural education programs, workshops and intervention in the houses; provide basic counseling and referrals for students as needed; assist with individual and group concerns regarding conflict resolution and mediation of problems and issues; and perform related duties as required.

Qualifications: Bachelor's degree plus two years of relevant residence life experience or an equivalent combination of education and experience. Master's degree in Higher Education Administration or related field preferred. Candidate must have demonstrated experience in diversity/multicultural and women's education and training; excellent organizational, interpersonal and communication skills; and the ability to interact successfully with diverse constituencies. This is a live-on position with an on-campus apartment provided. Salary is commensurate with experience and qualifications and includes board when the college is in session and a comprehensive benefits package.

Review of applications will begin immediately and continue until position is filled. Forward a resume and cover letter to: **Area Coordinator Search, Office of Residence Life, Smith College, Box 595, 24 College Hall, Northampton, MA 01063.**

Smith College is an equal opportunity employer encouraging excellence through diversity.

SMITH COLLEGE

www.smith.edu

Director of Budgets, Grants and Capital

Individual with outstanding analytical and managerial abilities responsible to direct the College's Accounts Payable, Grants and budget development functions and control its capital fund. Will provide financial expertise and direct the operation of the accounting systems of the BCC Foundation, Alumni Association and WBJB-FM radio station; will prepare their annual audits & respond to outside auditor inquiries; control and develop procedures for year-end closing for A/P, Capital, and Grants; prepare annual NJ Community College financial statistics, etc.

Requires Bachelor's Degree in Accounting (CPA preferred) or equivalent combination education/experience, and must have six years general accounting experience, three of which must have been in a supervisory capacity. Computer literacy/proficiency in spreadsheet (Excel preferred) applications is necessary, and preference will be given to applicants with relevant work experience in higher education, preferably in a community college. Anticipated Annual Entry Salary is $64,432.

Send resume attention: Human Resources, **Job Number 03-24,** or you may apply in person at the Human Resources Office, 8:30am to 5:00pm, Mon-Fri., or send via FAX to (732) 224-2970, or via email:
hrdept@brookdalecc.edu
Resumes must be received no later than April 18, 2003. Our Job Hotline number is (732) 224-2281, and our web address is:
www.brookdalecc.edu

BROOKDALE COMMUNITY COLLEGE
**765 Newman Springs Road
Lincroft, NJ 07738**

An Equal Opportunity/Affirmative Action Institution.

BOSTON UNIVERSITY

PRESIDENT

The Trustees of Boston University invite nominations and expressions of interest for the position of President of the University.

Boston University, one of the nation's leading research universities, seeks a new President. For more than 150 years the University has held a special place in American urban higher education; it is now the fourth largest independent university in the country with 17 schools, including Arts and Sciences, Law, Medicine, Engineering and Fine Arts and more than 29,000 students from all 50 states and 140 countries. Boston University enjoys an outstanding international reputation as a center of excellence in education and research programs. As a committed research and teaching university, Boston University believes that all students benefit by learning from dedicated teachers who are actively engaged in original research.

Under visionary leadership, Boston University has grown exponentially in the past thirty years by every measure – in the quality of its faculty and its undergraduate and graduate students, and in its capacity to compete nationally for research dollars, which now total over $300 million. Over this time period Boston University's campus has grown from 5.3 million square feet to over 12.6 million square feet, and the University's assets have increased from $166 million to $2.9 billion, an increase of over 1, 658%. For the next president of Boston University, the upcoming decade promises to be a similarly exciting and challenging time. The University's next president will be charged with overseeing the further intellectual and physical growth of the University.

The new President must be a strong leader with an unyielding commitment to intellectual excellence across the broad range of academic programs and must intuitively understand the University's historic role, both as an urban institution committed to contributing to the great city that is its home and as an innovative and entrepreneurial institution. The new President must be capable of seizing opportunities and building creatively on a substantial record of accomplishment. In particular, the new President must:

- **Advance the University's academic excellence in its principal missions of teaching and research.**
- **Increase the public recognition of Boston University's academic and research strengths.**
- **Continue to recruit and retain the finest faculty, staff and students.**
- **Strengthen the university's long-term fiscal position through careful financial management and institutional advancement.**
- **Lead a major capital campaign.**
- **Increase strategic city and community partnerships.**

Inquiries, along with applications and recommendations may be directed in confidence to:
Barbara R. Stevens, Isaacson, Miller, 1275 K Street NW, Suite 1025, Washington, DC 20005,
Phone: (202) 682-1504, Fax: (202) 682-1272, E-mail: 2604.BUP@imsearch.com

BOSTON
UNIVERSITY

Boston University is an equal opportunity employer, which actively seeks nominations of and applications from individuals of diverse backgrounds.

KINGSBOROUGH

COMMUNITY COLLEGE

Searching for Faculty Positions
FALL 2003

Visit Website:
http://www.kbcc.cuny.edu/kccJobs/kcceoist.htm

Send cover letter & resume to
Dr. Stuart Suss
Provost & Dean of Academic Programs
Kingsborough Community College
2001 Oriental Blvd.
Brooklyn, NY 11235

A COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

ITHACA COLLEGE

Title:
Assistant Professor of Physical Education, Full-time tenure eligible

Department: Health Promotion and Human Movement ***Appointment:*** August 15, 2003

Description: The Department of Health Promotion and Human Movement of Ithaca College seeks candidates for the position of Assistant Professor Primary responsibilities for this position will include the placement and supervision of students during their student teaching experience in K-12 Physical Education, as well as coordinating these duties among other faculty supervisors in the department. Teaching duties will include the professional seminar for student teachers as well as possible additional course(s), at the undergraduate and/or graduate levels, commensurate with experience and interest. A candidate for the position must possess a Ph.D in Physical Education or closely related field, ABD will be considered. A candidate for this position must possess a strong interest and background in contemporary Physical Education pedagogy and curriculum, as well as the ability to utilize technology for instructional and assessment purposes. Previous experience in teaching Physical Education at the K-12 and/or Higher Education levels strongly desired. Interested applicants should apply on-line at **http://www.icjobs.org** and attach a letter of application and vita. Questions about on-line applications should be directed to Brian Martinson at 607-274-1207 Additional inquerites about this position mat be made by contacting Mary Bentley at 607-274-3105 or at **Mbentley@Ithaca.edu**. Screening of applicant will begin immediately and continue until the position is filled. *Ithaca College is an equal opportunity/ affirmative action employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.*

RESIDENCE LIFE

CAL POLY POMONA, near Los Angeles, is seeking the following full-time, 10-month, live-in positions in University Housing Services:

AREA COORDINATOR

$3,173 - $4,278 per month plus on-campus furnished apartment and meal plan

The Area Coordinator will provide staff development and leadership to professional staff Coordinators & Resident Advisors; serve as counselor & mediator in University Residence Halls, develop & implement a major residence life program component; coordinate administrative operations of the hall. Requires a Bachelors degree (Masters preferred) in a related field **PLUS** 2 yrs. professional exp. working in a living and learning environment. Refer to Job #027-SA-03

RESIDENCE LIFE COORDINATOR

$2,033 - $2,636 per month plus on-campus furnished apartment and meal plan

The Residence Life Coordinator will coordinate all daily activities in residential housing for students in a living-learning environment, assist with the selection, training, oversight and evaluation of student Resident Advisors; provide emergency response and crisis management; meet with residents regarding resident, emotional or academic concerns; advise co-curricular activities. Req.'s one yr. exp. in direction & coordination of group activities (graduation or current enrollment in master's degree program desirable). Refer to Job #030-SA-03.

Positions include an on-campus, furnished apt. & reduced meal plan. Must have or be able to obtain valid CA Driver's license. Submit University Application, Supplemental Questionnaire, Resume & Current DMV Report. Apply by: 4/21/03. Call (909) 869-3733 to request application package. **www.csupomona.edu/~hrs.** *AA/EOE/ADA*

Northeastern
UNIVERSITY

Bouvé College of Health Sciences

Pharmacy Practice Faculty Positions (two)

The School of Pharmacy has two full-time, non-tenure track faculty openings in the Department of Pharmacy Practice, each with anticipated appointment at the rank of Assistant Clinical Specialist. Clinical practice responsibilities for the first position will be in the area of ambulatory care and/or psychiatry and for the second position in the area of general medicine (with emphasis in infectious diseases). The successful candidates will be based at Boston-area healthcare facilities and will be expected to participate in didactic and clinical teaching, scholarly activities and institutional service. Candidates must have a PharmD degree with a pharmacy practice residency. A specialty residency in the respective practice area is preferred. Candidates must be eligible for pharmacy licensure in MA. Salary and rank will be commensurate with education, training and experience. The university provides an outstanding benefits package.

Candidate screening will begin immediately and continue until the positions are filled. Interested candidates should send a letter of interest, curriculum vitae, and contact information (i.e., mailing addresses, telephone numbers and e-mail addresses) for three professional references to: John R. Reynolds, PharmD, Chair, Faculty Search Committee, Northeastern University, 234 Mugar, Boston, MA 02115. (F) 617-373-7655, (V) 617-373-5003. j.reynolds@neu.edu.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX University. Minorities, women, and persons with disabilities are strongly encouraged to apply. Northeastern University embraces the wealth of diversity represented in our community and seeks to enhance it at all levels.

For more information about Northeastern University School of Pharmacy, please visit:

http://www.bouve.neu.edu/pharma.html

Mount
ST. MARY'S
COLLEGE

REGISTRAR

Mount St. Mary's College in Los Angeles invites applications for the position of Registrar

Mount St. Mary's College is a Catholic liberal arts college primarily for women. It has an enrollment of 2,000 on two campuses. The Registrar's main office is located on the Chalon campus in West Los Angeles. Further information on the College may be found at **www.msmc.la.edu**

RESPONSIBILITIES: The position reports to the Associate Academic Vice President and is responsible for all registrar services including:

- ✗ creation and monitoring of systems for accurate academic record registration, reporting, maintenance, and archiving
- ✗ compilation and reporting of accurate enrollment figures and other statistical information in cooperation with the Office of Institutional Research and Assessment
- ✗ SEVIS documentation

QUALIFICATIONS: Extensive experience with online computerized student record systems. MSMC uses Datatel Colleague Release 17 and preference will be given to a candidate with experience with this software package. Also required: the ability to work effectively with diverse constituencies, the ability to work autonomously as well as collaboratively; 3 to 5 years of experience in a college registrar's office; and a Master's degree.

As part of the commitment to fulfill its mission to meet the needs of a diverse student body, the College has set as a priority the goal of increasing diversity among the administration. The College believes that increased diversity will enhance the intellectual, cultural and social fabric of its academic community.

TO APPLY: The position is currently open. Applications will be accepted until the position is filled. Anticipated starting date: July 1, 2003.

Please send cover letter explaining your interest and qualifications along with a resume and contact information for three current references to:

Registrar Search Committee, Provost's Office
Mount St. Mary's College
12001 Chalon Road
Los Angeles, CA 90049-1599
or by email to registrarsearch@msmc.la.edu

Applicant must be able to provide proof of legal ability to work in the United States. Mount St. Mary's College will not undertake to assist applicant with any visa matter.

MT. HOOD
COMMUNITY COLLEGE

FACULTY VACANCIES
2003-2004

Mt. Hood Community College is located in Gresham, Oregon, a quick 15 miles from downtown Portland. In addition to a picture-postcard view of Mt. Hood, the main campus boasts vistas of other Cascade mountain peaks, beautiful valleys and rolling farmlands. The College district comprises an area of approximately 950 square miles with a population of more than 300,000. The College provides a rich array of programs and services at its 200-acre main campus, two satellite facilities and high schools throughout the district.

Please visit our website to learn more about Mt. Hood Community College at www.mhcc.edu

INSTRUCTOR OF MATHEMATICS #1450
INSTRUCTOR OF RESPIRATORY CARE#1402
Both positions are on 180-day service contracts. Salary range is $38,704-$68,596 (academic year 2003-2004). For a full list of qualifications, please visit our website at www.mhcc.edu

INSTRUCTOR OF AUTOMOTIVE TECHNOLOGY #1267 - search reopened - Initial assignment: Ford ASSET-Associate's degree and five years of full-time experience as an automotive technician OR Bachelor's degree and three years of full-time experience as an automotive technician (Bachelor's preferred). Current Automotive Service Excellence (ASE) certification required. 205 service day contract. Salary range is $44,080 - $78,123 (academic year 2003-2004) For a full list of qualifications, please visit our website at www.mhcc.edu

All faculty positions are tenure track beginning Fall term 2003. Compensation is commensurate with education and experience. Mt. Hood Community College offers a comprehensive benefits package.

Screening review begins April 14, 2003. Complete application packets may be accepted until the positions are filled, but those received by April 14th are assured consideration. (Openings subject to budget consideration and approval)

To apply contact **Mt. Hood Community College, Human Resources Office, 26000 SE Stark St., Gresham, OR 97030** (503) 491-7200, FAX (503) 491-7257, TDD (503) 491-7202, e-mail: **hr@mhcc.edu**, Application materials are available on the College website: **www.mhcc.edu.**

Mt. Hood is an Equal Opportunity/ Affirmative Action Employer

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Education

School of Education

Saint Xavier University invites applications for faculty positions in the School of Education. Founded by the Sisters of Mercy in 1846, we serve over 5,000 students in residential southwest Chicago. All positions require scholarly activity, service on School of Education and University committees, participation in professional organizations, community involvement and knowledge of national standards and trends in education. Prefer experience teaching in a university setting; prior collaborative work with public and private, urban and suburban schools; and experience using technology in teaching.

Educational Foundations: A full-time, tenure-track assistant professor position. Teach undergraduate and graduate courses in educational foundations, research methodology, and other courses, and advise undergraduate students. Requires an earned doctorate with a specialization in educational foundations or related area, K-12 teaching experience; strength in educational theory, practice, research and history and philosophy of education, and promise or demonstration of a solid research agenda.

School Counseling: A full-time, tenure track Assistant or Associate Professor position. Teach graduate courses in Counseling/School Counseling, direct the program, and advise graduate students. Requires an earned doctorate in Counseling, Counselor Education, or related field; experience with a School Counseling program; ability to teach graduate courses in school-program development, management, consulting, practica, and internship; demonstrated commitment to teaching; and a solid research agenda.

Teaching and Leadership: A full-time, tenure track Assistant Professor or non-tenure track Assistant Professorial Lecturer position. Teach graduate courses in action research and assist students in the preparation of a research project, and advise students. This program uses a field-based model and is designed for practicing classroom teachers and other school personnel. Requires travel to sites where coursework is delivered. Requires an earned doctorate with a specialization in an area of education; an understanding of research methodology, particularly as it relates to action research; K-12 teaching experience; and a record of scholarly activity or promise of productivity in scholarly activity.

Special Education: Full-time, non-tenure track Assistant Professorial Lecturer position. Teach graduate courses in multicategorical special education, particularly methodology and assessment, and advise students. Requires an earned doctorate in Special Education or related field, experience in school-based special education settings; ability to teach graduate courses in special education; demonstrated commitment to teaching; and a solid research agenda.

Reading: Part-time non-tenure track Assistant Professorial Lecturer. Teach undergraduate and graduate courses in processes, instruction, materials, and assessment in reading, and language development and disorders, and advise students. Requires an earned doctorate with a specialization in reading; K-12 teaching experience; strength in literacy diagnosis, assessment and clinical work; knowledge and/or experience with secondary and adult literacy issues; and working knowledge of technology in literacy education.

Send a letter of application specifying the position(s) of interest, qualifications and experience, your philosophy of education and ability to contribute to the enhancement of student awareness and appreciation of diverse cultures; curriculum vitae; three references who can specifically comment on your teaching ability, experience and professional preparation; and copies of transcripts to Beverly Gulley, Ph.D., Dean, School of Education, Saint Xavier University, 3700 W. 103rd Street, Chicago, IL 60655, or fax to 773-298-3201, or e-mail gulley@sxu.edu.

SAINT · XAVIER
UNIVERSITY

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Shippensburg
University

Shippensburg University of Pennsylvania

Director of Athletics

Shippensburg University of Pennsylvania invites applications and nominations for the position of Director of Athletics. The University competes as a member of the Pennsylvania State Athletic Conference at the NCAA Division II level. The intercollegiate athletic program is comprised of approximately 400 athletes competing in 18 intercollegiate sports on eight men's teams and ten women's teams.

The Director of Athletics reports to the Vice President for Student Affairs and has responsibility for the intercollegiate athletic program, including overseeing the selection, supervision, and evaluation of coaches, sports medicine staff, intramural and recreation staff, and administrative personnel; oversight of facilities and fields; preparation and management of the annual operating budget; and strategic planning. The Director is also responsible for ensuring strict compliance with all NCAA, Conference, and University regulations governing intercollegiate athletics, including Title IX. The successful candidate will be expected to demonstrate success in the development of marketing strategies to promote athletics and in working with appropriate campus fundraising/foundation personnel.

The Director of Athletics must be a person with integrity and a very strong commitment to the concept of the athlete as a student first. The person selected is also expected to demonstrate strong leadership and management skills, outstanding interpersonal skills, excellent writing ability, a collaborative style, and an ability to work with diverse populations. An extensive knowledge of NCAA governing rules and regulations is expected.

Qualifications: A Masters degree is required from an accredited institution, however a Doctorate is strongly preferred. Applicants must also have professional experience working with an intercollegiate athletic program. Additionally, all candidates must have at least five years of relevant supervisory and/or management experience, preferably at an institution of higher education.

The person selected will receive a faculty tenure-track appointment in the Department of Administrative Faculty with an assignment to the Director of Athletics position. Faculty rank and salary are commensurate with experience. The Director of Athletics is assigned a nine-month contract with additional summer employment and compensation.

Applications and nominations must be sent to **Athletic Director Search Committee, Political Science Department, Grove Hall 424, Attention:, Shippensburg University, Shippensburg, PA 17257.** Screening of completed applications will begin April 15 and will continue until a candidate is selected. Qualified applicants must submit a letter of application, a current resume, and three current letters of recommendations that include the current Email address, telephone number, and business address of the writer. All applicants must also submit complete and original transcripts for all completed degrees.

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1089

WRITING CENTER DIRECTOR

Asst Prof; English – Tenure Track, Begin 7/1/03

CA·REER (kə-rîr′)
OP·POR·TU·NI·TAS (ŏp′ər-too′ni-tas)

Opportunitas. To some it's Latin. To us, it's everything.

We are Pace University, and the foundation of our philosophy is opportunity opportunities for students to discover their potential and opportunities for distinguished faculty and staff to achieve academic excellence. A nationally ranked institution of higher education located in New York City and Westchester County. Pace offers 150 majors and 3000 courses at the undergraduate and graduate level to a diverse population of more than 14,000 students. No wonder Pace is the University of Opportunity! If you share our vision and values, we invite you to join us in this vital role.

With responsibilities on both the New York and Pleasantville (Westchester County) campuses the Pace University English Department is seeking a university-wide Director of the Writing Center, reporting to the Associate Dean for Curriculum, the successful candidate will consult with the English Department chairperson. The Director will teach one 3 credit course each semester and receive 9 credits of released time per semester for administrative duties on each campus to: hire and supervise the Writing Center Coordinators; design and develop (along with IT specialists) an online tutoring component; coordinate placement testing; co-chair the Center Advisory Board; work with Writing Across the Curriculum Directors in faculty development and writing support; coordinate tutor training courses; supervise training workshops and orientation for tutors; design Center forms; pursue research, assessment, and funding; promote the activities of the Center while providing feedback to various constituencies in the University on the effectiveness of the Center; attend conferences devoted to Writing Center theory and practice; prepare and manage budgets; and pursue outreach to faculty, such as setting up mini-Writing Center workshops for other disciplines and schools.

In addition to a competitive salary, the Director will receive a stipend for summer responsibilities. Ph.D in Rhetoric, Composition Theory, or Literature with experience in writing administration, or comparable degree required.

Send CV with 3 references to: **Adelia Williams, Associate Dean for Curriculum, Dyson College of Arts and Sciences, 861 Bedford Road Pleasantville, NY 10570, by April 15, 2003.**

www.pace.edu/hr

PACE UNIVERSITY

Pace University is an affirmative action, equal opportunity employer which values and encourages diversity in its students, faculty and staff.

THIS IS ABOUT SMITH.

RESIDENCE COORDINATORS

Residence Life

(Part-time, Limited-term)

Smith College seeks individuals interested in joining a residence life staff team dedicated to providing an engaging living environment that supports and directs student learning and development outside the classroom. This position is responsible for the management and general welfare of a cluster of 2-4 residential houses with a student population of 110-260 women, including supervision of student staff. This is a live-in position with a furnished suite and meals when the college is in session.

Responsibilities: supervise student staff; participate in the planning and implementation of training and in-service programs; provide basic counseling, conflict resolution, and crisis intervention; assist with departmental initiatives for diversity and multicultural education, leadership development and social programming; develop and implement formal and informal educational programs to foster interaction between faculty, staff and students; provide crisis intervention in emergency situations; participate two to three times each semester in "on-call" weekend duty coverage; and perform other duties as assigned.

Qualifications: Bachelor's degree required, experience in residence life or related area preferred. Preference will be give to candidates who demonstrate experience in diversity/multicultural and women's education with a focus on education and training; excellent organizational, interpersonal and communication skills; good judgment, ability to interact with diverse constituencies; and skill in working independently and as a team member. This is a part-time, limited-term position that ends May 31, 2004 with the possibility of a one-year reappointment. Salary is commensurate with education and experience and includes a pro-rated benefits package.

Review of applications will begin immediately and will continue until positions are filled. Forward a resume and cover letter to: **Residence Coordinator Search, Office of Residence Life, Smith College, Box 595, 24 College Hall, Northampton, MA 01063.**

Smith College is an equal opportunity employer encouraging excellence through diversity.

SMITH COLLEGE

www.smith.edu

Roger Williams University
Learning to Bridge the World

RALPH R. PAPITTO SCHOOL OF LAW

DIRECTOR OF THE MARINE AFFAIRS INSTITUTE

Roger Williams University Ralph R. Papitto School of Law is seeking an experienced professional to fill the newly created Director of the Marine Affairs Institute and Rhode Island Sea Grant Legal Program. Under the direction of the Dean, the Director is responsible to oversee the development and administration of a marine law research program and the Rhode Island Sea Grant Legal Program.

The Director is also responsible to:

- Provide leadership, recruitment, course scheduling and guidance for the joint degree program
- Advise MMA/JD students and Maritime Law Society
- Research, develop and administer an on campus marine law practice clinic
- Teach one marine resources law course per semester
- Research and assist in the preparation of grant applications in support of the institute's activities.

Qualified candidates shall have:

- A Juris Doctor degree from an American Bar Association approved law school
- Master's degree in a field related to marine affairs or sustainable coastal communities
- Experience in maritime practice related to marine affairs or sustainable coastal communities
- Experience working with law students or newly admitted lawyers desirable
- Strong organizational, administrative and communication skills
- Ability to work with diverse constituencies.

A highly competitive benefits package is offered and salary is commensurate with experience.

To apply, please submit the following: a cover letter, resume and list of three references (include e-mail addresses and telephone numbers) to: **Roger Williams University, Ref#HO016, Director of the Marine Affairs Institute, Office of Human Resources, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

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Vice Chancellor, Educational Services & Planning

To successfully lead curriculum, instruction, student access and professional development initiatives in the areas of Educational Programs and Student Services, Career and Occupational Education, Grants and Resource Development, and Institutional Research, you will bring an M.S. degree (Doctorate preferred); superior fiscal and organizational management skills; positive human relations skills to work in a multiethnic, pluralistic environment and respond to the needs of traditional and nontraditional students; a record of successful development; knowledge of legal processes related to educational management; knowledge of the legislative process as it relates to community/economic development; ability to work effectively with community groups; and active participation in professional organizations. **Job #1508.**

To apply, visit the District Web site at **scccd.com** for a complete job description and information, or contact: **State Center Community College District, 1525 E. Weldon Avenue, Fresno, CA 93704-6398; Phone: (559) 226-0720; Fax: (559) 229-7039.**

Resume review begins **May 2003**, and will continue until the position is filled. *Equal Opportunity Employer*

Merrimack
COLLEGE

Dean of the Faculty, Science and Engineering

The Dean of the Faculty of Science and Engineering is responsible for all academic programs, personnel and resources, including budget, program and curriculum development/review, recruitment/development of faculty, and participation in college-wide strategic planning and assessment. The Dean provides leadership within the context of collegial governance and in collaboration with the divisional chairs and directors, Provost, President and other academic administrators. The Science and Engineering Division includes programs in biology/allied health, chemistry, civil engineering, computer science, electrical engineering, environmental science, mathematics, physics, and sports medicine.

The successful candidate will possess:

- Evidence of ability to lead with a consensus for further improvement based on Academic Vision and Strategic Planning within the Science and Engineering division as well as among the various academic divisions.
- Evidence of ability to lead implementation of further planning through programming and outcome assessment, especially, with a commitment to sustaining and enhancing on-going programs, as well as to proposing and establishing innovative programs and new facility initiatives supported by extramural funding.
- Evidence of teaching effectiveness and scholarly achievements appropriate for appointment with tenure at the rank of associate or full professor in one of the science and engineering disciplines, including a Ph.D. in one of the College's Science and Engineering disciplines.
- Evidence of effective academic leadership and administrative ability.
- Evidence of ability to foster faculty development, especially of untenured faculty, and provide strong support for excellence in teaching, scholarship, and service and other aspects of campus intellectual life.

Review of applications will begin on April 29 and continue until the position is filled. This position has an anticipated starting date of July 1, 2003. Cover letter, vita, and letters of recommendation from a minimum of five references including names, addresses, and telephone numbers should be sent to: **Bernard Smith, Director of Human Resources, Merrimack College, 315 Turnpike Street, North Andover, MA 01845.** This is a full-time, 12 month, Administrative position. Candidates receiving an on-campus interview will be expected to submit appropriate documentation for tenure review. Please visit our Website at **www.merrimack.edu**.

Equal Opportunity Employer

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Rutgers University invites nominations and applications for the position of Executive Vice President for Academic Affairs. The Search Committee is seeking an experienced leader in both the research and administrative realms who also can serve effectively as the chief budget officer for the University. She/he should have a demonstrated commitment to excellence in undergraduate and graduate education, to promoting the advancement of knowledge, and to professional training and university outreach. This individual should also have a distinguished record in scholarship and research, significant and proven administrative experience in large institutions, and experience in overseeing complex budgetary processes. As chief academic officer of the New Brunswick campus reporting directly to the President, she/he will be a partner in charting Rutgers' future, and will act for the President in his absence. She/he will also work closely with the Provosts of Rutgers' Newark and Camden campuses, and will be expected by the President to take a leadership role in fostering collaborative efforts across campuses and disciplines, particularly in the sciences.

One of America's leading AAU public research universities, Rutgers provides undergraduate, graduate, and professional education to approximately 50,000 students in 29 degree-granting colleges and schools. The University includes approximately 2650 faculty and 7350 staff located on campuses in Camden, Newark, and New Brunswick/Piscataway, with a budget of approximately $1.2 billion. Rutgers is committed to supporting the highest levels of scholarship and research, and to working closely with the private and public sectors. As a land-grant state university, Rutgers is also committed to human, community, and industry development.

We are being assisted in this search by the Education Practice of A.T. Kearney, Inc. Nominations and expressions of interest should be submitted, in total confidence, to:

Shelly Weiss Storbeck
Managing Director and Vice President
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Telephone: 703-739-4613
Fax: 703-518-1782
E-mail may be addressed to
shelly.storbeck@atkearney.com

The Committee seeks to complete this search expeditiously, but the search will remain open until the right candidate is identified. For best consideration, nominations and applications should be submitted no later than May 1, 2003. Electronic submissions are particularly encouraged.

Rutgers is a non-discriminatory, affirmative action employer. Women, minorities, and those with a non-traditional professional background are encouraged to apply.

Further information about Rutgers, The State University of New Jersey can be found on its website, at **www.rutgers.edu.**

Roger Williams University
Learning to Bridge the World

SENIOR EXECUTIVE FOR GLOBAL AND INTERNATIONAL PROGRAMS

Roger Williams University is seeking an extraordinary individual to serve as its first-ever Senior Executive for Global and International Programs. The university has recently completed a strategic planning process designed to make Roger Williams a premier liberal arts university in the region. A core value of that plan is the notion of "Learning to Bridge the World".
Presently Roger Williams has study-abroad programs in more than a half dozen countries, collaborations with institutions in the Cape Verde Islands and Azores, articulation agreements with colleges in Hong Kong and a growing international enrollment. In 2002, RWU became the first university in the country to provide scholarships to women from a post-Taliban Afghanistan.

The Senior Executive will report to the President and work closely with the Provost, student affairs, enrollment management and the advancement office.

S/he will be actively engaged in strengthening existing international programs and in designing strategies to make Roger Williams a pre-eminent global institution. In addition, the Senior Executive will help create an international advisory board and develop an international center on campus.

The successful candidate should have the following qualifications and experiences:

- Familiarity with study abroad, international exchanges and related programs
- Fluency in two or more languages
- Substantive contacts in the international community, which might include Department of State, United Nations, Consular service
- Previous responsibility for international programs at an organization, college or university
- Familiarity with federal grant programs and/or private philanthropy
- A minimum of a graduate degree
- Outstanding organizational and collaborative skills
- Ability to travel
- Excellent written and oral communication skills

Qualified applicants should submit a cover letter, resume and list of three professional references (e-mail addresses and telephone numbers) to: **Roger Williams University, Office of Human Resources, Senior Executive for Global and International Programs, Ref#HO020, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

AMERICAN UNIVERSITY
WASHINGTON, DC

Legal Writing Position

American University's Washington College of Law seeks applications for a fulltime Legal Writing Position for Academic Year 2003-2004. This position will report to the Director of Legal Rhetoric and Writing. Details on requirements are below.

(1) Required qualifications and experience include: J.D. degree or equivalent; demonstrated excellence in legal research and writing skills; strong teamwork, interpersonal and oral and written communication skills; administrative skills and/or experience.

(2) Additional qualifications and experience include: experience in teaching legal research and writing and/or lawyering skills; legal practice and/or judicial clerkship experience and/or law-related work experience; teaching or training experience and/or qualifications; familiarity with recent scholarship in the legal research and writing/lawyering skills fields; background and/or qualifications in any of Rhetoric, Composition, English Studies, Education, Curriculum Design, ESL, Writing Across the Curriculum; familiarity with computer or web-based instructional technology; demonstrated potential for scholarship; experience in working in a multidisciplinary team environment.

(3) Core responsibilities and duties include: Teach legal research and writing in the two-credit, two-semester first-year Legal Rhetoric: Writing and Research Program to approximately 45 students per semester and carry out associated administrative tasks; conduct student conferences; design instructional and assessment material; assess and provide detailed, constructive feedback on student research and writing; work with the Director of Legal Rhetoric and Writing, library faculty, other instructors, adjunct faculty, and student teaching and research assistants and others in developing and delivering a high quality, coordinated first-year Legal Rhetoric: Writing and Research program; undertake selected administrative tasks delegated by the Director of Legal Rhetoric and Writing; under the direction of the Director of Legal Rhetoric and Writing, develop training materials and deliver training to Legal Rhetoric: Writing and Research program personnel.

American University and the Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. American University is an EEO/AA employer. Appointments will be for the academic year 2003-2004.

All inquiries should be by mail. Applicants should submit a cover letter and resume to: **Office of the Dean, Suite 366, Washington College of Law, American University, 4801 Massachusetts Avenue, NW, Washington, D.C. 20016**

USF
UNIVERSITY of SAN FRANCISCO

Two Positions Available

Dean of Students

The Division of University Life at USF seeks a dynamic and qualified individual to assist the Vice President and Senior Leadership Team in University Life by providing support and directions in incorporating the University's Vision, Mission and Values in planning new strategic initiatives. Earned Doctorate Degree required. Minimum of five to seven years of upper-level management experience in student services.

Assistant Dean of Students for Multicultural Student Services

The Division of University Life at USF seeks a qualified individual to develop partnerships across campus to support enrichment programs, assist with pertinent retention efforts and coordinate community building initiatives that support the University's Vision, Mission and Values. Master's degree in higher education administration/ college student services administration or related field required. Minimum of three to five years of related administrative experience in student services and experience in working with students of broad cultural backgrounds.

For a complete job description/requirements, please visit our web page @ **www.usfca.edu/hr/employment.** To apply, submit a resume and cover letter as well as the names and addresses of three references to: **Search Committee, Office of Human Resources, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117** or email to **resumes@usfca.edu**

AA/EEO/ADA employer

Teachers Academy for Mathematics and Science

The Teachers Academy for Mathematics and Science is an autonomous alliance of leaders from education, government, mathematics, science, business and the community.

As a non-for-profit organization, we provide professional development to teachers, principals and parents, within the elementary school communities.

Our mission is to create and facilitate a continuous improvement process that ensures excellence in teaching and learning mathematics and science, so that every child is equipped with knowledge, skills and competencies to function in and contribute meaningfully in a global society.

PROFESSIONAL DEVELOPER

Mathematics/Science

The Teachers Academy for Mathematics and Science is currently seeking full and part-time Professional Developers (Math & Science) to develop, deliver and evaluate stimulating programs for teachers (Pre-k thru 8th grade).

Position requires a MA or MS in math or science, respectively 5 yrs. teaching exp. 2 + yrs. exp. as curriculum coordinator and/or professional developer. Must be flexible to work occasional Saturdays and/or evening classes and have reliable transportation.

Additional information on this position is available on our website: www.tams.org. Please, forward your resume to Attn: Human Resources.

TEACHERS ACADEMY
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UNIVERSITY LIBRARIAN

University of Illinois at Chicago

UIC

The University of Illinois at Chicago (UIC), one of 3 campuses of the University of Illinois, invites applications and nominations for the position of University Librarian. The University of Illinois at Chicago encourages the candidacy of women, minorities, and persons with disabilities. UIC is comprised of 15 colleges with 2,870 [full and part time, tenured and non-tenured] faculty and serves 25,000 students, over 9,000 of whom are graduate and professional students.

Reporting directly to the Provost with the equivalent rank of a dean, the university librarian is responsible for the leadership and administration of the University Library, consisting of the Richard J. Daley Library, the Library of the Health Sciences, the Science Library, and the Architecture and Art Library, with a collection of 2.1 million volumes, 19,000 serials, and 4.6 million other items, including microforms, government documents, and maps. The university librarian is also responsible for leading the university in expanding electronic access to scholarly materials, developing policies pertinent to information access and copyright, and utilizing information technologies to advance electronic publication. In addition, the university librarian is responsible for the appointment and oversight of University Library faculty and staff.

The libraries holdings include the Jane Addams Memorial Collection, the Chicago Design Collection, the Comer Archive of Chicago in the Year 2000 photographic collection, and an extensive collection of Chicagoana, including the corporate archives of the Chicago Board of Trade and the records of Chicago's A Century of Progress World's Fair. The multi-site Library of the Health Sciences serves as the Regional Medical Library for 10 midwestern states under a National Library of Medicine contract.

The University of Illinois at Chicago is a member of the Association of Research Libraries.

Desired Minimum Qualifications

- An earned masters of library science from an ALA-accredited library school;
- A distinguished record of accomplishment in librarianship, in research, and in service to the profession to warrant appointment as a tenured full professor;
- Demonstrable commitment to the ideals and principles of a Research I university and demonstrable commitment to library faculty research;
- Leadership and commitment in planning for and applying contemporary and emerging technologies;
- Working knowledge of federal law governing information access, communication, and archiving;
- Demonstrable commitment to working with the academic community to ensure responsive library service;
- Record of establishing beneficial developmental relationships with alumni, community, and business leaders, and private and governmental funding agencies;
- Demonstrable academic leadership and library management skills, including budgetary skills, in a complex, multi-site and geographically dispersed library;
- Demonstrable commitment to equal opportunity and affirmative action and responsive to human resource issues;
- Demonstrable experience and success in serving the informational and environmental needs of diverse faculty, staff and students, including persons with disabilities;
- Evidence of ability to further relationships with campus constituencies, with libraries, and with associations and agencies at the local, state, regional, national, and international levels;

Salary: Negotiable, dependent on qualifications and experience.

Review of nominations and applications will continue until the position is filled; however, for fullest consideration, nominations and applications should be received by **May 1, 2003.** Applications, which consist of a letter of intent, curriculum vitae, and a list of five references, should be sent to:

Dean Susan Scrimshaw, Chair
University Librarian Search Committee
Office of the Provost (M/C 105)
University of Illinois at Chicago
2832 University Hall
601 South Morgan Street
Chicago, IL 60607-7128

email: jons@uic.edu
http://www.uic.edu/depts/lib/

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PREPARING LATINOS FOR GRADUATE SCHOOL

Sarah Hernández is an assistant professor in sociology at New College of Florida. Her areas of interest are organization of work, social change, economic/social development, and Mexico.

In preparing Latino students for graduate school, we should expect the highest performance from them, paying attention to both academic and emotional readiness.

Students can't be prepared for graduate school if they have not received high-quality training in elementary school, high school, and college. The low numbers of Latinos with M.A.s and Ph.D.s (3.8 percent and 2.8 percent, respectively, of the total degrees granted in 1998), compared with our proportional representation in the population (11.2 percent in 1998), speak volumes about the weaknesses in earlier academic training.

To increase the proportion of Latinos with an M.A. or Ph.D, we must overcome the factors that lead to high dropout rates from high school (7.1 percent of Hispanics, compared to 6 percent of Blacks and 4.4 percent of Whites in 1999) and the low percentage of Latinos with a B.A. (7.3 percent in 2000).

We have the ability and power to make a difference in the educational experience of our undergraduates so that they will apply to, and succeed in, graduate school.

In terms of academic preparedness, we must develop the skills that all students need to succeed in graduate school: research, reading, and writing.

As for research, where writing an undergraduate thesis is an option, we should strongly encourage it. By writing a thesis, students learn to choose a topic of interest, focus this interest into a researchable question, determine the appropriate methodology, conduct the research, and report the findings. To write up the findings, students not only must follow the expected basics of a college paper; they also must link their arguments to the current academic debates, and learn to justify their research in the field. To be able to link their research to existing literature, students must develop strong bibliographic research and reading skills.

Writing an undergraduate thesis gives them an initial taste of the process and the skills to do this again in graduate school. And it encourages them to think about the relationship between the specific issues they are studying and the larger body of literature in their fields. This is a necessary skill for passing comprehensive exams in graduate school and for placing specific courses in the larger academic context.

If writing a thesis is not possible, requiring research papers on a topic related to the class, but open to the student's choice and interest, can address reading, writing, and analytical skills. Assigning a research paper in steps allows students to learn how to do research, from defining a focus and finding sources to writing a well-structured argument. This also allows them to learn to go beyond the required readings for the course–a good habit when joining a graduate program.

To build emotional preparedness, the key factor is developing self-confidence. Self-confidence grows not only from good grades in exams and papers and from becoming aware that they are capable of learning new things and developing skills that are applicable to many circumstances. Self-confidence also grows from the motivations that professors offer. Undergraduate professors must strongly encourage Latino students to see themselves as capable of doing graduate studies, and, more importantly, they must help Latino students realize that it is in their own interest and in the interest of the people they care for (particularly the broader Latino population) to be learned individuals.

An important element in preparing students for grad school is to remind them that they are attending a graduate program to acquire the skills and knowledge that *they* desire. A focus on obtaining what they seek will help the students put in perspective the many obstacles always in the way of an education, such as departmental politics, pressures from student culture, and short-term concerns with pleasing particular professors. Students must be reminded to keep focused on their ultimate goal–knowledge–not the small steps required to get there.

Emotional preparedness also has to do with helping them be aware of the conditions they will confront in graduate school. Depending on the program, there might be more or less diversity, levels of interest in their academic development on the part of professors, degrees of competition within the student body, and degrees of internal conflict among the faculty that affect student learning and success. There is also a need to be aware of student cultures that can be detrimental to their growth.

A commitment to our Latino students requires that we also continue our encouragement after they move on to graduate school. E-mail facilitates this contact. Students might eventually find other support once in the new program, but in the meantime, we must continue helping them, through consistent encouragement, to overcome the challenges they face in graduate school.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

THE HISPANIC Outlook IN HIGHER EDUCATION

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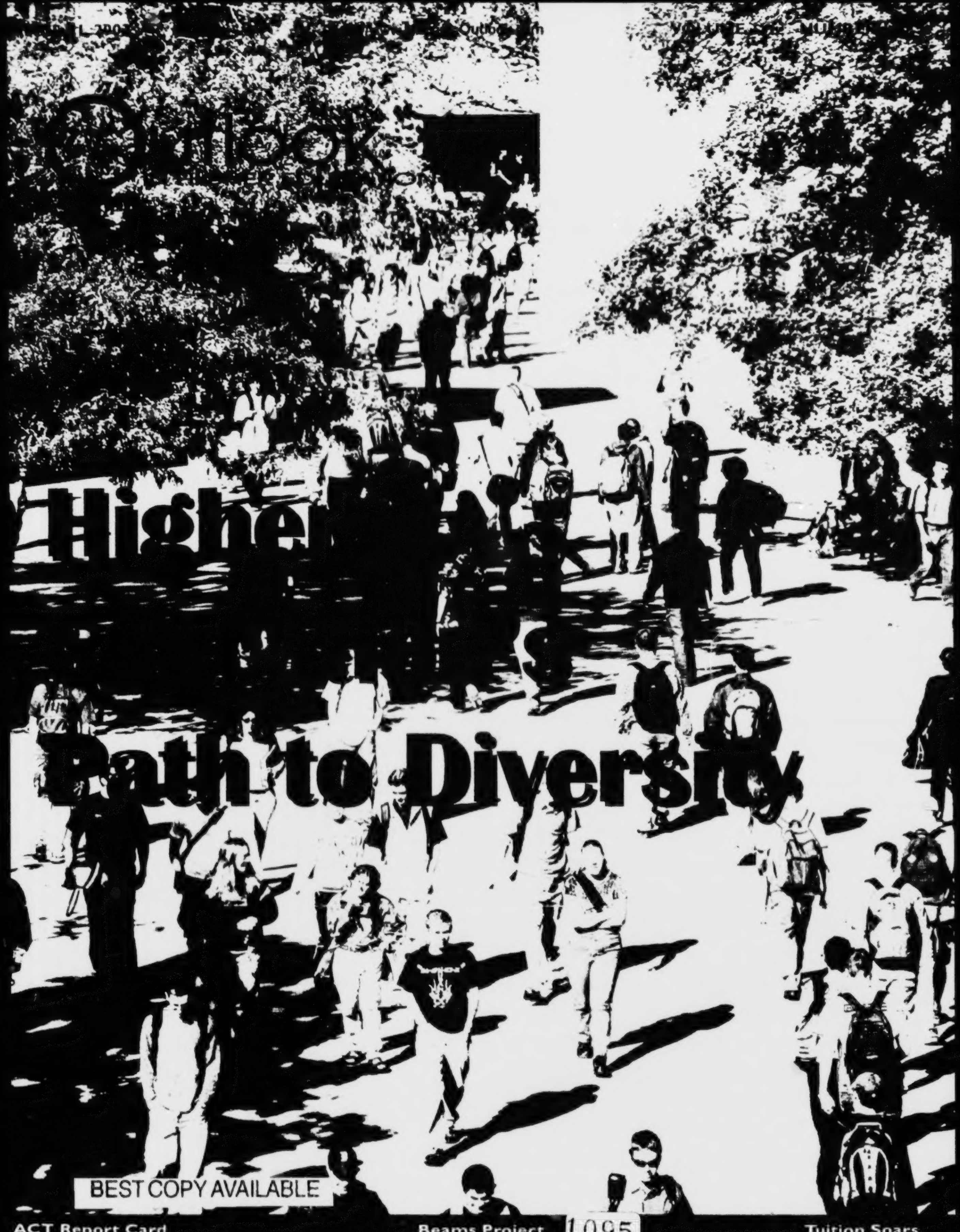

Higher [illegible] Path to Diversity

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Decreasing Latino University Dropouts

Cover Photo Courtesy of Rochester Institute of Technology

Esquina Editorial

Dear Colleagues:

Our media watch confirms that the guns and butter debates are upon us. 3,000 people in Denver braved a below zero wind chill to protest cuts to education, according to the Associated Press.

Columnist Bob Herbert likened the persistent underfunding of education to parents withholding food from their children. And quoted NYC school chancellor Joel Klein: "If we're going to end these cycles of poverty and all the other 'catch-up' problems we're trying to fix at the wrong end, we need to put our highest priority on public education." ***Bravo!***

NAICU president David Warren noted that most of the $9.7 billion in education cuts included in a proposed House budget would be to the student loan program, and called the potential impact on low-income, minority, and first-generation college-age students "tragic" and "disastrous."

In this issue, a policy analyst warns *HO* that the present combination of rising tuition and plummeting appropriations is "a potential train wreck."

Nuestra próxima edición includes an important reminder of the power of your committed effort. Featured will be our annual listing of the **Top 100 Colleges and Universities** for recruiting and graduating Hispanic students, based on the latest data from the National Center for Education Statistics.

As financial resources are dropping, the numbers of potential college students are growing, *especialmente* among Hispanics. In these hard times, we want more than ever to help shed light on the problems and the potential solutions, as you see them. So, *por favor*, please stay in touch, we need to hear from you.

Hasta la próxima,
Suzanne López-Isa
Managing Editor

The Hispanic Outlook in Higher Education

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Angelo Falcón

Policy Advocate

by Roger Deitz

Back in 1982, Angelo Falcón helped found an organization known as the Institute for Puerto Rican Policy. The idea, he says, was to create an organization within the Puerto Rican community that would take research and turn it into a tool for organizing and action. Fifteen years later, his group merged with the Puerto Rican Legal Defense and Education Fund (PRLDEF...an acronym pronounced pearl-def) to become the PRLDEF Policy Division.

Falcón has been with that division for four years, serving as the division's senior policy executive and director. Falcón says that there was a practical reason for the merger. He begins, "For the most part, a lot of the Legal Defense Fund's focus is litigation. We were looking to see if we could bring together the litigation with policy analysis and advocacy, and develop a new model for that kind of advocacy within the Latino community. That's what we have been working on.

"Basically, what we do is to analyze social policies that impact on the Puerto Rican and Latino communities. This ranges anywhere from the hiring of Latinos for government positions, to looking at how programs like bilingual education work, or looking at issues like the question of the U.S. Navy's presence in Vieques Island. It's a wide range of issues. We do research on the issues, and try to combine organizing around those issues and the research. Some of these issues can involve litigation, while others do not.

"Primarily, we have three areas that we look at. The first is civic participation, to see if we can increase the participation of Latinos in the political process. One of the lessons we learned early on is that there are tons and tons of reports on the positions of Puerto Ricans and Latinos in this country. They are very well written, and they have very good recommendations, but they are just collecting dust in somebody's library. Beyond doing the basic policy research, we felt that we needed to look at the role of Latinos in the political process and try to highlight that. We think that is an important way of making sure things change.

"Secondly, we do policy analysis and advocacy, which is our research work, and we always try to tie it to organizing in some way, so that we don't only do reports of studies, we try to use them as a tool.

"The third area we work in is policy networking. That's basically constituency building. We have something called the National Puerto Rican Policy Network using primarily the Internet to develop a network of people interested in the issues we are concerned about. We inform them and try to work with them to advance our efforts. So those areas involve a wide range of issues at PRLDEF.

"We are reaching beyond New York City more and more to work regionally on the East Coast. For example, we were involved heavily around mobilizing the Latino community's participation in the census of the year 2000. That brought us to communities throughout the East Coast and Puerto Rico, and the Puerto Rican and Dominican community in the U.S. Virgin Islands. We used it as an organizing opportunity to inform the community about the importance of the census and try to get people to participate. I think we were very successful in doing that.

"We are also involved regionally with the issue of political redistricting as part of our Latino Voting Rights Project. We're working with Latino voting rights committees that we helped establish in different communities to get the Latino community more involved in the redistricting process at the city, state, and federal levels. We provide technical support, like computer mapping capabilities, and also legal support. We are currently working in *eight states with organizing and research, as well as going to court.*"

Falcón says that part of the effort aims to reach out to other Hispanic communities and beyond PRLDEF. "We try to get involved in an issue as much as we can, then leave something behind as far as some infrastructure or some coalition–basically try to take the resources we have in our community–mainly people power–and try to organize people around those issues. The idea is to facilitate and encourage people that are already doing very good work out in the community to focus on certain areas that, perhaps, they haven't been dealing with, for example, as I said, with redistricting, or the census. There are issues we deal with that a lot of Latino organizations generally don't–for example, social service agencies. We believe that those social service agencies can get involved in a variety of issues that they might not normally look at. So, we work with the existing resources in that community and try to organize those resources in a new way."

Recently, Falcón could be seen and heard on C-SPAN speaking of the need for more Hispanic judges and lawyers, but he stresses that just any Hispanic judge will not do. He tells *The Hispanic Outlook*, "Another area the Puerto Rican Legal Defense and Education Fund works in is educational services. We have an educational initiative that tries to get more Latinos, African Americans, and others into the legal profession, services like LSAT prep courses–that type of thing. That brings us to the issue of a stronger presence of Latinos in the criminal justice system...judges and lawyers.

"We issued a report last year on the state of Latino representation in the judiciary and found it very lacking throughout the country. One of the things we try to look at is not simply having Latinos in these positions, but people who have some sort of connection to the community. One of the purposes of having Latinos in these positions is to make institutions like the judiciary more sensitive to the people of the Latino community."

Estrada Nomination

"We had a major challenge last year because President Bush nominated Miguel Estrada from Honduras to the federal judiciary position. We were very concerned as we researched the record because he's very conservative in the positions he takes, and many of the issues we stand for, he is very much against. These are very basic questions having to do with civil rights and affirmative action. There were concerns about the kinds of policy positions he would be taking as a federal judge. At the same time, we were concerned that, apparently, the president had put him forward as a Hispanic candidate, creating an image of Estrada as a kind of Horatio Alger story. They said he came from Honduras as a teenager, didn't speak any English, and without the help of bilingual education, or any of those programs, ended up in Columbia College, and graduating from Harvard Law School. It was the kind of story that was put out in a way as a critique of many of the things we have been working on that have been issues in the Latino community, like bilingual education.

"When we started researching his background, we found that they had concocted this story. It turns out that he is a very privileged young man whose parents were professionals in Honduras–his father a prominent commercial attorney, his mother was a vice president of a bank here in the United States. We found he had gone to very prestigious schools back in Honduras–knew English well when he got to the United States. He didn't just go from high school to Columbia College, he attended SUNY-Old Westbury...part of the State University of New York where, when we checked his record, we found he had no problems with English. He was able to use a public institution to prepare to go to Columbia College, and that's how his *career got started. The thing that troubled me was that Mr. Estrada never* corrected the record, this imagery of the poor barefooted immigrant who through sheer hard work got into the most prestigious institutions and so on. It presented us with a dilemma because, on the one hand, we want to see more Latinos in the judiciary, but we want to see Latinos that are sensitive to issues in the Latino community. There is room ideologically for people who are more conservative or more liberal, but as we looked at his record and spoke to him, he had no connection with the community or any Latino organization like the Hispanic National Bar Association. Nor were his politics in the realm of supporting basic civil rights issues in the community. He will probably get this position, but we felt it important to make this point."

The Uphill Battle

"As the Hispanic community becomes larger and more diverse, the issues are no longer simple. They are more complex because the issue of having the wrong people in these positions can have a great negative impact. Ideologically, what is happening is that the Latino community has become more diverse. You have the growth of many more Hispanic business organizations, for example, that were at the forefront of supporting the Estrada nomination on behalf of the Bush administration, anywhere from the U.S. Hispanic Chamber of Commerce to the Hispanic Business Round Table. These are organizations that are basically promoting the interests of Hispanic businesses. A lot of us have been involved on the other hand promoting the interests of poor working-class Latino people in the communities. As part of the success of organizations such as PRLDEF and others in opening up society through affirmative action and set-aside programs, we have opened up opportunities for Hispanic business people. We have been successful in creating a kind of business class or middle class that now has now developed its own interests that are not necessarily those of poor working-class Hispanics.

"It is an interesting situation because the politics have become more and more complicated. The concern of a public interest law firm like ours is basically to look to protect the rights of those at the bottom of society, not so much simply to support the middle class or people who are well off within the community. That's the general orientation of the work, why a lot of the people that work at organizations are involved or working there. It certainly is not for the money. It doesn't pay very well. We have young attorneys and policy analysts who could be doing a lot better financially, but their interest is in working with people who are immigrant workers, or people who are in prison, or people who are poor.

"All of our work is defined as being an uphill battle. Everything we do here is a question of going up against big odds, and for the most part, losing most of the battles we get involved with. Just understanding that reality informs much of our work. Our work at PRLDEF has gotten tougher, just because of the changing politics of the judiciary. The issues we deal with in terms of the policy analysis, whether it's affirmative action or other kinds of civil rights issues, are not very popular these days. So, what we are doing is really going against the trend, and that means we have to be really creative in terms of how we promote these issues."

Periodically

Hispanics Must Raise the Bar

Dr. Antonio Pérez, president, Borough of Manhattan Community College, *Community College Week*, 9/16/2002, Vol. 15, Issue 3

by Mary Ann Cooper

The success of Hispanic college students in the pursuit of their degrees often depends on removing outside obstacles in their paths, such as economic need and language barriers. However, this author believes that Hispanics need to look within themselves to help themselves and raise the bar to reach unprecedented success in higher education.

The article begins with a rundown of some disturbing news about the record of Hispanics in college. Says Dr. Antonio Pérez, "The recent news that the largest drop in ACT scores occurred among Puerto Rican and other Hispanic students is sobering indeed. The drop in scores among Puerto Rican, Cuban, and other Hispanic test takers from 19.4 last year to 18.8 this year (out of a possible score of 36) is double the amount of the second largest group, Mexican-American students. While ACT attributes the drop in scores to the larger number of Hispanic students taking the test, these results bode ill for the educational reach of the Hispanic community at large."

While the argument can be made that this reflects a failure on the part of schools, it is also clear to the author that there is a cultural disconnect contributing to this dismal picture. "The scores may reflect the existence of an ingrained bias within the minority community–particularly the Hispanic community–itself. Indeed, there must be a sweeping cultural shift in expectations. Hispanic families and communities too often view employment as the primary measure of socio-economic advancement." What is missing is the acceptance of the concept that there is no substitute for a college degree in terms of increasing the lifetime earnings of an individual and enhancing a career path. "We have to be more aggressive in getting Latino families to embrace this perspective. Far too often, Hispanic youth have low academic expectations."

Of course, depressed neighborhoods and failing schools in the inner-city can play an important role in suppressing Hispanic academic achievement, but that doesn't explain why other minorities don't seem to be as affected as Hispanics. "Asian students tend to outperform White students, who in turn tend to outperform Black and Latino students. This achievement gap appears on national standardized tests as early as the fourth grade, and has been found among youngsters enrolled in the very same school. Moreover, these results are very similar to those found in the 12th grade."

Pérez has a wealth of personal experience to draw from–in making his conclusions about Hispanic communities. "I understand all too well the type of barriers Hispanic youth are up against. I learned about this painfully as a young man, born in Puerto Rico and raised in Harlem, at a time when a university education was not always accessible to minorities and young people from disadvantaged neighborhoods."

Pérez tried to pursue higher education but was rejected by New York's City College–told he was "not college material." However, that did not stop Pérez. "I didn't give in. I aspired to rise above the stereotypes. And today, I am president of Borough of Manhattan Community College."

Pérez concludes that there are undoubtedly students who share his desire for an education and deserve to be exposed to a quality education and inspiration. Lowering the bar is not an option for Pérez. "We cannot tolerate any attempt to "dumb down" the curriculum. This means ensuring that Latino students have access to college-preparatory courses in middle and high school." He talks about exposing high school students to college-level courses and assessment programs that can give students that special edge to succeed.

Pérez believes students and the community need to take a proactive approach to their education. "We must take full advantage of federally and state-funded collaborative programs designed to encourage disadvantaged students to attend and succeed in college, such as GEAR UP–a Title IV-funded program for middle-school-aged children–that aim to increase educational aspirations, academic achievement, and social preparation for college."

But in the end, the family unit can make or break a student's chances for success. "Programs to raise the consciousness and the educational levels of parents are tremendously valuable in increasing the success potential of their children," says Pérez. Sometimes, it's not enough to teach the student; it may be just as important to educate the parent. Pérez talks about weekend programs on the new math and science classes their children will encounter as making a big difference. Computer classes are also offered to these same parents.

Pérez places great emphasis on making sure parents are as immersed in the college experience as their offspring. "Many Hispanic parents are non-English speaking, and we need to simplify the information they need, eliminating unnecessary obstacles as they make their way through the college application process. There are other things schools can do. Hispanic students should be encouraged to emulate the practice of group study that has proven so successful for students of other ethnic groups, such as Asians, who outperform other groups of similar socioeconomic backgrounds."

The article concludes, "There is no single panacea. But, the Latino community must raise the bar on academic achievement, and we must do it now."

NOTE: Every month, this *HO* feature will provide a synopsis of a recently published article or report of interest to our readers. If you would like to submit a piece for our consideration, please send details to: **MACOutlook@aol.com.**

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R·I·T: DETERMINED PURSUIT OF DIVERSITY

by Tony P. Martinez and Alison P. Martinez

"When our students graduate, they are going to be working for, reporting to, hiring, firing, partnering with, selling to, buying from people from all different cultures," says Albert Simone, president of the Rochester Institute of Technology (RIT).

"If we are going to have a quality program and prepare students for successful careers over their lifetimes, they have to understand how to work in different cultures. We can't just hand them a book or give them a course in multiculturalism. They have to have people in the classroom, in the laboratory, on the ball field, in the dining hall, in their dorm room from these different cultures.

"Diversity in the student body is important," Simone continues, and "the students aren't going to come unless they have role models, and they aren't going to stay unless there are people who understand some of their issues, like faculty. So faculty are the key to get this thing rolling."

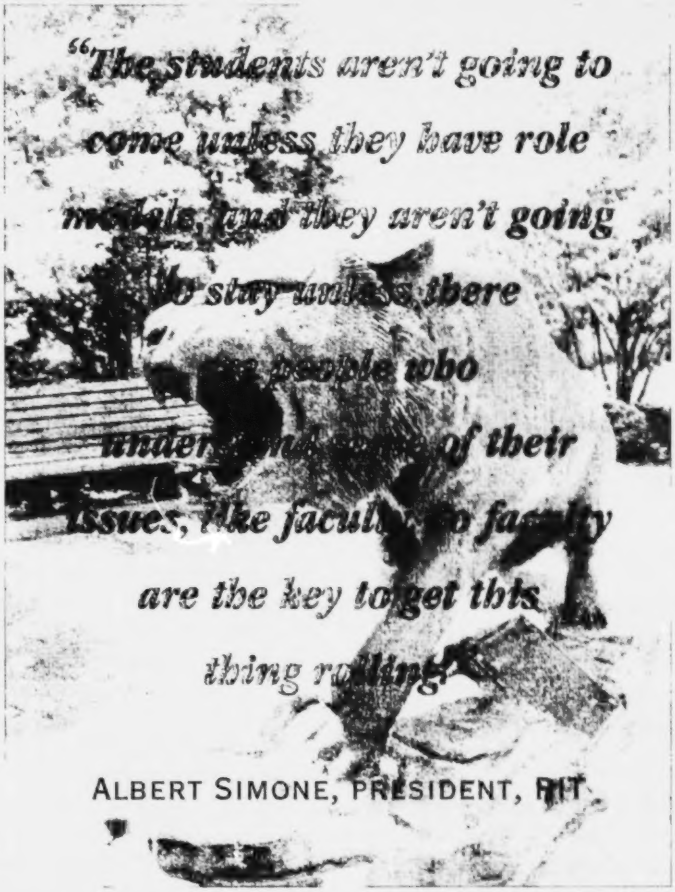
Rochester Institute of Technology

Rochester, N.Y., is the home of Eastman Kodak, Xerox Corp., Bausch & Lomb, and other leading high-technology manufacturers, as well as Paychex, Inc. and other financial service firms. Only about 5 percent of the metropolitan area's approximately one million population is Hispanic.

Rochester Institute of Technology originated in 1829 as the Rochester Athenaeum, which brought America's leading lecturers to the new city upstate. In 1891 the Athenaeum merged with the Mechanics Institute, which had been providing free technical education since 1885.

The combination of high intellectual standards with comprehensive instruction in the subjects demanded by industry became the institution's distinctive feature. A pioneering cooperative education program was founded in 1912.

Today RIT is respected as a world leader in career and professional education. The University serves more than 15,000 students, including approximately 2,500 graduate students, with approximately 900 full-time faculty. RIT is becoming more selective year by year, with recent average freshman SAT scores over 1210.



"The students aren't going to come unless they have role models, and they aren't going to stay unless there are people who understand some of their issues, like faculty. So faculty are the key to get this thing rolling."

ALBERT SIMONE, PRESIDENT, RIT

Full-Court Press

Before coming to RIT 10 years ago, Simone was president of the University of Hawaii. Of that experience he says, "All of a sudden, I felt what it was like to be a minority, because there three out of four people are Polynesian or Asian, and Caucasians are one out of four. That was culture shock. I looked different, and my food wasn't the dominant food, and my culture wasn't the dominant culture any more. It took a year or two to really get immersed and assimilated, but in the end, my wife and I really loved Hawaii."

From the beginning of his presidency at RIT, Simone called for diversity in both hiring and enrollment, but results were anemic. As the new millennium dawned, the president lost patience.

"I went to the deans and the provost, and I said: one of the most important parts of your job is increasing the quality and relevance of what we do, and that means increasing diversity. You're not doing it. You say there are no people out there and you can't hire them. I don't buy it.

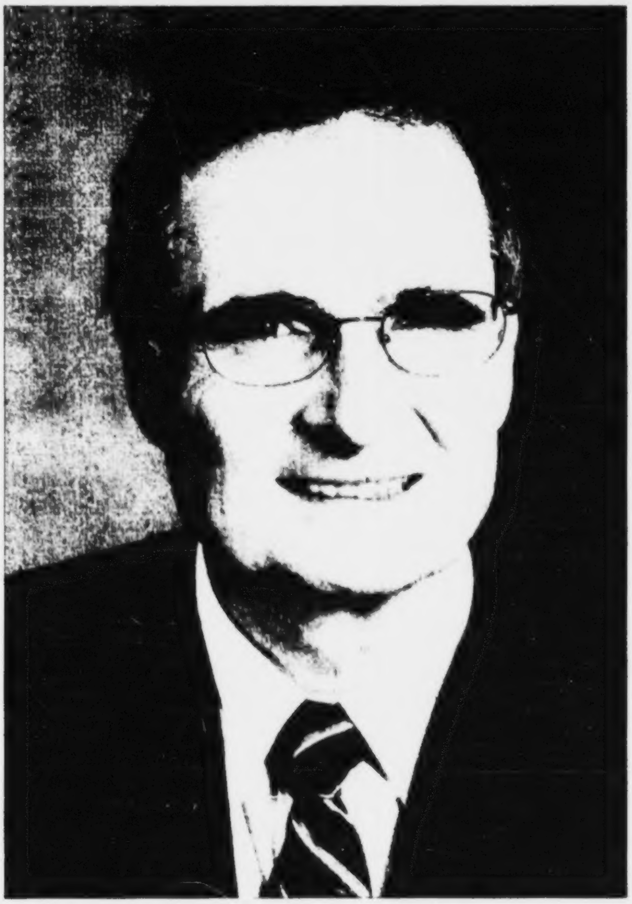
"From now on, no one will be hired unless I know that you've searched nationally, you've been innovative, you've been creative, you've been aggressive, and you've found some good minority faculty that meet the same criteria as everybody else. We won't hire any majority faculty until you have first been successful in hiring full-qualified minority people.

"At the same time, if you can identify a fully qualified person but you don't have an open position, you can hire that person. We'll take the money from departments that can't hire anybody, and you'll have an extra person, until you have a vacancy, and then that person will fit in. So for a short time you'll have extra faculty–opportunity hires."

Eulas G. Boyd, assistant provost for diversity, reiterates the president's determination to continue increasing quality while increasing diversity.

"Some people think that diversity can be achieved if we lower standards or overlook shortcomings. The nature of RIT just wouldn't allow that," Boyd explains. "These are not people that we've got to make allowances for. These were really some top-notch people that we were able to attract."

With a long-term vision of full diversity and complete integration, RIT is improving representation of minorities, women, and persons with disabilities in all sectors of the university community, but the first and strongest focus is on hiring more African American, Latino/a, and Native American (AALANA) faculty. "The African American, Latino American, and Native Americans in this country are underrepresented in academia, and they are especially underrepresented in the fields in which we specialize–technology, computers, engineering," the president explains. "So we're going to focus on that first."



> ***"From now on, no one will be hired unless I know that you've searched nationally, you've been innovative, you've been creative, you've been aggressive, and you've found some good minority faculty that meet the same criteria as everybody else."***
>
> ALBERT SIMONE, PRESIDENT, RIT

The pool of AALANA candidates qualified for faculty jobs in technical fields is indeed small. Jorge Díaz-Herrera, dean of RIT's Golisano College of Computing and Information Sciences, notes that of more than 900 computer science doctorates awarded by U.S. institutions last year, only nine went to Blacks and seven went to Hispanics. "It's depressing," he says.

Yet RIT hired 26 AALANA faculty last year (31 percent of the year's total new faculty) including eight Hispanic faculty. How did they do it?

"The deans went to their networks," Boyd explains. They telephoned colleagues all over the country asking, "Do you know someone, or do you know someone who might know someone? They had gotten confidence from the president that he was serious, and that he was putting resources behind the effort. The deans put on a full-court press."

"I've got to hand it to the deans," Simone declares. "They just dug in, and they did extra things. These AALANA hires had the same kinds of résumés as other people that we might have been hiring. I said, "where did this gold mine come from?" The deans said they were exhausted, but they met the goal, and do you know how proud they were?"

Strategic Plan

To ensure continued progress, RIT brought Renee Baker into the newly created position of faculty recruitment manager.

Baker went to the annual conference of the Compact for Faculty Diversity in Arlington, Va. She asked deans and department heads to be continuously available by telephone, 8 a.m. to 8 p.m. during Thursday, Friday, and Saturday of the conference. She initiated more than a hundred on-the-spot telephone interviews there. Follow-up personal interviews are expected to yield numerous good AALANA hires this year.

Writing in the *Rochester Democrat and Chronicle*, Baker emphasizes that the key is "relationships." RIT is not only recruiting today's hot prospects, but also building rapport and establishing meaningful connections with future, younger potential Ph.D. candidates in the pipeline.

Student Body Diversification

Over the past five years, RIT has increased AALANA student enrollment by approximately 25 percent. In 2002-03, 10 percent of freshmen and 15 percent of transfer students were AALANA–records for the University. Hispanic enrollment is small but has grown 35 percent in five years, from 309 to 440 students.

"The notion that diversifying means lowering standards we have proven false," Boyd declares. "The enrollment management team worked very hard all around the country to identify and recruit these students, even as the institution was raising the bar in terms of SAT requirements and other standardized measures of achievement."

To help retain AALANA students in autumn 2002, RIT inaugurated the North Star Center, of which Boyd is director. A full array of programs includes the North Star Society, fostering community for academic excellence and ethical character development, and the Coalition for a Better World, which reaches out to all interested students, faculty, and staff.

The North Star Center occupies glass-fronted offices overlooking the busy lobby of the Student-Alumni Union.

"Some believe that people of color have to close ranks first and build their strength before they can reach out and interact with the majority," Boyd explains. "But the end result we want is a pluralistic campus, so we thought, if we put that out there from the beginning, we may end up where we want to be."

The Center coordinates scholarships, book allowances, tutoring, counseling, mentoring, networking, placement, and a wellness program. One especially imaginative initiative trains AALANA upperclassmen as paid co-teachers in the first-semester orientation course that is required of all freshmen. Half of the co-teachers come from North Star. They are assigned to freshmen and their families randomly. "This way students and parents see AALANA students in leadership positions," Boyd notes, "and they form relationships that otherwise they would not."

Campus-Wide Pluralism

RIT's Commission for Promoting Pluralism involves faculty, students, and staff in diversity events and outreach, and provides feedback to the president.

One example of community outreach is that every April RIT people meet individually with eighth-graders at a nearby school to review the children's career portfolios and encourage their hopes and dreams.

Another example of community outreach is the Minnett Professorship. Each year, one distinguished Rochester-area minority professional receives a part-time appointment to the RIT faculty. The Minnett Professor may teach a course and give campus lectures in his or her area of expertise, thereby enriching the curriculum and providing role models.

"We've had Hispanics who were a television anchorwoman and chairman of the board of a bank. We've had African Americans who were the superintendent of schools, the president of the Urban League, a small businessman, corporate vice presidents, and a Ph.D. chemist who was also on the New York State Board of Regents–the list goes on," Simone relates enthusiastically. "This is another example of how the community has to be engaged."

In academic year 2002-03, the Commission for Promoting Pluralism hired the nonprofit Center for Governmental Research (CGR) to perform a baseline assessment of the climate for diversity on campus. CGR used surveys, interviews, and focus groups to discover how inclusive the University environment seems to current students, faculty, and staff. Results, expected this summer, will help RIT to develop a strategic plan for even more successful recruitment and retention of underrepresented people.

Hispanic Leadership

At RIT, Hispanic educators are not typecast as to specialty. Computer science, information technology, and software engineering are large and important disciplines at RIT. The University is proud of its unique mix of programs, "computing from the designer's to the user's point of view."

Organization of a college would further strengthen this center of excellence, but the $14 million cost seemed out of reach. Then B. Thomas Golisano, founder of Paychex, Inc., philanthropist, and a trustee of RIT, stepped forward. The B. Thomas Golisano College of Computing and Information Sciences moved into its new, 125,000-square-foot building in January 2003.

When it came time to name a dean, a nationwide search soon focused on Venezuelan native Jorge Díaz-Herrera, then chair of the thousand-student Computer Science Department at Southern Polytechnic State University in Marietta, Ga.

"He's always got tremendous energy," says president Simone. "He's a bouncing ball. He's very accommodating and jovial, and he's got the whole department thinking out of the box."

"As soon as I got here," Díaz-Herrera remembers, "I said: I want to meet every single person in my college–142 people. They said you're crazy, but I spent half an hour with each staff member and 45 minutes with each faculty member. That completely changed everybody's attitude. I know them all now, and they all know me.

"We have 85 faculty members, and you could draw us up any question related to computers whatsoever, and we could get you at least one answer. We have all kinds of expertise in here."

Díaz-Herrera says he is trying to hire more AALANA faculty, but "the pipeline is very, very small. First of all, a large percentage of Hispanics don't even finish high school. Then I think they tend to go into careers that are more traditional," not technical. The new dean is already exploring ways to work with local high schools. "We need to reach out to these kids," he concludes.

For the National Technical Institute for the Deaf (NTID) another college of RIT (*Hispanic Outlook*, July 29, 2002), the choice of a leader was equally clear.

Robert R. Davila was born into a family of Mexican farmworkers in California. He lost his hearing in childhood, but went on to earn a B.A. at Gallaudet University, an M.S. at Hunter College, and a Ph.D. at Syracuse University.

Davila was the first deaf headmaster of the New York School for the Deaf. He was the first deaf person to serve at the sub-cabinet level in federal government (assistant secretary for special education and rehabilitative services, U.S. Department of Education). He was the first deaf president of the Council on Education of the Deaf, the Convention of American Instructors of the Deaf, and the Conference of Educational Administrators Serving the Deaf. He serves on the National Council on Disability, an independent federal agency that reviews and recommends disability policy to Congress and the president.

Davila is also the first deaf CEO of NTID. "Bob is really a world-renowned scholar in deaf education," says Simone, "and RIT is proud to have him."

What Does It Take?

Not only President Simone but also the University's entire board of trustees has thrown its prestige behind RIT's diversity campaign. In 2002, the trustees called a meeting of all 300 people with hiring authority. The trustees stated RIT's policy and their expectation that all present would adhere to the letter and the spirit of the policy.

Eulas Boyd points to the remarkable absence of rancor with which the people of RIT have embraced the University's policy.

"Everybody here believes inherently in fair play and in quality, no matter which side of the diversity issue they stand on," Boyd observes. "In addition, you have not only a president who is unequivocal on this point but you have also a board of trustees that is unequivocal on this point. My sense is that it takes that level of commitment in order to do what we're trying to do.

"We are trying to change the institution," Boyd continues. "We're looking at where we are going to be institutionally 20 years from now. We see that diversity is one of the essential elements of excellence."

"You can always do more, if you try harder and work smarter," Simone concludes. "I'm pleased right now. I'm proud. But I'm not satisfied because we've got to keep it up."

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator, Alison a research librarian.

ACT™
A Report

Report Card Reflects a Widening Gap

Scores Impacted by Race/Gender/Family Income/Curriculum

by Michelle Adam

"I think it's going to be a challenging time for education in the next few years," said Seppy Basili, vice president of Kaplan Inc.

The Hispanic Outlook interviewed Basili in response to *The High School Profile Report*, recently released ACT test score results for the 2002 graduating class.

As vice president of Kaplan, a company that helps students prepare for national tests such as ACT, Basili has spent more than 15 years keeping pace with the world of assessment. The results of the most recent ACT scores seemed to reinforce exactly what he was expecting. "There was no surprise. The widening gap is what I was expecting," he said.

The report presents students' scores on the ACT tests during the past five years and breaks down those scores according to race, income level, core course completion, and gender. What came as little surprise to those like Basili is the continued disparity and widening of test scores between African Americans, Hispanics, and American Indians compared to other ethnic groups. Also evident were the differences in test scores between income levels, men and women, and between those who had taken core pre-college curriculum and those who hadn't.

Average ACT Scores
By Level of High School Coursework and Racial-Ethnic Group

	Core or More					Less Than Core				
National Reference Group	**E**	**M**	**R**	**SR**	**C**	**E**	**M**	**R**	**SR**	**C**
African-Amer./Black	17.2	17.3	17.5	17.7	17.6	14.9	15.8	15.7	16.2	15.8
Amer. Indian, Alaskan Native	19.2	19.8	20.5	20.2	20.1	16.2	17.1	17.9	18.1	17.4
Caucasian-Amer./White	22.2	22.3	23.1	22.4	22.6	19.3	19.5	20.5	20.2	20.0
Mexican-Amer./Chicano	18.0	19.2	19.2	19.2	19.0	15.8	17.2	17.2	17.5	17.0
Asian-Amer., Pacific Islander	21.2	23.6	21.9	21.9	22.3	18.6	21.2	19.6	20.0	20.0
P.R., Cuban, Other Hispanic	19.3	20.0	20.3	19.9	20.0	16.2	17.5	17.6	17.7	17.4

* E-English M-Math R-Reading SR-Science Reasoning C-Composite

Source: ACT Assessment 2002 Results

Trends in Average ACT Composite Scores Across Five Years By Level of High School Coursework and Racial-Ethnic Group

National Reference Group	Core or More		Less Than Core	
	N	Composite	N	Composite
All Graduates				
1998	606406	22.1	354306	19.3
1999	615545	22.0	367537	19.4
2000	645513	22.0	376645	19.5
2001	645258	21.9	369921	19.5
2002	643596	21.8	397544	19.2
African-American/Black				
1998	56544	17.9	41019	16.0
1999	58410	17.9	42061	16.0
2000	63837	17.8	42874	16.0
2001	64555	17.6	43515	15.9
2002	67163	17.6	46479	15.8
American Indian, Alaskan Native				
1998	5587	20.4	4903	17.7
1999	5332	20.4	4782	17.6
2000	5382	20.4	4821	17.7
2001	5589	20.2	4941	17.5
2002	5663	20.1	5245	17.4
Caucasian-American/White				
1998	444461	22.7	249092	20.0
1999	452100	22.7	260036	20.1
2000	470451	22.7	266811	20.2
2001	469616	22.7	261332	20.2
2002	461152	22.6	270408	20.0
Mexican-American/Chicano/Latino				
1998	19028	19.6	14541	17.2
1999	21260	19.6	15753	17.4
2000	23831	19.5	16018	17.5
2001	25107	19.2	15438	17.5
2002	25701	19.0	17252	17.0
Asian-American, Pacific Islander				
1998	22074	22.6	7886	20.0
1999	23017	22.3	8856	19.9
2000	24458	22.4	9314	20.0
2001	24802	22.3	9538	20.2
2002	24143	22.3	10064	20.0
Puerto Rican, Cuban, Other Hispanic				
1998	10732	20.7	5893	17.9
1999	8911	20.7	5002	17.9
2000	9350	20.5	5561	18.0
2001	9984	20.3	5620	18.1
2002	10893	20.0	7990	17.4

Source: ACT Assessment 2002 Results

Most people are aware that students interested in attending college are required to take some form of a standardized national exam. Depending on the requirements of specific colleges or on the state within which they reside, high school students either take the ACT or SAT tests (or potentially both). ACT officials describe their tests as more curriculum-based achievement tests relative to the SATs, which they say are designed more specifically as aptitude tests. Regardless of their differences, colleges use both the ACT and SAT as benchmarks for measuring the potential for students' first-year success in college.

While these tests serve as indicators of potential achievement, Basili made it clear that they are by no means the primary factor that colleges consider in admitting students. "In the college admissions, the ACT is the second most important element," he said. "What comes first has always been a student's transcript. The ACT scores by themselves aren't that important."

But the ACT score results may offer us the most objective window into the progress of the students of our nation, and an opportunity to see the trends that keep many students behind. They reveal to us that African Americans and Latinos measured lower on all test scores in comparison to Whites and Asian Americans in 2002 (and prior years). This group also scored lower than (or equal to) Whites and Asian Americans when we compare the scores of those African Americans and Hispanics who took core college-preparatory classes to those of Whites and Asian Americans who took less than the recommended core college-preparatory classes.

The Table on page 13 shows that Mexican-Americans and Cubans, Puerto Ricans, and other Hispanics who had taken core classes or more had averaged 19.0 and 20.0 respectively among all the subject matters (English, Math, Reading, and Science Reasoning). African Americans measured the lowest with 17.6, compared to Asian Americans and Pacific Islanders at 22.3, American Indian and Alaskan Native at 20.1, and Caucasians and Whites at 22.6. Even Caucasians or Asian Americans who had taken less than a core college-prep curriculum scored 20.0.

Curriculum Counts

The report did demonstrate the importance of taking core curriculum classes. Within each group, scores improved for those students in higher-level classes: Mexican-Americans climbed from 17.0 to 19.0; Puerto Ricans, Cubans and other Hispanics increased from 17.4 to 20.0; African American scores climbed from 15.8 to 17.6, Asian Americans and Pacific Islanders from 20.0 to 22.3, American Indian and Alaskan Natives from 17.4 to 20.1; and Caucasians from 20.0 to 22.6.

"Where the kids are getting shortchanged is that they don't have the same access to quality. To fix these issues is way more daunting…"

SEPPY BASILI,
VICE PRESIDENT, KAPLAN INC.

The importance of higher-level classes held true throughout the time period of 1998 to 2002. According to the report, "Regardless of the racial-ethnic background, the average Composite score for students who completed core coursework has been consistently higher over the past five years than the average Composite scores of those who did not." (See Table on page 14.)

While some may argue the case that the tests themselves are discriminatory and that is the primary cause of the discrepancy in test results between certain minority groups and Caucasians, Basili is quick to argue against this point of view. "Before these tests, access to American education was a who's who old boys' network. These tests were introduced to break through the old boys' network," he said. "I believe that school districts with unequal levels of spending, I believe that access to quality teachers and rigorous course loads– which happen less for kids in poverty–are the fundamental problems. Where the kids are getting shortchanged is that they don't have the same access to quality. To fix these issues is way more daunting than picking on the ACT tests."

In comparing scores over a five-year period, the results have primarily decreased over time within all groups. The decrease among minority groups has been greatest, a concern that Basili described as a "widening of the gap." From 1998 to 2002, Mexican-Americans dropped from 19.6 to 19.0; Puerto Ricans, Cubans, and other Hispanics, from 20.7 to 20.0; African Americans, from 17.9 to 17.6; and Asian Americans and Pacific Islanders, from 22.6 to 22.3; while Caucasian scores only fell from 22.7 to 22.6.

"When you look at these scales, decimal points are significant," said Basili. "For one group to get any kind of movement, you have to have a pretty big shift underneath it."

Money Counts

What became especially clear in reading the ACT assessment results was the disparity that exists between students of varying income levels. In looking at all income levels for all groups, those who came from families earning less than $18,000

Average ACT Composite Scores
By Level of High School Coursework, Racial-Ethnic Group
And Annual Family Income

2002	Annual Family Income					
National Reference Group	**Less than $18,000**		**$18,000-$50,000**		**$50,000 or more**	
	N	**Composite**	**N**	**Composite**	**N**	**Composite**
All Graduates						
Total Group*	82556	17.8	369313	19.9	437417	22.2
Core	43193	18.7	214595	20.9	289714	23.0
Less than Core	37549	16.8	147804	18.5	138347	20.6
African-American/Black						
Total Group	25131	15.8	53496	16.7	19957	18.6
Core	13539	16.5	31549	17.4	13035	19.2
Less than Core	11137	15.1	20963	15.7	6509	17.2
American Indian, Alaskan Native						
Total Group	1759	16.9	5269	18.4	2822	20.6
Core	732	18.3	2595	19.6	1640	21.6
Less than Core	912	16.0	2430	17.3	1094	19.1
Caucasian-American/White						
Total Group	33566	19.6	240177	20.8	359665	22.4
Core	16812	20.9	139359	21.9	239554	23.2
Less than Core	16175	18.3	97043	19.3	113188	20.8
Mexican-American/Chicano/Latino						
Total Group	7509	16.6	20630	18.0	9524	20.3
Core	4342	17.3	12218	18.7	6097	21.1
Less than Core	3055	15.8	8068	17.0	3255	18.8
Asian-American, Pacific Islander						
Total Group	4221	18.6	13447	20.5	12109	23.7
Core	2728	19.3	9152	21.2	8862	24.2
Less than Core	1389	17.3	3976	19.1	2902	22.2
Puerto Rican, Cuban, Other Hispanic						
Total Group	2819	16.9	8394	18.3	5374	20.9
Core	1388	17.9	4615	19.2	3380	21.8
Less than Core	1296	15.7	3463	17.0	1751	19.4

*** All "Total Group" counts and averages include students with unknown "Core" status.**

Source: ACT Assessment 2002 Results

in 2002 scored an average of 17.8, while those from families of $18,000 to $50,000 scored 19.9, and of $50,000 or more, 22.2. Within each of the income groups, students who were in core pre-college classes performed better than those who had less than the basic core classes. (See Table on page 16.)

Caucasians and Asian Americans continued to outperform African Americans, Hispanics, and other minority groups. For example, the Caucasian students from families of less than $18,000 averaged 19.6 in composite ACT scores, Mexican-Americans averaged 16.6, and Puerto Ricans, Cubans, and other Hispanics averaged 16.9. The same held true for students of wealthier families. Caucasians from families of $50,000 or more averaged 22.4; Mexican-Americans, 20.3; Puerto Ricans, Cubans, and other Hispanics, 20.9.

"There is a connection between parental income and the results of these tests," said Basili. "If we were to drive to the top schools, we would see less than 4 percent of teachers on emergency credentials, while other poorer districts have 20 percent or more non-credentialed teachers. Income is more than the amount of money you earn. You are in a school district that can afford AP classes and certified teachers. And there's a different conversation at home."

From state to state and district to district, funding available for adequate education varies. As Basili explained, "There are vast differences between what they are spending across districts. The further west you go, the more state funding exists. But even in California, schools in wealthier areas ask families to give extra money to their schools. This general issue is being raised by these score results. We've got to do something about equalizing state funding and increasing the amount we spend."

Every year, Basili and his company work with thousands of school children, helping them prepare for tests such as ACT. Sometimes they provide help to students whose parents or districts pay for preparation. Other times, lower-income students are offered the opportunity to receive free assistance from Kaplan. Basili noted an interesting study that compared improvements on ACT tests made by students from wealthier families to those of poorer students who received nearly free assistance from Kaplan.

In 1996, Kaplan supplied SAT improvement courses to families for $700 for about 36 hours. Through the course, it claims, students were able to increase their SAT scores by 120 points. Then, in 1998, the state of California created a program that would give its poorest district, L.A. Unified School District, test preparation courses for 36 hours for a mere five dollars. The result of this effort was an average 118-point improvement among students. "That was generally good news," said Basili. "There is no question that the ACT and SAT are tests that you can prepare for. If you give people the tools and test preparation, people will do better."

While helping all students better prepare for tests can help bridge some of the gap that exists between poorer and wealthier students, the deeper issue at stake is the resources available to students before they take their tests. "What would have helped more is to grow up in a school where kids have the same access to services as in the suburban schools," said Basili. "What we are looking at is a deep and entrenched problem."

Basili also noted that some groups may perform better on tests than others, depending on their cultural background and attitudes toward testing. The ACT report showed that men and women had different test results as well.

Trends in Average ACT Composite Scores

National Reference Group	N	Composite
All Graduates		
1998	995039	21.0
1999	1019053	21.0
2000	1065138	21.0
2001	1069772	21.0
2002	1116082	20.8
Mexican-American/Chicano/Latino		
1998	34617	18.5
1999	38257	18.6
2000	41414	18.6
2001	42414	18.5
2002	45762	18.2
Puerto Rican, Cuban, Other Hispanic		
1998	17500	19.6
1999	15073	19.6
2000	16401	19.5
2001	17302	19.4
2002	21008	18.8

Annual national trends in ACT scores beginning with 1969-70 are available on request.

Source: ACT Assessment 2002 Results

Men averaged 20.9 in their composite ACT scores compared to women at 20.7. Within subject areas, women scored better in English and reading, while men excelled in math and science.

More Students Taking Test

During the past few years, the ACT tests have not only been used as measurements for college admissions, but have also been used by several states as a means of monitoring the success of their students regardless of whether they are college bound.

More than a year ago, for the first time, Colorado and Illinois required that all of their 11th-graders take the ACT tests. "They were hoping that some of the students who were not planning to go to college may change their minds when they get their scores back," said Ken Gullette, director of media relations for ACT.

Richard Ferguson, ACT's chief executive officer, said in an interview with *The Chronicle of Higher Education* that this brought 30,000 new students to the test. Some of these students had never taken college-preparatory courses. "The drop in scores was expected," he said.

ACT officials also said that 21 percent more Hispanics had taken the test this past year than the year before, and that many of these students had not taken college-preparatory courses.

Said Basili, "The changing population of who's taking the test continues to become more diverse. Hispanic students are the fastest growing population." This follows a trend of a much larger number of students attending college in general. "In 2002, we had something like 68 percent of Americans planning to go on to higher education. That number has literally doubled since the early 1960s," said Basili.

"The tests aren't going away. More kids are going to college. We are going to see more first-generation students going to college," he added. "What I hope happens is that we spend more money on the poor and underrepresented students. We've got to provide a lot more resources to kids from poor and underrepresented groups."

Tuition Soaring: Appropriations Plummeting

Potential Train Wreck Ahead, Says Policy Analyst

by Mary Ann Cooper

With all the attention on the Supreme Court review of affirmative action and how it would negatively impact minority enrollment in competitive colleges and universities, it is noteworthy that the college affordability crisis outlined in a new report presents even more devastating news for students throughout the nation.

Public higher education tuition has soared in the past year as state spending for colleges and universities has dropped sharply, according to a new report on college affordability. Released by the National Center for Public Policy and Higher Education, *College Affordability in Jeopardy* highlights the nation's public two- and four-year colleges and universities, which enroll about 80 percent of America's college students. The picture the report paints is dismal...."the worst fiscal news for public higher education institutions and their students in at least a decade, as the economic recession struck almost every state," the report notes.

Compared to the affirmative action issue, the threat to affordability is immense. "In terms of higher education in this country, the stakes are much higher," Patrick M. Callan, president of the Center, tells *HO*.

"We've gone through recessions before....we've raised tuitions before, we've cut budgets before, but we've never had to deal with it when we had larger numbers of kids graduating college every year." Or when, he adds, so many students are poorer, "many of them first-generation college students coming from underserved communities.

"So this has all the potential of a real train wreck."

College Affordability in Jeopardy is the first report to look at what has happened state-by-state to public tuition and fees, state appropriations for higher education, state student financial aid, and personal income for fiscal years 2002 and 2003 (as of December 2002).

"The states are responding to the budget crisis by passing major cuts on to colleges and universities–and colleges and universities are responding to these reductions by passing on the cost to students and families," says Callan. "This is all happening at a time when student financial aid is not keeping pace with increases in tuition."

How could things have gotten so bad so fast? Could colleges and universities have avoided this disaster in the making through careful planning? According to Callan, there's plenty of blame to go around.

"You certainly can't say it's only the colleges and universities. The states did not do enough to prepare for this–especially in the 19 states in the south and west where we are seeing more kids graduating from high school every year. Most of them are in states like California, Texas, and Florida. This is the first time in modern-day higher education–since World War II that we have a major recession at the same time that we are graduating more high school kids every year. We are going to graduate the biggest high school graduation class ever–even bigger than the peak year of the baby boomers–in 2009."

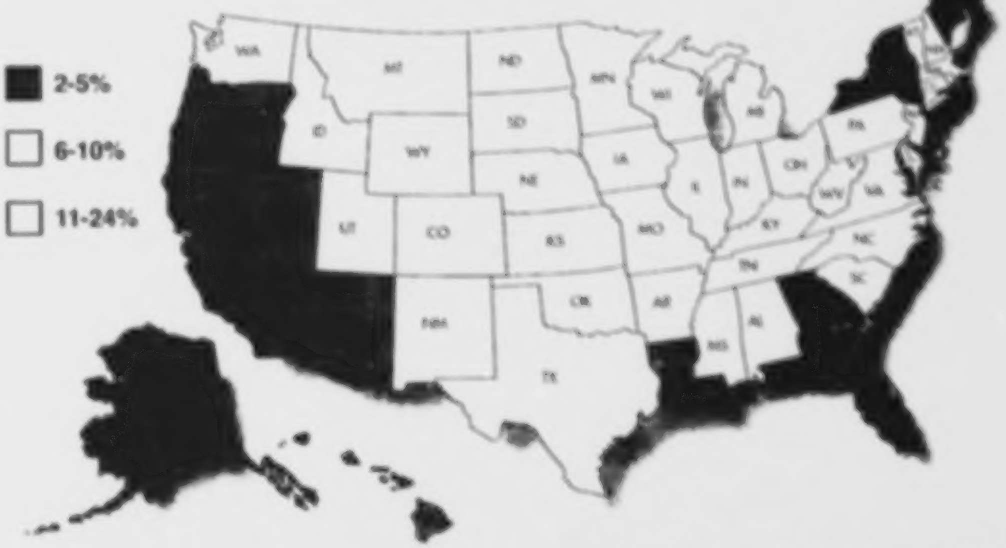
And where exactly will the impact of these 2009 graduates hit the hardest? "All that growth is concentrated in about 19 states," explains Callan. "You can sort of make an arc that starts in Washington and goes all the way down the west coast across the bottom of the country up to about North Carolina and Virginia. You could see this coming because the elementary and secondary schools have been bursting at the seams in those states for a long time. And those are also the states, for the most part, where there is a demographic transformation, where the young population of the state is more Latino, more immigrant."

That distinction presents additional obstacles to success. "A lot of these are kids who are going to be first generation college students," says Callan. "To top that off, most of these states are states where the poverty rate is above average. This gives us a clue that these kids coming into the pipeline are poorer.

"How we handle tuition and financial aid is absolutely critical for these students. If we're not careful, we are going to see the first generation since the 1950s that will receive less education than the generation before it. None of these states or colleges could have predicted when this recession would come and how deep it would be. However, we have known for 18 years that these students were coming. States have simply not done a good job in preparing for them."

The report shows that public colleges continue to become less affordable for students and families. At public four-year colleges and universities, 16 states have increased tuition and fees by more than 10 percent.

Percent Increase in Public Four-Year Tuition and Fees (2001-02 to 2002-03)



Source: The Washington Higher Ed. Coordinating Board

Massachusetts led with the largest increase, 24 percent, followed by Missouri, Iowa, and Texas at 20 percent and North Carolina at 19 percent.

For Massachusetts, it is an unseemly distinction for a state perceived as very friendly to higher education, but Callan disagrees. "It hasn't been always so public higher-ed friendly." Massachusetts, he says, has more of its higher education in private institutions than any other state. "Sometimes I think that makes publics vulnerable, because they don't have the political muscle that privates have," he explains. "On the other hand, the privates have always been willing to work with the publics in terms of issues like student financial aid because in most states their students benefit from those programs too."

New York had the smallest tuition increase among states, at 2 percent, followed by Alaska, Hawaii, Nevada, and Oregon at 3 percent.

It's important to note that the numbers have gotten worse since the data was collected; for instance, in New York, the governor has proposed increasing tuition by 35 percent or more at the State University of New York (SUNY) and the City University of New York (CUNY).

At public two-year colleges, 10 states have increased tuition and fees by more than 10 percent. South Carolina and Massachusetts led with the largest increase, at 26 percent, followed by New Hampshire and Arkansas at 17 percent, and then Washington and Indiana at 16 percent.

California, Maine, Hawaii, New York, and Pennsylvania showed little or no increase in public two-year tuition from the past year.

Despite the increases in tuition, some states have invested little in student financial aid. Only 16 states have increased their spending in student grant aid by more than 10 percent, and 17 states have decreased their total investment. South Carolina had the largest increase in investment in student financial aid (94 percent), while Massachusetts had the largest decrease.

States that increased tuition were not necessarily the same states that offset those increases with additional investment in student financial aid. For example, public four-year college tuition increased in Massachusetts by 24 percent, while the state decreased student financial aid by 24 percent. In Illinois, public four-year college tuition increased by 9 percent, while the state cut student financial aid by 10 percent. In Missouri, public four-year tuition increased by 20 percent, while the state decreased student financial aid by 5 percent.

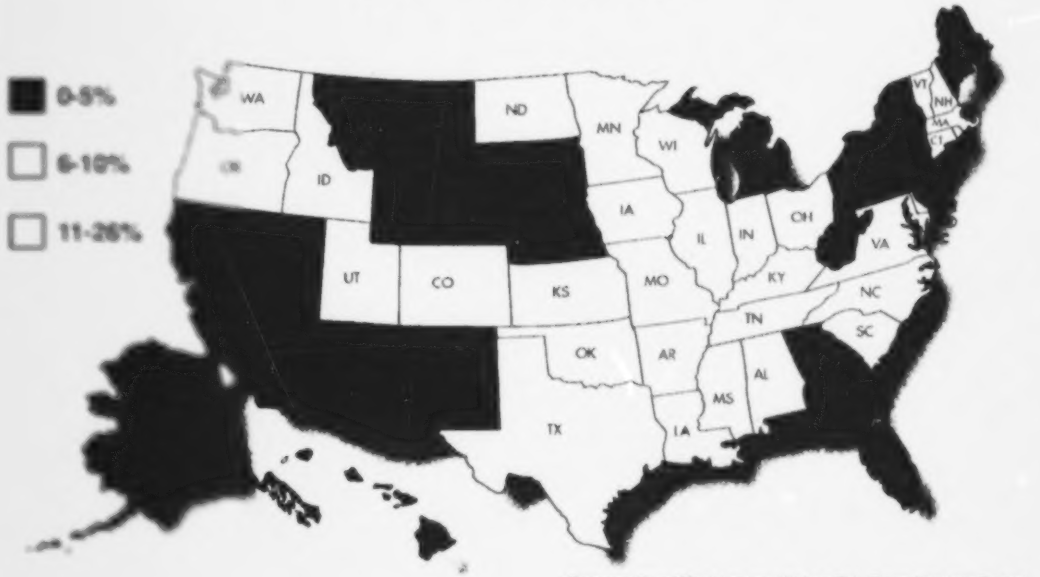
And if the assumption is that the private sector will pitch in to ease the burden and keep tuition costs from skyrocketing, that supposition would be wrong, says Callan.

"What we have found as we looked around the country is that over the last eight or nine years, the corporations like to view what they do as adding something extra–such as some special scholarship for their own employees and whatnot. They don't see themselves coming in and doing government's job. It is usually adding something over and beyond what government should do." Besides, the private sector doesn't have unlimited discretionary funds these days, either. Callan adds, "The corporate sector is in trouble, and in a lot of places, private giving to higher education and charities are down because some of the corporations are reeling and they're not making profits and are generally in bad shape."

Those banking on community colleges to be the traditional safe haven that they have always been in tough economic times will be disappointed as well.

"Most states have at least one sector of higher education–usually it is the community colleges–that is a safety net to make sure that everyone can go to college. They are lower priced and more open than in the rest of the system," says Callan. In a recession, the community colleges "not only get all these young people coming out of high schools, but they also get a lot people coming back in to get skills to get reemployed.

Percent Increase in Public Two-Year Tuition and Fees (2001-02 to 2002-03)



Source: The Washington Higher Ed. Coordinating Board

"I think you have to be particularly careful to leave that safety net intact–not to cut community colleges so much that they actually lose students. There's no place else to go elsewhere in higher education if you can't get into a community college. And in a lot of places, there are no jobs either. California Gov. Gray Davis has called for deep cuts in financial aid to help close an 18-month budget gap of between 30 and 35 billion dollars–deep cuts. Callan says that Davis "admits in the proposal that it would result in a cut of students in the community college. I think that's a huge mistake. We don't want to see that in California and any other place. In this report we see Illinois and Massachusetts cut financial aid at the same time they had big tuition increases, and that's just wrong public policy, and we haven't had that in previous recessions."

Alarmingly, during the past year, state support for higher education has declined in 14 states. "The cumulative effect is a major assault on college affordability," says Callan. "This comes at a time when unemployment is high, personal income is basically flat, and college-level education and training is a requirement for most well-paying jobs."

Could things get worse? Callan says, "We're not close to hitting bottom. During the last recession, in the early '90s, people didn't realize the full extent of the damage that had been done until it was over. So we're trying to give the states and the colleges a little early warning that we've started down a path in this recession that could create huge problems in educational opportunity for the future workforce of the country."

So, where do we go from here?

"First of all, there's no point in saying higher education shouldn't be cut. Everything's got to be cut. We're cutting children, we're cutting schools, we're cutting old people. I think what we can say is that higher education should only be asked to take its fair share of cuts, and when states cut higher education more than its fair share, then that assures these huge tuition increases. It's hard enough to keep it under control anyway."

RESERVE NOTE

History shows that higher education is an irresistible target for legislators eager to cut corners. "In the last recession, when we added it all up, higher education received the biggest percentage cut," explains Callan. "If that happens again, it really will be a catastrophe. So first it's important to keep the cuts mitigated. Governments and legislators are often tempted to cut more from higher education partly because we can replace the money with tuition. We can't replace some of the students we'll lose because they can't afford it. We just can find students who can pay."

But holding the line on budget cuts is only half the battle. "No matter how tight the budget is, whenever there are tuition increases, there has to be additional financial aid. In the past, states have done a pretty good job of this. They have not cut financial aid. This time we saw a lot of states cutting financial aid and raising tuition at the same time. Well–that can only have one effect. It prices higher education out of the reach of some people."

Callan thinks the bad news in the report can help bring attention to this higher education crisis and help avert disaster. "I don't see anything much positive in what's happening so far," Callan admits. "That's why we put this out–to alert people to what's going on. I don't think we should throw up our hands. I think it is possible to do a better job with this issue than a lot of these states did."

An important issue that could affect what states and schools do lies in what the federal government does this year. "We hope, as we go through the reauthorization of the Higher Education Act, that there is a recognition that we have a population that is going to need financial aid. What we're doing is making that need even greater with raises in tuition."

Editor's note: The information used in the National Center report comes from the U.S. Bureau of Economic Analysis; the U.S. Bureau of the Census; the National Center for Higher Education Management Systems; the Washington [state] Higher Education Coordinating Board; the National Association of State Budget Officers; and the annual "Grapevine" report published by the Center for Higher Education and Educational Finance at Illinois State University. All numbers are in current dollars.

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1115

José Rivera

Important Voice in Contemporary Drama

Work that "seeps down to your mind and stays there"

by Diana Saenger

Photo © Jerome De Perlinghi

For Puerto Rican-born playwright José Rivera, his passion for the people he left behind as his family immigrated to the States has unfolded time and again in his powerful and noted work as a playwright, filmmaker, author, producer, and teacher.

Among Hispanic playwrights such as Cherríe Moraga, Luis Alfaro, Octavio Solis, and Pedro Pietri, José Rivera has received high acclaim for his work. Considered one of the country's most imaginative playwrights, his nationally produced plays have been translated into six languages. *The House of Ramón Iglesia*, the first to earn critical attention, won the Foundation of the Dramatists Guild/CBS New Play Contest Award in 1983. Rivera won Obie Awards for *Marisol* and *References to Salvador Dali Make Me Hot*.

If he had remained in Puerto Rico his entire life, the struggles of his native people could not be closer to Rivera's heart. The eldest of six children, Rivera was born in San Juan in 1955. Hoping to escape hard times in the farming community of Espino, the Rivera family moved to Long Island, N.Y. in 1959. Rivera's father tried a host of jobs to offer his family a better life, including short-order cook and cabdriver.

"I remember we moved a great deal as there were times when we couldn't pay the rent," recalled Rivera. "My parents struggled with a new language, so neither spoke English well. Once, I remembered someone saying, 'go back to Puerto Rico.' We were the outsiders among mostly Irish and Italian, and getting those kinds of remarks was tough for my father."

Rivera recalls happier times as well, and incidents that fueled his vivid imagination into his creative works.

"Although it was physically difficult at times–once living in a basement with little heat in the winter and sharing a bedroom with my brothers–my childhood was happy in a sense. My parents were very loving. We grew up in a rural but secure neighborhood where the opportunity to explore the outdoors offered a chance to wander and daydream."

Rivera was awarded a full scholarship in 1973 and moved to Granville, Ohio, to study theater and English at Denison University. His artistic career took flight as he wrote and produced four plays at the school; spent a semester in London, where he worked at the Soho Poly Theatre, and another in New York, where he worked as an intern at Playwrights Horizons. Moving through a variety of jobs, including work at a bookstore and at a publishing company, Rivera continued to write and pursue his dreams.

His first play, *The Firestorm*, was produced in 1982. His next, *The House of Ramón Iglesia*, aired on the PBS series "American Playhouse." Television's Norman Lear then asked Rivera to pen TV scripts with Latino audiences in mind. The 1984 "a.k.a. Pablo" never made it as a regular show, and Rivera was soon trapped writing Latinos as typecast characters. Moving back to New York in 1986, Rivera wrote teleplays for the hospital drama, "The Clinic," while working on his second play, *The Promise* (1988-Ensemble Studio Theatre), followed by *Each Day Dies with Sleep* (1990-Circle Rep).

Rivera quickly became known for his storytelling structure that details Puerto Rican life through magic realism and dream

> ***"I've always thought that American drama tends to be flat as it deals with one level at a time. We live in a layered life."***
>
> JOSÉ RIVERA

sequences. With a focus on family, sexuality, spirituality, and the occult, he tapped into family memories, and used what he learned from working with Colombian novelist García Márquez in a workshop at the 1989 Sundance Institute.

Márquez taught Rivera how to layer his work using magic realism as real-life events. He used his newly acquired skills to heighten the sense of spiritual possession in *Each Day Dies with Sleep*, but also added important subplots of American influences in Puerto Rico.

So where did Rivera gain such fruitful storytelling qualities? "From my parents," he said. "They were not educated. Mother had a third-grade education, but is an awesome storyteller.

"I remember as a child sitting on the kitchen table for hours and listening to her tell stories about her childhood, her parents' childhood, and life in Puerto Rico. My grandparents were the same way. Their stories were pivotal and filled with realms of the supernatural."

During the late '80s, Rivera moved to London where he survived on a Fulbright arts fellowship in playwriting at the Royal Court Theatre and during which time he finished *Marisol*. After returning to the United Sates in 1992, he and his then wife, Heather Dundas, moved to Los Angeles with hopes that his writing career would provide for their two children, Adena and Teo.

Rivera worked on "Red Rainbow," a film about Mexican migrant workers in northern California; and wrote an ABC television pilot, "Tremont Avenue," about Puerto Ricans living in the Bronx. He was co-creator and co-producer (with Karl Schaeffer) of the NBC series "Eerie, Indiana"; and worked on the script of "Jungle Book: Mowgli's Story" and the TV series "Night Visions."

But his work on television did not gain the attention of his playwrighting. *Marisol*, about a young copywriter who challenges God for answers to bizarre events and a Guardian Angel dressed as an urban warrior, won six Drama-Logue Awards, including Best Play; an Obie (Off-Broadway) Award for Outstanding Play (1993); a Susan Marton Award, a PEN West Dramatic Writing Award nomination, and the Joséph Kesselring Award Honorable Mention (1993).

Rivera explained why he gravitates toward this style. "I've always thought that American drama tends to be flat as it deals with one level at a time. We live in a layered life. At any one moment we're dealing with intellectual, emotional, and spiritual levels. If you look at the themes from all those points of view, you create conflict that is rich and interesting, and makes the storytelling work on a deeper level than normal."

Photo © J.T. MacMillan/La Jolla Playhouse

Ivonne Coll and Marisol Sánchez in Adoration of the Old Woman

Epic and Engaging

Des McAnuff, filmmaker and artistic director of the La Jolla Playhouse in San Diego, has been involved in four of Rivera's plays at the Playhouse. About *Marisol* and Rivera, McAnuff said, "The fact that he could create this incredible apocalyptic landscape and create drama that was on the scale of Greek tragedy is a tremendous achievement. The imagination of the characterization, with the Angel and Marisol herself, has the power of Edgar Allan Poe. The idea of operating on more than one plane of reality offers up great thematic possibilities, and that's what attracts me to José's work."

While continuing to infuse his power of the pen with key messages–*Cloud Tectonics*, a glimpse at a futuristic world where things are not as they are now, and *The Street of the Sun*, about a community's reaction to a major earthquake– much of his musings, some say, are spun from anger and a constant challenge to deity.

"I know there are a lot of angry characters in my plays," Rivera said about his intentions. "There is a lot to be angry about. Any time you write about a marginalized social group, it's impossible to write about that without feeling anger. To be aware of social injustice and how it's structured for people with no power, it's a fair statement."

Yet for an audience to soak in powerful and profound subjects, they must also be entertained, and Rivera manages to accomplish this task very well. "Pure anger is not interesting in theater unless mixed with humor and humanity," he explained, "otherwise you can't watch it for very long."

In addition to worrying about audiences understanding one's work, playwrights must also find directors who will carry out their vision from the page to the stage. Rivera has found several kindred spirits.

Before producing Rivera's *Adoration of the Old Woman*, McAnuff went to Sundance, as a mentor/director, where the play was in workshop. There he spent time with Rivera, the cast of the show, and Jo Bonney, the director of the play at La Jolla Playhouse who previously staged Rivera's *References to Salvador Dali* in New York. McAnuff finds that Rivera's ability to use drama, history, and comedic relief works very well.

"José is a magic realist, but so much more. *Adoration* is a play you could describe as a ghost story, a magic realist story, a political thriller on another level, a love story without question, and a story about cultural roots and political identity. That's the kind of play that is attractive, but I can't say it's easy to do."

In *Adoration*, Rivera tackles adultery and politics with verve and consciousness. Highlighting the political issues of his homeland, Puerto Rico, he strikes a delicate balance between considering the possibilities of Puerto Rico as the 51st state of the United States and entertaining the audience with subplots. With his sensitive foray into his past, and memories based on an aunt who claimed her bed was haunted by her dead husband's mistress, Rivera paints an eloquent picture of life in the town of

Las Arenas. He uses only a few characters to tell the story, and the actors who portray them masterfully add their own brush strokes.

To juxtapose life in the old days in Las Arenas versus the new, there is the Old Woman, Doña Belen; Ismael, a carefree neighbor; and Cheo, a political activist, all of whom recount life in Puerto Rico as it once was and could be. In contrast, Doña Belen's surprise visitor from the U.S., her great granddaughter Vanessa, offers her teenage idealism and ignorance of her ancestry. And then there is the ghost who inhabits Doña Belen's bed.

Partial credit for the masterful Playhouse production of *Adoration* must go to film and stage star Ivonne Coll, born in Fajardo, Puerto Rico. Coll was powerful and mesmerizing. In her painful descriptions and seductive language about her ghost companion, she spewed profanity like a hot volcano, and her potent acting skills made each word resonate.

Rivera credits Coll with making him finish *Adoration*. He discovered the story during a visit to his homeland to bury his father. While there, he met his great aunt. "She was kind of wacky and couldn't sleep because she was crying all the time," explained Rivera. "She said her bed was haunted by the dead mistress of her dead husband."

After Rivera saw Coll perform at the Playhouse in *Blood Wedding*, he wrote *Adoration* with her in mind. Coll, who also worked with Rivera in *The Promise*, believes that Puerto Rico should be free from rule by the United States, and found *Adoration* extraordinary. Coll also finds a poetic quality in Rivera and other works by Latinos.

The Legacy of Puerto Rico

"Puerto Rico was a Spanish colony for 500 years, so Spain's legacy is strong. Unlike North America, where the legacy is Anglo-Saxon and sort of puritanical, the Spanish bring a more emotional, hot-tempered, sexier, and more lyrical legacy," said Rivera. "I think the Catholic Church is a big reason, as the imagery is more mystical and lyrical. On the island, we're a mixture of Spanish, Indian, and African, and a great deal of mythology was brought to the island from Africa. The combinations of those historical things allow us to have a broad world to draw from in terms of poetry and myth."

McAnuff agreed. "This was an important play for José, as he was able to delve into his own issues and those with roots on the island. It is hard for any good political playwright to track his own ideological point of view of the play–the strength of the play. He's worked hard to create a dialectic between the two points of view, and I don't think that came effortlessly."

"That José writes about his country is very special to me," Coll said. "I don't think I've ever done a play about Puerto Rico or a woman who is totally a *jibara*–hillbilly. They are a very special type of people and rarely depicted in American plays. It was fascinating that he went to his roots through a character."

Rivera admits he likes such devices. "I'm always looking for an original way to tell a story, and I draw on numerous sources, from Sam Shepard or David Mamet to American cartoons and literary sources."

That he strengthens his themes through the characters even more so than his plot devices, works on more than one level. While Shepard or Mamet tend to offer more cynical views of the American culture, Rivera presents analyzed perceptions and more options.

"I didn't realize it until I had written several plays, but there is usually a character in all my plays that is wandering around the earth looking for home, dealing with issues of identity, place, and language," explained Rivera, who feels his work brings value to both the Latino and American cultures. "Wanting to write a political play about one of the most important issues in Puerto Rico, the trick was to combine the political story with the ghost story. In my work, I also try to present to the rest of the culture a higher consciousness of what it means to be Latin, what this culture is about, and to break down barriers–like August Wilson on Broadway, who is presenting African American life to a White world. A lot of people don't know a thing about African American people and what their troubles are. My work has not reached the level of August Wilson, but it tends to do the same thing–here's what we are, what we do, don't be afraid of us–we have different problems; but we love our children the way you do, respect our parents the way you do, make a living the way you do. It's an attempt to be better to each other through education."

McAnuff believes Rivera's work to be just as relevant to the American culture. "The play resonates beyond our Latin population. I think it's very much about America and hopefully gets Americans who are not Latino to think about the consequences of our actions," he said. "Do we want to have every star in the sky? Are we looking to Americanize every aspect of the entire globe? Can we respect that there are other cultures and points of view that are worthy of our respect and recognition? *Adoration* asks what is political and cultural freedom, and those questions are the root of our existence in this country. José's plays have a universality that is profoundly American. At what point do you fight for what you believe in? I'm not sure the play has an answer to that, but I think these are the kinds of questions it brings up."

Rivera is currently working on a multi-million dollar musical adaptation of *Blood Wedding*, commissioned by Broadway producer Stevie Phillips and expected to go to Broadway in 2004. Rivera is commuting between the United States and Argentina, where Walter Salles is directing Rivera's feature film screenplay, "The Motorcycle Diaries," about Che Guevara's travels in South America. Rivera's film "Lucky", about a man who is born old and gets younger and younger, was bought by Radar pictures, and he is working on an HBO pilot.

When not working, Rivera is a big supporter of education.

"I'm often asked to teach or to be a guest artist at a school or university. I'm doing a workshop at UC (University of California)-Santa Barbara, and a graduate playwriting class in the spring at UC (University of California)-San Diego, and hopefully a class at a New York college. Whenever I have the opportunity and time to speak about my craft, I enjoy it."

Rivera has worked hard to earn the accolades of so many, and recognizes that his work is also making an impact.

"The Latino community is so diverse and spread out in America, and like most of America, 95 percent of the people don't go to the theater. So my work doesn't impact them. What I hear from those who do go to the theater is that they are very proud and excited that a Latino writer crosses the mainstream and actively deals with these issues in front of largely White audiences."

Called, "an important voice in contemporary drama whose plays are filled with both power and poetry, and touch on issues of environmental, moral, social, and political decay in modern society," the playwright meekly responded: "That's very flattering and gratifying that my work is met with enthusiasm, but, essentially, I write what I see and what is already true in the world. I'm very aware, especially living in cities like New York and L.A., of the conditions of urban life. I write from a point of view of the least powerful and those environments that are harsh and destructive, with a strong sense of people least able to cope and provide. I believe in the power of drama to change consciousness, and I write hoping for that effect–that somehow the work seeps down to your mind and stays there."

Faculty Survey Reflects Shift in Attitudes and Focus

Increased Attention to Faculty-Student Interaction

by Angela Provitera McGlynn

I was extremely pleased to read the latest report, *The American College Teacher: National Norms for the 2001-02 HERI Faculty Survey*, because the findings validate the previous research showing that faculty who engage their students on a personal level, and who engage them in the classroom through interactive pedagogical techniques, promote student success.

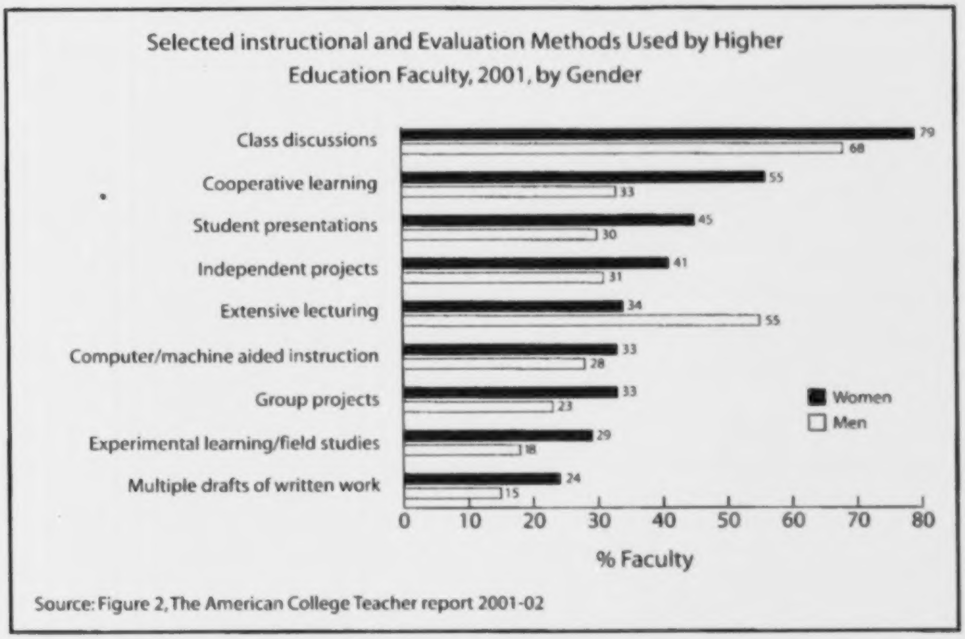
The Higher Education Research Institute (HERI) at the University of California-Los Angeles (UCLA) conducted the research for its report in the fall and winter of 2001-02. The report is a summary of the highlights of a national survey of college (two- and four-year) and university faculty. This report of *The American College Teacher* is actually the fifth such report in a series of surveys conducted every third year since 1989-90. The 2001-02 study surveyed 32,840 full-time college and university faculty members at 358 two-year colleges, four-year colleges, and universities throughout the nation. The parts of the report I will focus on here involve the shifts that have taken place since the earliest report (1989) in faculty perspectives on undergraduate education, the increased use of student-centered instruction, and the increased faculty attention to diversity issues.

First, compared with the survey results from 1989, today's faculty pay more attention to students' overall well being. Faculty in 2001-02 report that their colleagues are interested in students' academic problems (83 percent compared to 76 percent back in 1989-90). They also report their colleagues are interested in students' personal problems as well (78 percent, up from 74 percent). Additionally, more faculty members today say that it is easy for students to see faculty outside of their office hours.

Over the last 12 years, the biggest shift in faculty goals for their students has been in their new emphasis on students' professional development. There has been an increase in faculty interest in preparing their students for employment and for preparing students for graduate education.

As you can see in the report's Figure 2, in 2001-02, faculty members continue to say class discussion is the

> ***"Today, 91 percent of faculty agree that a diverse student body enhances students' educational experience, while 60 percent endorse enhancing students' knowledge of other racial and ethnic groups as a "very important" or "essential" goal for undergraduates."***
>
> ANGELA PROVITERA MCGLYNN


Selected instructional and Evaluation Methods Used by Higher Education Faculty, 2001, by Gender

Source: Figure 2, The American College Teacher report 2001-02

most prevalent instructional method. Many of my own colleagues are aware of the Sadker and Sadker research about the American classroom (1992) that says that the average college classroom consists of three classes: a small "class" of about four students who receive about 25 percent of the teacher's time, a second class made up of the majority of students who typically speak once during a class session, and then the third class, about 20 percent of the students–who never participate at all.

Faculty who are aware of these class patterns use strategies to avoid only engaging the "star" students in the first class, and use techniques to increase participation of the majority and to pull in the silent third class.

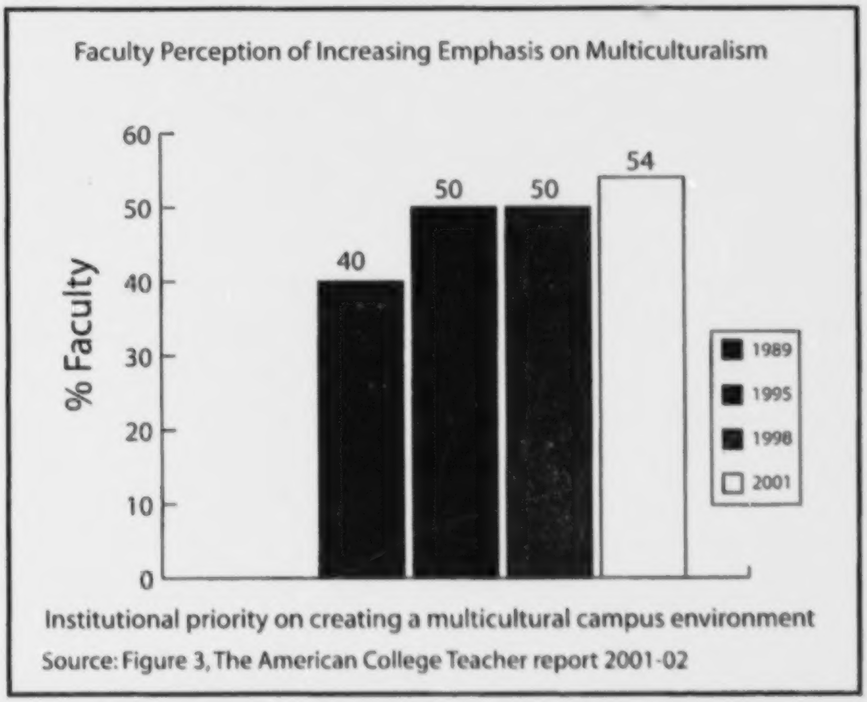
One of the techniques I use in class to bring in silent students is to walk around and establish eye contact with students who sit in the back of the room. Without putting students on the spot, I find I am able to encourage more participation. Sometimes I say, "Gee, we haven't heard from anyone yet in this section of the class. Would anyone like to address this point in our discussion?"

A foolproof strategy to increase verbal participation is to ask students questions aloud and then have them write a short response. Some students need time to focus on an issue and don't get a chance to contribute because other students beat them out with their hands raised. Writing their ideas first gives these students the opportunity to share their ideas verbally. In fact, simply waiting additional seconds after posing a question, despite the fact that the "stars" are raising their hands, brings more students into the discussion.

This most recent survey has found that today's faculty use a wider variety of teaching strategies than in past years. You will also notice, in Figure 2, gender differences that are quite interesting. Women faculty appear to use more of every instructional approach and evaluation method, with the only exception being the lecture mode of instruction. Males outnumber women 55 percent to 34 percent as "extensive lecturers." Women are much more likely to use "student-centered" instruction and evaluation modes than are men.

In terms of computer-based instruction, there has been a significant increase: 30 percent, up from 19 percent in 1995. The first survey that asked questions about Web-based instruction was in 1998. Since then, there has been a marked increase in the number of faculty who place and collect assignments on the Internet (50 percent compared to 1998's 36 percent), and an increase in the number of faculty who have taught a course on the Internet (9 percent, up from 2 percent).

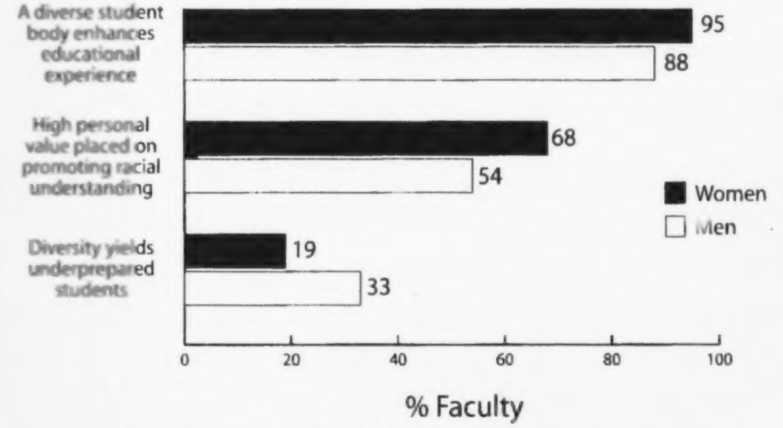
Today's faculty are much more likely to use collaborative and cooperative instructional/learning strategies, group projects, and writing


Faculty Perception of Increasing Emphasis on Multiculturalism

Institutional priority on creating a multicultural campus environment

Source: Figure 3, The American College Teacher report 2001-02 activities across the curriculum. Interestingly, while faculty are using greater variety in their instructional methodology, the amount of time they spend in preparation and in teaching has remained relatively stable over the decade.

Gender Differences in Faculty Diversity Perceptions, 2001



Source: Figure 4, The American College Teacher report 2001-02

The report's Figure 3 shows the increase in faculty perception that American colleges promote multiculturalism. For example, the percentage of faculty who believe that their institution places a priority on creating a multicultural campus environment has increased from 40 percent in 1989 to 54 percent in 2001-02.

The report states: "Today, 91 percent of faculty agree that a diverse student body enhances students' educational experience, while 60 percent endorse enhancing students' knowledge of other racial and ethnic groups as a "very important" or "essential" goal for undergraduates." Since the mid-1990s there has also been a slight decrease in the number of faculty who believe that diversity increases the numbers of under-prepared students. The report further states, though, that despite these changes, the personal commitment of faculty to promoting racial understanding has not changed over the span of 12 years of surveys. Sixty percent of the faculty consider promoting racial understanding "very important" or "essential," and that percentage has remained stable.

On this issue of multiculturalism, once again, there is an interesting gender difference. As you can see from Figure 4 (Gender Differences in Faculty Diversity Perceptions, 2001), women are more likely than men to believe that promoting racial understanding is a "very important" or "essential" personal goal (68 percent women and 54 percent men). Moreover, women are more likely than men to believe that a diverse student body enhances students' educational experience (95 percent women and 88 percent men). Women are also less likely to believe that diversity yields under-prepared students (19 percent women and 33 percent men). In the report's summary, the authors state, "More faculty than in any previous survey report that their institution is committed to promoting multiculturalism. However, distinct gender differences remain with respect to faculty beliefs about, and commitment to, diversity issues, with women being more committed than men."

Other changes since 1989 include: an increase in the percentage of faculty who report that many courses at their institution include feminist perspectives, an increase in faculty involvement with research and writing about women, and a slight increase in the number of faculty who have recently taught a course in ethnic studies or women's studies. There have also been slight increases in the faculty's inclusion of readings on race, ethnicity, women, and gender issues.

The report also states that despite these campus changes with respect to multicultural awareness, the nation's higher education institutions have faculties with racial/ethnic compositions that have remained largely unchanged since 1989. Clearly, diversifying the faculty in terms of race/ethnicity has not been accomplished. More progress has been made in terms of gender, with more women becoming part of faculties compared with 1989.

Since there is a wealth of research supporting the notion that increased faculty-student involvement and increased student participation in class leads to better grades and improves retention, the results of this survey are very promising. With more faculty attention and a greater diversity of instructional methodology, students are undoubtedly better able to complete their courses successfully and better able to achieve their academic and professional goals.

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Angela Provitera McGlynn, professor of psychology, has taught at Mercer County Community College for 31 years. Her publications include the book *Living With Yourself, Living With Others: A Woman's Guide*, published by Prentice-Hall, co-author Dr. F.R. Serlin; three manuscripts: *Celebrating Diversity: Enhancing Harmony on Campus*, *Teaching Tips: Improving College Instruction*, and *Classroom Atmosphere: Improving the Teaching/Learning Environment*, published by MCCC; and scholarly articles on a wide range of topics, including more than 30 for *The Hispanic Outlook in Higher Education*. Her latest publication is *Successful Beginnings for College Teaching: Engaging your students from the first day*, published by Atwood Publishing, 2001. Related activities include workshops across the U.S., radio and TV appearances, national and local.

BEAMS Eyes Key Elements at Minority-Serving Institutions

Joint AAHE, NSSE Project Funded by Lumina Foundation

by Mary Ann Cooper

This past fall, the American Association for Higher Education (AAHE), in partnership with the National Survey for Student Engagement (NSSE), launched the Building Engagement and Attainment of Minority Students (BEAMS) Project, a five-year initiative to improve retention, achievement, and institutional effectiveness at Historically Black, Hispanic-Serving, and Tribal colleges.

Things are off to a running start for this new program, according to BEAMS officials who updated *HO* about how the project, announced last summer, is progressing. They are more than pleased by the enthusiasm with which institutions have been in signing up to participate.

"We've been delighted with the initial response on the part of Alliance for Equity member institutions to the purposes and activities of the BEAMS project. The best indicator is that more than 40 schools signed on within a few weeks of the invitation!" says George Kuh, director of NSSE and co-director of BEAMS. Kuh's partner in BEAMS concurs with his assessment of the program's launch.

"Campuses are really making the connection between assessment and collaboration in making change a possibility. As campuses sign on to the project, the most exciting feature for many is the opportunity to work with other campuses going through this process to find points of intersection and general support for increased student learning," adds Barbara Cambridge, AAHE vice president and co-director of BEAMS.

Supported by a grant from Lumina Foundation for Education, BEAMS services four-year colleges and universities from the Alliance. All participating institutions work with AAHE, NSSE, and each other to evaluate the extent and quality of their students' engagement in their learning and to implement well-designed action plans to improve their students' engagement, learning, persistence, and success in higher education.

The BEAMS project is designed to be the next step in enhancing the college experience for minorities to spur them on to complete their education.

"Despite the progress made in expanding college access for people of color, a significant gap in college graduation rates still exists," says Martha D. Lamkin, Lumina Foundation president and CEO. "This project has the opportunity to build on what's already working at minority-serving institutions and inform all postsecondary institutions of how to better support and graduate more students of color."

And what has been learned thus far from BEAMS' ongoing dialogue with institutions about their individual concerns? Brian Bridges, NSSE project manager for BEAMS, says, "These institutions are like the majority of colleges and universities–they want to learn more and more about how to promote student engagement and student success."

Kuh says, "We're confident that other types of institutions can learn some powerful things about how to improve student learning from Alliance schools."

While the jury is still out about existing programs at these institutions that have had some success in supporting and graduating more students of color, Kuh projects that the answers may come from another AAHE and NSSE project. "That's one of the objectives of the Documenting Effective Educational Practices (DEEP) project in which AAHE and NSSE are also collaborating and which is funded by Lumina."

The DEEP research team uses case study methods to look closely at colleges and universities with higher-than-predicted graduation rates and better-than-predicted scores on the five NSSE national benchmarks of effective educational practice: level of academic challenge; active and collaborative learning; student interaction with faculty members; enriching educational experiences; and supportive campus environment.

"Based on NSSE's 2002 Annual Report, we know that of the institutions surveyed, some of the more ubiquitous factors contributing to the success of students are strong advising, the opportunity for educationally enriching activities such as community service, and the inclusion of diverse perspectives in classroom discussions or assignments. The opportunity that BEAMS provides us is the chance to look specifically at minority-serving institutions (MSIs) to determine if such factors hold across the various types of institutions, or if MSIs offer unique ways of engaging students in learning," explains Cambridge.

BEAMS is specifically designed to help campuses achieve their institutional goals in multiple ways, beginning with data from students about their engagement and learning. This spring, 40 campuses are administering NSSE, a national survey in which students respond to questions about their learning and campus experiences. Additional campuses will administer NSSE in 2004 and 2005. The survey will be administered twice during the participation of each campus in the project.

Detailed and frank responses are crucial to the success of BEAMS and to the goals of the institutions.

"Institutional change cannot happen effectively when the student voice is excluded or minimized," says Yolanda T. Moses, president of AAHE. "The survey allows students to tell us how their campus experience–in and out of the classroom–has contributed to their learning. Institutions that use data from students can then choose strategies that support student learning and success."

But the BEAMS approach should not be construed as one that enables students to have an active voice in the decision-making process of an institution. That would miss the finer point of what the BEAMS project is all about. However, information from the campus front line can be quite illuminating for those wishing to enhance student experiences and improve graduation rates.

"BEAMS is not so much about giving voice to decision making as it is about making certain that quality information about the student experience is available to be used in important institutional decisions about improving student learning," explains Kuh.

While many education initiatives have been severely affected by the uncertainty of the future of affirmative action, there will be no chilling effect on BEAMS project efforts. "Given BEAMS focus on minority-serving institutions, the current affirmative action debate is outside of the purview of the project," explained Lacey Hawthorne, AAHE project manager for BEAMS and director, fields of inquiry and action research and development.

Using the Data

So, after the data has been gathered and after the surveys are completed, how exactly will BEAMS surveys be evaluated and results implemented?

"Appropriate statistical tests will be applied to the aggregated survey data for each institution. Mean summaries and frequency distributions with sector and national comparisons for each survey item will be included in the report institutions receive, along with their raw data file, in August. Benchmark reports and engagement indices will follow with the annual report in November. Institutions will use this data as the foundation for their working projects at the AAHE Summer Academy the following summer," explains Bridges.

"The centerpiece of the BEAMS project is helping campuses better use their NSSE results for improved student learning and institutional change. After administering the survey in the spring, campuses will receive their results in the fall.

Using this information, campuses will constitute a team of various members of the university community to investigate a problem highlighted by the results. The team will then bring this problem to the AAHE Summer Academy the following summer to develop an action plan for change. For example, if the survey results highlight low student-faculty interaction, a campus might choose to create a first-year experience program to expose small groups of freshmen to tenured faculty their first semester at the institution. The institutional team, would then, work out a plan for putting this program in place at the Summer Academy.

By requiring BEAMS campuses to administer NSSE a second time following their Summer Academy experience, the project builds in institutional assessment measures so that the campuses can assess the impact of the change initiatives in helping their students build stronger engagement," says Hawthorne.

Using the NSSE results, participating campuses will go on to create action plans to enhance student engagement and learning that lead to the attainment of student and institutional goals.

BEAMS campuses will convene at the 2004, 2005, and 2006 AAHE Summer Academies to develop concepts and strategies, in the company of AAHE and NSSE staff, and a consortium of teams working on similar initiatives. The Academy offers five days of concentrated time for a campus team to develop an action plan that will be implemented in the following academic year(s).

BEAMS participants will continue to interact with other campuses, AAHE, and NSSE throughout implementation of their plan. Campus representatives will meet mid-year during the academic year following Academy participation to report on progress and for additional mutual support. Furthermore, the AAHE WebCenter will provide Web-based support, offering sites for posting of progress reports, discussions, additional resources, and links to BEAMS campus Web sites and to additional resources.

Finally, participating campuses will have the opportunity at AAHE national conferences to report on initiatives and progress that emerge from their use of NSSE information and the campus' related activities.

These reports will highlight, for the entire higher education community, the significant work at minority-serving institutions toward fostering student engagement, learning and success, and knowledge.

"The success of BEAMS is not limited to the participating campuses," said Cambridge. "We're hoping to shed light on the importance of increasing the use of evidence for decision-making processes, of listening to students' voices, and of working with consortia in collaborative projects."

AAHE staff are also beginning work on an updated WebCenter to foster and house the institutional work and cross-institutional collaboration inherent in the project. This technology will be available for use by the institutions as they begin processing their data and preparing for their AAHE Summer Academy projects in Fall 2003. Additional information about BEAMS is available online at www.aahe.org/BEAMS.

BEAMS 2003 Cohort of Campuses:

- Adams State University
- Benedict College
- Bethune-Cookman College
- California State University, Domínguez Hills
- California State University, Los Angeles
- California State University, San Bernardino
- California State University, Stanislaus
- Central State University
- Clark Atlanta University
- Fayetteville State University
- Florida Memorial College
- Fort Valley State University
- Haskell Indian Nations University
- Heritage College
- Institute of American Indian Arts
- Jackson State University
- Kentucky State University
- Lane College
- Medgar Evers College, CUNY
- Morris College
- Norfolk State University
- North Carolina A & T University
- Oakwood College
- Occidental College
- Pontifical Catholic University of Puerto Rico
- St. Peter's College
- Savannah State University
- Spelman College
- University of Texas at El Paso
- University of Houston-Downtown
- University of Puerto Rico at Humacao
- University of Southern Colorado
- University of St. Thomas
- University of Texas at San Antonio
- University of Texas of the Permian Basin
- University of Texas-Pan American
- University of the Virgin Islands
- Voorhees College
- Western New Mexico University
- Xavier University of Louisiana

Giving Diversity a Try on Maryland's Eastern Shore

Determined New President

by Inés Pinto Alicea

Author James Michener has described the Mid-Atlantic's Chesapeake Bay region as replete with fish and shellfish–blue crabs, succulent oysters and clams–wild ducks and geese once so plentiful that at times their numbers literally darkened the skies. A diner's paradise.

The area was settled by English colonists in the early 1600s but was already home to indigenous natives.

According to Maryland historian Marion Phillips, "Most of the Native Americans became extinct soon after the English arrived because of disease," that disease being smallpox, which decimated tribes in Maryland and Virginia in 1615 and 1622, as it had a century earlier in Central America, and would a century later in venues throughout North America.

Asked about the arrival of Africans to the Chesapeake area, Phillips told *HO*, "All Africans were imported as slaves to work in the tobacco fields, initially." African Americans remained important as workers in the farming, crabbing, fishing, and canning industries of the area, but lacked equality of opportunity there, as they did in many states south of the Mason-Dixon line up to and sometimes beyond the years of the Civil rights movement.

The City of Salisbury, Md., was chartered in 1732. Today, its local Chamber of Commerce describes the city as the commercial and government center for Maryland's Lower Eastern Shore and for Virginia's Eastern Shore, as a Chesapeake Bay maritime community that boasts the second largest water port in Maryland, and as home to Maryland's two fastest growing institutions of higher learning, Wor-Wic Community College and Salisbury University.

Salisbury's president, Janet Dudley-Eshbach, believes that "universities can help foster peace around the world by celebrating the diversity of our world."

Many people mistakenly believe, she said, that diversity is simply affirmative action, but to her, diversity encompasses celebrating the differences among us and, hopefully, creating a more humane world along the way.

"Universities have a role in promoting world peace," she said. "We can help prevent wars–and that begins with education."

Dudley-Eshbach embarked on such a mission in February 2001 when she distributed a diversity letter to the whole campus outlining a list of initiatives she wanted the University to adopt in an effort to turn around the lack of diversity on the campus located in the city of Salisbury.

"Salisbury University is clearly 'diversity-challenged,' especially when we consider the racial and ethnic population profile of both the Eastern Shore and the entire state of Maryland," said Dudley-Eshbach in her letter. "We have a history of being a 'White' school and, indeed, we are the least racially diverse of the traditionally White institutions within the University System of Maryland." There are 11 such institutions. Salibury's student population at present is about 7,000.

Though the University has been recognized nationally by *The Princeton Review* and *U.S. News & World Report* as being a top university, Dudley-Eshbach, who is in her third year at the University as president, said the one area in which the University lagged was diversity. It was largely a homogenous university of White students and faculty. At the time she publicly released her letter to University faculty and students, only 36 out of 856 newly enrolled students were African American and only 19 (or 6.9 percent) of the faculty were minority. The University awarded only 11 bachelor's degrees and one master's degree to Hispanics in 1999-2000. Under Dudley-Eshbach, that is slowly changing.

Since January 2001, applications from minority students have jumped 48 percent. She has hired several administrators who happen to be minority. As for faculty numbers, in 2002, there were 25 minority faculty members out of 291, and more have been hired since.

Salisbury and the surrounding communities have experienced a population boom in the last decade, which has raised the Latino sector to 10 percent (about 45,000) of the overall population. Some counties in that corner of the world experienced a Latino population growth of 200 to 300 percent. Wicomico County, Md., where the University is located, saw a more than 200 percent jump in its Latino population in the past decade.

Dudley-Eshbach noted in her letter that the word "diversity" had been a buzzword on the campus for a number of years. She said she felt it was time to make real progress.

Dudley-Eshbach met with African American and Hispanic leaders in the Salisbury area to discuss ideas of how to make the University more inclusive, and she said she intends to meet more often with those leaders. Despite the growth among Latinos in the area, few education opportunities have been directed historically toward this growing sector of the community, according to the president. She and the president of nearby Wor-Wic Community College have been trying to develop proposals to do more in that area.

She moved forward on other fronts on her campus. She allocated $76,000 to admissions to implement the Partnerships for Success program, designed to recruit more diverse incoming classes of freshmen and transfers. It creates an affiliation between the University and a high school or community college program that identifies potential college students who may need additional guidance and support during the college search, admission, and enrollment process. Partnerships for Success waives the application fees of qualified candidates who enroll and provides them a $1,000 scholarship per year for four years.

Dudley-Eshbach also tied performance evaluations of several administrators, such as deans, to how successful they were in diversifying the faculty. She feels the steps are having an effect. In her second year as president, seven out of 20 new hires were minority.

"The one thing that has caused the most controversy is my diversity initiatives–certain comfort levels being tested," said Dudley-Eshbach. "It is important that the president takes a stance and tries to move the University forward."

The president also carried out calls by the Multi-Ethnic Concerns Committee on campus to increase support staff in student affairs. She said she created a minority student achievement specialist position to help bolster efforts to recruit minorities.

"We may successfully recruit students. . . .but we must be ready to back up recruitment with assistance in the transition to college and retention through graduation," said the president.

"The one thing that has caused the most controversy is my diversity initiatives–certain comfort levels being tested."

DR. JANET DUDLEY-ESHBACH,
SALISBURY UNIVERSITY PRESIDENT

The efforts to promote diversity on campus also include sponsoring a series on Latin American culture through which students, faculty, and community members are exposed to art, dance, authors, and speakers of the region. The University also erected flags representing the 40 nations represented by students and faculty on campus.

Dudley-Eshbach noted in her letter that diversity is an important component of providing a quality education. She cited an article by Drs. Jeffrey Milem of University, of Maryland College Park and Kenji Hakuta of Stanford University, "The Benefits of Racial and Ethnic Diversity in Higher Education," written for the American Council on Education. The two authors listed four reasons why the goal of diversity is vital to providing a solid undergraduate education. Dudley-Eshbach included those reasons in her letter.

"First, diversity enhances the educational experience by bringing firsthand exposure to beliefs, perspectives, and experiences that are different from our own and from those with whom we have grown up," she wrote. "Second, diversity furthers personal growth through the increased opportunity to question stereotyped beliefs and to think critically on critical social issues, independent of previously held assumptions. Third, diversity promotes the experience of working with others of different backgrounds–a skill that is crucial and expected today in our pluralistic work world. And, finally, diversity offers the opportunity for all citizens to become educated and use their talents and abilities as productive citizens and as community and family members."

Several University departments have gotten behind the president's efforts to reach out to the Latino community. The Department of Modern Languages, for example, arranged 10 internships for students in which they help community organizations with translation services. The School of Business, said Dudley-Eshbach, won a state grant to improve public transportation to boost access to the University. A major concern for the immigrant community in the area was lack of public transportation. The School of Education has a program which brings eighth-graders to the campus to get them thinking about college and understanding what courses they need to take to get to college.

Amy Liebman is coordinator of Bienvenidos, a University initiative through BEACON, the Business, Economic, and Community Outreach Network, a group of

70 organizations whose representatives meet regularly to discuss problems and solutions to better assist and serve the immigrant community in the Delmarva Peninsula. Bienvenidos works with the network but also carries out many other responsibilities geared toward helping Latinos settle into the community. Liebman said she believes that in the future, the organization will expand its technical assistance efforts to help service providers better reach Latinos.

"The demand for our services is so great," said Liebman. "We get calls constantly on how to serve immigrants."

The group regularly sponsors fairs to make the community aware of the many service providers available, including medical, social services, spiritual, library, and others. The group, for example, convinced the local Social Security office to hire Spanish-speaking representatives to help those who are limited-English proficient.

Liebman said the Latino community is clamoring to understand what resources are available, and service providers in the area are trying to find the best ways to connect with the Latino community. The unique University and community partnership that has evolved from Bienvenidos is an important first step–reaching out and meeting the most pressing needs in language assistance, education, health, legal areas, and transportation, she said. The University has provided some funding for the work of Bienvenidos, but the organization also raised funds from the private sector. Liebman said she hopes it will get enough funding at some point to build a community center where immigrants could find the services they need under one roof.

"Salisbury University is in a good position to fill a need that is so great," said Liebman. "The response from the community and the providers has been positive."

But the diversity efforts at Salisbury University have not been limited to reaching out to the growing Hispanic community in the region. The president set out not only to diversify the campus racially and ethnically, she also wanted to increase the presence of international students and faculty on campus to create a "more international and global society" at Salisbury. To that end, she set out to hire a full-time director of international education.

Rob Hallworth, the director of international education, joined the University about a year and a half ago as part of the diversity initiatives laid out by the president. One of the programs he has launched is a summer English as a Second Language (ESL) institute that attracted exchange students from Ecuador and about a dozen other students at Salisbury. Hallworth said he plans to expand the program to the area's Latino community. The University recently approved a new program to train teachers of a second language, and Hallworth hopes to tap into that program for students who can help him expand the ESL program.

"We're hoping to get a lot of interest from the local community," said Hallworth of his plans. "It seems like something that the community could use. I foresee this going year round."

Dudley-Eshbach has a personal stake in all of her endeavors. Her career and life have been dedicated to the studies of Hispanic and Latin American culture. She earned a doctorate in Hispanic literature at El Colegio de Mexico in Mexico City, then undertook postdoctoral study in Chile. She said all of the efforts are geared toward raising awareness of the contributions of the Latino community, including the immigrants in Salisbury and the surrounding area.

"The Latino community is largely invisible," she said. "We want to make people aware of what the immigrant community brings. They tend to give, give, and give and get little back. We also want to provide opportunities for immigrants so we create a mutual understanding."

RICHARD STOCKTON COLLEGE OF NEW JERSEY

Office of Housing and Residential Life

COMPLEX DIRECTOR: Full-time, 12 month position beginning July 1, 2003. Assists resident students in assigned area in personal growth and development, supervises and evaluates student staff, coordinates and promotes residential life and campus wide programming, coordinates inspection, cleaning and maintenance of facilities, assists with student staff selection and training, interfaces with college's judicial system, food service operation and resident student hall government. Is required to reside on campus.

QUALIFICATIONS: Bachelor's Degree with two years residence life experience required. Master's Degree in Student Personnel or related field preferred. Experience with student staff supervision and residential life programming desirable. Ability to interface with individuals from diverse backgrounds is essential.

SALARY: $30,837.17 plus furnished on-campus apartment. Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan.

ANTICIPATED START DATE: July 1, 2003. Screening begins immediately and continues until the position is filled. Send letter of application, transcripts and three letters of recommendation to **The Richard Stockton College Of New Jersey, AA51, Office of Housing and Residential Life, Pedro Santana, PO Box 195, Pomona, NJ 08240-0195.**

Stockton is an AA/EOE. Women and minorities are encouraged to apply.

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OHIO STATE

DEAN/DIRECTOR
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The Ohio State University invites nominations and applications for Dean/Director of The Ohio State University at Marion. The Dean/Director reports to the Executive Vice President and Provost of the University.

Qualifications include distinguished record in research and teaching plus demonstrated leadership and administrative ability and a strong commitment to diversity and community. Candidates must qualify for a tenured appointment in one of the University's academic departments, and those who qualify for appointment at full professor are preferred. The Ohio State University at Marion is one of five campuses of the University, with an enrollment of 1,550 students and 90 faculty. Ohio State Marion offers the first two years of the General Education Curriculum required in most of the 180 major available at the University, five baccalaureate programs, and graduate programs in Education and Social Work. For more information: http://www.marion.ohio-state.edu/, http://www.mariononline.com, http://www.osu.edu/index.php and http://www.osu.edu/academic plan/.

Position available July 1, 2003. Salary and other considerations competitive and consistent with the University's commitment to recruiting the best qualified individual. **To assure full consideration, applications and nominations should be received by June 2, 2003.** The search committee will begin screening dossiers on that date and will continue to receive applications until position is filled.

Applications that include a cover letter and vitae and nominations should be addressed to:

Dean Karen A. Bell
Chair, Marion Dean/Director Search Committee
College of the Arts, The Ohio State University
305 Mershon Auditorium, 1871 N. High St.
Columbus, OH 43210-1185

For further information, contact Pat Riechel,
College of the Arts at 614-292-5171 or riechel.2@osu.edu

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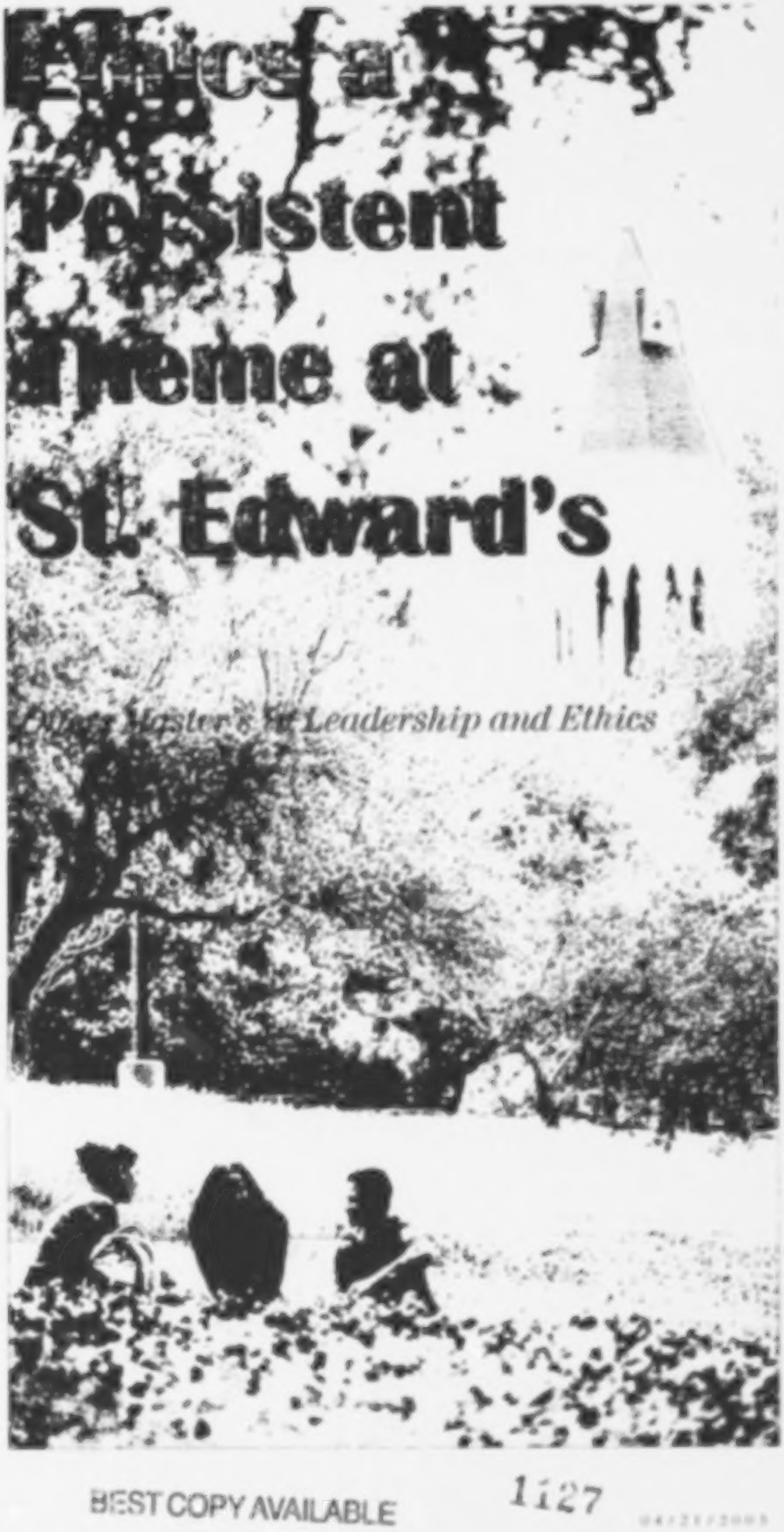

Ethics a Persistent Theme at St. Edward's

Offers Master's in Leadership and Ethics

ST. EDWARD'S
UNIVERSITY
AUSTIN

by Marilyn Gilroy

Long before last year's corporate scandals prompted talk about ethical behavior, St. Edward's University made a commitment to ensure that its undergraduate students have a strong foundation of ethical instruction.

For more than 100 years, the University has mandated the study of moral reasoning through one or more courses that are required for graduation. Today, students receive an intensive dose of ethics through the University's Moral Reasoning Across the Curriculum initiative which asks students to recognize the values and obligations driving their own lives while also examining moral and social issues in society.

The University's founders would be pleased, for they wanted St. Edward's to be a place that cultivated both the minds and hearts of its students.

One of those founders, Father Basil Moreau, laid the cornerstone of the University's educational philosophy when he said, "We will always place education side by side with instruction. The mind will not be cultivated at the expense of the heart."

For this reason, the curriculum was developed with an infusion of classes that compel students to study ethical reasoning while acquiring the intellectual enrichment needed as part of a strong liberal arts education.

Who would have guessed that a 19th century educational paradigm would be relevant and timely in 2003? When the members of the Congregation of Holy Cross founded St. Edward's University in 1885, they could not have imagined how enduring their legacy would be.

St. Edward's University, located in Austin, Texas, is a private, Catholic liberal arts institution enrolling about 4,300 students. It offers undergraduate degrees in 36 areas and four graduate degrees in business administration, liberal arts, human services, and organizational

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leadership, and ethics. Hispanics make up 26 percent of the enrollment.

Throughout the University's history, there has been a strong commitment to producing graduates who are competent in moral reasoning, no matter what their profession.

The most recent academic initiative, Moral Reasoning Across the Curriculum, was developed in Spring 2000 when the School of Business Administration crafted a proposal to strengthen its ethics curriculum. Faculty from other disciplines soon joined together to expand the study of ethics in other subject areas. Eventually, they developed a common framework for professors to use in classes, centered on ethical terminology. The faculty also expanded the ethical components of three existing courses: Freshman Studies, American Dilemma, and Capstone.

Much of the leadership in this effort came from Dr. Phillip Thompson, who came to St. Edward's in 1999 as a professor of ethics and director of the new Center for Ethics and Leadership. Thompson also helped design the Master of Science in Organizational Leadership and Ethics, which graduated its first class last year. In addition, he has taught ethics classes in various disciplines, including business, law, genetics, and war and justice. He is passionate about his work and about the advantages of teaching at St. Edward's.

"One thing that I have learned about this job is that there is an element of serendipity. Things will come our way that we can not imagine at this moment, and we must be prepared to respond to them," said Thompson. "This is one of the great advantages of a smaller university–we can respond quickly and effectively to any opportunity."

But those opportunities also bring challenges. Right now, Thompson says that he can hardly keep up with the demand for consultations and programs about ethics emanating from the wake of corporate scandals. This means that he must balance competing demands for his time, which include teaching, consulting, curriculum development, hosting a national ethics conference, attending and presenting at conferences, and writing. Thompson maintains his balance by remembering the center's purpose.

"I try to focus on the big picture and to never forget why the Center was created in the first place and that is, in the words of our mission statement, to develop students who are educated 'through moral reasoning, to prepare solutions, and make responsible decisions,'" said Thompson.

Helping students understand how to treat others justly and fairly is part of Thompson's approach to developing a sense of ethics. The discussions can be very interesting with a class of diverse students, especially when individuals bring various cultural perspectives to the study of ethics.

CAMP graduates: Enriqueta Cortez made the journey from migrant fields to a Ph.D. in chemistry from Texas A&M; Geronimo Rodríguez, Jr. (pictured) became a Woodrow Wilson Fellow.

"A person's background and culture does influence the specifics of their response to ethical issues. It may influence how much emphasis they put on one aspect over another of an ethical issue," said Thompson. "For example, some cultures are very family centered, and this dimension may tend to influence how they examine an ethical issue that impacts the family."

In addition to cultivating a sense of ethics in students, Thompson has found himself consulting with those on campus who are facing ethical issues in academe. Although very few faculty and administrators have had a course in professional ethics, they are often role models and must consider their own standards of conduct toward students and other professors.

"We do consider our own profession. Our faculty are quite willing to discuss ethical issues with me," said Thompson. "We have programs for faculty on specific issues, like sexual harassment."

Thompson indicated that the center hosts Summer Development Workshops that focus on ethics of the teaching profession, an especially important topic for new faculty. There is also an academic integrity committee that is reviewing a wide range of issues relating to dishonesty.

As noted previously, the Center receives requests from companies or organizations that want to provide ethical training for their employees, especially in the Austin area. Last year, the Center and faculty worked with the M.D Anderson Cancer Center, Motorola, the Austin American Statesman, the Public Relations Society of America, and some state agencies.

The University's president, George Martin, has championed the ethics movement by initiating a series entitled Presidential Dialogues on Ethics, which brings together small groups of community leaders and experts to participate on panels dealing with ethical issues.

Despite the current activity level, Thompson has not lost sight of center's future, and he has carved out some short- and long-term goals.

"I think the first 3-4 years of a project like the Center is spent trying to develop quality programs," he said. "In the last year or so, we have begun to take our message to the community in Central Texas and to conferences and programs around the world. We have presented our moral reasoning program at conferences in 2002-2003 in Montreal; Bilbao, Spain; Greenville, S.C.; Viterbo, Wis.; Seattle; Fort Worth; Waco; Charlottesville, Va.; and many other places. We will be hosting an international conference on Ethics Across the Curriculum in October of 2003."

All in all, it has been a busy four years for the Center and its director. Corporate crime, the debate about war with Iraq, and a sexual scandal in the Catholic church have given many real-life circumstances upon which to base classroom ethics lessons. Thompson hopes to maintain the Center as a place that facilitates learning on campus and within the community. To this end, he has reflected on the Center's accomplishments to date.

"Some projects are more successful than others, and we will, therefore, be refining these programs in the next year," said Thompson. "For example, I believe that we need to make each program that we do better instead of numerically increasing the quantity of programs. We have enough programs, but we can still improve the quality of our programs and their impact on our students and the community."

By extending its reach beyond the campus through programs such as the Ethics Center, St Edward's practices what it preaches, upholding moral obligations and responding to community needs. This is especially true when it comes to the large Hispanic population in and around Austin. The University has taken the lead role in the Austin ENLACE program, working with other colleges, K-12 schools, and businesses to improve opportunities for Hispanic youth.

"We are proud of our long tradition of meeting the needs of the Hispanic community," said Stephanie Elsea, communications director for St. Edwards.

CAMP Program One of Nation's First

Elsea noted that since 1972, the University has hosted one of the nation's first College Assistance Migrant Programs (CAMP), which was a response to the higher educational needs of migrant students.

Established as a freshman-level scholarship program, CAMP is designed to offer an educational opportunity to the sons and daughters of migrant and seasonal farmworkers. This year, CAMP celebrates its 30th anniversary as the longest running program of its kind in the country. One of the many events will be a reception and luncheon with keynote speaker John Quiñones, correspondent for ABC News.

The CAMP program is funded by the U.S. Department of Education and St. Edward's University, and has helped more than 2,100 students in the last 30 years. During the first year of college, the average CAMP participant receives financial assistance totaling $20,600 to cover tuition, room and board, books, transportation, health insurance, and a small monthly stipend.

Students who participate in CAMP attend tutoring sessions, personal and career counseling sessions, and are monitored by an academic counselor.

While the CAMP program has had many individual success stories, one that is a great source of pride to the University is that of Geronimo Rodríguez, Jr. who went from the migrant fields to the White House. Rodríguez entered St. Edward's as a CAMP scholar in 1986 and eventually was so successful that he became student body president and an ex officio member of the St. Edward's University board of directors. While enrolled at St. Edward's, Rodríguez was selected for a Woodrow Wilson National Fellowship.

Upon earning a bachelor of arts degree cum laude in political science in 1990, he attended the Maxwell School of Citizenship and Public Affairs at Syracuse University. In May 1996, Rodríguez graduated from the University of Texas School of Law.

He served as the chief of staff to the assistant secretary for congressional and intergovern-mental affairs with the Department of Labor in Washington, D.C. Earlier, he was deputy associate director of presidential personnel at the White House.

CAMP graduate Enriqueta Cortez made the journey from migrant fields to a Ph.D. in chemistry from Texas A&M. Today she is a senior research chemist at Monsanto in St. Louis, Mo.

Cortez remembers her first days at St. Edward's in 1984 as scary and lonely. She was a shy girl who moved around Texas with her family to pick and haul cotton. As one of 12 children, she was the first to attend a four-year university. Her decision to pursue college came with a nagging worry that she might be better to stay home and help her family.

"It was a very difficult decision, she said. "I had never left home before, and there were financial considerations.

But Cortez was just the type of student who was a perfect fit for CAMP with its built-in community of support from counselors, staff, and fellow students.

"CAMP was a community within a community," said Cortez.

Cortez also says that she got a very good education from St. Edward's, including the benefits from extracurricular activities and the people she met. Just as important was the boost to her self-esteem that came from the whole experience.

"I have a feeling of self worth that I didn't have before," she said.

Helping migrant students is also the goal of St. Edward's graduate enhancement program, a summer residential work/study program giving rural migrant students intense academic instruction that will help promote high school graduation while also exposing them to higher education. Students in grades 9 through 12 from various Texas high schools participate in the seven-week full-scholarship program, which offers academic, vocational, and recreational components.

The University has recently extended its community reach to south of the border. It has just begun a unique teacher exchange partnership with Mexico whereby select students from St. Edward's spend their required student-teaching semester in Monterrey, trading places with their Mexican counterparts, who will gain experience in Austin. The goal of the program is to immerse both sets of students in the culture and language of a different country so they can bring that knowledge and linguistic skill back to their classrooms.

As St. Edward's continues to build on its traditions of ethics education and service to the community, the University is currently engaged in an ambitious 10-year master plan to double enrollment, recruit additional faculty, and develop new curricula. The master plan includes new academic buildings, residence halls, computer and athletic facilities, and a chapel and theater as well as a revised road and parking system to better serve students.

The founders would indeed be pleased.

The St. Edward's Office of University Relations contributed to this article.

The Vanity Fair Affair

by Carlos D. Conde

I think some fellow Latinos will be disappointed, but I am still reading *Vanity Fair* magazine and plan to renew my subscription. It has some great writers and I enjoy its in-depth articles. So what does that make me?

I can hear the derision all the way down here–*vendido, igualado, traidor*...and other invectives not found in the Spanish dictionary.

I'm not trying to be flippant about *Vanity Fair*'s smear of the Latino language and culture of several issues back. The repercussions and the call for reprisals are still thundering in the Latino community. All I am trying to do is understand the elements of the controversy and put it in the right perspective.

After this, you'll probably want to add "asno" to my liabilities.

An alleged "humor" columnist, Barry Humphries, writing under the nom de plume of Dame Edna, sought a laugh by slamming the Spanish language and its literature, and with that, the Latino community, saying it was the language of maids and gardeners. Humphries, who is Australian, also said, "if you're American, try English."

Taken in its true context, as some Hispanics fulminated it should be, Brooklyn cab drivers and Texas cowboys should also be offended. According to his twaddle (that's what he called the Spanish language), Americans don't speak the King's English.

I didn't find his drivel particularly amusing and saw it more as a bad attempt at humor and left it at that. I guess that also makes me "torpe."

It didn't seem reason enough to go ballistic, as some in the Latino community did, urging that we all take umbrage or re-examine our self-esteem. I'd like to try and explain this with a hypothesis I harbor on Latino activism. Like the current "old Europe" and "new Europe" characters, it's based on "new Latino" and "old Latino" dominions. I belong to the latter.

The "new Latinos" are today's self-appointed keepers and defenders of the Latino legacy. Some of them might not be as familiar with it as they make themselves out to be–their experience spans a shorter period and is more textbook than empirical–but they consider that inconsequential. They're poised to respond at the first hint of racial malice.

LATINO
KALEIDOSCOPE

Among this group are the professional lobbyists who get paid for protecting and promoting Hispanic interests. They were out in full force on the *Vanity Fair* issue. If you're in the career stream in Hispanic causes, being politically correct is the only option.

The other wave is community action groups, national service organizations, and the youth corps, the latter largely incubated on college campuses and more historically idealistic.

A California youth group, for example, issued a three-point ultimatum to *Vanity Fair* publishers telling them to make amends or risk of losing Hispanic readers and national advertisers that target the ethnic community. *Vanity Fair*'s content can be a bit East Coast snobbish, so I wonder how many Latinos are attracted to it in the first place.

The young Latinos wanted a printed apology, a full-length article on Spanish literature and its value to the literary world, and an essay highlighting contributions of the Hispanic community.

It makes me wonder if the revelation that we are now the largest U.S. minority group may not be intoxicating us prematurely with the prospective power and influence it portends. Most Hispanics chafed at the maligning of the Spanish-language literature but wasn't this more of an allegory to our other more deep-seated sensitivities?

Spanish literature is one of Hispanismo's greatest legacies, but I am not convinced of its sacrosanctity or sudden appreciation among us Latinos. As time marches on, particularly in the divergent U.S. culture, this part of our heritage has strongly faded to a point of being irrelevant–if it ever was relevant or conversant among us.

The richness of such legacies has not been stressed or passed on to latter-day Hispanics who represent the greater segment of the ethnic population. Unfortunately, without the proper background and interest, or language facility, the genius of these works is nullified.

How many of us can say that we know of, or have read modern writers such as Mario Vargas Llosa and Gabriel García Márquez, or old masters like Miguel de Cervantes, Jorge Luis Borges, or Miguel Asturias?

You may say that I am missing the point, because the issue is not Cervantes or Asturias or the Spanish language but the malicious caricature of Latinos. Perhaps I am, and perhaps my myopia is rooted in the conceptions of an old Latino like me as opposed to today's new Latino and the differences of the eras that we grew up in.

Some would say an insult is an insult no matter what era you've come from. Nevertheless, taking exception to some events that gall new Latinos today is a luxury that was never available to us old Latinos, so we tend to be less disturbed by them.

Ours was a world of more severe disparagement and discrimination. When you compare what was then to what is today, rants from a Dame Edna, though we condemn them, would hardly faze us. In those bygone days, old Latinos would have considered it a non-event in the face of more pressing challenges.

Might not this be a matter of being too thin-skinned or perhaps of other reasons, such as an inability to overcome some ingrained lifelong complexes that still exist among us, and of too easily succumbing to offenses better left ignored?

I confess that one of my complexes is to always be prepared to reject the first table in an upscale restaurant because I know that as a Mexican "Moreno," I will invariably be led to inferior seating.

Get over it, they say. I know I'm trying, but I wonder if we can.

Carlos D. Conde, award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House, and worked on the political campaigns of George Bush Sr.

HO

Georgia State University

GEORGIA STATE UNIVERSITY invites applications for full and half-time non-tenure track, benefits eligible Visiting Instructors and Visiting Lecturers in the Schools of Art & Design and Music and the Departments of Anthropology and Geography, Chemistry, Communication, English, History, Mathematics and Statistics, Modern and Classical Languages, Philosophy, Physics and Astronomy, Political Science and Psychology for the 2004 Fiscal Year.

SCHOOL OF ART & DESIGN

Visiting Lecturers (full and half time) in the areas of Contemporary Art History, African/African-American Art History, Art History Surveys, Ceramics, Interior Design, Graphic Design, Jewelry/Metalsmithing.

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All applicants must have the terminal degree in their discipline, evidence of scholarly or creative research and three years college-level teaching experience. For further information, contact Ms. Karen Pierce, 404-651-2257 or email kmpierce@gsu.edu

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Brass Studies - To teach applied trombone, brass techniques, computer applications and brass labs and conduct the brass ensemble.

Music Theory - To teach graduate and undergraduate music theory, aural skills and additional courses dependent on expertise.

Percussion Studies - To teach percussion techniques, applied lessons, mallet, timpani and other percussion instruments and to coordinate the percussion area, recruit and advise students and conduct the percussion ensemble.

Woodwinds - To teach applied clarinet/saxophone, woodwind techniques and Music Education or Theory and to coordinate and coach woodwind lab ensembles.

All positions are at the Visiting Lecturer level. Masters degree required, doctorate preferred. The Music Theory position requires a demonstrated excellence as a teacher of graduate and undergraduate theory and a record of publications. Send letter of application, curriculum vitae and three letters of reference to Ms. Julinda Norton, School of Music, Georgia State University, P.O. Box 4097, Atlanta, GA 30302-4097

CHEMISTRY

Visiting Lecturers - To provide instruction of core chemistry lecture and lab courses in the freshman and other high demand areas as needed. The ability to teach upper level courses is beneficial. PHD in Chemistry or related field required. College level teaching experience is preferred. Send letter of application, curriculum vitae, statement of teaching philosophy and three letters of reference to Visiting Lecturer Search Committee, Department of Chemistry, Georgia State University, University Plaza, Atlanta, GA 30303

COMMUNICATION

Visiting Instructor (full and half time) - To teach beginning and advanced courses in speech, film, journalism, public relations and theatre. Masters degree, a record of effective teaching and scholarly achievement commensurate with the state of the candidate's career are required. Send curriculum vitae, three letters of reference and evidence of teaching effectiveness to the Chair, Visiting Instructor Search Committee, Department of Communication, Georgia State University, University Plaza, Atlanta, GA 30303. Initial review of applications will begin June 30.

ENGLISH

Visiting Lecturers, PHD and teaching experience required and **Visiting Instructors**, MA required, PHD preferred to teach composition and/or lower-division literature courses. Instructor positions may include joint-enrollment classes at area high schools. Send letter of interest, CV and 3 letters of recommendation by April 28 to Paul Schmidt, Chair of Search Committee, Department of English, MSC 8R0322, 33 Gilmer St. SE, Unit 8, Atlanta, GA 30303-3088

HISTORY

Visiting Lecturer - To teach freshman-level survey courses, US History, World History to 1500 and World History since 1500. PHD required by summer 2003. Application deadline is May 1, 2003. Send letter of application, curriculum vitae, transcript, three letters of recommendation and evidence of teaching effectiveness to Professor Denise Davidson, Chair of Visitor Search, Department of History, P.O. Box 4117, Georgia State University, Atlanta, GA 30302-4117. Preference will be given to those who have appropriate teaching experience.

MATHEMATICS & STATISTICS

Visiting Lecturer - Requirements include PHD in mathematics and one year teaching experience.

Visiting Instructor - Masters degree required, PHD preferred along with one year teaching experience.

To apply for either position send letter of application, curriculum vitae without birth date but include citizenship status, two letters of reference and transcripts of all graduate work to Chair, Department of Mathematics and Statistics, Georgia State University, University Plaza, Atlanta, GA 30303-3083

MODERN & CLASSICAL LANGUAGES

Visiting Instructors (full & half time) - To teach French, Spanish and Japanese. Masters degree or equivalent in the relevant discipline is required. Application Deadline is May 2, 2003.

Visiting Lecturers (full & half time) - To teach FL Pedagogy, German, Spanish, Italian and Classics. PHD required. Application deadline is May 6, 2003.

To apply for either position, send letter of application, curriculum vitae, three current letters of reference and evidence of teaching effectiveness to Dr. John Austin, Modern & Classical Languages, Georgia State University, University Plaza, Atlanta, GA 30303

PHILOSOPHY

Visiting Instructors - To teach Critical Thinking and Introduction to Philosophy. Masters degree in Philosophy or a closely related field is required. Visit our web site at www.gsu.edu/philosophy for information on our department. Application review will begin on April 1 and continue until positions are filled. Send in Word or WordPerfect for PC format, a letter of application, curriculum vitae and a list of recommenders with their e-mail addresses to Ellen Logan at elogan@gsu.edu .

PHYSICS & ASTRONOMY

Visiting Lecturer - Requirements are a PHD in physics, a demonstrated record of effective instruction in introductory physics and a record of scholarly achievement primarily in physics. Will be compensated for courses taught summer semester. Application deadline is June 23. Send cover letter, curriculum vitae and the names of three references to William H. Nelson, Department of Physics and Astronomy, Georgia State University, University Plaza, Atlanta, GA 30303.

POLITICAL SCIENCE

Visiting Instructor/Lecturer - To teach International and American politics. Position requires expertise in international and comparative politics and/or American politics. Masters degree required, PHD preferred. Send letter of application, curriculum vitae and three references to Ms. Jean Byrd, Faculty Search, Department of Political Science, P.O. Box 4069, Atlanta, GA 30302-4069. Application review begins June 1, 2003

PSYCHOLOGY

Visiting Lecturers (full & half time) with undergraduate teaching experience in general psychology, interpersonal behavior, human development, group dynamics, natural science aspects of psychology, experimental methods, statistics or advanced experimental courses. Requirements include PHD in Psychology or a related discipline, a record of effective teaching in Psychology and a record of professional achievement commensurate with the stage of the candidate's career. Application review will begin March 24 and will continue until successful candidates are identified. Send letter of application specifying position of interest along with curriculum vitae, statement of teaching philosophy, relevant instructional related materials and three letters of recommendation to the Chair, Visiting Lecturer Search Committee, Department of Psychology, Georgia State University, University Plaza, 30303.

SOCIOLOGY

Visiting Lecturer - To teach upper and lower division courses to include a combination of sexuality and society, family and race, introductory sociology and social problems. PHD in hand at time of appointment. Application review begins June 1, 2003. Send letter of application, curriculum vitae, three letters of reference and evidence of teaching effectiveness to Quanda Miller, Department of Sociology, Georgia State University, P.O. Box 5020, Atlanta, GA 30302-5020

Salary for all full and part-time positions is:
Visiting Lecturer - $33,500
Visiting Instructor - $27,500
Part-time Visiting Lecturer - $16,750

GSU, a unit of the University System of Georgia, is an EEO/AA employer.

FYI...

HACU and Freddie Mac Set Out to Narrow Homeownership Gap for Hispanic Families

SAN ANTONIO, Texas

The Hispanic Association of Colleges and Universities (HACU) and Freddie Mac launched a free consumer credit education initiative targeting the nation's fast-growing Hispanic communities.

HACU President and CEO Antonio Flores and Freddie Mac Vice President Jim Park, with the support of U. S. Treasurer Rosario Marín, U.S. Rep. Charles González of Texas, and U.S. Rep. Ciro Rodríguez of Texas, launched the national campus edition of CreditSmart Español, a new bilingual financial literacy initiative from Freddie Mac.

The initiative will be introduced this summer and fall at HACU member colleges and universities serving predominantly Hispanic communities in California, New York, Florida, and Puerto Rico.

Free classes will be offered to students and community members on building strong consumer credit and money management skills, with an emphasis on preparing consumers for potential homeownership, college for their children, and other lifelong financial goals.

Hispanics suffer historically low homeownership rates. According to the U.S. Census Bureau, 68 percent of the nation's families own homes, but less than 48 percent of Hispanic families.

CreditSmart Español course materials in English and Spanish will be available to college students and their families and neighbors in an effort to reach a broader cross-section of Hispanics–the nation's youngest and largest minority population, and also the fastest growing U.S. consumer group.

"We're excited to become the first HACU member higher education institution to offer this valuable new learning opportunity to our students and their families," said St. Mary's University President Charles Cotrell.

College students today already are burdened with a dramatic rise in higher education costs overall, correspondingly heavy student loan responsibilities, and an uncertain employment outlook upon graduation, said Rosario Méndez, program manager for the HACU/Freddie Mac Credit Smart Español partnership.

"For students who suffer a disproportionately high college debt-to-income burden upon graduation, this project is going to prove especially beneficial in teaching them sound credit and money management skills," Méndez said.

HACU and Freddie Mac are introducing CreditSmart Español to academic communities as part of a wider Credit Smart Español outreach partnership with other leading Hispanic organizations.

HACU represents more than 340 colleges and universities serving the largest concentrations of Hispanic students in the United States.

Freddie Mac is a stockholder-owned corporation chartered by Congress to provide a continuous flow of funds to mortgage lenders to sustain a stable mortgage credit system, thereby reducing mortgage rates paid by U.S. homebuyers.

Workforce Strategy Center Targets Hard-to-Employ Adults

BROOKLYN, N.Y.

With welfare time limits taking effect and unemployment at a 10-year high, a new study documents five community colleges in Oregon, Illinois, Michigan, Colorado, and California that have targeted hard-to-employ adults–training and quickly finding them employment.

The five colleges (Portland Community College, Westside Technical Institute at Daley Community College, Henry Ford Community College of Denver, and Cabrillo College) studied in the report, *Building Bridges to College and Careers* are pioneering a new education model for adults that links basic skills, such as writing and math, to immediate job opportunities in high-wage fields that need workers, such as health care and information technology. The model is markedly different from the remedial education courses that well over two million students a year enroll in when entering community colleges looking for employable skills. Typical remedial and adult basic education courses lack any connection or exposure to the work world. The Bridge model makes a vital link to the workplace, and often adheres to the welfare reform principle of "work first" by linking students to work immediately through an educational career path.

The researchers identified the components of each program that lead students to success in today's job market: constant mix of work and learning, strong commitment, and close connection to current welfare reform philosophy.

... FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com April 21, 2003

NACE Survey Asks Employers to Describe Perfect Job Candidate

BETHLEHEM, Pa.

What qualities do employers want most from the college students they consider candidates for employment? Communication skills, honesty and integrity, and teamwork skills top the list, according to respondents to the 2003 Job Outlook survey conducted by the National Association of Colleges and Employers (NACE).

Employers were asked to rate the importance of candidate qualities and skills on a 5-point scale, with 5 being "extremely important" and 1 being "not important." Communication skills (4.7 average), honesty/integrity (4.7), teamwork skills (4.6), interpersonal skills (4.5), motivation/initiative (4.5), and strong work ethic (4.5) were the most desired characteristics.

"While employers rate communication skills as one of their most desired characteristics, they also report that they are the skills that are most lacking in today's job candidates," says Marilyn Mackes, NACE executive director. "There is such a heavy emphasis on effective communication in the workplace that college students who master these skills can set themselves apart from the pack when searching for employment."

Several employers offered the following practical advice to college students about how to become a "perfect job candidate":

- Research the company before the interview–"Each year, employers cite researching the organization as the single most important piece of advice they can offer candidates. There is no substitute for research, so do your homework. Research the company (and the position, if possible) before you interview. This will enable you to ask intelligent questions during the interview."
- Be open-minded–"It's extremely important to look at all the factors connected to a job opportunity. Don't let a salary alone determine whether you take or nix a job offer; you need to consider the work involved, stability of the company, corporate culture, and work environment. These are more likely to have an impact on your long-term satisfaction and deserve to be given weight."
- Gain relevant work experience–"Employers place a lot of emphasis on candidates having relevant work experience even when they are scrambling to find qualified candidates, to say nothing about when there are more top-notch candidates to choose from. Although it's not necessarily a requirement for many opportunities, having relevant work experience gives you a distinct advantage over inexperienced candidates. In addition, you'll be better prepared to make decisions about the type of job and work environment that best suits you. And, there's one other key advantage: Many employers turn first to their own interns and co-op students when they have jobs available."

ACT Launches Awards Targeting At-Risk Students

IOWA CITY, Iowa

Institutions that strive to help at-risk students are eligible for awards that will help them improve their services.

The ACT Awards Program is designed to benefit projects, studies, and programs that aim to increase empowerment of individuals whose life circumstances and environments could hinder their educational and career quests.

The Program seeks proposals for two types of activities: demonstration programs serving the education- and/or career-planning needs of at-risk students; and research studies designed to give information about education and/or career challenges and programs for at-risk students.

ACT will offer four to six awards each year with a total value of $50,000. Awards are for one-year periods and generally will be given in the form of ACT programs, services, consultation, and resources.

Applications for this award must be received by May 15. They can be obtained, along with additional information, on ACT's Web site: www.act.org/research/awards/index.html. Award winners will be announced by June 28.

Applications will be judged on description of the at-risk population to be served by the award, the applicant program's design and planning, how readily the program could be implemented in other settings, and the likelihood of the project being completed as planned.

The 2002 recipients were the Kenwood Academy (Ill.), Chicago State University (Ill.), University of Science and Arts of Oklahoma, University of Florida, Miami Northwestern High School (Fla.), and Purdue University (Ind.), in partnership with the Indianapolis Public Schools and the Indianapolis business community.

People-Places-Publications-Conferences

PEOPLE & PLACES

First Hispanic Female Assistant VP at Texas A&M-Kingsville

Texas A&M University-Kingsville named Mary L. González assistant vice president for special programs. She is the first Hispanic female to hold an assistant vice president position at the University.

The special programs department has more than 65 employees and several million dollars in federal resources. González is responsible for Student Support Services, the Ronald E. McNair Scholars Program, Upward Bound, Math and Science Upward Bound, the High School Equivalency Program, the College Exploration Program, the College Assistance Migrant Program, and the Educational Opportunity Center.

González received a bachelor's degree in business administration management and business administration finance and a master's in psychology from Texas A&M-Kingsville, and is currently pursuing a doctorate in educational human resources through Texas A&M.

Survey Indicates Minority Job Bias

WorkplaceDiversity.com According to a recent survey conducted by Workplace Diversity.com, a job search site for experienced diversity talent, a majority of those polled believe that minorities are treated unfairly in the workplace.

The survey results indicate that 72 percent of the participants believe that minorities were unfairly targeted for layoffs. Fifty-nine percent gave racial and gender bias as the primary reason for being singled out, followed by a lack of minorities in decision-making positions. Nearly 70 percent stated that ethnicity and gender present obstacles in seeking employment; and 76 percent indicated that employers don't clearly define or communicate equal opportunity or workplace diversity programs.

"Despite diversity initiatives, people still believe that minorities are the last hired and first fired," said Dan Honig, chief operating officer of WorplaceDiversity.com. He believes that company diversity departments must make minority employees aware of the programs available to them to avoid low employee morale and discrimination lawsuits.

FIU Celebrates Film Festival Milestone

Florida International University (FIU) recently celebrated the 20th anniversary of the Miami International Film Festival (MIFF), opening with the hit Spanish comedy "El Otro Lado de la Cama," directed by Emilio Martínez Lázaro, and closing with a romantic comedy from France, "Jet Lag," directed by Danièle Thompson.

The Festival debuted in 1984 and operated for 18 years under the direction of Nat Chediak, who helped introduce American audiences to directors such as Pedro Almodóvar and others.

Current MIFF Director Nicole Guillemet, in her second year at the helm, proudly introduced a new program, "Miami Encuentros (Miami Encounters)," running in conjunction with the Festival and aimed at supporting new Iberoamerican filmmakers.

"One can see from the strength and abundance of Spanish- and Portuguese-language films that the number of good filmmakers in these countries is growing," said Guillemet. "We already have many first- and second-time Iberoamerican directors represented in this year's Festival. Our goal is to nurture the next generation of filmmakers."

Lewis University Accepted in INS System

LEWIS UNIVERSITY The U.S. Immigration and Naturalization Service (INS) approved Lewis University (Ill.) to continue to enroll international students as part of the new INS Student and Exchange Visitor Information System (SEVIS).

SEVIS is an Internet-based system devised to maintain accurate and current information on non-immigrant students and their dependents. The system enables educational institutions to transmit electronic information through the Internet to the INS during an international student's or exchange visitor's stay in the U.S. The new SEVIS system allows the Department of State, INS, and Lewis University to keep tabs on an individual's status regarding change of address, program of study, and other details.

"We are very pleased that the INS has authorized our campus to continue to enroll international students under this new system because international students at Lewis bring a richness of cultures from around the world," said Annette Vitale-Salajanu, director of international student services at Lewis.

Tarrant Appoints Gonzales Vice Chancellor of Finance

The Tarrant County College District (Texas) appointed Rudy V. Gonzales vice chancellor for financial services.

Gonzales is a 28-year veteran of community college administration. He previously worked in the San Jacinto College District as vice chancellor of fiscal affairs, and at Midland College as vice president of administrative services. He is the former associate vice chancellor of fiscal affairs at Houston Community College and dean of administrative services at Southwest Texas Junior College.

Gonzales earned a bachelor's degree at Texas A&I University and master's at Sul Ross University. He has been pursuing a doctorate at the University of Houston.

"Celebración de Nuestra América" at DePaul

DEPAUL UNIVERSITY DePaul University's (Ill.) "Celebración de Nuestra América" recently presented "Toward a Chicana Arts Aesthetic: History, Memory, and Vision," featuring internationally recognized activist Cherríe Moraga and artist Celia Herrera Rodríguez.

Moraga discussed politics, activism, and art with students, and joined Herrera

Rodríguez in an informal discussion and "Lunch with Queer Students and Allies." Moraga is a noted playwright, poet, editor, essayist, and teacher. She co-edited the foundational text *This Bridge Called My Back* and authored *Loving in the War Years*, the first published work by an openly lesbian Chicana.

Herrera Rodríguez gave an overview of her trajectory as an artist and, in a "Discussion on the Chicano Art Movement," spoke of her art in relation to her Chicano roots and the Chicano art movement. She is a painter, performer, storyteller, and installation artist whose work reflects a full generation of dialogue with Chicano, Native American, pre-Columbian, and Mexican thought.

The DePaul "Celebración" also presented the "Roots of Cuban Jazz," featuring Basilio Márquez y Eclipse, a young and talented group from Las Tunas, Cuba.

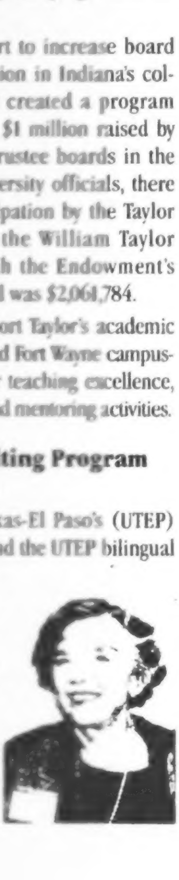
Lilly Endowment Gives Taylor $1 Million

Taylor University (Ind.) received a $1 million matching gift from Lilly Endowment Inc. as a result of a successful fund-raising campaign with its board of trustees.

Last year, in an effort to increase board participation and direction in Indiana's colleges, Lilly Endowment created a program that would match up to $1 million raised by college and university trustee boards in the state. According to University officials, there was 100 percent participation by the Taylor University Board and the William Taylor Foundation Board. With the Endowment's match, the amount raised was $2,061,784.

The money will support Taylor's academic programs at its Upland and Fort Wayne campuses, including support for teaching excellence, scholarship, publishing, and mentoring activities.

UTEP Bilingual Writing Program Hosts Poniatowska



The University of Texas-El Paso's (UTEP) College of Liberal Arts and the UTEP bilingual Master of Fine Arts (MFA) program in creative writing hosted a conversation with celebrated author Elena Poniatowska.

One of Latin America's most acclaimed, innovative, and socially conscious writers, Poniatowska was born in Paris to a Polish-French father and a Mexican mother, moved to Mexico in 1942, and became a Mexican citizen in 1969. She began as a journalist for *Excélsior* and published her first novel, *Lilus Kikus*, in 1955. Having published 16 books since then, she is perhaps best known for melding documentary and fiction, as in *Here's Tinisima* (1992).

"We're working hard to make this program in El Paso a truly international destination, while holding on to aspects of our border identity and reflecting those in how and what we teach," said Johnny Payne, director of the bilingual MFA program.

House Committee Members Favor Student Loan Forgiveness

Members of the U.S. House Committee on Education and the Workforce praised President Bush's proposal to expand federal student loan forgiveness to math, science, or special education teachers in disadvantaged schools for at least five years.

The average student loan debt of these teachers upon graduation is approximately $15,000, according to the Bush administration. Under current law, qualified elementary and high school teachers get $5,000 of federal student loans forgiven if they work for five consecutive years in schools that serve high poverty populations. But under the president's new plan, nearly 7,000 teachers nationwide would be eligible to receive an average benefit of $13,300.

"Many schools throughout the nation have difficulty finding teachers, especially for subjects like math and science," said Rep. Joe Wilson of South Carolina. "By raising the loan forgiveness amount, these schools will be able to hire the staff they need."

Brown Hosts Series on Race, Poverty, and Environmental Justice

The Center for Environmental Studies and the Center for the Study of Race and Ethnicity in America, at Brown University (R.I.), recently co-sponsored The Provost's Lecture Series on Race, Poverty, and Environmental Justice.

According to co-organizer Rachel Morello-Frosch, assistant professor at the Center for Environmental Studies and in the Medical School's Department of Community Health, the series brought a respected group of scholars to campus to speak about such diverse topics as asthma in New York City, the struggles for water rights among farmers in the Southwest, and the racial and class conflicts in urban park movements.

Lecturers included: Dorceta Taylor, associate professor of sociology and African American studies, University of Michigan; Darren Ranco, assistant professor of Native American studies/ethnic studies, University of California-Berkeley; Winona LaDuke, lecturer on native environmentalism, University of Minnesota; Robert Melchior Figueroa, visiting assistant professor of philosophy and religion, Colgate University; Julie Sze, Gaius Charles Bolin Fellow in American Studies and Environmental Studies, Williams College; and Devon Peña, professor of anthropology and American ethnic studies at the University of Washington.

Reyna Addresses Graduates at Texas Southmost

Ben Reyna, director of the U.S. Marshals Service and a distinguished alumnus of Texas Southmost College (TSC), addressed the graduates of his former school at TSC's eighth winter commencement.

Reyna began his law enforcement career with the Brownsville Police Department in 1976. During his 25-year career, he held several key positions, including commander of professional standards and emergency management coordinator. In 1995, he started a six-year stint as Brownsville police chief. In 1997, then-Gov. George W. Bush appointed him to the Texas Commission on Law Enforcement Office Standards and Education, and he became its presiding officer in 2000. The following year, after approval by the U.S. Senate, now-President Bush appointed Reyna as director of the U.S. Marshals Service.

Reyna earned an occupational technical certificate and associate's degree from TSC, a bachelor's from the University of Texas-Brownsville, and later graduated from the Federal Bureau of Investigation National Academy.

Nearly $10 Million Raised For CUNY Honors College

The Honors College of the City University of New York (CUNY) received four gifts that brought the total funds raised to nearly $10 million.

The William R. Kenan Jr. Charitable Trust awarded the College a $2.5 million grant, the May and Samuel Rudin Family Foundation and the Roger and Susan Hertog Charitable Fund each contributed $1 million, and UBS Paine Webber donated $400,000.

Donors include prominent realtor and City College alumnus Jack Rudin, a longtime CUNY benefactor; Roger Hertog, vice chairman of Alliance Capital Management Corp.; and Joseph J. Grano, Jr., UBS Paine Webber chairman and CEO.

Earlier major grants included $1.5 million each from the Andrew W. Mellon Foundation and the Herman Muehlstein Foundation, and $500,000 each from the New York Life Foundation, the Starr Foundation, and the Horace W. Goldsmith Foundation.

Loyola Marymount Receives $900,000 Grant

LOYOLA MARYMOUNT UNIVERSITY The James Irvine Foundation awarded Loyola Marymount University (LMU) in California $900,000 for three years to fund the University's "Linking the Intercultural Campus" diversity initiative.

The grant, the third and largest given to LMU by the James Irvine Foundation since 1994, will support the creation of three specific programs for underrepresented students.

The Academic Community of Excellence program is designed to increase retention and graduation rates by mentoring and instructing underrepresented students and helping them to increase their GPA. The Intercultural Dialogues program is a series of activities designed to help students build leadership ability, learn about other cultures, and enhance their own cultural identity. The Faculty Development and Course Transformation Initiative will incorporate diversity and inclusive teaching into LMU's core curriculum while diversifying faculty, administration, and the board of trustees.

Virginia President Is Honored for Anti-Substance Abuse Initiatives

The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention awarded John Casteen, president of the University of Virginia (UV), the Presidents Leadership Group Award, which recognizes college and university presidents who take an active role in addressing alcohol and drug problems on campus and in the community.

At UV, Casteen commissioned a campus-wide alcohol and drug task force and formed a permanent alcohol and drug advisory committee. Under his leadership, UV implemented several new policies such as parental notification, deferred fraternity and sorority rush, no readmission to football games, and specialized training for and increased presence of campus police.

Casteen also incorporated social norms marketing, increased peer education efforts, late-night weekend events, and summer orientation for all first-year students and their parents to prevent substance abuse on campus.

Estrada Nomination Results in Ever-Widening Rift

The debate on the bid to appoint Miguel A. Estrada (pictured) to the U.S. Circuit Court of Appeals has Hispanic organizations appealing for civility.

The National Council of La Raza (NCLR) expressed concern over attacks on the Congressional Hispanic Caucus (CHC), whose members have been termed "tyrannical," "racist," and "anti-Latino" by Estrada supporters. "We are deeply offended by these accusations," said Raúl Yzaguirre through an NCLR statement. "They are precisely the types of remarks we had hoped could be avoided in this discussion. They are insulting, unfair, and patently untrue."

Some organizations opposing Estrada's confirmation include CHC, Mexican American Legal Defense and Educational Fund, NAACP, and Puerto Rican Legal Defense and Education Fund. Supporters include the Association for the Advancement of Mexican Americans, League of United Latin American Citizens, and The Latino Coalition. NCLR has remained neutral.

Estrada, who has argued 15 cases before the U.S. Supreme Court, is currently a partner in the Washington, D.C., office of Gibson, Dunn & Crutcher LLP. From 1992 until 1997, Estrada was assistant to the solicitor general of the United States. He previously was an assistant U.S. attorney and deputy chief of the Appellate Section, U.S. Attorney's Office, Southern District of New York. In those capacities, he represented the government in numerous jury trials and in many appeals before the U.S. Court of Appeals for the Second Circuit.

NYU's Pratt Named MLA President

The Modern Language Association (MLA) named Mary Louise Pratt, Silver Professor of Spanish and Portuguese and professor of comparative literature at New York University, the 2003 MLA president.

Pratt's academic concentration is Latin American literature, culture, and literary theory. She is a member of the Latin American Studies Association and the National Congress of Latin Americanists, a recipient of Guggenheim, NEH, and ACLA fellowships, a winner of the Dean's Award for Distinguished Teaching at Stanford University, and a fellow at the Center of Advanced Study in the Behavioral Sciences. She is the author of *La Novela Frente al Nuevo Contrato Social*, *Imperial Eyes: Travel Writing and Transculturation*.

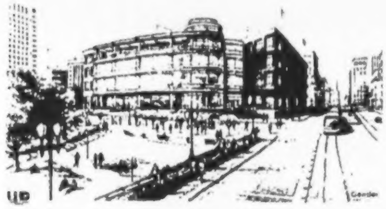
Pratt earned a bachelor's degree in modern languages and literature from the University of Toronto, a master's in linguistics at the University of Illinois, and a doctorate in comparative literature at Stanford University.

News from Alamo District

- Palo Alto College of the Alamo Community College District (ACCD) in Texas awarded 652 students with scholarships at an award ceremony late last year. Community philanthropists and college donors Jean Migliorino and Philip Piccione were the keynote speakers.
- San Antonio College music students Celeste Curiel, Sergio De Los Santos, and Jonessa Barrios received $1,000 scholarships from the Gardenia and Musical Club of San Antonio.
- The Texas Technical Society named Juan Villela, an air conditioning and refrigeration instructor at St. Philip's College (SPC), the 2002 Technical Educator of the Year. Villela himself was a student at SPC, taking classes in the same field he now teaches.
- The Texas Workforce Commission awarded the Women's Center and Adult Re-Entry Program at San Antonio College a self-sufficiency grant for $341,160. The one-year grant will be used to provide technical training to 120 participants in the medical administrative assistant field through the Center's Connections Program.

New Classroom Building at Houston-Downtown

In Texas, the University of Houston-Downtown (UHD) celebrated a ceremonial groundbreaking for a much needed 90,000 square-foot building that will house its criminal justice and education departments.



Since its establishment in 1976, UHD has continued to grow and hire faculty members, but has lacked the physical space to accommodate them. In the last two years alone, it hired 18 faculty members, who were squeezed into office space within the existing structure. According to the Texas Higher Education Coordinating Board, UHD has a space deficit of more than 240,000 square feet.

The new building will include academic departments, faculty offices, and 25 classrooms and computer instruction labs. The project is financed with $18.2 million in tuition revenue bonds authorized by the 77th Legislature and is scheduled to open for the fall 2004 semester.

D'Amico Visits with Grossmont Chancellor

Dr. Omero Suárez, chancellor of the Grossmont-Cuyamaca Community College District, recently hosted Carol D'Amico, assistant secretary of the U.S. Department of Education's Office of Vocational and Adult Education, during D'Amico's visit to the East County Career Center, a model job placement and training facility in California.

D'Amico visited the facility because of her interest in model programs funded by the Workforce Investment Act, up for reauthorization by Congress this year. The act, signed into law in 1998, prompted the private and public sectors to jointly create a national, one-stop program for job training and placement services.

The Center, the first of its kind in California when it opened in 1977, serves both job seekers and employers looking to hire pre-screened, job-ready applicants. It provides free services to approximately 4,000 people a year. Grossmont College is one of the service providers at the facility, operating an on-site computer lab and providing career assessment services.

HACU Wants to Eliminate Digital Divide in Higher Ed

A statement released by the Hispanic Association of Colleges and Universities (HACU) expressed strong support for Virginia Sen. George Allen's legislative plan to close the information technology gap in American higher education.

Allen's initiative would provide federal assistance to Hispanic-Serving Institutions (HSIs) and other Minority-Serving Institutions (MSIs).

HACU reports that U.S. Department of Commerce studies indicate that more than half of U.S. households have computers and more than four of every 10 have Internet access. For Hispanic households, only one-third have computers and two of every 10 have Internet access. HACU states that the same studies document that in 2000 Hispanics made nearly 27 percent less individual use of the Internet than non-Hispanic Whites.

According to HACU, "'digital divide' is not an empty buzzword, but a reality in our nation. While all sectors of society are acquiring greater access to information technology and the Internet, the gap between the better educated and those behind them is widening."

UTPB Hosts 12th Annual Bilingual Education Conference

The University of Texas of the Permian Basin recently held its 12th annual bilingual education conference for educators and parents.

The two-day event, "Languages Illuminating the Way to Academic Success/ Idiomas Illuminando el Camino Hacia el Exito Academico," featured keynote speakers James Crawford (pictured) and David and Yvonne Freeman.

Crawford is a Washington-based writer specializing in education and language policy. He has authored five books, including *At War With Diversity: U.S. Policy in an Age of Anxiety*. The Freemans are professors in the College of Education at the University of Texas-Pan American. They wrote the English as a Second Language curriculum program "On Our Way to English" and several books including *Between Worlds: Access to Second Language Acquisition*.

INS Launches Public Outreach Campaign

The Immigration and Naturalization Service (INS) began a nationwide outreach campaign, concentrated in Los Angeles, Chicago, Houston, and New York City, to encourage eligible individuals to file for legalization benefits by the deadline of June 4, 2003.

Through 30-second, Spanish-language radio and television spots, the INS aims to reach more than 200,000 long-term U.S. residents who could apply for legal status under the Legal Immigration and Family Equity (LIFE) Act.

Eligibility is based on applicants having entered the U.S. before Jan. 1, 1982, and resided in continuous unlawful status through May 4, 1988, including being physically present in the U.S. from Nov. 6, 1986, until May 4, 1988. In addition, applicants must also have filed a written claim for class membership in one of three class action lawsuits from the 1986 Legalization, or Amnesty, program for illegal immigrants. Additional information is available: (800) 375-5283; Web site, www.ins.gov.

Domínguez Hills Administrator Selected for NCAA Fellowship

The National Collegiate Athletic Association (NCAA) selected California State University-Domínguez Hills (CSU DH) Associate Athletic Director Julie Sandoval for its Fellows Leadership Program.

The NCAA fellowship is an 18-month development program for minorities and women who aspire to hold positions such as athletics director and conference commissioner. Sandoval will be involved in a number of administrative expe-

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riences, which include training in marketing, public relations, budgeting, booster relations, leadership, compliance, fund raising, diversity, and management.

Sandoval supervises five women's sports and is the compliance coordinator at CSUDH. Earlier, she was assistant women's volleyball coach at California State University-Fullerton. She also coached women's volleyball at Santa Clara University, California Polytechnic State University, and Saddleback Community College. She holds a bachelor's degree from Long Beach State University and master's from Santa Clara University.

Women's Summit at Bryant

Bryant College (R.I.) held its sixth women's summit, "The Character of Leadership."

The event included a day of discussions, workshop sessions, and networking opportunities with recognized business leaders and professional women, aimed at cultivating leadership skills and reinforcing values in the workplace. The conference was chaired by Kati Machtley and attended by more than 750 women and men.

The summit featured keynote speakers Sherron Watkins, Enron whistleblower and one of *Time* magazine's 2002 "Persons of the Year"; Soledad O'Brien, co-anchor of NBC's morning news program "Weekend Today"; and Dr. Traci Lynn, whose innovative business practices as founder of Traci Lynn International were highlighted on "Good Morning America" and in *Essence* magazine.

Barry Honors Univision Anchor

Barry University (Fla.) awarded Jorge Ramos the 2003 David Brinkley Award for Excellence in Communication.

Ramos has worked as an anchorman for "Noticiero Univision" for the last 15 years. One of the most widely recognized journalists in Hispanic television, Ramos has been presented with seven Emmy awards and received 2001 María Moors Cabot Award for excellence in reporting on Latin America. He is the author of four books and writes weekly columns for more than 35 newspapers in the U.S. and Latin America.

Previous recipients of the Barry University David Brinkley Award for Excellence in Communication include Tim Russert, Helen Thomas, and Ted Koppel.

NIH-Supported Grants Support Childhood Diabetes Research

The National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) awarded research training and career development grants to seven medical centers in order to enlarge the pool of pediatric endocrinologists conducting diabetes research.

The awards went to Baylor College of Medicine, University of Colorado Health Sciences Center, Washington University School of Medicine, Joslin Diabetes Center, Children's Hospital of Pittsburgh, The Children's Hospital of Philadelphia, and Yale University, all of which, according to NIDDK, demonstrated strong research programs in childhood diabetes.

The awards, through grant mechanisms of the National Institutes of Health (NIH), provide two- to three-year fellowship training as well as two to three additional years of support for a junior clinical investigator in diabetes. The funding supports up to five positions at each medical center. Each individual center is free to decide how many of the five slots will be reserved for pediatric endocrinology fellows or investigators.

UNM and Mt. SAC Sign Articulation Agreement

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The University of New Mexico (UNM) and Mt. San Antonio College (Mt. SAC) in California recently entered into an articulation agreement to encourage minority students to pursue higher education after community college.

The agreement allows students from Mt. SAC to transfer course credits to UNM. In addition, the Summer Bridge program at UNM invites minority students from the greater Los Angeles area to attend special programs to familiarize themselves with the college experience. Those students who go on to attend community college at Mt. SAC will then be able to come back to UNM to complete a college degree.

"The University of New Mexico has programs of excellence to serve minority students. We want to reach out across state lines to bring those students interested in pursuing higher education to our campus," said Eliseo Torres, vice president for student affairs at UNM.

Ortiz Named Student Laureate at Elmhurst

Elmhurst College (Ill.) selected senior Erica Ortiz as student laureate to the Lincoln Academy of Illinois.

The Lincoln laureate award is presented annually to one senior at each of the 50 participating four-year colleges and universities in Illinois. Student laureates are chosen for their commitment to helping their school and community.

Ortiz has maintained a 3.58 GPA in the Elmhurst nursing curriculum. On campus, she served as a resident advisor for three years, a member of the Intercultural Committee for two years, and is currently chair of the Service Committee for Residence Life. In the community, she teaches catechism classes in Spanish, has helped raise money for research for the American Cancer Society, and has helped both the Knights of Columbus and the Ray Graham Association provide services to children and mentally challenged individuals.

NJIT Students in PBS Documentary

Juan Calles, Anita Hurtado, and Dimple Amleshvarwala, three minority students at the New Jersey Institute of Technology (NJIT), were featured in a Public Broadcast Service (PBS) documentary about the National Action Council for Minorities in Education (NACME), a nonprofit group whose mission is to increase the number of minority engineers.

The documentary deals with the high cost of obtaining an engineering or technical degree, which discourages many minority students. The film notes that minority students constitute 18 percent of the college population, but only 1 percent of all engineering graduates are minorities.

The three NJIT senior students received scholarships and internships from NACME and belong to NJIT's Educational Opportunity Program. Calles is a computer engineering major; Hurtado, a chemical engineering major; and Amleshvarwala, a computer science major. They all give credit to NACME for enabling them to afford college.

SUNY-Rockland Expands Diversity Offerings

Photo © Collette Fournier/SUNY-RCC

For 10 years, the pluralism and diversity in America (PDA) curriculum at State University of New York (SUNY)-Rockland Community College has branched out to many courses that explore diversity in various disciplines.

Students at SUNY-Rockland can choose from a variety of venues to fulfill the PDA requirement. Courses offered include: Families in Five Cultures, Pluralism and Diversity in American Art, Mass Communications in a Pluralistic Society, American Values in Literature, Pluralism and Diversity in American Religions, Coming to America: Geographical and Historical Perspectives on Immigration, Food and Culture in America, Music in America, Pluralism and Diversity in Business and Industry, Pluralism and Diversity in Health Care, and Women, Men, Sex, and Power.

Carolina Sosa (pictured), assistant professor of pluralism and diversity, is coordinating a review of the program, which includes student evaluations. Sosa also coordinates a series of PDA dialogues each semester.

Institute of International Education Presents Heiskell Awards

INSTITUTE OF INTERNATIONAL EDUCATION The Institute of International Education (IIE) in New York presented 10 U.S. schools with the Andrew Heiskell Awards for Innovation in International Education for encouraging international study and instruction.

The Chatham College Global Focus Program received the award in Internationalizing the Campus; Fox Valley Technical College's Transatlantic Automotive Technology Project won in the Study Abroad category; and in the Outstanding Faculty Program division, Colorado State University won for its International Development Studies Faculty Mentoring Program. Presidential recognition was given to Carnegie Mellon University's Technology Enhanced Learning in International Education program. The winners received $1,000 and were featured in *IIENetworker* magazine.

IIE also gave honorable mention to Missouri Southern State College and Connecticut College in the Internationalizing the Campus category; the University of Southern Mississippi and Lake Superior College in the Study Abroad division; and California State University-San Bernardino and the University of Richmond in the Outstanding Faculty Program category.

CSUN Ranked in Top Five for Undergrad Performance

California State University Northridge The National Science Foundation ranked California State University-Northridge (CSUN) one of the top five colleges and universities in the nation for producing undergraduates who go on to obtain doctoral degrees in science and engineering.

Broken down by specific majors, CSUN ranked third for the number of graduates who obtained doctorates in science and ninth for the number of graduates who earned doctorates in engineering.

CSUN also ranked first in the number of graduates continuing their education to receive doctorates in psychology, fifth in the social sciences, and eighth in the biological sciences.

Cornell Selects Lehman As 11th President

Jeffrey S. Lehman (pictured), dean of the University of Michigan Law School and national leader in higher education, was named Cornell University's (N.Y.) 11th president. He will assume the presidency July 1, succeeding Hunter Rawlings, chair of both the Association of American Universities and the Council of Ivy League Presidents.

Lehman will be the first Cornell alumnus to serve as president of the University. He received an undergraduate degree in mathematics from Cornell in 1977. He also holds advanced degrees in law and in public policy from the University of Michigan.

"It's a great honor to assume the presidency of a university that is one of New York's signal contributions to the world. Cornell's founding vision was remarkable: to be nonsectarian, coeducational, racially integrated, and at the same time to stand proudly among our nation's superb research universities," said Lehman.

News from Rensselaer

Rensselaer

- Rensselaer Polytechnic Institute (N.Y.) established the William Randolph Hearst Endowed Scholarship with the help of a $100,000 gift from the William Randolph Hearst Foundations. To be eligible, students must be African American, Latino, or Native American and demonstrate financial need, a solid academic record, work experience, career and educational aspirations, and participation in school and community activities. The scholarship pays for one academic year with the possibility of renewal.
- Rensselaer formed an alliance with Cornell University, Syracuse University, and the University of Puerto Rico at Mayagüez that is supported by a $2.5 million grant by the National Science Foundation. The Universities hope to enroll more minority students in graduate programs and produce more minority professors by recruiting and providing summer graduate programs and multi-year aid packages.
- Rensselaer President Shirley Ann Jackson is recognized alongside Colin Powell, Halle Berry, Oprah Winfrey, Maya Angelou, and Condoleezza Rice in *50 of The Most Inspiring African-Americans*, a recently published book by *Essence*.

CUNY Chancellor Unveils New Initiatives

City University of New York (CUNY) Chancellor Matthew Goldstein recently unveiled CUNY initiatives that he claims will enhance both academic offerings and financial support while meeting new fiscal challenges.

Goldstein's plans include: linking tuition increases to changes in economic indicators, renewing and rebuilding full-time faculty, creating new schools of journalism and professional studies and a new scientific research facility and computer simulation center, centralizing administrative functions, generating revenue through fund raising, leveraging capital funds by working with private developers to create mixed academic-commercial facilities, and rebuilding physical facilities.

According to Goldstein, the city and state of New York are facing the most serious financial crisis in recent memory. "CUNY is adopting new business practices to work smarter and use shared strategies to reduce administrative costs," he said. "Such measures are already achieving millions of dollars in savings on several campuses. Our challenge is to maintain momentum. It's a big challenge."

Hilliard Kicks Off Florida International Lecture Series

The Center for Urban Education and Innovation in the College of Education at Florida International University kicked off the Visiting Eminent Scholar Lecture Series with guest speaker Asa G. Hilliard III.

Hilliard, an authority in the field of education, is the Fuller E. Callaway Professor of Urban Education at Georgia State University. He is known for encouraging teachers to push students who are regarded as the most likely candidates for failure. During his 40-year career, Hilliard has written many papers, articles, and books on testing, teaching strategies, public policy, and cultural styles.

The series also featured authors and educators: Pedro Noguera of the Harvard Graduate School of Education; Theresa Perry of Wheelock College; Charles Payne of Duke University; Robert Moses, founder of The Algebra Project and a recipient of both the Heinz Award and the MacArthur "Genius" fellowship; and Elaine Brown, former chairperson of the Black Panther Party.

"Miami is the perfect environment for an honest conversation on how we teach multicultural children in urban classrooms," said Lisa Delpit, Center director.

Law Firm Gives $40K to Minority Students

FOLEY & LARDNER The national law firm of Foley & Lardner awarded $5000 to each of eight first-year, minority law students through its fifth annual Minority Scholarship Program.

The winners were: Tulani Giscombe of Duke University, Karla Haynes of the University of Florida, Joana Benjamin of Georgetown University, Christopher Reynolds of the University of Michigan, Adewale Oduye of Northwestern University, Kelly Horvath of Stanford University, Isabel Cesanto of the University of California-Los Angeles, and Janel George of the University of Wisconsin.

Foley & Lardner's Minority Scholarship is awarded yearly to first-year students at each of these eight law schools. The scholarships are designed to help minority students pursue a legal education, in hopes of ultimately creating a culturally diverse legal community. Winners are selected based on involvement in community activities or minority student organizations, undergraduate performance, and personal achievements.

HCF Gets $150,000 Grant

Hispanic College Fund, Inc. The Sodexho Foundation awarded the Hispanic College Fund (HCF), Inc., $150,000 to provide financial assistance to Hispanic business students.

The Sodexho scholarship covers the cost of tuition, fees, books, and supplies for financially disadvantaged Hispanic high school seniors accepted by a college or university. Recipients must maintain a 3.0 GPA and demonstrate involvement in programs dedicated to fighting hunger.

Fernando Barrueta, HCF president and CEO, said the grant will help produce the next wave of Hispanic business leaders. "This funding will enable some of our most promising young people to earn a college degree and launch themselves a successful career," he said.

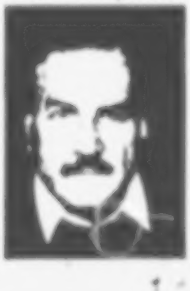
Farmingdale Student Receives Schmidt Scholarship

Farmingdale State University Farmingdale State University of New York awarded Jonathan Cubillos the annual Charles O. Schmidt Memorial Scholarship.

Cubillos, enrolled in Farmingdale's aviation administration program, has earned a 3.62 GPA and plans to finish his bachelor's degree by January 2004. He is a member of the Math Club, the American Association of Airport Executives, and the Farmingdale Christian Club.

Cubillos participated in an emergency response drill with Jet Blue Airlines at John F. Kennedy International Airport and plans to become a commercial pilot. He will continue his education, working on a master's degree in business administration.

Fuentes Speaks at California Lutheran



Carlos Fuentes, Mexican novelist, historian, and former ambassador to France, spoke at California Lutheran University on "History and Imagination," as part of the annual Artists and Speakers Series.

Fuentes also read from his latest bestseller, *Inez*, and from his historical epic, *Old Gringo*, which was the first by a Mexican author to become a bestseller in the United States and was later adapted to film, starring Jane Fonda and Gregory Peck. He concluded his presentation with a question-and-answer session.

In 1984, Fuentes won the National Prize in Literature; while serving as the Mexican ambassador to France in 1992, French President Francois Mitterand awarded him the Legion of Honor; and in 1998, King Juan Carlos of Spain presented him with the Miguel de Cervantes Prize. Fuentes is also the third recipient of the Romulo Gallegos Prize for his work, *Terra Nostra*.

House Committee Touts Support For Education Reform

The U.S. House of Representatives Committee on Education and the Workforce said that support for the No Child Left Behind Act is stronger than ever, more than one year after the bill's signing.

The Committee cited a new national survey released by the nonpartisan group Americans for Better Education.

According to the survey, 66 percent of Americans stated that they believe that raising standards and accountability is more important to improving education than is increasing funding. Ninety-one percent supported requiring public schools to set and meet goals every year to ensure children are learning. Ninety-one percent supported requiring states to have a highly qualified teacher in every public classroom by 2005, even if additional training is necessary. Ninety-one percent supported requiring school districts to give parents annual report cards on the overall academic performance of schools; and 76 percent supported allowing parents with children in underachieving schools to transfer their children to a better public or charter school.

May 1 Deadline for Innovative Leadership Award Nominations

The National Center for Public Policy and Higher Education announced a May 1 deadline for Virginia B. Smith Innovative Leadership Award nominations and applications.

The Innovative Leadership Award, jointly administered by the Council for Adult and Experiential Learning and the National Center for Public Policy and Higher Education, recognizes individuals who have demonstrated their ability to foster changes in higher education that result in substantial improvement. Such improvements should benefit students by enhancing learning and, whenever possible, should lead to a more effective use of resources.

Candidates' work and accomplishments should reflect the leadership qualities this award seeks to recognize. Yet candidates should be at a stage in their careers when their most significant contributions may lie in the future.

A stipend of $2,500 accompanies the Award. For more information, go to www.highereducation.org/vsmithaward/

PUBLICATIONS

A Whistler in the Nightworld: Short Fiction from the Latin Americas

Thomas Colchie, ed.

An anthology of the best of contemporary Latin American fiction, featuring such diverse authors as Julia Alvarez, Junot Díaz, Laura Esquivel, Pedro Juan Gutiérrez, and Laura Restrepo. Together, the collection represents the wide spectrum of Latin American writing. Fourteen of the 21 stories have never before been published in English.

2002. 432 pgs. ISBN 0-452-28358-2. $16.00 paper. Plume. (800) 788-6262.

Dark Shamans: Kanaimà and the Poetics of Violent Death

By Neil L. Whitehead

On the little-known and darker side of shamanism there exists an ancient form of sorcery called kanaimà, a practice still observed among the Amerindians of the highlands of Guyana, Venezuela, and Brazil. This book offers a sustained, intimate look at kanaimà, its practitioners, their victims, and the reasons for their actions.

2002. 309 pgs. ISBN 0-8223-2988-3. $19.95 paper. Duke University Press. (888) 651-0122.

Ending Discrimination in Special Education

By Herbert Grossman

In this new edition, clinical psychologist and special educator Herbert Grossman goes into detail about the solutions to problems of discrimination in special education.

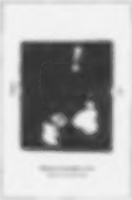
2002. 124 pgs. ISBN 0-398-07304-X. $20.95 paper. Charles C. Thomas. (800) 258-8980.

Pedro Páramo (UT Press edition)

By Juan Rulfo

Photographs by Josephine Sacabo

This dreamlike tale set in a rural Mexican village intertwines a man's quest to find his lost father and reclaim his patrimony with his father's obsessive love for a woman who will not be possessed. Based on the imaginations of two artists—writer Juan Rulfo and photographer Josephine Sacabo. Translated by Margaret Sayers Peden.



2002. 163 pgs. ISBN 0-292-77121-5. $35.00 cloth. University of Texas Press. (800) 252-3206.

The Health of the Country: How American Settlers Understood Themselves and Their Land

By Conevery Bolton Valenčius

Pairing original research with the voices of the settlers of the American West—quoted throughout from letters, journals, newspapers, doctor reports, slave testimony, and even tall tales—Conevery Bolton Valenčius brings to life the excitement and drama of the Western Expansion as seen through the lens of environmental health.

THE HEALTH
OF THE
COUNTRY

2002. 388 pgs. ISBN 0-465-08986-0. $30.00 cloth. Basic Books. (800) 386-5656.

Sobral Pinto, "The Conscience of Brazil": Leading the Attack against Vargas (1930-1945)

By John W.F. Dulles

Brazilian lawyer Sobral Pinto was the most forceful opponent of dictator Getúlio Vargas. Through legal cases, activism in the Catholic and lawyers' association, newspaper polemics, and a voluminous correspondence with top figures, victims, and relatives, he fought for democracy, morality, and justice. This is the first of a projected two-volume biography on Pinto.

Sobral Pinto

2002. 415 pgs. ISBN 0-292-71616-8. $60.00 cloth. University of Texas Press. (800) 252-3206.

The Mythology of Mexico and Central America

By John Bierhorst

This expansive volume brings light to the gods and heroes of pre-Columbian times and argues that they are very much alive today. The book provides translations of 20 "basic myths," and explains how they have influenced the artistic, literary, and political life of modern Mexico and Central America.

2002. 249 pgs. ISBN 0-19-514621-2. $18.95 paper. Oxford University Press. (800) 451-7556.

Culture and Customs of Spain

By Edward F. Stanton

Modern Spain is vibrantly described in this colorful overview of its startling variety of landscape, people, and culture. Included are chapters on religion, customs, media, cinema, literature, performing arts, and visual arts, as well as a context chapter. A chronology and glossary complement the text.

2002. 232 pgs. ISBN 0-313-31463-2. $44.95 cloth. Greenwood Press. (800) 225-5800.

Wifredo Lam and the International Avant-Garde, 1923-1982

By Lowery Stokes Sims

With its signature style that marries Cubism and Surrealism with Afro-Cuban and Caribbean motifs, the art of Wifredo Lam occupies a unique position in the history of modern art. This wide-ranging study explores Lam's enduring contribution to the world of art history—the reclamation and projection of an African identity within mainstream art.

2002. 311 pgs. ISBN 0-292-77750-7. $39.95 cloth. University of Texas Press. (800) 252-3206.

Home Movies of Narcissus

By Rane Arroyo

In his fourth collection of poetry, University of Toledo creative writing professor Rane

Arroyo writes about growing up in a family, history, and culture. His poems explore love, politics, sexuality, family, gay identity and alienation, and Latino identity.

2002. 80 pgs. ISBN 0-8165-2195-6. $14.95 paper. University of Arizona Press. (800) 626-3797.

CONFERENCES

AERA's 84th Annual Meeting

April 21-25

The American Educational Research Association holds its 84th Annual Meeting, with the theme "Accountability for Educational Quality: Shared Responsibility." In Chicago, Ill.

Contact: AERA, (202) 223-9485; fax, (202) 775-1824; Web site, http://aera.net/meeting/am2003/

14th Annual National Service-Learning Conference

April 23-26

Join colleagues, educators, youths, policymakers, and community representatives at this National Youth Leadership Council event, with the theme "Weaving the Fabric of Community: A Celebration of Service-Learning." In Minneapolis, Minn.

Contact: National Youth Leadership Council, (800) 366-6952; Web site, www.nylc.org

NACADA South Central Regional Conference

April 24-26

This National Academic Advising Association conference, with the theme "Advising and All that Jazz," notes that promoting a positive and rewarding learning experience for students is one aspect of advising. At the Sheraton Baton Rouge, Baton Rouge, La.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NACADA Northwest & Pacific Regional Conference

April 30-May 2

"Academic Advisors as Gardeners: Cultivating Competence & Confidence" is the theme of this conference of the National Academic Advising Association, which will focus on successful advisors and advising programs. At the Ramada Plaza Vancouver Airport Conference Resort, Vancouver, British Columbia.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NAGAP 16th Annual Conference

April 30-May 2

This National Association of Graduate Admissions Professionals event is for educational administrators, faculty, student affairs professionals, members of the private sector, and others interested in the pursuit of qualified graduate students and qualified graduate education. At Hilton New Orleans Riverside, New Orleans, La.

NATIONAL ASSOCIATION OF HISPANIC JOURNALISTS
21st Annual Convention
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For more information please contact:
NAHJ New York Convention
1000 National Press Building
529 14th Street, NW
Washington, DC 20045-2001
Phone: (202-662-7460)
Email: regist@nahj.org

Rensselaer

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Department of Science and Technology Studies

The Department of Science and Technology Studies invites applications for the position of Professor and Chair, to begin Fall 2003 or by arrangement with a chosen candidate. Applicants should be senior scholars with a proven record of administrative ability, as well as a strong record of scholarly productivity. The successful candidate's research interests should complement the department's well-established practice, among both faculty and graduate students, of studying relationships between science and technology from a variety of scholarly perspectives. For further information about faculty and graduate student research interests, see the departmental Web site http://www.rpi.edu/dept/sts.

The department offers B.S., M.S. and Ph.D. degrees. Undergraduate teaching specializations include social aspects of information, the environment, medicine and health, and law and policy, as well as interdisciplinary programs in Product Design and Innovation and Ecological Economics, Values and Policy. The successful candidate will be expected to: contribute to and nurture the interdisciplinary activity of the department; serve as an advocate for department faculty; and further the department's collaborative efforts across campus and in the larger community.

Rensselaer is a private, non-sectarian, nationally ranked university with 350 faculty serving 8,000 students. Screening will begin May 1 and continue until the position is filled. Applicants should submit a letter of interest, curriculum vitae and five letters of reference to:

Professor Lee Odell, Associate Dean
School of Humanities and Social Sciences
Rensselaer Polytechnic Institute
110 8th Street, Troy, NY 12180-3590

Rensselaer is an Equal Opportunity/Affirmative Action Employer
Women and Minorities are strongly encouraged to apply.

Contact: Connie Gutiérrez, (480) 990-1887; e-mail, connie@mcsource.net; Web site, www.nagap.org

ASPIRA Conference

May 4-6

Join ASPIRA at its 5th Annual Latino Education Conference. The theme this year is "The Latino School Dropout Dilemma: An Agenda for Action." Presenters will explore this phenomenon, its root causes, the current state of affairs, programs that show promise, and proposed solutions. At the Riviera Hotel, Las Vegas, Nev.

Contact: Carmen Torres, (973) 484-7554; e-mail, ctorres@nj.aspira.org; Web site, www.latinoedconference.org

ASM's 10th Undergraduate Microbiology Education Conference

May 16-18

The plenary sessions at this American Society for Microbiology event include: Biocomplexity, Rita Colwell, director, National Science Foundation; The Human Genome Project, Francis S. Collins, director, National Human Genome Research Institute, National Institutes of Health; and The Scholarship of Teaching and Learning, Lee S. Schulman, The Carnegie Foundation for the Advancement of Teaching. At the University of Maryland, College Park, Md.

Contact: Carlos Pelham, (202) 942-9317; e-mail, EducationResources@asmusa.org

NISOD 25th Annual Conference

May 25-28

The National Institute for Staff and Organizational Development (NISOD), a 600-member international consortium of community colleges and universities worldwide, proudly presents, in its silver anniversary year, the "International Conference on Teaching and Leadership Excellence." In Austin, Texas.

Contact: Margot Pérez-Greene, director, NISOD, (512) 471-1663; e-mail, mpg@mail.utexas.edu

NAFSA 55th Annual Conference

May 25-30

The 55th annual conference of NAFSA: Association of International Educators offers a unique crossroads for representatives of colleges and universities, government and private agencies, educational associations, exchange and community organizations, institutions, corporations, and foundations to meet and share innovative ideas and practices. In Salt Lake City, Utah.

Contact: (202) 737-3699; e-mail, Conference@nafsa.org; Web site, www.nafsa.org

NCORE 2003

May 27-31

The 16th annual National Conference on Race & Ethnicity in American Higher Education will be one of the most comprehensive national forums on issues of race and ethnicity in American higher education. In San Francisco, Calif.

Contact: The Southwest Center for Human Relations Studies, College of Continuing Education, University of Oklahoma, (405) 292-4172; fax, (405) 292-4177; Web site, www.ncore.ou.edu

Director of the Carl A. Fields Center for Equality and Cultural Understanding Princeton University

Req#2886

Reporting to the Dean of Undergraduate Students, the director is responsible for the program and administration of the Fields Center. An integral part of the Dean's Office, the Center provides programming focusing on diversity, equity and cultural pluralism. It is a space where all members of the University community are welcome. The director is part of a larger institutional team that supports multiculturalism on the campus and is committed to enhancing the quality of life and enriching the experiences of students of color in the University. The director must be able to work independently and as part of a team of student life professionals who support the academic enterprise of the University by providing opportunities for learning and growth outside the classroom.

The director, in conjunction with the student governance board, is responsible for coordinating and implementing educational and cultural programs focusing on diversity-related issues. The director addresses issues of campus climate and advises individual students and groups. The qualified candidate must demonstrate an understanding of issues significant to diverse communities and support their inclusion in the Center and its activities. Specifically, the director must collaborate with other campus centers, academic and administrative departments, residential colleges and student groups and organizations in planning and implementing the Center's programs. The director manages the budget of the Center and the facility and oversees the work of student and support staff. The director also shares with the dean, responsibility for supervising the director of Community House, a community service organization housed in the Fields Center. As part of the dean's staff, the director participates in the development of policies and programs affecting undergraduates and shares with colleagues responsibilities for committee assignments, emergency on-call duty and other duties assigned by the dean.

Candidates for this position should present the following background and experience:

- masters degree required in an appropriate discipline
- minimum of three years relevant experience in higher education which includes a direct involvement in program development or administration
- experience in dealing with diversity-related questions
- sensitivity to the needs and concerns of students from diverse social, economic and religious backgrounds
- demonstrated organizational and problem solving abilities
- strong interpersonal skills
- ability to communicate well orally and in writing
- appreciation for the academic enterprise within a rigorous intellectual environment such as Princeton University

Experience and skills preferred but not required: supervisory and budgetary experience, facilities management; group facilitation skills, mediation or conflict management experience; experience managing change in the work environment (technology, resources, job priorities); experience at a liberal arts institution similar to Princeton in mission and academic profile; administrative experience in student life; knowledge of MSWord and Access.

Position is a full-time, twelve-month appointment beginning in August 2003; starting date somewhat negotiable. Review of resumes will begin immediately. For full consideration, please apply by April 25, 2003.

Send resume/cover letter as Word attachment to **jobs@princeton.edu with req#2886** in subject line or mail to: **Princeton University, One New South, HR - Req#2886, Princeton, NJ 08544**

Princeton University

www.princeton.edu/hr

Princeton University is an equal opportunity affirmative action employer.

Book Review

By Mark Saad Saka

***Latino Social Movements: Historical and Theoretical Perspectives*, edited by Rodolfo D. Torres and George Katsiaficas.** 240 pages. Routledge Press, 1999. ISBN 0415922992. $18.95 paper.

With an emphasis on class politics, community development, patriarchy, and capital, Rodolfo Torres and George Katsiaficas have compiled an impressive array of essays tracing the formation of Latino political and social movements in the post-industrial capitalist era.

The broad reach incorporates Chicano farmworkers' struggles, Puerto Rican social and political movements in New York and California, anti-colonial Chicana feminism, and the state of Latino immigrant workers in the modern apparel industry.

This much-needed and illuminating collection would be useful in any class dealing with ethnic politics, the sociology of race and class, or the role of the Latino population in the 21st century. I recently used it in a seminar on Chicano politics.

This book fills a critical void in scholarly literature that has until very recently neglected the Latino place in American society.

LATINO
SOCIAL
MOVEMENTS

Three essays particularly stand out as examples of its scope. Edna Bonavich examines the return of sweatshop labor in the Los Angeles apparel industry, largely built upon the backs of a politically disenfranchised Latino workforce. Enduring an apartheid-like labor structure, Latino workers, many of them undocumented women, toil under a subcontracting system that divides and disperses garment workers into a multi-layered manufacturing order. Bonavich demonstrates conclusively how that system serves as an effective mechanism of labor control. By allowing manufacturers to pit contractors against one another in bidding for work, the industry inhibits unionization and denies workers the benefits of collective bargaining, political representation, enforcement of basic labor rights, minimum wage protection, and health and safety standards.

Bonavich demonstrates how Latino workers form the growing underclass of a post-industrial society in which a racially segregated workforce performs the manufacturing and production of luxury goods and high-cost apparel for a largely White middle-class suburban populace.

This article was quite disturbing to some of my students, Chicano and Anglo alike. Many denounced these blatant forms of labor abuse yet realized that they themselves were sporting the name-brand items contributing to its perpetuation.

Luis Apontes-Parés provides a grassroots history of the East Harlem Real Great Society/Urban Planning Studio (RGS/UPS) movement of the 1960s, founded by Puerto Rican youth. Seeking community empowerment, educational reform, and affordable housing, these politicized youth challenged a city political machine more interested in maintaining the status quo. The RGS/UPS emerged in a transition period between the development of Puerto Rican institutions and federal urban policy that funneled much of the housing protests through official city government channels, some of the very political structures that the RGS/UPS had mobilized themselves in order to bypass. The study places community-oriented and radicalized youth at the center of one of America's major social movements of the 1960s: the Puerto Rican struggle for national self-determination.

Martha E. Giménez reflects on the shifting nature of multiple identities that Latinos experience in the U.S., examining the structural and ideological barriers to Latino identity formation and those structural commonalities that specifically shape it. She emphasizes the heterogeneity of the Latino community and interprets class as the critical variable. She specifically argues that the working-class, poor, and near-poor members of those the Census Bureau labels as "Hispanic" are most likely to formulate broad-based political organizations in which Latino consciousness emerges as one important variable for mobilization.

In a society that seems obsessed with racial and identity politics, Giménez argues that Latino identity is not purely a form of ethnic identity but an expression of class location. According to Giménez, however, the class location of most Latinos is an obstacle to mobilizing on a national level as many middle- and upper-class "Hispanics" don't identify with working-class community interests. By placing class as the central variable, she challenges many current notions of ethnic solidarity as simply an outgrowth of having a Spanish surname.

My Chicano students, most of whom originate in a rural and economically marginalized region of Texas, shared their positive reactions to her argument by making jokes about common encounters they have experienced with Mexican-American students from the wealthier suburbs of Houston and El Paso.

The strength of the book lies in its reinterjection of class as a social mode of analysis for Latino society and politics. A major vacuum in much post-modern and deconstructionist literature is its avoidance of class as an interpretive tool. Many of these articles place class, capital, gender, and a sophisticated linkage of U.S. Latinos within a global economic context as critical variables in interpreting modern Latino social movements.

This book is a welcome addition to the growing literature of Latinos in America and is a must read for any scholar or student attempting to understand the complexities of a postindustrial society and the role that Latinos play in that historical process.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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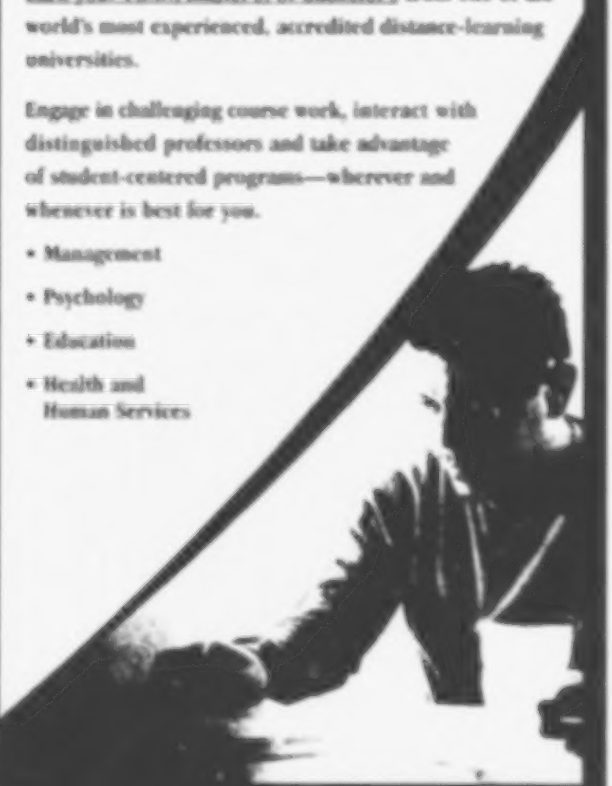

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TEXAS A&M UNIVERSITY

VICE PRESIDENT AND ASSOCIATE PROVOST FOR INSTITUTIONAL DIVERSITY

Texas A&M University invites nominations and applications for the newly created position of Vice President and Associate Provost for Institutional Diversity.

Texas A&M, a Research Extensive institution, is the state's first public institution of higher education, having been established in 1876. A member of the Association of American Universities (AAU), it is one of a select few institutions in the nation to hold land grant, sea grant and space grant designations. The University's enrollment is approximately 45,000 at the College Station campus. There are more than 2400 instructional faculty members in the eight colleges and two schools with degrees offered in more than 160 programs of study. College Station is located in a thriving intellectual community that is prominently located to three of the 10 largest cities in the United States (Houston, Dallas and San Antonio) and the state capitol (Austin).

Texas A&M University is committed to attracting and nurturing a more diverse faculty, staff and student body. Achieving a more diverse university community is fundamental to our teaching, research, and service mission. In addition, recruitment, promotion and retention of a wide variety of populations throughout all ranks of the institution are imperative to our success as a university that exists in a richly multicultural state with global outreach. We strongly believe that all students benefit from an education enriched by a diversity of people, ideas, thoughts and perspectives. In addition, we believe that it is our responsibility to employ a workforce that reflects a broad range of backgrounds and perspectives, which introduces new challenges in thinking, communication and team building.

The Vice President and Associate Provost for Institutional Diversity will:

- Articulate a vision and provide leadership in designing and implementing a campus wide program to support diversity.
- Work collaboratively with existing offices as well as internal and external constituencies to infuse diversity goals into every aspect of the university.
- Provide regular reports on progress toward reaching diversity goals.
- Actively participate with the President and Provost in assessing future resource allocations necessary to achieve diversity goals.
- Make recommendations to the President and Provost on resource allocations, merit increases and reappointments in the context of diversity efforts.

Candidates for the Vice President and Associate Provost for Institutional Diversity must have an advanced academic degree and credentials that merit appointment as a professor or associate professor with tenure.

In addition, the successful candidate should have:

- A demonstrated record of leadership, scholarship and experience in promoting and achieving diversity and equity in an institution of higher education.
- Knowledge and ability to design effective programs that include evaluation of diversity initiatives.
- Successful experience in working with a variety of constituencies to achieve diversity goals.

Salary and benefits are commensurate with candidates' qualifications and experience.

Application Procedure: Applicants should include a letter of interest, curriculum vitae and a list of five potential references with position and contact information. **The Search Advisory Committee will begin considering applications on April 28, 2003.** Applications received by this date will receive full consideration.

Send applications and nominations to:

Linda H. Parrish, Ph.D. and Rodney P. McClendon, J.D., Co-Chairs
Vice President and Associate Provost for Institutional Diversity
Search Advisory Committee
Texas A&M University
Office of the President
1246 TAMU
College Station, TX 77843-1246

Inquiries only can be e-mailed to Ms. Diane K. Carr at:
VPAPDiversitySearch@tamu.edu
(979) 845-2217
(979) 845-5027 (Fax)

Texas A&M University is an Equal Opportunity and Affirmative Action Employer. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment. We strongly encourage applications from women, underrepresented ethnic groups and individuals with disabilities.

Visit the Texas A&M University website at: www.tamu.edu.

Florida State
UNIVERSITY

LEARNING SYSTEMS INSTITUTE

LSI is a multidisciplinary organization located on the campus of Florida State University. It is dedicated to bridging the gap between research and practice in education and training. LSI maintains project -based teams led by FSU faculty and graduate students with a wide range of expertise and experience.

LSI seeks accomplished, motivated, and team oriented candidates with leadership skills for the following positions.

FULL PROFESSOR

Florida State University, Learning Systems Institute and
Department of Educational Psychology and Learning Systems
(Tenure Earning)

The Learning Systems Institute at Florida State University invites applications for a tenured or tenure-track appointment at the rank of Full Professor with a joint appointment in the Department of Educational Psychology and Learning Systems. The individual selected for this position will have a well-established record of scholarly research and external funding relevant to the study of learning systems and expertise. It is expected the person will have proven leadership skills, and be able to function well both as a member of research team and a self-directed scholar and research scientist. The faculty member will have teaching and other instructional assignments as determined by the Department of Educational Psychology and Learning Systems. This is a nine-month position.

Qualifications include a PhD in Instructional Psychology, Industrial and Organizational Psychology, learning systems, learning science and /or other closely related areas or other empirically oriented fields that address human performance. Competitive salary based on qualifications, experience, and current compensation, and will range from $48,948 to $108,083.

Please send an application package, including a letter of application (please include position title), curriculum vitae, and the names, addresses, and telephone number for five references who may be contacted, to: Chair, Search Committee for Professor, C4600 University Center, Florida State University, Tallahassee, FL 32306-2540. Three letters of recommendation and all higher education transcripts will be required prior to interview. Application packages should be received by June 15, 2003 but the search will remain open until the position is filled. For further information please contact Dr. Laura Hassler at (850) 645-1179, (850) 644-4952 (Fax), or by email **lhassler@lsi.fsu.edu**.

ASSISTANT PROFESSOR

Florida State University, Learning Systems Institute and
Department of Educational Psychology and Learning Systems
(Tenure Earning)

Learning Systems Institute invites applicants for the position of Assistant Professor. The individual selected for this position will be expected to contribute to on-going funded multidisciplinary research projects within LSI and to establish and lead a research program in an appropriate area of human performance. Areas include, but are not limited to: knowledge, skill, and expertise acquisition, simulations in complex cognitive skills, and behavioral health care research. The faculty member will have teaching and other instructional assignments as determined by the Department of Educational Psychology and Learning Systems. Evidence of success or potential in quality teaching, scholarly publication, grant writing and service is required. This is a nine-month position.

Qualifications include a PhD in Educational Psychology, Cognitive Psychology, Industrial and Organizational Psychology or other empirically oriented major that addresses human performance. Post-doctoral experience preferred but not required. Competitive salary based on qualifications, experience, and current compensation and will range from $44,000 to $48,948.

Please send an application package, including a letter of application (please include position title), curriculum vitae, and the names, addresses, and telephone number for five references who may be contacted, to: Chair, Search Committee for Professor, C4600 University Center, Florida State University, Tallahassee, FL 32306-2540. Three letters of recommendation and all higher education transcripts will be required prior to interview. Application packages should be received by June 15, 2003 but the search will remain open until the position is filled. For further information please contact Dr. Laura Hassler at (850) 645-1179, (850) 644-4952 (Fax), or by email **lhassler@lsi.fsu.edu**.

ASSOCIATE IN RESEARCH

Florida State University, Learning Systems Institute

The Learning Systems Institute invites applications for an experienced professional to assist the director in the marketing and institutional support activities for its major programs and mission.

Factors considered important in the selection: Experience in identifying Federal, State and private funding sources consistent with LSI's mission. Experience in national and international travel and presenting successful concept papers to funding agencies. Carefully documented record of presentation skills, proposal writing skills, and on-time delivery of proposals. Socially adept and personally engaging to host meetings and form long-term agency relationships.

Qualifications include Master's degree from an accredited institution in an appropriate area of specialization and three years of related professional experience. PhD preferred but not required. Competitive salary based on qualifications, experience, and current compensation, and will range from $48,948 to $82,312.

Please send an application package, including a letter of application (please include position title), curriculum vitae, and the names, addresses, and telephone number for five references who may be contacted, to: Chair, Search Committee for Professor, C4600 University Center, Florida State University, Tallahassee, FL 32306-2540. Three letters of recommendation and all higher education transcripts will be required prior to interview. Application packages should be received by April 15, 2003 but the search will remain open until the position is filled. For further information please contact Dr. Laura Hassler at (850) 645-1179, (850) 644-4952 (Fax), or by email lhassler@lsi.fsu.edu.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

KEAN
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Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

DEAN

Nathan Weiss College of Graduate Studies

Kean University invites applications and nominations for the Dean of the Nathan Weiss College of Graduate Studies. Kean University, the oldest public comprehensive higher education institution in New Jersey, has an established and rapidly growing reputation for excellence in its graduate and undergraduate programs and services. An abiding value of the College is a commitment to an educational environment of cultural and linguistic diversity and gender equity.

Responsibilities: The Dean of the Nathan Weiss College of Graduate Studies reports to the Provost/Vice President for Academic Affairs, serves as a member of the Council of Deans, and supervises and coordinates all aspects of graduate studies. The ideal candidate is expected to provide energetic leadership in all dimensions of graduate education, foster research and scholarly inquiry within the University community, work closely with four College Deans as new graduate programs are developed and reviewed, and provide leadership and support in external grant and contract procurement. The Dean will supervise the staffs of the Offices of Graduate Studies, Graduate Admissions, Research and Sponsored Programs, and Continuing Education. The Dean will also chair the Graduate Council, oversee graduate students affairs, and administer programs that enhance the quality of graduate student life, including the appointment of over 100 graduate assistants and other graduate student awards. Approximately 3000 students are enrolled in graduate programs.

Qualifications: The successful candidate will have the following qualifications: a minimum of six years experience in higher education and a record of outstanding achievement in graduate education and research; experience in academic administration, resource management and program development and review; demonstrated commitment to shared governance; interest in applications of research and scholarship across all disciplines; demonstrated excellence in oral, written, and interpersonal skills; ability to deal innovatively with governmental agencies and business and industry; breadth of vision as exemplified by multidisciplinary awareness; international and multicultural experience and sensitivity to diversity; a record of creativity and innovation in the infusion of technology into graduate education; alertness to current demographic, economic, scientific, and philosophical trends and an awareness of their significance for higher education. An earned doctorate is required.

Salary and Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Application: Priority consideration will be given to applications received on or before **May 22, 2003**. Completed applications must include the following: letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply to: **Chair, Nathan Weiss College of Graduate Studies Search Committee, Office of the Provost/Vice President for Academic Affairs, Kean University, 1000 Morris Avenue, Union, New Jersey 07083.**

Kean University is an EEO/AA Institution.

TEMPLE UNIVERSITY

TEMPLE UNIVERSITY SCHOOL OF MEDICINE offers opportunities for faculty in the following basic science disciplines:

Bone/cartilage biology
Cancer biology
Cardiovascular biology
Developmental biology
Immunobiology
Molecular biology
Musculoskeletal biology
Platelet biology
Structural biology
Vascular biology
Drug abuse and addiction
Drug combination studies
Growth regulation
Molecular microbiology and pathogenesis
Neuroendocrinology
Neuroimmunology
Signal transduction
Thrombosis and hemostasis

Positions may be available in any of several basic science departments and/or research programs and institutes.

The School of Medicine consists of 6 basic science and 18 clinical departments, and a variety of multidisciplinary research programs and institutes. There are 720 medical students, 140 graduate students, 354 full time faculty and 1961 volunteer faculty. It is affiliated with Temple University Health System, a major health care provider in the Delaware Valley.

To submit a curriculum vitae or to request further information about a faculty position, please contact the **Senior Associate Dean for Academic Affairs, Temple University School of Medicine, 3420 North Broad Street, Philadelphia, PA 19140.**

Temple University is an affirmative action/equal opportunity employer and strongly encourages applications from women and minorities.

Further information about Temple University School of Medicine is available at
www.medschool.temple.edu

Social Research Science

Law School Admission Council (LSAC) is an educational service organization that develops and administers the Law School Admission Test.

The successful candidate for this research position will work under direction of the Social Research Scientist and contribute to selected research projects through activities such as collecting data, writing and executing statistical programs, analyzing and interpreting data and writing and presenting reports.

RESEARCH

Depending on the experience and education levels of applicants, this position will be filled at one of the following levels:

- **Research Associate**
  Master's Degree in Educational Research and Evaluation, Psychology, Sociology, Applied Statistics, or a related field, or an equivalent combination of education and experience is necessary; ABD preferred. The individual must have experience in the planning, design and operation of data analyses and research projects.
- **Senior Research Assistant**
  Bachelor's Degree, preferably including some training in research methods, applied statistical or educational and psychological tests and measurements and other research tools; Master's Degree preferred.
- **Research Assistant**
  A Bachelor's Degree, preferably some training in research methods and tools, as well as experience with programming languages.

It is highly desirable that candidates for this position have experience with databases and working knowledge of programming languages and statistical software packages such as SPSS, SAS and database software. The ideal applicant will be detail oriented and possess outstanding organizational skills. Must be able to work both collaboratively and independently.

To apply, send/fax/e-mail resume, letter of interest and positions of interest by Job Code before 5/5/2003 to:

Ms. C Rommel, HR Section
Law School Admission Council
PO Box 40, Job Code RA, Newtown, PA 18940
Fax: 215-968-1169, E-mail: employment@lsac.org
Visit our website at: www.lsac.org

LSAC®

LSAC takes pride in its dedication to being an EO/AA Employer.
We encourage applications from women and members of minority groups.

Indiana State University

EXECUTIVE DIRECTOR
NetWorks

Indiana State University announces a nationwide search to recruit an Executive Director for NetWorks, the newly created outreach program made possible by a generous grant from the Lilly Endowment, Inc. NetWorks is intended to serve as a catalyst for change within the Indiana State University School of Business and the financial services industry itself. In fulfilling this purpose, NetWorks will function as an incubator of intellectual capital. It also will seek to accomplish its goals through the formation of new partnerships among participating educators and practitioners.

The University seeks a leader to direct NetWorks in the achievement of its vision and strategic direction to accomplish established goals in the scholarly and applied programs and services, fostering the development of the various segments of the financial services community, faculty development, experiential learning opportunities for students and the general community within the domestic and global arenas through ethical and fiscal leadership.

While the Search Committee will accept applications and nominations until a new Executive Director is selected, interested individuals are encouraged to submit their materials by May 9, 2003, to assure full consideration. Please send applications or nominations to the following: Andrew R. Hickman, Consultant to the Search Committee, 2100 McKinney Avenue, Suite 1800, Dallas, Texas 75201, Email: andrew.hickman@kornferry.com, Fax: 214.954.1849.

Additional information about Indiana State University and the School of Business can be found at www.indstate.edu

Indiana State University and NetWorks is committed to enhancing cultural diversity among its faculty and staff, and is an Equal Opportunity/Affirmative Action Employer.

The Texas Union
University of Texas at Austin

Position Open:
Student Affairs Administrator

The Texas Union at The University of Texas at Austin is seeking a Program Advisor/Student Affairs Administrator to work with Union sponsored student volunteer organizations in the Student Events Center (SEC). The advisor will be one of a team of Advisors working with the 10 committees and special projects of the SEC, the largest organization at the University of Texas dedicated to planning events on campus. Responsibilities include assisting in the coordination of student organization activities, leadership development, and short and long-range planning for the area.

Preferred requirements include a master's degree in a related field and one year experience working with college students in an advisory capacity. Experience working with cultural organizations. Possessing good knowledge and experience advising college student groups with a focus on cultural heritage. The ability to understand and recognize the development of cultural awareness within a minority context. Experience working with under-represented student populations.

Interested candidates can read a complete job description and apply directly for this job by visiting the UT Recruiting and Staffing Services website at **http://www.utexas.edu/hr/empl**. Please refer to job # 03-03-19-01-3039.

Only paper resumes will be accepted, however, for more information, please call 512-475-6645, e-mail: **cruggeri@union.utexas.edu**, or visit the Union website: **http://www.utexas.edu/student/txunion**

An Equal Opportunity/Affirmative Action Employer

FUNDRAISING

UNIVERSITY OF CALIFORNIA, DAVIS

DIRECTOR OF CORPORATE AND FOUNDATION RELATIONS

University Relations

$66,100 - $118,900

The Director is a senior-level manager who coordinates submission of major gift and grant proposals to corporations and foundations for the philanthropic support of UC Davis. The Director serves as the lead prospect manager and a campus-wide resource for corporate and foundation relations and is responsible for the overall management and orchestration of key corporate and foundation cultivation, solicitations, and stewardship.

At a minimum, qualified candidates should have five years of successful experience in development, university development, or a related field. Experience developing strategic relationships with corporations and/or foundations is strongly preferred. Knowledge of, or experience with, corporate and/or foundation giving within a corporate or foundation environment is desirable. Open until filled; review and selection process will begin March 31, 2003.

Please send your resume to: **Kathy Kraft**
University Relations Development Office
University of California
One Shields Avenue, Davis, CA 95616
Phone: (530) 757-3283 • Fax: (530) 757-3230
Email: **klkraft@ucdavis.edu**
AA/EEO

Kutztown University of Pennsylvania

Kutztown University of Pennsylvania, one of the fourteen institutions in the State System of Higher Education, invites applications and/or nominations for the position of **DEAN OF THE COLLEGE OF EDUCATION.** The Dean is the chief administrator of the College and reports to the Provost and Vice President for Academic Affairs. As the College's chief academic and executive officer, the Dean is responsible for research, academic programming, budgeting, teacher certification, accreditation, personnel and other aspects of College planning and operations.

Kutztown University seeks an energetic and progressive individual with a strong commitment to education, human diversity, and ability to work constructively with faculty, students, professional groups, faculty and staff unions, and the community. Qualifications include an earned doctorate in education and/or related field from an accredited institution; substantial administrative experience at the department of college level; experience in public schools; demonstrated knowledge of contemporary challenges in teacher education; experience with NCATE accreditation; and record of scholarly activity. The successful candidate must have a commitment to a diverse community and have administrative experience appropriate for the position.

Kutztown University enrolls more than 8,200 students in undergraduate and graduate programs. The College of Education employs approximately 100 full-time faculty members serving approximately 2,000 undergraduate and 450 graduate majors enrolled in programs leading to B.S. and/or M.S. degrees and has the major responsibility of coordinating teacher preparation on the campus. The College of Education includes the departments of Elementary Education; Health, Physical Education and Dance; Instructional Technology; Library Sciences; Secondary Education; Special Education; and Student Teaching. The University is located in a picturesque rural setting adjacent to the Borough of Kutztown. Two moderately large cities, Allentown and Reading, lie within 18 miles of campus. New York, just 90 miles to the northeast, and Philadelphia, approximately 70 miles south of campus, are easily accessible.

Salary is competitive and commensurate with qualifications. Interested applicants must include 1) statement of interest, 2) a current curriculum vitae, and 3) the names, addresses, and telephone numbers of four references. For further information, contact Dr. Theresa Stahler, Chair, College of Education Search Committee, at 610-683-4259.

Review of applications will begin on April 1, 2003, and will continue until the position is filled.

Please send applications and nominations to: **College of Education Search Committee, c/o Dr. Theresa Stahler, Kutztown University of Pennsylvania, Kutztown, PA 19530**

Kutztown University is an Affirmative Action/Equal Opportunity Employer
and encourages women and members of minority groups to apply.

NEW MEXICO STATE UNIVERSITY

New Mexico State University is seeking an Assistant Professor, Tenure Track, 12 month, full-time, (40% teaching and 60% research) for the Animal Science program in the Department of Animal & Range Sciences, Las Cruces, New Mexico. A Ph.D. in Animal Science or related field with emphasis in ruminant nutrition is required. Degree must be in hand by hire date. Demonstrated research experience in the area of forage utilization and experience with laboratory evaluation of forages, grazed forage research and cattle nutrition/production are highly desirable. Salary commensurate with education and experience. Send a letter of application, resume, academic transcripts and request that four letters of recommendation be sent on your behalf, addressing the qualifications and responsibilities of this position to: **Dr. Mark Wise, Box 30003, MSC 3-I, Animal & Range Sciences Dept., New Mexico State University, Las Cruces, NM 88003; telephone: (505) 646-2515; email: mawise@nmsu.edu; fax: (505) 646-5441.** Review of applications will begin **April 30, 2003** and continue until position is filled. Starting date is July 1, 2003 or as soon as a suitable candidate is available. Minority and female applicants are strongly encouraged to apply. New Mexico State University is an equal opportunity affirmative action employer. Offer of employment is contingent upon verification of the individual's eligibility for employment in the United States.

BREVARD COMMUNITY COLLEGE

Full-time Faculty Positions – Fall 2003

www.brevardcc.edu/hr

Brevard Community College recognizes the uniqueness in everyone, values the contribution that each can make, and creates an inclusive work environment where awareness of, and respect for, those of different cultures is promoted.

Brevard Community College is currently accepting applications for the following full-time faculty positions:

Chemistry Instructor – 200 Contract days – *Titusville Campus* - Minimum qualifications include:
- Master's degree in Chemistry from an accredited institution or
- Master's degree from an accredited institution with 18 graduate semester hours in Chemistry
- Additional consideration will be given to one who has credentials to teach Physics
- Official transcripts of all collegiate work will be required*

Communications Instructor – 200 Contract days – *Titusville Campus* - Minimum qualifications include:
- Master's degree in English from an accredited institution or
- Master's degree from an accredited institution with 18 graduate semester hours in English
- Additional consideration will be given to one who has credentials to teach Speech (public, business, and professional speaking and interpersonal communications)
- Official transcripts of all collegiate work will be required*

Librarians – 224 Contract days – *Cocoa and Melbourne Campuses* - Minimum qualifications include:
- Master's degree in Library Science or related fields such as Learning Resources or Information Technology from an accredited institution
- Official transcripts of all collegiate work will be required*

Math Instructor – 200 Contract days – Cocoa Campus - Minimum qualifications include:
- Master's degree from an accredited institution
- 18 graduate semester hours in the primary teaching area to which assigned
- Official transcripts of all collegiate work will be required*

***All foreign degrees must be submitted with an official translation and evaluation.**

Salary and Benefits: 200 contract days -- $35,000+; 224 contract days -- $39,200+. Starting salary considers relevant credentials and experience. Full-time employees of Brevard Community College receive fringe benefits including health insurance and a retirement plan.

Review of applications will begin April 7, 2003 and will continue until the positions are filled. The Chemistry, Communications, and Math positions begin August 13, 2003; the Librarian positions begin August 1, 2003.

HOW TO APPLY: Please complete an online BCC application on our Web site, http://www.brevardcc.edu/hr.

Supporting documents including transcripts (not submitted electronically) must be submitted to:

Brevard Community College • Human Resources • 1519 Clearlake Road • Cocoa, FL 32922

FOR INFORMATION: Call Human Resources (321) 632-1111, ext. 63150/63151

NOTE TO APPLICANTS: All successful applicants must complete the New Employee Orientation prior to beginning work.

Brevard Community College is committed to a policy of non-discrimination/non-harassment in the provision of equal opportunity and equal access in student services programs, student employment, and faculty and staff employment and advancement without regard to age, color, sex/sexual orientation, religion, national origin, race, political affiliation, marital status, veteran status, or physical or mental disability.

President

The University of Texas at Arlington

Nominations and applications of qualified and interested candidates are sought for President of The University of Texas at Arlington. UTA, established in 1895, is a comprehensive teaching, research, and public service institution located in Arlington, at the center of the Dallas/Fort Worth Metroplex. It is the second largest university in the U.T. System, with a Fall 2002 enrollment of 25,576 (one-quarter are graduate students). The student body is one of the fastest growing in Texas and is diverse in terms of culture, race, and ethnicity. The campus has a strong international component, with students from 150 nations. UTA has 4580 employees, of whom 1226 are faculty. The University has an operating budget for the 2003 fiscal year of $267.1 million, with a research portfolio of approximately $30 million. The main campus in central Arlington has 400 acres and the Fort Worth campus has 20 acres. The University is organized into the following schools and colleges: Architecture, Business Administration, Education, Engineering, Liberal Arts, Nursing, Science, Social Work, and Urban and Public Affairs. Together, these schools and colleges offer 84 baccalaureate degrees, 69 master's degrees and 30 doctoral degrees.

The University is poised for further dynamic growth. Arlington is the 7th largest city in the state, and the Dallas-Fort Worth Metroplex is the 9th largest U.S. metropolitan area. The University's strategic location, innovative student employment programs and state-of-the-art research facilities enhance its partnership with area businesses and industry. Arlington is an attractive community for faculty and other professionals, with good schools and affordable housing. One of the nation's leading airports, DFW International, is nearby, making travel convenient. UTA is minutes away from world-class museums, entertainment facilities, and ten professional sports venues. Further information about the University is available at **http://www.uta.edu**.

The President is the chief administrative officer and reports to the Executive Vice Chancellor for Academic Affairs of The University of Texas System. Candidates for the presidency should:

- be highly respected
- possess an earned doctorate or appropriate professional experience
- have achieved distinction in at least one academic or professional area
- exhibit a commitment to excellence in teaching and research
- have demonstrated considerable leadership and administrative ability, including fiscal management
- demonstrate a strong commitment to and experience with development of equal educational opportunity
- have a solid record of institutional development
- have a demonstrated ability to work with community leaders
- possess the ability to communicate the mission and needs of the University to faculty, students, alumni, and other constituencies

The successful candidate will be expected to raise substantial public and private funds, to continue the development of the campus culture, and to support campus governance structures.

Texas state law does not require the disclosure of candidates' identities until The University of Texas System Board of Regents announces its finalist(s).

Letters of application and nominations will be accepted until May 1, 2003. After that date, the Advisory Committee or the Board of Regents may request and consider credentials from additional candidates. A complete application requires a letter of interest, a curriculum vitae, and the names and contact information for three references. All nominations and applications may be addressed by email to utapresident@utsystem.edu, sent by fax to 512-499-4290, or sent by mail to:

Advisory Committee for the Selection of a President of U.T. Arlington
c/o The University of Texas System
601 Colorado Street, Suite 305
Austin, Texas 78701-2982

An Equal Opportunity Employer

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate/Full Professor *(4 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(6 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate Professor-	Interdisciplinary Oncology Prg-	OPEN
Associate/Full Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Chair & Associate Vice President)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Associate Center Director)*-	Interdisciplinary Oncology Prg-	OPEN
Postdoctoral Fellow *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Research Assistant-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research *(3 positions)*-	Environmental & Occupational Hlth	OPEN
Associate In Leadership-	Environmental & Occupational Hlth	OPEN
Associate In Research-	Environmental & Occupational Hlth	OPEN
Program Director *(2 positions)*- *(Environmental & Occupational Health)*	Public Health-	OPEN
Assistant/Associate/Professor *(3 positions)*-	Computer Science & Engineering-	OPEN
Professor/Chairman-	Computer Science & Engineering -	OPEN
Professor/Chairman-	Electrical Engineering-	OPEN
Assistant/Associate/Professor (3 positions)-	Civil & Environmental Eng.-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Librarian *(AHEC Librarian)*-	College of Medicine-	OPEN
Assistant In Research *(ITS Researcher) (2positions)*-	Ctr. Urban Transportation-	OPEN
Assistant In Research *(Transportation Economist)*-	Ctr. Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor *(6 positions)*-	Anesthesiology-	OPEN
Assistant/Associate Librarian (AHEC Librarian)-	College of Medicine-	OPEN
Assistant/Associate/Professor-	Cancer Control Program-	OPEN
Associate Professor/Professor (Juan Bolivar Endowed Chair)	Surgery-	OPEN
Director *(Student Academic Support)*-	Student Affairs-	OPEN
Director (Business & Financial Svcs)-	Arts & Sciences-	OPEN
Assistant/Associate Professor-	Interdisciplinary Oncology-	05/01/03
Instructor-	Communication Sci & Disorders-	05/30/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

UNIVERSITY *of* VIRGINIA

REUNION DEVELOPMENT OFFICER
OFFICE OF UNIVERSITY DEVELOPMENT

This position will manage the identification, cultivation, solicitation, and stewardship of prospects in specified reunion classes; develop and execute plans for the organization and management of volunteer networks; and work with development and academic leadership to integrate the reunion development program into fund-raising campaigns and special fund-raising programs.

An undergraduate degree is required. A Master's degree is preferred or equivalent experience in lieu of an advanced degree. Several years of experience in higher education fundraising or comparable field is required and experience working with volunteers is preferred.

To apply, please send a resume and cover letter with salary history to:

Yvonne W. Carter, Human Resources Director
Office of University Development
P.O. Box 400807, Charlottesville, VA 22904-4807

Position open until filled.

The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

BEST COPY AVAILABLE

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is a four-year undergraduate college located in the beautiful foothills of the Ramapo Valley approximately 25 miles northwest of New York City. Established in 1969 as a state-supported, coeducational college of liberal arts, sciences and professional studies, this institution offers an array of undergraduate, graduate, and post baccalaureate programs focused on the four "pillars" of the Ramapo College mission - international, intercultural, interdisciplinary, and experiential education. The College is committed to global education. It is a Fulbright Center and houses the New Jersey Governor's School for International Studies.

ASSOCIATE DIRECTOR
ANNUAL GIVING

JOB DESCRIPTION: Under the direction of the Director of Annual Giving and Alumni Relations will carry out the College's strategic plan initiatives for Annual Giving. Design, organize and implement the Annual Fund. Prepare publications, communications and marketing materials. Organize and oversee fall and spring phonations. Work with committees and groups from alumni, parent, faculty, and the community to increase donations, and participation to the Annual Fund through various campaigns. Prepare, assemble and analyze key reports and budgets.

REQUIREMENTS: Bachelor's degree required. Two to three years experience in fundraising and phonation management required. Must possess excellent verbal and written communications skills and a thorough understanding of publication production. Be proficient in Microsoft Word, Access, and Excel. Experience working with volunteers and a board of directors and/or familiarity with nonprofit environment and knowledge of college issues a plus.

Qualified persons should submit "on-line" application, letter of interest, vita, and a list of three references. Please log on to Ramapo College's Job Opportunities web site: **http://www.ramapo.edu/hrjobs**. Hard copies of resumes and/or applications will not be accepted. Review of applications will begin immediately and continue until the position is filled.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Position offers excellent state benefits. To request accommodation, call (201) 684-7379.

RAMAPO
COLLEGE
OF NEW JERSEY

Attention: Dept 18
505 Ramapo Valley Road, Mahwah, NJ 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector.
EEO/AFFIRMATIVE ACTION

TEMPLE
UNIVERSITY

TEMPLE UNIVERSITY SCHOOL OF MEDICINE offers opportunities for faculty in the following clinical specialties:

Anesthesiology: general, cardiac, regional, pediatric
Cardiology: general, echocardiography, heart failure
Diagnostic Imaging
Surgery: vascular/endovascular, general, oncology, trauma and critical care, pediatric general
Emergency Medicine: academic and clinical
Internal Medicine and its subspecialties
Neurology
Neurosurgery
Obstetrics/Gynecology: general, maternal-fetal medicine
Orthopedic Surgery: trauma, spine, hand, general
Otolaryngology
Pathology: anatomic, clinical
Pediatrics: gastroenterology, pulmonology, emergency, neurology, general
Psychiatry
Urology

The School of Medicine consists of 6 basic science and 18 clinical departments, and a variety of multidisciplinary research programs and institutes. There are 720 medical students, 140 graduate students, 354 full time faculty and 1961 volunteer faculty. It is affiliated with Temple University Health System which provides 1534 licensed beds and, annually, 183,803 Emergency room visits, 472,143 ambulatory visits and performs 34,705 surgical procedures.

To submit a curriculum vitae or to request further information about a faculty position, please contact the Chairperson, Department of (specialty), Temple University School of Medicine, 3401 North Broad Street, Philadelphia, PA 19140. Please send CV's for Chairperson positions to **M. Judith Russo, Administrative Director, Dean's Office, Temple University School of Medicine, 3420 North Broad Street, Philadelphia, PA 19140.**

Temple University is an affirmative action/equal opportunity employer and strongly encourages applications from women and minorities.

Further information about Temple University School of Medicine is available at
www.medschool.temple.edu

Cal State LA

CSULA is seeking an accomplished visionary leader with a comprehensive understanding of the issues confronting the Charter College of Education for the future. We seek an individual who can encourage and inspire a diverse faculty and staff as members of an academic community with a demonstrated commitment to educational excellence.

The Dean administers the affairs of the Charter College of Education, working closely with faculty in developing educational policies and curriculum. The Dean is responsible for developing the College's academic and academic support resources, actively seeking public and private funds to support further its growth and development, and promoting professional image and stature.

The Dean should have a significant record of accomplishment as a faculty member and as an administrator and have verified background and qualifications for a position as a tenured professor in a division within the College. The Dean reports to the Provost/Vice President for Academic Affairs.

Review of files will begin on April 15, 2003, but applications will be accepted until the position is filled. Candidates are urged to submit their information as early as possible to allow for full consideration. Applicants should submit a letter of interest, a complete resume and request that three letters of reference be sent to: **Korn/Ferry International, Code: LAUSD/LDS-K, 1800 Century Park East, Suite 900, Los Angeles, CA 90067** OR: **www.ekornferry.com**, Click on **"Opportunities"**, Under **"Opportunities Code"** enter: **TA251**
Questions: Please call Sharon Tanabe, Korn/Ferry International 310-843-4179

AN EQUAL OPPORTUNITY / TILE IX / ADA EMPLOYER
ALL QUALIFIED INDIVIDUALS ARE ENCOURAGED TO APPLY

R·I·T

Vice President and Dean for the National Technical Institute for the Deaf (NTID)

The Rochester Institute of Technology (RIT) invites nominations and applications for the Vice President and Dean for the National Technical Institute for the Deaf (NTID).

A nationally and internationally respected leader in career and professional education, RIT is widely recognized for its distinctive academic programs, cooperative education, and responsiveness to meeting the needs of business, industry, and government. An independent, comprehensive university located in Rochester, New York, RIT enrolls 15,300 students in its eight colleges. The student population represents all 50 states and 100 countries. Over the last ten years, the Institute has been characterized by dramatic growth, increasing selectivity, new program development, and increasing partnerships with business, government, and industry.

NTID, one of RIT's eight colleges, is the world's first and largest technological college for students who are deaf or hard-of-hearing. Established by Congress and opened in 1968 on the RIT campus, NTID enrolls 1,100 students in degree programs at NTID as well as in other colleges of RIT. In the Vice President and Dean for NTID, RIT is seeking a person with leadership accomplishment, academic credibility, and significant managerial experience. The Vice President and Dean for NTID is the chief executive and academic officer of NTID reporting directly to the President of RIT.

Responsibilities: Building on a strong foundation and current momentum, the next leader of NTID is expected to lead NTID in establishing vision and strategic direction that will position it strongly for the future. The Vice President and Dean for NTID ensures that goals and objectives that support NTID's mission are developed, implemented, and evaluated.

As the chief executive and academic officer at NTID, the Vice President and Dean has responsibility for:

- NTID's academic programs
- NTID's budget plan
- NTID's relationship with the federal government, federal agencies, and both houses of Congress
- advancing NTID's reputation nationally and internationally
- serving as a spokesperson, articulating the importance of education for deaf and hard-of-hearing young people at all educational levels
- NTID fundraising and external relations

Qualifications: RIT seeks in the Vice President and Dean for NTID a proven leader who is collegial, who values and practices shared governance, who is able to foster internal and external partnerships, and who can facilitate change in support of organizational vision and mission. Qualified candidates will hold an earned doctorate, have extensive experience working with diverse members of the deaf community, and be fluent in sign language.

Additionally, qualified candidates will have:

- successful executive level leadership experience
- significant program, budget, and organizational management experience
- a record of accomplishment in academic administration, university teaching and scholarship
- knowledge of issues facing the fields of technical and professional postsecondary education of deaf and hard-of-hearing students

Individuals who are deaf or hard-of-hearing, and/or members of minority groups are encouraged to apply.

Applications/nominations: Individuals wishing to apply should submit a letter of interest, resume and curriculum vitae, and the names, addresses, and phone numbers of three references. Nominations should include the complete name, address, and phone number of the nominee. Applicant review will commence on April 30, 2003, and continue until the position is filled. Nominations, applications, and inquiries may be directed in confidence to:

Dr. James G. Miller
Vice President, Enrollment Management and Career Services
Chair, VP and Dean for NTID Search Committee
Rochester Institute of Technology
60 Lomb Memorial Drive
Rochester, New York 14623
e-mail: jgm6527@rit.edu
phone: 585-475-6637(voice); 585-475-7487(TTY)
fax: 585-475-5020

A detailed position description and responsibilities are available at **http://www.rit.edu/CareerZone.**

The Rochester Institute of Technology is an equal opportunity/affirmative action employer. Members of protected classes and individuals with the ability to contribute in meaningful ways to the university's continuing commitment to cultural diversity, pluralism, and individual differences are encouraged to make application.

DIRECTOR

COUNSELING AND PSYCHOLOGICAL SERVICES

(Full-time, 12 month position)

Reporting to the director of Wellness Services, the director of Counseling and Psychological Services will be responsible for the provision of administrative leadership/supervision and clinical experience to a comprehensive campus counseling service including counseling in individual and group formats; outreach; consultation; on-call/emergency coverage and crisis intervention; and training program.

Qualifications: Ph.D or Psy.D in clinical, counseling, or school psychology, APA-accredited pre-doctoral internship. Minimum three years' experience in a university counseling center, staff supervision and management experience, eligibility for New Jersey State licensure within one (1) year of hire, and an affinity for working on an interdisciplinary team. Preference given to candidates with multicultural expertise and strong interpersonal, administrative, and computer skills.

Send letter, vita (include V#) **to:** Carolyn Jones, Search Committee Chair, Montclair State University, Box C316–V#182/HO, Upper Montclair, NJ 07043.

COLLEGE OF EDUCATION AND HUMAN SERVICES

2 POSITIONS

Chairperson – Human Development and Educational Leadership will provide leadership of graduate programs in counseling, training and development, and educational administration and supervision, and teach courses in one of these fields. Assignment includes involvement in public schools through the Center of Pedagogy and the New Jersey Network for Educational Renewal. V-F#195.

Qualifications: Earned doctorate in educational leadership, counseling, or related field, and be eligible for concurrent academic appointment at associate or full professor rank. Five years' experience in progressively responsible administrative or supervisory positions. Evidence of commitment to social justice, education in a diverse society, democratic practice and critical thinking.

Assistant Professor in Educational Technology – Curriculum and Teaching will teach graduate and undergraduate courses in instructional technology, teacher education, and educational media, with expertise in two or more of the following areas: educational computing, instructional systems design, emerging technologies, multimedia design/development, distance education or web-based instruction, interactive technologies, and/or integrating technology into the curriculum. V-F#12.

Qualifications: Earned doctorate in educational/instructional technology, instructional systems design, or related field. College or school teaching experience preferred.

Send letter and resume, for the above two positions, (include V-F#) **to:** Dr. Perry Greene, Associate Dean, Box C316 V-F# /HO, Montclair State University, Upper Montclair, NJ 07043.

Salary: Commensurate with qualification and experience.

Review of applications will begin immediately and continue until positions are filled.

Montclair State University is an Equal Employment/ Affirmative Action University

www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

Kutztown University of Pennsylvania

Kutztown University of Pennsylvania, one of the fourteen universities comprising the State System of Higher Education, invites applications and/or nominations for the position of **DEAN OF THE COLLEGE OF BUSINESS.** The Dean is the chief administrator of the College and reports to the Provost and Vice President for Academic Affairs. As the College's chief academic and administrative officer, the Dean is responsible for all aspects of college leadership, planning and operations, enrollment management, recruitment and development of faculty and staff, academic standards, technology and developing a planning process to secure AACSB accreditation. The Dean has specific responsibility for maintaining the strong teaching orientation of the college through support of faculty development and scholarship appropriate to its mission within a collective bargaining environment. The Dean is expected to play an active role in enhancing the external relations of the college through continued development of strong corporate relationships, collaborative programming, participation in regional economic development, fundraising, and community services.

The successful candidate will hold an earned doctorate in an appropriate business field and demonstrate a record of effective teaching and significant scholarship. Applicants shall demonstrate their administrative ability by addressing the needs of students and faculty, understanding the evolving nature of business curricula, and AACSB standards, providing leadership in a technologically advanced environment. Candidates shall demonstrate personal leadership and communication skills, creativity, enthusiasm, an ability to accomplish goals and a willingness to work effectively with all constituencies. The successful candidate must have a commitment to a diverse community and have administrative experience appropriate for the position.

Kutztown University enrolls more than 8,200 students in undergraduate and graduate programs. The College of Business employs approximately 32 full-time faculty members serving approximately 1,100 undergraduate and 120 graduate majors enrolled in programs leading to B.S.B.A. and/or MBA degrees. The College of Business includes the departments of Accounting and Finance, Economics, Marketing and Management. The University is located in a picturesque rural setting adjacent to the Borough of Kutztown. Two moderately large cities, Allentown and Reading, lie within 18 miles of campus. New York, just 90 miles to the northeast, and Philadelphia, approximately 70 miles south of campus, are also easily accessible.

Salary is competitive and commensurate with qualifications. The review of applications will begin April 25, 2003, and will continue until a candidate is accepted. Interested applicants must include 1) statement of interest, 2) a current curriculum vitae, and 3) the names, addresses, and telephone numbers of four references. For further information contact Dr. Jonathan K. Kramer, Chair, College of Business Search Committee, at 610-683-4704, or at jkramer@kutztown.edu.

Please send applications and nominations to: **College of Business Search Committee, 131 deFrancesco Building, Kutztown University of Pennsylvania, Kutztown, PA 19530.**

Kutztown University is an Affirmative Action/Equal Opportunity Employer
and encourages women and members of minority groups to apply.

BROWN UNIVERSITY

Associate Provost and Director of Institutional Diversity

Brown University President Ruth J. Simmons invites nominations and applications for the newly created position of associate provost and director of institutional diversity.

Working closely with the provost and the president, the associate provost and director of institutional diversity is the senior officer responsible for leading the formulation and oversight of policies related to matters of race and ethnicity, gender, disability status, sexual orientation, gender expression, religious and national origin, and other aspects of identity diversity. The director acts as a resource for Corporation members, faculty, students, staff, and other administrators and works with them to develop and facilitate programs and practices that promote diversity, inclusion, and fair treatment of all members of the community, in keeping with the mission of the University. As a member of the President's Cabinet, the associate provost/director coordinates University-wide efforts on issues of diversity to assure a well-integrated and coherent direction in keeping with established aims.

The associate provost/director is a resource to other senior officers and academic departments as they develop effective strategies for recruiting and retaining faculty, students, and staff of diverse identities, and provides leadership in campus efforts to achieve understanding, tolerance, and acceptance of the diversity of backgrounds, perspectives, and talents that contribute to excellence in education. The associate provost/director is expected to monitor public policy and legal developments and advise the University of national and international practices that might, if adopted, improve Brown's diversity efforts. The successful candidate will participate in the shaping of the national debate and policy on diversity issues, speak and write on these issues, and clarify Brown's policies as needed before community groups, alumni and campus constituencies, and the public media.

The successful candidate will have a Ph.D. or its equivalent and a strong record of academic achievement and administrative experience. Additional qualifications include significant leadership experience in higher education, knowledge of a wide range of diversity programs and practices, and experience implementing successful diversity programs.

Applications should include a cover letter that describes the candidate's interest in the position, a curriculum vitae, a statement of the candidate's vision of diversity in a university setting, and a list of references. The search committee will begin a review of applications immediately, and the search will continue until a director is appointed. Nominations and applications should be sent to:

Associate Provost and Director of Institutional Diversity
Office of the President
Box 1860, Brown University
Providence, RI 02912

Brown University is an Equal Opportunity/Affirmative Action employer.

Visit our website at: **www.brown.edu**

California State University
Northridge

DIRECTOR OF EQUITY AND DIVERSITY

California State University, Northridge with approximately 31,000 students is located 25 miles northwest of central Los Angeles. The Director of Equity and Diversity reports to the VP for Administration & Finance and coordinates the university's equity and diversity programs.

Review begins May 1, 2003.

See our Web site at **http://www hrs.csun.edu/employment** for complete job description.

EOE

LIBRARIAN/HEAD
Health Professions Library
(Instructor/Asst./Assoc. Professor)

Operation and management of branch library at Hunter College Brookdale campus, supervise staff, provide general and specialized reference, instructional and collection-related services to the Schools of the Health Professions' faculty, students and other library users. M.L.S., or its equivalent from an ALA-accredited library school. Additional Master's or PhD, preferably in health sciences is necessary for appointment at Assistant/Associate Professor. **Highly Desirable:** Responsible managerial/supervisory experience, strong interpersonal and excellent written/oral communication skills. Min. of two years reference, collection development and library instruction, preferably in health sciences or academic library. Familiarity with health sciences electronic and internet resources; demonstrated commitment to public service, work effectively with a culturally diverse community of faculty, students and staff; initiative, self-direction, work independently; ability to meet tenure and promotion requirements. **Salary:** Instructor $32,133 - $52,123; Asst. Professor $35,031 - $61,111; Assoc. Professor $45,651 - $73,028, commensurate with qualifications and experience. Excellent fringe benefits. Available 7/1/03. For complete description please visit: http://hr.hunter.cuny.edu.

Review of applications will begin immediately and continue until position is filled. Send Resume and names, addresses, tel./fax numbers, and e-mail addresses of at least 3 current references to: **Dr. Louise S. Sherby, Chief Librarian Hunter College Libraries 695 Park Avenue, NY, NY 10021. Louise.Sherby@hunter.cuny.edu**

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www.csupomona.edu/~hrs

AA/EOE/ADA

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Northeastern
UNIVERSITY

Vice President for the Division of Cooperative Education

Northeastern University invites nominations and applications for the position of Vice President for Cooperative Education. The University has a long history of enriching the educational experience in both professional and academic fields by linking classroom study and workplace experience through its flagship co-op program, which is the largest and most comprehensive program of its kind in the United States. The University enrolls approximately 19,000 full and part-time undergraduates and 4,300 graduate and professional students.

The Vice President is the chief administrative officer of the Division of Cooperative Education and reports to the Provost and Senior Vice President for Academic Affairs. The Division, which consists of the Department of Cooperative Education, Department of International Co-op, and Department of Career Services, has a staff of approximately 52 faculty, 33 professional staff and 8 support staff with an operating budget of $6.8 M. The Department of Cooperative Education provides high quality co-op educational and employment experiences to over 7,000 undergraduate students from all colleges in collaboration with the faculty of the colleges and over 2,200 employers. The faculty in this department report jointly to the Vice President for Cooperative Education and the academic deans. The Department of Career Services provides career development services to all students (undergraduate and graduate) as well as alumni/ae.

Principal responsibilities for the Vice President will include:

1. Supervising the co-op faculty, in collaboration with college deans, in securing the highest quality co-op placements that can support the learning experience. Establishing and maintaining standards for quality and accountability in this area.
2. Working with the college deans to ensure effective integration of learning from co-op experiences with learning in the academic major.
3. Serving as the University's chief spokesperson for cooperative education. In this capacity, the Vice President will establish and sustain a network of high level contacts in business, industry, and government that promotes cooperative education and reinforces the University's preeminent position in the field. Towards this end, the Vice President will establish a national presence in the co-op education movement.
4. Working independently and collaboratively with the Vice President for Corporate Relations in cultivating and developing co-op partnerships with the corporate community.
5. Managing and streamlining central co-op activities including comprehensive student services for placement, counseling, and referral services.
6. Strengthening career services for students and recent alumni to increase successful post graduate job placement.
7. Developing and implementing a strategy for broadening national and international cooperative education opportunities.
8. Working jointly with the Deans to guide professional development for co-op faculty with the goal of projecting Northeastern as a national leader in cooperative education.

Qualifications

The successful candidate must have a proven record of relevant and effective management experience. Advanced degree preferred but not required. Candidates should have strong interpersonal and communication skills and the abilities to represent the Division within the University and the employment community. In addition, the Vice President must possess a strong commitment to cooperative education, to the goals of Northeastern University, particularly practice-oriented education, and to University affirmative action and diversity objectives. Experience in a large urban university and with cooperative education is desirable, but candidates with appropriate experience in corporate or other settings will receive full consideration.

The search will continue until the position is filled. For full consideration, nominations and applications should be received by May 5, 2003. Send letter of interest, resume, and the names of three references by Word attachment to: vpcoopsearch@neu.edu. Please contact Lansing & Associates at 978-263-5221 for further information.

Northeastern University is an equal opportunity, affirmative action, Title IX University and employer.

For more information about Northeastern University please visit:

http://www.neu.edu

TERRA
COMMUNITY COLLEGE

PRESIDENT

Fremont, Ohio

The Board of Trustees of Terra Community College seeks nominations and applications for the position of President of the college.

For a brochure that includes information about Terra Community College, describes the position and qualifications, and explains the application process, contact: **Julene Meyers, Presidential Search Liaison, P.O. Box 532, Fremont, Ohio 43420**, or see the college's web site at www.terra.edu.

For additional information, contact: Brenda Beckman, ACCT Search Consultant, (520) 299-0019, Fax: (520) 299-8822, or e-mail: bmbeckman@aol.com

Nominations and applications will be accepted until the position is filled. To receive maximum consideration applications should be submitted by May 30, 2003, as the Presidential Search Advisory Committee will select those to be invited for interview shortly after that date.

Terra Community College is an Equal Opportunity/Affirmative Action Employer

- An ACCT Search -

S U N Y

Cortland

State University of New York College at Cortland

Vice President for Institutional Advancement

The State University of New York College at Cortland seeks a Vice President for Institutional Advancement to provide leadership and vision for the areas of Development, Alumni Relations, Public Relations and Publications/Electronic Media.

The VP directs these four offices on a daily basis and will work closely with the newly appointed College president to identify, cultivate and solicit major gift prospects. The VP serves on the five-member President's Cabinet, the institution's primary leadership team. The Cabinet considers policy-making, long-range planning and College-wide initiatives.

As the College's chief development officer, the VP assists the College president, Foundation board of directors, Foundation staff, deans and faculty to increase private funding for a variety of academic and other campus needs. The College recently completed a $10 million endowment-building capital campaign. The vice president will lead the planning for the next major campaign. The VP also works closely with the Alumni Association Board of Directors.

The VP chairs the College's Marketing Committee, composed of representatives from Enrollment Management, Outreach and Institutional Advancement offices, dedicated to building the College's image with its external constituencies.

A master's degree is required, and an earned doctorate is preferred. The goal oriented, successful candidate must demonstrate a commitment to public higher education and an effective track record of engendering substantial private philanthropic support in the not-for-profit sector. A minimum of five years experience at a senior level is required. The ability to lead a team of accomplished professionals in a collegial manner is essential, as is successful experience working with leadership volunteer boards and major donors from corporations, foundations, alumni and friends.

The position requires an understanding of the mission of higher education and the ability to facilitate the development process in a cooperative manner. Other requisites include: a commitment to diversity and an ability to raise funding for diversity initiatives; an ability to manage multiple projects simultaneously; a willingness to travel frequently and to meet with volunteers on evenings and weekends; a knowledge of research upon which to base good development planning and college marketing programs; solid communication skills; and the ability to interact with and help alumni, students and faculty - a skill marked by good listening skills and a sense of humor.

The State University of New York at Cortland, a comprehensive college within the State University of New York System, is located in the geographic center of New York State. The College has an enrollment of approximately 7,600 and 51,000 living alumni. The College is known for its superb programs in teacher education, recreation and leisure studies, physical education, and a number of flagship liberal arts programs in the natural and social sciences as well as the arts and humanities.

This is a state-funded position with a competitive salary and benefit package. Applications will be accepted until the position is filled. Desired start date is September 1, 2003. Send letter of application, curriculum vitae, and the names, addresses, and telephone numbers of five references to:

Dr. Patricia Francis,
Executive Assistant to the President
President's Office
SUNY Cortland
P.O. Box 2000
Cortland, NY 13045-0900

The State University of New York College at Cortland is an AA/EEO/ADA employer. We have a strong commitment to the affirmation of diversity and have interdisciplinary degree programs in the areas of Multicultural Studies.

FLORIDA
GULFCOAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

New College
of Florida

Coordinator of Residence Life

New College of Florida seeks an energetic, innovative, and flexible student affairs professional with particular strengths in residential education, living-learning environments, and resident assistant supervision to fill a full-time, 12-month position as Coordinator of Residence Life. New College is the Residential Honors College of the Florida University System and is a member of the Council of Public Liberal Arts Colleges. Please visit **www.ncf.edu/housing/** for details.

KEAN
UNIVERSITY
www.kean.edu

Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

DEAN

College of Natural, Applied
and Health Sciences

Kean University, a publicly supported comprehensive, metropolitan institution, seeks applications and nominations for the position of Dean of the College of Natural, Applied and Health Sciences. The College is composed of eight departments offering 20 degree programs at the baccalaureate level and 7 degree programs at the graduate level. The departments include: Biology, Chemistry/Physics, Geology/Meteorology, Mathematics/Computer Science, Health Information Management, Nursing, Occupational Therapy, and Technology. The College has a total of approximately 90 faculty members. An abiding value of the College is a commitment to an educational environment of cultural and linguistic diversity and gender equity.

Responsibilities: The Dean is expected to provide leadership for the College of Natural, Applied and Health Sciences in the areas of teaching, research and university and community service. The Dean is also expected to work closely with faculty in curricular matters, including the development of strong and innovative academic programs. The Dean, who reports to the Provost/Vice President for Academic Affairs, will lead the effort to establish within the College a School of Nursing and Health Professions.

Qualifications: The successful candidate will possess an earned doctorate and a minimum of six years experience in higher education. He/She should also have a record of distinguished academic achievement appropriate for appointment at the rank of Professor in a department in the College. Other qualifications include: demonstrated ability to lead through collaborative and shared decision making and, as well, the ability to sustain a strong and collegial relationship with faculty, staff, students, and administrators; successful record in budget development and strategic planning; ability to balance advocacy for the College with the needs of the wider university community; an understanding of the role of information technology in teaching and learning in the natural, applied, and health sciences; and knowledge of and experience in grant procurement in the science and/or health areas and the willingness to provide leadership and support to increase faculty productivity in external grant support.

Salary and Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Application: Priority consideration will be given to applications received on or before **May 22, 2003**. Completed applications must include the following: letter of interest; up-to-date resume; names; addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply to: **Chair, Dean of Natural, Applied and Health Sciences Search Committee, Office of the Provost/Vice President for Academic Affairs, Kean University, 1000 Morris Avenue, Union, New Jersey 07083.**

Kean University is an EEO/AA Institution.

RICHARD STOCKTON COLLEGE OF NEW JERSEY

HOSPITALITY MANAGEMENT

The Richard Stockton College of New Jersey is located 12 miles west of Atlantic City, and is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is also within 20 miles of Atlantic City and near 120 miles of resort coastline. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

We are seeking a new colleague with research and scholarly interests in the impact of daily activities on promoting the hospitality management program. Academic background in a discipline related to the industry and scholarly commitment that will contribute to the study of the hospitality industry is critical. The Hospitality Management Program is a new track within the Business Studies Program. The Business Program has a strong curriculum in all the major concentrations with over twenty full-time faculty members.

Position Available: Instructor/Assistant/Associate Professor, tenure-track faculty position beginning September 1, 2003.

Duties: This is a tenure track, 10-month appointment with responsibility for teaching in the areas of hotel management, physical plant, and casino hotel management, with hospitality small business management as another teaching area. Teaching responsibilities also include offering a course in the college's General Studies curriculum. Other responsibilities will include research, grant writing, academic advising and supervision of student projects and internships.

Qualifications: Candidates for Associate Professor must hold a terminal degree and have considerable experience. Candidates for Assistant Professor must hold a terminal degree. Candidates for Instructor must hold a Masters degree, ABD status and be in the latter stages of their dissertation. Other qualifications include the potential to establish partnerships with industry in support of the program. A record of scholarship and grant writing is highly desirable. Ability to develop on-line courses is a plus.

Screening will continue until position is filled. To apply, send letter of application, resume and three letters of reference to **Dr. Marc Lowenstein, Dean of Professional Studies, The Richard Stockton College of NJ, AA51, PO Box 195, Pomona, NJ 08240.** Visit our website: - **www.stockton.edu.**

Stockton is an AA/EOE.
Women and Minorities are encouraged to apply.

R034268

Roger Williams University
Learning to Bridge the World

GENERAL COUNSEL & VICE PRESIDENT FOR HUMAN RESOURCES

Roger Williams is a private university located in Bristol, Rhode Island with over 3,300 full-time undergraduates in a school of arts and sciences and five professional schools. In addition, the university has over 1,500 part-time, graduate and professional students and the only law school in Rhode Island. The main campus is located on 140 waterfront acres on Mt. Hope Bay, 15 minutes from Providence and an hour from Boston.

Roger Williams University is seeking an experienced professional to serve as its General Counsel and Vice President for Human Resources.

Reporting directly to the President and serving on the senior management team, the General Counsel/Vice President is a senior level official responsible for managing Roger Williams University's legal affairs and strategic planning for the human resource function. S/He typically provides legal advice to the University senior managers; oversees all matters in litigation, serving as liaison to outside counsel, regulatory and legislative bodies, courts and external legal affairs; and, provides leadership for the major areas of human resources organizational planning and development, employee relations, labor relations, benefits and compensation. Directly reporting to the General Counsel/Vice President are the Directors of Human Resources, Public Safety and Environmental Security and Safety.

The successful candidate should have the following qualifications and experiences:

- A broad knowledge of all aspects of Human Resources with extensive labor negotiations, employee relations and organizational planning background;
- Legal experience to include 3-5 years of specific employment and labor relations law;
- A law degree from an ABA-accredited law school is required;
- A minimum of 5-8 years' experience in a human resource environment; and,
- Extensive experience in a broad area of administrative responsibilities.

Salary is commensurate with experience and the University offers an outstanding benefit package. For more information please visit our website at www.rwu.edu.

Qualified applicants should submit a cover letter, resume and list of three professional references (e-mail addresses and telephone numbers) to: **MSI, Providence, RI, John J. Stevens, CPC, jstevens@ri.msi1.com, (401) 683-0798 or Thomas M. Grimes, CPC, tgrimes@ri.msi1.com, (401) 683-2698.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

VALENCIA
A BETTER PLACE TO START.
Orlando, Florida

Professor.

Nursing (#0459. 0460. 0461)

A full-time, 10 month, tenure track position. Responsible for classroom, laboratory, and clinical instruction in a Registered Nurse program. Primary responsibility will be in two of the following areas: foundations, medical, surgical, pediatric, maternal, and/or psychiatric nursing. Plans, organizes, and teaches in a manner to promote and direct successful student learning. Bachelor's and/or master's degree preferred, appropriate academic preparation in nursing **[REQUIRED]**. Two years, or equivalent, full-time experience in clinical practice as a registered nurse **[REQUIRED]**. Demonstrated theoretical and clinical competence for each area of instruction **[REQUIRED]**. Currently licensed to practice professional nursing in Florida (which shall include practice under the terms of Rule 64B9-3.009, Florida Administrative Code) **[REQUIRED]**. **Application Deadline: May 1, 2003.** For consideration, applicants must submit a completed Valencia Community College application, photocopies of transcripts for all post-secondary work, and a written statement describing his/her concept of a learning centered institution. To view the minimum required qualifications and download the required employment application, please visit our website at http://valenciacc.edu or for an application packet and position announcement, please call 407-582-1253. **NOTE: Résumés are NOT** accepted in lieu of an application.

EA/EO

VOLUNTEER STATE COMMUNITY COLLEGE

Academic Dean

Social Science and Education Division

Volunteer State Community College
Gallatin, TN

Applications are being accepted for full-time, fiscal year position of Division Dean for our Social Science and Education Division.

A Masters Degree in a discipline appropriate to the Social Science Division is required; an earned Doctorate is preferred. Applicants must have demonstrated evidence of significant, effective teaching experience in Economics, Education, Geography, Health, History, Human Services, Physical Education, Political Science, Psychology, Recreation, Sociology or related fields. Demonstrated leadership and five (5) years relevant administrative experience are required. Community College experience is preferred.

Responsibilities include effective management of an academic unit in the area of personnel evaluation, scheduling program development, budget, recruiting, student advisement, motivation of faculty, and institutional effectiveness. Some teaching and / or other duties will be assigned. Salary and rank are commensurate with experience and qualifications.

Volunteer State Community College is located in the heart of Middle Tennessee in the city of Gallatin. About 30 miles north of Nashville, we are a comprehensive 2-year college offering the Associates Degree, the Associate of Applied Science Degree and Certificate programs. The College is situated on 100 acres of beautiful rolling Sumner County Land with an enrollment of approximately 7,000 students and approximately 350 full time employees. Gallatin is an inviting community located on Old Hickory Lake with a population of approximately 23,000 residents.

Application Deadline: May 1, 2003

APPLY TO:

HUMAN RESOURCES OFFICE
Volunteer State Community College
1480 Nashville Pike
Gallatin, TN 37066
(615) 230-3592 or (615) 452-8600, ext. 3592
TDD (615) 230-3488
1-888-335-VSCC (8722) (outside the Nashville area)

"Volunteer State Community College, a Tennessee Board of Regents institution, is an equal opportunity institution and ensures equal opportunity for all persons without regard to race, color, religion, sex national origin, disability status, age, sexual orientation or status as a qualified veteran with a disability of veteran of the Vietnam era."

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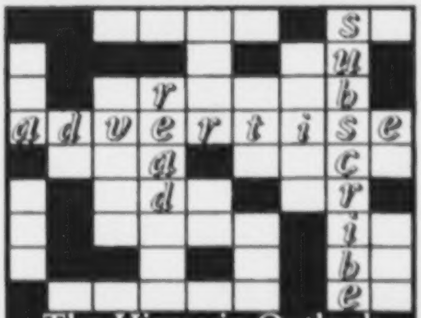
Nursing Faculty Lecturer

Full-time Nursing Faculty Lecturer position starting Fall 2003 for Psychiatric Mental Health Nursing. Faculty responsibilities include day and evening classroom teaching, clinical instruction, committee assignments, leadership in discipline and student advisement. Master's degree in Nursing, experience in psychiatric mental health nursing, teaching, and an active valid NJ Nursing License required. Call **(609) 894-9311, Ext. 7541.** Visit our Web site at **http://staff.bcc.edu/hr, Human Resources Dept, BURLINGTON COUNTY COLLEGE, County Route 530, Pemberton, NJ 08068-1599.** AA/EOE (M/W)

BCC
BURLINGTON COUNTY COLLEGE



The Hispanic Outlook
Tel: 201.587.8800 ext. 102 or 106
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

EMORY
UNIVERSITY

PRESIDENT
Emory University
Atlanta, Georgia

Emory University is poised to provide national and international leadership in higher education by using its rich resources to forge a distinctive excellence in scholarship and teaching, animated by moral values and directed to the service of the world. The university seeks a president whose vision and values mirror those of the Emory community and whose leadership and talents will enable the university to realize these ambitious aspirations.

Founded in 1836, Emory University enrolls approximately 11,400 students including 6,400 undergraduates and 5,000 graduate and professional students; has approximately 2,700 faculty and 16,500 staff at the university, Emory Hospitals, and Wesley Woods Inc.; and has a total operating budget of $1.86 billion with sponsored research totaling $265 million in 2002. A member of the Association of American Universities since 1995, the university's academic divisions include Emory College, Graduate School of Arts and Sciences, Oxford College, Candler School of Theology, School of Law, Roberto C. Goizueta Business School, School of Medicine, Nell Hodgson Woodruff School of Nursing, and Rollins School of Public Health. The Woodruff Health Sciences Center encompasses the last three academic divisions, Yerkes National Primate Research Center, and Emory Healthcare. Numerous centers for specialized research and advanced study include the Graduate Division of Biological and Biomedical Sciences; The Carter Center; and Michael C. Carlos Museum of Art and Archaeology in addition to a host of prestigious affiliated institutions located primarily on the Atlanta campus.

Emory University seeks a courageous leader with strong strategic capabilities, political intuition, and exceptional communication skills. This individual must serve as a catalyst to enable Emory to achieve its global ambitions by creating and leading an energized team; understanding and balancing the needs of all constituents while creating stronger synergies among them; and supporting the recruitment and retention of stellar faculty. The ideal candidate has a history of intellectual and professional achievement, a terminal degree, and a commitment to undergraduate learning and professional education in a research university. Finally, the new president must be an articulate and passionate spokesperson for Emory and for higher education, determined to enhance the visibility and prominence of the university.

Ben F. Johnson III, Chair of the Presidential Search Committee, requests that all inquiries, nominations, and applications be submitted to him in care of the university's consultants:

Paula Carabelli and William B. Reeves
Spencer Stuart
2020 Main Street, Suite 350
Irvine, CA 92614
(949) 930-8017
emorypresident@spencerstuart.com

Applications should include a current curriculum vitae and letter of interest. Screening will begin immediately and continue until an appointment is made, preferably in the Summer of 2003. All communications will be treated confidentially.

Emory University is an Equal Employment Opportunity/Affirmative Action Employer

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Education

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

CATONSVILLE CAMPUS
Faculty, History (2003/030)
Faculty, Business (2003/031)

Job Line: 410-869-7150, TTY 410-869-7151

Apply on line at
www.ccbcmd.edu/ccbc/hr/emply.htm

Edinboro University of Pennsylvania

FACULTY POSITION - Professional Studies Department (Position # 035-1230) **Re-advertisement - Edinboro University of Pennsylvania** Full-Time Tenure Track Assistant/Associate Professor in Educational Leadership/School Administration beginning Fall 2003. Please visit our web site at **www.edinboro.edu**, Offices & Services, Finance and Administration, Human Resources, Employment Opportunities for details.

AA/EOE/M/F/V/D

WASHINGTON STATE
UNIVERSITY

INTERCOLLEGIATE ATHLETICS SENIOR ACADEMIC COUNSELOR #1613

Washington State University is seeking qualified individuals for the position of Senior Academic Counselor. This position's primary responsibilities include comprehensive academic and career counseling to assist all student athletes in identifying and meeting their academic goals leading to graduation and career development. This position also coordinates the Peer Academic Counselor Program. For more information, refer to **www.hrs.wsu.edu/jobs**. *WSU is an EEO employer*

BENEDICTINE COLLEGE

Director - M.A. in Educational Administration

Seeking director for NCATE accredited program preparing K-12 school leaders. Doctorate preferred, K-12 teaching and administrative experience required. Knowledge/experience in Catholic education a plus, some undergraduate instruction required. Great opportunity to work with high quality candidates in an active, student-centered and discovery-based environment. Minorities and women strongly encouraged to apply. Open until filled. Letter of application, vita, all offical college transcripts, and name, addresses and phone numbers of five references to: **Dr. Dian Henderson/Dr. Chuck Osborn, Co-Chairs - Education Department, Benedictine College, 1020 N. 2nd Street, Atchison, KS 66002.**

Executive Vice President for Administration, Operations and Information Technology Services

Brookdale Community College invites nominations and applications for a dynamic administrator to assume the role of Executive Vice President for Administration, Operations and Information Technology Services. A September 2, 2003 appointment is anticipated.

Brookdale Community College is a nationally, fully accredited community college with more than 13,000 students. The main 230-acre campus is complemented by five additional learning sites within the county. Today, the College has little resemblance to the campus of a decade ago. The College has recently undergone a 10-year, $110 million capital-construction renaissance. This year and in the coming years, Brookdale will develop and implement the 2010 Facilities Master Plan. A second generation Information Technology Master Plan was also recently developed under the vision and leadership of the Executive Vice President.

This position is responsible to plan, direct and assess all administrative and operations services including Information Technology, Facilities and the Police Department. The incumbent works closely with the President, Board of Trustees, College Counsel, the Cabinet officers, and members of the community to provide coordinated leadership and decision making for campus operations.

The successful candidate will have demonstrated leadership and be a decisive and dynamic leader with superior interpersonal and communication skills, integrity and confidence. A master's degree in Business or a related field or equivalent combination of education and experience is required, as well as eight years of progressively responsible experience in administrative management of an institution, preferably in higher education, and at least three years of overseeing facilities/physical plant operations and development.

Salary is commensurate with qualifications.

Interested candidates should refer to our website for a detailed description of qualifications and the application process: www.brookdalecc.edu

Please submit letter of application, resume, including salary history, and names, addresses, and telephone numbers of five professional references to:

Recruitment Manager, Human Resources
Brookdale Community College
765 Newman Springs Road • Lincroft, NJ 07738
VIA FAX 732-224-2970
Email: hrdept@brookdalecc.edu

Applications should succinctly address the leadership criteria listed, citing specific examples from background and experiences to demonstrate knowledge and expertise necessary for this position. Complete transcripts of all college course work will be required of final candidates.

The search will continue until the position is filled; however, since formal review will begin on May 9th, the submission of application materials is encouraged prior to that time to ensure full consideration.

BROOKDALE
COMMUNITY
COLLEGE

***Brookdale Community College** is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.*

A Gold Hill Associates Search

Colgate

Hamilton, NY

Interim Catholic Chaplain

One year appointment July 15, 2003 - June 15, 2004. Serves as a member of the Office of the Chaplains. Coordinates and leads Catholic religious life on campus, as well as participating in the provision of leadership and support for the ecumenical and interfaith ministry of the office.

Master's degree in an appropriate field of study is preferred. Experienced professionals in campus ministry are sought. Open to clerics, lay and religious women and men. For complete details visit **http://offices.colgate.edu/hr/**

Send curriculum vitae, three or more letters of recommendation (a testimonial letter from bishop or major superior if appropriate), and a letter of application to:

Colgate University
Human Resources Department, Attn: Catholic Chaplain Search
13 Oak Drive, Hamilton, NY 13346
315-228-7565 Fax 315-228-7171 E-mail: humres@mail.colgate.edu

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DIRECTOR OF STUDENT AFFAIRS

PENN STATE, WORTHINGTON SCRANTON

This position is responsible for the overall leadership and administrative direction of the Student Programs and Support Services function at a commuter campus. The campus offers associate degrees and the first two years of baccalaureate study for students planning to complete degrees at other Penn State campuses. In addition, the campus offers selected baccalaureate programs which may be completed in their entirety at this campus. The DSA directs the planning, organization and implementation of services for students, including career services, health and counseling services, orientation, student life programs, recreation and athletics and student support services, such as judicial affairs, minority and special populations programming and other assigned programs. The DSA will collaborate closely with the Director of Enrollment Management in recruitment, retention and financial aid services and work closely with the Director of Academic Affairs in developing and administering a campus center for academic advising and student achievement. Serve as a member of the campus leadership team, with special focus on strategic planning for student life. Develop periodic and special reports to various areas as required. Know current issues and trends in student affairs. Possess strong interpersonal skills. Direct, supervise, train and evaluate assigned staff. Develop and administer various budgets. Oversee the maintenance, security and disposition of student records. Serve on a variety of committees. Advise student government and student groups. Requires Master's degree or equivalent (doctorate preferred) in Counseling, Higher Education or Student Development, plus two years of work-related experience in relevant student services. Send cover letter, resume and salary requirements to: **Employment & Compensation Division, Pos #: H-15349, 120 S. Burrowes St., University Park, PA 16801, or FAX to (814) 865-3750.** Application Deadline: May 23, 2003.

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

Assistant Director

College Relations & Publications

Burlington County College is seeking a success-driven individual to develop, manage, schedule and write materials for college's cable television, radio, distance learning programs, multimedia presentations and Web site. Additionally, you will coordinate special events and photographic sessions, participate in confidential projects & attend meeting and press activities. A Master's degree in Public Relations, Communications or Journalism; 3 years applicable experience, including news/public relations writing; experience with desktop publishing (QuarkXpress); word processing in Windows; and multimedia presentations in PowerPoint required. Strong oral communications and demonstrated public speaking ability a must. Call **(609) 894-9311, Ext. 7390, http://staff.bcc.edu/hr, Human Resources Dept., Burlington County College, County Route 530, Pemberton, NJ 08068-1599.** AA/EOE (M/W)

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COUNTY COLLEGE

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is a four-year undergraduate college located in the beautiful foothills of the Ramapo Valley approximately 25 miles northwest of New York City. Established in 1969 as a state-supported, coeducational college of liberal arts, sciences and professional studies, this institution offers an array of undergraduate, graduate, and post baccalaureate programs focused on the four "pillars" of the Ramapo College mission - international, intercultural, interdisciplinary, and experiential education. The College is committed to global education. It is a Fulbright Center and houses the New Jersey Governor's School for International Studies.

ASSISTANT DIRECTOR
ALUMNI RELATIONS

JOB DESCRIPTION: Under the direction of the Director of Annual Giving and Alumni Relations, carry out the College's strategic plan initiatives for Alumni Relations. Design, organize and implement alumni social events, educational programs, regional/special interest activities and cultural activities. Serves as Coordinator for the Friends of Ramapo. Assist with Parents Advisory Council events. Works with committees, volunteers from alumni, parents, faculty, college boards and the community to increase participation in events by 15%. Develops a budget, marketing plan and volunteer committee for activity/event as needed. Prepare publications, communications and marketing material for Alumni, Friends and Parents for print and Web.

REQUIREMENTS: Bachelor's degree required. Two to three years in Alumni Relations, Special Events or Volunteer Management required. Must possess excellent verbal and written communications skills with a thorough understanding of publication production and be proficient in Microsoft Word, Access, and Excel. Experience working with volunteers and a board of director and/or familiarity with nonprofit environment and knowledge of college issues a plus.

Qualified persons should submit "on-line" application, letter of interest, vita, and a list of three references. Please log on to Ramapo College's Job Opportunities web site: **http://www.ramapo.edu/hrjobs**. Hard copies of resumes and/or applications will not be accepted. Review of applications will begin immediately and continue until the position is filled.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Position offers excellent state benefits. To request accommodation, call (201) 684-7379.

RAMAPO COLLEGE OF NEW JERSEY

Attention: Dept 18
505 Ramapo Valley Road, Mahwah, NJ 07430

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PRESIDENT

UNIVERSITY OF FLORIDA
1853

Honoring the past, shaping the future

The Board of Trustees of the University of Florida announces a national search for the President of the University of Florida.

Founded in 1853, as the land grant university for the State of Florida, the University is one of the largest and one of the most academically diverse in the nation. The University of Florida enrolls over 48,000 students, employs more than 4,000 faculty members, and has an annual operating budget in excess of $1.8 billion.

The University of Florida, an AAU member institution, is one of the world's major research-intensive universities with 21 colleges and schools with research awards exceeding $430 million last year. It offers more than 100 undergraduate majors, coordinates more than 200 graduate programs, 5 professional degree programs, has a statewide Health Science Center, and a distinguished record of developing Florida's agriculture.

The President is the chief executive officer of the University and works closely with the Board of Trustees. The President is charged with leading the University academically, administratively, and financially, guided by the University's mission and values. The next President is expected to provide leadership, which incorporates vision and creativity. Preferred candidates should have an excellent record of senior level leadership at a major research university.

Review of candidate materials will begin immediately and will continue until a new President is selected. For more information about the University of Florida and the search go to **www.trustees.ufl.edu/presidentialsearch/**. Application materials should include a letter addressing how the candidate's experiences match the requirements, a curriculum vita, and the names, title, email and business address, with business and home telephone numbers of at least five references. **Submission of materials as MS Word attachments is strongly recommended.** Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Expressions of personal interest, requests for information, and written nominations should be directed to:

Jan D. Greenwood, Ph.D., Vice President
A.T. Kearney, Inc.
University of Florida President Search
333 John Carlyle Street
Alexandria, VA 22314
Fax: 703-519-0391
Email: greenwoodteam@atkearney.com

The State University System of Florida is an equal opportunity employer and encourages women, people of color and people with disabilities to apply. The search is being conducted under the "Public Records Act" and the "Government in the Sunshine" laws of the State of Florida.

VANDERBILT UNIVERSITY

ASSOCIATE DIRECTOR OF ADMISSIONS

Vanderbilt University is seeking an Associate Director of Admissions to coordinate diversity outreach and oversee additional senior management functions. Reporting to the Dean of Admissions, the Associate Director will function as a key member of the leadership team in an office of 15 admissions officers and 13 operations staff.

The Associate Director will also fulfill the normal role of all admissions officers: management of a recruitment territory, interaction with the public, extensive file reading and evaluation, and other project-specific leadership tasks. Supervisory experience is a plus, as is familiarity with one or more additional functional areas such as Division I athletic recruitment, international admissions or marketing communications.

Requirements include a bachelor's degree, five or more years of admissions experience, including significant work in a highly selective admissions process, a valid driver's license, and a strong belief in the value of education in the private university sector. Candidates should also strongly support the goal of providing highly personalized service within the context of a high volume admission process.

Interested candidates should submit a cover letter, resume and contact information (including phone number and email address) for three references by May 5 to:

Tracy Cunningham
Office of Undergraduate Admissions
Vanderbilt University 2305 West End Avenue
Nashville, TN 37203-1727
tracy.cunningham@vanderbilt.edu

Foothill-De Anza Community College District

Vice Chancellor of Business Services

The Foothill-De Anza Community College District is currently accepting applications for the position of Vice Chancellor of Business Services. This position is responsible for developing, coordinating, and implementing complex business policy and procedures; making business related decisions within District policy, law, or existing practice; and advising the Chancellor and the Board on fiscal matters.

The District offers an excellent benefits package, which includes full cost medical coverage for employee and eligible dependents, dental, vision care, employee assistance program, long-term disability, retirement benefits and basic life insurance.

For application materials contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
To apply on line visit www.fhdajobs.net

New York University

DIRECTOR OF ADVISEMENT

Gallatin School of Individualized Study

The Gallatin School of Individualized Study seeks a Director of Advisement to lead the Office of Academic Advisement. The Director of Advisement reports to the Associate Dean and serves on the School's Advisement & Policy Committee, contributes to the development of academic policies and assists the Associate Dean in the administration of academic policies and practices. The Director of Advisement directs all aspects of academic advisement including creating and implementing ongoing systems for recruiting, hiring, training and developing advisors in academic areas and evaluating the advisement system. The Director of Advisement recruits and assigns advisors to first-year and transfer students and to other students according to their academic interests and/or concentrations. This position coordinates and conducts advisement-related training/workshops for both students and faculty, and conducts information sessions for prospective students. The Director of Advisement serves as primary academic advisor to Gallatin students and teaches one course per year at Gallatin.

The successful candidate must have:

- A commitment to student-centered learning;
- Two to three years' advising and teaching experience;
- A Ph.D. or equivalent degree and two to three years' administrative, supervisory and budgetary experience;
- Demonstrated organizational, leadership, verbal and written skills.

The ideal candidate should have:

- Experience with self-directed learning and interdisciplinary programs.

Founded in 1972, Gallatin is an innovative college of 1,200 students within a major research university. Its nationally recognized B.A. and M.A. programs in individualized study encourage students to develop an integrated, multidisciplinary program of study that combines courses in the various schools of NYU with independent studies, internships and Gallatin's own interdisciplinary seminars and arts workshops. The School emphasizes excellent teaching, intensive student advisement and mentoring and a unique combination of program flexibility and academic rigor.

Compensation for the Director of Advisement is competitive and NYU offers excellent benefits. The targeted starting date for this position is July 1, 2003. Applicants should include a letter of interest discussing their administrative, supervisory, advisement and teaching accomplishments and philosophy along with their resume and the names and contacts for five references to: **Attention: HR Manager, Gallatin School of Individualized Study, New York University, 715 Broadway, Sixth Floor, New York, NY 10003.** Review of applications will begin on April 30, 2003. *NYU appreciates all responses, but can only respond to qualified candidates.*

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MILLERSVILLE
UNIVERSITY

ASSISTANT VICE PRESIDENT FOR STUDENT AFFAIRS

Millersville University of Pennsylvania invites nominations and applications for the position of Assistant Vice President for Student Affairs. Starting date will be Fall 2003.

Millersville University, one of 14 institutions in the Pennsylvania State System of Higher Education, is a highly regarded, comprehensive public institution with an enrollment of 7,500 students. It has been recognized as a top regional public institution in U.S. News and World Report and is listed in Kiplinger's among the 100 best public universities in the nation. The University is located in suburban Lancaster, a growing and diverse community, and within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches.

The Assistant Vice President for Student Affairs oversees the following Student Affairs programs/services: Career Services, Community Service; Student Programs (orientation, student organizations, programming, Greek organizations); Financial Aid; Student Center; Veterans Affairs and; Wellness and Women's Center. The Assistant Vice President also assists the Vice President for Student Affairs in managing the Student Affairs Division and serves in the Vice President's absence.

Requirements for the position are: Master's degree preferably in student affairs higher education or a related field; a minimum of five years of broad and progressively responsible student affairs administrative experience which includes supervision of professional staff and oversight of at least three departments/programs; record of leadership in developing and implementing successful programs; demonstrated knowledge of current student affairs issues; evidence of ability to work collaboratively with students, faculty and administration; evidence of appreciating diversity and promoting a campus climate that encourages inclusion and participation by all students and; a successful interview.

Full consideration given to applications received by **May 19, 2003.** Please send letter addressing the requirements of the position, resume and the names, telephone numbers and e-mail addresses of three current and professional references to: **AVP for Student Affairs Search/HO0421, Office of Human Resources, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

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HARVARD UNIVERSITY

Faculty of Arts & Sciences

HARVARD UNIVERSITY REGISTRAR'S OFFICE

Registrar of the Faculty of Arts and Sciences

Lead the Office of the Registrar of the Faculty of Arts and Sciences (FAS), which serves Harvard College and the Graduate School of Arts and Sciences. Oversee records for approximately 6,600 undergraduates and 3,500 graduate students. Collaborate with FAS deans and faculty on the administration of educational policies and new initiatives. Manage a staff of 47 responsible for certification of enrollment and degree requirements, issuing offical student transcripts and diplomas, maintenance of course enrollment records, scheduling of classrooms, courses, and examinations and administering and proctoring final examinations and placement tests. Develop the academic year calendar, in keeping with faculty guidelines, and publish annual and five-year calendars. Provide data and statistical analysis for internal use and for reports to government and other external agencies. Edit and publish handbooks and the course catalog. Plan and develop the office's annual budget. Lead the ongoing development of office information systems. Represent the office on committees of the Faculty of Arts and Sciences and the University. Provide guidance and support for students with disabilities. Serve as a member of the Administrative Boards of the Graduate School of Arts and Sciences and of Harvard College. Work with College and Graduate School deans on Registrar and Administrative Board matters. Reports to the Dean of Harvard College.

The qualified candidate will have at least 10 years of administrative experience in a college or university, strong leadership, communication and management skills, and demonstrated knowledge of information systems technology. Ph.D. preferred. **Req. #16041**

Please submit resume and cover letter, including the names and contact information for three references, to Harvard University, Resume Processing Center, Requisition #16041, 11 Holyoke St., Cambridge, MA 02138. To apply online please visit our website at www.atwork.harvard.edu/employment. Materials may be addressed to the attention of Andrea Kelton-Harris, Senior Human Resources Consultant. This position offers a competitive salary, commensurate with experience.

At Harvard University, diversity is an essential source of vitality and strength.

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¡PUNTO FINAL!

DECREASING LATINO UNIVERSITY DROPOUTS

Albert Valencia, Ed.D. and associate professor in the department of counseling and special education, coordinates the school counseling credential program, teaches courses in counseling, and conducts research related to the effects of violence and trauma on the learning and development of children.

Sana sana colita de rana.

In education, is there anything worse than losing 50 to 60 percent of our Latino high school students to the fire-breathing, future-scorching, dropout dragon? No. But a strong contender might be the sad fact that some universities are losing 50 to 60 percent of their Latino first-year students.

That's right. The dropout crisis has migrated. Talented, ambitious young Latinos dodged the dropout bullet, completed high school, applied to college, were accepted, attended their first year, but did not come back for their sophomore year.

From anecdotal data, they were primarily first-generation university students who did not return due to finances and family issues. *Sana sana colita de rana.*

In my experience, burritos are rolled, tacos are folded, and Dr. Loco does the boogie-woogie. *La Llorona* walks through our collective dreamscape, and what can we do to keep our Latinos in the university?

We have choices. One is to do nothing and expect our institutions of higher education to re-design their programming to welcome and support the attendance and retention of historically underrepresented students. You know the fantasy. However, waiting for some universities to focus their talent and energy on the retention of academic minorities could test the patience of Mother Teresa.

Another choice is to design and offer the programming that can demystify the university experience and give our Latino university students a sense that they belong. With a sense of belonging, Latino students would be better able to go from academic floundering to academic achievement–to find assistance to keep them in school.

Hip hop, *pachuco* hop, *cholo* hop, zoot suit hop. Whatever. We need to help our children compete in a university environment that in the worst case is linguistically alien, institutionally unforgiving, and culturally rude. In the English language there is no linguistic equivalent of the Spanish familiar "*tu*" versus the more formal "*usted*" verb forms. In language and in behavior, we teach our Latino children to be respectful. We teach our children to honor elders and to feel guilty when we have not done our fair share. Yet, many of our Latino first-year students report that the deference to elders that they learned at home is diminished and trivialized by the university until they feel that they either have to become more like their assertive European American counterparts or go home.

To prepare our children to navigate the maze of academia, we need to teach them time management, course selection, and how to handle the racists and bigots that they will, no doubt, meet. We need to remind them that not all professors will appreciate the diversity and richness of Latino lifestyles. We need to enable our children to explain our system of godparents that extends the reach and power of the nuclear family. And, we need to remind them that all of this is good.

According to a 10-year study at Harvard University (Light, 2001), one way to begin to teach survival and achievement skills is to match first-year students with faculty mentors. At California State University-Fresno (CSUF), instead of shouting at the darkness, one program is doing its part to light a candle. In 2000-2001, 135 students were matched with 90 faculty mentors.

I am one of the 90. My mentees demonstrate courage, optimism, and a sense of ambition while also reporting issues of feeling overwhelmed, underprepared, and virtually lost in the labyrinth of the university. I meet with them, talk with them, support them, and link them to various student services. And, in a few years, my goal is to see them at their graduation, meeting their families, telling them how proud I am of their wonderful accomplishment, and pressing on them their responsibility to give the gift of mentoring to someone else.

Our aim is to grow this faculty mentoring program so that one day we can match all new students with mentors. Our goal is to create an environment that respects the unique circumstances of all of our students. Instead of saying "*sana sana colita de rana,*" instead of shouting at the proverbial darkness, we are moving to show that *sí se puede.*

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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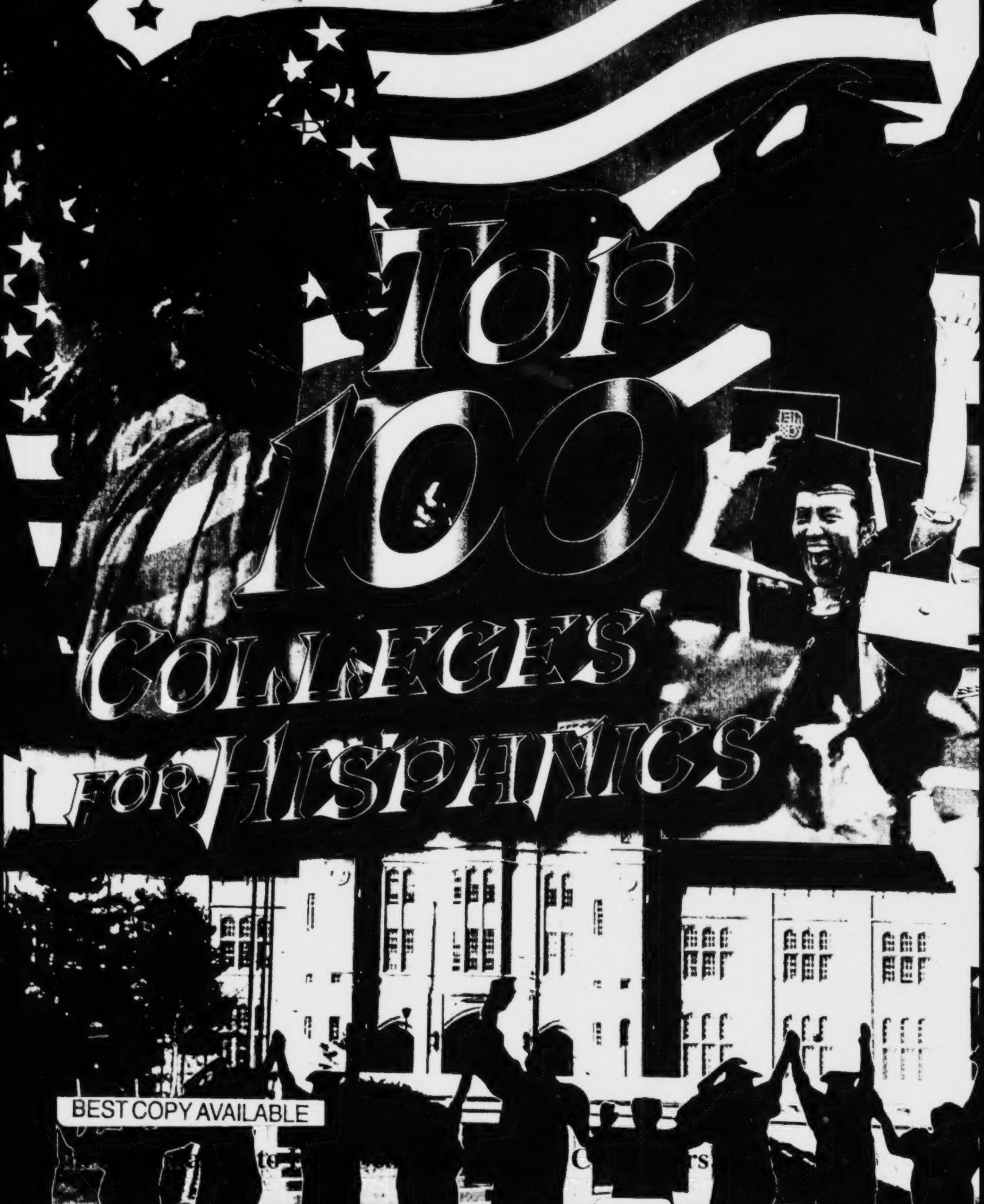

Top 100 Colleges for Hispanics

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The Hispanic Outlook in Higher Education Magazine
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Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education Magazine* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. *The Hispanic Outlook in Higher Education Magazine* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education Magazine.

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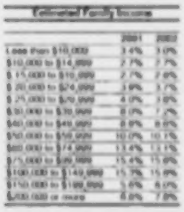

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Community College

Esquina Editorial

Ready for some good news? How about this from Michael Winerip of *The New York Times*, March 26.

State testing of elementary students at P.S. 20 in New York's Lower East Side shows a rise in four years from 27 percent reading at grade level to 58 percent. It's one of the poorest schools in the U.S., 54 percent Hispanic, 99 percent eligible for free lunches, 52 percent non-native English speakers. Dr. Leonard Golubchick, principal for 26 years, described "how he finds extra local, state, and federal money to hire additional teachers and integrate the arts into the curriculum, thereby avoiding mindless drilling, captivating even wiggly little boys..."

Fourth-grader Dario González, who entered P.S. 20 in September, told Winerup, "Before, I don't know how to organize my stuff, I don't really know how to write a paragraph or anything. Miss Torres told me how to put in one idea, about punctuation, everything like that."

Sounds as though P.S. 20 knows how to address learning problems that can persist all the way to college. Problem is, Golubchick calls class size a big factor, and in our present economy, a lot of states are rolling back recent class-size legislation. Still, it is good to know that poor schools **can** create a turnaround for their students, *sí se puede!*

A lot of higher education institutions create opportunities for Hispanics, and we name many of them in our **Top 100** issue. *Bravo*, **Top 100** Schools.

Nuestra próxima edición looks at change needed in graduate schools and in the analytical and interpersonal skills of today's graduates. It also offers several perspectives on ***el español***, and observes that non-Hispanic college students across the country are clamoring to learn it.

Hasta la próxima
Suzanne López-Isa
Managing Editor

The Hispanic Outlook in Higher Education
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First Impression

by Mary Ann Cooper

PRINCETON TAKES SUMMER OFF

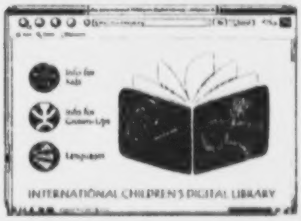
Each summer for the past 17 years, Princeton has invited 30 Black and Hispanic university students to its campus for a seven-week semester of non-credit courses at the Woodrow Wilson School of Public and International Affairs, a graduate school. According to a report in ***The Record*** newspaper (NJ) what will make this year different is that it is the last year Princeton is conducting its minorities-only enrichment program. In this tense legal climate of challenges against any form of racial preference, Princeton is concerned that the courts may consider it discriminatory even though it is not an admissions program. The summer program is only designed to encourage more minority students to apply to Princeton. For the first 12 years of the program, private groups, including the Ford Foundation, provided the funding for the summer program. But for the past five years, legal fears dried up outside financial support. The University has been footing the bill ever since.

QUOTABLE

Former President Clinton appeared on "Larry King Live" to talk about his foundation's involvement in an interactive guide to historically Black colleges and universities designed to help give parents and prospective students everything they need to know about enrolling, financial aid, profiles of the schools, what they offer, in one CDROM. The CD is available by calling 1-888-538-4455. Here's what the former president had to say about how important this program is and what his foundation is planning for the future:

"A lot of people don't think their kids can go to college. One of the things I found is that just because you pass a law and confer a benefit doesn't mean people know it exists. So, if this works, we're going to do it next year for Hispanic kids, too. Then we'll go to other targeted populations in America that are underperforming in college because it's absolutely critical to our economy and to their future."

AN ARCHIVE WORTH 10,000 VOLUMES



The University of Maryland's Human-Computer Interaction Lab and College of Information Studies, with the support of a $3 million National Science Foundation grant, is creating a first-of-its-kind archive of more than 10,000 digitized children's books. The project is called the International Children's Digital Library, ICDL, and is designed to allow children in all parts of the world to be able to access books in many different languages just by going on the Internet. This is the University of Maryland's second Internet project for children. SearchKids was launched by UM as a browser aimed at young Web surfers. The archive will be added to SearchKids. The prototype for ICDL, which includes 100 books selected and digitized by the Library of Congress, 100 books chosen by international librarians, and 25 volumes of new material from publishers and authors, is currently on line at http://www.icdlbooks.org.

First Class

Title: Contemporary Latina Playwrights
College: Smith College
Department(s): Latin American Studies
Professor: Nancy Sternbach
Conducted in: English

Latina playwrights from the 1960s faced budgets that were tight and staging that was austere until the dawn of the high-tech era of the 1990s, when multimedia performance art and collective theatre pieces came into their own. Contemporary Latina Playwrights explores the contribution of these talented writers. According to the course description, "U.S. Latinas have moved from their marginal positions backstage to become the central protagonists of the efflorescent, hybrid, multicultural art form that is Latina theatre today." In this course, students are required to read a variety of plays, as well as explore performance pieces, puppet shows, and other art forms that have been integral components of U.S. Latina theatre from the early '70s to the present. Along with the text readings, students examine critical readings of the art form. Whenever possible, students take their studies into the theatre to view the work of a Latina playwright, as well.

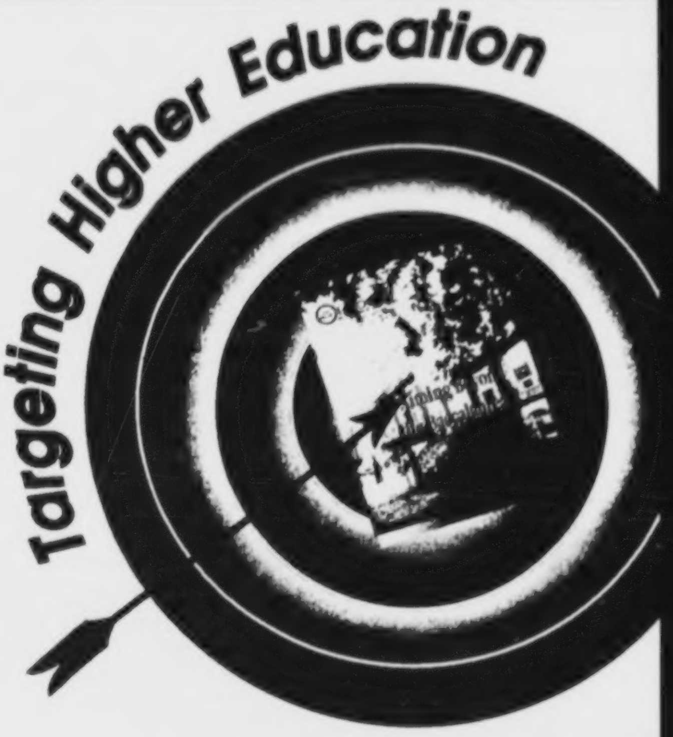
If you would like to submit a "1st Class" course, please e-mail the details or syllabus to macoutlook@aol.com

NAZARETH COLLEGE BILINGUAL TRAINING

The number of non-English speakers is on the rise in Monroe County, New York. In the Rochester School District, there were more than 3,000 students who received instruction in English as a non-native language in the 2001-02 school year. But until recently, the four courses necessary for certification for teachers in bilingual programs were not offered in Rochester. Thanks to a $1.1 million federal grant, however, Rochester's bilingual teacher training and education will be funded for the next five years. Half the grant (awarded through the No Child Left Behind Act) will fund the certification program. The other half is budgeted for collaboration with the city, rural, and suburban school districts to coordinate bilingual teaching efforts. Nazareth College is offering two new programs to train bilingual teachers–the first programs of their kind in the Rochester, N.Y. area. Educators must already be certified and fluent in Spanish in order to qualify for the extension certification programs.

Hispanic Trends

by Gustavo A. Mellander



A hundred years ago, when America was emerging as a world power, less than 50 percent of its youngsters finished high school; only 10 percent of those students attended college.

Many a young girl was pulled out of school to care for her younger brothers and sisters. At the same time, many young men, not yet teenagers, were forced to quit school to help support the family. Much human capital was wasted, never allowed to reach its potential. The few who finished high school had a fighting chance to secure a well-paying job.

Today, a high school diploma no longer guarantees such a pleasant eventuality. It is but the necessary first step along a long path. Much of society understands that going to college and indeed graduate school are necessary steps along the way to success in this century.

What about Hispanics?

Have Hispanics benefited from the opening of higher education nationwide? There are two viewpoints. Mireya Navarro wrote in *The New York Times* that "the college graduation rate for Hispanics is the lowest among major ethnic groups." She reported that many find themselves choosing between going to college or working to help the family. Those of us in higher education have certainly seen many examples of that financial reality.

Hispanic students confront the same problems many first-generation college students do: the lack of a role model, less than adequate college advice and encouragement at home, and, all too often, poor pre-college education.

Pew Hispanic Center Findings

The Pew Hispanic Center has reported that only 16 percent of Hispanic high school graduates earn a four-year college degree by age 29, compared with 37 percent of non-Hispanic Whites and 21 percent of Blacks.

Many Hispanics also have cultural and language barriers. Many girls are expected to live at home while attending college. That means they continue to have family responsibilities that hinder their ability to devote themselves to their studies. Young Hispanic males feel obligated to work, part time or full time, to help the family while attending college.

All these external pressures lead many to drop out. Some valiantly return or continue on a part-time basis. In too many cases, life's realities block their ability to finish college.

National Center for Education Statistics

A recent study by the National Center for Education Statistics is a bit more optimistic. It points out that Americans are enrolling in colleges in greater numbers than ever before. That trend has been particularly evident among Hispanics. Hispanic higher education enrollment increased from approximately 782,000 in 1990 to more than 1,500,000 in 2002; a surprising 70 percent increase.

Not only are more Hispanics going to college every year; in a growing number of colleges and universities, Hispanics represent a significant percentage of the student body. Those degree-granting institutions where at least 25 percent of the full-time-equivalent undergraduates are either U.S. Hispanic citizens or Hispanic resident aliens have been formally classified as Hispanic-Serving Institutions (HSIs). They encompass public, private not-for-profit, and private-for-profit institutions in Puerto Rico and the United States.

Some 335 institutions, 276 in the United States and 59 in Puerto Rico, were tracked, starting in 1990. Puerto Rico was excluded in some tabulations since the vast majority of students are Hispanic.

Student Enrollment

In the 1990s, enrollment in HSIs grew by 14 percent versus a 7 percent growth for all colleges and universities. As a result, the proportion of U.S. students enrolled in HSIs grew from 9 percent to 10 percent. In Puerto Rico, the increase was 11 percent.

Women Enrollment

The number of women enrolled in HSIs during the '90s grew 18 percent compared with 9 percent growth for men. There was a similarly large increase of female students at all institutions. Women grew at a faster rate than men (10 percent versus 3 percent growth).

Race and Ethnicity

Student enrollment growth nationwide was almost entirely due to a surge of minority students. Their numbers in HSIs increased by 49 percent. White enrollment in HSIs declined by 20 percent compared with only a 4 percent decline in all institutions. As a result, minorities outnumbered Whites in HSIs; 64 percent to 34 percent.

Among minorities, the number of Hispanic students in HSIs grew faster than students from any other race or ethnicity. From 1990 to 1999, the number of Hispanic students grew from 390,000 to 588,000. This growth raised the proportion of Hispanic students to 42 percent and made them the largest racial or ethnic group. Other minorities grew too, but their increases were much smaller.

Despite the 64 percent growth in Hispanic enrollment at HSIs, the percentage of all Hispanic students enrolled in HSIs actually declined slightly from 46 percent to 45 percent. This small decline is attributed to the fact that Hispanic enrollment in non-HSIs grew even faster than Hispanic enrollments in HSIs.

Although the numbers were much smaller, a relatively large proportion of the enrollment growth at HSIs occurred at private institutions. Students enrolled in private HSIs rose considerably over the decade and substantially exceeded the growth in public institutions. Hispanic enrollment more than doubled in both 2-year and 4-year private HSIs.

Graduate and Undergraduate

Overall enrollment in HSIs at the graduate level grew faster than both undergraduate and first-professional enrollment, increasing 24 percent, from 76,000 in 1990 to 95,000 in 1999. This increase of graduate students was due primarily to increasing minority enrollment, including a 56 percent increase in the number of non-resident Hispanic aliens.

Undergraduate enrollment in HSIs fluctuated more throughout the decade than did graduate enrollment. By 1999, however, the number of undergraduates had increased substantially, rising from 1,143,000 in 1990 to 1,297,000 in 1999. The slower pace of undergraduate growth compared with graduate growth is in part due to a substantial drop in White undergraduate enrollment in HSIs, which declined 22 percent from 1990 to 1999. Conversely, White graduate student enrollment dropped 5 percent during the same period.

Degrees

The number of degrees awarded by HSIs in the U.S. grew by 36 percent in the '90s; the number conferred by all institutions, by 13 percent. Puerto Rico increased by 31 percent.

At each degree level, the number of minorities receiving degrees at HSIs in the U.S. grew more than the number of Whites.

Consequently, the total number of degree recipients at HSIs who were minorities grew by 67 percent between 1990 and 2000, while the number of White degree recipients declined by 4 percent. Hispanic degree recipients grew by 95 percent, more than any other racial or ethnic group.

Associate's Degrees

As has been true for millions of Americans, especially those from families that had never attended college, the nation's community colleges have been the major entry point to higher education for Hispanics.

Associate's degrees accounted for 46 percent of the 149,028 degrees awarded by HSIs in 2000. The number awarded by HSIs during the decade rose 43 percent compared with a growth in the number awarded by all U.S. degree-granting institutions of only 12 percent. In Puerto Rico, the number of associate degrees awarded by HSIs grew 29 percent.

Among Hispanics who were awarded associate's degrees in the United States in 1999-2000, 53 percent earned them at HSIs. By 2000, Hispanics earned 40 percent of all conferred by HSIs in the U.S., making them the most represented racial or ethnic recipient group.

Bachelor's Degrees

Bachelor's degrees accounted for 39 percent of all degrees awarded by United States' HSIs in 1999-2000. The number of bachelor's degrees awarded by HSIs rose 26 percent in the '90s, while the number of bachelor's degrees conferred by all institutions rose 9 percent. In Puerto Rico, the number of bachelor's degrees rose by 23 percent.

In 1991-92, Whites receiving a bachelor's degree at HSIs outnumbered Hispanics by more than 2 to 1. By 1999-2000, Whites and Hispanics earned them in almost equal proportions. The number of Hispanics earning them at HSIs grew by 87 percent between 1991 and 2000.

While this growth was the highest of any racial or ethnic group, non-Hispanic minority groups also showed an increase. However, the number of Whites receiving them at HSIs declined 12 percent compared to only a 1 percent decline at all institutions.

Master's Degrees

Master's degrees accounted for 13 percent of all degrees awarded in the U.S. in 1999-2000. The number conferred by HSIs in the U.S. rose 46 percent between 1991 and 2000, compared with a national increase of 30 percent, and in Puerto Rico, 129 percent.

Master's degrees conferred by HSIs in the U.S. as a proportion of those conferred by all U.S. degree-granting institutions remained rather constant during this period at 4 percent. Among Hispanics who received master's in the U.S. in 1999-2000, 25 percent earned them at HSIs; among Whites, 3 percent; among non-Hispanic minorities, 5 percent.

Hispanics earning master's degrees at HSIs grew 136 percent between 1991 and 2000, a growth rate more than that of any other racial or ethnic group at HSIs, and exceeding the national Hispanic rate of growth of 102 percent. As a result of this growth, the proportion of master's degree recipients at HSIs who were Hispanic rose from 15 percent in 1991-92 to 24 percent in 1999-2000.

Doctoral Degrees

Doctoral degrees accounted for less than 1 percent of all degrees awarded by HSIs in the U.S. in 1999-2000. The number awarded by HSIs rose 74 percent between 1991 and 2000, while the number awarded by all institutions rose 10 percent; in Puerto Rico, 111 percent.

The Bottom Line

Data are open to interpretation, but the record is clear. More Hispanics than ever are going to college AND graduating. Many still drop out. Many have to attend part time–higher percentages than for Whites or Blacks.

Many attend local community colleges where lower tuition, flexible schedules, and part-time employment allow them to continue their studies. Given the economic pressures they face, many gravitate toward fields in which they can secure employment as soon as possible. Community college offerings in computer science, nursing, and other technical two-year programs are favorites.

Yet community colleges remain a revolving door for too many Hispanics. Among those who do succeed and graduate, the majority go to work immediately and remain in the workforce. Few ever complete baccalaureate or graduate studies, and thus are relegated to lower-level careers.

The glass is neither half full nor half empty. It is a work in process, but the trend is in the right direction. Have faith...but be vigilant.

For more details see: The Pew Hispanic Center, "Census Data" 2002. U.S. Department of Education, National Center for Education Statistics, "Hispanic Serving Institutions, 1990-1999" NCES, 2002-051.

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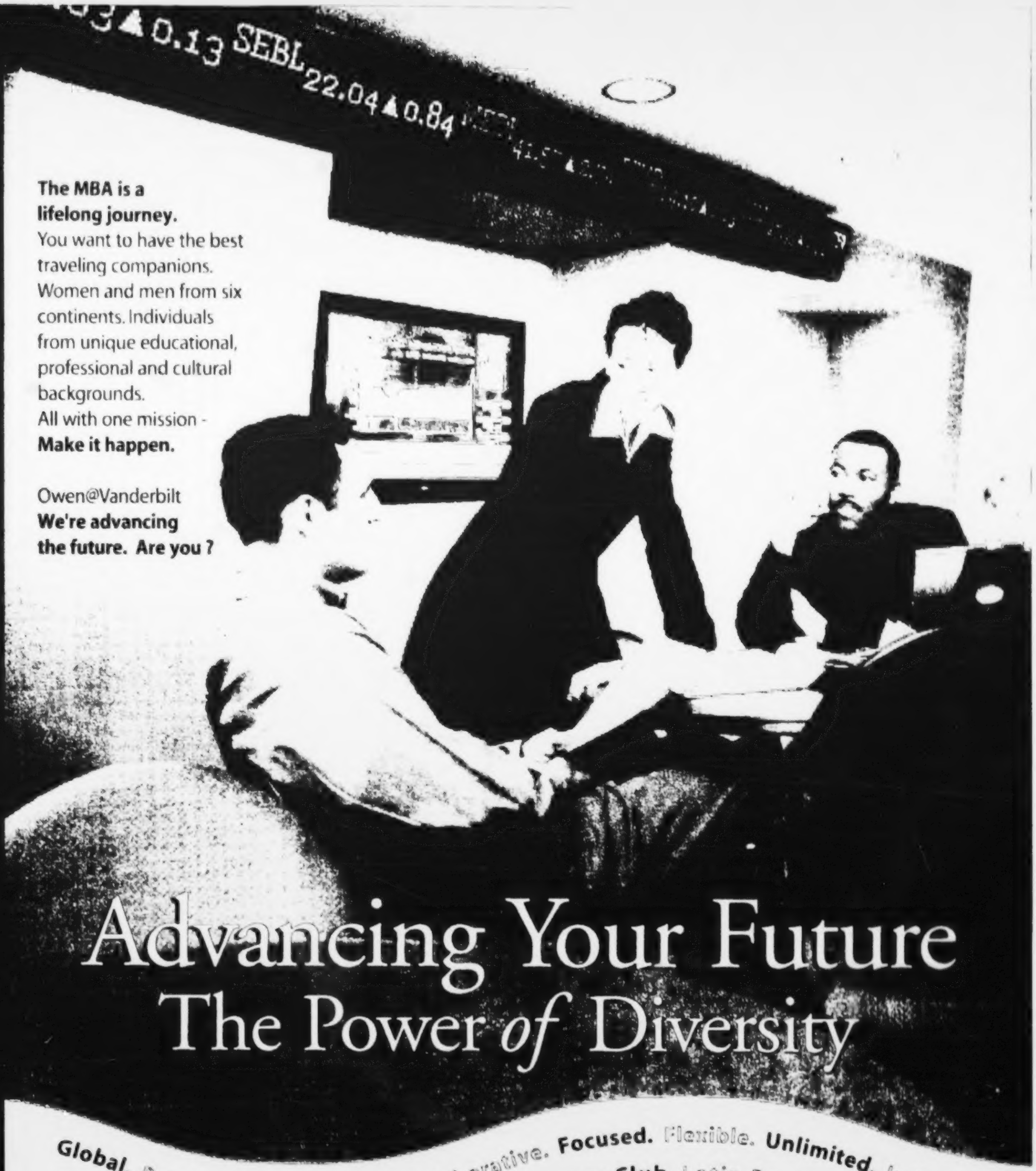

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From the Publisher's Desk

May 5, 2003

Dear Colleagues:

It's **Top 100** time again for the four-year colleges and universities throughout the nation that are enrolling and graduating the most Hispanics. We are proud to name all within these pages.

The bachelor's, master's, and doctoral degrees awarded to Hispanics, according to the latest data from NCES, the National Center for Education Statistics, adds up to 57,215.

That is 5,000 more Hispanic graduates than NCES reported just two years ago.

Bravo to all! We salute you, applaud you, and pray that you will continue to perform well during the bumpy ride ahead.

It is no secret that prayer works best in tandem with positive action, so let us salute, too, the tens of thousands of young students–from as far away as California, New Mexico, and Texas, and mostly minorities–who journeyed to our capital last month to greet the U.S. Supreme Court as it began its deliberations on affirmative action.

Those young people are our future. As the shrinking of government and private resources creates serious problems for academia, we need to fight for them with all the intelligence and persuasion and power we can muster. We are all in this together, and our solidarity is critical. Let us work jointly now–before an ever-tightening belt threatens far more than our comfort.

When my brother Orlando and I founded this magazine 13 years ago, we did so to give a voice to Hispanics in academia and to the people, organizations and institutions that serve them. That remains our goal.

Whether you are within the **Top 100** or only now entering the sphere of Hispanics in higher education, please share with us your achievements, your concerns, and your thoughts about how ***The Hispanic Outlook*** can help in the months ahead.

Best wishes and *buena suerte!*

José López-Isa
Publisher

HISPANIC Outlook TOP 100

32 of the Top 100 are in California, 22 in Texas, 11 in New York, 10 in Florida, 4 each in Illinois and New Jersey, 3 each in Arizona, Colorado, New Mexico, and one each in Maryland, Michigan, Massachusetts, Missouri, Nevada, Pennsylvania, Virginia, and Washington.

Derived from '00-01 data gathered by National Center for Education Statistics, Dept. of ED. Based on 97% reporting.

BACHELOR'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Bachelor's	Hispanic	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY	Florida	4,000	2,077	841	1,236
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	Texas	1,394	1,204	487	717
3	THE UNIVERSITY OF TEXAS AT EL PASO	Texas	1,635	1,172	448	724
4	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	Texas	2,543	1,130	470	660
5	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	California	2,489	1,112	376	736
6	THE UNIVERSITY OF TEXAS AT AUSTIN	Texas	7,655	1,053	486	567
7	SAN DIEGO STATE UNIVERSITY	California	5,083	1,001	393	608
8	CALIFORNIA STATE UNIVERSITY-FULLERTON	California	4,517	922	322	600
9	UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	6,309	919	385	534
10	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	California	4,387	909	317	592
11	CALIFORNIA STATE UNIVERSITY-LONG BEACH	California	4,352	789	300	489
12	UNIVERSITY OF FLORIDA	Florida	7,663	778	376	402
13	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	New Mexico	2,548	746	270	476
14	CALIFORNIA STATE UNIVERSITY-FRESNO	California	2,858	734	285	449
15	UNIVERSITY OF ARIZONA	Arizona	4,921	709	291	418
16	TEXAS A&M UNIVERSITY	Texas	7,493	703	357	346
17	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	New Mexico	1,827	693	318	375
18	SOUTHWEST TEXAS STATE UNIVERSITY	Texas	3,593	647	289	358
19	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	California	4,629	640	253	387
20	UNIVERSITY OF CENTRAL FLORIDA	Florida	5,766	619	246	373
21	UNIVERSITY OF CALIFORNIA-BERKELEY	California	5,798	618	256	362
22	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	Arizona	6,285	616	240	376
23	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	Texas	3,409	588	239	349
24	CALIFORNIA STATE POLY. UNIV.-POMONA	California	2,763	562	254	308
25	SAN JOSÉ STATE UNIVERSITY	California	3,951	538	207	331
26	UNIVERSITY OF MIAMI	Florida	1,750	532	192	340
27	CALIFORNIA STATE UNIV.-SAN BERNARDINO	California	2,097	524	164	360
28	UNIVERSITY OF SOUTHERN CALIFORNIA	California	3,746	507	226	281
29	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	Texas	525	488	152	336
30	CALIFORNIA STATE UNIV.-DOMINGUEZ HILLS	California	1,703	482	111	371
31	SAN FRANCISCO STATE UNIVERSITY	California	4,098	449	179	270
32	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	California	4,087	448	193	255
33	CUNY–LEHMAN COLLEGE	New York	1,091	445	109	336
34	TEXAS A&M UNIVERSITY-KINGSVILLE	Texas	708	442	218	224
35	UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	3,174	438	162	276
36	UNIVERSITY OF SOUTH FLORIDA	Florida	4,812	435	163	272
37	CUNY–JOHN JAY COLLEGE CRIMINAL JUSTICE	New York	1,271	433	150	283
38	BARRY UNIVERSITY	Florida	1,266	431	112	319
39	CUNY–HUNTER COLLEGE	New York	2,096	423	105	318
40	UNIVERSITY OF CALIFORNIA-DAVIS	California	4,606	400	141	259
41	UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	3,769	392	184	208
42	FLORIDA STATE UNIVERSITY	Florida	5,470	392	174	218
43	CUNY–BERNARD M. BARUCH COLLEGE	New York	2,356	392	157	235
44	RUTGERS UNIVERSITY-NEW BRUNSWICK	New Jersey	5,493	385	161	224
45	TEXAS A&M INTERNATIONAL UNIVERSITY	Texas	411	385	107	278
46	UNIVERSITY OF CALIFORNIA-RIVERSIDE	California	1,872	380	142	238
47	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON	Florida	3,193	376	129	247
48	CUNY–CITY COLLEGE	New York	1,110	370	152	218
49	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	Texas	897	360	135	225
50	UNIVERSITY OF CALIFORNIA-IRVINE	California	3,459	356	147	209

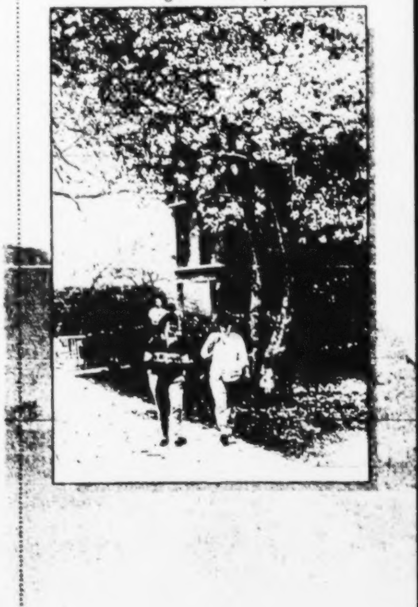
BACHELOR'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Bachelor's	Hispanic	Males	Females
51	CALIFORNIA POLY. STATE UNIV.-SAN LUIS OBISPO	California	2,840	352	171	181
52	TEXAS TECH UNIVERSITY	Texas	3,617	330	163	167
53	UNIV. OF PHOENIX-SOUTHERN CALIF. CAMPUS	California	1,471	326	131	195
54	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	California	2,513	321	118	203
55	THE UNIVERSITY OF TEXAS AT ARLINGTON	Texas	2,786	310	120	190
56	UNIVERSITY OF NORTH TEXAS	Texas	3,600	306	124	182
57	ST. MARY'S UNIVERSITY	Texas	462	305	111	194
58	MERCY COLLEGE-MAIN CAMPUS	New York	917	298	64	234
59	ST. JOHN'S UNIVERSITY-NEW YORK	New York	2,194	297	124	173
60	UNIVERSITY OF HOUSTON-DOWNTOWN	Texas	1,305	294	121	173
61	UNIVERSITY OF THE INCARNATE WORD	Texas	583	294	70	224
62	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	Illinois	6,250	293	135	158
63	CALIFORNIA STATE UNIVERSITY-STANISLAUS	California	1,267	291	90	201
64	KEAN UNIVERSITY	New Jersey	1,633	277	96	181
65	NORTHERN ARIZONA UNIVERSITY	Arizona	2,912	274	90	184
66	OUR LADY OF THE LAKE UNIV.-SAN ANTONIO	Texas	428	259	61	198
67	CALIFORNIA STATE UNIVERSITY-HAYWARD	California	2,257	256	75	181
68	CUNY-QUEENS COLLEGE	New York	1,845	247	62	185
69	NATIONAL UNIVERSITY	California	1,418	246	90	156
70	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	California	955	242	76	166
71	NEW YORK UNIVERSITY	New York	4,139	241	90	151
72	UNIV. OF PHOENIX-ALBUQUERQUE NM CAMPUS	New Mexico	520	241	110	131
73	METROPOLITAN STATE COLLEGE OF DENVER	Colorado	2,050	240	89	151
74	UNIVERSITY OF MARYLAND-COLLEGE PARK	Maryland	5,304	238	108	130
75	UNIV. OF WASHINGTON-SEATTLE CAMPUS	Washington	6,328	236	106	130
76	NEW JERSEY CITY UNIVERSITY	New Jersey	869	235	73	162
77	UNIVERSITY OF COLORADO AT BOULDER	Colorado	4,578	233	114	119
78	MONTCLAIR STATE UNIVERSITY	New Jersey	1,843	229	65	164
79	PENNSYLVANIA STATE UNIV.-MAIN CAMPUS	Pennsylvania	8,988	229	100	129
80	CALIFORNIA STATE UNIVERSITY-SAN MARCOS	California	1,333	219	68	151
81	NOVA SOUTHEASTERN UNIVERSITY	Florida	1,088	216	61	155
82	CALIFORNIA STATE UNIVERSITY-CHICO	California	2,696	214	104	110
83	COLORADO STATE UNIVERSITY	Colorado	3,860	213	98	115
84	LOYOLA MARYMOUNT UNIVERSITY	California	1,086	206	66	140
85	UNIVERSITY OF MICHIGAN-ANN ARBOR	Michigan	5,606	204	98	106
86	SUL ROSS STATE UNIVERSITY	Texas	333	199	63	136
87	UNIV. OF PHOENIX-NORTHERN CALIFORNIA CAMP.	California	786	198	69	129
88	PARK UNIVERSITY	Missouri	1,969	197	89	108
89	NORTHEASTERN ILLINOIS UNIVERSITY	Illinois	1,079	195	57	38
90	SUNY AT STONY BROOK	New York	2,509	194	70	124
91	GEORGE MASON UNIVERSITY	Virginia	2,812	194	74	120
92	WAYLAND BAPTIST UNIVERSITY	Texas	1,538	187	108	79
93	UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	2,639	186	68	118
94	SAINT EDWARD'S UNIVERSITY	Texas	653	179	71	108
95	NORTHERN ILLINOIS UNIVERSITY	Illinois	3,416	178	70	108
96	BOSTON UNIVERSITY	Massachusetts	3,496	178	61	117
97	PACE UNIVERSITY-NEW YORK	New York	1,699	178	58	120
98	SAM HOUSTON STATE UNIVERSITY	Texas	2,071	174	73	101
99	STANFORD UNIVERSITY	California	1,676	174	84	90
100	UNIVERSITY OF LA VERNE	California	752	173	70	103

HISPANIC Outlook TOP 100

Total Top 100 bachelor's degrees awarded to Hispanics numbered 44,140. 17,098 to men and 27,042 to women.

Rutgers University



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Top 100 4-Year Colleges by Hispanic Enrollment, with
CARNEGIE-CLASSIFICATIONS

RANK	INSTITUTION NAME	Carnegie-Classifications*	All Students	Total Hispanics	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	Doctoral extensive	31,727	16,547	7,084	9,463
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	Masters	13,640	11,585	4,664	6,921
3	THE UNIVERSITY OF TEXAS AT EL PASO, TX	Doctoral intensive	16,220	11,239	4,714	6,525
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	Masters	20,675	9,533	3,428	6,105
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	Masters	19,881	9,057	3,940	5,117
6	THE UNIVERSITY OF TEXAS AT BROWNSVILLE, TX	Masters	9,373	8,665	3,282	5,383
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	Masters	31,448	7,596	2,815	4,781
8	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	Masters	33,259	7,147	2,644	4,503
9	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	Masters	30,357	6,920	2,433	4,487
10	SAN DIEGO STATE UNIVERSITY, CA	Doctoral intensive	34,171	6,826	2,616	4,210
11	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	Doctoral extensive	23,753	6,763	2,726	4,037
12	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	Doctoral extensive	15,224	6,139	2,589	3,550
13	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	Doctoral extensive	50,616	6,089	2,923	3,166
14	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	Doctoral extensive	33,007	5,767	2,577	3,190
15	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	Masters	20,007	5,395	2,095	3,300
16	UNIVERSITY OF ARIZONA, AZ	Doctoral extensive	35,747	4,661	2,018	2,643
17	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	Doctoral extensive	45,693	4,591	2,002	2,589
18	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	Doctoral extensive	37,494	4,473	1,854	2,619
19	UNIVERSITY OF FLORIDA, FL	Doctoral extensive	46,515	4,444	2,121	2,323
20	CALIFORNIA STATE POLYTECHNIC UNIV.-POMONA, CA	Masters	19,041	4,306	2,181	2,125
21	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	Masters	15,985	4,264	1,453	2,811
22	SOUTHWEST TEXAS STATE UNIVERSITY, TX	Masters	23,517	4,249	1,930	2,319
23	CUNY–HUNTER COLLEGE, NY	Masters	20,397	4,159	1,046	3,113
24	CUNY–JOHN JAY COLLEGE OF CRIMINAL JUSTICE, NY	Other specialized	11,469	4,064	1,572	2,492
25	CALIFORNIA STATE UNIVERSITY-DOMÍNGUEZ HILLS, CA	Masters	12,871	4,028	1,236	2,792
26	SAN JOSÉ STATE UNIVERSITY, CA	Masters	28,007	3,966	1,684	2,282
27	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	Doctoral intensive	6,148	3,779	1,772	2,007
28	UNIVERSITY OF CENTRAL FLORIDA, FL	Doctoral intensive	35,850	3,748	1,593	2,155
29	CUNY–LEHMAN COLLEGE, NY	Masters	8,889	3,678	931	2,747
30	TEXAS A&M UNIVERSITY, TX	Doctoral extensive	44,618	3,678	1,877	1,801
31	UNIVERSITY OF SOUTH FLORIDA, FL	Doctoral extensive	37,221	3,512	1,430	2,082
32	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	Masters	26,923	3,443	1,402	2,041
33	UNIVERSITY OF MIAMI, FL	Doctoral extensive	14,436	3,425	1,381	2,044
34	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	Doctoral extensive	24,955	3,359	1,426	1,933
35	UNIVERSITY OF HOUSTON-DOWNTOWN, TX	Baccaluareate	9,704	3,322	1,305	2,017
36	SAN FRANCISCO STATE UNIVERSITY, CA	Masters	26,866	3,194	1,235	1,959
37	MERCY COLLEGE-MAIN CAMPUS, NY	Masters	9,520	3,068	749	2,319
38	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	Doctoral extensive	29,813	3,064	1,404	1,660
39	NATIONAL UNIVERSITY, CA	Masters	18,267	3,003	1,157	1,846
40	TEXAS A&M INTERNATIONAL UNIVERSITY, TX	Masters	3,373	3,002	1,078	1,924
41	CUNY–CITY COLLEGE, NY	Masters	10,378	2,967	1,248	1,719
42	CUNY–NEW YORK CITY TECHNICAL COLLEGE, NY	Baccaluareate	11,028	2,960	1,463	1,497
43	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	Doctoral extensive	14,429	2,908	1,106	1,802
44	NOVA SOUTHEASTERN UNIVERSITY, FL	Doctoral intensive	19,059	2,908	881	2,027
45	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	Doctoral extensive	20,373	2,793	1,093	1,700
46	FLORIDA STATE UNIVERSITY, FL	Doctoral extensive	34,982	2,793	1,258	1,535
47	TEXAS A&M UNIVERSITY-CORPUS CHRISTI, TX	Masters	7,369	2,766	1,065	1,701
48	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	Doctoral intensive	23,345	2,740	1,048	1,692
49	UNIVERSITY OF CALIFORNIA-BERKELEY, FL	Doctoral extensive	32,128	2,666	1,201	1,465
50	NORTHEASTERN ILLINOIS UNIVERSITY, IL	Masters	10,999	2,650	804	1,846

*Based on fall 2001 criteria.

Top 100 4-Year Colleges by Hispanic Enrollment, with
CARNEGIE-CLASSIFICATIONS

RANK	INSTITUTION NAME	Carnegie Classifications*	All Students	Total Hispanics	Males	Females
51	CUNY–BERNARD M. BARUCH COLLEGE, NY	Masters	15,773	2,606	1,001	1,605
52	BARRY UNIVERSITY, FL	Masters	8,691	2,553	792	1,761
53	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	Doctoral extensive	35,650	2,513	1,010	1,503
54	TEXAS TECH UNIVERSITY, TX	Doctoral extensive	25,573	2,499	1,377	1,122
55	UNIVERSITY OF CALIFORNIA-DAVIS, CA	Doctoral extensive	27,292	2,412	990	1,422
56	ST. JOHN'S UNIVERSITY-NEW YORK, NY	Doctoral intensive	18,623	2,403	938	1,465
57	ST. MARY'S UNIVERSITY, TX	Masters	4,135	2,374	970	1,404
58	NEW JERSEY CITY UNIVERSITY, NJ	Masters	8,823	2,306	730	1,576
59	UNIVERSITY OF CALIFORNIA-IRVINE, CA	Doctoral extensive	21,885	2,295	997	1,298
60	METROPOLITAN STATE COLLEGE OF DENVER, CO	Baccaluareate	18,445	2,285	912	1,373
61	UNIVERSITY OF NORTH TEXAS, TX	Doctoral extensive	27,858	2,281	1,025	1,256
62	THE UNIVERSITY OF TEXAS AT ARLINGTON, TX	Doctoral extensive	21,180	2,246	997	1,249
63	NEW YORK UNIVERSITY, NY	Doctoral extensive	37,134	2,234	802	1,432
64	NORTHERN ARIZONA UNIVERSITY, AZ	Doctoral intensive	19,728	2,128	702	1,426
65	UNIVERSITY OF NEVADA-LAS VEGAS, NV	Doctoral intensive	23,313	2,112	881	1,231
66	UNIVERSITY OF THE INCARNATE WORD, TX	Masters	4,283	2,076	613	1,463
67	CUNY–QUEENS COLLEGE, NY	Masters	15,391	2,066	627	1,439
68	DEPAUL UNIVERSITY, IL	Doctoral intensive	21,363	2,046	766	1,280
69	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD, CA	Masters	7,050	1,978	647	1,331
70	KEAN UNIVERSITY, NJ	Masters	12,094	1,961	638	1,323
71	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	Doctoral extensive	21,558	1,916	813	1,103
72	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, IL	Doctoral extensive	39,291	1,909	1,000	909
73	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	Masters	3,324	1,893	423	1,470
74	CALIFORNIA POLY. STATE UNIV-SAN LUIS OBISPO, CA	Masters	18,079	1,862	1,057	805
75	MONTCLAIR STATE UNIVERSITY, NJ	Masters	13,855	1,817	629	1,188
76	NEW MEXICO HIGHLANDS UNIVERSITY, NM	Masters	3,364	1,766	604	1,162
77	UNIVERSITY OF LA VERNE, CA	Doctoral intensive	7,283	1,765	635	1,130
78	CALIFORNIA STATE UNIVERSITY-STANISLAUS, CA	Masters	7,534	1,757	533	1,224
79	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	Doctoral extensive	13,170	1,680	646	1,034
80	UNIVERSITY OF COLORADO AT BOULDER, CO	Doctoral extensive	30,063	1,588	782	806
81	MONROE COLLEGE-MAIN CAMPUS, NY	Associates	3,449	1,567	414	1,153
82	SAINT AUGUSTINE COLLEGE, IL	Associates	1,814	1,559	327	1,232
83	CALIFORNIA STATE UNIVERSITY-CHICO, CA	Masters	16,704	1,557	705	852
84	SUL ROSS STATE UNIVERSITY, TX	Masters	2,798	1,504	586	918
85	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	Doctoral extensive	38,248	1,495	780	715
86	GEORGE MASON UNIVERSITY, VA	Doctoral intensive	24,897	1,491	613	878
87	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	Doctoral extensive	34,160	1,488	679	809
88	COLORADO STATE UNIVERSITY, CO	Doctoral extensive	28,103	1,470	668	802
89	CUNY–BROOKLYN COLLEGE, NY	Masters	15,137	1,456	456	1,000
90	UNIVERSITY OF PHOENIX-SOUTHERN CALIF. CAMP., CA	Not classified	11,052	1,434	683	751
91	FORDHAM UNIVERSITY, NY	Doctoral extensive	13,843	1,397	454	943
92	WILLIAM PATERSON UNIVERSITY OF NEW JERSEY, NJ	Masters	10,466	1,337	472	865
93	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMP., NM	Not classified	3,545	1,312	573	739
94	PARK UNIVERSITY, MO	Masters	9,482	1,307	624	683
95	UNIVERSITY OF SOUTHERN COLORADO, CO	Masters	5,606	1,305	532	773
96	SUNY AT STONY BROOK, NY	Doctoral extensive	20,855	1,300	543	757
97	LOYOLA MARYMOUNT UNIVERSITY, CA	Masters	7,921	1,298	492	806
98	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	Masters	13,240	1,290	444	846
99	RUTGERS UNIVERSITY-NEWARK, NJ	Doctoral intensive	9,602	1,282	515	767
100	ROBERT MORRIS COLLEGE, IL	Business/management	5,319	1,279	395	884

Source: Integrated Postsecondary Education Data System, Fall Enrollment, preliminary data.

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HISPANIC Outlook TOP 100

27 of the Top 100 for master's are in California, 16 in Texas, 15 in New York, 11 in Florida, 6 in Illinois, 5 in Arizona, 4 in New Mexico, 3 in Massachusetts, 2 in Michigan, and 1 each in Alabama, Colorado, Connecticut, Louisiana, Maryland, Missouri, New Jersey, Virginia, Washington, and Washington, D.C.

MASTER'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Master's	Hispanic	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY	Florida	1,464	582	220	362
2	NOVA SOUTHEASTERN UNIVERSITY	Florida	2,801	431	133	298
3	NATIONAL UNIVERSITY	California	2,626	332	118	214
4	UNIVERSITY OF MIAMI	Florida	1,273	287	125	162
5	THE UNIVERSITY OF TEXAS-PAN AMERICAN	Texas	382	271	69	202
6	NEW YORK UNIVERSITY	New York	5,197	245	89	156
7	MERCY COLLEGE-MAIN CAMPUS	New York	830	237	53	184
8	DEPAUL UNIVERSITY	Illinois	2,041	222	117	105
9	WEBSTER UNIVERSITY	Missouri	4,340	210	107	103
10	UNIVERSITY OF SOUTHERN CALIFORNIA	California	2,988	205	87	118
11	THE UNIVERSITY OF TEXAS AT EL PASO	Texas	425	202	69	133
12	SAN DIEGO STATE UNIVERSITY	California	1,539	194	67	127
13	CALIFORNIA STATE UNIV.-LOS ANGELES	California	860	192	67	125
14	THE UNIV. OF TEXAS AT SAN ANTONIO	Texas	587	182	50	132
15	NORTHERN ARIZONA UNIVERSITY	Arizona	1,911	181	63	118
16	UNIV. OF NEW MEXICO-MAIN CAMPUS	New Mexico	1,035	181	58	123
17	BARRY UNIVERSITY	Florida	679	177	39	138
18	UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	2,008	171	63	108
19	CALIFORNIA STATE UNIV.-LONG BEACH	California	1,210	164	50	114
20	CALIFORNIA STATE UNIV.-DOMÍNGUEZ HILLS	California	1,011	163	42	121
21	OUR LADY OF THE LAKE UNIV.-SAN ANTONIO	Texas	465	162	45	117
22	CUNY–HUNTER COLLEGE	New York	1,088	161	49	112
23	FORDHAM UNIVERSITY	New York	1,799	160	28	132
24	CUNY–CITY COLLEGE	New York	683	157	56	101
25	UNIVERSITY OF FLORIDA	Florida	2,396	156	73	83
26	COLUMBIA UNIV. IN THE CITY OF NEW YORK	New York	4,007	148	54	94
27	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	Texas	412	146	47	99
28	SAN JOSÉ STATE UNIVERSITY	California	1,541	142	48	94
29	ARIZONA STATE UNIV.-MAIN CAMPU	Arizona	2,179	135	51	84
30	THE UNIVERSITY OF TEXAS AT AUSTIN	Texas	2,544	132	55	77
31	TEXAS A&M UNIVERSITY-KINGSVILLE	Texas	320	128	41	87
32	PEPPERDINE UNIVERSITY	California	1,540	125	47	78
33	AZUSA PACIFIC UNIVERSITY	California	1,002	121	43	78
34	UNIVERSITY OF SOUTH FLORIDA	Florida	1,697	119	37	82
35	UNIVERSITY OF PHOENIX-ONLINE CAMPUS	Arizona	1,362	116	65	51
36	CALIFORNIA STATE UNIVERSITY-FRESNO	California	583	114	35	79
37	CUNY–LEHMAN COLLEGE	New York	482	111	22	89
38	HARVARD UNIVERSITY	Massachusetts	3,060	110	57	53
39	UNIV. OF HOUSTON-UNIVERSITY PARK	Texas	1,276	110	56	54
40	SAN FRANCISCO STATE UNIVERSITY	California	1,445	109	38	71
41	UNIVERSITY OF LA VERNE	California	937	108	37	71
42	UNIV. OF PHOENIX-ALBUQUERQUE NM CAMP.	New Mexico	346	106	50	56
43	UNIV. OF PHOENIX-SOUTHERN CALIF. CAMP.	California	535	104	52	52
44	CALIFORNIA STATE UNIV.-SAN BERNARDINO	California	748	103	40	63
45	TEACHERS COLL. AT COLUMBIA UNIVERSITY	New York	1,449	103	20	83
46	CALIFORNIA STATE UNIVERSITY-FULLERTON	California	1,011	101	35	66
47	CALIFORNIA STATE UNIV.-SACRAMENTO	California	945	101	23	78
48	UNIVERSITY OF MICHIGAN-ANN ARBOR	Michigan	3,042	101	47	54
49	NEW MEXICO STATE UNIV.-MAIN CAMPUS	New Mexico	551	101	37	64
50	UNIV. OF PHOENIX-NORTHERN CALIF. CAMP.	California	403	101	48	53

MASTER'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	[illegible]	[illegible]	[illegible]	[illegible]	
51	UNIVERSITY OF CENTRAL FLORIDA	Florida	1,268	99	24	75
52	THE UNIV. OF TEXAS AT BROWNSVILLE	Texas	139	96	27	69
53	TEXAS A&M INTERNATIONAL UNIVERSITY	Texas	167	95	29	66
54	SOUTHWEST TEXAS STATE UNIVERSITY	Texas	754	95	30	65
55	UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	1,692	92	27	65
56	UNIVERSITY OF ARIZONA	Arizona	1,268	91	38	53
57	STANFORD UNIVERSITY	California	2,069	88	54	34
58	SUL ROSS STATE UNIVERSITY	Texas	197	85	34	51
59	UNIV. OF PHOENIX-PHOENIX CAMPUS	Arizona	908	84	41	43
60	GEORGE WASHINGTON UNIVERSITY	DC	2,734	84	39	45
61	ST. JOHN'S UNIVERSITY-NEW YORK	New York	882	82	25	57
62	ST. MARY'S UNIVERSITY	Texas	230	82	37	45
63	UNIVERSITY OF COLORADO AT DENVER	Colorado	1,469	81	33	48
64	CUNY–BROOKLYN COLLEGE	New York	995	78	19	59
65	CUNY–QUEENS COLLEGE	New York	1,077	77	26	51
66	FLORIDA STATE UNIVERSITY	Florida	1,466	76	32	44
67	LONG ISLAND UNIV.-BROOKLYN CAMPUS	New York	573	75	21	54
68	CALIFORNIA STATE UNIV.-NORTHRIDGE	California	798	74	25	49
69	CLAREMONT GRADUATE UNIVERSITY	California	439	72	22	50
70	BOSTON UNIVERSITY	Massachusetts	2,893	72	34	38
71	TEXAS A&M UNIVERSITY	Texas	1,510	72	36	36
72	JOHNS HOPKINS UNIVERSITY	Maryland	3,075	71	35	36
73	UNIVERSITY OF CALIFORNIA-BERKELEY	California	1,617	69	31	38
74	GEORGE MASON UNIVERSITY	Virginia	1,765	67	29	38
75	ADELPHI UNIVERSITY	New York	1,073	66	9	57
76	UNIVERSITY OF CHICAGO	Illinois	2,058	65	41	24
77	FRAMINGHAM STATE COLLEGE	Massachusetts	464	64	8	56
78	UNIVERSITY OF THE INCARNATE WORD	Texas	183	63	18	45
79	SAINT THOMAS UNIVERSITY	Florida	179	62	23	39
80	FLORIDA ATLANTIC UNIV.-BOCA RATON	Florida	782	61	31	30
81	UNIV. OF PHOENIX-SOUTHERN ARIZ. CAMP.	Arizona	297	61	35	26
82	CENTRAL MICHIGAN UNIVERSITY	Michigan	2,523	60	30	30
83	TULANE UNIVERSITY OF LOUISIANA	Louisiana	1,055	59	32	27
84	UNIVERSITY OF CONNECTICUT	Connecticut	1,228	57	11	46
85	RUTGERS UNIVERSITY-NEW BRUNSWICK	New Jersey	1,352	57	12	45
86	LOMA LINDA UNIVERSITY	California	404	56	20	36
87	CARLOS ALBIZU UNIVERSITY-MIAMI CAMPUS	Florida	96	56	10	46
88	NATIONAL-LOUIS UNIVERSITY	Illinois	1,814	56	18	38
89	UNIV. OF WASHINGTON-SEATTLE CAMPUS	Washington	2,103	56	19	37
90	CHAPMAN UNIVERSITY-UNIV. COLLEGE	California	766	56	15	41
91	TROY STATE UNIVERSITY-MAIN CAMPUS	Alabama	1,898	55	40	15
92	TEXAS TECH UNIVERSITY	Texas	824	54	20	34
93	LOYOLA UNIVERSITY CHICAGO	Illinois	1,160	53	17	36
94	NEW MEXICO HIGHLANDS UNIVERSITY	New Mexico	123	53	14	39
95	LOYOLA MARYMOUNT UNIVERSITY	California	395	52	17	35
96	CUNY–BERNARD M BARUCH COLLEGE	New York	905	52	21	31
97	SUNY AT STONY BROOK	New York	1,283	52	17	35
98	UNIVERSITY OF PHOENIX-DEL MAR CAMPUS	California	299	52	31	21
99	UNIVERSITY OF REDLANDS	California	368	51	21	30
100	UNIV. OF ILLINOIS AT URBANA-CHAMPAIGN	Illinois	2,168	51	25	26

HISPANIC Outlook TOP 100

Total Top 100 master's to Hispanics numbered 11,957. Men, 4,325; Women, 7,632.

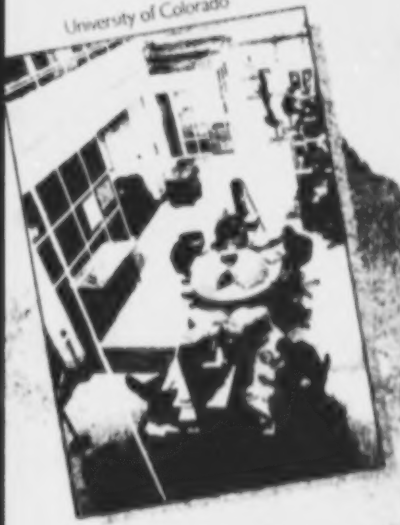
CUNY-Lehman College

Texas A&M University Kingsville

HISPANIC Outlook TOP 100

University of Texas

University of Colorado



DOCTORAL DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Doctor's	TOTAL	Males	Females
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	612	43	25	18
2	CARLOS ALBIZU UNIVERSITY-MIAMI CAMPUS	Florida	67	34	5	29
3	UNIVERSITY OF CALIFORNIA-BERKELEY	California	759	32	17	15
4	THE UNIVERSITY OF TEXAS AT AUSTIN	Texas	733	32	17	15
5	UNIVERSITY OF SOUTHERN CALIFORNIA	California	522	24	13	11
6	UNIVERSITY OF FLORIDA	Florida	574	22	9	13
7	STANFORD UNIVERSITY	California	573	22	13	9
8	UNIVERSITY OF ARIZONA	Arizona	359	21	9	12
9	UNIVERSITY OF CALIFORNIA-DAVIS	California	337	21	5	16
10	GOLDEN GATE UNIVERSITY-SAN FRANCISCO	California	209	21	7	14
11	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	New Mexico	174	20	8	12
12	UNIV. OF CALIFORNIA-SANTA BARBARA	California	258	19	8	11
13	UNIVERSITY OF MICHIGAN-ANN ARBOR	Michigan	567	18	8	10
14	UNIVERSITY OF HOUSTON-UNIV. PARK	Texas	209	18	6	12
15	TEXAS A&M UNIVERSITY	Texas	509	18	12	6
16	UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	285	17	7	10
17	UNIVERSITY OF WISCONSIN-MADISON	Wisconsin	661	17	8	9
18	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	Arizona	277	16	7	9
19	HARVARD UNIVERSITY	Massachusetts	520	16	8	8
20	MICHIGAN STATE UNIVERSITY	Michigan	414	16	8	8
21	UNIV. OF ILLINOIS AT URBANA-CHAMPAIGN	Illinois	667	15	7	8
22	CUNY-GRAD. SCHOOL AND UNIV. CENTER	New York	250	15	7	8
23	UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	632	13	8	5
24	NEW YORK UNIVERSITY	New York	388	13	3	10
25	UNIV. OF WASHINGTON-SEATTLE CAMPUS	Washington	486	13	9	4
26	PURDUE UNIVERSITY MAIN CAMPUS	Indiana	464	13	5	8
27	ALLIANT INTERNATIONAL UNIVERSITY	California	108	12	2	10
28	CALIF. SCH. OF PROF. PSYCH.-SAN DIEGO	California	124	12	7	5
29	CLAREMONT GRADUATE UNIVERSITY	California	109	12	8	4
30	MCCORMICK THEOLOGICAL SEMINARY	Illinois	88	12	7	5
31	NEW MEXICO STATE UNIV.-MAIN CAMPUS	New Mexico	79	12	3	9
32	NOVA SOUTHEASTERN UNIVERSITY	Florida	519	11	4	7
33	TEACHERS COLL. AT COLUMBIA UNIV.	New York	195	11	6	5
34	UNIVERSITY OF MIAMI	Florida	109	10	3	7
35	INDIANA UNIVERSITY-BLOOMINGTON	Indiana	404	10	4	6
36	UNIV. OF NORTH CAROLINA AT CHAPEL HILL	North Carolina	398	10	7	3
37	CALIF. SCH. OF PROF. PSYCH-ALAMEDA	California	118	9	2	7
38	UNIVERSITY OF CALIFORNIA-IRVINE	California	187	9	3	6
39	FLORIDA STATE UNIVERSITY	Florida	252	9	5	4
40	UNIVERSITY OF CONNECTICUT	Connecticut	234	9	4	5
41	ARGOSY UNIVERSITY-SARASOTA CAMPUS	Florida	130	9	4	5
42	UNIVERSITY OF CHICAGO	Illinois	371	9	4	5
43	NORTHWESTERN UNIVERSITY	Illinois	350	9	3	6
44	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	California	104	8	6	2
45	FLORIDA INTERNATIONAL UNIVERSITY	Florida	69	8	2	6
46	JOHNS HOPKINS UNIVERSITY	Maryland	384	8	1	7
47	UNIV. OF MASSACHUSETTS-AMHERST	Massachusetts	261	8	5	3
48	OHIO STATE UNIVERSITY-MAIN CAMPUS	Ohio	620	8	4	4
49	PENNSYLVANIA STATE UNIV.-MAIN CAMPUS	Pennsylvania	526	8	4	4
50	UNIVERSITY OF SAN FRANCISCO	California	76	7	1	6

DOCTORAL DEGREES *awarded to Hispanics*

RANK	INSTITUTION NAME	State	[illegible]	[illegible]	[illegible]	[illegible]
51	YALE UNIVERSITY	Connecticut	313	7	4	3
52	UNIVERSITY OF IOWA	Iowa	334	7	3	4
53	MASSACHUSETTS INSTITUTE OF TECH.	Massachusetts	492	7	6	1
54	UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	235	7	4	3
55	RUTGERS UNIVERSITY-NEW BRUNSWICK	New Jersey	392	7	1	6
56	DUKE UNIVERSITY	North Carolina	259	7	4	3
57	TEMPLE UNIVERSITY	Pennsylvania	238	7	5	2
58	UNIVERSITY OF NORTH TEXAS	Texas	159	7	2	5
59	THE UNIVERSITY OF TEXAS AT EL PASO	Texas	27	7	4	3
60	PEPPERDINE UNIVERSITY	California	66	6	4	2
61	UNIVERSITY OF COLORADO AT BOULDER	Colorado	292	6	1	5
62	UNIVERSITY OF GEORGIA	Georgia	351	6	1	5
63	TULANE UNIVERSITY OF LOUISIANA	Louisiana	125	6	3	3
64	UNIVERSITY OF MISSOURI-COLUMBIA	Missouri	278	6	1	5
65	CORNELL UNIVERSITY-ENDOWED COLLEGES	New York	254	6	3	3
66	SUNY AT ALBANY	New York	129	6	3	3
67	SUNY AT STONY BROOK	New York	231	6	3	3
68	OKLAHOMA STATE UNIV.-MAIN CAMPUS	Oklahoma	236	6	3	3
69	UNIV. OF OKLAHOMA NORMAN CAMPUS	Oklahoma	158	6	4	2
70	UNIVERSITY OF PENNSYLVANIA	Pennsylvania	373	6	3	3
71	BAYLOR UNIVERSITY	Texas	70	6	4	2
72	UNIV. OF CALIFORNIA-SAN FRANCISCO	California	93	5	3	2
73	FULLER THEOLOGICAL SEMINARY	California	169	5	4	1
74	UNIVERSITY OF DENVER	Colorado	94	5	2	3
75	GEORGIA STATE UNIVERSITY	Georgia	134	5	1	4
76	UNIVERSITY OF KANSAS MAIN CAMPUS	Kansas	231	5	2	3
77	LOUISIANA STATE UNIV & AG & MECH & HEBERT LAWS CTR	Louisiana	264	5	2	3
78	WASHINGTON UNIVERSITY IN ST LOUIS	Missouri	175	5	1	4
79	PRINCETON UNIVERSITY	New Jersey	268	5	2	3
80	COLUMBIA UNIV. IN THE CITY OF NEW YORK	New York	465	5	3	2
81	SUNY AT BINGHAMTON	New York	100	5	4	1
82	YESHIVA UNIVERSITY	New York	115	5	3	2
83	THE UNION INSTITUTE	Ohio	190	5	1	4
84	UNIVERSITY OF OREGON	Oregon	156	5	2	3
85	BROWN UNIVERSITY	Rhode Island	135	5	1	4
86	TEXAS WOMAN'S UNIVERSITY	Texas	87	5	0	5
87	THE UNIV. OF TEXAS HEALTH SCIENCE CTR	Texas	75	5	4	1
88	UNIVERSITY OF VIRGINIA-MAIN CAMPUS	Virginia	316	5	3	2
89	UNIVERSITY OF WISCONSIN-MILWAUKEE	Wisconsin	98	5	2	3
90	NORTHERN ARIZONA UNIVERSITY	Arizona	42	4	1	3
91	CALIF. SCH. OF PROF. PSYCH-FRESNO	California	68	4	1	3
92	FIELDING GRADUATE INSTITUTE	California	111	4	1	3
93	UNIVERSITY OF LA VERNE	California	48	4	3	1
94	LA SIERRA UNIVERSITY	California	6	4	0	4
95	LOMA LINDA UNIVERSITY	California	38	4	3	1
96	UNIVERSITY OF CENTRAL FLORIDA	Florida	89	4	2	2
97	ARGOSY UNIVERSITY-ISPP-CHICAGO	Illinois	154	4	1	3
98	UNIVERSITY OF MARYLAND-COLLEGE PARK	Maryland	430	4	4	0
99	BOSTON UNIVERSITY	Massachusetts	304	4	1	3
100	BRANDEIS UNIVERSITY	Massachusetts	104	4	3	1

HISPANIC Outlook TOP 100

The Top 100 for doctorates are located in 29 states. California leads with 23, New York and Texas 9 each, Florida 8, Illinois and Massachusetts 5, Arizona 3, Colorado, Connecticut, Georgia, Indiana, Louisiana, Maryland, Michigan, Missouri, Pennsylvania, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Wisconsin 2 each, and 1 in Kansas, Minnesota, Nebraska, Oregon, Rhode Island, Virginia, and Washington.

HISPANIC OUTLOOK TOP 100

An Overview

by Adalyn Hixson

California State University-Northridge

Once again we bring you news of the 100 four-year colleges and universities with the most degrees granted to Hispanics, the highest Hispanic enrollments, and related data, courtesy of Tom Snyder and his colleagues at the National Center for Education Statistics. Sincere thanks to all.

The academic year reported is 2000-2001, with 97 percent responding.

Bachelor's Degrees

The Top 100 granted 292,897 bachelor's degrees overall, with 44,140 going to Hispanics–17,098 to men, 27,042 to women. Hispanics earned 15.1 percent of total Top 100 bachelor's granted. Women are 61.2 percent of the Hispanics degree earners.

Florida International University is well in the lead with 2077, yet down 56 degrees from the prior year. The University of Texas (UT)-Pan American is the runner-up again with 1,294, a drop of 35.

The Top 100 with highest concentrations of Hispanics as earners of bachelor's degrees are Texas A&M International at 93.6 percent, and UT-Brownsville, 92.9 percent. The lowest concentration is at the main campus of Penn State, where 229 Hispanic graduates represent just 2.5 percent of its 8,988 bachelor's degrees. But 229 is far more than a start, and perhaps even qualifies as the "critical mass" some deem necessary for an optimal on-campus experience.

Only two of the Top 100 granted more degrees to Hispanic men than to Hispanic women: Texas A&M–357 to 346, and Wayland Baptist University, also in Texas, 108 to 79.

The University of Michigan at Ann Arbor, so much in the news these days as it defends against attacks on its admissions policies, occupies slot No. 85 for granting 204 bachelor's degrees to Hispanics, or 3.6 percent of its total 5,606.

Master's Degrees

The Top 100 institutions for master's degrees granted 130,840 in all, 11,957–9.1 percent–to Hispanics, with men earning 4,325–36.1 percent, and women earning 7,632–63.9 percent.

Here, too, Florida International University has the clear lead, with 582 of its 1,664 master's going to Hispanics. And another Florida institution, Nova Southeastern University, is runner-up, with 431 of its 2,801 master's earned by Hispanics.

Branches of the private for-profit University of Phoenix made last year's master's list in slots 21, 25, and 47. This year it took seven slots, led by its Arizona-based online campus at 35, one in New Mexico, two more in Arizona, and three in California.

The highest percentage of Hispanic master's degrees comes from the University of Texas at Brownsville, where Hispanics earned 96 of 139, or 69 percent, and at Carlos Albizu University's Miami campus–56 out of 96, or 58.3 percent. The lowest was at Johns Hopkins University in Baltimore, 71 degrees to Hispanics of 3,075 overall, or 2.3 percent.

The University of Michigan at Ann Arbor granted 101 of its 3,024 master's degrees to Hispanics, and the flagship University of Texas at Austin, sometimes in the news not for its affirmative action but for the lack thereof, 132 of its 2,544.

Doctoral Degrees

Total doctorates granted by the Top 100 are 26,672, with 1,137, or 4.2 percent, earned by Hispanics–513 or 45.1 percent by men, 624 or 54.8 percent by women.

The University of California (UC)-Los Angeles leads with 43 doctorates to Hispanics of 612 granted overall, or 7 percent. Carlos Albizu-Miami Campus is runner-up, with 34 of its 67 doctorates awarded to Hispanics, or 50.7 percent.

UC-Berkeley granted the largest total number of doctorates–759, and holds the No. 3 slot for awarding 32 of them to Hispanics.

Back at Ann Arbor, the University of Michigan placed 13th with 18 of its 567 doctorates granted to Hispanics.

Looking at the miniscule numbers, Hispanics with doctorates seem about as rare as fetal stem cells approved for research, and, like the stem cells, sure to be hungered after in many venues and for many laudable purposes. Without expanded preparation and recruitment starting well before college, it seems unlikely there will be "enough to go around" anytime soon.

The number of doctorates earned by Hispanics in all our colleges and universities didn't hit 1,000 until academic year '96-97, and has grown very little since then.

First Professional Degrees

Examining the small numbers, too, of Hispanics graduating with degrees in medicine, dentistry, pharmacy, optometry, and other professional level health-related fields, the goal of culturally competent health services seems distant, especially given the projected growth in the Hispanic population.

Among the Top 100 schools, the highest numbers shown are for M.D.s, with Albany Medical College in first place with 47 graduates. Four of the top 10 for M.D.s are in Texas.

Fields of Study

Florida International lays claim to the "***numero uno***" spot in Business and Marketing, with 708 bachelor's degrees granted; Computer Science, 121; Engineering/Engineering Tech, 124; Health Sciences, 161; Podiatry, 211; and Psychology, 211; and is among the top 10 in eight other fields.

The higher education institutions of California and Texas are also widely represented among the top 10 by field of study.

Of 21 fields reported, Business and Marketing is far and away the one most populated by Hispanics, followed by, in declining order, Social Services, Liberal Arts and Sciences, Education, Multi/Interdisciplinary Studies, and Psychology, for each of which there are more than 1,000 Hispanic degree earners among the top 10 schools in each field.

Mathematics ranks 21st , but Computer Science ranks 15th, Biological Sciences 12th, and Engineering/Engineering Tech 7th, so it appears that the public and private preparation, recruitment, and persistence programs targeting minorities are paying off.

Mission Improbable?

Given that all the data is for an academic year concluded before the infamous 9/11 attacks, before the worst of the corporate scandals and stock market shakeup, and before a costly military buildup, outcomes might be harder to improve on in the years just ahead.

Then again, a heightened Hispanic zeal for higher education and all its promise just might prove an irresistible force. Where there is ***la vida***, there is ***la esperanza***.

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First Professional

DEGREES AWARDED TO HISPANICS

by Academic Program

DENTISTRY

		Hispanic	Male	Female
1	NEW YORK UNIVERSITY	24	6	18
2	NOVA SOUTHEASTERN UNIVERSITY	13	6	7
3	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	12	6	6
4	TEXAS A&M UNIVERSITY SYSTEM HEALTH SCIENCE CTR	11	6	5
5	UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CTR	11	7	4
6	UNIVERSITY OF FLORIDA	9	5	4
7	UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY	9	3	6
8	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	8	4	4
9	MARQUETTE UNIVERSITY	7	5	2
10	BOSTON UNIVERSITY	6	3	3

OPTOMETRY

		Hispanic	Male	Female
1	NOVA SOUTHEASTERN UNIVERSITY	11	4	7
2	NEW ENGLAND COLL. OF OPTOMETRY	6	1	5
3	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	6	2	4
4	SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY	5	0	5
5	ILLINOIS COLLEGE OF OPTOMETRY	4	1	3
6	UNIVERSITY OF CALIFORNIA-BERKELEY	2	0	2
7	OHIO STATE UNIVERSITY-MAIN CAMPUS	1	0	1
8	PENNSYLVANIA COLL. OF OPTOMETRY	1	0	1
9	SOUTHERN COLLEGE OF OPTOMETRY	1	1	0

VETERINARY MEDICINE

		Hispanic	Male	Female
1	COLORADO STATE UNIVERSITY	9	0	9
2	KANSAS STATE UNIVERSITY	6	2	4
3	TEXAS A&M UNIVERSITY	6	0	6
4	UNIVERSITY OF FLORIDA	6	1	5
5	TUSKEGEE UNIVERSITY	5	4	1
6	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	3	1	2
7	OHIO STATE UNIVERSITY-MAIN CAMPUS	3	1	2
8	PURDUE UNIVERSITY-MAIN CAMPUS	3	0	3
9	TUFTS UNIVERSITY	3	0	3
10	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	3	1	2

CHIROPRACTIC MEDICINE

		Hispanic	Male	Female
1	LIFE UNIVERSITY	28	19	9
2	PARKER COLLEGE OF CHIROPRACTIC	22	15	7
3	SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES	20	16	4
4	TEXAS CHIROPRACTIC COLLEGE FOUNDATION INC	13	11	2
5	LIFE CHIROPRACTIC COLLEGE-WEST	12	8	4
6	CLEVELAND CHIROPRACTIC COLLEGE OF LOS ANGELES	10	6	4
7	PALMER COLL. OF CHIROPRACTIC-WEST	9	9	0
8	PALMER COLLEGE OF CHIROPRACTIC	7	6	1
9	NORTHWESTERN HEALTH SCIENCES UNIV.	4	3	1
10	UNIVERSITY OF BRIDGEPORT	4	3	1

PODIATRY

		Hispanic	Male	Female
1	BARRY UNIVERSITY	5	1	4
2	NEW YORK COLLEGE OF PODIATRIC MEDICINE	3	0	3
3	OHIO COLLEGE OF PODIATRIC MEDICINE	2	2	0
4	TEMPLE UNIVERSITY	2	0	2
5	CALIFORNIA COLLEGE OF PODIATRIC MEDICINE	1	1	0

PHARMACY

		Hispanic	Male	Female
1	NOVA SOUTHEASTERN UNIVERSITY	22	7	15
2	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	22	8	14
3	THE UNIVERSITY OF TEXAS AT AUSTIN	20	7	13
4	UNIVERSITY OF FLORIDA	13	9	4
5	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	9	2	7
6	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	9	6	3
7	UNIVERSITY OF ARIZONA	8	3	5
8	UNIVERSITY OF THE PACIFIC	8	2	6
9	UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER	7	2	5
10	MIDWESTERN UNIVERSITY	6	3	3

MEDICINE (MD)

		Hispanic	Male	Female
1	ALBANY MEDICAL COLLEGE	47	19	28
2	THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON	34	19	15
3	THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER	32	18	14
4	UNIVERSITY OF ILLINOIS AT CHICAGO	30	15	15
5	UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY	29	15	14
6	UNIVERSITY OF CALIFORNIA-LOS ANGELES	26	17	9
7	UNIVERSITY OF MIAMI	22	11	11
8	UNIVERSITY OF SOUTHERN CALIFORNIA	22	18	4
9	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	18	11	7
10	BAYLOR COLLEGE OF MEDICINE	16	9	7

BACHELOR'S
DEGREES AWARDED TO HISPANICS
by Academic Program

AGRICULTURE

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	61	37	24
2	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	47	24	23
3	UNIVERSITY OF FLORIDA	44	14	30
4	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	39	21	18
5	UNIVERSITY OF CALIFORNIA-DAVIS	36	14	22
6	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	31	13	18
7	TEXAS A&M UNIVERSITY-KINGSVILLE	30	22	8
8	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	25	16	9
9	CALIFORNIA STATE UNIVERSITY-FRESNO	21	13	8
10	COLORADO STATE UNIVERSITY	19	7	12

The University of Texas-Austin

ARCHITECTURE

		Hispanic	Male	Female
1	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	38	20	18
2	FLORIDA INTERNATIONAL UNIVERSITY	32	23	9
3	TEXAS A&M UNIVERSITY	27	18	9
4	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	26	15	11
5	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	24	15	9
6	UNIVERSITY OF FLORIDA	20	10	10
7	UNIVERSITY OF MIAMI	18	8	10
8	CUNY–CITY COLLEGE	18	12	6
9	UNIVERSITY OF SOUTHERN CALIFORNIA	16	11	5
10	CORNELL UNIVERSITY-ENDOWED COLLEGES	16	11	5

AREA STUDIES

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-BERKELEY	62	23	39
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	59	20	39
3	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	53	8	45
4	THE UNIVERSITY OF TEXAS AT AUSTIN	27	8	19
5	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	23	8	15
6	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	19	8	11
7	CUNY–HUNTER COLLEGE	19	6	13
8	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS	19	10	9
9	CALIFORNIA STATE UNIVERSITY-FULLERTON	17	5	12
10	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	16	1	15

BIOLOGICAL SCIENCES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	89	43	46
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	82	41	41
3	UNIVERSITY OF CALIFORNIA-DAVIS	76	29	47
4	UNIVERSITY OF CALIFORNIA-SAN DIEGO	72	36	36
5	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	69	19	50
6	THE UNIVERSITY OF TEXAS AT AUSTIN	69	32	37
7	THE UNIVERSITY OF TEXAS-PAN AMERICAN	67	32	35
8	UNIVERSITY OF ARIZONA	58	27	31
9	FLORIDA INTERNATIONAL UNIVERSITY	58	25	33
10	UNIVERSITY OF FLORIDA	49	28	21

BUSINESS AND MARKETING

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	708	321	387
2	THE UNIVERSITY OF TEXAS AT EL PASO	312	137	175
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	307	140	167
4	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	298	128	170
5	CUNY–BERNARD M. BARUCH COLLEGE	260	104	156
6	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMPUS	224	106	118
7	THE UNIVERSITY OF TEXAS-PAN AMERICAN	201	97	104
8	UNIVERSITY OF PHOENIX-NORTHERN CALIFORNIA CAMPUS	190	69	121
9	CALIFORNIA STATE UNIVERSITY-FULLERTON	180	90	90
10	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	173	90	83

COMMUNICATIONS

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT AUSTIN	140	53	87
2	CALIFORNIA STATE UNIVERSITY-FULLERTON	97	36	61
3	FLORIDA INTERNATIONAL UNIVERSITY	97	30	67
4	UNIVERSITY OF FLORIDA	60	19	41
5	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	56	13	43
6	UNIVERSITY OF SOUTHERN CALIFORNIA	48	15	33
7	UNIVERSITY OF CENTRAL FLORIDA	47	9	38
8	UNIVERSITY OF ARIZONA	45	24	21
9	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	45	17	28
10	RUTGERS UNIVERSITY-NEW BRUNSWICK	43	11	32

COMPUTER SCIENCE

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	129	87	42
2	CUNY–BERNARD M. BARUCH COLLEGE	69	33	36
3	CUNY–LEHMAN COLLEGE	58	26	32
4	MONROE COLLEGE-MAIN CAMPUS	40	20	20
5	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	39	22	17
6	BARRY UNIVERSITY	36	19	17
7	STRAYER UNIVERSITY-WASHINGTON CAMPUS	34	20	14
8	ST. JOHN'S UNIVERSITY-NEW YORK	34	15	19
9	DEVRY INSTITUTE OF TECHNOLOGY	32	19	13
10	ART INSTITUTE OF FORT LAUDERDALE	31	20	11

EDUCATION

		Hispanic	Male	Female
1	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	281	39	242
2	FLORIDA INTERNATIONAL UNIVERSITY	209	44	165
3	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	130	24	106
4	BARRY UNIVERSITY	126	10	116
5	CALIFORNIA STATE UNIVERSITY-FULLERTON	118	16	102
6	UNIVERSITY OF ARIZONA	108	18	90
7	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	103	28	75
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	91	20	71
9	TEXAS A&M INTERNATIONAL UNIVERSITY	88	5	83
10	NOVA SOUTHEASTERN UNIVERSITY	87	7	80

ENGINEERING/ENGINEERING TECH

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	124	105	19
2	TEXAS A&M UNIVERSITY	120	94	26
3	THE UNIVERSITY OF TEXAS AT EL PASO	116	82	34
4	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	99	77	22
5	UNIVERSITY OF FLORIDA	97	85	12
6	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	91	80	11
7	THE UNIVERSITY OF TEXAS AT AUSTIN	87	73	14
8	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	78	60	18
9	NEW JERSEY INSTITUTE OF TECHNOLOGY	64	44	20
10	TEXAS A&M UNIVERSITY-KINGSVILLE	64	50	14

ENGLISH LITERATURE

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	99	36	63
2	UNIVERSITY OF CALIFORNIA-BERKELEY	69	22	47
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	52	16	36
4	FLORIDA INTERNATIONAL UNIVERSITY	50	14	36
5	SAN DIEGO STATE UNIVERSITY	49	22	27
6	CALIFORNIA STATE UNIVERSITY-LONG BEACH	48	15	33
7	CUNY–HUNTER COLLEGE	46	6	40
8	THE UNIVERSITY OF TEXAS AT EL PASO	44	8	36
9	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	43	10	33
10	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	42	15	27

FOREIGN LANGUAGE

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	79	3	76
2	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	65	19	46
3	THE UNIVERSITY OF TEXAS AT AUSTIN	56	31	25
4	SAN DIEGO STATE UNIVERSITY	54	9	45
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	50	14	36
6	THE UNIVERSITY OF TEXAS-PAN AMERICAN	50	19	31
7	UNIVERSITY OF CALIFORNIA-DAVIS	38	5	33
8	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	37	9	28
9	RUTGERS UNIVERSITY-NEW BRUNSWICK	35	5	30
10	UNIVERSITY OF CALIFORNIA-BERKELEY	33	5	28

St. John's University

HEALTH SCIENCES

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	161	41	120
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	138	41	97
3	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	90	27	63
4	THE UNIVERSITY OF TEXAS AT EL PASO	88	23	65
5	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	79	12	67
6	UNIVERSITY OF CENTRAL FLORIDA	69	18	51
7	CUNY–LEHMAN COLLEGE	52	3	49
8	THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON	51	12	39
9	UNIVERSITY OF SOUTHERN CALIFORNIA	50	15	35
10	SOUTHWEST TEXAS STATE UNIVERSITY	50	20	30

HOME ECONOMICS

		Hispanic	Male	Female
1	UNIVERSITY OF ARIZONA	31	3	28
2	FLORIDA STATE UNIVERSITY	29	5	24
3	CALIFORNIA STATE UNIVERSITY-LONG BEACH	28	0	28
4	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	25	1	24
5	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	18	1	17
6	COLORADO STATE UNIVERSITY	17	0	17
7	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	17	6	11
8	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	17	4	13
9	FLORIDA INTERNATIONAL UNIVERSITY	16	3	13
10	SOUTHWEST TEXAS STATE UNIVERSITY	16	0	16

LIBERAL ARTS AND SCIENCES

		Hispanic	Male	Female
1	CALIFORNIA STATE UNIVERSITY-FRESNO	258	68	190
2	CALIFORNIA STATE UNIVERSITY-DOMÍNGUEZ HILLS	173	29	144
3	SAN DIEGO STATE UNIVERSITY	164	37	127
4	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	160	26	134
5	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	157	22	135
6	CALIFORNIA STATE UNIVERSITY-STANISLAUS	110	20	90
7	THE COLLEGE OF NEW ROCHELLE	101	15	86
8	CALIFORNIA STATE UNIVERSITY-LONG BEACH	81	7	74
9	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	80	14	66
10	CALIFORNIA STATE UNIVERSITY-FULLERTON	76	6	70

MATHEMATICS

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	34	22	12
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	28	14	14
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	21	10	11
4	THE UNIVERSITY OF TEXAS AT AUSTIN	21	15	6
5	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	18	8	10
6	SAN DIEGO STATE UNIVERSITY	14	6	8
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	13	6	7
8	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	12	4	8
9	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	12	7	5
10	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	11	9	2

MULTI/INTERDISCIPLINARY STUDIES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT EL PASO	251	33	218
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	246	39	207
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	193	21	172
4	UNIVERSITY OF MARYLAND-UNIVERSITY COLLEGE	100	44	56
5	SUL ROSS STATE UNIVERSITY	92	9	83
6	SOUTHWEST TEXAS STATE UNIVERSITY	78	16	62
7	TEXAS A&M UNIVERSITY	74	20	54
8	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	71	12	59
9	NATIONAL UNIVERSITY	68	14	54
10	THE UNIVERSITY OF TEXAS AT AUSTIN	65	15	50

PROTECTIVE SERVICES

		Hispanic	Male	Female
1	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE	194	73	121
2	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	116	65	51
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	94	47	47
4	FLORIDA INTERNATIONAL UNIVERSITY	91	57	34
5	CALIFORNIA STATE UNIVERSITY-FULLERTON	75	43	32
6	CALIFORNIA STATE UNIVERSITY-LONG BEACH	73	32	41
7	THE UNIVERSITY OF TEXAS-PAN AMERICAN	72	36	36
8	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	57	30	27
9	THE UNIVERSITY OF TEXAS AT EL PASO	56	24	32
10	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	54	18	36

PSYCHOLOGY

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	211	37	174
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	153	46	107
3	SAN DIEGO STATE UNIVERSITY	101	26	75
4	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	86	28	58
5	CALIFORNIA STATE UNIVERSITY-LONG BEACH	85	19	66
6	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE	85	21	64
7	UNIVERSITY OF CALIFORNIA-SAN DIEGO	83	26	57
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	82	22	60
9	THE UNIVERSITY OF TEXAS AT AUSTIN	80	21	59
10	MERCY COLLEGE-MAIN CAMPUS	78	8	70

PUBLIC ADMINISTRATION

		Hispanic	Male	Female
1	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	70	4	66
2	CALIFORNIA STATE UNIVERSITY-FULLERTON	63	8	55
3	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE	63	22	41
4	CALIFORNIA STATE UNIVERSITY-FRESNO	59	17	42
5	SAN DIEGO STATE UNIVERSITY	59	22	37
6	FLORIDA INTERNATIONAL UNIVERSITY	53	13	40
7	SPRINGFIELD COLLEGE	53	10	43
8	BORICUA COLLEGE	53	6	47
9	THE UNIVERSITY OF TEXAS-PAN AMERICAN	38	5	33
10	CALIFORNIA STATE UNIVERSITY-DOMÍNGUEZ HILLS	33	7	26

SOCIAL SERVICES

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	381	174	207
2	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	184	74	110
3	UNIVERSITY OF CALIFORNIA-BERKELEY	179	83	96
4	THE UNIVERSITY OF TEXAS AT AUSTIN	158	95	63
5	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	155	75	80
6	SAN DIEGO STATE UNIVERSITY	142	69	73
7	UNIVERSITY OF CALIFORNIA-IRVINE	130	52	78
8	FLORIDA INTERNATIONAL UNIVERSITY	124	50	74
9	CUNY-HUNTER COLLEGE	122	28	94
10	UNIVERSITY OF CALIFORNIA-DAVIS	118	44	74

VISUAL AND PERFORMING ARTS

		Hispanic	Male	Female
1	UNIVERSITY OF SOUTHERN CALIFORNIA	59	36	23
2	UNIVERSITY OF MIAMI	59	22	37
3	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	53	26	27
4	THE UNIVERSITY OF TEXAS AT AUSTIN	51	23	28
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	50	19	31
6	COLUMBIA COLLEGE CHICAGO	49	20	29
7	CALIFORNIA STATE UNIVERSITY-LONG BEACH	47	11	36
8	NEW YORK UNIVERSITY	45	19	26
9	SCHOOL OF VISUAL ARTS	45	29	16
10	SOUTHWEST TEXAS STATE UNIVERSITY	44	24	20

PUERTO RICO RANKINGS

BACHELOR'S DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	2,394
2	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	1,707
3	INTER AMERICAN UNIV OF PUERTO RICO-METRO	1,101
4	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-PONCE	820
5	UNIVERSITY OF PUERTO RICO-HUMACAO	544
6	UNIVERSIDAD DEL TURABO	536
7	UNIVERSITY OF PUERTO RICO-CAYEY UNIVERSITY COLLEGE	529
8	INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN	523
9	UNIVERSITY OF SACRED HEART	506
10	UNIVERSITY OF PUERTO RICO-ARECIBO	503
11	COLEGIO UNIVERSITARIO DEL ESTE	457
12	INTER AMERICAN UNIV OF PUERTO RICO-PONCE	452
13	UNIVERSITY OF PUERTO RICO-BAYAMON	438
14	UNIVERSITY OF PUERTO RICO-PONCE	434
15	UNIVERSITY OF PUERTO RICO-CAROLINA REGIONAL COLL	404
16	INTER AMERICAN UNIV OF PUERTO RICO-ARECIBO	403
17	UNIVERSIDAD POLITECNICA DE PUERTO RICO	362
18	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	361
19	UNIVERSIDAD METROPOLITANA	350
20	INTER AMERICAN UNIV OF PUERTO RICO-BAYAMON	325
21	INTER AMERICAN UNIV OF PUERTO RICO-AGUADILLA	308
22	BAYAMON CENTRAL UNIVERSITY	257
23	UNIVERSITY OF PUERTO RICO-AGUADILLA	257
24	AMERICAN UNIVERSITY OF PUERTO RICO	234
25	INTER AMERICAN UNIV OF PUERTO RICO-GUAYAMA	184
26	AMERICAN UNIVERSITY OF PUERTO RICO	184
27	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-MAYAGUEZ	181
28	INTER AMERICAN UNIV OF PUERTO RICO-BARRANQUITAS	160
29	INTER AMERICAN UNIV OF PUERTO RICO-FAJARDO	144
30	COLUMBIA COLLEGE	139
31	CARIBBEAN UNIVERSITY-BAYAMON	74
32	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS	72
33	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-ARECIBO	70
34	UNIVERSITY OF PUERTO RICO-UTUADO	58
35	ESCUELA DE ARTES PLASTICAS DE PUERTO RICO	49
36	ATLANTIC COLLEGE	37
37	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	32
38	CARIBBEAN UNIVERSITY-CAROLINA	27
39	CARLOS ALBIZU UNIVERSITY	26
40	UNIVERSITY OF PHOENIX-PUERTO RICO CAMPUS	20
41	CONSERVATORY OF MUSIC OF PUERTO RICO	19
42	CARIBBEAN UNIVERSITY-PONCE	18
43	COLEGIO BIBLICO PENTECOSTAL DE PUERTO RICO	16
44	CARIBBEAN UNIVERSITY-VEGA BAJA	15

MASTER'S DEGREES

1	INTER AMERICAN UNIV OF PUERTO RICO-METRO	569
2	UNIVERSIDAD DEL TURABO	282
3	UNIVERSITY OF PHOENIX-PUERTO RICO CAMPUS	280
4	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	268
5	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	204
6	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	180
7	INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN	177
8	UNIVERSIDAD METROPOLITANA	162
9	UNIVERSIDAD POLITECNICA DE PUERTO RICO	126
10	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-PONCE	122
11	BAYAMON CENTRAL UNIVERSITY	55
12	UNIVERSITY OF SACRED HEART	48
13	CARLOS ALBIZU UNIVERSITY	35
14	UNIVERSIDAD CENTRAL DEL CARIBE	16
15	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS	14
16	INTER AMERICAN UNIV OF PUERTO RICO-ARECIBO	12
17	CARIBBEAN UNIVERSITY-PONCE	10
18	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	5
19	SEMINARIO EVANGELICO DE PUERTO RICO	3
20	CARIBBEAN UNIVERSITY-BAYAMON	2

DOCTORAL DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	74
2	CARLOS ALBIZU UNIVERSITY	48
3	INTER AMERICAN UNIV OF PUERTO RICO-METRO	20
4	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	12
5	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	7
6	PONCE SCHOOL OF MEDICINE	3

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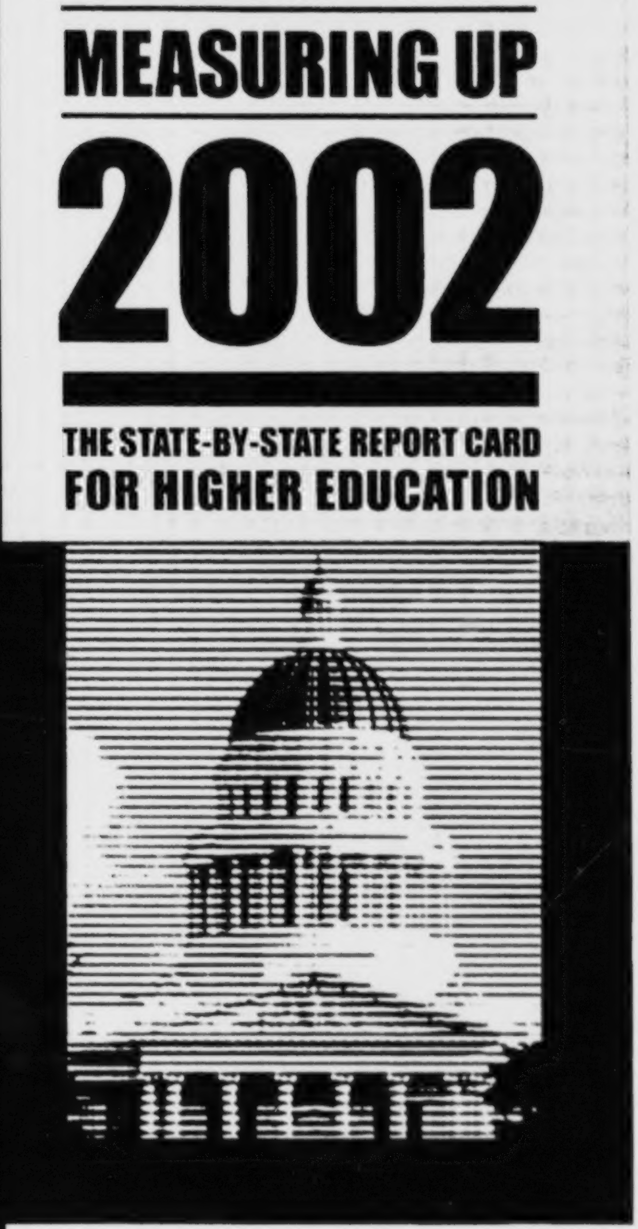
2nd National Report Card: Are We Measuring Up

29 States Better in Most Categories; 14 States Improved in Nearly All

by Michelle Adam



MEASURING UP
2002
THE STATE-BY-STATE REPORT CARD
FOR HIGHER EDUCATION

A few years ago, the National Center for Public Policy and Higher Education (NCPPHE) decided to create a national report card in an effort to measure the state of higher education in the nation. Colleges and universities had been scrutinized prior to that, but the Center's report had a different focus.

"We weren't grading institutions. We were grading states," said David Breneman, dean of the Curry School of Education at the University of Virginia and current chair of the National Advisory Panel for the report card.

"There had never been a higher education report card of this kind before. We knew we were breaking ground, but our purpose was to affect state policy. Before the first report card was released in November 2000, there was considerable nervousness among the higher education associations headquartered at One Dupont Circle, in Washington, D.C."

When the first report card came out two years ago, "the reaction was mixed. There were individual states that didn't like their grades," said Breneman. The most recent report card, released in the 191-page publication *Measuring Up 2002–The State-by-State Report Card for Higher Education*, might engender a similar reaction.

It's likely that states such as Louisiana, Tennessee, and Arkansas were far from delighted by their 2002 report card.

Results were broken down into six categories: preparation (for college), participation (in college), affordability, completion, benefits (economic benefits of college education), and the amount of learning achieved. For the first five factors, Louisiana achieved an F, D, D, D-plus, and C-minus, respectively. Tennessee was graded with a D-minus, D-plus, D-minus, C-plus, and D-plus, and Arkansas with a D-plus, D-plus, C, C-minus, and D-minus.

This isn't to say that these were the only states with poor grades. Since the grades are based on a comparison of one state's performance with another, a number of states are destined to score low, as are some to score high. States that scored a B or above in all categories included Illinois and Virginia, with New Jersey and Massachusetts displaying high grades in most areas but not in affordability.

Of more consequence, however, is that 29 states improved in a majority of measures since 2000 (including Louisiana), and 14 states improved in nearly all measures.

While grading states may seem unnecessary, and is a time consuming endeavor, it serves as a preliminary step in the attempt to bring about change in higher education. According to Joni Finney, vice president of the National Center, the report helps address issues of educational opportunity and quality for the majority of Americans.

"How do we make sure Americans continue to have educational opportunities?" she said. "This report card is one of the vehicles for addressing that. We want states to be worried about these five areas."

The sixth category of the report card–learning–was graded with an "incomplete" for all states, since the Center is still evaluating ways in which to assess the quality of learning that students receive from higher education institutions.

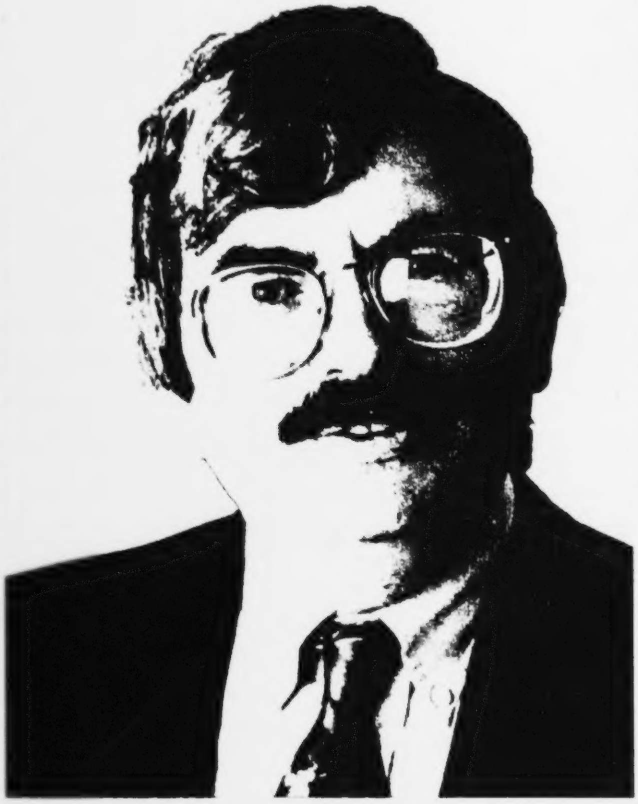
The National Center embarked on its first report card after being approached by foundations seeking some means of measuring and tracking higher education. "The report card is probably our signature piece," said Finney.

After the report in 2000, the Center decided to focus on the issue of affordability, trying to determine what states could do to measure higher in this category. As part of its effort, it put out a piece called *Losing Ground*, and detailed within this report the ways in which certain states were successful in providing an affordable education. Its suggestions included making sure families placed no more than 23 percent of their income into higher education, received assistance in financial aid, and had a low-cost alternative education option in their state.

"During the off years, we really try to push to do policy pieces so that states know what to do to measure up," said Finney. "We try to better explain the issue and tell what the top states were doing that others could learn from."

In the category of affordability, California stood in a league of its own in this 2002 report card. It is the only state to receive an A. Utah, Minnesota, Illinois, and Virginia trail behind with B's. While California families must still spend a fair share of family income, after financial aid, to attend public and private colleges and universities (especially given the high cost of living in the state), the state's poorest families have an alternative–a large number of very inexpensive community colleges they can attend.

"California enrolls a lot of students at community colleges for dirt cheap. That put California at the top of the list. No other state offers that kind of low price in affordability," said Finney.



"People realized that this is an industry that doesn't know about its bottom line."

PETER EWELL, VICE PRESIDENT,
NATIONAL CENTER FOR HIGHER EDUCATION
MANAGEMENT SYSTEMS

New York state rated extremely low in affordability, from a D-minus in 2000 to an F in 2002, primarily because it did not offer low-cost alternatives to its colleges and universities.

Across the board, 41 states improved in the majority of measures, and 11 of these states in all measures. The report concluded that much of this was most likely due to gains made in the late 1990s. However, as the Center's Senior Editor William Trombley pointed out in the report, recent state financial troubles and their budget cuts will most likely offset any progress. "Some states also have trimmed their student financial aid budgets, which means low-income students will find it more difficult to pursue higher education beyond high school," he wrote.

The most secure gain revealed in *Measuring Up 2002* was that students were better prepared for college. "More young Americans–although still not nearly enough–are now taking high school courses that prepare them for college," wrote the Center's Chair James B. Hunt Jr. "Massachusetts had the best overall performance in college preparation. In 30 states, student preparation for college improved. Seven states–Kentucky, Maine, Minnesota, North Carolina, Oregon, Tennessee, and Virginia–improved on five preparation indicators: young adults earning a high school diploma or a GED diploma by age 24, eighth-graders' proficiency in math, high school students taking and scoring well on college entrance exams as well as the Advanced Placement tests. West Virginia led the nation in increasing the numbers of high school students taking upper-level math and science courses, as well as the eighth-graders taking algebra."

Finney attributed much of the success in preparation to policy at the state level. "Since the mid-1980s, states have focused on K-12. I think it is because we have focused on that that we are now seeing a payoff," she said. "On the K-12 level, we have seen a real concern on course-taking–making sure that college curriculum is clear."

While preparation for college has improved, albeit unevenly distributed within and among states, the proportion of Americans participating in college actually leveled off or even decreased in various states. According to the report, "In most states, less than half of high school students go on to college right after high school....In 10 states, less than 30 percent of all young adults (ages 18 to 24) are enrolled in college....Enrollment among different groups within states is highly uneven. In Colorado, 30 percent of White 18- to 24-year-olds are enrolled in higher education, compared with 15 percent for all other races."

Although unclear about the actual reasons for the report results, Finney offered an explanation as to why the percentage of students participating in college seemed to be slipping despite the increased number of college qualified students. "It seems to be happening in the young adult area (18- to 24-year-olds). It could be that some of those people went right into the workforce," she said.

"We want to document if we are rationing access," she said. "That's a huge problem for this country."

The highest grade in participation–an A–was given to New Jersey, Massachusetts, New Mexico, Kansas, Nebraska, and Illinois. The lowest, an F, went to Georgia.

Looking at completion rates, the nation as a whole fared poorly in the Center's report. "Even among the best states–with a 60 percent completion rate, the rate is not very good. We think there is a lot of work to be done here," said Finney.

According to the report, "In only a few states do large majorities of first-time, full-time students graduate from four-year institutions within five or six years....In only half of the states do more than 50 percent of first-year students at community colleges return for their second year....Completion at four-year institutions, even in top-performing states, is low–in no state do more than 70 percent of students complete a degree within five or six years of enrollment."

Joni Finney, vice president, NCPPHE

David Breneman, dean, Curry School of Education at the University of Virginia and current chair, National Advisory Panel for the report card.

States that received an A in completion were Washington, Indiana, Alabama, Pennsylvania, Vermont, New Hampshire, and Massachusetts. The only F was given to Nevada, with Louisiana and New Mexico trailing with D's.

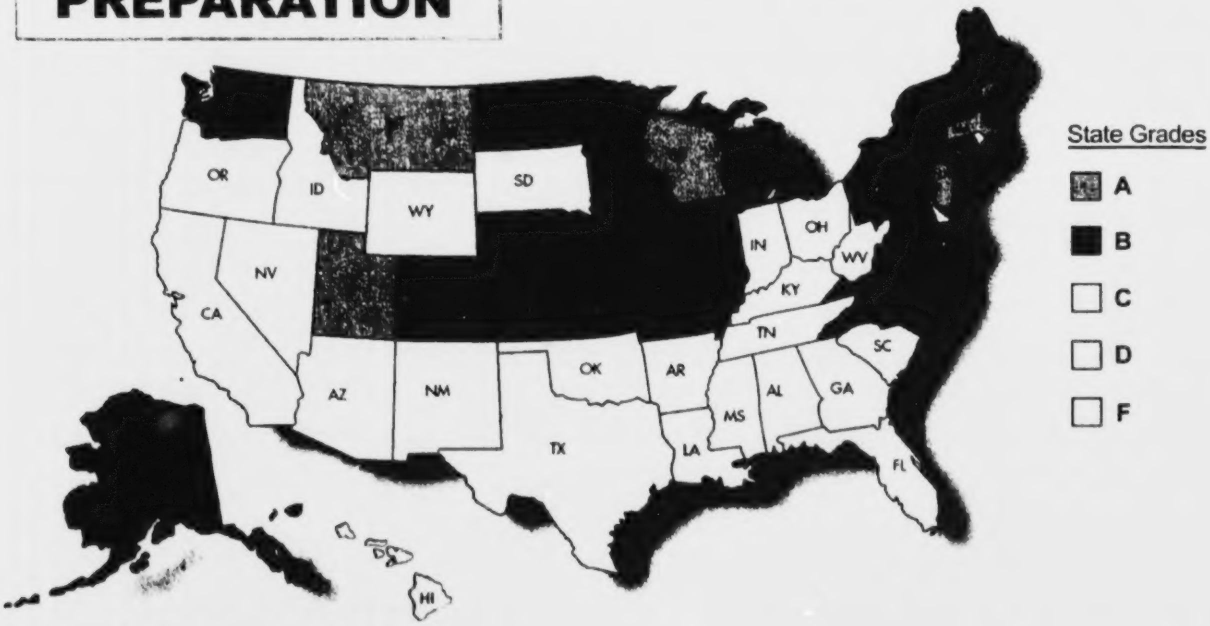
In Illinois, which received a B, and in other states, completion numbers varied within the state. "For every 100 Hispanic students enrolled in Illinois, 10 receive a certificate or degree. For every 100 White students enrolled, 16 receive a certificate or degree," noted the report.

The final measurable category of the report card was in the benefits that states received as a result of having a highly educated population. While the results were mixed in terms of the number of bachelors degrees within each state and the benefits received, Finney noted that those states where students were better prepared for college seemed to do well in benefits, too.

Looking at specific states in terms of economic and civic benefits of education, the report made interesting observations. "In Maryland, the total amount of personal income generated in the state is increased by 13 percent due to the population with a bachelor's degree. In Wyoming, the increase is only 5 percent....In Minnesota, where 32 percent of the adult population has a bachelor's degree, the rate of voting is highest in the nation. Charitable giving among residents is also among the highest in the nation."

The last category of the report, learning achieved, seemed potentially the most controversial, especially since the Center decided to give every state an "incomplete." When it comes to measuring the effectiveness of

PREPARATION



Grades measure a state's performance in relation to other states.

A Connecticut, Massachusetts, Montana, New Jersey, Utah, Wisconsin **B** Alaska, Colorado, Illinois, Iowa, Kansas, Maine, Maryland, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New York, North Carolina, North Dakota, Pennsylvania, Vermont, Virginia, Washington **C** California, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kentucky, Ohio, Oregon, Rhode Island, South Dakota, Texas, West Virginia, Wyoming **D** Alabama, Arizona, Arkansas, Mississippi, Nevada, New Mexico, Oklahoma, South Carolina, Tennessee **F** Louisiana

Massachusetts is the top-performing state in preparation.

The most secure gain revealed in* Measuring Up 2002 *was that students were better prepared for college.

states in providing students with adequate learning, the tools and methods of measurement were few and far between.

"We started it as a wake up call. It created a stir," said Peter Ewell, vice president of the National Center for Higher Education Management Systems (He wrote an article for the report). "People realized that this is an industry that doesn't know about its bottom line."

Ewell said employers have expressed concern that students are coming out of colleges and universities without the adequate written, oral, and reasoning skills. "Employers are as concerned about oral skill as much as they are about written skills," he said.

The 2002 report card provided a prototype, based on the state of Kentucky, of the kind of learning category that could possibly be provided in years to come. Illinois, Oklahoma, New Mexico, and South Carolina have agreed to join Kentucky in working on a further effort to create a prototype on learning for the 2004 report card. "Samples of college students will be assessed on common benchmarks," said Ewell.

Looking at the results of *Measuring Up 2002*, Finney described it as "a real mixed bag."

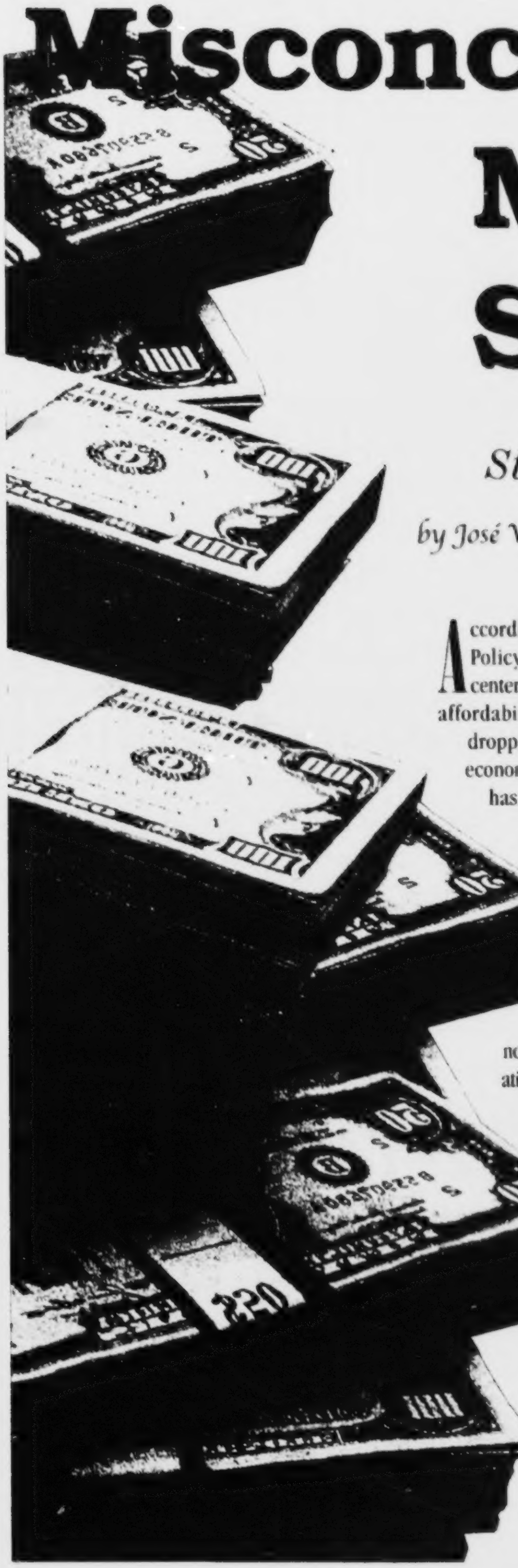
As she put it, "The good news is clearly on the preparation side. States are really beginning to focus on this. The bad news is that there is no guarantee that there will be a payoff for these people. Will there be a spot for these students and, if so, can they afford it?"

The hope for Finney and others involved in producing our nation's report card is that in measuring our state's progress, we can begin to address the issues that face our higher education system. "It is a tool for our leaders," said Finney. "We want to get states worried about this agenda. We want to make sure people are paying attention to these issues."

As Breneman pointed out, we have moved beyond where we once were–when our focus was on building institutions of higher learning and on determining which institution will receive more money than the next. "What this report card is trying to do is to say that we should be talking about our states in terms of affordability and access to education. I think over time the report card will change the questions and the kind of things that people will address," he said.

"Do I think that five years from now the nation's conversation will be different? I hope so."

Misconceptions and Myths About Scholarships



Student/Author/Recipient Offers Advice for Students and Parents

by José Vázquez

According to the National Center for Public Policy and Higher Education, a nonprofit center based in San José, Calif., the nation's affordability rating for attending college has dropped from a C-minus to a D. The weak economy, combined with declining revenues, has caused many colleges, public and private, to raise their tuition. The affordability of college is of special concern to the Hispanic community, where financial issues related to higher education hit students hardest.

The case has been made that while Hispanics lag behind their non-Hispanic White counterparts in graduating from college, they exceed the national average for attending post high school.

A September 2002 report by Richard Fry of the Pew Hispanic Center notes that 10 percent of Hispanic high school graduates attend college. The national average is 7 percent.

The report also notes, however, "the numbers of students who reach graduation are reduced by part-time enrollment, concentrations of Hispanics at two-year institutions, and the predilection to prolong a standard undergraduate education beyond the traditional age."

Often, what seems to be the common thread when it comes to Hispanics in higher education is not whether students can make the grade, but rather if they can afford the cost of attending full time.

While help is available from federal and state financial aid sources, it is not available to everyone, and often does not meet the total cost of education. Also, the financial aid offered may be comprised of a great many loans. Loans, while offering access to the education that is needed, can also deter students from attending full time for fear of going deeply into debt.

Alternative aid in the form of grants and scholarships exists for Hispanic students from all backgrounds and for nearly every career path. Often, these grants can mean the difference between finishing college and putting school on hold—or dropping out altogether.

More often than not, what keeps students from applying to scholarship and grant programs are the myths and misconceptions that exist about how scholarships are awarded.

GPA Myth

According to Dr. Juan Andrade, president of the United States Hispanic Leadership Institute in Chicago, Ill., "When I sat down to create the scholarship that would bear my name, I wanted to be sure I would actually have been able to win had I applied as an undergraduate."

Andrade worked his way through school and claims that he was such an average student that he turned four years into five. Because of this, Andrade made the GPA requirement lower and doesn't consider it as a major factor when scholarship recipients are decided upon.

Since beginning his education journey, Andrade has earned five degrees, and is a Presidential Medal winner, honored during the Clinton administration for "the performance of exemplary deeds of service for the nation."

Andrade feels that grades are not always reflected well when students are responsible for paying their way through school, and that his scholarship looks more for the "diamond in the rough." Andrade also looks for those who "give it all they have," and for a positive attitude.

The Scholarship Program of the Congressional Hispanic Caucus Institute (CHCI) currently has no GPA requirement. Carmen Joge, programs director at CHCI, says that in terms of class performance, they look at how challenging the courses enrolled in are in relation to grades.

The CHCI scholarship also reviews need, community involvement, and, more importantly, how students express themselves in the essays they submit. According to Joge, CHCI attempts to "find a balance with all factors and look at the overall determination and drive of the students that apply."

Students with lower GPAs can look to other types of merit-based scholarships for the aid they need. Merit-based scholarships are awarded for different types of talents and interests such as languages, sports, community activism, or photography. Many of these don't review grades as a part of the judging criteria at all, and rely on the student's level of interest or time devoted to those different pursuits.

Often, merit-based scholarships will indicate that they require a minimum GPA. After applicants clear the GPA mark, the judging typically moves more toward looking at the applicant's interests, letters of recommendation, and written essays. In the end, GPA is only one of the many pieces of a scholarship application judged by scholarship committees.

Financial Need Myth

There can be little doubt that there is a great deal of need among Hispanic students. However, when looking at the federal formula used to calculate need for financial aid, the Expected Family Contribution, or EFC, can be deceptive.

The EFC is the amount of money that students and their families are expected to be able to contribute to their own education, and is used by college financial aid administrators in determining how much federal and state aid students are eligible to receive for school. The higher the EFC, the lower the federal and state aid.

Many families are unable to contribute all that the government indicates they can. According to the Pew Center report, this factor is often a leading cause for students delaying college or attending part time. The EFC can also cause people to believe they are ineligible to receive other types of need-based aid.

While some scholarships use the EFC, it is not the only factor they consider. Mario De Anda, director of scholarship programs at the Hispanic Scholarship Fund (HSF), recognizes this and works with other factors to determine need and award amounts. "At HSF, we know that every dollar makes a difference. We are sensitive to need, and want to make sure funds go to those who need it."

The HSF group of scholarships factors need and merit when reviewing applications. When considering need, HSF looks at the EFC, and then considers the amount of "self-help" forms of aid students have been awarded by the school, such as federal loans and work-study programs. HSF then attempts to reduce a selected recipient's reliance on these forms of assistance through the scholarship.

In the essay portion of the HSF application, students are allowed to detail their financial hardship, which can actually earn them more points toward their application and increase their chances of being selected. Even more important, HSF looks at obstacles that the student has overcome to attend school, making the decision process about a student's true financial need more accurate. Many other scholarships do the same, allowing the judges to see a more complete picture of the applicant.

Students and parents usually take scholarships to be an all or none proposition, and mistake merit-based scholarship as being the same as need-based scholarships. Merit scholarships are an excellent place to look for the college cash students need. Usually, merit-based scholarships don't look at need as a sole factor. According to Marilyn Rundell, vice president of Scholarship Management Programs at Scholarship America, only half of the 900 scholarships they manage are need based.

Scholarship America, formerly Citizens' Scholarship Foundation of America, is a large, nonprofit scholarship management clearinghouse. It manages some of the most well-known corporate public scholarships, such as Target Stores All Around Scholarship, Simon Malls Foundation Fund, and the Sallie Mae Scholarship.

"The Target Stores All Around Scholarship is an excellent example of a non-need-based scholarship. It looks at the amount of community service a person has performed, as opposed to how much money they need," said Rundell.

In the end, scholarship decision-makers look less at the government formula for need-based aid and more toward actual factors that cause need. Therefore, students should take the time to look for and apply for need-based aid, regardless of their EFC.

High School Myth

The Pew Hispanic Center report indicated that Hispanic students often attend college a few years after high school, or might not have graduated high school in a traditional fashion, earning a GED. Many of these students believe that they may not be able to apply because they are nontraditional students, or are attending vocational or two-year institutions.

Elsa Barron, chairperson of the Viva Quad Cities Scholarship, feels that all applicants should search for outside aid. "Our applicants come from all different walks of life and different backgrounds, she says. "Students should apply regardless of age or major."

"While many funds do try to focus on a four-year education, Viva attempts to help students that want a better life through education."

Viva Quad Cities is a local organization that awards students living within the Quad Cities, an area on the border of Illinois and Iowa. Local organizations, such as Viva, are springing up all over the country, driven by the need to help students fund their educations and improve communities.

Marilyn Rundell of Scholarship America has learned that many people believe scholarship funds are only for four-year college students.

"There is a resurgence of the community college population because good training is becoming more of a focus in today's economy, such as the kind offered by two-year and vocational schools."

Foundations such as CHCI have gone so far as to create separate awards for different levels of education, such as two-year, four-year, and graduate-level students, in order to meet the needs of the Hispanic community.

The Hispanic Scholarship Fund also created a Community College Transfer Scholarship for students needing assistance due to the additional financial hardship that could come from being a transfer student. "HSF tries to allow students to find the school that has the best fit for them, and make resources available to them, regardless of the major or career path," according to De Anda.

Overall, the scholarship and private grant community have become accommodating, too, to nontraditional students who want to change their lives through education.

Those who aren't sure how to get started might benefit from the following succinct checklist for students and parents.

Always be on the lookout. Take the time to do a thorough search in online databases. The ones listed in this article are free, and help students find scholarships that fit their major and their career interests. Scholarsite.com is an excellent bilingual search engine that parents and children can use. Libraries also have large scholarship books that list awards that have been made to people of all backgrounds and career options. Talking to local community leaders can also yield useful information. Students and parents might be surprised at what is available.

Apply as much as possible. Many people look for that one scholarship that can pay for the entire cost. However, few of these exist. The best way to even the odds of winning money is to apply to as many scholarships as a student qualifies for. Over time, smaller scholarships can add up. $500 here, and $2,000 there, and before people know it, they have found the extra aid they need.

Follow all instructions. Students should make sure that any scholarship package put together is clean and well organized, and that all of the instructions given are followed. Students should include everything the foundation asks for. Application, essays, and letters of recommendation should be packaged as requested. Students and parents shouldn't be afraid to call and ask questions of foundations if they don't understand instructions. One mistake could put someone out of the running, so attention to detail is important.

Never stop applying. While students may receive letters that say "no," applicants should let the ones that say "yes" drive them to keep applying. If students apply to 10 or 20 scholarship foundations, and only receive one, they are still ahead of the game.

Parents and educators should work together to help students find the aid they need in order to succeed. Encouragement and perseverance are the keys.

About the author: José Vázquez, a marketing major at Western Illinois University, has been awarded 27 scholarships, amassing more than $75,000 in aid to date. He is the author of the book *Free Cash For College: The Everyday Students Guide To Financial Aid*, and currently is writing a book on scholarship strategy for Hispanic students. Vázquez is also a public speaker who facilitates seminars on financial aid and scholarship strategy for university groups and corporations interested in work life initiatives. He can be reached at JR-Vazquez@wiu.edu.

Scholarships Online

Following are some of the sites that can facilitate scholarship searches.

These sites perform searches based on your area of interest:

www.scholarsite.com
(A bilingual scholarship search engine!)
www.wiredscholar.com
www.fastweb.com
www.srnexpress.com

Web sites of scholarships mentioned in the article:

www.hispanicscholarship.com
www.hsf.net
www.hispanicfund.org
www.chci.org
www.scholarshipamerica.org

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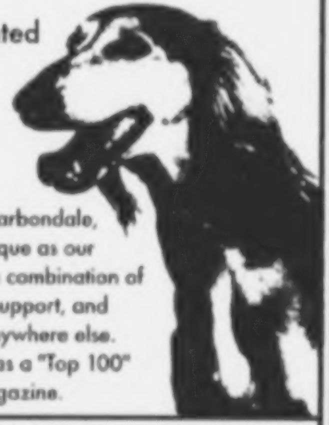

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For Litigation in the Little Red Schoolhouse ...Call Prof. NORMA CANTÚ

by Chuck Halloran

After spreading the pages of the local Spanish-language daily neatly on the scarred kitchen table, Rosa Cantú patiently began teaching her precocious granddaughter to read about the Cold War in the late 1950s.

The child learned quickly. First, *El Heraldo de Brownsville* in Spanish, then the English version of the *Brownsville Herald*. By kindergarten, she devoured scarce books in both languages.

Decades later, the granddaughter, Norma Cantú, who had become a nationally known litigator, would remember her *abuela's* legacy as she worked at the same table preparing court documents for a famous lawsuit, *Edgewood v. Kirby*, which finally narrowed the spending gap between rich and poor schools in Texas.

Her parents, who were always expanding their education, also studied with her, just 14 blocks from the border with Mexico.

Gregoria Cantú tackled college classes to become an elementary school principal; her husband, Federico, a local mail carrier, prepared for civil service exams. The table also served as homework central for the family's five other children.

But Norma Cantú, the eldest, never forgot Rosa's demanding kitchen tutelage. When her name was linked to unprecedented legal conflict, or targeted in searing media assaults, she would find serenity by recalling familiar kitchen scenes.

After obtaining her college degree at the University of Texas (UT)-Pan American, and teaching high school English for two years, the entire family accompanied her on the long drive northward when she first began legal studies at Harvard Law School, graduating at age 22.

Fourteen years followed in trial and appellate litigation for the Mexican American Legal Defense and Educational Fund (MALDEF). Brownsville neighbors said proudly that she had sued her high school principal, college president, and the state of Texas to improve minority access to better education.

Then she became the nation's top civil rights enforcer for education as the longest-serving head of the U.S. Education Department's Office of Civil Rights, for eight years under President Bill Clinton.

"For the last two decades, Norma V. Cantú has been one of the leading names in the civil rights movement, particularly for U.S. Latinos," says Dean Manuel J. Justiz, who moved quickly to arrange a visiting professorship in his College's Department of Educational Administration, dividing her time equally with his colleague, Dean William C. Powers, Jr., of the UT School of Law. She teaches seminars on law and education in both Colleges.

"But in the growth field of educational litigation," he adds, "she is one of the savviest analysts that students could ever hope to study with as they begin careers, because they will confront schools filled with complex legal issues–including equal gender opportunity in athletics under the still-controversial Title IX, non-discrimination in special education, disability rights, student disciplinary policies, access to special language services for English language learners, allegations of racially hostile environments, and so much, much more."

Cantú has already told her graduate students in education and law seminars that civil rights law is inherently controversial.

"Civil rights litigation has gradually changed since the 1980s," explains Cantú. "It used to be enough to file suit, put it in the face of the people, and demand that the power community fix it. We still have to do this, but we also face a new challenge: to provide solutions to civil rights issues."

Her landmark work on *Edgewood v. Kirby* was deeply entwined with her own personal history, which makes classroom lectures all the more riveting. Clearly, it has become the favorite case of her career, providing a model for similar lawsuits in at least 27 other states.

"This 1980 case shows what is possible, not only in the realm of court decisions but also in terms of public policy solutions. I worked with Al Kauffman, MALDEF's lead attorney, to document the differences between property-poor and property-rich school districts in Texas."

Much to her surprise, her own alma mater, Brownsville High School, played a starring role.

When she first taught ninth-grade English, before attending Harvard, more than 5,000 youths were jammed into one overcrowded facility, making it the second largest high school nationwide. Windows could not be opened, students lined walls without seats, no air conditioning or heating existed, and the classes were split into two shifts: seniors and juniors from 6 a.m. to noon; first and second years from 1 to 7 p.m., without any breaks for teachers.

"Every time that the citizens of Brownsville approved a bond issue, it still didn't matter," said Cantú. "They simply could not raise any money because the school district was so poor. It taught me many lessons about school funding at a very early age."

Today, Brownsville has five high schools, but 90 percent of all students are still below minimum family income levels. The dropout rate remains steady at 50 percent.

"When I went to Harvard, one of 15 Latinos in an entering class of 500, I didn't see myself as disadvantaged," she recalls. "The first thing I noticed was that all the libraries were open 24 hours a day... it was wonderful. I kept reading and reading; all my advance information came from books.

"In Brownsville, you just didn't have good access to books. We didn't have a public library so you tried to get to the community college or wherever."

These early experiences solidified a strong personal belief in access for all. During her MALDEF years, she focused on the plight of minority women and low-income children, while also supervising attorneys and investigators in five regional offices, along with directing a national education litigation project.

By February of 1993, she was looking forward to a long-postponed vacation, but it was not to be.

Instead, by the summer of 1993, she was fielding endless media calls from reporters who were delighted to find that the newly appointed head of Education's Civil Rights Office was accessible and even promised a new direction for its controversial rights office.

"In the (first) year that she has served as the assistant education secretary for civil rights, Norma V. Cantú has moved through the once-moribund office like the blustery winds that sweep across the plains of her native Texas," wrote *The New York Times*, reporting that she had ordered her 10 regional offices to double the number of complaints they were investigating and to add more bilingual staff members.

Predictably, her energized agency drew critical fire, particularly from conservative media, which charged, for example, "that no regulatory agency in America is more determined to keep all the nation's schools and colleges under its thumb than Ms. Cantú's Office for Civil Rights." (*The Weekly Standard*)

She continually surprised reporters with her unruffled demeanor and ringing laugh, emphasizing that it was a lawyer's professional leadership duty to resolve disputes rather than engage in costly, protracted litigation.

As a committed advocate for children and education, however, she wasn't afraid to confront poverty and entrenched discrimination with new regulations and court cases. Her 1995 OCR Annual Report stressed a quick official response time, citing the resolution of more than 5,500 illegal discrimination complaints, up from 4,480 in 1993. In 1,800 cases, schools, colleges, and universities chose voluntary corrective action, which solved underlying problems without adversarial proceedings.

Cantú explained that she didn't "feel like I'm on a mission impossible. Every time I hear of a new instance of discrimination, I also hear of a new instance where people are treated more equitably. That's what keeps me going."

For journalists probing her own racial beliefs stemming from her Texas roots, she responded: "I experienced a lot of love and support from Anglo teachers. I didn't fall for the stereotype that all Anglos must be racist."

When the year 2000 OCR Annual Report arrived last month–capping her eight years–the record demonstrated an unprecedented number of resolved discrimination complaints across a broad spectrum: more than 6,300.

Alleged discrimination on the basis of disability easily claimed more than half of all complaints, followed by 18 percent for race/natural origin disputes, including access to quality education, ability grouping, racial harassment, school discipline, assignment practices, and service to English-language learners.

Another 8 percent embraced alleged sex discrimination, usually for gender access to athletics and sexual harassment. Age discrimination accounted for 1 percent, and a final 11 percent included multiple discrimination complaints, particularly for the inappropriate assignment of minority students to special education–involving both race/national origin and disability issues.

While she was preparing her UT class lectures, reporters, who were eager to obtain quotes about the new Bush administration's replacement for her old OCR position, were once again chasing Cantú.

Instead, she preferred to discuss how the Office of Civil Rights had adopted new techniques, training personnel in persuasion, conflict management, and dispute resolution. A tough Government Accounting Office (GAO) study confirmed that the OCR had greatly increased efficiency.

The report noted that OCR's flexible complaint resolution process, utilizing small teams of highly trained attorneys and investigators, had positively affected nearly 6 million students in its first data baseline year of 1998.

By fiscal year 2000, Cantú's efforts had seen the total increase to more than 7.6 million students, a 29 percent increase from the 1998 figures.

"There was also a side benefit," she explains, "because more people got along better with one another, which helped all of us to focus more on the real mission of OCR. We realized that individuals come to work with different preferences, and that we had to create a safe environment so that everyone could learn and grow, while also developing methods of tolerating other folks' preferences."

Despite the "shark tank" nature of Washington, D.C., conflict, Cantú says that her greatest personal challenge came from lobbying for money to train OCR staff, teaching them to listen to inevitable criticism.

"A complaint is a gift," she would often say to attorneys infuriated over policy or court decisions. "Washington is a geographical site where people go to complain, and it's easy to forget that your critics sometimes have a very good point," she adds.

"We are delighted to have her (on the law school faculty)," said Dean Powers, "because Professor Cantú brings a great deal of real world experience to our students."

Cantú's balanced approach was sorely tried in the aftermath of the 1996 *Hopwood* decision on The University of Texas at Austin campus, which effectively dismantled 30 years of affirmative action precedents.

In March 1997, Cantú wrote officially as the OCR head to then Texas Attorney General Dan Morales, telling him that he had erred in interpreting the 5th Circuit Court of Appeals' decision in *Hopwood v. Texas*.

Morales had earlier written to all Texas institutions of higher learning, saying that the *Hopwood* ruling prevented state campuses from using race as a factor in admissions, financial aid, or retention programs. He also discouraged private Texas universities from following the same procedures.

Cantú, who had based her arguments on Justice Department briefs, said that *Hopwood* only affected the UT School of Law, and "should not be used to invalidate" other Texas affirmative action admissions programs.

U.S. Sen. Phil Gramm weighed into the disagreement, demanding that the U.S. Department of Education change its position and threatening congressional action.

When the U.S. Justice Department withdrew its briefs, Cantú was forced to clarify her prior position in yet another letter.

"I was a spokesperson for the government," she said ruefully. "But when the briefs were withdrawn, I had to pay attention, even though it clearly left me out on a limb. Later, when John Cornyn had become attorney general, he withdrew Morales' interpretation."

Typically, Cantú sought balance in the wake of the dispute, saying that the real solution should always focus on universities creating a welcoming climate that saw all students as valued members of an academic community.

Lately, she is also balancing her class load by signing up with Town Lake weekend walks and taking her niece to the San Antonio zoo–treasured personal initiatives that were once impossible under Washington workaholic schedules.

"I'm very happy that Norma chose to come to my alma mater," said newly elected Austin Mayor Gus García, BBA '59, "because as the Texas flagship of higher learning, it has a responsibility to provide leadership in the development of our young people for our great state."

Cantú is equally pleased. "I am really enjoying the intellectual atmosphere at both the College of Education and the UT Law School," she said.

"I'm also looking forward to the 30th anniversary of Title IX this year."

Statistical Profile of the First-Time, Full-Time Freshman Class of 2002-03

WHITES UP – Hispanics Down

by Tony P. Martinez and Alison P. Martinez

The percentage of first-time, full-time freshmen at four-year institutions who are Hispanic inched down this year, led by a big drop in Mexican-American students. White, non-Hispanic students gained more seats in college and university classrooms.

Ethnic Background

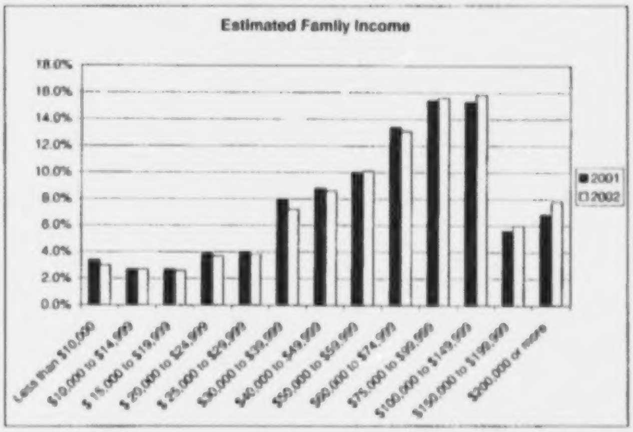
	2002	2001
White	75.8%	73.9%
African American/Black	10.1%	10.6%
Asian American/Asian	7.0%	6.9%
Other	3.1%	3.3%
American Indian/Alaska Native	1.3%	1.2%
Native Hawaiian/Pacific Islander	0.8%	0.7%
Mexican American/Chicano	3.4%	4.3%
Puerto Rican	0.9%	0.9%
Other Latino	2.1%	2.2%
All Hispanic	6.4%	7.4%

This is reported by the Cooperative Institutional Research Program (CIRP), which in autumn 2002 surveyed 282,549 freshmen at 437 four-year colleges and universities. Only students enrolling in college for the first time and planning to study full time are included. Data are weighted male/female and by type of institution to represent the 1.2 million entering freshmen at all higher educational institutions in the United States.

College For The Elite?

The percentage of students with estimated annual family incomes from $15,000 to $50,000 went down in every bracket. These middle-income families were able to secure only 25.9 percent of the full-time slots in higher education this year, compared to 27.4 percent in 2001.

The percentage of students with estimated annual family incomes over $50,000 increased from 66.5 percent in 2001 to 68.4 percent in 2002.



Parents with at least a college degree, graduate work, or a graduate degree have increased from 52.5 percent of fathers and 49.1 percent of mothers last year, to 53.1 percent of fathers and 50.5 percent of mothers this year.

Today's students are applying to more colleges than in the past: 13.7 percent apply to seven or more colleges, up from 8.3 percent in 1991. The number who don't get in to their first- or second-choice college has doubled since 1974 (9.4 percent vs. 4.7 percent). The number who use early decision programs to enhance their chances of admission to preferred institutions has increased from 5.5 percent in 1999 to 8.5 percent just three years later. "This pattern of growing multiple applications and increasing use of early-admission decisions suggests that college admissions have become more competitive than ever," stated UCLA professor Alexander W. Astin, founding director of the survey.

Academic Preparation

High school grade-point averages continue to increase, with 45.7 percent of college freshmen reporting A averages in high school. Just over half (50.1

percent) of women arrive with A averages, compared to 40.4 percent of men. Only 1.7 percent of both sexes admit to averaging a "gentleman's C."

Average high-school grade

	2001	2002
A or A+	21.7%	22.9%
A-	22.4%	22.8%
B+	20.9%	21.0%
B	20.8%	20.7%
B-	7.8%	7.3%
C+	4.3%	3.5%
C	1.9%	1.7%
D	0.1%	0.1%

CIRP attributes today's high GPAs to grade inflation, rather than improved achievement. A record low 33.4 percent of today's entering freshmen report studying or doing homework six or more hours per week during their senior year in high school. Almost 16 percent report less than one hour per week of study or homework.

Percentages who have received special tutoring or remedial work are generally down.

Tutoring and Remediation Received

	2001	2002
Mathematics	12.7%	12.8%
English	5.7%	5.4%
Foreign language	5.2%	5.0%
Reading	5.0%	4.7%
Science	4.9%	4.7%
Writing	4.7%	4.5%
Social studies	3.7%	3.4%

Percentages who feel they will need special tutoring or remedial work in college are generally down also, although, as before, about twice as many students expect to need remediation in college as actually received it in high school. As usual, mathematics is the subject in which students are most aware of learning deficits.

Expected Need for Remediation

	2001	2002
Mathematics	24.4%	23.2%
English	9.3%	8.8%
Foreign language	11.0%	11.2%
Reading	4.5%	4.1%
Science	10.3%	10.3%
Writing	11.3%	11.1%
Social studies	3.3%	3.0%

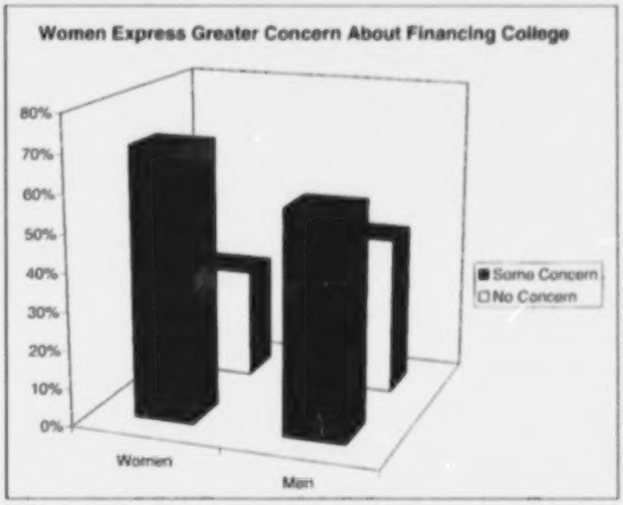
Concerns and Motivations

Even though more students come from well-off homes this year, fewer feel confident that they have sufficient funds to carry them through the four-year program.

Concern About Financing College

	2001	2002
None (I am confident that I will have sufficient funds)	35.3%	34.7%
Some (but probably will have enough funds)	52.2%	52.7%
Major (not sure I will have enough funds to complete college)	12.4%	12.6%

Women are more concerned about whether they will have enough funds to complete college (70.9 percent) than their male classmates (58.3 percent). More women (52.9 percent) expect to work while enrolled full time than men (40 percent). "This gender difference is important because when we examine the long-term trends on this item, it becomes clear that this shift toward employment during college is accounted for entirely by changes among women students," says CIRP Director Linda Sax.

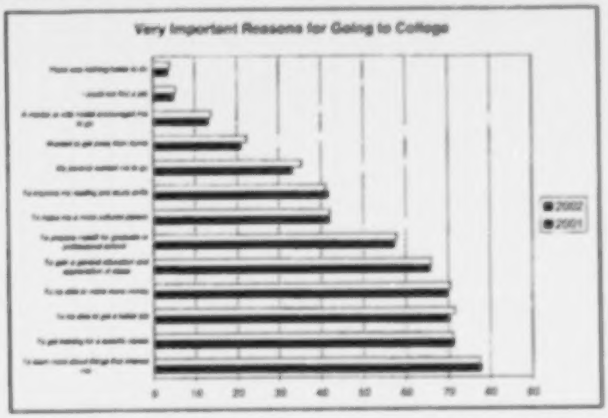

Women Express Greater Concern About Financing College

> ***"When we examine the long-term trends on this item, it becomes clear that this shift toward employment during college is accounted for entirely by changes among women students."***
>
> CIRP DIRECTOR LINDA SAX

If college is more of a struggle this year, what motivates young people to matriculate? It is good to find that the number one reason is still "To learn more about things that interest me."

The rank order of motivations remains generally unchanged, although "To be able to get a better job" has switched places with "To get training for a specific career" as number two and three reasons for deciding to go to college.

Interestingly, more students called 10 out of 15 motivations "important" this year than last. Does this mean students are more motivated? The only large decrease was in students wanting "To improve my reading and study skills."



Best of all, 79.5 percent of freshmen surveyed this year think the chances are "very good" that they will get a bachelor's degree (76.8 percent of men and 81.8 percent of women). Only 76.5 percent of last year's cohort dared to make that prediction.

Originated by the American Council on Education (ACE) in 1966, the CIRP is now administered by the Higher Education Research Institute (HERI), with an advisory board that includes representatives of ACE. HERI is based in the Graduate School of Education and Information Studies at the University of California- Los Angeles (UCLA).

CIRP publishes an annual book of "national norms" that details questionnaire responses by men, by women, and by type of institution. It is a treasure trove of important information and fascinating trivia about the young people who will be the leaders of tomorrow.

For example, more students favor legalizing marriage for same-sex couples (59.3 percent) than marijuana (39.7 percent). Only one in a thousand women surveyed plan to become full-time homemakers, although 10.9 percent of their mothers are homemakers.

The book does not pull out Hispanic students as a statistical group, but researchers can extract ethnic data from the database at UCLA. CIRP's database, now including 11 million students and 1,800 institutions of higher education, offers unparalleled riches to researchers in education and social and behavioral sciences. A major purpose of the survey is to provide data for longitudinal research, so data are made available to scholars on a limited basis. CIRP data underlie major studies of dropouts, volunteerism, minority education, campus protest, and other topics, and many significant subjects are still awaiting exploration.

While some Hispanic-serving institutions participate in the CIRP freshman survey, increased participation would improve representation of Hispanic students. Each participating institution receives an individual report, broken down male/female, showing its standing vis a vis three categories of comparable institutions. (See "Assessing Educational Quality?" HO, Dec. 2, 2002.) May is not too late to arrange for autumn participation.

To buy the national norms book, or to get details about research with the CIRP database, or about how your 2003 freshmen may participate in the CIRP assessment, go to www.gseis.ucla.edu or telephone HERI at (310) 825-1925.

Tony and Alison Martinez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian. HO

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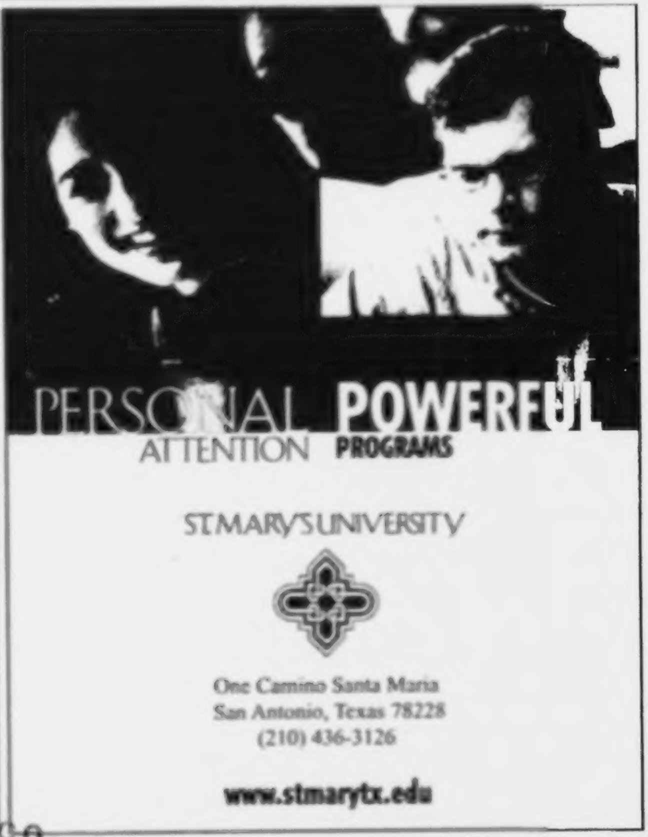
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Improving Chances for Success in College

Specific Strategies for Classroom Teachers

by
Angela Provitera McGlynn

"*As professors in the college classroom, we can no longer assume that our students have the basic tools to successfully earn a college degree.*"

As a nation, how can we close the academic achievement gap, and subsequent career and income gap, between the White middle class and the growing numbers of Hispanics in America?

Given that it is the largest minority and fastest growing group in the U.S., the success of Hispanic Americans is of vital interest to all of us. Much of the research and attention concerning achievement gaps between minorities and Whites has centered on grade school and high school gaps–and rightfully so. A key problem in Hispanics' lack of success in college is precisely due to lack of preparedness to do college work. The lack of preparedness has much to do with social class.

While the pre-college experience is crucial to college success, a new report by Kenneth Fry, *Latinos in Higher Education: Many Enroll, Too Few Graduate*, suggests that a critical goal in narrowing the academic achievement gap for Hispanics would be to increase the retention and graduation rates of Latinos already in college. Some of Fry's data may surprise us. While so much attention has been paid to Hispanic high school dropout rates, this report says that about 10 percent of all Latino high school graduates are enrolled in some form of college compared to 7 percent of the total population of high school graduates, and that only Asians are enrolled at a higher rate. So, many Hispanics are starting college but are not earning degrees.

Another of the other major findings of Kenneth Fry's Pew Hispanic Center (PHC) report (Sept. 5, 2002) is that there is a considerable enrollment gap between Latinos and all other groups among 18- to 24-year-olds. The reason this finding is significant is that this is the traditional age group for college attendance, and this is the cohort that reaps the greatest economic benefit from earning a college degree. The findings show that only 35 percent of Latino high school graduates in that age group are enrolled in college compared to 46 percent of Whites.

What are the implications of this finding? For a starter, families and schools need to encourage Latinos to attend college immediately following high school in order for them to gain the most. Not surprising to those of us who teach in community colleges is the finding that Latinos are more likely than their Anglo peers to be part-time rather than full-time students. For this country to be serious about Hispanic college success, schools, families, and the government should find ways to fund full-time college enrollment for Hispanic college students.

In this article, I will offer suggestions for how colleges, particularly community colleges, can help Hispanics succeed in college. I emphasize the role of the community college because Fry's research substantiates the earlier findings that Hispanics are very likely to start their education at the community college. Fry's data show that Hispanics are far more likely to be enrolled in two-year colleges than is any other group. The report states that approximately 40 percent of Hispanic 18- to 24-year-old college students attend two-year institutions as compared to about 25 percent of White and Black students of the same age group.

Many Hispanic students, and other minority students as well, are the first in their families to attend college. The implications of this fact are far reaching. Very often, there is no one at home who understands what a child needs to succeed in school. Although Hispanic families often place a high value on education and encourage their children (particularly their sons) to go to college, some don't understand how to prepare their children to do so. Add to this the inequities we see in the public school system that are also tied to social class. In New Jersey, for example, where property taxes fund public schools, the disparity between the affluent suburban school system and the schools in blue-collar neighborhoods or neighborhoods of the working poor is dramatic and startling!

There are striking differences apparent between groups of children even at the start of kindergarten. Children of poorer families usually have inferior pre-school experiences, if they go to pre-school at all, and their exposure to cultural stimulation and the world of books is limited. Is it any wonder that there are differences in college preparedness when some children have been read to since toddlerhood, exposed to museums and world travel, and have been playing educational computer games since the age of 3 while their lower socioeconomic status peers are living in a whole different world?

As citizens interested in equity and humanitarianism, perhaps we can work toward changing the system that fosters and perpetuates the current socioeconomic disparity that keeps so many children from opportunities to be successful. Obviously, community colleges need to do more and better with their developmental programs for under-prepared students. Communities and governments need to show their commitment to this aspect of the community college mission through adequate funding for such programs.

More specifically, as professors in the college classroom, we can no longer assume that our students have the basic tools to successfully earn a college degree. There is much we can do to encourage and support success among the students who come to us under-prepared for college-level work. In our classes, we are standing before students who bring to college various and diverse levels of preparedness. The pedagogical and classroom-managerial strategies I will suggest here will probably benefit all students, but are necessary prerequisites for the success of our minority students, particularly our lower socioeconomic status minority students, and for our students who have learning differences and challenges.

I will offer a number of suggestions for enhancing the chances of academic success for the students in our classes.

Starting with the first day of class, it is crucial for students to experience a sense of belonging and a classroom atmosphere that feels welcoming and safe. Given the significance of student bonding found in the retention literature, it is important to use icebreakers that first day of class to set a positive tone. (See McGlynn's *Successful Beginnings for College Teaching*, Atwood Publishing, 2001)

In that first class or perhaps the second class of the semester, most teachers distribute and talk about the course syllabus. The syllabus explains to your students what the course is all about and specifies what your expectations are. Thus, it must be as clear as possible so that it doesn't lend itself to multiple interpretations.

Why is the clarity of your syllabus so essential? There are many reasons. The most important benefit of a clear syllabus, for both you and your students, is that it serves as a road map through the course. The syllabus should contain your name and the following information.

- The name of the textbook(s).
- Your office location and office hours.
- Your telephone extension.
- Your e-mail address.
- Information on whether there are prerequisites for the course.
- The course assignments.
- A description of the exams (with exam dates if possible).
- A description of all other assignments, with as much clear detail as possible.

Your syllabus should also describe any extra materials you're requiring or recommending–for example, supplementary readings, study guides, practice test books, and Web sites associated with your text or discipline.

The syllabus should then spell out your attendance policy, your policy concerning missed or late exams and late papers, your grading policy, your policy concerning students who don't complete their work by the end of the course, the institution's policies on auditing a course, and the campus policy on academic integrity. Explain the institutional policy concerning how students will be notified of class cancellations in the event of inclement weather or your unforeseen absence.

Many instructors hand out the syllabus, go over it briefly, and ask students if they have any questions. This is often followed by silence. Robert Magnan (1990) suggests a variation that gets students more engaged with the course and with you. He recommends handing out the syllabus and then giving students some time to read it privately. You may then ask students if they have questions, or better yet, as Magnan describes, you can divide the students into four-person groups. Tell them to decide together on questions to ask about the course and about you. Encourage them to ask questions about any aspect of the class or about you, whether professional or personal.

Next, have each group select a spokesperson who will ask the questions for the group when the whole class reconvenes. A variation on Magnon's approach is to ask each student in the group to ask a question so that you get everyone speaking in class early in the semester. Magnan says that many of the questions will be about the obvious–grading, expectations, assignments, and attendance. This will give you an opportunity to clearly outline the course, but you are doing it in question-answer format so that students are more attentive. There may also be more questions than usual, as students are more likely to ask questions when they feel they're speaking for others as well as themselves.

Magnan found that questions about the instructor help to break the ice in those first classes of the semester. Students typically wonder about your credentials for teaching the course, your experiences outside of teaching, what you like or dislike about the course or about teaching in general, why you became a college teacher, what your other interests are, and whether you're married and if you have children.

There are students in our courses who have very little information about what college is all about, what is expected of them, and what they need to do to be successful. As elementary as it may seem, "Guidelines" sheets may be especially helpful to those students, although I believe they can help everyone in class, even our students who seem to know the score about doing well in college. These guidelines sheets can present very rudimentary tips for success in college:

- Read the course syllabus very carefully so that you understand what the course is about and what is required of you.
- Attend all of your classes and be on time.
- Buy the textbook, read the assignments before class, and ask questions if you are unsure about assignments or about what it is you are reading.
- Develop good time management skills so you can put in two to three hours of outside study time for every hour you are in class.
- Purchase a pocket calendar or an appointment book to keep track of your class assignments, due dates, test dates, work schedule, and any appointments you make with teachers, advisors, and counselors.
- Always be prepared for class with pens and pencils, your notebook, and your text if it is required for class.
- Show your interest in the subject by sitting near the front of the class, establishing eye contact with your instructor, and taking notes or taping the class if you have permission.
- Participate in class discussions.
- Complete course assignments on time.
- When your teacher is talking or another student has the floor, avoid whispering or talking with other classmates in side conversations.
- If you are unable to attend a class, inform your instructor of your absence, be responsible to find out what you missed from a classmate or the instructor, and find out how to make up the missed work.

In some of your classes, you may find that not only are some students uninformed about how to do well in college, some are uninformed about the etiquette requirements of the college classroom. In my chapter on dealing with incivility in the college classroom in *Successful Beginnings*, I provide an example of a guidelines sheet entitled, "Guidelines for Courtesy and Respect."

As elementary and fundamental to the college culture as some of these tips for student success outlined above may seem, there are many students in our midst who have had no guidance on these matters. Unfortunately, they don't know what it is they need to know to be successful, and since they don't know that they don't know, they don't know that they need to find out! With so many Hispanic students falling into this category, it is necessary for all of us in college teaching, especially in community college teaching, to help students get on the track for academic success.

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The Economy's Impact on College Enrollment

Selection of College and Major Strongly Linked to Cost Factors

by Frank DiMaria

Each year College Bound surveys college admissions officers to determine the latest admission trends. This year 92 colleges and universities, both public and private, from across the nation responded to College Bound's survey. When asked, "is the economy affecting your student enrollment," 37 percent of the admissions officers responded, "yes."

Although more than one-third responded in the positive, this does not mean the economy is dissuading people from pursuing higher education, quite the contrary. Eighty-four percent of the respondents reported an increase in applications over last year, when 75 percent reported an increase.

"Our increase in freshmen applications from last year to this year was 8.8 percent, and from the previous year, it was 2.4 percent," says Christine Van Gieson, director of admissions and outreach at the University of California-Santa Barbara. And Van Gieson reports that she has also witnessed an increase in applications from Hispanics over the last several years.

At the University of Arizona, Cathey Mayes, director of minority student recruitment, says, "We've seen increases in the number of Hispanic applications consistently. I've been here for approximately seven years and each year we've seen an incremental rise. We're usually up between 100 and 200 applications each year."

Many private schools have also reported an increase in applications.

"Over the last four years, applications have increased 25 percent," says Daniel J. Saracino, assistant provost for enrollment at the University of Notre Dame.

Jim Bock, dean of admissions and financial aid at Swarthmore College in Pennsylvania, said that Swarthmore's enrollment has come in on target for the past few years, regardless of where the economy has been.

Clearly, the sluggish economy is not affecting whether or not high school students, Hispanic or otherwise, apply to college; they are doing so in record numbers. However, the economy is affecting many of the decisions they and their families make during the school selection process, especially within the Hispanic community.

For many students who are financially strapped, the two most important factors in this process are which school offers the most generous financial aid package and which charges the lowest tuition. "Without a doubt," says Mayes, "students are choosing colleges based on the financial aid package they offer and the affordability of their tuition."

Van Gieson adds, "Financial aid is often a key factor that predisposes a student to attend one college over another."

Lisa Przekop, associate director of admissions and outreach at the University of California-Santa Barbara, finds that more and more students are choosing schools based on financial packages. "We have some students we'll talk to who haven't made up their minds yet...because they're waiting to see what the financial aid package is," says Przekop.

She adds, that many first-generation college-bound students are not very knowledgeable about college selection and often make poor decisions based on incorrect financial aid information. Some overlook an expensive private institution and seek a community college only because they do not understand financial aid packaging. In some cases, the two schools may cost the same to attend, once financial aid is factored in. "So you have students cutting out their choices before they understand how the process works," says Przekop.

But at Notre Dame, Saracino does not find that students select colleges based on financial aid packages. "Occasionally we'll lose a student to a university that is offering more financial aid than they show a demonstrated need for. But we're comfortable saying to every single admitted student, 'if you want to come to Notre Dame, financial aid will not be a problem,'" says Saracino.

Hispanics must begin contributing to their family finances upon graduating from high school. Gary Tudor, director, undergraduate admissions and outreach services at the University of California-Davis says that, Hispanic students are much more price sensitive to the costs associated with a college education. So many Hispanics who pursue a college degree must also work while attending college, especially when the economy is down and other family members may be unemployed.

The University of Arizona is performing unofficial research to determine where applicants who choose not to attend the University are turning to pursue their education. "We're finding that a lot of the Hispanic students are electing the community college option. We feel this is because of the economy. Students feel they can do two years at a community college where it will be a lot cheaper and a lot more convenient if they need to work or support a family," says Mayes.

Institutions today, whether they are community colleges or four-year colleges and universities, must deal with a highly educated population. Parents and high school students are savvier than ever before, view higher education from a consumerist standpoint, and are attempting to get the biggest value for their dollar. "It's not all about academic reputation; it's not all about 'five generations of my family went to that school, so you have to go there too.' It's all about money. I hate that it boils down to that, but we hear it all the time," says Mayes.

Christine Van Gieson, director of admissions and outreach at the University of California-Santa Barbara

Parents and students alike are bargaining for the best financial aid package or scholarship, playing one school against the other. Parents indiscriminately group all the colleges and universities together and try to figure out which will write the biggest check, says Mayes.

Students are asking schools to write those aid checks in growing numbers. The College Bound survey reported that 63 percent of the colleges that responded indicated there was an increase in the number of students seeking financial aid. At Notre Dame, there has been a 46 percent increase in the number of Hispanics who have applied, and, Saracino says confidently, there will be an increase in the number of Hispanic students that show a demonstrated need. As a result, Notre Dame will spend more on financial aid than it did last year. But he is quick to point out that "the University is totally committed to it."

To make the distribution of financial aid packages even more challenging, many students who have been awarded financial aid packages have appealed their offers, citing hardships and lost jobs as the reason for requesting more funds, says Nicole Hentz, research analyst at Northeastern University in Boston. Van Gieson has also noticed an increase in the number of students whose parents are unemployed. Some, she says, have been out of work for an entire year.

Przekop has noticed a disturbing trend related to financial aid which, in all likelihood, is a result of the poor economy. Some Hispanic families having serious financial difficulties are asking their college-going sons and daughters to send a substantial portion of their aid back home to support the family. As a result, the students struggle financially at the university and experience feelings of guilt because they receive financial aid but do not use it for tuition.

Gary Tudor, director, undergraduate admissions and outreach services at the University of California-Davis

In those poorer Hispanic communities where parents expect their children to enter the workforce immediately following their high school graduation, many students who are capable of attending college are going off to work rather than college, especially in this sluggish economy.

This is something, Saracino says, that Notre Dame is well equipped to deal with. Using its huge alumni network, which consists of 220 clubs around the globe, Notre Dame counselors contact high school students who would be good matches for the University. In places such as Laredo and San Antonio, Texas, alums return to their communities and assure Hispanic parents that their sons and daughters will be of greater financial assistance to their families and will live a more comfortable life if they obtain a college diploma. Basically, Saracino says, the counselors pose the question "can you afford not to go to college?"

Przekop adds, "In Chicano/Latino culture, in the past it's been difficult to convince families that (education) is an investment worth making. Now they are reading in the newspaper about students that have to take larger and larger student loans. It's even more frightening to them now, the prospect of huge debt amounts, and there are not a lot of jobs out there."

It's clear the sagging economy is affecting the decisions swirling around school selection. One thing, however, that is not clear is whether college-bound high school graduates are opting to stay close to home or are going away to school. In a poor economy, "if anything, your in-state versus out-of-state ratio may be affected. You may see a drop in your out-of-state applications or an increase in your in-state applications, based on an economic swing," says Mayes.

Mayes assumed, as had many admissions officers, that the terrorist attacks of Sept. 11 would cause a decrease in out-of-state applications. However, at the University of Arizona these applications have been on the rise. And Van Gieson says that in the transfer arena, she is seeing that the urban campuses in the University of California system, where the poor economy may be packing a greater punch, are experiencing a bigger increase in applications. "Students perceive moving away from home as being much more expensive. So, many more of them are looking to live at home," says Van Gieson.

Jim Bock says that Swarthmore, where 87 percent of the student body is from out of state, is still seeing the same number of out-of-state applications but is finding fewer applications from farther away. He speculates that many may be weighing peripheral costs, such as travel expenses between home and school, when making a selection.

At the University of California-Davis, Tudor says that when "we did exit interviews with our outreach people who deal with students directly, they indicated that students were staying closer to home because of the economy." So when students elected not to attend the University of California, more than likely they chose community colleges and state colleges that are less expensive. And he thinks that maybe they made those decisions based on economic issues.

The recent economic downturn is not only dictating which colleges and universities high school graduates elect to attend, but also which majors they are choosing. In the mid- and late-1990s, while the economy was riding the crest of the computer boom, many students opted to pursue degrees in computer science. And many who saw the opportunity to make a great deal of money by enrolling in certificate programs chose not to attend college at all. Since the techology bubble has burst, says Mayes, many students are seeking programs that offer a well-rounded education, which are only offered at traditional colleges and universities.

Likewise, Van Gieson has noticed a significant decrease in applications, both at the freshman and transfer level, in computer science and computer engineering. "There is a cyclical thing in engineering and in application patterns. When students see an area where there is an opportunity for a good job and an interesting career, there is an upsurge and then when there is bad news, there is no longer interest in that career," says Van Gieson.

Tudor notes that applications from Hispanics were down dramatically this year from the California Bay area, home to Silicon Valley, from which 50 percent of the school's general population comes. "One would have to think that the dot-com issues may come into play here. I don't know. But the economy might be part of that decline," says Tudor.

The economy has had little effect on college enrollment, but has had a major effect on college enrollment decisions. Most admissions officers are convinced that higher education is not at all in peril, at least not yet.

"We've been doing pretty well the last couple of years," says Mayes. "As long as families value education, then they are going to find a way to get their kid through the system. Either they are going to send them to a community college first, or they are going to take advantage of an in-state opportunity. I don't think the economy will totally close the door on a family that wants to pursue that dream because there are just so many different resources they can go to."

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Faculty Development: When it Comes Together, Win/Win Situation

by Marilyn Gilroy

Anyone working in higher education for the last 10 years knows there have been significant internal and external changes that impacted teaching and learning.

The most obvious? Information technology–the increased use of computers for instruction and for day-to-day operations within colleges and universities. Faculty members are expected to be competent in the use of technology and perhaps be prepared to teach via distant learning modes and online courses.

Then there are the demographic changes within the classroom itself. Not only has there been a dramatic increase in immigrant and international students but also a growing number of students with learning disabilities. To make things even more complicated, there are external pressures brought on by state and federal governments that require accountability and performance measures as a condition of continued funding.

For college professors, these factors and the demands of keeping up with their own content areas can create stress and the need for an immediate helping hand.

That outstretched hand is an appropriate metaphor for many faculty development programs, designed to provide opportunities for professional and intellectual growth–as well as a chance to gain survival skills–to experienced and neophyte professors. In most cases, the goal of these programs is to improve performance and maintain teaching vitality through a series of structured activities. The programs usually feature discussions and seminars about educational issues and offer short-term classes to explore new materials or new practices in teaching. They can be a lifeline and a powerful antidote when faculty are feeling frustrated and overwhelmed.

The Professional Organizational Development Network in Higher Education (POD) says that development programs generally consist of the three major areas: faculty development, instructional development, and organizational development; or combinations of all three. POD, a national network of 1,200 members based in Ft. Collins, Colo., has been leading the movement for change and improvement in higher education teaching and learning since 1975.

According to POD, development programs focus on the faculty member as a teacher, scholar, and person whose well being is important to classroom performance.

"While not all faculty development programs include all these areas, most of them have as their philosophy the faculty member as the driving force behind the institution; therefore, assisting that person to be as productive as possible will make the entire institution more productive," explains the POD Web site.

"There are many different activities in the Center. For example, we have an annual Teaching Summit that lasts half a day and typically has about 350 faculty participants."

DAN BERNSTEIN,
DIRECTOR OF CENTER FOR TEACHING EXCELLENCE (CTE)

According to POD surveys, most campuses carry out their faculty development programs by using one of the following structures.

Faculty committee-run programs: The committee is usually made up of volunteers who are unpaid but interested in the quality of teaching. The committee puts together a program of workshops, speakers, plus travel and research opportunities, to enhance faculty knowledge and skills.

Single individual: One person, either faculty or administrator, oversees the entire program and approves activities and budget. This individual may or may not receive advice from a faculty committee.

Centers for faculty development: Large institutions which have had programs for several years, often have a staff of professionals responsible for development activities.

Decentralized program: Various departments that are subunits of the institution run programs for faculty development.

University of Kansas

One institution that has a comprehensive faculty development program built around the center model is the University of Kansas (KU), where the Center for Teaching Excellence (CTE) was created by faculty and administrators to support teaching at the University. CTE was formally established in 1997, and is advised by a board of campus-wide representatives and departmental ambassadors. Its goals are to provide support for faculty who want to discuss teaching and learning, implement new methods for teaching or evaluating students, or engage in research related to learning.

Dan Bernstein, director of the Center, says that CTE hosts programs in varied formats and at varied times to reach as many faculty as possible.

"There are many different activities in the Center," said Bernstein. "For example, we have an annual Teaching Summit that lasts half a day and typically has about 350 faculty participants. In addition, there are various faculty fellowships offered by the Center that engage about 40 faculty members per year in ongoing development of their teaching, in collaboration with the Center and with each other."

But, he says, there are also about a dozen smaller meetings in which KU faculty members lead conversations on topics of interest to teachers. During the 2003 spring semester, these meetings ran under the umbrella of "Tuesday Teas," held in the late afternoon, and "Lunch and Conversation." The topics included informal presentations on when and why to use technologies, what it means to be a good teacher, how to keep long classes (two hours or more) moving well, and power relationships between students and teachers.

If faculty cannot find time to attend any of the scheduled sessions, CTE will work with individuals as the need arises.

"There are facilities for individual use, including an extensive media center with print, video, and digital materials. Individuals can work by themselves or in consultation with our staff," said Bernstein.

The University of Kansas program, which is organized and effective, would be a godsend to faculty at colleges which have neglected the issue or mounted only token efforts at development programs.

The center's menu of options for faculty development is impressive, but it also reflects the reality that faculty are scrambling to find time to connect with colleagues and discuss the heart of their existence–teaching.

"The biggest challenge of faculty development is finding time in the crowded schedules of university faculty members," said Bernstein. "Many people express an interest in taking their teaching to the highest level of effectiveness possible, but they are frustrated by the lack of time to devote to it. For whatever reasons, this seems true at liberal arts colleges as well as larger universities.

"With regular teaching assignments plus governance roles and research responsibilities, there is very little time to reflect on how well students learn or to read widely on ways to improve learning–much less implement those changes. It is a constant challenge to find occasions for busy people to take time to reflect on their own professional work as teachers."

That crunch on time, with its diminished opportunities for camaraderie and collegiality, can produce a feeling of isolation and, as years go by, can lead to apathy and burnout. All the more reason why institutions need a well-orchestrated program of faculty development, one that takes faculty through the various stages of their career.

Iona College, New Rochelle, NY

Jeffrey Alstete, associate dean and assistant professor in the Hagan School of Business at Iona College in New Rochelle, N.Y., is particularly concerned about faculty development for tenured professors. Faculty who are tenured or in a tenure track are still the largest cohort in colleges and universities, making up more than 50 percent of all faculty.

To avoid what he calls an "increasing age and knowledge gap in tenured faculty," Alstete calls for post tenure faculty development as an optional or required program.

Post tenure reviews are becoming more common, says Alstete, and part of that process normally involves the creation of a faculty development plan. The plan usually includes specific objectives for teaching, research, and service in a stated time period along with a follow-up mechanism to ensure performance.

Alstete says that creating and implementing development strategies enable faculty to improve and feel appreciated.

At Kansas University, faculty development is not tied to personnel decisions, but the results of these activities can be reported by individual faculty members if they choose.

"KU has an open policy on the kind of material that can be included in evaluations and faculty members may or may not include activities from the Center," said Bernstein.

But Bernstein does recognize that the Center needs to demonstrate productivity and results. He cited several specific examples of projects that have improved teaching and learning and are reported at CTE's Best Practices Institute. The Institute is a two-day intensive gathering of faculty members who explore new options for their own teaching through reading and conversation with other experienced teachers. Participants develop a specific plan for changes in their own teaching for the following term.

"Our follow-up conversations with those teachers a year later reveal that they have made extensive changes in their teaching, which they feel have improved both learning and student responsiveness to their teaching," said Bernstein.

The KU program, which is organized and effective, would be a godsend to faculty at colleges which have neglected the issue or mounted only token efforts at development programs. At many colleges and universities, faculty development is inconsistent and fragmented. As a result, professors are left on their own to figure out what opportunities might be available. This is especially true at community colleges, which seem to be lagging behind their four-year counterparts in attempts to create cohesive, meaningful development programs.

Texas Tech and Parkland

John Murray of the Higher Education program at Texas, Tech University in Lubbock, Texas surveyed 130 community colleges and found that most faculty development programs lacked leadership and were not well connected to the colleges' missions. His study found that while many colleges had programs, in most cases they were nothing more than a "randomly grouped collection of activities lacking intentional coordination with the mission of the college or the needs of faculty members."

"Many of the leaders appear to have low expectations of faculty development," reported Murray. "They seem to behave as if faculty development is something that has to be done, but they lack a clear idea of **why** it should be done." He worries that the institution sends a negative message to new faculty members that such endeavors are not valued or rewarded.

One two-year college success story is the Center for Excellence in Teaching and Learning at Parkland College, a public community college with an enrollment of about 10,000 students in Champaign, Ill. The Center has served more than 2,000 full- and part-time faculty since it was founded in 1996. It bills itself as "faculty-owned" and has a multi-faceted approach consisting of four major initiatives: the Mentoring Program, the Instructional Strategies and Techniques (IST) Workshops, Classroom Assessment and Research Initiative (CARI), and Learning Issues. The Center hosts various seminars and other learning opportunities throughout the year, particularly during each semester's Preparation and Development Week.

Parkland's mentoring program matches a new faculty member with an experienced instructor who can help ease the sometimes overwhelming adjustment to teaching and the need to learn the policies and procedures that are in place at the college.

"We want both our full-time and part-time colleagues to feel that they have someone–a 'buddy' –who can help them become acclimated to the Parkland culture," said one administrator.

Faculty at Parkland have also benefited from the Classroom Assessment and Research Initiative (CARI), which helps teachers better understand what students are learning in their classrooms, how they learn, and what methods work best. Faculty using this method solicit anonymous feedback from students and analyze those responses to get insight into the learning process. They can then modify their teaching in response to student feedback. Parkland faculty who have used the approach report that it has given them "a renewed enthusiasm for teaching."

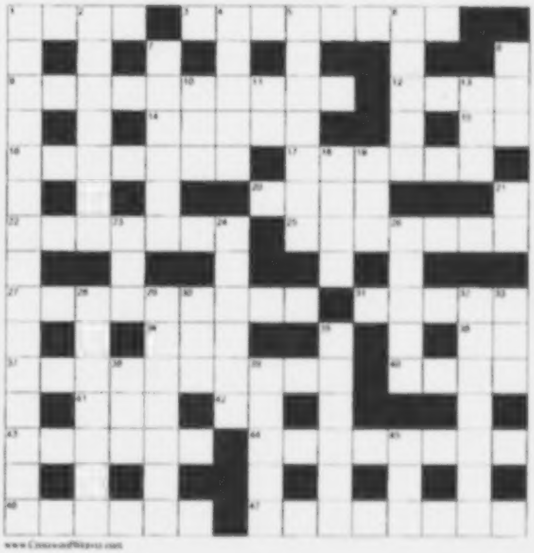
When quality faculty programs such as those at KU and Parkland exist and are integrated into the rhythm of academic life, most experts say that it contributes significantly to the productivity and morale of the institution. However, as POD indicates, there is no magic formula for what makes a perfect program. Each program must define for itself what is appropriate for the institution's needs and philosophy.

Above all, counsels POD, the direction of a program should be that which is desired by the faculty, supported by the administration, and consistent with the resources. Before choosing a focus for the program an institution would be well advised to identify the desired program outcomes, determine what kinds of activities are likely to bring them about, and then decide if the resources are available to carry out the plan.

When it all comes together, as it does at University of Kansas, it is a win-win situation for everyone including faculty, students, and people like Dan Bernstein, who make the plan work.

"The most rewarding part of my job comes when faculty participate and then see their students learn more richly as a result," said Bernstein. "It is great to see faculty members excited about students in their classes learning better. It remains the greatest satisfaction for me."

Hispanic Outlook Crossword



Across

1 _____ City College #24 for Hispanic Masters degrees
3 #7 for Hispanic Bachelors degrees
9 for Hispanic Bachelors degrees
12 #2 for Hispanic Masters degrees
14 Hispanic sale
15 Alas!
16 _____ International: Top University for Hispanic degrees
17 #8 for Hispanic Masters degrees
20 Unthinking learning method
22 #44 for Hispanic Bachelors degrees
25 #23 for Hispanic Masters degrees
27 Reason for Hispanic students' success?
31 #4 for Hispanic Masters degree
34 On-line giant
36 Southern state
37 #4 for Hispanic Bachelors degrees
40 New ___ #6 for Hispanic Masters degrees
41 Sea eagle
42 Northeastern state
43 #6 for Hispanic Bachelors degrees
44 #3 for Hispanic Masters degrees
46 #3 for Hispanic Bachelors degrees
47 Pan _____ #2 for Hispanic Bachelors degrees

Down

1 Top state for Hispanic degrees
2 Defeat by a small margin
4 Hispanic sand
5 Fear
6 Italian port
7 Offer
8 CUNY John ___: #37 for Hispanic Bachelors degrees
10 School certificate
11 Light (abbr)
13 Worth (abbr)
18 English "posh" school
19 For each
21 Morning
23 Expression of surprise
24 Spanish marino
26 Without bias
28 Prepares for
29 Babysitters
30 Small drink
32 North Pacific Islands
33 Kind
35 Shove
38 Aesthetics
39 Japanese agent
45 Star Wars character

Puzzle Solution located at end of PPP section

FYI...

Tomás Rivera Study Assesses Impact of Race-Neutral Admission Policies on Minority College-Bound Students

CLAREMONT, Calif.

The Tomás Rivera Policy Institute (TRPI), in a recent study, finds that even after the repeal of SP-1–the resolution adopted by the University of California (UC) regents that rescinded race-conscious admissions at UC–little-to-no improvement has been made for underrepresented minority acceptance rates at each of the University's eight campuses. The six-year longitudinal study, *The Reality of Race-Neutral Admissions at the University of California: Turning the Tide or Turning Them Away*, assesses the impact of SP-1 as well as its repeal. The study, using University of California Office of the President (UCOP) data, examines Black and Latino applications, admittances, and acceptance rates at UC's eight campuses from 1997-2001, and the first year of SP-1's repeal (2002).

Underrepresented minority gains are often reported by UCOP in terms of raw numbers, however, this can be misleading. TRPI stresses that applications and their corresponding acceptance rates are also needed to acquire a complete understanding of gains for underrepresented students and not just raw numbers. In spite of UC's attempt to enroll a student body that represents the state's diversity, the TRPI study finds Black and Latino acceptance rates are not growing commensurate with the number of applications being submitted by these students.

The study examines the five years since affirmative action was last in effect at the University of California and has found acceptance rates have fallen sharply for Latinos, from 64 percent in 1997 to 47 percent in 2002; and by more than 20 percentage points for African Americans, from 57 percent to 36 percent in that same time period.

In estimating the effects of a race-neutral admission policy by applying the 1997 acceptance rate of 64 percent for Latino students and 57 percent for African American students to UC freshman applications submitted by Latinos and African Americans from 1998-2002, TRPI approximates:

- 22,201 Latino and 7,035 Black freshman students have been rejected from UC schools following the implementation of SP-1 that might have otherwise been accepted.
- As a point of comparison, in the fall of 2001, the entire enrolled undergraduate student body at UC-Berkeley was 23,269 and 25,328 at the University of California-Los Angeles.

For more information on this or other studies, contact TRPI at (909) 621-8897. The full report is also available online at www.trpi.org.

Carnegie Initiative on the Doctorate Selects 32 Departments as Partners

MENLO PARK, Calif.

The Carnegie Initiative on the Doctorate, a multiyear research and action project aimed at improving doctoral education at American universities, announced the selection of 33 Partner Departments in chemistry, education, English, and mathematics.

Partner Departments will analyze all aspects of their doctoral programs and link specific activities to desired outcomes. Departments will begin this analysis by clarifying their goals for doctoral education in their respective disciplines, and will commit to creating "design experiments" in doctoral education to better meet their identified goals.

"We embarked on this project because we felt that this is a propitious time to study new opportunities and responsibilities resulting from evolution of the disciplines as well as general changes in education and society," said Carnegie Senior Scholar George E. Walker, who heads the five-year study. Walker is also vice president for research and dean of the University Graduate School at Indiana University.

Carnegie Senior Scholar Chris Golde explained that the project goals were to support and study experiments in doctoral education with leading graduate programs, to document and analyze the character of those initiatives and, working with these innovative departments, to help the disciplinary community create models and evidence of success to inform others in the field. "We're working with departments that are committed to being stewards of the discipline," Golde said. "We don't just mean a preservation of the heart and essence of the field, although that's important, but we can choose those departments that have a critical eye toward the future, that are willing to take risks and move the discipline forward."

Further information can be found at www.carnegiefoundation.org/CID.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com May 05, 2003

Public Policy and Higher Education Center: Higher Ed Budgets Likely to Feel Continued Squeeze

SAN JOSE, Calif.

The financial problems of public higher education are likely to continue beyond the current economic downturn, according to projections released by the National Center for Public Policy and Higher Education.

Even after recovery, states are likely to face very tight budget conditions over the next decade, and financial pressures on higher education will be severe. The projections show that higher education will face stiff competition as the demands on state resources for other programs take a larger share of the overall budget.

These findings are based on a study of revenue and expenditures needed in each state to maintain current public service levels over the next eight years within current tax structures, using conservative estimates of expenditures. If economic growth is slower than anticipated, the outlook for support of higher education will be even worse.

Based on the projections, all but a handful of states will find it impossible to maintain current levels of public services within their existing tax structures. Forty-four states will face budgetary shortfalls by year eight, with 12 states facing a shortfall of 5 percent or more. The primary reasons are that economic growth is expected to be more balanced than it was in the late 1990s, and increases in sales tax revenues are expected to slow considerably, according to the findings.

Dennis Jones, author of *Policy Alert*, states, "What these shortfalls suggest is that states will continue to face fiscal stress even after their economies strengthen." For higher education this picture is even worse. Higher education's share of state budgets will continue to get smaller, according to these projections.

The projections were developed for the National Center for Higher Education Management Systems by the Rockefeller Institute of Government. They are summarized in *Policy Alert*, a National Center publication for state policy-makers (www.highereducation.org). Detailed projections and additional state-by-state information can be obtained at www.higheredinfo.org.

The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization.

AAC&U and Campus Compact to Develop Institute for Liberal Education and Civic Engagement

WASHINGTON, D.C.

The Association of American Colleges and Universities (AAC&U) and Campus Compact announced plans to establish an Institute for Liberal Education and Civic Engagement, designed as a catalyst and incubator of new ideas, research, and collaborations. The Institute will support and encourage leadership and scholarship on the intellectual and educational connections between civic engagement and liberal learning. The Charles Engelhard and Christian A. Johnson Endeavor Foundations will provide initial funding for this effort.

AAC&U and Campus Compact believe that civic engagement is essential to liberal education and fundamental to responsible democratic citizenship. The Institute these organizations are jointly creating will be a resource to strengthen and broaden understanding of civic engagement and to make civic engagement in a diverse and interconnected world more central to faculty work and student learning in higher education. The Institute will also support research–including applied or "action" research related directly to community needs. It will model and promote collaborations among educational institutions and external communities.

"Several recent AAC&U initiatives have called for higher education to focus national attention on the goals of college learning in the 21st century," said Troy Duster, AAC&U board chair. "AAC&U has consistently argued that we must expand our vision of college learning beyond just a vocational or professional focus to encompass students' civic and ethical responsibilities in a diverse democracy and fractured global community. This initiative will join together the resources of two strong and influential organizations to bring this vision to reality."

The Institute will promote its goals through projects and initiatives that include sponsored research, seminars for collaborating scholars, community and institutional conferences, workshops, and publications featuring models that illustrate the best practices now in place. Because of the scope of the Institute's agenda, a biennial "theme" will be used to help focus the Institute's projects. For the period 2003-2005, the Institute's theme will be "Journey Towards Democracy: Power, Voice, and the Public Good."

For updated information on the Institute's activities, go to www.aacu.org.

People-Places-Publications-Conferences

Texas A&M Educator Gets Latino Faculty Award

The American Association of Higher Education Hispanic Caucus awarded Rogelio Saenz, head of Texas A&M University's (TAMU) sociology department, the 2003 Outstanding Latino/a Faculty Award in Research and Teaching in Higher Education.

Photo © Mark Beal/Texas A&M

Saenz was principal investigator for Research Experiences for Undergraduates in the Sociological Study of Racial and Ethnic Relations and Stratification summer program, site coordinator for TAMU's American Sociological Association Minority Opportunity through School Transformation, associate editor of *Southern Rural Sociology*, and a member of the editorial board of *American Sociological Review*.

He has been working on a manuscript titled "Latinos and the Changing Face of America at the Turn of the Century."

Central Michigan Hosts Diversity Forum

For the first time, Central Michigan University (CMU) hosted a diversity forum to discuss ways to expand multiculturalism on campus and in the community.

A goal of the forum was to discuss practical ways of introducing diversity in the classroom, including instructional methods that acknowledge students' backgrounds and experiences as part of learning. Panel discussions addressed accommodating differences, teaching styles, and classroom behaviors that encourage engaged learning, improving student classroom experiences through diversity, and ways to promote and stimulate critical thinking, using student diversity.

David Schoem, sociology professor at the University of Michigan and author of books on diversity in higher education, gave the keynote address.

New USF Latino Scholarship

The City of Tampa Hispanic Heritage Committee has established the Lois Marrero Memorial Scholarship as part of the University of South Florida's (USF) Latino Scholarship Program. The scholarship honors a police officer who lost her life in the line of duty.

The USF Latin Community Advisory Committee, a group of community leaders helping the president on Hispanic issues, created the Latino Scholarship Fund in 1992. It seeks partnerships with local individuals and businesses willing to invest a minimum of $1,500 a year for four years to sponsor a freshman through college, or a minimum of $2,000 a year for two years to sponsor a transfer student. Recipients are selected based on financial need and academic merit.

Bush Appoints Cigarroa to National Medal of Science Panel

President Bush appointed Dr. Francisco G. Cigarroa, president of The University of Texas Health Science Center-San Antonio, to the President's Committee on the National Medal of Science.

Cigarroa is one of 12 committee members selected from the nation's most prominent leaders in research, science, and engineering to evaluate award nominees for the medal.

A pediatric and transplant surgeon, Cigarroa earned a bachelor's degree at Yale and medical degree at the University of Texas Southwestern Medical Center-Dallas. He was chief resident at Harvard's teaching hospital, Massachusetts General in Boston, and a fellow at Johns Hopkins Hospital in Baltimore.

Eastern Michigan Regents Get $2.2 Million in Grants

The Eastern Michigan University (EMU) board of regents accepted 50 grants and contracts totaling $2,223,433.

EMU was awarded $52,626 from the University of Michigan to recruit underrepresented graduate students under the Michigan Bridge to the Doctorate Program. The Skillman Foundation awarded EMU $461,000 for the implementation and replication of school development programs in 18 Detroit schools.

EMU received grants to improve teacher quality, conduct research on patients with obstructive pulmonary disease, develop Web-based materials on how to manufacture power and energy, using the national standards for technological literacy, and more.

St. Mary's Honors Six Professors

St. Mary's University's (Texas) Alumni Association honored six professors for teaching excellence at its 20th annual Faculty Appreciation and Awards Dinner.

Two recipients of the 2003 Distinguished Faculty Award are involved in Latino issues. Dr. Larry Hufford, professor of political science and graduate director of international relations, is an official election observer for international nongovernmental organizations in Guatemala and Nicaragua and has traveled annually to Central America since 1986. Dr. Andrea E. Berndt, assistant professor of psychology and graduate director of psychology, has research interests in Latino leadership styles.

Other recipients include: Dr. Kevin J. Mongrain, Dr. Mary E. Wagner-Krankel, Dr. Thomas F. Madison, and Leonard W. Scott.

UTSA Names Women's Studies Institute Executive

The University of Texas-San Antonio (UTSA) named Sonia Saldívar-Hull the new executive director of the Women's Studies Institute, which provides an affirmative intellectual and social climate for faculty, students, and scholars.

Saldívar-Hull is an associate professor of English in a new doctor of philosophy degree program that combines traditional literary topics with Latino studies. Before coming to UTSA, she taught English at the University of California-Los Angeles. She holds a bachelor's degree from the University of Houston and a master's and doctorate from the University of Texas-Austin. She is the author of *Feminism on the Border: Chicana Gender Politics and Literature* and co-editor of the Duke University Press book series *Latin America Otherwise*.

Miguel Delibes Chair at CUNY Graduate Center

The Graduate Center of the City University of New York (CUNY) recently announced a collaborative effort with the Autónomous Community of Castilla and León of Spain and Spain's University of Valladolid to create the Miguel Delibes Chair in Spanish literature.

The chair will promote the study of contemporary Spanish literature through coordinated programs between The Graduate Center and the University of Valladolid. The contemporary Spanish literature program will include academic courses, research, publications, and conferences in the U.S. and Spain, as well as yearly visiting faculty and faculty exchanges between The Graduate Center and the University of Valladolid.

Delibes was born and still lives in Valladolid. His works include literature, theater, and film.

UNM General Library Honors Lamadrid

The University of New Mexico (UNM) General Library honored Enrique Lamadrid, Spanish and Portuguese professor, with the 2003 Faculty Acknowledgment Award from the College of Arts and Sciences.

Lamadrid, a Rockefeller scholar at the Smithsonian Center for Folklife and Cultural Heritage, is one of the original founders of Conexiones, a concentrated culture and language study abroad program that takes students to Spain, Puerto Rico, and Mexico.

Lamadrid studies ethnopoetics, ethnoecology, Southwestern Hispanic and Latin American folklore and folk music, Chicano literature, and contemporary Mexican poetry.

Majority of California Babies Are Latino, UCLA Study Finds

A study conducted by the University of California-Los Angeles Center for the Study of Latino Health and Culture found that a majority of babies born in California are Latino.

The study indicates that in the summer of 2001 more than half of all babies born in the third and fourth quarters of that year were Latino; therefore, by 2006, the majority of children entering California's kindergartens will be Latino. In 2014, these children will enter high school. In 2017, they will be a part of the state's labor force; and by 2019, they will be eligible to vote.

"Latino issues are now the state's mainstream, majority issues," said David Hayes-Bautista, Center director.

Texas-El Paso Director Receives Pomeroy Award

The American Association of Colleges of Teacher Education (AACTE) awarded Dr. Arturo Pacheco, director of the University of Texas-El Paso's (UTEP) Center for Research on Education Reform, the Edward C. Pomeroy Award for improving teacher education.

Pacheco, UTEP's El Paso Electric Company Professor of Education Research, led the University in a complete restructuring of its teacher education program into a clinical field-based model of educator preparation.

He has been a member of several teacher education and reform boards, among them AACTE, the National Board for Professional Teaching Standards, and the Education Trust.

Goizueta Awards Notre Dame $1.86 Million

The Goizueta Foundation of Atlanta awarded the University of Notre Dame (Ind.) a $1.86 million grant to create a new Latino student scholarship fund and establish a new initiative within the University's Alliance for Catholic Education.

One million dollars of the grant will be used for the Goizueta Foundation Scholars Fund to provide scholarships for Latino students who reside in the U.S. The remaining funds will be used for the Alliance's Catholic School Leadership Initiative, a Catholic school principal preparatory program.

"We deeply appreciate The Goizueta Foundation's support and look forward to working in partnership on these new and exciting adventures," said the Rev. Edward A. Malloy, C.S.C., University of Notre Dame president.

Texas A&M International Honors Professor

The Texas A&M University System board of regents honored Dr. Juan R. Lira, Texas A&M International University professor, with the title of regents professor, for his lifetime commitment to public service.

Lira is active in the community as president of the Laredo and Webb County area of the State Employee Charitable Campaign, and he regularly reads to children in local schools. He judges science fairs and University Interscholastic League competitions, provides staff development for local schools, belongs to the Marine Corps League, and is a lector at his local church.

Lira earned a bachelor's and master's degree from Texas A&M University-Laredo and a doctorate from the University of Texas-Austin.

Mana-Zucca's Papers Given to Florida International

Members of the family of legendary composer Mana-Zucca have given her personal papers to Florida International University. Mana-Zucca is considered to be South Florida's first patron of the arts.

Her family first discovered her talent, and her perfect pitch, when she was playing a toy piano as a small child. She appeared with the New York Symphony for the first time at age 8, and performed throughout Europe and the U.S. in her teenage years. She starred in several Broadway musicals, and composed many concertos, operas, Jewish vocal compositions, children's tunes, and popular songs.

The FIU School of Music will be presenting concerts featuring her work and will make the archives available to scholars.

National Council for Research on Women Hold Awards

The National Council for Research on Women (NCRW) held its fifth "Women Who Make a Difference" Awards Dinner.

This years honorees were: Mary Robinson, former United Nations high commissioner for human rights, former president of Ireland, and current director of the Ethical Globalization Initiative; Marge Magner, CEO of Citigroup Global Consumer Group; Antonia Hernández (pictured), president and general counsel of the Mexican American Legal Defense and Educational Fund; and Vivian Banta, vice chair of Prudential Financial. NCRW also presented its first Member Center award to The Feminist Press at the City University of New York.

NCRW is an alliance of 95 leading U.S. women's research and policy centers.

Texas Woman's University Receives $1.1 Million

Texas Woman's University (TWU) received an additional $1.1 million in state funding this year for increasing its undergraduate nursing student enrollment by 20.1 percent.

TWU received the funds through Senate Bill 572, which offers incentives to undergraduate nursing programs for retaining and enrolling more students. Under the same legislation, TWU received $517,328 last year.

"We're proud of our College of Nursing and its faculty for stepping up to the challenge of addressing the nursing shortage by adding faculty to accommodate more students who want to attend and by initiating programs to help retain students," said TWU Chancellor Dr. Ann Stuart.

Flores Is Appointed Palo Alto Dean

Palo Alto College (Texas) officially appointed Dr. R. Michael Flores dean of institutional advancement, effectiveness, and community development.

Flores oversees adult education, community outreach, dual high school/college credit program, distance education, institutional research, grants, student recruitment, and off-campus sites. He was instrumental in writing the $1.8 million Title V grant, which funded the creation of the Welcome Center, self-paced development courses, and resource development and institutional effectiveness at Palo Alto.

Flores earned a bachelor's degree from the University of Texas-San Antonio, master's from Illinois State University, and doctorate from the University of Texas-Austin. He was a Hispanic Association of Colleges and Universities fellow and a W.K. Kellogg Foundation/League for Innovation fellow.

NCLR Is Awarded $300,000 Grant

MetLife Foundation awarded the National Council of La Raza (NCLR) a $300,000 grant to double the number of sites under NCLR's Heart Health Outreach and Training Program, Salud Para Su Corazón.

The program works with community-based organizations to provide training, technical, and financial assistance to lay health educators so they may provide health information and promote healthier lifestyles to the Hispanic community.

Currently, the program exists in the Escondido Community Health Center in California, Hands Across Cultures in New Mexico, Centro San Bonifacio in Illinois, Center for Hispanic Policy and Advocacy in Rhode Island, Centro San Vicente in Texas, and Council for the Spanish Speaking in California. NCLR will be extending the program to new locations.

News from Indiana University

- Parental involvement in migrant education brings challenges to educators, according to Indiana University (IU) Professor Gerardo López. Migrant families participate in their children's education at home but rarely attend school functions, he said.
- Edward St. John, a higher education policy expert at IU, said the Pell Grant total is too low to ensure poor students an education. He said President Bush's proposal for the next fiscal year increases total spending for federal student aid but doesn't change the maximum of $4,000 per student.
- Each year, IU's Partners In Education program provides a close-up view of college life to 10 eighth-graders who haven't considered college as an option but have great potential.
- Thanks to a five-year, $1 million grant from the Office of English Language Acquisition, IU's School of Education offers an annual program that pairs up 36 ESL teachers with content-area teachers in schools that have strong ESL needs.

New Presidents/Provosts at M-DCC

Miami-Dade Community College (M-DCC) in Florida appointed new presidents to every campus and divided the provost functions between academic and operational, involving 22 persons who comprise the top leadership at M-DCC.

The new campus presidents include (pictured l. to r.): Rolando Montoya, Wolfson campus; José A. Vicente, North campus; Castell V. Bryant, M-DCC Medical Center; Nora Hernández Hendrix, InterAmerican campus; Richard B. Schinoff, Homestead campus; and Wasim Shomar, Kendall campus. In district administration, Dr. Jeffrey Lukenbill assumed the role of provost of education and Dr. Kathie Sigler was appointed provost of operations.

Named to new administrative positions were Karen Hays, Armando Ferrer, Susan Kah, Madeline Pumariega, Harry Hoffman, Cristina Mateo, Malou Harrison, Sally Buxton, Herb Robinson, Juan Ahascal, Gina Cortes-Suárez, Joan Gosnell, Joanne Bashford, and Daniel Derrico.

Noya Appointed Goucher VP

Goucher College (Md.) named Roberto Noya vice president for enrollment management.

Noya comes to Goucher from Drew University, where he was in charge of admissions programs for 12 years and a member of college committees that oversaw academic affairs, admissions, financial aid, international seminars, and the college's Web site.

Noya holds a bachelor's degree from New York University and a master's from the Harvard Graduate School of Education. He began his career as an English teacher at Colegio San Ignacio de Loyola in Puerto Rico, was senior admissions officer at Harvard, director of admissions at New College of the University of South Florida, and associate dean of admission for recruitment at Princeton University.

Mercy Is Awarded Two Grants

The U.S. Department of Education and the National Science Foundation (NSF) awarded Mercy College (N.Y.) two grants totaling $1,190,808 to alleviate a critical teacher shortage and increase the number of minority students attracted to computer and information sciences and math.

The $1,140,808 Education Department grant partners the new HEADS-UP (High-quality Educators to Advance District Schools–an Urban Partnership) program with Bronx Community School District 8. Mid-career professionals and college graduates are recruited to complete a teacher certification program leading to a master's in education and state certification.

NSF's one-year $50,000 Minority Institutions Infrastructure Program grant enables Mercy to develop a proposal for improving faculty and student research capabilities and the development of a human communication technology major.

Tarrant Hires New Nursing Director

Tarrant County College (Texas) hired Irma G. Aguilar as the new director of the nursing department at its South campus.

Aguilar is responsible for managing the education of associate degree nursing students, which entails overseeing the nursing department budget, managing student selection, long-range planning, curriculum development, and cultivating interaction between the department and clinical agencies.

Aguilar previously worked on two research teams investigating the effectiveness of bipolar disorder and psychosis medications and the sleep characteristics of adults who suffer from major depressive disorders at the University of Texas Southwestern Medical Center in Dallas. She also taught at the Odessa College School of Nursing for 17 years.

Stetson Law Hosts Minority Conference

Stetson University College of Law (Fla.) hosted its Minority Pre-Law Conference for high school and college students.

Helped by members of Stetson's Black Law Students Association, the Hispanic Bar Association, and Stetson's Ambassadors, attendees took part in a mock trial led by Stetson's trial team. The conference also featured a seminar about preparing for law school. Nearly 100 high school and college students participated.

"We want to send a strong message to minority students that they are encouraged to attend law school," said Assistant Dean of Admissions Pamela Coleman.

Pinochet's Prosecutor Talks at San Francisco

Carlos Castresana, a human rights advocate and the public prosecutor who authored the accusations against the military juntas of Argentina and Chile, recently spoke at the University of San Francisco (Calif.).

Castresana discussed international courts and the cases of Gen. Augusto Pinochet (Chile), Gen. Carlos Videla (Argentina), and Slobodan Milosevic (Yugoslavia). He also spoke of the globalization of justice, the impact of human rights violations on democracy, and the role of civil societies in challenging political violence.

Castresana is a member of the Special Anti-Corruption District Attorney's Office of Spain. He has received the National Human Rights Prize in Spain and the Human Rights Prize from the Argentine Human Rights Association of Madrid.

St. John's Receives $12K Grant

The New York State Office of Alcoholism and Substance Abuse Services awarded the St. John's University (N.Y.) Department of Student Life and Counseling Center a $12,095 grant to be used on the Queens campus as part of New York state's Healthy Campus Community Demonstration Project.

The grant will enlarge work being done by the Department of Student Life by increasing awareness about alcohol and drugs using research methods and educational programs.

"Using an environmental management and social norms framework, St. John's hopes to develop a campus community coalition around alcohol and other drugs used by students," said Ruth DeRosa, counselor at the Student Life and Counseling Center.

Castañeda at Pomona

Dr. Jorge Castañeda, former Mexican foreign minister, delivered the Pacific Basin Institute Sixth Annual Avery Lecture at Pomona College (Calif.).

Castañeda discussed the complicated partnership and foreign relations between the United States and Mexico, U.S. immigration policy under President Bush, and his sudden resignation as Mexican foreign minister this year.

Castañeda is an internationally respected author, political commentator, and activist. He has served as an advisor to the Mexican government on Central American and Caribbean affairs, a professor of political science and economics at the Universidad Nacional Autónoma de Mexico, and a visiting professor at University of California-Berkeley, Princeton University, Dartmouth College, and New York University.

Latino Scholarships Help Prospective WestConn Students

In 1995, the Connecticut-area Latino Scholarship Fund was born when Danbury residents Peter Kalman and his wife Ileana Velázquez decided to help local high school students further their education. Now in its seventh year, the Fund has grown considerably and includes a partnership with Western Connecticut State University.

The alliance between WestConn and the Fund provides a full scholarship to a Latino student seeking to enter the teaching profession. Thus far, funds totaling $170,000 have been awarded to 105 students. In 2002, 15 of that year's 24 recipients enrolled at WestConn.

Many individuals and community businesses have contributed to the Fund's growth. Scholarships vary from $1,000 to $4,000.

Chicano Conference at UC-Riverside

The University of California (UC)-Riverside hosted a three-day conference titled "Revolution and Resistance: A Conference on the State of Chicana/o Art and Activism."

Emory Elliott (pictured l.), director of the Center for Ideas and Society, and English Professor Tiffany Ana López (r.) led the conference, which included lectures, plays, music, and a screening of the film, "Real Women Have Curves." The conference also marked the second annual Chicana/o Writers Day, with authors reading from their works and a performance by the Chicano Secret Service comedy troupe.

Lecturers included American studies specialists from Spain, Latina/o studies scholars, and Susana Chávez-Silverman, editor of *Tropicalizations* and winner of the El Andar Premio for personal narrative. María Elena Fernández performed her one-woman show, "Confessions of a Cha Cha Feminist."

Domínguez Hills President Speaks at Scholarship Fund-raiser

Dr. James E. Lyons Sr., president of California State University-Domínguez Hills (CSUDH), delivered the keynote address at an annual fund-raising dinner for Project Reach, a nonprofit foundation that helps at-risk students succeed in college.

The Project is a collaborative effort between Boeing's Space Systems Division, the Housing Authority of the city of Los Angeles, and several Los Angeles-area high schools. Project Reach students attend three-hour workshops at CSUDH, exposing them to standardized exams, the college admissions process, and employment-related skills. The annual event helps raise funds for Project Reach Scholarships awarded to graduates of the program.

"Several of our students who have graduated from Project Reach are pursuing their academic careers at CSUDH," Lyons said.

Pasadena City Hosts Evening of Cuban Songs

Pasadena City College (Calif.) presented an evening of Cuban songs featuring soprano Anne Marie Ketchum and pianist Phillip Young.

The program included music by José Manuel Jiménez, a 19th-century Cuban pianist and friend of Wagner and Liszt. The musicians also performed Julián Orbón's "Libro de Cantares," based on the Asturian folk poetry of Spain, Aurelio de la Vega's post-Impressionistic song cycle, "La Fuente Infinita," and an excerpt from Tania León's 1999 opera, "Scourge of Hyacinths." Selections by composers Eduardo Sánchez de Fuentes, Alejandro Caturla, Alberto Villalón, Eliseo Grenet, and Ignacio Villa were also performed.

Ketchum is a renowned interpreter of Latin American music. Young has performed in concert as a soloist and chamber musician.

Wells Fargo Spanish-Speaking Student Services

Wells Fargo's Servicios en Español, an interactive, Spanish-language resource center housed on the Wells Fargo Web site, recently added Education Financial Services' Servicios Para Estudiantes (Student Services) to enable Spanish-speaking students and their families to access college preparatory information online.

Servicios Para Estudiantes contains information on applying for higher education, completing the Free Application for Federal Student Aid, finding federal financial aid options, and working with financial aid officers.

"Studies show that 96 percent of Spanish-speaking parents expect their children to attend college," said Jon Veenis, president of Wells Fargo Education Financial Services. "But, because of the lack of Spanish resources, Hispanic children often miss out on higher education opportunities."

South Florida Engineers Place First Regionally, Fourth Nationally

The University of South Florida (USF) Society of Hispanic Professional Engineers (SHPE) chapter won first place in the college bowl regional competition for the second year in a row.

With Dr. Grisselle Centeno as their advisor, Edgardo Ortiz, SHPE president and civil engineering major; Antonio Ortiz, SHPE vice president and chemical engineering major; Mercedes Quintas, SHPE public relations officer and computer engineering major; and Brandy Wolfe, mechanical engineering major, represented USF at the regional competition.

USF's Society of Hispanic Professional Engineers chapter also placed fourth at the National Technical and Career Conference in Louisiana.

Pictured (l. to r.): Edgardo Ortiz, Mercedes Quintas, Antonio Ortiz, and Dr. Grisselle Centeno.

St. Mary's Presents Marianist Awards

During the 23rd annual Marianist Heritage Week, St. Mary's University (Texas) recognized students and staff members who embody Marianist principles while advancing the University's educational mission. The 2003 Marianist Heritage Award winners were Candace J. Kuebker, director of special events and editor of the *Gold & Blue* alumni magazine, and Ileana C. Velázquez, Criminal Justice Clinic coordinator at the Center for Legal and Social Justice of St. Mary's School of Law.

The Marianist Student Leadership Award, honoring graduating students who demonstrate a commitment to community service, went to students John L. Gill and Lynette M. Valdez.

The Carl Fitzgerald Memorial Scholarship, presented to a junior who provides leadership and service to the community, was given to Gustavo Segura.

Ramapo Exhibits Tire Sculptures

The Ramapo College (N.J.) Kresge Gallery hosted an exhibition, "Betsabeé Romero: Sited Inside," featuring the work of a Mexican artist whose intricately carved tire sculptures express Mexico's culture, economy, and world status.

"Sited Inside" features a unique assemblage of used tires in which Romero has carved in relief Aztec and Mayan art. Romero also exhibited related prints and photographs.

According to Tobias Ostrander, curator of Museo Tamayo in Mexico City, Romero's work with car tires "simultaneously revives Meso-American traditions and critiques" by dispelling the myth that Western modernization is associated with the technical innovation of the wheel, which displays superiority over Meso-American culture.

Hermenegildo Fills Endowed Chair at New Mexico

The Spanish electrical utility Iberdrola selected Professor Manuel Hermenegildo, of the Universidad Politecnica de Madrid, to fill the Prince of Asturias Endowed Chair in Information Science and Technology at the University of New Mexico (UNM).

Hermenegildo begins his duties at UNM in fall 2003 in the departments of computer science and electrical and computer engineering.

The Prince of Asturias, Don Felipe de Borbón y Grecia, and Iñigo de Oriol, former president of Iberdrola, established the chair during their visit to UNM in 2000. Iberdrola funds the endowment with a $1.5 million gift to the UNM Foundation.

Maryland Lawyer in House of Delegates

Victor R. Ramírez, a 28-year-old, Salvadorian-born lawyer from Maryland, and a Democrat with no previous political experience, became a member of the House Ways and Means Committee this year.

As one of the first Hispanics in the House of Delegates, he has distinguished himself by hiring a fellow Salvadorian-American as his legislative aide. He is lobbying to pass a bill that would allow illegal immigrant children who have grown up in Maryland to receive in-state tuition rates at the state's public colleges and universities. But according to Ramírez, he isn't representing only Hispanics but all of his constituents.

Ramírez holds a bachelor's degree from Frostburg State University and a juris doctorate from St. Thomas University School of Law.

Marines Receive Posthumous Citizenship

The Bureau of Citizenship and Immigration Services (BCIS) of the U.S. Department of Homeland Security completed the final step in the administrative processing and approval of posthumous citizenship status for Marine Lance Cpl. José Gutiérrez of Lomita, Calif., and Marine Lance Cpl. José Garibay of Costa Mesa, Calif., both of whom were among the first casualties in Operation Iraqi Freedom.

Photo © BCIS/Sebrechts

BCIS Acting Director Eduardo Aguirre (pictured l.) signed the certificates of posthumous naturalization at the California Service Center in Laguna Niguel as Don Neufeld (r.), Center director, looked on. The certificates were to be presented to the families at a later date.

PUBLICATIONS

Cosmic Canticle

By Ernesto Cardenal

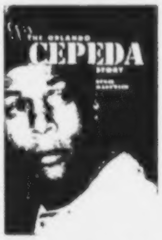
Cosmic
Canticle

Written over a 30-year period, *Cosmic Canticle* is Ernesto Cardenal's crowning achievement. In this magnum opus of narrative, poem, mythic song, and epic, Cardenal explores cosmology, the origins of human understanding, and Latin American history.

2002. 490 pgs. ISBN 1-880684-93-4. $21.95 paper. Curbstone Press. (800) 283-3572.

The Orlando Cepeda Story

By Bruce Markusen

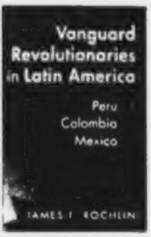


Offering captivating commentary and staggering statistics, this biography offers a compelling portrait of Orlando Cepeda, the second player in major league history unanimously elected both Rookie of the Year and Most Valuable Player, in spite of the racism and alienation he experienced. It follows the rise and fall of a Puerto Rican who became one of baseball's greats.

2002. 192 pgs. ISBN 1-55885-333-2. $16.95 cloth. Piñata Books. (800) 633-ARTE.

Vanguard Revolutionaries in Latin America: Peru, Colombia, and Mexico

By James F. Rochlin



This overview of cases involving Peruvian, Colombian, and Mexican guerrilla groups presents a conceptual framework for assessing their strategic themes. In addition, it discusses Latin American revolutions in military affairs, particularly how developments in the strategic realms rhyme with those in other academic fields of study.

2002. 291 pgs. ISBN 1-58826-106-9. $22.95 paper. Lynne Rienner. (303) 444-6684.

Contending for the Faith: Southern Baptists in New Mexico 1938-1995

By Daniel R. Carnett

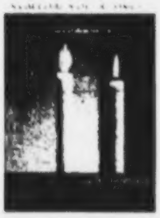
Contending
Faith

Daniel Carnett examines how Southern Baptists succeeded in becoming the second largest religious body in the diverse cultural, racial, and religious region of New Mexico by 1960 and why their growth tapered off by the mid-1980s.

2002. 230 pgs. ISBN 0-8263-2837-7. $29.95 cloth. University of New Mexico Press. (800) 249-7737.

In Case of Fire in a Foreign Land: New and Collected Poems in Two Languages

By Ariel Dorfman



Chilean poet Ariel Dorfman is one of today's most significant literary voices, especially as a forceful example of cross-cultural writing. This first bilingual edition of his poems includes 20 new poems and a new preface and brings back into print classic poems of the celebrated *Last Waltz in Santiago*.

2002. 176 pgs. ISBN 0-8223-2987-5. $15.95 paper. Duke University Press. (888) 651-0122.

The Gaucho Genre: A Treatise on the Motherland

By Josefina Ludmer

The Gaucho Genre

Hailed when first published in Spanish in 1988 as one of the best contemporary examples of Latin American critical thought, Josefina Ludmer's *El género gauchesco* portrays the emergence of gaucho poetry, which uses the voice of the cowboy of the Argentine pampas for political purposes. Translated by Molly Weigel.

2002. 272 pgs. ISBN 0-8223-2844-5. $18.95 paper. Duke University Press. (888) 651-0122.

Letters to a Young Conservative

By Dinesh D'Souza

In this new installment of the "Art of Mentoring" series, Dinesh D'Souza sets out to arm today's budding conservatives–the people he sees as the true "radicals of tomorrow"–with the weapons for the intellectual battles that they face in high school, college, and everyday life.

2002. 224 pgs. ISBN 0-465-01733-9. $22.00 cloth. Basic Books. (800) 386-5656.

The Indians of the Paraguayan Chaco: Identity and Economy

By John Renshaw

The Indians of the Paraguayan Chaco

Some 40,000 native people live in the Chaco region of Paraguay, belonging to five linguistic families and 13 ethnic groups. John Renshaw presents extensive fieldwork from an ongoing contact with the natives in this overview of contemporary life in the Paraguayan Chaco.

2002. 305 pgs. ISBN 0-8032-8991-X. $29.95 paper. University of Nebraska Press. (800) 755-1105.

La Clase Mágica: Imagining Optimal Possibilities in a Bilingual Community of Learners

By Olga A. Vásquez

La Clase Mágica

La Clase Mágica began as an after-school educational project, but transformed into a social action project whose aim was to help those with low economic and political means and little access to educational resources. Using the project as a model, this multi-vocal account details research for effectively serving bilingual speakers from the diverse populations that increasingly characterize American society today.

2002. 237 pgs. ISBN 0-8058-4024-9. $24.50 paper. LEA. (800) 926-6579.

A Problem Like María: Gender and Sexuality in the American Musical

By Stacy Wolf

Problem Like Maria

Subverting assumptions that American musical theater is steeped in nostalgia, cheap sentiment, misogyny, and homophobia, Stacy Wolf demonstrates how the musical of the 1950s and early 1960s celebrated strong women characters and flouted gender expectations. Through a lesbian feminist lens, it reexamines the roles, careers, and performances of some of musical theater's greatest stars.

2002. 312 pgs. ISBN 0-472-06772-9. $19.95 paper. University of Michigan Press. (800) 764-4392.

Many publications featured in this section are available through amazon.com.

CONFERENCES

ASM's 10th Undergraduate Microbiology Education Conference

May 16-18

The plenary sessions at this American Society for Microbiology event include: Biocomplexity, Rita Colwell, director, National Science Foundation; The Human Genome Project, Francis S. Collins, director, National Human Genome Research Institute, National Institutes of Health; and The Scholarship of Teaching and Learning, Lee S. Schulman, The Carnegie Foundation for the Advancement of Teaching. At the University of Maryland, College Park, Md.

Contact: Carlos Pelham, (202) 942-9317; e-mail, EducationResources@asmusa.org

NISOD 25th Annual Conference

May 25-28

The National Institute for Staff and Organizational Development (NISOD), a 600-member international consortium of community colleges and universities worldwide, proudly presents, in its silver anniversary year, the "International Conference on Teaching and Leadership Excellence." In Austin, Texas.

Contact: Margot Pérez-Greene, director, NISOD, (512) 471-1663; e-mail, mpg@mail.utexas.edu

NAFSA 55th Annual Conference

May 25-30

The 55th annual conference of NAFSA: Association of International Educators offers a unique crossroads for representatives of colleges and universities, government and private agencies, educational associations, exchange and community organizations, institutions, corporations, and foundations to meet and share innovative ideas and practices. In Salt Lake City, Utah.

Contact: (202) 737-3699; e-mail, Conference@nafsa.org; Web site, www.nafsa.org

NCORE 2003

May 27-31

The 16th annual National Conference on Race & Ethnicity in American Higher Education will be one of the most comprehensive national forums on issues of race and ethnicity in American higher education. In San Francisco, Calif.

Contact: The Southwest Center for Human Relations Studies, College of Continuing Education, University of Oklahoma, (405) 292-4172; fax, (405) 292-4177; Web site, www.ncore.ou.edu

Minorities in Engineering Conference

May 28-30

The National Consortium for Graduate Degrees for Minorities in Engineering and Science (GEM), Inc., and The National Action Council for Minorities in Engineering (NACME), Inc., are holding a joint national conference, "Engineering Collaborations: Preparing Technical Talent for the Economic Upturn." At the InterContinental Hotel, Houston, Texas.

Web site: www.nacme.org/news/road/forum.html or www.gemfellowship.org

NMCI 20th Anniversary Celebration

May 29-June 1

The National MultiCultural Institute, founded in 1983, is a private, nonprofit organization whose mission is to work with individuals, organizations, and communities in creating a society that is strengthened and empowered by its diversity. The theme of this year's national conference is "Promoting Leadership in an Evolving Multicultural Landscape." At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: (202) 483-0700; fax, (202) 483-5233; e-mail, nmci@nmci.org; Web site, www.nmci.org

2003 Community Volunteering and National Service Conference

June 8-10

The Corporation for National and Community Service presents its 2003 National Conference on Community Volunteering and National Service. The theme of this year's event is "Building a Culture of Service–Neighbor to Neighbor." In Baltimore, Md.

Web site: www.nationalservice.org

74th Annual LULAC National Convention & Exposition

June 16-21

The League of United Latin American Citizens, founded in 1929, invites you to one of the premier Hispanic conventions. This year's theme is "Latinos Unidos: Realizing the Promise." Among the many offerings, be sure to check out the College Fair on June 20, with more than 30 representatives from top-notch colleges and universities. At the Wyndham Palace Resort, Walt Disney World, Orlando, Fla.

Contact: (877) LULAC-01; Web site, www.LULAC.org

AAUP Annual Meeting

June 22-25

This gathering of the Association of American University Presses is for anyone involved in scholarly publishing. At Hyatt Regency Union Station, St. Louis, Mo.

Contact: AAUP, (212) 989-1010; e-mail, annualmeeting@aaupnet.org; Web site, www.aaupnet.org

NACADA Academic Advising Summer Institute

June 22-27

July 27-August 1

The most comprehensive consideration of academic advising available, the National Academic Advising Association Summer Institutes provide administrators, faculty advisors, and advisors, as teams or individuals, the opportunity to develop specific strategies for the enhancement of academic advising. The west institute will be at the Town & Country Resort, San Diego, Calif.; the east institute, at the Pheasant Run Resort, St. Charles, Ill.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NAHJ 21st Annual Convention

June 26-28

The National Association of Hispanic Journalists, dedicated to the recognition and professional advancement of Hispanics in the news industry, holds its annual convention, with the theme "Un Verano en Nueva York: Feel the Rhythm of Change." In New York, N.Y.

Contact: (202) 662-7460; e-mail, regist@nahj.org; Web site, www.nahj.org/convention/2003/index.html

16th International Conference on The First-Year Experience

July 7-10

This event is sponsored by the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina. In Vancouver, British Columbia, Canada.

Contact: (803) 777-6229; Web site, www.sc.edu/fye

2003 NCLR Annual Conference

July 12-15

The National Council of La Raza Annual Conference is one of the largest gatherings of the Hispanic community, serving as the meeting ground for more than 15,000 community organization leaders, activists, and volunteers; elected and appointed officials; members of the corporate, philanthropic, and academic communities; senior citizens; college students; and youth. In Austin, Texas.

Web site: www.nclr.org

The 2003 Taos Summer Writers' Conference

July 12-18

Celebrate the fifth year of the Taos Summer Writers' Conference by exploring an expanded community of writers. Develop your voice in workshops such as: Vantage Points–The Use of Landscape in Poetry; Publishing and Editing–The Writing Goes Public; and Fiction–Shapeliness in the Short Story. In Taos, N.M.

Contact: (505) 277-6248; e-mail, taosconf@unm.edu; Web site, www.unm.edu/~taosconf

23rd Stevens Institute for Senior Student Affairs Officers

July 20-25

The theme of this event is "Evolution, Transformation & Elevation: Responding to the Changing Landscape of Student Affairs Leadership," sponsored by NASPA. In Breckenridge, Colo.

Contact: Bill Arnold, (419) 372-2147; e-mail, arnoldw@bgnet.bgsu.edu; Web site, www.naspa.org

ACT's 18th Annual Enrollment Planners Conference

July 23-25

This conference is designed for educators involved in planning, managing, and enhancing enrollment services. Topics include: enrollment management issues, marketing strategies, direct mail, Web-based tactics, e-mail management, retention models, publications, territory management, advising/course placement, and staff development. At Chicago Marriott Downtown, Chicago, Ill.

Contact: (419) 352-5317; Web site, www.act.org

ASPIRA's Youth Leadership Convocation

July 24-27

Join ASPIRA at its 2003 Youth Leadership Convocation. At Nevele Grande Hotel and Resort, Ellenville, N.Y.

Web site: www.aspira.org

The NACUBO 2003 Annual Meeting

July 26-29

The National Association of College and University Business Officers' Annual Meeting will showcase the following topics: accounting and finance, business operations, policy issues in higher education, institutional effectiveness, and technology. The Honorable Al Gore will be one of the three keynote speakers. At the Gaylord Opryland Hotel and Convention Center, Nashville, Tenn.

Contact: (425) 636-1634; fax, (425) 636-1630; e-mail, sraman@mra-services.com

9th Annual CUMU International Conference

September 20-23

The theme of this Coalition of Urban and Metropolitan Universities conference is "Metropolitan Universities: Partners in the Urban Agenda." At the Eagle Crest Conference Resort, Ypsilanti, Mich.

Contact: (734) 487-2211; fax, (734) 487-9100; e-mail, Martha.Tack@emich.edu

NACADA National Conference

October 2-5

The theme for the 27th annual meeting of the National Academic Advising Association is "Teach, Encourage, eXcel, Advise, Support: Building Stronger Networks for Student Success." More than 300 concurrent sessions will address all aspects of advising for administrators, academic advisors, and faculty advisors. At the Adam's Mark Hotel, Dallas, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

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We seek a person with the following qualifications: An earned M.D. degree, demonstrated experience and ability to work with faculty and administration, and in understanding the philosophy and curriculum of Southern Illinois University School of Medicine. The candidate should possess licensure in the State of Illinois or be eligible for licensure in the State of Illinois. Previous experience in an administrative position and an understanding of contemporary medical education practices and innovations are desired.

Applications should be received by May 31, 2003 and include an introductory letter, a curriculum vitae, and the names and contact information of three references. The position is available January 1, 2004. Applications and other inquiries should be directed to:

SIU School of Medicine
Associate Dean for Curriculum and Education Search
c/o Gary L. Dunnington, M.D.
Professor and Chair, Department of Surgery
P.O. Box 19638, Springfield, Illinois 62794-9638
Phone: 217-545-8880; Fax: 545-8827
Email: gdunnington@siumed.edu

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Deadline: Applications must be postmarked by **May 16, 2003**.

Book Review

By Elizabeth C. Martínez

***Sor Juana's Second Dream: A Novel,* by Alicia Gaspar de Alba.** 480 pages. Albuquerque: University of New Mexico Press, 1999. ISBN 08263209-10. $24.95 hardcover.

Here is a daring feat of historical recreation featuring Mexican 17th-century figure Sor Juana, who was one of the greatest intellectuals of "New Spain" and yet sorely punished for daring to reveal her intellect, since she was a woman. Alicia Gaspar de Alba has written a story of great novelistic tension, ebbing and flowing as the reader wonders how the next moment will play out–involving the Spanish Inquisition, contemporary controversy and politics about Sor Juana's writing, the plague that killed many in Mexico City, and various intrigues of the Spanish royal court.

Gaspar de Alba has created a true three-dimensional Juana Inés de Asbaje Ramírez, rather than relying on the one-dimensional version presented in Mexican and Spanish history, as many women's images have been portrayed. This Sor Juana has some feistiness and impatience in her character.

Juana–who took the title of "Sor" (Latin for "sister") upon becoming a nun in the Carmelite order–was born in 1651 in the small village of Nepantla, nestled at the base of the Popocatepetl volcano and relatively near Mexico City. She was a precocious youngster who admired her grandfather's huge library of books and wanted to learn to read so earnestly that at age 3 she followed her older sisters to school and told the teacher her mother had sent her to learn. The teacher knew differently–but allowed her to stay because of the child's great desire. The young Juana also longed to study in Mexico City at the university but was told that only men are permitted that privilege. When her mother married (she had been conceived out-of-wedlock and never knew her father), Juana was sent to the great city to live with an aunt and uncle. There she studied with tutors (the only proper way for a lady), and eventually found a job in the royal court, assisting the royals as companion and author of whimsical plays and poems. Once she realized she would not be able to continue her research and writing if she married, she instead chooses convent life. Gaspar de Alba has studied Juana's history through numerous documents and writings by and about the nun, and fictionalized other aspects of her life to create a character that can make the reader angry at her at times, feel tenderness as well as fear for her, and gain an insight into the colonial era and a woman's life. Politics surround her and affect her decisions, but this novel also demonstrates her great resolve and ability to forge on in order to pursue her dream of constant study, despite actions to prevent her. I was annoyed by how Juana treated her slave because I did not want her to be portrayed that way. But Juana is a member of her society, where others are kept as slaves and abused. Gaspar de Alba is effective in creating a personage who is like many of the rest of us, with good and bad character traits. This Juana is not simply a saintly image, now respected by the church, but a true-life person.

Gaspar de Alba also brings a controversial item into Juana's life–her nascent sexual desire for another woman. The character has fought continually with herself to overcome this, but it is finally explored later in life. Some readers might not like that idea–although academic critics have explored this for several years now–but whether it is fact or not does not change her contribution: Sor Juana was an avid researcher, writer, scientific explorer, and philosopher. The male church leaders, as well as some women in power in her era, would not tolerate her greatness of mind. One bishop is absolutely mysogynistic. There is also an early incident of childhood sexual abuse (as often occurs in real life), which seems to be a motivating factor of the young woman's disgust for the idea of sex with a male.

Chicana writers have previously published on the Sor Juana figure: an excellent poem by Pat Mora and a play by Estela Portillo-Trambley. These works both enhance and provide a slightly different perspective on the famous nun. I strongly recommend this novel for college students; my seniors enjoyed it, despite their complaints about the novel's length. For the women, it became a perspective for comparison, and the male students–who did not appreciate the lesbian attribution at first–came around to explain what they had learned about women's experiences and that they would suggest the novel to men.

Elizabeth Coonrod Martínez, Ph.D., teaches Latin American as well as Chicano literature at Sonoma State University. Her recent book is Before the Boom: Latin American Revolutionary Novels of the 1920s *(Lanham, MD: University Press of America, 2001).*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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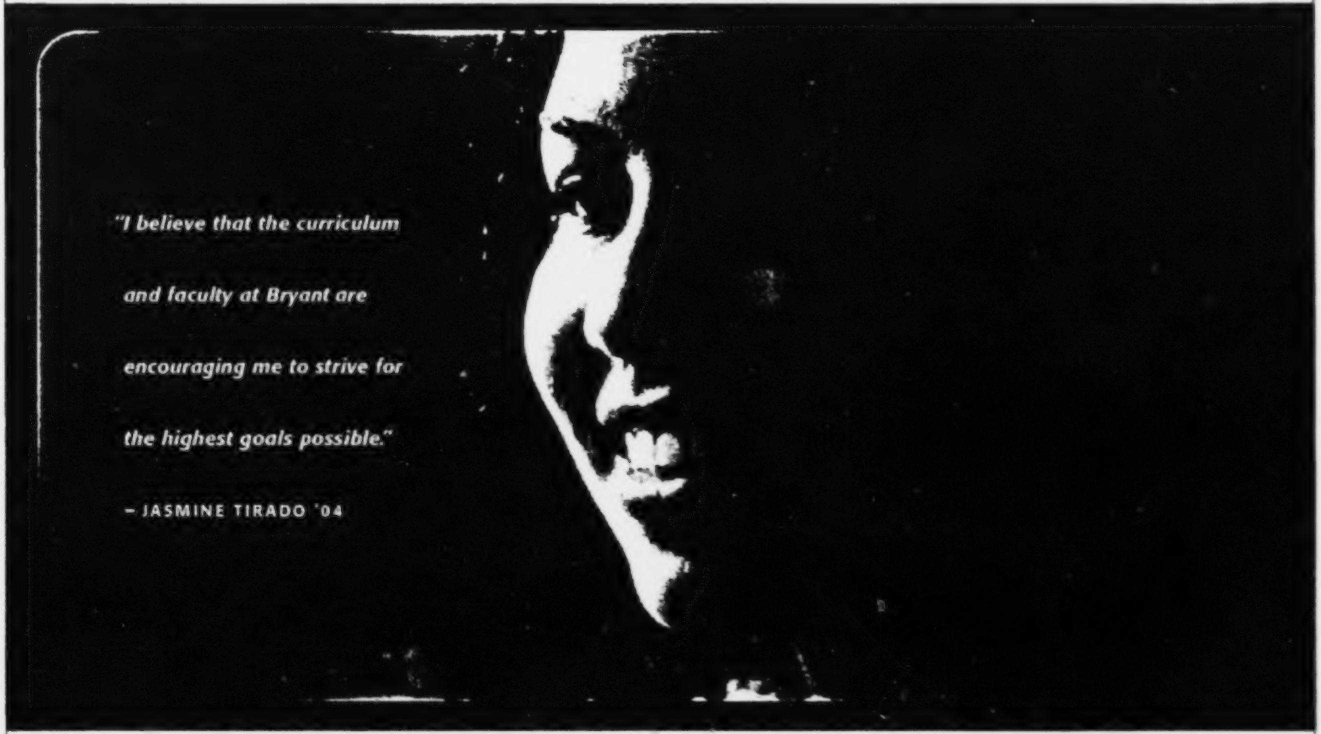

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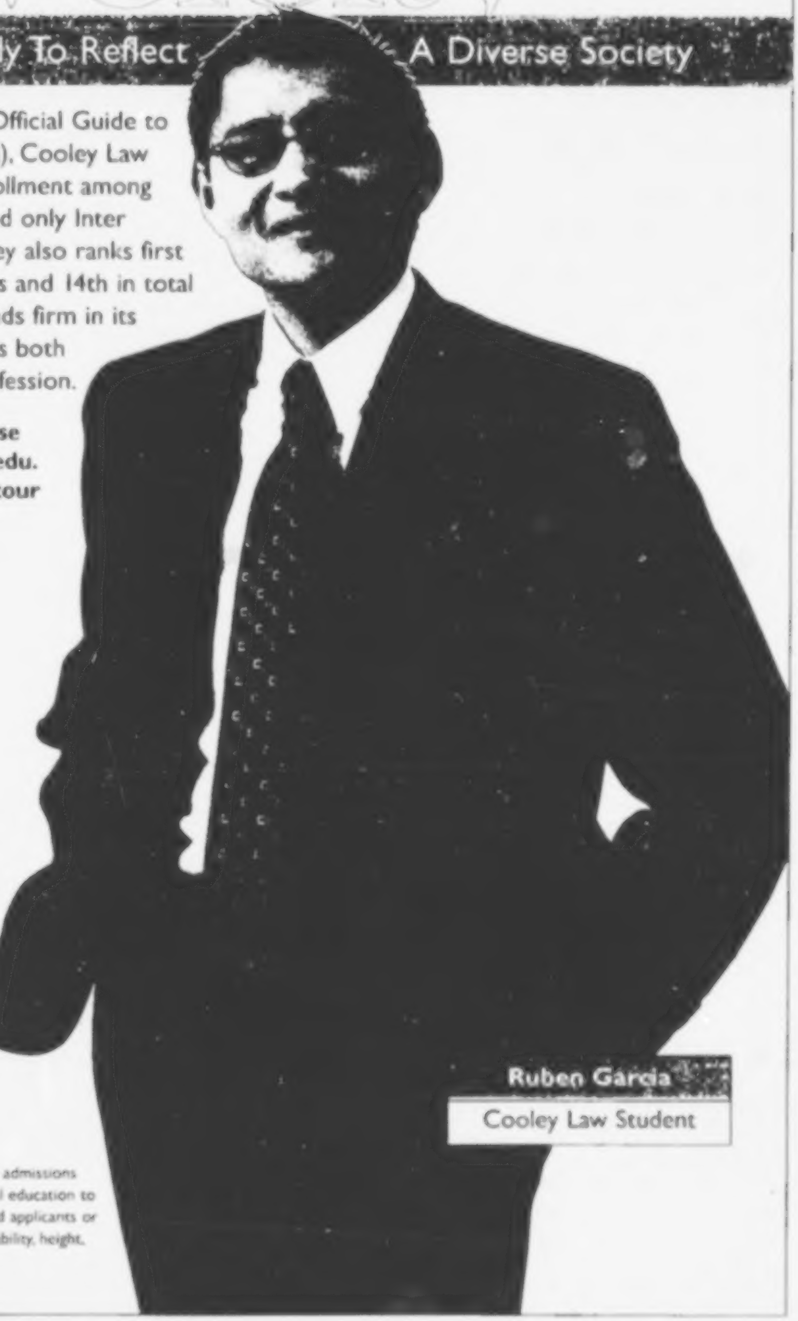

Ruben Garcia

Cooley Law Student

Based on the American Bar Association's Official Guide to ABA-Approved Law Schools (2003 Edition), Cooley Law School ranks second in total minority enrollment among the 185 ABA-accredited law schools, behind only Inter American University of Puerto Rico. Cooley also ranks first in enrollment of African-American students and 14th in total Hispanic students. Cooley Law School stands firm in its belief that a diverse student body enhances both the academic experience and the legal profession.

For more information about Cooley, please visit the Cooley Web site at www.cooley.edu. Take the Cooley Virtual Tour or set up a tour with the Cooley Admissions Office at 517-371-5140, ext. 2244, or by e-mail at admissions@cooley.edu.

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*In corde hominum
est anima legis.
1972*

www.cooley.edu

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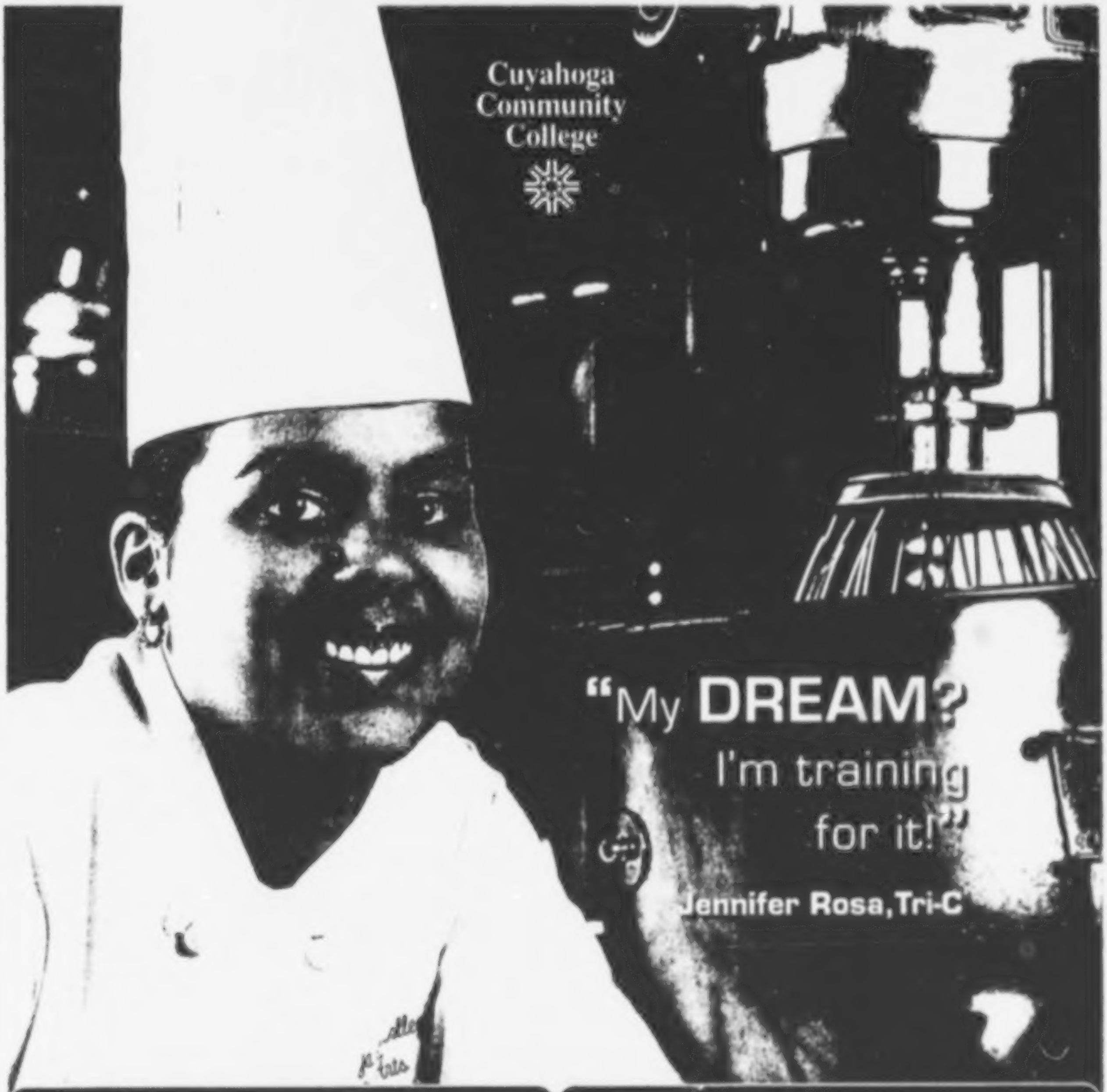
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HACU and Gateway Team Up to Help Bridge the Digital Divide

Gateway and HACU (Hispanic Association of Colleges and Universities) have teamed up to help promising young Hispanic minds take on the challenges of the 21st century.

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To help you take full advantage of the Gateway-HACU relationship, here are a few important highlights:

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  - Discounts range up to 9%
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Includes Purchasing, Leasing & All Services

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- At the end of each quarter, Gateway will rebate upto 5% of the total amount of all purchases made by your institution, students, faculty, staff, and alumni during that quarter back to your institution.

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Gateway Commitment

At Gateway, we believe that improved access to technology is the key to bridging the digital divide in America. Over the years, we've worked with colleges and universities across the nation to place over 30,000 discounted PCs into the hands of minority students, and we've also helped to fund scholarships that give promising minority students a real chance at the American dream. Through our affiliation with HACU, we're working to improve technology access in the Hispanic college community.

| call 877-522-1758 | click www.gateway.com/work/ed/hi-ed/hacu.shtml |

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[1] At the end of each quarter, HACU will receive a rebate based on the total volume of sales generated by the HACU agreement. Contact your Gateway Account Representative at 877-522-1758 for complete program detail. Copyright ©2003 Gateway, Inc. All rights reserved. Gateway Terms & Conditions of Sale apply. Gateway, the Spotted G Gateway Logo, the Spotted G Logo and the Black and White Spot Design are trademarks or registered trademarks of Gateway, Inc. in the U.S. and other countries. All other brands and product names are trademarks or registered trademarks of their respective companies. AdCode: 112854

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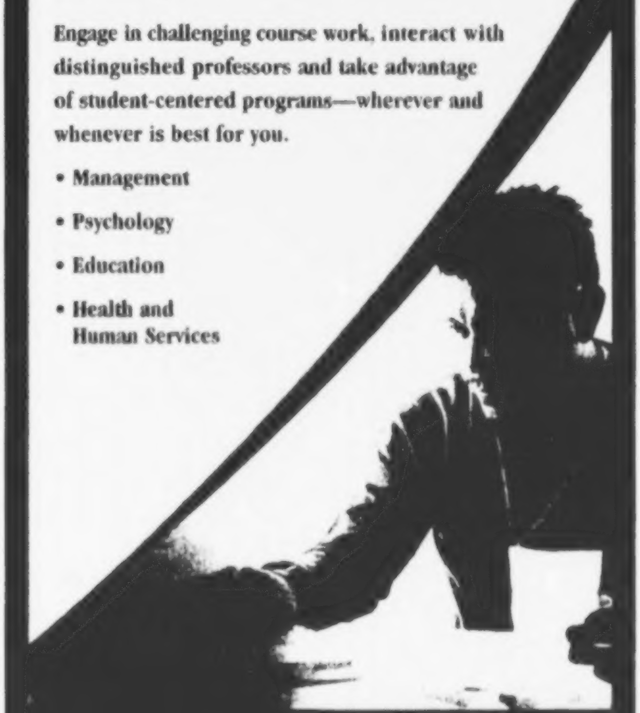

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COLLEGE OF EDUCATION

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The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following position.

ASSISTANT PROFESSOR

Teacher Education

(Tenure-earning)

The Department of Sport Management, Recreation Management and Physical Education, Program in Sport Pedagogy is seeking a colleague who has teaching and research expertise in one or more of the following areas: Adapted Physical Education, Educational Dance and Gymnastics, and elementary or secondary methods. Candidate will teach graduate and undergraduate courses, advise and supervise graduate and undergraduate students, and participate in the recruitment of students. It is also expected that the successful candidate will engage fully in research and other scholarly activities.

Minimum qualifications include an earned doctorate in Physical Education with an emphasis in teacher education is required along with a minimum of three years of public school teaching experience. The successful candidate must have a willingness to work cooperatively in collegial and field-based clinical partnerships. Salary range is $44,000 to $48,000.

Please send application package to Dr. Charles Imwold, Chair, Department of Sport Management, Recreation Management and Physical Education, 109 Tully Gym, College of Education, Florida State University, Tallahassee, FL 32306-4280. For further information contact Dr. Imwold at (850) 644-4813, fax (850) 644-0975, or by email at cimwold@garnet.acns.fsu.edu. Applications for this position will close on May 16, 2003.

Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

SIGILLUM UNIVERSITATIS TUFTENSIS PAX ET LUX

TUFTS UNIVERSITY

DEAN OF ADMISSIONS AND ENROLLMENT MANAGEMENT

Tufts University, located in Medford, MA, seeks a seasoned and dynamic admissions and enrollment professional to lead its undergraduate recruiting, admissions, enrollment management, and financial aid activities. The Dean will report to the Dean of the School of Arts and Sciences and work closely with the Dean of the School of Engineering, as well as other key administrators in Arts, Sciences and Engineering. S/he will play a pivotal role in setting admissions goals, planning and executing marketing strategies, moving the University toward need-blind admissions, and more broadly, communicating Tufts' message to the world of prospective students to ensure Tufts' continued success in recruiting a more talented, motivated, and diverse entering class each year.

Founded in 1852, Tufts has grown into a private university on four campuses with strong undergraduate programs in the liberal arts and engineering, and six graduate and professional schools, as well as graduate programs in Arts and Sciences and Engineering. In recent years, it has competed in the first rank of national universities, becoming one of the most selective private undergraduate institutions in the country. This academic year, 4,800 full-time undergraduates and 3,500 full-time graduate students are enrolled at Tufts.

This role requires a leader with creative vision, excellent management skills, and an understanding of state-of-the-art strategies in enrollment management. We seek individuals of integrity and intelligence with proven experience in growing the admissions productivity of a complex, selective institution similar in scale to Tufts. The new Dean will have a successful record of implementing technology-based marketing strategies, demonstrated commitment to diversity, and proven strength in analytically rigorous forecasting, tracking, and reporting of admissions- and enrollment-related data to support planning and decision-making. The position requires at least 5-10 years of increasingly responsible related experience; an advanced degree is strongly preferred.

Please e-mail resume, with cover letter, to: **Sarah Herman, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116; 2622.tudar@imsearch.com; fax: (617) 262-6509**. For more information about Tufts University, visit: **www.tufts.edu.**

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- *1982 KU graduate in journalism and Spanish and 1985 KU graduate in law*
- *Former deputy assistant to President Bill Clinton and senior White House liaison to Congress*

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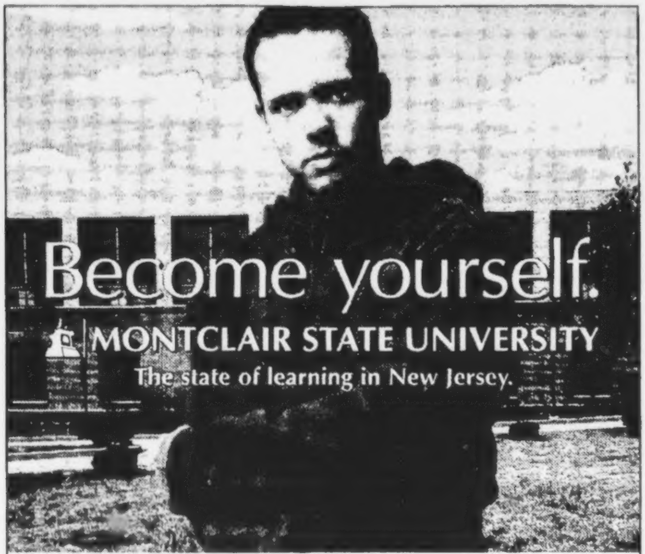
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MANSFIELD UNIVERSITY

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Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research 1 institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
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Assistant/Associate/Professor *(Chief Radiation)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate Professor *(15 positions)*-	Interdisciplinary Oncology Prg-	OPEN
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Professor *(Chair & Associate Vice President)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Associate Center Director)*-	Interdisciplinary Oncology Prg-	OPEN
Postdoctoral Fellow *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research *(3 positions)*-	Environmental & Occupational Hlth	OPEN
Associate In Leadership-	Environmental & Occupational Hlth	OPEN
Associate In Research-	Environmental & Occupational Hlth	OPEN
Program Director *(2 positions)*- *(Environmental & Occupational Health)*	Public Health-	OPEN
Assistant/Associate/Professor *(3 positions)*-	Computer Science & Engineering-	OPEN
Professor/Chairman-	Computer Science & Engineering -	OPEN
Professor/Chairman-	Electrical Engineering-	OPEN
Assistant/Associate/Professor (3 positions)-	Civil & Environmental Eng.-	OPEN
Instructor *(2 positions)*-	Nursing-	OPEN
Assistant/Associate Librarian *(AHEC Librarian)*-	College of Medicine-	OPEN
Assistant In Research *(ITS Researcher) (2positions)*-	Ctr. Urban Transportation-	OPEN
Assistant In Research *(Transportation Economist)*-	Ctr. Urban Transportation-	OPEN
Assistant In Research *(Project Manager))*-	Ctr. Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor *(6 positions)*-	Anesthesiology-	OPEN
Assistant/Associate Librarian (AHEC Librarian)-	College of Medicine-	OPEN
Assistant/Associate/Professor-	Cancer Control Program-	OPEN
Associate Professor/Professor (Juan Bolivar Endowed Chair)	Surgery-	OPEN
Head Athletics Coach (Men's Basketball)-	Athletics-	OPEN
Professor/Associate Professor-	Psychiatry-	05/15/03
Program Director (Instructor)-	Counseling Center-	05/23/03
Instructor-	Communication Sci & Disorders-	05/30/03
Assistant Professor (Allergy/Immunology)-	Internal Medicine-	06/09/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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Instructor, Nursing-PSAV (2 positions)

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VACANCY ANNOUNCEMENT
PRESIDENT
WALLACE STATE COMMUNITY COLLEGE

Applications are being accepted for the position of President of Wallace State Community College, Hanceville, Alabama. The College serves approximately 7,000 students with a staff of over 106 full-time employees, including a faculty of 124.

Qualifications: Successful administrative experience, including a minimum of 5 years of full-time administrative experience at the dean's level or above or the equivalent in a two-year college is desired. A master's degree is required. An earned doctorate is preferred. Candidates must possess experience and knowledge of the mission and role of public two-year institutions in general and of community colleges in particular.

The successful candidate must possess the following educational philosophy:

- Strong commitment to the community college concept and to quality education.
- Strong commitment to the professional development of faculty and staff.
- Strong commitment to the offering of programs that are relevant to the current needs of business and industry.
- Strong student-orientation, recognizing that all aspects of the college exist to facilitate learning and student development, so that the student obtains the optimum level of competency and is kept informed of progress.

The Alabama State Board of Education seeks an individual with the following characteristics:

- Demonstrated sensitivity to all facets of the community, including the needs of the various groups of which it is comprised.
- Demonstrated ability to communicate well, both orally and in writing.
- Demonstrated ability to work as a team member, including all segments of the college faculty, staff, students, and governing boards.
- Demonstrated leadership, decision-making, and coordinating abilities in the college and community.
- Demonstrated ability to project a positive public image.
- Demonstrated knowledge of academic transfer programs and evidence of ability to work with four-year institutions.
- Demonstrated knowledge of career/technical programs, and evidence of ability to work with business and industry in meeting their employment needs.

Applications: Applicants must submit an official presidential application form and a comprehensive resume or curriculum vitae, as well as a list of five references, including addresses and telephone numbers, and addresses of current and immediate past employers. Finalists will be required to furnish official college transcripts, medical examination report, and submit to a criminal background check. For consideration as an applicant for the position, a complete application packet must be postmarked on or before May 31, 2003. The successful candidate must be available to assume the position within a reasonable time. Application forms may be obtained by writing to the address below, or on the Department website at **www.acs.cc.al.us** under Human Resources/DPE Careers. Application materials should be submitted to:

Dr. Roy W. Johnson, Chancellor
Alabama Department of Postsecondary Education
Division of Legal and Human Resources
401 Adams Avenue, Suite 280
Montgomery, Alabama 36104

Questions regarding the application and selection processes may be referred to the Division of Legal and Human Resources, Alabama Department of Postsecondary Education. The telephone number is (334) 242-2993.

Salary: Salary is dependent upon qualifications and experience. A salary range of $90,887 to $111,411 and other allowances are provided. Benefits include an excellent retirement plan, health insurance, and others.

Selection process subject to Alabama Sunshine Law. The Alabama State Board of Education is an equal opportunity employer and is seeking applications in particular from black persons and women, including black women.

Temple University
School of Medicine

Assistant/Associate Professor
Tenure Track

The Sol Sherry Thrombosis Research Center and the Department of Anatomy and Cell Biology at Temple University School of Medicine are seeking a candidate for a joint position at the Assistant or Associate Professor level with a tenure track appointment.

The applicant should have a Ph.D. and/or M.D. and have completed a Postdoctoral Fellowship.

The successful candidate will be expected to establish and maintain an independent research program in vascular or platelet biology or in a related area of hemostasis-thrombosis. Protected time for research will be provided, but the incumbent will be expected to participate in professional and/or graduate student educational programs.

Generous space and start up support will be provided. The Thrombosis Research Center has a newly renewed training grant for Graduate Students, Medical Students and Postdoctoral Fellows. The successful candidate will be able to participate as a trainor in this ongoing program.

Contact: **Robert W. Colman, M.D.**
Director
The Sol Sherry Thrombosis Research Center
Chief, Hematology Division
Temple University School of Medicine
E-Mail: colmanr@temple.edu

Please include current curriculum vitae with a complete list of publications and contact information for at least three references.

Temple University is an Equal Opportunity/Affirmative Action Employer and strongly encourages applications from women and minorities.

Foothill-De Anza Community College District

Vice Chancellor of Business Services

The Foothill-De Anza Community College District is currently accepting applications for the position of Vice Chancellor of Business Services. This position is responsible for developing, coordinating, and implementing complex business policy and procedures; making business related decisions within District policy, law, or existing practice; and advising the Chancellor and the Board on fiscal matters.

The District offers an excellent benefits package, which includes full cost medical coverage for employee and eligible dependents, dental, vision care, employee assistance program, long-term disability, retirement benefits and basic life insurance.

For application materials contact:
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Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
To apply on line visit www.fhdajobs.net

DEAN OF ADMISSIONS AND FINANCIAL AID

LEHIGH
University

Lehigh University invites nominations and applications for the position of Dean of Admissions and Financial Aid. The Dean will provide overall leadership to meet the university's enrollment objectives and to develop a broad strategic plan that integrates recruitment and marketing efforts. S/he will serve as the primary external spokesperson for the University, representing important academic and co-curricular programs to potential applicants and their parents, and will be responsible for overseeing the Offices of Admissions and Financial Aid. The Dean reports to the Provost and is a member of the Provost's executive team.

Lehigh University, founded in 1865 and located in Bethlehem, PA in the beautiful Lehigh Valley, currently enrolls approximately 6,400 students - 4,600 undergraduates and 1,800 graduate students - - in the colleges of arts and sciences, business and economics, education, and engineering and applied sciences. Lehigh's mission is to advance learning by integrating teaching, research, and service to others. Lehigh believes that its graduates must develop effective critical thinking and communication skills. The University has the small class sizes and close faculty interaction common to a small liberal arts college, yet also has the advanced laboratory facilities and national reputation of a major research university. The University plans to steadily increase the high quality of its students, with average SAT scores near 1300 in this year's entering class, and to continue its commitment to diversity.

Most undergraduates reside on campus and enjoy an active and diverse social life. The University boasts more than 130 organizations and clubs ranging from student government to music, drama, journalism, and religion, and a strong Greek system of 27 fraternities and 8 sororities. Lehigh competes in 24 NCAA Division I intercollegiate sports for men and women, and ranked #1 in Division I schools for athlete graduation rate in 2001. In addition, 80 percent of Lehigh undergraduates are active in 40 intramural and club sports.

QUALIFICATIONS: The University seeks a committed and experienced professional with proven leadership experience. The successful candidate must demonstrate significant admission and financial aid experience in higher education; knowledge of academic programs and marketing; a proven record demonstrating a commitment to and understanding of diversity in the higher education environment; experience providing leadership and management across multiple functional areas in a prestigious institutional setting; comfort working in a collegial and collaborative environment; expertise in facilitating organizational development and change; effective strategic and analytical thinking and planning skills; ability to establish strong professional relationships in the external community, and ability to serve as an articulate spokesperson and representative for the University with a wide variety of audiences. B.A./B.S required; advanced degree desirable.

Application Procedure: Please send nominations and applications (cover letter, curriculum vitae, and references) to:

Liz Neumann, Vice President
Auerbach Associates/Lehigh
65 Franklin Street, Suite 400
Boston, MA 02110
Fax: (617) 451-5199
Email: Marika@auerbach-assoc.com

Please see www.lehigh.edu for additional information about Lehigh University.

In employment as in education, Lehigh is committed to equal opportunity and affirmative action.

Come make your future as bright as ours!

Florida Community College at Jacksonville is the second largest community college in Florida and the tenth largest in the U.S., with an annual budget in excess of $100 million. This progressive College serves two northeast Florida counties through **five campuses** and **four centers**, with programs ranging from adult education to college credit, including university parallel with the same accreditation as notable institutions such as the University of Florida and Florida State University.

We offer more than **200 education, training and enrichment courses and programs** serving more than **90,000 students** annually, one-third of whom are college credit. The College's main population base and its administrative headquarters are located in the growing city of Jacksonville, a metropolitan area with more than one million residents and the host city for the 2005 Super Bowl.

Florida Community College at Jacksonville holds several distinctions including being awarded the **No. 1 community college in digital education** by the Center for Digital Education and the **second "most wired"** two-year college in the nation as named by Yahoo Internet Life for the technology programs, resources and infrastructure available to FCCJ students. FCCJ leads all other Florida community colleges in the number of students taking distance learning courses with **11,517 enrollments and 757 courses**. FCCJ was also recognized by the Florida *Times-Union* as one of the **top 25 family friendly companies** to work for in 2003.

Florida Community College has the following full-time faculty positions available:

Science/Technology
- Anatomy & Physiology
- Biology/Anatomy & Physiology
- Biology/Microbiology
- Chemistry
- Computer Information Systems
- Mathematics
- Physical Science

Art/Humanities
- Art (Ceramics)
- Humanities (Music)
- Humanities (Philosophy)

Communications/Languages
- French/Spanish
- Speech

Education/ Behavioral Science
- Education/Psychology

Minimum Qualifications

- MASTER'S DEGREE (ACCRED. INSTITUTION)
- GRADUATE MAJOR CONCENTRATION IN PRIMARY TEACHING FIELD (MIN. EIGHTEEN [18] GRAD. SEM. HOURS)

Preferred Qualifications

- DOCTORAL DEGREE
- MIN. TWO (2) YEARS TEACHING EXP.

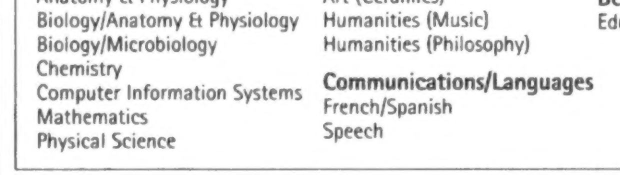
Salary: $29,328 - $37,608

DEPENDENT UPON EDUCATION, YEARS OF FULL-TIME EXP.

Florida Community College does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services, is an equal access/equal opportunity college, and maintains a smoke-free/drug-free environment.

Learn more about these and other currently available career opportunities at **www.FCCJ.edu/HumanResources**

how to apply: Submit a Florida Community College at Jacksonville application, résumé, cover letter addressing qualifications of position and unofficial copies of transcripts. An Administrative/Faculty/Professional application can be downloaded or completed online from our Web site: **www.FCCJ.edu/HumanResources**; obtained at the Human Resources Department at 501 W. State St., Jacksonville, FL 32202; by calling **(904) 632-3210** days and **(904) 632-3160** eves./ weekends; or by e-mail to **employment@fccj.edu**



FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

change lives. starting with your own.

AZUSA PACIFIC UNIVERSITY

Open Positions

Two Associate Deans

School of Education and Behavioral Studies

Description of Positions

Azusa Pacific University is seeking two associate deans to serve in the School of Education and Behavioral Studies. The successful candidates will be engaged in departmental efforts to strengthen the curricular offerings in all programs of professional preparation, assist program directors in the maintenance and development of new programs, and will coordinate the recruitment, review, selection, and development of adjunct faculty. Each of the associate deans will assist in the continuing accreditation processes within the School of Education and Behavioral Studies that include the California Commission on Teacher Credentialing (CCTC), the National Council for Teacher Education (NCATE), the American Psychological Association (APA), and the Commission on Accreditation of Allied Health Education Program (CAAHEP).

Qualifications

The successful candidates must have an earned doctorate and a record of demonstrated leadership, having served as a program director or chair, and or equivalent responsibilities. One of the candidates should possess in-depth knowledge and skills with the behavioral studies and the other should be in possession of extended teaching experiences in K-12, also possessing an in-depth knowledge and overall view of teacher education.

Applications

Applications are to include a letter addressing the general qualifications listed above. Include a vita, and the names, addresses, email addresses, and telephone numbers of at least four references. Send application materials to:

Terry Cannings, Ph.D., Dean
School of Education and Behavioral Studies
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Other Open Positions

Azusa Pacific University is also hiring in the following areas: School of Business and Management, School of Education and Behavioral Studies, College of Liberal Arts and Sciences, School of Nursing, Haggard School of Theology, the university libraries, and the Office of Christian Leadership and Vocation. For detailed descriptions and more information, visit www.apu.edu.

The University

Developing disciples and scholars since 1899, Azusa Pacific is a comprehensive Christian, evangelical university, dedicated to supporting *God First* and excellence in higher education, and making a positive impact on society. The main campus lies 26 miles northeast of Los Angeles in the San Gabriel Valley, the intellectual capital of California. The university also maintains several other convenient locations throughout California. Total student enrollment exceeds 7,600.

Azusa Pacific is accredited by the Western Association of Schools and Colleges, offering more then 40 areas of undergraduate study, 19 master's degrees, and 4 doctorates. As an evangelical Christian institution, Azusa Pacific affirms the supremacy of Christ in all areas of life and expects its employees to model Christian values in their Christian faith verbally and in writing.

Azusa Pacific University does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures. Women and minorities are encouraged to apply.

Southeast
Missouri State University

Located in Cape Girardeau, Missouri, Southeast Missouri State University is a moderately selective, comprehensive regional state university with an enrollment of approximately 9300. Southeast is an "engaged" university supporting a wide array of academic research & public service programs that enrich & extend the learning environment. *Cape Girardeau* is located on the Mississippi River less than 2 hours south of St. Louis & 3 hours north of Memphis, & serves as the major retail, wholesale, financial, medical, cultural, & educational center for southeast Missouri & southern Illinois.

Southeast Missouri State University has a faculty position opening in the following area.

Management

Assistant Professor, Strategic Management/Human Resources, Tenure-track. Primary responsibility will be teaching in the area of Strategic Management at the graduate (MBA) and undergraduate levels. The ability to also teach in the area of Human Resource Management is highly desirable. The successful candidate is expected to demonstrate excellence in teaching and a willingness to interact with the business community. The successful candidate should also be an active scholar adhering to the Teacher-Scholar model of the University. The normal teaching load will be nine hours per fall and spring semesters.

All candidates should be committed to the teacher/scholar model, public and University service, and a culturally diverse learning environment. For the complete job description and application information, visit the University's Web site at:

http://www2.semo.edu/provost/faculty/positions

AN EQUAL OPPORTUNITY, M/F,
AFFIRMATIVE ACTION EMPLOYER

DIRECTOR, DINING SERVICES

Bowling Green State University

Office of Residence Life & University Dining Services
Division of Student Affairs

Provides vision, direction, and leadership for the management and enhancement for the campus' premier self-supporting food service and retail dining operations. Directly responsible for administration, operational and direct management responsibilities, including setting policy, budget development and financial management, resource management, technology administration, quality assurance, customer service and facilities management. Scope of operations. $20 million annual budget includes residential dining operations, residential declining balance meal plan program, Student Union dining (catering, food court, café, pub, restaurant, branded concepts, intercollegiate athletic dining services, convenience stores and snack bars).

Bowling Green State University is located 23 miles south of Toledo, adjacent to Interstate 75. Total enrollment, including more than 1,300 at the Firelands College in Huron, OH, is more than 19,000.

Minimum Qualifications: Bachelor's degree in Hospitality Management or related field required; Master's degree in Business Administration or related field preferred. 6 to 8 yrs. exp. in operations management responsibility and accountability at the administrative level in multi-unit food service business, preferably in college food service or other on-site food service programs. Salary is commensurate with education and experience. Full benefit package available. To apply: submit letter of application, resume, and names/addresses/telephone numbers of 3 professional references postmarked by May 23, 2003, to: **Ofc. of Human Resources (Search V-016), 100 College Park Ofc. Bldg., Bowling Green State University, Bowling Green, OH 43403. (419) 372-8421.**

http://www.bgsu.edu/offices/ohr

BGSU is an AA/EO educator/employer.

Colby

Colby, a highly selective, private, liberal arts college of 1800 students, located in central Maine, seeks applicants for the following position:

Associate Dean Of Students For Multicultural Affairs

The Associate Dean of Students for Multicultural Affairs provides administrative leadership in the development, coordination, and implementation of a comprehensive array of educational, cultural, and social programs that promote multiculturalism, diversity, and the understanding of difference at Colby, with particular attention to the concerns of students of color, gay, lesbian, bisexual, transsexual, transgender, intersex, questioning, and international students, among others. This position reports to the Vice President for Student Affairs/Dean of Students and oversees the work of the Coordinator of Multicultural Student Programs and Support, the GLBTTIQ Advisor, and the Associate Dean of Students for International Affairs.

Qualifications include: A master's degree (required); a deep and articulate understanding of the issues and dynamics of difference; familiarity with the mission and philosophy of a selective liberal arts institution and a commitment to enhancing multicultural understanding and the understanding and appreciation of difference; extensive experience in the development of educational, cultural, and social programs that are designed to improve the quality of the educational and social experiences of students in general and underrepresented students in particular; experience in counseling and mentoring students on a wide variety of personal, social, academic, and community concerns, and in providing support for families; demonstrated leadership and supervisory skills; the ability to work independently and as a part of a team; organizational and problem solving skills; good judgment; excellent interpersonal, oral and written communication skills; budget management experience; computer proficiency; and genuine interest and satisfaction in working with students, families, alumni, faculty, and staff.

To ensure full consideration, applications should be received by May 9, 2003. Nominations of individuals for this position may be sent to the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to: **mail@spelmanandjohnson.com or online at www.spelmanandjohnson.com.** If you are unable to submit materials electronically, please mail a resume and cover letter to: **The Spelman & Johnson Group,** Colby-Multicultural, Kate Johnson, Vice President, 38 Mulberry Street, Box 304, Leeds, MA 01053; Telephone: 413-584-7089

Colby is an Equal Opportunity / Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site: **www.colby.edu**

STAFF PSYCHOLOGIST
COUNSELING AND PSYCHOLOGICAL SERVICES

An exciting opportunity exists at Montclair State University for a NJ licensed (or license eligible) Ph.D. or Psy.D. in Clinical, Counseling or School Psychology.

Qualifications: A minimum of one year of University Counseling Center experience, APA approved internship, short-term psychotherapy experience, strong multicultural expertise and interpersonal skills, supervision of peer counseling activities, and strong computer skills.

Start Date: Position is full time, 12 months and begins June 30, 2003.

Send letter, curriculum vitae and three letters of recommendation (include V#) **to:** Ben Brennan, Chairperson Search Committee, Montclair State University, Box C316–V#5/HO, Upper Montclair, NJ 07043.

EXECUTIVE DIRECTOR CENTER OF PEDAGOGY
COLLEGE OF EDUCATION AND HUMAN SERVICES

Responsible for the day-to-day operation of the Center of Pedagogy (COP) including: leadership of the University's teacher education program; representing teacher education to the wider community; programs and activities related to the COP, as well as the Ed.D. in Pedagogy. Established in 1955, the Center of Pedagogy is one of the nation's premier teacher education institutions.

Qualifications: Earned doctorate in education or related field. Five (5) years of higher education required, along with public school teaching and significant administrative experience. Candidates must demonstrate knowledge of current legislation and trends around teacher education issues, as well as a commitment to education in a diverse society, to social justice and democratic practice.

Start Date: Fall 2003.

Send letter, resume or curriculum vitae and three letters of recommendation, (include V#) **to:** Dr. Perry Greene, Associate Dean, Montclair State University, Box C316 – V#7/HO, Upper Montclair, NJ 07043.

Salary: Commensurate with qualifications and experience. Generous benefits package. Review of applications will begin immediately and continue until positions are filled.

Montclair State University is an Equal Employment/Affirmative Action University.

www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

PCC
Polk Community College

DEAN OF ARTS, LETTERS AND SOCIAL SCIENCE

DIRECTOR OF FINANCIAL AID

Polk Community College, located in Central Florida, is seeking applications for experienced administrators to serve as the Dean of Arts, Letters and Social Science and Director of Financial Aid.

Application materials and expanded position information, including department office contacts, are available on our website under "Human Resources".

www.polk.edu

or contact us at 863-297-1070

EA/EOE/Drug-Free Workplace

999 Avenue H, N.E.,
Winter Haven, FL 33881

Prairie State College

Vice President of Business and Information Services

Prairie State College is a dynamic, diverse, award-winning community college serving 19 communities in the Chicago Southland suburbs. The College invites applications and nominations for Vice President of Business and Information Services.

The successful candidate will be an energetic, forward-thinking leader who values the comprehensive mission of the community college, embraces diversity, thinks creatively and works collaboratively. Preferred start date is July 1, 2003.

To obtain more information about PSC and a complete position description with qualifications, call Patricia Trost, Executive Assistant to the President, at (708) 709-3637. A detailed position announcement is posted on our web site at *www.prairiestate.edu*

To apply, submit letter of application addressing qualifications for position, resume and unofficial transcripts to: **Office of the President, Prairie State College, 202 S. Halsted Street, Chicago Heights, IL 60411.** Position open until filled.

EOE/AA

EXECUTIVE VICE PRESIDENT

ACADEMIC AND STUDENT AFFAIRS

Innovative, Entrepreneurial, Student-focused

If this description fits you and you are seeking a new challenge, you will want to explore this attractive opportunity to provide leadership for the academic strategies and student development for one of the nation's premier comprehensive community colleges.

Cuyahoga Community College, located in Cleveland, Ohio, is a nationally recognized leader in community college education and training, a member of the prestigious League for Innovation in the Community College, and is one of the most technologically advanced two-year colleges in the country.

As Executive Vice President of Academic and Student Affairs, you will serve 35,000 credit students at three campuses and two workforce development sites.

You will also:

- Serve as chief academic officer for this multi-campus District with the academic mission and purpose of a single college
- Direct the leadership roles of campus presidents
- Provide college-wide leadership for the development, implementation, and evaluation of academic and student affairs programs

Required qualifications for this position include an earned doctorate from an accredited institution of higher learning, demonstrated commitment to the comprehensive community college philosophy, and seven years of progressively responsible academic leadership experience.

Application Procedure: submit a cover letter, resume **(indicating Vacancy #201-03)**, a statement of your view of the role of a comprehensive community college, photocopies of transcripts for all earned degrees, and a list of references to: **Cuyahoga Community College, Staffing, Human Resources, 700 Carnegie Avenue, Cleveland, OH 44115; or fax materials to: 216-987-4790**. For more information, visit the College's Web site at: **www.tri-c.edu** and click on Employment Link or the "eKorn/Ferry" Web site at: **www.ekornferry.com**.

Review of applications will begin the first week in May and continue until the position is filled.

AA/EOE

THE OHIO STATE UNIVERSITY

OUTREACH/RESEARCH Faculty Position

Department of Human Nutrition

The Department of Human Nutrition, The Ohio State University, seeks applicants for a tenure-track faculty position (12 month) at the level of Assistant or Associate Professor. Duties of the position will include statewide outreach activities related to leading health indicators across the lifespan with the goal of increasing the capacity of families to create and manage resources and to maintain health and quality of life at all ages. The position includes participation in the teaching, research and service activities of the department.

The successful candidate will have an earned doctorate in an area such as health promotion and education, behavior change, public health, nutrition, or a related area. Post-doctoral training will be viewed positively. Previous experience in nutrition-related research is desirable. Additional qualifications include: a demonstrated excellence in designing, implementing, and critically evaluating programs and educational materials that lead to improved health knowledge and behaviors; conducting applied research in health, including program evaluation; and demonstrated ability, or strong potential, to obtain extramural funding for program development and enhancement.

Salary will be commensurate with experience.

Initial screening of applications will begin May 1, 2003 and continue until a successful applicant is identified. The application should include 1) a statement of philosophy about university outreach programs and ongoing and planned scholarly activities including research, teaching and service, 2) a curriculum vitae, 3) names, addresses, email and telephone numbers of three qualified persons willing to serve as a reference should be mailed to:

Lydia Medeiros, PhD, RD
Search Committee Chair
Department of Human Nutrition
315 Campbell Hall
1787 Neil Avenue,
Columbus, OH 43210
PHONE: 614-292-2699
EMAIL: Medeiros.1@osu.edu
The Human Nutrition Department web site: http://www.hec.ohio-state.edu/.

OSU is an Equal Opportunity/Affirmative Action Employer

LESLEY

The School of Education at Lesley University, one of the largest schools of education in the country and the leading provider of graduate education for classroom teachers in the United States, seeks a new Dean to continue the tradition of excellence that has marked this dynamic institution for more than 90 years. The new Dean, reporting directly to the Provost/Vice President for Academic Affairs, will serve as a visionary and catalyst for expanding the School's programs in Massachusetts, at locations in 18 other states and on-line. The Dean will also guide and support the design of new programs that will build on the School of Education's national reputation in Early Childhood Education, Elementary Education, Special Education and Inclusion, Literacy, and Technology in Education. Supported by an outstanding faculty and staff and working closely with the Provost and the President of Lesley University, the new Dean will also work to enhance the School of Education's applied-research base and commitment to urban education, increasing the extent to which the outstanding success of the School's programs has a greater impact on public education nationwide.

Toward this end, the role of Dean of the School of Education at Lesley University requires an intellectually and personally innovative individual, with proven success in developing broad, strategic vision for an outstanding institution of higher education.

The candidate should have

- ✗ proven success in creating or enhancing innovative programs in teacher education and in collaborating with schools and school systems;
- ✗ familiarity with teacher education policy, best practices, supporting applied research as well as an understanding of multicultural issues;
- ✗ a strong track record in recruiting and retaining high quality faculty and developing innovative and collaborative academic programs;
- ✗ a terminal degree.

Inquiries, referrals, and curricula vitae should be directed to Dr. Mario Borunda or Erin DeCurtis, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116; tel: (617) 262-6500; fax: (617) 262-6509; or by email: **2628.LUSED@imsearch.com**.

Lesley University proudly values diversity.
Candidates of all backgrounds are encouraged to apply.

Rensselaer

Why not Change the World?

ASSOCIATE DEAN
for Rensselaer at Hartford
Department of Engineering and Science

This position will lead and manage the graduate level programs of the Rensselaer @ Hartford Department of Engineering and Science, including all master's degree and certificate programs in the areas of engineering, computer science and information technology.

Responsibilities include leading the transition of faculty from purely clinical to a mix of tenured/tenure-track and clinical members; ensure continuous improvement of the faculty and the development of an externally-funded research portfolio; and develop degree and professional development programs to attract technical executives and other high-end professionals. This is a full-time, 12-month position.

Qualified candidates must have a Ph.D. in a technical discipline (preferably Chemical, Mechanical, or Electrical Engineering, or Computer Science/Information Technology) and significant and successful experience in at least 2 functional areas. A demonstrated record of publications and the acquisition of external research funding is essential, as is evidence of effective teaching at the graduate level. Applicants must also be tenurable at the rank of Full Professor.

We offer competitive salaries and an excellent benefits package that includes health, dental, life insurance, a retirement plan, tuition assistance and much more. Find out more details at: www.hr.rpi.edu

To apply, send a CV with a cover letter summarizing your qualifications to:
Alan Eckbreth, VP and Dean, Rensselaer at Hartford, 275 Windsor Street, Hartford, Connecticut 06120; or e-mail: hr@rh.edu

Applications material received by May 31, 2003 will receive full consideration.

Rensselaer, an equal opportunity /affirmative action employer,
particularly encourages applications from women and minorities.

CHAIRPERSON, DEPARTMENT OF ENGLISH

CHAIRPERSON, ESL DEPARTMENT

The Chairperson is responsible for the operation of the specific department including hiring and evaluating professional and support staff, assigning faculty to teach specific courses, planning and budgeting for department activities, providing student advisement, teaching up to nine (9) contact hours per semester, and actively participating on department, division and college-wide committees. A more complete listing of the principal responsibilities for each position can be found in the Job Announcement which will be provided on request.

Each position requires a commitment to the philosophy of a comprehensive community college, with three or more years teaching at the community college level, and five or more years of leadership and/or administrative experience working with diverse groups at the post-secondary level. Successful candidate must have demonstrated excellent written and oral communications skills, document the ability to build a team (i.e., motivating faculty and staff), and productive organizational skills. Grant writing and program development experience is desirable, as is flexibility and a willingness to learn and grow professionally, and must be professionally committed to student retention and success.

CHAIRPERSON of the ENGLISH DEPARTMENT also requires experience working with non-traditional students in a non-traditional setting, with current knowledge of best practices in English and/or Communication depts at the post-secondary level, and experience working successfully with remedial students at the post-secondary level. A Master's degree in English is required, doctorate is preferred. ***Position #12-M.***

CHAIRPERSON of the ESL DEPARTMENT also requires experience working with adult learners, and non-traditional students in a non-traditional setting, experience with non-native speakers and international students. Must be familiar with current federal rules and regulations governing the issuing of I-20s and other documentation, and requirements necessary for international students. Successful experience working with developmental students in a college setting using computer assisted instructional techniques necessary, with current knowledge of best practices in ESL depts as well as familiarity with current research dealing with language acquisition by adults. A Master's degree in TESOL or a related field is required, although a doctorate is preferred. ***Position #13-M.***

Salary range for each position is $54,104-$62,977. Interested individuals should send resume to the Human Resources Office at the address shown below, indicating position sought by code number, or via email to HR@middlesexcc.edu (in MS Word format). Resumes will be accepted until the positions are filled.

MIDDLESEX
COUNTY COLLEGE

P.O. Box 3050
2600 Woodbridge Avenue • Edison, NJ 08818

An Equal Opportunity/Affirmative Action Employer M/F/D/V

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

Nebraska
Lincoln

DIRECTOR

Office of Institutional Research and Planning

Applications and nominations are invited for the Directorship of the Office of Institutional Research and Planning for the University of Nebraska-Lincoln. A description of the position and application process is available on line at http://www.unl.edu/svcaa/priorities/irp.html. To ensure full consideration applications should be submitted by June 1, 2003.

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act; contact [illegible] Gude at (402)472-5264 for assistance.

Opportunities for Freelance Test Writing

ACT, Inc., is an independent, not-for-profit organization dedicated to providing assessment and research services in support of individuals making educational and career transitions.

To maintain and develop its diverse pool of English and Reading Test writers, ACT is recruiting secondary and postsecondary educators in the English language arts, and graduate students in related fields, who are interested in participating in the test development process by writing or reviewing test materials on an as-needed basis.

If you wish to be considered for such work, visit our website at
www.act.org/humanresources/item
or submit a cover letter and résumé to:

ACT
IBU Coordinator (32-56)
Education Division
P.O. Box 168
Iowa City, IA 52244-9946

ACT

Women and people of color are encouraged to apply.

ACT IS AN EQUAL OPPORTUNITY EMPLOYER

Associate Director of Multicultural Affairs

John Carroll University

The Office of Multicultural Affairs (OMA) promotes a holistic educational experience by fostering an appreciation of and respect for all cultures through on-campus programs, curricular development and the recruitment of students, faculty and staff of color (African America, Asian, & Pacific Islander, Latino/a and native American or Alaskan Native). The Associate Director will assist the director in fulfilling the mission of the office. Specifically, the Associate Director is responsible for enhancing the level of retention of students of color through various means, including academic advising, financial assistance, social support, and general counseling and guidance. The Associate Director will serve as an advisor to university-sanctioned organizations and activities. The Associate Director will also survey students on a regular basis, preparing an annual report regarding student satisfaction and retention trends. The Associate Director will perform additional duties as assigned by the Director of Multicultural Affairs.

Qualifications: The successful candidate should possess as a minimum a Master's degree and preference will be given to those with administrative and/or other experience with students of color.

Send vita or resume along with three professional references to:

The Director of Human Resources, Associate Director of Multicultural Affairs Position, John Carroll University, 20700 North Park Boulevard, University Heights, Ohio 44118. No phone calls please. JCU is an AA/EEOE.

The Jesuit University in Cleveland

USDA

United States Department of Agriculture

PUBLIC HEALTH POSITIONS

The Food Safety and Inspection Service (FSIS) employs nearly 11,000 people in a variety of positions nationwide helping to ensure public health. We employ Food Inspectors, Consumer Safety Inspectors, Veterinarians and more. Our employees are responsible for ensuring that the commercial supply of meat, poultry, and egg products moving in interstate commerce or exported to other countries is safe, wholesome, and correctly labeled and packaged. To learn more visit us at **www.foodsafetyjobs.gov** or call 800-370-3747.

U.S. CITIZENSHIP IS REQUIRED
USDA IS AN EQUAL OPPORTUNITY PROVIDER AND EMPLOYER

STONY BROOK

Dean, School of Nursing

Stony Brook University's Health Sciences Center invites nominations and applications for the position of Dean, School of Nursing. The Dean is the chief academic officer of the School of Nursing that enrolls 800 students, and offers programs leading to the Bachelor of Science and the Master of Science degrees. At the undergraduate level, the School offers a two-year program leading to licensure; a twelve-month accelerated program for students holding non-nursing degrees leading to licensure; as well as an on-site and distance education program for registered nurses. At the graduate level, students may select from the advanced practice roles of clinical nurse specialist/nurse practitioner or nurse midwife. Students select a specialty track from among adult health nursing in primary, acute, or critical care; child health; neonatal health; perinatal/women's health; psychiatric mental health; or family nurse practitioner. In addition, the School offers a post Master's advanced certificate program and an M.S. completion program. The new Dean will take a leadership role in guiding the School through the development and offering of a Ph.D. program in Nursing. The Dean of the School of Nursing reports to the Vice President of the Health Sciences Center, comprising schools of Medicine, Dental Medicine, Nursing, Social Welfare, and Health Technology and Management. The University also has a 504-bed, tertiary-care hospital and a nursing home. The Center enrolls 2,770 students (of which 2,008 are graduate students) and grants B.S. degrees and M.S. degrees in nursing, allied health professions, and social work as well as the M.S.W., M.S.W./J.D., Ph.D, M.D., MD/Ph.D. and D.D.S. degrees.

Required qualifications: Candidate must be a registered nurse and hold a doctorate degree in nursing or a related discipline, and demonstrate a minimum of five years of experience in academic nursing and higher-education administration.
Preferred qualifications: strong interpersonal and communication skills; involvement in an active research program; established record in obtaining external funding for research and program development; experience with the development of new and interdisciplinary programs, fundraising, and leadership roles inthe Nursing community.

A competitive salary commensurate with qualifications and experience will be offered, and includes anoutstanding benefits package. Please send all nominations and inquiries to: Craig Lehmann, Ph.D., Dean, School of Health Technology and Management, Chair, Search Committee for Dean, School of Nursing, HSC L-4, Room 178,
Stony Brook University, Stony Brook, NY 11794-8430. AA/EOE

For other job opportunities, see www.stonybrook.edu/jo

MILLERSVILLE
UNIVERSITY

ASSISTANT VICE PRESIDENT FOR STUDENT AFFAIRS (REVISED)

Millersville University of Pennsylvania invites nominations and applications for the position of Assistant Vice President for Student Affairs. Starting date will be Fall 2003.

Millersville University, one of 14 institutions in the Pennsylvania State System of Higher Education, is a highly regarded, comprehensive public institution with an enrollment of 7,500 students. It has been recognized as a top regional public institution in U.S. News and World Report and is listed in Kiplinger's among the 100 best public universities in the nation. The University is located in suburban Lancaster, a growing and diverse community, and within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches.

The Assistant Vice President for Student Affairs oversees the following Student Affairs programs/services: Career Services; Community Service; Student Programs (orientation, student organizations, programming, Greek organizations); Financial Aid; Student Center; Veterans Affairs and; Wellness and Women's Center. The Assistant Vice President also assists the Vice President for Student Affairs in managing the Student Affairs Division and serves in the Vice President's absence.

Requirements for the position are: Master's degree preferably in student affairs higher education or a related field; a minimum of five years of student affairs administrative experience which includes supervision of professional staff, record of leadership in developing and implementing successful programs, demonstrated knowledge of current student affairs issues; evidence of ability to work collaboratively with students, faculty and administration; evidence of a commitment to diversity and promoting a campus climate that encourages inclusion and participation by all students and, a successful interview.

Full consideration given to applications received by **May 19, 2003.** Please send letter addressing the requirements of the position, resume and the names, telephone numbers and e-mail addresses of three current and professional references to: **AVP for Student Affairs Search/HO0505, Office of Human Resources, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

An EO/AA Institution
www.millersville.edu

FACULTY OPPORTUNITIES

Mid-State Technical College, located in Central Wisconsin, offers Associate degrees and Technical Diplomas in 50 careers, as well as personal enrichment classes and contracted business services. Mid-State is seeking qualified applicants for these faculty positions beginning the 2003-2004 academic year.

- **Nursing Instructors**
- **EMT - Paramedic Instructor**
- **Urban Forestry Technician Instructor**
- **Automotive Technology Instructor**
- **Diesel & Heavy Equipment Technician Instructor**
- **Business Administration – Human Resources Instructor**

Faculty positions require a Bachelor's degree in an appropriate discipline; Master's degree preferred. Two years of relevant work experience are required and post-secondary teaching experience is preferred. For position descriptions and qualifications, please visit our web site at www.mstc.edu

Mid-State offers a competitive salary and a comprehensive benefits package. Please specify position for which you are applying. Applications accepted until positions are filled. Send letter of application and resume to: **Human Resources Office, Mid-State Technical College, 500 - 32nd Street North, Wisconsin Rapids, WI 54494; Fax: (715) 422-5414; E-mail: hrdept@mstc.edu**

Mid-State
TECHNICAL COLLEGE
Learning For Life

Equal Opportunity Employer and Educator

VACANCY ANNOUNCEMENT
PRESIDENT
CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE

Applications are being accepted for the position of President of Chattahoochee Valley Community College, Phenix City, Alabama. The College serves approximately 2,027 students with a staff of over 44 full-time employees, including a faculty of 25.

Qualifications: Successful administrative experience, including a minimum of 5 years of full-time administrative experience at the dean's level or above or the equivalent in a two-year college is desired. A master's degree is required. An earned doctorate is preferred. Candidates must possess experience and knowledge of the mission and role of public two-year institutions in general and of community colleges in particular.

The successful candidate must possess the following educational philosophy:

- Strong commitment to the community college concept and to quality education.
- Strong commitment to the professional development of faculty and staff.
- Strong commitment to the offering of programs that are relevant to the current needs of business and industry.
- Strong student-orientation, recognizing that all aspects of the college exist to facilitate learning and student development, so that the student obtains the optimum level of competency and is kept informed of progress.

The Alabama State Board of Education seeks an individual with the following characteristics:

- Demonstrated sensitivity to all facets of the community, including the needs of the various groups of which it is comprised.
- Demonstrated ability to communicate well, both orally and in writing.
- Demonstrated ability to work as a team member, including all segments of the college faculty, staff, students, and governing boards.
- Demonstrated leadership, decision-making, and coordinating abilities in the college and community.
- Demonstrated ability to project a positive public image.
- Demonstrated knowledge of academic transfer programs and evidence of ability to work with four-year institutions.
- Demonstrated knowledge of career/technical programs, and evidence of ability to work with business and industry in meeting their employment needs.

Applications: Applicants must submit an official presidential application form and a comprehensive resume or curriculum vitae, as well as a list of five references, including addresses and telephone numbers, and addresses of current and immediate past employers. Finalists will be required to furnish official college transcripts, medical examination report, and submit to a criminal background check. For consideration as an applicant for the position, a complete application packet must be postmarked on or before May 31, 2003. The successful candidate must be available to assume the position within a reasonable time. Application forms may be obtained by writing to the address below, or on the Department website at **www.acs.cc.al.us** under Human Resources/DPE Careers. Application materials should be submitted to:

Dr. Roy W. Johnson, Chancellor
Alabama Department of Postsecondary Education
Division of Legal and Human Resources
401 Adams Avenue, Suite 280
Montgomery, Alabama 36104

Questions regarding the application and selection processes may be referred to the Division of Legal and Human Resources, Alabama Department of Postsecondary Education. The telephone number is (334) 242-2983.

Salary: Salary is dependent upon qualifications and experience. A salary range of $90,867 to $111,411 and other allowances are provided. Benefits include an excellent retirement plan, health insurance, and others.

Selection process subject to Alabama Sunshine Law. The Alabama State Board of Education is an equal opportunity employer and is seeking applications in particular from black persons and women, including black women.

Ana G. Méndez
University System
Turabo University-
Gurabo, Puerto Rico

Position: Assistant/Associate/Full Professor - IT/MIS Full Time Faculty Position

Department: School of Business

Date to start: August 2003

Turabo University is a co-educational private institution located near San Juan between the municipalities of Caguas and Gurabo. It has an enrollment of approximately 10,000 students with over 1,000 in graduate studies. The School of Business is in candidacy for AACSB accreditation. Besides undergraduate programs, the school offers masters degrees in management, and is starting a doctoral degree programs.

Our university is nearby recreational facilities, museums, beaches, rain forest, and sports venues (including major league baseball). Puerto Rico is in a temperate tropical zone with abundant rainfall and daily sunshine.

Position description: The Assistant/Associate/Full Professor will be responsible for teaching a combination of master level and doctoral level courses. This person will offer a maximum of nine credits during each semester. Involvement in and contribution to the College's AACSB candidacy process is expected. We seek creative, highly qualified intellectual contributors who will perform innovative research. Development of extramural research funding is highly desirable. Fluency in Spanish is a plus.

QUALIFICATIONS

- ☐ Ph.D or DBA in Management Information Systems/Information Technology
- ☐ Some teaching experience in undergraduate level desirable
- ☐ Must meet AACSB criteria to be "academically qualified", instructional current in the fields of information system modeling, and/or IT Policy and Strategy

Position: Assistant/Associate/Full Professor - Management Full Time Faculty Position

Department: School of Business

Date to start: August 2003

Turabo University is a co-educational private institution located near San Juan between the municipalities of Caguas and Gurabo. It has an enrollment of approximately 10,000 students with over 1,000 in graduate studies. The School of Business is in candidacy for AACSB accreditation. Besides undergraduate programs, the school offers masters degrees in management, and is starting a doctoral degree programs.

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Position description: The Assistant/Associate/Full Professor will be responsible for teaching a combination of master level and doctoral level courses. This person will offer a maximum of nine credits during each semester. Involvement in and contribution to the College's AACSB candidacy process is expected. We seek creative, highly qualified intellectual contributors who will perform innovative research. Development of extramural research funding is highly desirable. Fluency in Spanish is a plus.

QUALIFICATIONS

- ☐ Ph.D or DBA in Management
- ☐ Some teaching experience in undergraduate level desirable
- ☐ Must meet AACSB criteria to be "academically qualified", instructional current in the fields of Business Strategy and/or Entrepreneurship

If you are qualified and interested in becoming part of the Ana G. Méndez University System, please send your confidential resume and salary history to:

Marcelino Rivera, Dean School of Business
(Specific Position Title)
Turabo University,
P.O. BOX 3030
Gurabo, PR 00778-3030
or e-mail: ut_mrivera@suagm.edu

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M/F/V and Americans with disabilities.

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Program, the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Christos M. Cotsakos College of Business
Russ Berrie Institute for Professional Sales

The Russ Berrie Institute for Professional Sales invites applications for three tenure-track faculty positions in the area of Professional Sales, beginning September 1, 2003. An earned doctorate in Marketing or a related field, with an emphasis in sales management, from an AACSB accredited University, evidence of teaching excellence, and an established record or promise of research and significant achievement in scholarly activity is required. Three to five years of direct sales experience is preferred.

Send a letter of interest, curriculum vitae and three letters of recommendation to **Dean Jess Boronico, William Paterson University, 1600 Valley Road, Wayne, New Jersey, 07470.** Review of applications will begin immediately and continue until the positions are filled. WPUNJ is an affirmative action/equal opportunity employer. Women, minorities, and under-represented groups are encouraged to apply.

William Paterson University
WAYNE, NEW JERSEY

THE COLLEGE OF
WOOSTER

Director of Physical Education, Athletics, and Recreation

The Director is responsible for the administration and supervision of all aspects of the program, including the academic minor and instructional programs in the Department of Physical Education; intercollegiate and intramural athletics; recreational programs; athletic facilities; fiscal management; and the evaluation of approximately 45 full-time and part-time staff members. The Director is expected to demonstrate leadership in defining and articulating the role of physical education and athletics in the educational program of a NCAA Division III institution. This is a twelve-month position, with the expectation of teaching an academic course or coaching, as appropriate. The Director has faculty status and reports to the Vice President for Academic Affairs. **Expected hiring date: July 15, 2003**

Qualifications: Master's Degree, teaching and coaching experience in physical education/athletics, preferably in the context of a liberal arts college, and demonstrated ability to work with coaches, athletic staff, faculty and students.

The College of Wooster is an independent, selective, nationally recognized college of the liberal arts and sciences with well over a century's commitment to excellence in undergraduate education. The College of Wooster is located in northeastern Ohio, approximately one hour south of Cleveland and an hour and a half northeast of Columbus. The College has 150 faculty members and a student body of 1800 students who come from virtually every state and over three dozen other countries. The College is a member of the North Coast Athletic Conference and its varsity programs include eleven sports each for men and women.

The College values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of making appointments without regard to age, sex, race, creed, national origin, disability, handicap, sexual orientation, or political affiliation. Employment is subject to federal laws requiring verification of identity and legal right to work in the United States as required by the Immigration Reform and Control Act.

Please send a letter of application, resume, transcripts and three letters of recommendation to

Professor Hayden Schilling, Chair of the Search Committee,
Department of History
The College of Wooster
1189 Beall Avenue, Wooster, OH 44691-2363

Applications received by June 1, 2003, will receive full consideration.

The College of Wooster is an Equal Opportunity, Affirmative Action Employer

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UNIVERSITY of ARKANSAS

Residence Life: Residential Director. The University of Arkansas seeks applicants for this position of Residential Director for two residential facilities. This is a full time, live in position responsible for initiating and supporting intentionally structured student programs to aid academic and social development through activities, programs, and faculty interaction that support desired student development, student involvement progression, and student learning outcomes. He/she is responsible for supervision of desk assistants and resident assistants, collateral assignments and other duties as assigned.

Qualifications include: Bachelor's degree required plus three years experience in program administration or related area, including one year in a higher education environment; Master's degree in CSP or related discipline preferred.

Applications will be accepted until the position is filled. Send letter of application, resume, and names and phone numbers of three references to: Residential Director Search Committee; Heather Schneller; 900 Hotz Hall; Fayetteville, AR 72701. For more information about the University of Arkansas, please check the university's Web site at **www.uark.edu**.

The University of Arkansas is an Equal Employment Opportunity Employer.

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SALEM
COLLEGE

Coordinator for English as a Second Language Programs

Salem College, a liberal arts college for women, seeks faculty coordinator for new ESL programs (graduate and undergraduate) to begin fall 2003. Full-time 9 month position with optional summer employment. Teaching experience with P-12 ESL populations and eligibility for NC licensure required. Terminal degree/successful higher education teaching preferred. Duties will include course instruction, student recruitment, supervision of practicum experiences, service to the College, and scholarship activities. Submit letter of application, vita, transcripts, list of three references, and statement of teaching philosophy to **ESL Search, c/o Dr. Robin Smith, Director of Teacher Education and Graduate Studies, Salem College, Winston-Salem, NC 27108-0548 (smith@salem.edu).** Screening begins immediately and will continue until position is filled. AA/EOE

Director, Department of Resident Life

The University of Maryland is a Research 1 Institution and the flagship of a statewide system of public higher education in Maryland, offering a comprehensive undergraduate and graduate program organized in 13 colleges and schools, and enrolling approximately 25,000 undergraduates and 8,000 graduate students. The 1,500 acre campus is located in a suburban environment inside the Washington D.C. beltway and 30 miles from Baltimore. For more information about the University of Maryland and the Division of Student Affairs, please consult the institution's web site at www.maryland.edu.

Reporting to the Assistant Vice President for Student Affairs, the Director of Resident Life provides overall direction, leadership, management, and strategic vision to a department responsible for an undergraduate residence hall program housing approximately 10,000 students in traditional halls, apartments, suites and two private/public partnership properties. The Director will serve, along with twelve other department heads, as a member of the Vice President's divisional leadership team and will confer with her as necessary on policy and procedural issues as well as program development priorities.

The Director is responsible for collaborating closely with colleagues in various departments across the Division and the campus to promote the growth and well-being of students, to ensure the availability of rich co-curricular experiences, to support and enrich the University's educational mission, and to effectively meet the needs of a diverse student population and workforce. In addition, an ability to effectively promote established living-learning programs in coordination with institutional academic units and promote other initiatives designed to enhance the overall educational experience of residents is necessary.

Requirements for the position include an advanced degree in a relevant discipline (doctorate preferred); demonstrated leadership skills with a record of successful administrative achievements and previous experience as a member of a residence hall management/leadership team at a mid-size or larger university; a minimum of eight years full-time residence hall related administrative and/or supervisory experience; demonstrated commitment to university programs, policies, and services intended to maximize student personal growth, education and development; general and financial management experience; ability to work within a collaborative environment; and a record of fostering student success and meeting diversity goals. Candidates must demonstrate an understanding of student needs, diverse student populations, relevant legal/risk management parameters, and the management of residence halls.

Salary will be commensurate with qualifications and experience. Women and minority applicants are especially encouraged to apply. Review of applications and nominations will begin on June 6, 2003, and will continue until the position is filled. Position appointment date is negotiable.

Applications, including a cover letter, a curriculum vitae and a list of four professional references, with names, addresses and telephone numbers, should be addressed to:

Search Committee for Director
Department of Resident Life
Dr. James Osteen, Director
Stamp Student Union and Campus Programs
University of Maryland
1136 Stamp Student Union
College Park, MD 20742-4611

The University of Maryland is an
Equal Opportunity Employer

UNIVERSITY OF
MARYLAND

UNIVERSITY OF
WASHINGTON

Seattle, Washington

Vice President for Human Resources

The University of Washington, one of the nation's foremost public universities, seeks applications for the position of Vice President for Human Resources. The University of Washington is a comprehensive institution that integrates its research, teaching, and public service missions. Its faculty of 3,400 offers instruction in more than 100 academic disciplines to over 40,000 students in sixteen schools and colleges on three campuses. Its internationally acclaimed faculty includes five Nobel Laureates. A support staff of nearly 15,000 contributes to its excellence. For more than thirty years, it has been among the country's top five institutions in the dollar value of federal research grants and contracts awarded to its faculty. The institution operates the University of Washington and Harborview Medical Centers, annually providing more than 200,000 days of patient care and recording more than 300,000 visits to their outpatient clinics.

An energetic leader with demonstrated knowledge and skills, the Vice President will enhance a strong human resources organization to help further achieve the missions of the University. Central to the position is a service orientation to support faculty and staff. The Vice President must also possess the vision necessary to plan and implement strategies for the long-term benefit of the institution and its stakeholders. Functional responsibilities include temporary and permanent staff employment, wage and salary administration, labor-management relations, training and development, employee relations, work/family services, and faculty and staff employee benefits. The Department of Human Resources consists of approximately 132 full-time equivalent staff. The Vice President for Human Resources reports to the Executive Vice President.

This position requires a bachelor's degree with an advanced degree preferred. The strongest candidates will have ten years of experience, with at least five years in significant managerial roles. Applicants should demonstrate progressive responsibility and achievement in a complex, decentralized organization of 5,000 or more employees (higher education setting preferred). Candidates should also hold subject specialty knowledge in several of the following areas: labor-management relations, compensation, organizational training and development, employment, employee benefits, employee relations, and information technology. Applicants will demonstrate success in leading and motivating staff, as well as leading and managing change and improvement efforts. Excellent written and oral communication skills are essential, as is a strong commitment to diversity in employment. Of equal importance is an engaged and positive approach promoting teamwork and innovative human resources practices.

For more information about the University of Washington, please visit the University's website: http://www.washington.edu

Please send applications and nominations as soon as possible, with current resume, salary history, and names of three references:

Judith Auerbach, President
Auerbach Associates/University of Washington
65 Franklin Street, Suite 400
Boston, MA 02110
Fax: (617) 451-5199
Email: sara@auerbach-assc.com

The University of Washington is an affirmative action, equal opportunity employer and encourages the nomination and candidacies of women and minorities.

LONG ISLAND UNIVERSITY

SOUTHAMPTON CAMPUS

PUBLIC SERVICE LIBRARIAN

Long Island University is seeking a Public Service Librarian responsible for reference & instructional services; participation in collection development; bindery preparation; and web design & content. This is an evening and weekend tenure-track position. ALA accredited MLS required, some academic library experience preferred. Strong public service orientation and the ability to be flexible, adaptive, and work independently & cooperatively are essential. Instructor rank or higher depending on qualifications. Salary set by collective bargaining agreement. Send cover letter and resume with names and addresses of three professional references, by **May 30, 2003,** to: **Robert Gerbereux, Director of the Library, Southampton College/LIU, 239 Montauk Hwy., Southampton, NY 11968.**

LIU is an Affirmative Action/
Equal Opportunity Institution.

YORK COLLEGE
The City University of New York

ANTICIPATED TENURE TRACK OPENINGS FOR FALL 2003

York College seeks qualified applicants
for the following faculty positions:

- **ASSISTANT PROFESSOR, Accounting**
- **ASSISTANT PROFESSOR, Communications Technology**
- **ASSISTANT PROFESSOR, Fine Arts**
- **ASSISTANT/ASSOCIATE PROFESSOR, History**
- **ASSISTANT PROFESSOR, Music**
- **ASSISTANT PROFESSOR, Microbiology/Immunology**
- **ASSISTANT PROFESSOR, Political Science**
- **ASSISTANT PROFESSOR, Social Work (2 positions)**

For additional info and complete list of available faculty positions, see www.york.cuny.edu/~hrr click on 'Job Listings' & 'Faculty Openings'. Applications encouraged by May 26, 2003.

THE COLLEGE OF
WOOSTER

Chemistry
2-Year Post-Doc

Beginning August 4, 2003

See full description at:
http://www.wooster.edu/on campus/empopp.html.

Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail

Linda Farmer
330-263-2133 or
vpaa@wooster.edu

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SUMMER 2003

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International Studies Association
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 794-0980
FAX: (201) 794-6019

Also visit our Website:

www.4isa.org

TALLAHASSEE COMMUNITY COLLEGE
It's for you.

VICE PRESIDENT & CHIEF FINANCIAL OFFICER

Tallahassee Community College is seeking qualified candidates for the position of Vice President and Chief Financial Officer serving a diverse student population of over 12,500 students each semester and a current operating budget of $42 million.

Tallahassee Community College
Tallahassee Community College, Florida's capital city community college, was recently listed 22nd among the nation's top producers of A.A. graduates. The College offers post-secondary instruction of the highest quality for citizens of Leon, Gadsden, and Wakulla counties-the primary service area-along with students from throughout the state, nation and world. Approximately 80 percent of TCC's enrollment is in the Associate in Arts transfer program. The largest feeder institution to Florida State University, TCC also has an excellent relationship with Florida A&M University and other universities in Florida. Nearly three-fourths of the College's A.A. graduates transfer into the State University System the next year, the highest percentage in the Florida Community College System.

Position
Responsible for the leadership, direction, and oversight for programs and policies of the administrative and financial functions of the College, the Vice President & Chief Financial Officer reports to the President and is part of a dynamic, creative executive team. The Vice President has the primary responsibility for activities within the areas of budget; financial services; facilities services, construction/renovation; administrative services; Campus Police; and Human Resources. This position formulates policies and guidelines pertaining to financial planning and implementation; provides administrative leadership overseeing organizational structure and the development and allocation of resources for the College. Tallahassee Community College seeks candidates with a commitment to enhancing the 'learning college' focus of the college; extensive experience and competency in financial management, with experience in higher education a primary asset, strong interpersonal skills for consensus building; ability to communicate complex financial issues; thorough knowledge of administrative systems; and successful leadership in fund accounting.

Qualifications
Masters degree in a related field and five years administrative financial management experience. Strong preference will be given to candidates with significant institutional, campus-based experience; community college experience is an additional plus.

Application
The College offers a competitive salary and an attractive benefit package. Interested applicants should submit a letter of interest, resume including names and contact information of three professional references, a one-page statement of your financial and management philosophy and a copy of graduate level transcripts. Relevant supplemental material is encouraged. Anticipated start date July 1, 2003. Application materials will be accepted until 5 p.m. on Friday, June 6, 2003 at: Human Resources, Tallahassee Community College, 444 Appleyard Drive, Tallahassee, FL 32304-2895, 850.201.8510, www.tcc.fl.edu

To request an accommodation to participate in the application/selection process, notify the Human Resources Department at 850.201.8510, TDD 850.201.8491, or FL Relay 800.955.8771.

Tallahassee Community College is an Equal Opportunity/Affirmative Action Employer. Equal Opportunity will be afforded regardless of race, color, religion, national origin, political affiliation, disability, age, gender, or marital status. All persons are encouraged to apply.

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Connecticut's Community Colleges are seeking graduate students interested in Administrative or Teaching Fellowships through the

Connecticut Community Colleges

Minority Fellowship Program

- Experience the excitement and challenges of the two-year college sector where 50% of the nation's undergraduates begin their higher education.
- Gain valuable professional experience.
- Enhance the ethnic, racial, and intellectual diversity that the colleges seek to promote. (Emphasis will be placed on increasing the participation of African American and Hispanic applicants in the program).
- Serve as a role model for students.
- Develop professional relationships in your field.
- Earn financial support for your educational expenses: $3,000 per semester.

The selected candidates should be currently enrolled at least in the second year of a graduate program. All candidates should be in good academic standing, willing to spend 6 hours per week in classroom-related activities or in a structured administrative setting under the direction of a mentor. These individuals will be involved in faculty and staff meetings, Minority Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, System Officer for Equity and Diversity Awareness, Connecticut Community Colleges, Board of Trustees, 61 Woodland Street, Hartford, CT 06105, (860) 725-6606.

The Board of Trustees is an affirmative action/equal opportunity employer. M/F

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¡PUNTO FINAL!

COMMUNITY COLLEGE

Dr. Eduardo J. Padrón is president of Miami-Dade Community College.

Last fall, I attended the President's Economic Forum at Baylor University in Waco, Texas, where participants discussed new ideas to energize the U.S. economy.

Among the members of my panel were Cisco Systems President and CEO John Chambers and The Home Depot Chairman, President, and CEO Bob Nardelli. Both expressed the need to hire thousands of workers in the near future, many of them highly skilled.

The Home Depot opens a new store every 43 hours; 200 new stores will open this year. The company will need to hire 40,000 people by the end of 2002. Cisco, too, constantly needs people who have the latest technical and business training. Both men had a clear understanding of the role that education and workforce development play in the economy. Most new jobs–80 percent, according to the U.S. Department of Labor–require a postsecondary education; a high school diploma is no longer enough to enter the workforce successfully.

The CEOs recognized that community colleges are the single most important educational engine in stimulating economic development. The colleges play a leadership role in providing state-of-the-art training for jobs that are in high demand by varied industries. Providing that opportunity has long been a quest at the nation's community colleges. It is important that all of higher education be more closely aligned with and responsive to workforce development needs. The key ingredients in today's global economy are flexibility and adaptability, and they apply to higher education as well.

In the future, most workers will be minorities and women. To be competitive worldwide, our nation needs to open opportunities for and train those minorities and women. That is no longer just the right thing to do; it is an economic necessity.

The most important thing our government can do is empower Americans to succeed in our new economy by addressing workforce and training needs and ensuring that no American is left behind. Many high-paying jobs are now out of reach to Americans because of lack of training.

While yesterday's worker could spend an entire lifetime in a single company or industry and gradually become a member of the middle class, today the average job tenure for the American worker is 3.5 years, according to the Bureau of Labor Statistics. Between the ages 18 and 34, people change jobs nine times. Today's economic climate suggests that the search for occupational and economic security will continue to be demanding as people move into their middle years.

Our experience at Miami-Dade Community College, the nation's largest community college with more than 160,000 students enrolled, reflects that. Our students' average age is 27, and more than 70 percent attend part time. Half are in school seeking upgraded skills and a better job. Perhaps most significant, over half are the first in their families to go to college. Opportunity is the baseline requirement.

Over the past four years, M-DCC has developed more than 50 new professional programs ranging from four-month certifications to two-year associate's degrees to a new four-year baccalaureate program in teacher education. The latter responded to a dire need for teachers in South Florida. All of these programs are linked to the emerging economy of our region.

Close to one-half of Americans in higher education attend a community college because of the flexibility and responsiveness these institutions have shown to the workplace. Not only are our students transferring to the finest four-year schools in the country, they are also fueling regional economies with up-to-the-minute skills in newly developing fields.

To be successful in this new economic environment, all the players are required to wield a new brand of adaptability and flexibility. It is not enough to learn the skills of your trade or profession. The core skills are about building relationships, solving problems, and breaking new ground. They are characterized by a command of language, both oral and written, critical thinking ability, interpersonal skills, and, of course, the fundamentals of navigating technologically in a chosen field.

These are the tools of the lifelong learner. Higher education sits in the middle of a dynamic continuum with high schools and business and industry. To best serve our youth and working students, practical relationships–relationships that develop meaningful and relevant curriculum and place students in high-demand areas of the economy–are fundamental to the process. Successful workforce development depends on seamless and coordinated transitions between all the key partners.

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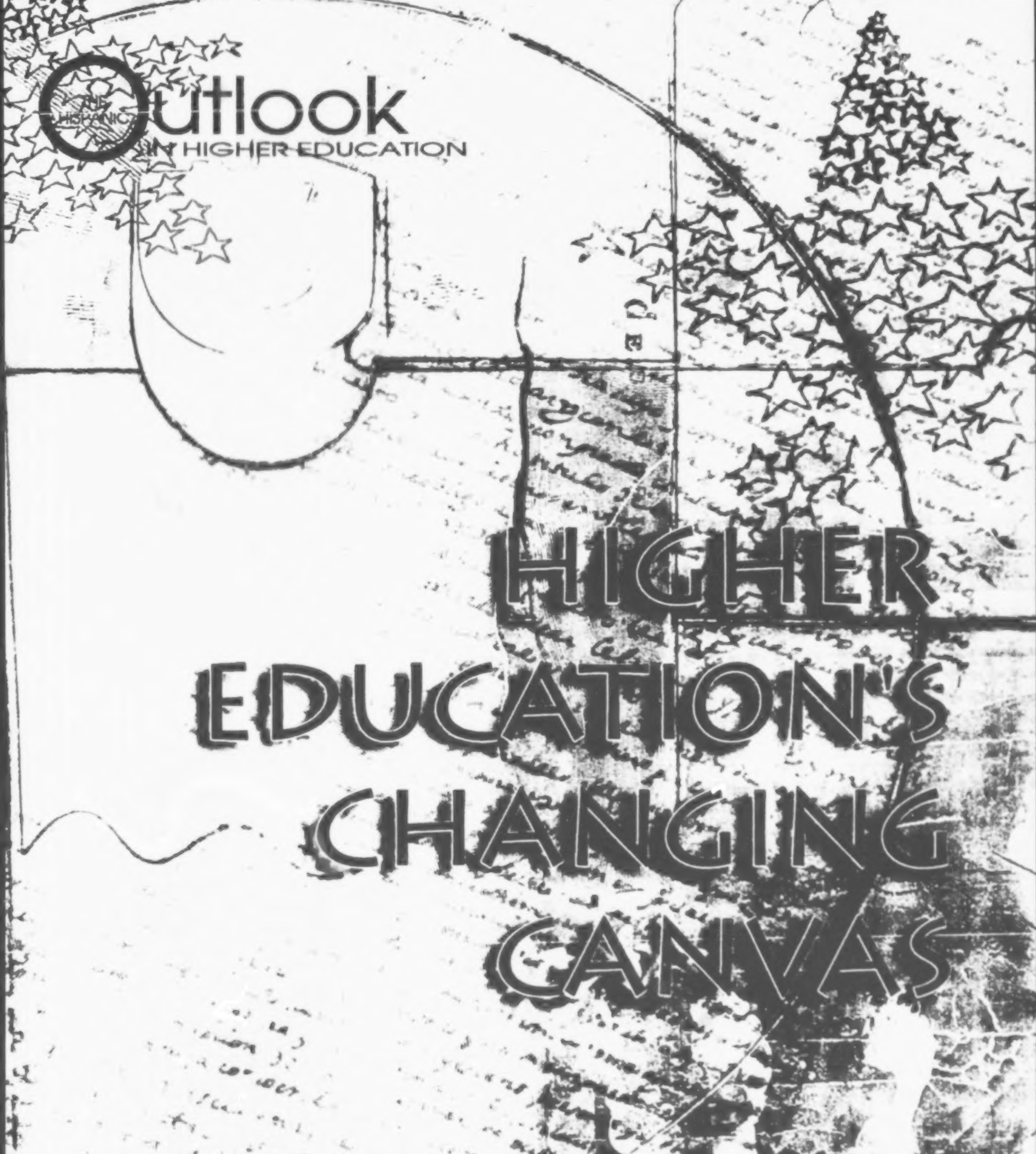
The Hispanic Outlook in Higher Education



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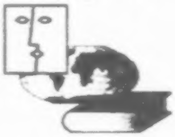

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¡PUNTO FINAL! back cover

My New Understanding of Latina Culture

Cover Photo Courtesy of Evolución © 1998 by Orlando Agudelo-Botero

Esquina Editorial

There's one old soldier who won't be at his town's Memorial Day service this year–the late Joe Rodríguez, a U.S. Marine in World War II and a member of the platoon that raised the American flag at the top of Mount Suribachi in Iwo Jima. More than 6,800 U.S. Marines, soldiers, and sailors and an estimated 20,000 Japanese defenders were killed in the battle of Iwo Jima, a volcanic island of only eight square miles.

Joe Rodríguez died at the Veteran's Hospital in Ann Arbor on February 23–the anniversary of the historic flagraising. His obituary in the *Ann Arbor News* said that he was born in Buda, Texas, in 1925, moved to Michigan, worked as a cement finisher with Local 14 and coached sports on the side, "touching the lives of many" for more than 55 years.

El español didn't get much respect in *el norte* back when Joe Rodríguez was born; some of our contributors say they were forbidden to speak it in grade school, even on the playground, but perhaps its fortunes here are about to change. Our current issue features tales of its set-upon past, its controversial present, and its overwhelming popularity today with non-Hispanic college students throughout the U.S.

Nuestra próxima edición brings you news of another former military man, U.S. Surgeon General Richard Carmona, and describes the *oportunidad* that awaits Hispanics in nursing, pharmacy, speech/language/hearing, and other health-related fields.

The need is immense and salaries can be *muy atractivos*, especially in this economy, with RNs in New York being offered $50 to $70K for starters. Minorities especially welcome.

Enjoy *la primavera!*
Suzanne López-Isa
Managing Editor

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Ed Garza

Mayor of San Antonio

by Roger Deitz

Ed Garza was 32 years old when he was elected mayor of San Antonio, May 5, 2001. That gave Garza the distinction of being the youngest person to attain that important elected office in modern times.

Yet, there was another impressive honor in his victory. Ed Garza won the election by garnering a cross-section of community support from various segments of the electorate. Not only had he done well among Hispanic voters (as had former high-profile mayor Henry Cisneros, the first Hispanic mayor of modern-day San Antonio), Garza had gone a step beyond that, attracting a substantial number of votes from Anglo voters, something Cisneros had never been able to do. As a result, Garza prevailed not only on the West and South sides of San Antonio, but won on the North Side, with the help of the many Anglos voters who opted for him.

Historically, in mayoralty elections, Hispanics had, by and large, not fared well seeking office, failing to command enough of the city's 60 percent Hispanic vote or failing to build a successful diverse coalition. There are many different interests among the Hispanic community, just as there are among the population of the entire city.

Today, with Garza, San Antonio has a mayor for all the people. Garza's agenda for San Antonio focuses on economic, urban, and human development policies that build on the region's existing assets. His goals include expansion of high tech and biomedical industries; development of a skilled, well-paid workforce; the revitalization of older neighborhoods and commercial corridors; modernization of local government; and the creation of new economic generators to support balanced growth.

A native of San Antonio, Garza graduated from Thomas Jefferson High School and still lives in the same historic Woodland Lake neighborhood where he grew up.

Garza studied business administration at the University of Texas at Austin and earned a bachelor of landscape architecture degree and a master of science in land development from Texas A&M University. He served two terms as a representative on the San Antonio City Council, and taught as an adjunct professor at the University of Texas at San Antonio and at St. Mary's University.

His honor the mayor begins with an observation about San Antonio and its very unique citizenry. Garza tells *The Hispanic Outlook*, "I think there has been a progressive appreciation and understanding of diversity of cultures because San Antonio's history has allowed the people that live here to appreciate the strengths of diversity, whether it's in our neighborhoods, the workplace, or our schools. While we still have challenges to overcome, we are ahead in that understanding, compared to other cities across this country."

As a native of San Antonio, Garza says he has been around its civic circles for a number of years. Elected to the City Council in 1997, he served on various civic boards prior to that. He recalls, "Pretty much all my life I have been living and breathing our city, and observing the opportunities and challenges that we currently face. I also grew up in a neighborhood that was a neighborhood in transition–it represented perhaps something that was more visible in the '30s and '40s and '50s, a segregated community built **not** to encourage diversity. But I had the good fortune to grow up in that neighborhood in the '70s, and to still see hints of the past, with the challenges of the demographic trends, in the transition that was taking place."

The mayor reflects on these neighborhoods in transition, and on the overall growth of San Antonio. He observes, "I think the fact that it has a history that young individuals can learn from is significant–how it was once segregated, but today represents people with a multicultural, diverse background economically."

"I think it is important that we understand our past, understand the challenges we dealt with as relates to diversity, but at the same time understand that we have challenges still ahead of us. San Antonio has been a city that through the decades has been able to transition into that acceptance, and use it as an advantage.

"One of the things that we heard, and we continue to hear from those that relocate or invest in San Antonio, from a business standpoint, is that they see our city representing the future. This is because of how we have been able to assimilate and cooperate in moving our city forward under this diversity."

Garza studied business administration at UT-Austin and earned a bachelor of landscape architecture degree and master of science in land development from Texas A&M.

Corporate interest in San Antonio is helping to grow the city. This is validating Garza's assertion that big business sees San Antonio as the future. His economic plan for his city was given a boost recently with the announcement that Toyota will build a new assembly plant in San Antonio.

"This is an excellent example of a company that chose San Antonio because of its geographic situation and demographics," the mayor suggests, "geographic in the sense of its placement along the North American trade corridor, and, from a demographic standpoint, because of the growing Hispanic American population.

"These are key areas that companies are looking at in terms of future growth-where they expect the growth to occur in American cities of the future. And for right now, there will be good jobs. There are going to be 2,000 direct jobs that will be paying in the range of $50,000 to $75,000 a year for skilled workers in the manufacturing sector. So it will allow another wave of opportunity for individuals and families to become independently well off from a financial standpoint, and be productive consumers in our community.

"This middle class will encourage the predominantly Hispanic employee to purchase products that traditionally other ethnic groups have enjoyed. That will encourage more diversity in our community, and any time you have the economic resources, you have more options. Economic opportunity leads to better and stronger diversity."

Toyota is a significant step in the right direction, but there have been further successes as well. Garza continues, "We are seeing interest from individuals in companies from across the country. Not just Toyota, but, for example, the development of a PGA Village golf resort in San Antonio. Then we have the Dallas Cowboys wanting to move their training camp to San Antonio...we have pretty much solidified that.

"These are the kinds of things that show that people believe in San Antonio because of its ability to demonstrate what this country is moving towards in terms of diversity in the future. We wouldn't be able to do those things without preserving the quality of life of our community. And we've been working very hard at promoting balanced growth.

"Our city has seen more growth to the northern half of the city, which traditionally has been not as accessible to minorities. We in turn are seeing more diversity to the northern side of our city. What we are also doing, and Toyota will help us accomplish that, is to create opportunity in the southern sector of San Antonio, create vibrant healthy neighborhoods that are multicultural, multi-income, and mixed density, based on the traditional design of some of our older neighborhoods.

"We are learning from the stories of some of our most historic neighborhoods that were segregated, and applying those lessons to new dynamic neighborhoods that are being built in the traditionally underserved part of our city. That's also a big push toward overcoming some of the either real or perceived obstacles that have been in the way of encouraging opportunity and economic diversity in our city."

The mayor also listens carefully to the people of his city. Any citizen can add his or her thoughts for his consideration because the San Antonio city Web site has a link that allows feedback by way of a page where one can write an e-mail to the mayor. "And I read them," says Garza.

"We are a big city. We are the eighth or ninth largest city in America, but one of our qualities, and one of the qualities of life we want to preserve, is the community feel. Part of that begins with the mayor's office being accessible, but also, being vocal and visible on issues that the average person is concerned about. While I do not lose focus of my priorities in being mayor, and being a spokesperson on a national or international level, I can not forget the people who are going to allow myself and the city and the vision of the board to be heard. Being inclusive, gauging our community, is so important to realizing what we want to accomplish collectively.

"The other emerging forces defining San Antonio are security and wellness. In a sense, San Antonio will help contribute towards defining our country, aside from the demographic and geographic shifts that we are capitalizing on. San Antonio will play a lead role in the development in the industries of security and homeland security and wellness. We have four active military installations in San Antonio. Our largest industry is biomedical and health care. Those two major areas combined are creating some wonderful opportunities.

"In health care, we have a world-class medical center, but we also have world-class assets in other areas. In the medical sector, we have two number one trauma centers in San Antonio. We focus on information security technology, a partnership with the military. We have some of the most modern and critical infrastructures for information security and cyber security that business will be looking for more in the future as our world continues to adjust to terrorism and other emergency situations."

In conclusion, Garza notes, "This is a city that has a community feel with all the advantages of a large city. It has family- and faith-based oriented neighborhoods that are defined by churches and neighborhood high schools. These all combine to give them and the city of San Antonio a special identity, and I think for a city of 1.2 million people, that's pretty unique. We are also fortunate to be an old city, a historic city with a lot of old neighborhoods to learn from and learn by, addressing some of the challenges of being the city of the future.

"I think all of those dynamics make it very rewarding and challenging for any citizen growing up–to think about what part they will perform in contributing toward that future role that San Antonio will play."

Periodically

"The Hispanic Power Outage"

National Journal,
vol. 34 Issue 49, p. 3618, 12/7/02

by Mary Ann Cooper

With their new status as the largest minority in the United States, Hispanics were under the microscope in last fall's election. Analysis was conducted to see the impact this demographic had on turnout and candidate success. The answer, according to "The Hispanic Power Outage" by William Schneider, is surprising and troubling to those hoping to harness a Hispanic political power base.

According to the *National Journal* report, a concerted effort was made to reach out to Hispanic voters across the country. "A record $16 million was spent on Spanish-language television ads, according to the Hispanic Voter Project at Johns Hopkins University. Three times as many candidates ran Spanish TV ads than in any previous election year," explains Schneider. "What did all that attention result in? Some big surprises."

Schneider quotes a Democratic political consultant who paints a gloomy picture of Hispanic influence on the political landscape. "I think the 2002 elections were definitely a negative factor for the development of Latino political power in the United States," said Sergio Bendixen at a conference on Hispanic voters last month in Baltimore. "Everybody agrees Latino turnout was down in California, down in Florida, down in Colorado."

The author cites California as an example of something that is systemic in the voting circles of Hispanic populations. Using *Los Angeles Times* exit polls as an indicator, Schneider says, "the Hispanic share of the vote in the state dropped for the first time since 1986. In 1998, Hispanics accounted for 13 percent of the California vote. This year, they accounted for 10 percent." He notes that the African American voters stayed away from the polls in even greater numbers. The numbers dropped from double digits (13 percent) in 1998 to single digits (4 percent) in 2002. On the flip side, voting by Whites actually increased in 2002, "from 64 percent to 76 percent."

According to Schneider it was a case of a plague on both houses that kept Hispanic voters home on Election Day. According to the *Los Angeles Times*, "350,000 fewer Hispanics voted this year in California than did four years ago." Gray Davis was re-elected as governor of California but wound up with well over a million and a half fewer votes than he got in 1998. His opponent Bill Simon Jr. came up 400,000 votes short of the sum he received as the GOP gubernatorial candidate in 1998. Schneider writes, "The *Times* says that a 'mass voter boycott' took place in California, especially among minorities."

The conclusion can't be drawn, however, that the apathy of Hispanic voters had to do with them being ignored. Schneider contends nothing could be further from the truth. When all was said and done, Gov. Davis had poured $1.7 million in ads targeted toward Hispanics, but he got fewer votes, overall and "his share of the Hispanic vote was down from four years ago (71 percent in 1998; 65 percent in 2002)."

Schneider gives examples of how this pattern was repeated elsewhere during the campaign of 2002. "Across the country, five candidates for governor spent at least $1 million on Spanish TV ads," he explains. "How did they fare? The top spender, Independent Tom Galisano ($2.4 million), came in third in New York. Democrat Tony Sánchez ($1.8 million) lost in Texas. Democrat Carl McCall ($1 million) lost in New York."

While those states showed a definite power outage in Hispanic voters, this was not the case, notes Schneider, in Florida where Jeb Bush spent $1.8 million courting the Hispanic vote and came out a big winner. Schneider concludes that the diversity of the Latino population was specifically targeted by the Bush campaign. He quotes Republican political consultant Frank Guerra's explanation of what worked so well with Latinos in that election cycle. Guerra said that the campaign courted the "huge population surge of Mexicans, Puerto Ricans, Salvadorans, [and] South and Central Americans in Florida" through what they called the banderas (flags) campaign in which images of Cuban, Puerto Rican, Mexican, Venezuelan, and Nicaraguan flags were the backdrops for the Bush message. Schneider points out that another key to inspiring Hispanic voters is to stress the importance of education as an issue.

Schneider talks about the special challenges to Hispanic candidates. One of the negative tactics they face, according to "The Hispanic Power Outage," is being linked to drugs. Schneider cites an ad used by James Hahn's campaign against Antonio Villaraigosa when they both ran for mayor. The ad linked Villaraigosa to a convicted crack cocaine dealer who had donated money to his campaign. While negative ads don't impress Hispanic voters, they are shown, according to Schneider, to turn off non-Hispanic voters and take away any advantage of tapping into the strength of the Hispanic voter block.

"The Hispanic Power Outage" illustrates that capturing and inspiring the Hispanic voter is a complicated process and until Hispanic candidates learn how to tap into that base, being the largest minority group will afford Hispanics limited clout in the political arena.

***NOTE:** Every month, this *HO* feature will provide a synopsis of a published article or report of interest to our readers. If you would like to submit a piece for our consideration, please send details to: MACOutlook@aol.com.

ACE Minorities in Higher Education 2001-2002 Report Generate Enlightened Comments

by Sandra Gardner

Experts Size Up Realities and Propose Solutions

The good news is that more Hispanics than ever are enrolling in college. The bad news is that too few of them actually graduate.

The American Council on Education's (ACE) 19th annual status report on Minorities in Higher Education 2001-2002 states that from 1990 to 1999, the number of Hispanics enrolled in college increased by 68 percent, compared with a 31.6 percent increase for African Americans and a 4.3 percent increase for Whites. Since 1995, however, Hispanics have made no progress in graduation rates at either public or independent institutions.

In 2000, the number of White students receiving a bachelor's degree was 928,013; African Americans, 107,891; but only 74,963 Hispanics. Though the rate of Hispanics earning doctorates has increased by more than 58 percent since 1991, in the year 2000, just 1,929 Hispanics attained doctoral degrees, as compared with 2,123 African Americans and 26,328 Whites.

According to the U.S. Census Bureau (2002), the typical holder of a bachelor's degree earns $2.1 million over 40 years, those with master's degrees, $2.5 million, and those with doctorates, $3.4 million.

Both Hispanic and African American youth often suffer from poverty, poor schools, discrimination, being the first in the family to go to college, and having to hold down a job during college. But a host of other factors unique to Hispanic families play a role in the failure to complete a bachelor's degree, including immigrant status, attending two-year colleges, going to college at an older age, part-time, and holding down a job–plus the cultural values of the Hispanic family.

"Latino undergraduates are never just students, they have a work life, they're more likely to live at home, they juggle more, they have a more complicated set of responsibilities, making it much more difficult to concentrate on their studies," says Dr. Richard Fry, a senior research associate at the Pew Hispanic Center and author of the Center's recent report, ***Latinos in Higher Education: Many Enroll, Too Few Graduate***.

And Roberto Suro, director of the Pew Hispanic Center, says, "The economic household structure of Latino families, in which the basic means of earnings is multiple incomes, produces a lot of pressure on young people."

Previously, the Hispanic community has focused on the rates of high school dropouts and access to higher education institutions. Though Hispanics still trail Whites and African Americans in high school completion, the numbers of Hispanic high school graduates for 2000 have reached 60 percent–an increase of four points during the past two decades–according to the ACE report. And the Hispanic college-age population has more than doubled during the past two decades, including an increase of 17.7 percent since 1996.

"A lot of the focus has been on access to higher education, which is important. But the area of retention is not getting as much attention as is needed," says Suro.

Dr. Richard Fry, senior research associate at the Pew Hispanic Center and author of the Center's recent report

Dr. Estela Mara Bensimon, professor of higher education and director of the Center for Urban Education at the Rossier School of Education, University of Southern California

Dr. Estela Mara Bensimon, professor of higher education and director of the Center for Urban Education at the Rossier School of Education, University of Southern California, says that Stage One in diversity was access to predominately White institutions and Stage Two is about outcomes.

"We need to pay attention to outcomes. Not just graduation rates, but what percentage of Latinos graduate with a 3.5 average, in order to be able to go on to graduate school," she says.

Bensimon is co-director of a project called "The Diversity Scorecard," which is focusing on Stage Two diversity and outcomes of minority students at 14 institutions. The project measures equity in educational outcomes: Does the representation of minority students in elite programs, on the dean's list, in student leadership positions, and in majors that lead to high-demand careers parallel their representation in the student population? Are these students overrepresented in remedial classes and underrepresented on graduation day?

The good news is that more Hispanics than ever are enrolling in college. The bad news is that too few of them actually graduate.

Dr. William B. Harvey, author of the ACE report and vice president and director of ACE's Office of Minorities in Higher Education

"For example, in some of our colleges, 90 percent of minority students end up taking remedial courses in math. A lot of Latino students are not going into engineering and the sciences because math is a big problem," says Bensimon.

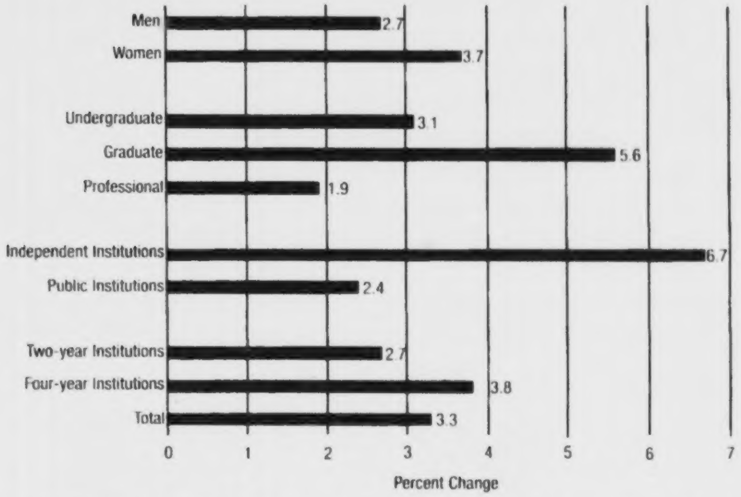
A 1999 National Science Foundation report states that less than 5 percent of engineering doctorates and 7 percent of science doctorates in 1995 went to underrepresented minorities.

Dr. Michael A. Olivas, William B. Bates distinguished chair at the University of Houston Law Center

Dr. William B. Harvey, author of the ACE report and vice president and director of ACE's Office of Minorities in Higher Education, cites immigrant status, language barrier, migrant workers, and insufficient ESL and bilingual education programs in elementary and secondary schools as the reason for low rates of higher education completion among Hispanics.

"The Hispanic population's substantial increase in the last few years is largely related to immigration and, as with many new arrivals, they tend to be toward the bottom of the socioeconomic level. There is a relationship between doing well in

Changes in Minority Enrollments by Gender, Degree Level, and Type of Institution: 1998 to 1999



Source: U.S. Department of Education, National Center for Education Statistics. *Enrollment in Higher Education* 2002.

school and the socioeconomic level," says Harvey.

But Dr. Michael A. Olivas, William B. Bates Distinguished Chair at the University of Houston Law Center, says that the disproportionate numbers of Hispanics attending two-year community colleges plays a much bigger role than immigrant status.

"Attending a two-year college alone would lead to higher attrition rates because the transition to a four-year college is always difficult. You're required to be a freshman twice, most two-year colleges don't have substantial numbers of full-time faculty, they're less well-funded, and you have to make sure your courses count at the four-year college," he says.

More than 40 percent of Hispanic undergraduate students attend two-year colleges, as opposed to only 25 percent of African Americans and Whites. Reasons for this include economic need (two-year colleges are generally less expensive than four-year institutions, and classes are often scheduled to accommodate working students) and attachment to family and community (community colleges are generally located near residential areas), which mesh with the close family ties of the Hispanic culture.

While two-year colleges can provide valuable job skills, access to today's professional and management positions requires at least a bachelor's degree. And, whereas 90 percent of students achieving bachelor's degrees begin their college education at four-year schools, recent U.S. Department of Education tabulations of student persistence rates suggest that Latino students are more likely to drop out if they begin their college studies at two-year colleges (National Center on Education Statistics, 2002). Many students at community colleges get sidetracked into a job providing short-term economic success rather than opting to transfer to a four-year college. Transferring can have geographic, psychological, and residential implications, in addition to its logistical problems. There is also the perception that four-year colleges are much more expensive than community colleges.

Another important factor, Olivas says, is the lack of a Hispanic equivalent to the historically black colleges and universities (HBCUs), which were established for and see as their mission the training of African American college graduates.

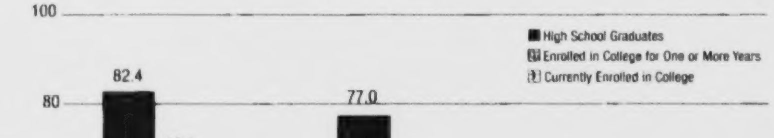
"HSIs (Hispanic-serving institutions, a designation for institutions with 25 percent or more Hispanic population) were not institutions dedicated to the education of Hispanic students. Only two or three are flagship schools and none are elite schools. There are no Howards, Morehouses, or Spelmans," says Olivas.

Yet another factor cited as a deterrent to Hispanics acquiring a bachelor's degree is the high percentage attending college on a part-time basis.

"A substantial number of minority students are working anywhere from 35-40 hours a week," says Harvey. "That doesn't give you time to do your schoolwork."

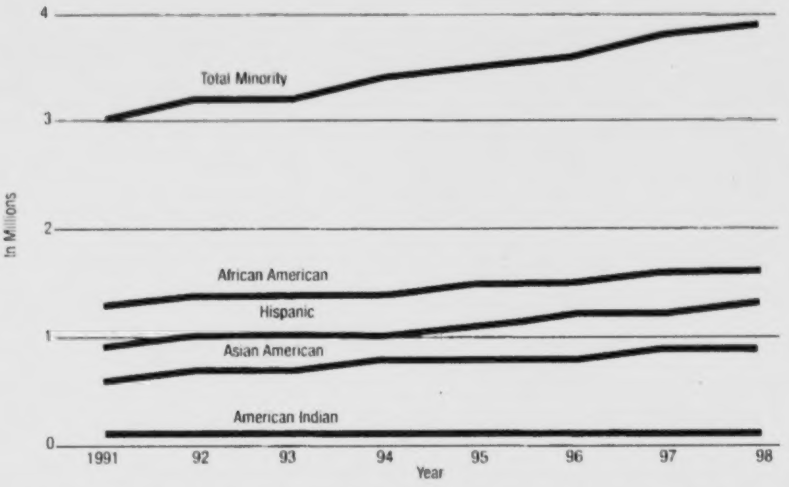
Only 75 percent of Hispanic college students 18-24 years old are enrolled full time, as compared with nearly 85 percent of African American and White students, according to the

High School Completion and College Participation Rates for 18- to 24-Year-Olds, by Race and Ethnicity: 2000



Source: U.S. Department of Commerce, Bureau of the Census. *School Enrollment—Social and Economic Characteristics of Students: October 2000.* Current Population Report, P-20 Series, 2001.

Minority Enrollment in Higher Education, by Race and Ethnicity: 1991 to 1998



Source: U.S. Department of Education, National Center for Education Statistics. *Enrollment in Higher Education 2002.*

Pew report. The U.S. Department of Education considers part-time college enrollment to be a risk factor for dropping out before completion of a degree. Hispanic students are dividing their time and energies between college and work in high numbers, to the detriment of their studies.

Fry says perceptions about tuition and Hispanic cultural values also play a part in the low rates of Hispanic graduates of four-year colleges.

"Latino parents have less willingness to take on debt," he says. "There is also the perception that four-year schools are so much more expensive than two-year schools. But if you look at tuition minus aid, it's not that much more expensive. Nobody pays the sticker price. Talented Latino youths who aspire to a bachelor's degree should consider all their options."

Hispanic students are also older on average than their African American and White colleagues. The Pew report states that among high school graduates 18-24 years old, only 35 percent of Hispanics are enrolled in college compared with 46 percent of Whites and 40 percent of African Americans. Though Hispanic high school graduates are extensively participating in two- and four-year colleges, significant numbers are attending at ages that do not provide the maximum benefits. College students in the traditional age range are more likely to earn a bachelor's degree and attain advanced degrees (National Center for Education Statistics, 2001).

The seeds for minority youth's problems in higher education are planted as early as elementary school. All too often, Latinos and African Americans attend poorly run schools, are disproportionately placed into special education and other non-academic tracks, are not given academic preparation equal to that given their White counterparts, and are not integrated into the school community.

"'Tracking' places a disproportionate number of students of color in non-academic tracks, which means they haven't completed a program for academic study," Fry says. Another failing, he says, is math preparedness in secondary school. "One of the secondary courses that is predictive of the college-going experience is eighth-grade algebra. On the average, Latino youth don't get the eighth-grade algebra or other rigorous college-going preparation the same as Whites, even within the same school system." One reason for this, he says, is that immigrant parents often don't have the ability to negotiate with the school system in getting the long-run preparation needed to successfully do college work.

Says Olivas, "There are a variety of issues, including a misfit between communities and schools. Schools tend to be White-achieving places. Teachers and administrators usually don't come from these communities, and the places are often seen as not inviting."

According to experts, improving the rates of Hispanic college graduates requires addressing a number of issues, including financial and other support, more minority faculty, more work-study programs, and better ways of dealing with remediation.

"Students who perform poorly would do better if we had targeted funded assistance programs," says Harvey. "We could increase student performance with enough assistance. It's not a level playing field. Are we going to be educating these young people, allow them to reach their potential as wage earners, or not, and bear the social responsibility of the consequences? The answer is investment of the development of folks who will be the wage-earners of the community."

Fry says the onus needs to be put on the colleges. "These are successful youth. They clearly have no lack of ambition. Colleges need to do a better job in helping students finish with financial aid and much better academic counseling. There may also be a role for colleges to work with parents in helping them value their child's study life as well as their work life," he says.

Work-study programs on campus may also help retention, and alleviate the work/college dilemma that many Latino students face. "If students can work on campus, the work life binds them to the institution and the retention rate is likely to be higher," Suro says.

Bensimon says that when we look at why students are not doing well, the typical answer is under-prepared in high school, first generation in this country.

"These are things institutions can't change. Saying, 'I can't educate you because you're not prepared is like a doctor expecting patients to come to the hospital not being sick: I can't cure you because you're not healthy.' We think institutions have a responsibility to educate students, instead of conforming to what the ideal is supposed to be. An example is that if 90 percent of students need remediation, you might as well do away with remediation. Why label them? It becomes a self-fulfilling prophecy. Just say: 'This is where we start.'"

HO

MAKING A DIFFERENCE THROUGH LANGUAGE

NCTE Benefits Students and Language Arts Professionals

by Tony P. Martinez and Alison P. Martinez

"Change is what we need to prepare our young people to be able to handle. That requires helping students learn how to learn, and to have positive attitudes about learning."

David Bloome, president of the National Council of Teachers of English (NCTE), reminds educators: "The situations that we find ourselves in as adults, we probably never imagined as children. The way society changes and our times change, that's to be expected. We want students to be able to learn in new situations on their own, even if they don't have a teacher to help guide them through."

Bloome is professor of education in the Language and Literacy Program, Department of Teaching and Learning, Peabody College of Vanderbilt University in Nashville, Tenn. "I am very, very proud to be a language arts teacher and a language arts teacher educator. We are a group of people who are not motivated by greed or power. We are motivated by the promise and potential of education. We are a dedicated group of people, and we know what we are doing."

"We are a dedicated group of people, and we know what we are doing."

DAVID BLOOME, PRESIDENT, NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

The NCTE has recently issued position statements on teaching grammar and on gender-fair language. The statements guide and support educators while summarizing the most authoritative research findings for parents and concerned citizens.

"There's a tendency now to dictate from the federal government to teachers everywhere how to teach, what to teach, what to say. It diminishes teachers' ability to adapt and create curriculum and instructional programs that will meet the needs of the student before them, and that will not just leave no child behind, but actually accelerate all children ahead."

National Council of Teachers of English

Today's NCTE continues a tradition, established in 1911, of intellectual rigor and vigorous advocacy. The organization now counts 75,000 members and subscribers in the United States and other countries. It sponsors 120 regional, provincial, local, and student affiliates.

NCTE offers a smorgasbord of educational opportunities for practicing professionals. It publishes a newspaper, a dozen journals, and 20-25 books per year. It organizes conventions, institutes, and conferences. It presents awards.

The new ReadWriteThink Web site, created in collaboration with the International Reading Association and Marco Polo Education Foundation, provides free access to the highest-quality practices in reading and language arts instruction.

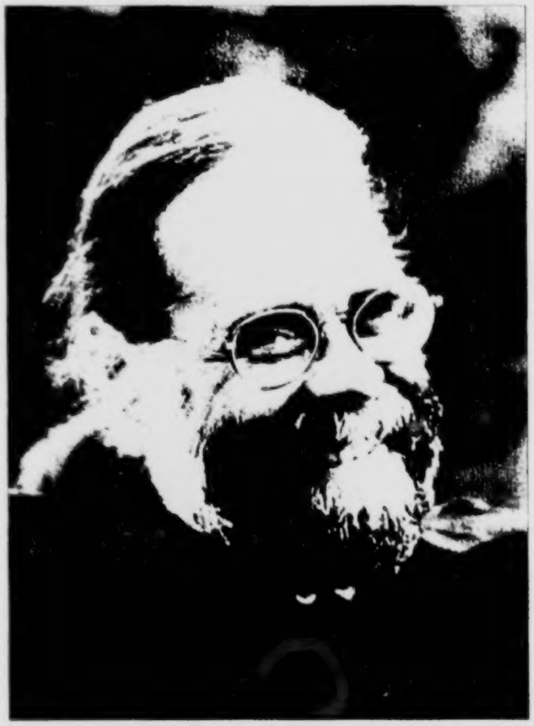
CoLEARN is a school-based staff development program that improves each student's chance for success through teachers' systematic observation of classroom learning. Each school that becomes a CoLEARN site gains access to research findings, lesson plans, and mentors.

At the university level, NCTE's "Preparing Future Faculty" program places doctoral candidates as interns in varied academic environments. To would-be professors, the program provides a broader and more realistic vision of the professorate. To institutions, it offers candidates with more relevant experience.

However, we can't expect nonprofit membership organizations such as NCTE to make up for institutional shortfalls in the education of teachers and professors. "We say teacher education is terribly important," Bloome reasons, "but then it is the first thing we limit or cut when the budget gets tight. It seems to me that even in hard times, teacher education ought to be the thing that we support the most–both professional development for people who are already in the classroom, and teacher education in our universities and colleges."

"The demands on writing in the postsecondary area are higher than they've ever been before, in part because the knowledge we're asking our students to learn and to express is more complex and sophisticated than ever before," Bloome observes. Yet resources of time and money are cut back.

"Postsecondary education needs a much greater proportion of full-time faculty," Bloome declares. "I think the teachers are motivated, but if you are an adjunct faculty member, teaching at several institutions, moving from one place to another and getting paid very little, it's hard to participate in curriculum planning that is consistent class to class. It's hard to engage in the kind of professional development that brings the faculty together. It is very hard to spend the kind of time you want to spend with students."



"Spanish rhetorical style is very different from what's required of us in schools in English."

VICTOR VILLANUEVA, ENGLISH PROFESSOR, WASHINGTON STATE UNIVERSITY, FIRST LATINO CHAIR OF NCTE'S CONFERENCE ON COLLEGE COMPOSITION

Grammar Empowers

Every person has an inherent understanding of the structure and systematic nature of language. This is what linguists mean by grammar.

As taught in school, grammar comprises the conventions of spoken and written language for formal settings such as business, academia, and the professions. It is best taught in the context of living language, including the student's own writing.

"One of the things that I really like about NCTE's statement on teaching grammar is its emphasis on the appreciation of multiple languages and multiple dialects," Bloome says. "Language and culture are very closely related to each other. Appreciation of languages leads to appreciation of cultures, and that can only benefit us all."

Salvador Gabaldón, bilingual educator and board member of NCTE's Conference on English Education, concurs. "The move to take the country 'back to basics' and the attacks on public education in general have been undermining much of the research about the proper role of grammar instruction," he says. Grammar used to be taught in isolation.

"For the majority of students, it didn't work."

"The public now is given the understanding–it's really not an accurate understanding–that the schools aren't doing a good job, and one of the reasons is that we're ignoring the fundamentals, like grammar," Gabaldón explains. That is why at this time NCTE has issued a position paper on grammar. Its message in a nutshell, he says, is: "Grammar is important, but it should not be taught in isolation. Studies show that when grammar is taught, it should be taught in context. It should be part of the overall instruction connected to a particular task that a student may be involved with.

"It wasn't until I started using grammar to try to understand another language that suddenly it made sense to me," Gabaldón remembers. "Spanish had become my second language, even though originally it was my native language, until I started going to school in the United States. There were no bilingual education programs then. It was not until I started taking high school classes in Spanish that I began to see that the grammar that other teachers had tried to teach me made sense."

Victor Villanueva, English professor at Washington State University, was the first Latino chair of NCTE's Conference on College Composition. "To know something about the grammar of your own language is also to open the door for learning other languages," he explains. "And we know that the more proficient students are with different languages, the more proficient they are going to be with their own language.

"What separates strong writers from weak writers is the ability to think about language as language: 'metalinguistical awareness.' That conscious-

"I would really like to believe in our hearts that people are people first, and treat them accordingly."

MARY HARMON, CHAIR OF NCTE'S WOMEN IN LITERACY AND LIFE ASSEMBLY (WILLA) AND ENGLISH PROFESSOR AT SAGINAW VALLEY STATE UNIVERSITY

ness can't take place without a language to discuss it! It becomes, then, our business to teach grammar within the context of students' own writing. Although it is true that teaching grammar is not teaching writing, that doesn't mean we don't teach grammar."

Bilingual ability enriches the perception of language and the process of education. For example, "Spanish rhetorical style is very different from what's required of us in schools in English," Villanueva continues. "We like flowery language. We like metaphors. We like long explanations. But English, especially in school, is supposed to be very straightforward. The uninitiated teacher may see the rhetorical patterns of a bilingual Spanish speaker and say that there are problems with logic, even when all there is is a different rhetorical pattern. Teachers talk about teaching students how to think, which means really what to think.

"If you are conscious of yourself as a language user, then you can also be conscious about different rhetorical patterns. If grammar gives greater metalinguistical awareness, then that awareness lets us travel within and across languages and rhetorical patterns. With greater self-awareness of oneself as a writer, these moves may be made consciously."

Gender-Fair Use of Language

"I would really like us to believe in our hearts that people are people first, and treat them accordingly," says Mary Harmon, chair of NCTE's Women in Literacy and Life Assembly (WILLA) and English professor at Saginaw Valley State University, Mich.

WILLA has just issued its third revision of "Guidelines for Gender-Fair Use of Language." The first edition was published in 1975; the second, in 1985. "There has been change," Harmon observes, and some of the text in previous editions sounds dated–hence the new edition.

For example, the 1975 "Guidelines" quote a typical newspaper story of those days, with women identified as wives and mothers, while men are identified by occupations and accomplishments. The "Guidelines" show how to write the story without such stereotypical language and assumptions.

All editions model graceful and effective alternatives to shopworn locutions such as *best man for the job, old maid*, and *girls at the office*. Some WILLA suggestions that sounded odd in 1975, such as *flight attendant*, have passed smoothly into the language–one hardly hears *stewardess* nowadays.

"Certainly more people are moving in the direction of gender fairness," Harmon observes, "and more people are interested in moving in that direction. But when folks are working all the time in that area, it's easy to think there has been more change than there actually has been.

"We recognize that calling someone *flight attendant* instead of *stewardess*, for example, doesn't mean much if in classrooms it's mostly boys who are asked extended questions, and reading lists have mostly male authors, and men's speech is valorized more. I can call you *flight attendant* till we're blue in the face. On its own, this will not make real, deep-seated cultural and attitudinal changes."

The new "Guidelines" offer more help in choosing well-balanced reading lists and promoting equality in the classroom. The suggestions for promoting gender-fair discourse could be adapted as powerful practices in the multicultural classroom as well:

1. Praise, encourage, and respond to contributions of females and males equally.
2. Call on females as often as males to answer both factual and complex questions.
3. Create a classroom atmosphere in which females are not interrupted by others more often than males.
4. Establish collaborative groups composed of both males and females to provide opportunities for all voices to be heard.
5. Value intellect: avoid references to appearance and physical attributes.
6. Choose females for leadership positions as often as males.
7. Avoid comments or humor that demean or stereotype males or females.

The Beauty and Power of Language

"What matters is to understand and to grow in appreciation for language," Villanueva concludes. "We are teachers of language and 'languaging.' What we have to be able to do is to look at language in all its manifestations–the beautiful, which is literature; the fine-tuning, which is linguistics and grammar; and the rhetorical, which is the way language is used to move people. Language is the thing that makes us unique as beings on this planet. Not that other creatures don't have language, but no other creature has done with language what we've done with it. Something so uniquely human should be nurtured."

For the complete texts of grammar and gender-fairness statements, and for information about NCTE, visit www.ncte.org or telephone 1-800-369-6283.

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

HO

HABLA ESPAÑOL?

According Spanish Its Proper Respect

Perspectives on Academia, Español, and Bilingualism

by Thomas G. Dolan

Academia has been slow to recognize that Spanish is our de facto second language.

Ever heard of LOTS? It's an acronym used by academics, especially administrators and teachers in language departments. LOTS means "languages other than Spanish."

Why use it? It's a convenient way to remove Spanish from discussions of other languages. LOTS is a shorthand way of dealing with the "Spanish problem." Had you previously realized that this language spoken by some 400 million people is a "problem." Well, it is, at least for many of the people who have a say in language studies in American colleges and universities.

This sums up a situation described by John Lipski, Ph.D., professor and head of the Department of Spanish, Italian, and Portuguese, Pennsylvania State University, University Park. Lipski spoke to *HO* on this topic, amplifying views he expressed in his article, "Rethinking the Place of Spanish," which appeared in *PMLA*, a publication of the Modern Language Association.

The reason Spanish has come to be perceived as a problem in higher education, Lipski explains, is not that educators are harboring any deep-seated prejudices against people who are born into this language, or have anything, really, against the language itself. They are simply overwhelmed by it.

"I've been involved in foreign language departments for some 27-28 years, and for a long time Spanish was one of several languages such as French, German, and Russian," Lipski says. "But now Spanish is outnumbering all of the other languages put together."

Some educators may feel that far too many students are studying Spanish at the time when other language departments are suffering diminishing enrollments, and sometimes possible extinction.

As an illustrative example, Lipski provides the statistics for the main Penn State campus at University Park, which don't include the other 23 commonwealth campuses. There the typical language requirement–not that for majors and minors–is three semesters. For fall 2002, for the Spanish I, II, and III courses, there were 90 sections. Typically, said Lipski, there are last minute additions of 10 to 15 more sections, due to late requests. This large enrollment comes despite intensive efforts to encourage students to opt out of requirements through placement exams, and does not include classes for bilingual or heritage language speakers, which are taught at a higher level.

This compares with 30 sections of French, 22 of German, 16 of Italian, 10 of Japanese, 7 of Chinese, 4 each of Latin and Russian, 3 each of Hebrew and Korean, 2 each of Arabic and Portuguese, and 1 section of classical Greek. Moreover, all three classes of Spanish are filled before classes begin, which is not true of most of the other language classes.

"Attempts at social engineering–for example, choking off the number of sections of Spanish in hopes that students will opt for other languages–have met with resounding failure," Lipski says. "Students and their parents barrage departments, deans, presidents, and state legislators with such vehemence that more sections of Spanish miraculously appear (although the waiting lines never seem to disappear). In other words, Spanish sections outnumber their closest neighbors by 3 1/2 to 1, and represent over half of all basic language requirements taught at Penn State–over 99 sections of Spanish to 97 of all others." Lipski adds that these numbers are similar at other Big Ten Universities.

Lipski attributes the academic disrespect accorded to Spanish more to administrative inertia than to any real prejudice. But to what extent might this dovetail into real prejudice in the broader, less liberal arenas of society? Lipski acknowledges that this prejudice is there, among people who might consider Spanish a poor language associated with poor immigrants and poor migrant workers. Also, what has been called "junk Spanish," phrases such as "el cheapo," spread throughout advertisements, films, and other aspects of popular culture, only exacerbate this situation, and convey the implication that Spanish is easy to learn so it can't be as good as the others.

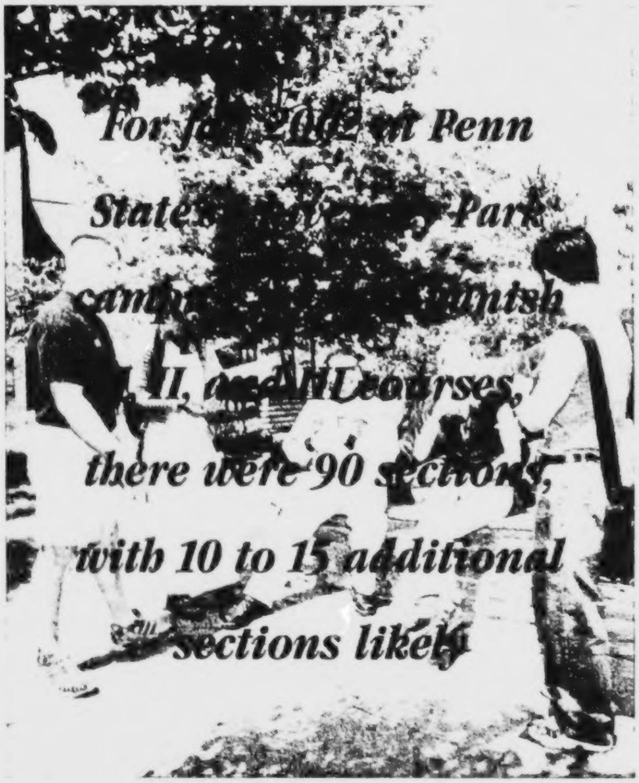
Yet, Lipski adds, another way of looking at the increasing pervasiveness of Spanish in popular culture is that it results from Spanish being popular. A key reason for this, of course, is the huge influx of Spanish-speaking people from south of the border. "The 2000 Census showed tremendous influxes of Spanish-speaking people in American society," says Lipski, "not only in the Southwest or Northeast, but in states like Georgia, Mississippi, and North Carolina, and even in states like Nebraska, Wyoming, and Alaska. In many communities, Spanish is not considered a foreign language."

Moreover, offsetting the implication that Spanish is a poor language spoken only by poor people, has been the increasing emergence of and empowerment of the Hispanic middle class. And, somewhat surprisingly, Lipski says, the flood of students into higher education Spanish classes comes from non-Hispanics. "The real growth of students wanting to learn Spanish comes from Anglo-Americans and other non-Hispanics, including international students."

It's true that some students may take Spanish because they feel, for whatever reasons, that it's an easier way to take care of their language requirement. But Lipski also points out that this is a natural progression for many students, since they have taken Spanish in high school. "In many high schools, Spanish is the only foreign language taught," he says.

But more important dynamics are at play. As Lipski says, "The overwhelming number of the students in this state coming to Penn State are from an Anglo or German background. They are corn-fed Americans from rural Pennsylvania. Some of them have never been in a town of more than 20,000. But they and their parents are the ones calling the president of the University and their senators asking why there are not enough Spanish courses for them to enroll in. Some have never been to New York City, but they are filling out applications to study abroad in Mexico and Spain."

Lipski adds that despite the frustratingly large number of negative stereotypes and accompanying bad karma surrounding the Spanish language and its speakers within the United States, "Many of our students–dare I hope more than half?–pick Spanish as the second language of choice for more encouraging reasons. Spanish is not only the de facto second language (when not the first) of this country, but its more than 400 million speakers worldwide have made Spanish one of the top languages of international trade and communications, ranking from fourth to second place, depending upon the criteria."



For f[illegible] 200[illegible] at Penn State's [illegible] Park campus [illegible] Spanish [illegible] II, and III courses, there were 90 sections, with 10 to 15 additional sections likely

Programs in business Spanish, translation, and international studies have burgeoned in many college and universities, and not just in the traditionally Spanish-speaking urban regions, Lipski says. Courses in the culture of Spain and Latin America and, increasingly, of Latino groups in the U.S., are also on the upswing. Students of international relations and those interested in cross-cultural understanding are taking Spanish. But the main impetus appears to be practical. Students in business want Spanish as a part of their portfolio, whether to market to Hispanics in this country or abroad. And even people in professions such as law enforcement and health care see their learning of Spanish as a practical necessity.

Spanish is obviously here to stay. Higher education officials no doubt recognize this fact, but are often at a loss about how to deal with its tremendous and relatively recent upsurge in popularity.

Should Spanish be required in the general education curricula?

Lipski doesn't think so. He points to the practices of requiring English at universities in Puerto Rico and some Latin American schools. "If students are motivated, they will learn a language independent of any externally imposed requirement. If it is imposed, they are not likely to learn it very well."

How about removing Spanish from the list of languages that satisfy foreign language requirements?

"This can be done legitimately only in the case of native or near-native speakers, even then at considerable political peril," Lipski says. "The few universities that have tried to dislodge Spanish from the foreign language requirement have retreated in disarray following firestorms of protest, although partial measures, such as requiring students to begin a language not studied in high school, or allowing the language requirement to be satisfied with fewer hours of less commonly taught languages, are often effective."

On the other hand, Spanish cannot simply be pitted against the other languages, for there is only so much money to go around for language departments. If Spanish is simply pitted against other languages, Spanish will win, which, Lipski says, would be as bad in its way as Spanish losing. For Spanish would effectively block out access to other languages, and so end up narrowing rather than broadening education.

What to do, Lipski recommends, is to budget Spanish as a line item, much as basic writing, English, or physical education are handled. "I would argue that university administrators need to regard staffing of multiple sections of Spanish as part of the fundamental educational needs of the institution rather than as elective components freely interchangeable with courses in other languages."

In making this administrative adjustment, Lipski concludes, universities could thus accom-

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modate the increasing number of students who regard Spanish as their de facto second language, without at the same time threatening the viability of other valuable, though less popular, languages.

What About Bilingualism?

The flip side to respecting the Spanish language is respecting the Spanish-speaking person who has arrived in this country without knowing English. "You need to respect the person, his cultural heritage, and the skills he has acquired," says Ricardo Otheguy, Ph.D., professor of linguistics, graduate center of the City University of New York. "Bilingualism should be available in higher education for those who want it or need it."

The alternative, Otheguy explains, is that the immigrant, who might have a secondary education from his native country, will have to wait four to five years before he masters English, at which time the opportunity for higher education is likely to have passed.

Is this opening the old debate about bilingualism at the primary school level? "There's never been any doubt about the need for everyone to learn English," Otheguy says. "But without bilingualism, for the older Spanish-speaking immigrant, the door to higher education is closed." Unfortunately, says Otheguy, except for a few community colleges, such as Hostos College in New York City, bilingualism is not available.

"Expecting the student to speak English right away is an impossibility," says Ofelia García, Ph.D., professor in the department of international and transcultural studies, Teachers College, Columbia University, New York City. "The only option is not to educate the child for three years while you teach him English, or don't educate him at all. The research on this is very clear. There is a greater need for this across the country as diversity is increasing. But, outside of a few community colleges in New York City where immigrants have traditionally been educated, there is a greater and greater resistance to bilingualism and a tendency to treat everyone the same."

The same dynamics hold true on the primary and secondary levels, García says. Younger children should also have a bilingual option, and, she says, a young child's language is simple, thus the addition of English is a more viable possibility.

Not so for the teenager. In this respect, the rigorous standard that the student must be proficient in English by the time of high school, as articulated in the Bush administration's No Child Left Behind program, means, in effect, says García, "That there's no way the child cannot fail. It makes no sense to assess a student as deficient in English and then hold him to the same standards as someone who is not deficient.

"Students, especially immigrant students, who haven't developed the necessary English skills, are dropping out of high school. The students know they can't make it. The teachers know they can't make it. Everybody knows they can't make it. And the educational system is doing less and less to help."

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

President

The American Association for Higher Education (AAHE), the oldest national organization dedicated to the advancement of higher education, announces its search for an energetic, imaginative president to assume leadership of the Association. AAHE has long been known as a nationwide voice for cutting-edge ideas and intellectually challenging viewpoints about the improvement of higher education. An exponent of diversity, AAHE promotes purposefully evolving teaching and learning accessible to all populations, and it calls upon its members, wherever found, to cross all boundaries, including those of discipline, to advance the lifelong learning that higher education offers in an interconnected, global society. AAHE's president is regarded as a leader in the advocacy and creative implementation of innovative methods for improving U.S. higher education. Because of its stimulating publications, exciting conferences, and innovative programs, AAHE has secured a premier place in higher education. Now AAHE seeks the talent of a president with knowledge, wisdom, and creativity to lead the Association in the 21st century.

The ideal candidate for the presidency of AAHE will be:

- A dynamic, visionary leader with a passion for shaping the future of higher education by advancing the mission and strengthening the leadership role of the Association in American higher education
- A person with a solid record of leadership and institutional or organizational advancement and of inspiring the confidence of multiple constituencies
- A strategic thinker and planner with a record of achieving complex and lofty plans
- A coalition builder who knows no boundaries and a consensus builder who can articulate and advance a national agenda
- A person with skill and success in resource development and management
- A person of uncommon integrity and intellectual depth who is recognized as a leader in the arena of higher education

The search committee will begin reviewing candidate materials in mid June and will continue until the position is filled. Nominations, inquiries, and applications (to include a letter of interest, résumé, and contact information for five references) should be directed in confidence to

Ann Hayes Die, Ph.D.
Phone: 202-332-4049
ann.die@academic-search.org

or

Alfredo G. de los Santos Jr., Ph.D.
Phone: 480-831-7051
delossantos1936@msn.com

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Electronic submissions (MS Word format) are encouraged.
For more information about the American Association for Higher Education, see **www.aahe.org**

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AA/EOE

Cultural Exchange in Uncertain Times

Post 9/11 Survey Reflects Concerns

by Kimberly Shearer Palmer

Editor's Note: An AP story released in March discussed FBI searches for potential terrorists that are taking them to college campuses coast to coast, "many in small-town America," settings which often offer diverse student populations–among them foreigners sophisticated Internet links, and few police officers. It's too soon to tell what impact such government investigations will have on enrollment of students from outside our borders, but the story below reports on what happened in the months following the Sept. 11, 2001, attacks on the U.S.

Amer Hassan was studying for his final exams in microeconomics and political economy when he heard the news: As a result of a new U.S. policy, he had to register with the INS and check in with them regularly. "If you don't hear from me for a few days, make sure I'm okay," he jokes over recent reports of unjust detainment of people of Arab descent.

The tall 23-year-old has been studying education policy at the University of Chicago so he can return to Pakistan and work towards improving literacy rates. "The United States has the most rigorous and challenging programs–that's why I wanted to come here," he explains.

At the University of Wyoming, more than one-third of international graduate students did not receive their visas in time to attend the summer course in English for foreign students. The situation was severe enough for New York Gov. George Pataki to call for speedier methods for visa approval.

Now, his education is at risk. Hassan is one of thousands of foreign students required to live by the new rules that may imperil diversity on campus. Since Sept. 11, the fear of terrorism has led to changes in student visa policies that are threatening to end some cultural exchange programs. Some educators question the severity of the new rules, and worry over how much is lost from endangered exchange programs.

The new regulations require colleges and universities to monitor foreign students more closely than they would like. The new rules are negatively impacting student enrollment: In a survey by the New York-based Institute for International Education (IIE), many universities report delays caused by more exhaustive checks. About a quarter of responding universities reported a drop of 30 percent or higher in enrollment for students from the Islamic world, despite the fact that overall, the number of international students in the U.S. grew 64 percent between 2001 and 2002.

Peggy Blumenthal, vice president of IIE, says, "Anecdotally, we have noticed a lot of delays. Some people are told they won't be able to come...Schools are trying to be flexible."

In some cases, being more flexible means making sure foreign students feel safe in light of anti-Arab sentiment. Dr. Lewis Bagby, professor of Russian and director of International Programs at the University of Wyoming, told IIE, "A concerted effort was made to make both domestic and international students feel safe in the aftermath of 9/11. Specialists on the Islamic world and faith and Muslim students and faculty members gave seminars, participated in discussions and open forums, and made presentations on campus. They were widely attended.... University administrators attended Friday prayers in the local Muslim Center and made other symbolic gestures to indicate the need for tolerance and mutual understanding. The student newspaper gave space over to a diverse range of voices, which were uniformly expressive of the need for knowledge and calm. A series of Israeli and Palestinian films planned for the fall 2002 semester commences in September 2002."

In addition, says Bagby, the University of Wyoming organized a symposium on Israeli-Palestinian affairs. The International Programs Office also received a grant for its project, "Muslim Intercultural Exchange Program," which involves teaching students in small towns across Wyoming about Muslim culture.

Still, the universities can only do so much to help students delayed by stricter visa policies. At the University of Chicago, eight freshmen, all from Muslim countries, were still waiting for visa clearance more than a month after the fall term began. At the University of Wyoming, more than one-third of international graduate students did not receive their visas in time to attend the summer course in English for foreign students. The situation was severe enough for New York Gov. George Pataki to call for speedier methods for visa approval.

Countries of Origin for International Students

FOREIGN STUDENT AND TOTAL U.S. ENROLLMENT

Year	Foreign Students	Annual % Change	Total Enrollment	% Foreign
1993/94	449,749	2.5	14,473,106	3.1
1994/95	452,653	0.6	14,554,016	3.1
1995/96	453,787	0.3	14,419,252	3.1
1996/97	457,984	0.9	14,286,478	3.1
1997/98	481,280	5.1	13,294,221*	3.6
1998/99	490,933	2.0	13,391,401	3.6
1999/00	514,723	4.8	13,584,998	3.8
2000/01	547,867	6.4	14,046,659	3.9
2001/02	582,996	6.4	13,511,149**	4.3

*** In 1997 the College Board changed its data collection process.**
**** College Board Annual Survey of Colleges for 2002/2003 for Fall 2001 enrollment**

At the same time, American students have been increasingly thirsty for information about the rest of the world: An IIE online survey taken one year after the Sept. 11 terrorist attacks showed that almost all of the 500 international education professionals who responded to the survey said that international exchange "is regarded as more important or equally as important on their campuses" as it was before the attacks. One respondent, Jon Crawford, the director of International Education for Roanoke College, said, "The impact of Sept. 11 on study abroad has been surprisingly positive, raising student awareness and stimulating interest in world affairs."

Other survey respondents made similar comments. C. Eugene Allen, executive director, Office of International Programs at the University of Minnesota, said, "Our interest in study abroad has never been higher because we are in a major four-campus curriculum integration project for study abroad programs across eventually all 204 of our undergraduate majors. This effort is supported by about $1.2 million in grants. Last year, we had twice as many inquiries about study abroad as the previous year, and last spring we had 17 percent more students placed in study abroad programs than in the previous spring."

Students are also showing the stronger demand through their actions: The University of California's Education Abroad Program grew 34 percent in the last three years. Applications to the National Security Education Program, which provides scholarships to students to study "less commonly taught languages," jumped by 50 percent this year. Twenty percent of this year's scholars are studying Arabic. A survey by IIE of U.S. educators shows 42 percent of respondents report an increase in applications to study abroad programs.

These kinds of exchange programs are threatened by the more restrictive visa policies. Ellen Badger, director of International Student and Scholar Services at State University of New York Binghamton University, says the future of her school's exchange program with Al Akhawyan University in Morocco is uncertain.

Four Moroccan students who had enrolled at Binghamton were unable to get their visas in time when the State Department changed the estimated approval time from up to 35 days to an indefinite amount of time.

The State Department says the delays are necessary. "Some nationalities are subject to more checks.... National security is the overriding concern. We don't expedite cases; the steps are necessary and required," says Kelly Shannon, a State Department spokeswoman. The State Department completes extra checks of students from nations associated with terrorists or if anything in an applicant's record raises suspicion.

Most educators agree that some heightened security is necessary. Says Blumenthal, "Now a student's application is checked against more databases, and it's reviewed at different levels of the government. It's a problem in the sense of causing a lot of delays, but is it necessary? Yes. Now we're in a different place than we used to be."

INTERNATIONAL SCHOLARS
Leading Countries of Origin

Place of Origin	2000/01	2001/02	2001/02 % Change	% of U.S. Int'l Scholar Total
World Total	79,651	86,015	8.0	
China	14,772	15,624	5.8	18.2
Republic of Korea	5,830	7,143	22.5	8.3
India	5,456	6,249	14.5	7.3
Japan	5,905	5,736	-2.9	6.7
Germany	5,221	5,028	-3.7	5.8
Canada	3,735	3,905	4.6	4.5
United Kingdom	3,352	3,314	-1.1	3.9
Russia	3,253	3,123	-4.0	3.6
France	3,154	2,985	-5.4	3.5
Italy	2,226	2,257	1.4	2.6
Spain	1,706	1,822	6.8	2.1
Brazil	1,315	1,493	13.5	1.7
Australia	1,212	1,316	8.6	1.5
Taiwan	1,196	1,294	8.2	1.5
Israel	1,205	1,270	5.4	1.5
Turkey	918	1,141	24.3	1.3
Mexico	898	1,068	18.9	1.2
Netherlands	1,037	1,001	-3.5	1.2
Poland	862	980	13.7	1.1
Argentina	638	837	31.2	1.0

One of the main problems, she says, may be that foreign students hear rumors about how difficult it is to get a visa and then don't even apply. "The rumors are discouraging people from applying. People start thinking America doesn't want foreign students anymore and that is definitely not true. The background noise is the problem more than the reality," says Blumenthal.

To combat those harmful rumors, IIE, along with other organizations, is "trying to send out a positive message," adds Blumenthal. Secretary of State Colin Powell made a special announcement on the importance of international education, along with the Department of Education.

Many educators suggest ways of balancing the dual concerns of national security and cultural understanding. Many suggest giving students more time to complete their visa process. Currently, students can apply to their local U.S. consulate offices as late as three months before they need to enter the United States. Some have suggested lengthening that amount of time. IIE provides help at its offices around the world to students who have difficulty navigating the barrage of forms.

Universities can also help by sending accepted students the proper forms in early spring, instead of mid-summer, and making sure their accepted students are up to date on all the latest procedures. As part of a new tracking system, U.S. Consulates cannot issue visas until they have received electronic confirmation from universities verifying students' enrollment–universities can do this more quickly.

Chris Harrington, a University of California liaison for foreign students, says, "The most important thing the Office of International Student Affairs can do is to keep students up to date on the rules and regulations and the type of paperwork students need." Students not realizing they needed to supply certain information, he found, caused the most common delays. "There certainly are delays and extra steps involved, especially for students coming from sensitive countries," he says.

One student from China, who asked not to be identified for fear of having visa problems, returned to the U.S. consulate in Shanghai three times before finally getting her visa. She called the college that had accepted her, Smith College, and asked for help, but was told it couldn't do anything. The consulate had different reasons each time for turning her down. Once, they said she didn't have enough money to fund her studies, and another time they said she hadn't properly completed all her forms. Finally, in late spring, on her third attempt, the Consulate granted her permission. She now says she is very happy at Smith College.

Other educators suggest that the State Department start interviews earlier and accept visa applications starting in the spring, when many students first hear from schools. They could also speed communication between the consulate offices and Washington, D.C., offices, where many schools reported delays in the IIE survey. "The primary problem right now is just that it's moving very slowly. Students who thought they could come in the fall after applying for their visa over the summer realized it's not going to happen," explains Blumenthal.

Leading Institutions

Rank	Institution	City	State	Int'l Students	Total Enrollment
1	University of Southern California	Los Angeles	CA	5,950	29,813
2	New York University	New York	NY	5,504	37,134
3	Columbia University	New York	NY	5,116	22,425
4	Purdue University Main Campus	West Lafayette	IN	4,695	37,871
5	University of Texas at Austin	Austin	TX	4,673	50,616
6	Boston University	Boston	MA	4,412	27,767
7	The Ohio State University Main Campus	Columbus	OH	4,302	48,477
8	University of Illinois at Urbana-Champaign	Champaign	IL	4,287	37,684
9	University of Michigan - Ann Arbor	Ann Arbor	MI	4,149	38,248
10	University of Florida	Gainesville	FL	3,884	45,937
11	University of Pennsylvania	Philadelphia	PA	3,820	21,853
12	University of Wisconsin - Madison	Madison	WI	3,744	41,552
13	Florida International University	Miami	FL	3,723	31,822
14	University of Maryland College Park	College Park	MD	3,711	34,160
15	Texas A&M University	College Station	TX	3,563	44,689
16	Penn State University Park	University Park	PA	3,484	40,828
17	Houston Community College System	Houston	TX	3,484	40,929
18	Harvard University	Cambridge	MA	3,448	18,308
19	University of Houston	Houston	TX	3,380	33,007
20	University of Minnesota - Twin Cities	Minneapolis	MN	3,356	47,597
21	Arizona State University Main	Tempe	AZ	3,348	45,693
22	Indiana University at Bloomington	Bloomington	IN	3,325	37,963
23	State University of New York at Buffalo	Buffalo	NY	3,237	25,838
24	Wayne State University	Detroit	MI	3,233	31,040
25	Montgomery College	Rockville	MD	3,217	22,793

Allan Goodman, president and CEO of IIE, is also encouraging policy changes. He issued the following statement to his members late last year: "I call on you, the international education professionals…to help make sure that the academic community is doing everything possible to ensure that the terrorists will not succeed in their attempt to get America to close our markets, our minds, and our doors. We hope that you will take every opportunity to speak out on the critical importance of international education's mission in today's world."

Goodman also directly criticized some of the more extreme policy proposals and called "a terrible mistake" a post-September 11 proposal not to issue any student visas whatever for six months. "However, we wholeheartedly urge colleges and universities to do their part to help tighten U.S. control over who enters this country."

Goodman, however, had urged legislation requiring campuses "to report immediately and proactively to a central office at the INS" if students who've been issued visas fail to show up for their classes or drop out of their programs. He also encouraged the creation of a "central office at the INS to handle such tracking and reporting on an urgent basis."

Despite the current delays and difficulties, students are even more eager to learn from each other. "People have been more inquisitive this year. People ask me, 'What's your take on what your country is doing now?'" said Hassan. He says he's also learned a lot from his American classmates. After he graduates from the University of Chicago, he expects to return to Pakistan as an enlightened ambassador.

American Speech-Language-Hearing Association (ASHA)

Executive Director Search

A search is under way for Executive Director of this $35 million budget, 220 staff, 108,000 member organization in Rockville, MD to replace incumbent retiring at year's end. ASHA is a not-for-profit scientific and professional association for speech-language pathologists, audiologists, and speech and hearing scientists. It is a mission-driven organization that has been dedicated to serving its members and people with communication disorders for over 75 years. Learn more at **www.asha.org.**

The Association is volunteer-driven and governed by a Legislative Council (house of delegates) and an Executive Board (board of directors). The Executive Director serves as the chief administrative officer and manages the national headquarters in addition to advancing the organization's reputation and visibility with members, within the allied health and education professions, on Capitol Hill, and the consumer public.

Applicants should possess knowledge typically acquired through senior executive management experience leading multi-functional departments and experience leading, motivating, developing, and directing staff to accomplish organizational objectives. Candidates should also have an advanced degree and appropriate credentials for the applicant's profession, experience managing a budget approximating $10 million, and a facilitative approach to leadership.

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Texas Tech University offers 150 undergraduate, 100 masters and 50 doctoral degrees. This Carnegie Foundation "doctoral/research university - extensive" institution has a library system that is a member of the Association of Research Libraries.

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Review of applications will begin immediately and continue until an appointment is made. Texas Tech treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential. Nominations and applications should be sent to:

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The College is an EEO/AA employer.

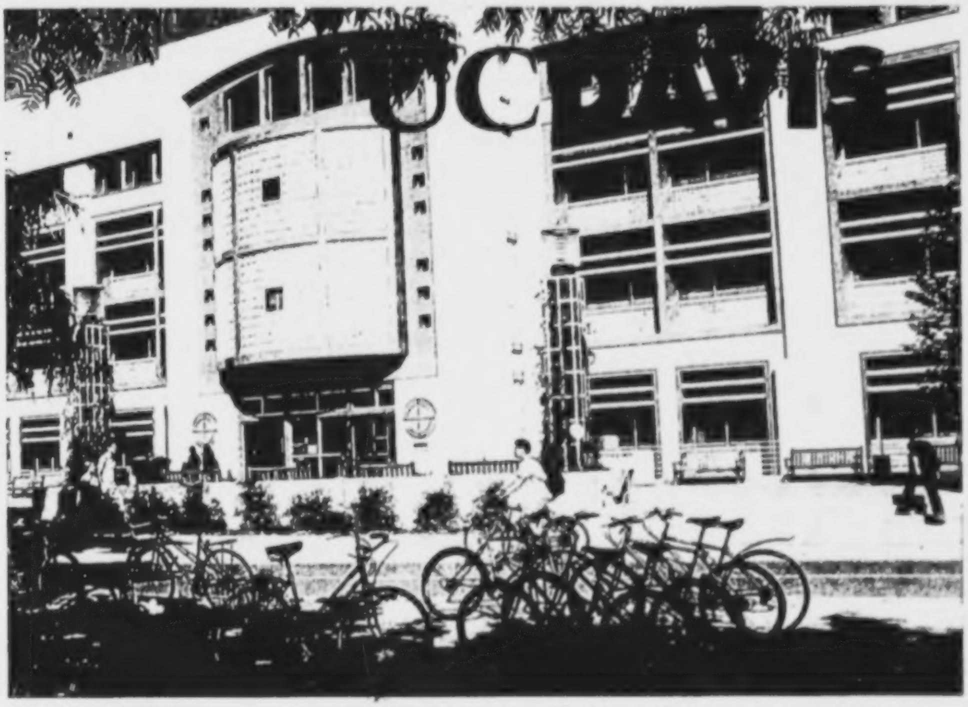
Speaking a Language of Color:

A Personal Reflection on the Rise of Spanish

by
Cristina González

Cristina González is senior advisor to the chancellor and professor of Spanish at the University of California, Davis.

Dr. González, who previously served as dean of Graduate Studies at the University of California, Davis, and chair of the Department of Spanish and Portuguese at the University of Massachusetts, Amherst, has been a member of various national higher education committees and chaired the Council of Graduate Schools Advisory Committee on Minorities in Graduate Education.



Anglos and Latinos: A Tale of Two Empires

In the 1950s, when I was a little girl in Spain, my father took my sister and me to see the movie "Giant." The film was our first exposure to the issue of discrimination against Mexicans in the United States, and it made a great impression on us. Upon leaving the theater, we walked for quite a while without speaking. Finally, I asked my father: "Daddy, why is it that in the United States people don't like Mexicans?"

I will never forget my father's response: "Because in the United States, people don't like anyone who speaks Spanish. They have a grudge against all of us." What I least imagined then was that I would end up living in the United States and dealing with this issue directly.

This question came up again on a recent trip with my family to San Francisco. We were taking pictures in front of the Union Square obelisk, which, I explained, commemorated the 1898 victory of the United States over Spain in the Philippines. Coincidentally, we also had recently been to London, where we had taken photographs in front of the Trafalgar Square obelisk, celebrating the victory of England over Spain in 1805. Remembering this, my father said: "Do you realize that the most important monuments these people have commemorate victories over Spain? They really have a grudge against us!"

My father, of course, was right: both the British Empire and the United States, which in many ways is its successor, arose in opposition to, and partially over, the Spanish Empire, which is the traditional antagonist of both. These ancient tensions are still visible in Gibraltar, which England took from Spain in the 18th century, and in the United States, which conquered much of the territory of Mexico, plus the Philippines, Guam, Cuba, and Puerto Rico from Spain in the 19th century and has retained much of this land to the present time. Whereas the Gibraltar issue is mostly a historical curiosity and does not impede excellent relations between England and Spain, the situation is much less comfortable in the United States, whose conquest of formerly Spanish territory was far more recent and massive. Indeed, more than half of the land mass of the United States was at one time part of the old Spanish Empire, and the present-day influx of Latinos into California, Texas, Florida, and other parts of the country is perceived by some Anglos as a reconquest of sorts. There appears to be a feeling that the barbarians are at the gates. When did the conflict between Anglos and Latinos begin?

This quarrel seems to have originated when Henry VIII of England divorced the Spanish princess Catherine of Aragón, the daughter of Ferdinand and Isabella, to marry Anne Boleyn. The Pope's refusal to allow the first marriage to be annulled resulted in England's leaving the Catholic fold and, subsequently, becoming the dominant Protestant power. Until that time, relations between England and Spain had been quite good, but after this notorious divorce, the two peoples grew apart, and the English began to demonize the Spaniards through the so-called Black Legend.

The essence of the Black Legend was that the Spaniards were a particularly brutal people because they were not White but of a mixed and impure race, a combination of African and European, Muslim and Christian roots. The Spanish Empire was cast as the empire of darkness and barbarism. The English, in contrast, were presented as White, an uncontaminated and pure people whose empire was the essence of light and civilization. Ironically, the Black Legend is similar to the myths created earlier by Christians against Moslems on the Iberian Peninsula, during the Spanish reconquest. In the founding myth of the British Empire, the defeat of the Spanish Armada in 1588 marks the creation of the English nation: Protestant and rational, in contrast to the Catholicism and fanaticism of Spain.

As Eric J. Griffin has demonstrated, the *Black Legend* was really about color. This is particularly evident in English representations of Catherine. Early portraits depict her as blond. Later depictions, however, show her as dark-haired, an image more appropriate for a princess of the empire of darkness. Thus, Catherine is one of the first examples of the process of racialization of Latinos by Anglos, studied by Marcelo Suárez-Orozco and Marlela Páez. Hispanics became people of color in the 16th century in England and never really lost that role. According to David Weber, the Black Legend was invoked in the 19th century in order to justify the appropriation of Mexican territories by the United States. Indeed, under the reinvigorated Black Legend, Mexicans were seen as members of an inferior race, since they not only were a mixture of indigenous and European peoples, but even their European progenitors, the Spaniards, were not truly White. According to the openly anti-Spanish "manifest destiny" doctrine upon which this country was founded, light must defeat darkness and civilization must defeat barbarism. As Raymund Paredes has noted, the Black Legend is still alive today and constitutes one of the underpinnings of anti-Hispanic sentiment in the United States. This discrimination reaches all of those who come from Spanish-speaking countries, whatever the color of their skin. The color of Latinos is the color of their language. Spanish is seen as a language of color, not only because it is spoken by many non-White peoples, but because it has been cast historically as the language of the empire of darkness and barbarism, the language of the "other."

Indeed, many have seen Spanish as a language to be eradicated, making bilingual programs so controversial. The superiority of English traditions over Spanish culture, and the need to replace the latter by the former, is one of the myths by means of which this country was settled, and anything that questions *that premise is bound to* produce fear. Other languages and cultures do not cause this sort of visceral response among members of the public. At the same time, however, the public is very interested in learning Spanish.

The tension between fear and interest is as evident in the academic world as it is in society at large. For years, Spanish departments found themselves in the difficult position of having large numbers of students wanting to take Spanish courses at all levels and not enough tenure-track faculty to offer even a fraction of those courses. Until recently, Spanish departments were advised to send prospective Spanish students to French and German classes, which were under enrolled. Brushing off demand for Spanish courses as a passing fad, the academic establishment resisted hiring tenure-track faculty in this field.

Interest in Spanish, however, did not appear overnight. In the United States, Spanish enrollments started to rise after World War II. According to information provided by the Modern Language Association of America, by 1970, Spanish had replaced French as the most-studied non-English language in American universities, and by 1995, more students were enrolled in Spanish classes than in those of all other non-English languages combined. Had this growth in students been accompanied by a corresponding increase in tenure-track faculty, Spanish departments today would be approaching the size of English departments. Instead, Spanish departments were kept artificially small and asked to teach students cheapl, because Spanish was not considered a language of culture.

Now, more than three decades after Spanish became predominant, this situation is beginning to change. Universities are finally beginning to come to terms with reality and to invest their resources accordingly. *They have realized that the economy* is becoming global and that nation-states are being replaced in the economic realm by regional blocks.

In modern times, none of the Hispanic countries have been the economic equal of France or Germany, but in the economy of regions, Latin America is an important market. It is a large and relatively homogenous area, where most people speak Spanish. Even Portuguese-speaking Brazilians now have made the study of Spanish in school mandatory, precisely because they realize that this is the language of the economic block to which they belong.

In addition to being the principal language of Latin America, Spanish is the second national language in the United States, which, with more than 35 million Latinos, is the third-largest Spanish-speaking country in the world, after Mexico and Spain. This, no doubt, has had a major impact on the rise of Spanish as an international language. People across the world have realized that, as Thomas Jefferson wrote to his nephew, Peter Carr, in 1788, English and Spanish are the two main languages of the Americas and "should be well-known by every inhabitant who means to look beyond the limits of his farm" (González, p. 57). The old British and Spanish Empires now share a common destiny, and their respective languages are the most studied in the world. English is the international lingua franca, and Spanish is establishing itself as the second most important international language, ahead of French.

Unity and Diversity

In a speech before the European Parliament in 1995, François Mitterand spoke about the threats to language and identity in many countries. Comparing several

European languages, including French, to languages with small numbers of speakers, Mitterand said: "In fact, Italy, Germany, and France are also threatened. Today, English and American culture and Spanish culture are nearly the only ones in a position to meet these challenges and, in spite of the friendship that I feel for these countries, I prefer to speak my language instead of theirs" (Tamarón, p. 115).

Mitterand's comment is interesting for two reasons. First, it presents the English and Spanish languages as related to each other and as more powerful than French. Second, it points out the importance of preserving small languages. Both arguments are important. For better or for worse, the destinies of English and Spanish are tied together, and it is best that speakers of both languages accept this reality. Anglos should put aside their prejudices and treat Latinos and the Spanish language with respect. For their part, Latinos should seek to overcome their resentments against Anglos, as well as against one another, and to affirm the importance of their common language openly and confidently.

Hispanics must foster the unity that the Spanish language provides and cherish their language without remorse. This unity has always been manifest, since Spanish is one of the most uniform languages in the world, and it seems to be increasing naturally, thanks to new communications technologies. A number of Latin American expressions are now commonplace in Spain; for example, travel, television, the Internet, and e-mail have amplified the reciprocal influence of the various dialects of Spanish.

For the above reasons, interest in Spanish linguistics is at a high point. Today, publications of the Royal Academy of the Spanish Language are best sellers. This institution, which receives more than 100 e-mail inquiries per day about linguistic issues, is preparing a new Spanish dictionary, with collaborators in all parts of the Hispanic world, including the United States. The Spanish language is entering a moment of splendor, and must be celebrated and cultivated. At the same time, if Hispanics want the Spanish language to be treated with respect in places where it occupies a secondary position, such as in the United States, they must treat their own secondary languages with respect as well. According to Richard Dixon and Claude Hagège, it is expected that in the next 100 years, as world languages, including English and Spanish, become more dominant, at least half of the world's 5,000 or so languages may disappear. Spanish-speaking countries should resist the cultural impoverishment which such linguistic extinctions entail and fight to preserve Maya, Quechua, Basque, Catalan, and other languages in their midst. Unity must be based on respect for diversity.

Language and Identity

I was born and raised in the northern Spanish region of Asturias during the dictatorship of Francisco Franco, which strongly repressed regional cultures and loyalties, as well as ideals of freedom and democracy. In my school, each time a girl said even one word in Asturian, the nuns would tell her not to speak incorrectly. I found it very hard to be told that to speak my language, the language in which my mother spoke to my sister and me, was to speak incorrectly. That caused me quite a bit of resentment against Spanish.

My resentment against Spanish has totally disappeared, and I can cite two decisive moments in that process. The first was when, in a Hispanic dialectology class at the University of Oviedo, the professor explained the Asturian language and compared it to Spanish and other romance languages. To see Asturian on the blackboard, taken seriously as the object of scientific study, to see that it had logical rules and that we were not speaking Spanish incorrectly but rather speaking our own language correctly, had a very positive effect on my attitude. My understanding of the linguistic intricacies of these two languages, which are quite closely related, got much better, and I was able to separate them fully for the first time. My negative feelings about Spanish decreased considerably after this experience.

The second moment was when I arrived in the United States as a graduate student and found that, just as my father had told me, the Spanish language, which I had just finished mastering before coming to this country, was not appreciated here, thus intensifying my feelings of Hispanic solidarity. By making friends and common cause with Chicanos, Puerto Ricans, and people from every corner of the Hispanic world, I understood the importance of Spanish as a unifying element and accepted it as a language that was truly mine. My resentment, already considerably lessened by the opportunity to study the Asturian language in Spain, turned into a sense of possession when I saw Spanish treated as a language of color in the United States.

Now, I am very happy to speak Spanish, which enables me to feel at home throughout the Americas. As Spanish continues to rise and affirm its preeminence as the second language of the United States and of the world, I hope that Spanish-speaking countries will have the wisdom to study and cherish their smaller languages, for unity must be based on respect for diversity. I also hope that Latinos in the United States will have the wisdom to celebrate their differences while stressing their commonalities. The mixing of peoples that gave birth to the Black Legend is precisely what gave Hispanic culture its richness and complexity. To recognize and honor each of the parts can only strengthen the whole.

NOTE: This article is an English version of a Spanish paper delivered at the Conference Diálogo intercultural: La afirmación de las identidades más allá de las fronteras, sponsored by the Organización de Estados Iberoamericanos and the Colegio de la Frontera Norte, Tijuana, México, Sept. 5, 2000. I thank the Colegio de la Frontera Norte for its wonderful hospitality and the Organización de Estados Iberoamericanos for fostering a candid dialogue about, and among, the many cultures of the Hispanic world.

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The President's Budget and Educ

Propo[illegible]t Mixed Revie

by Inés Pinto [illegible]

While President Bush put the brakes on [illegible] domestic spending in his proposed fiscal year 2004 budget to devote tax dollars to homeland defense and recovery from the economic recession, he called for a nearly 6 percent increase for the U.S. Department of Education.

The president's budget request for 2004 provides $53.1 billion for the U.S. Department of Education, an increase of $2.8 billion or 5.6 percent above his 2003 spending plan and the largest dollar increase of any domestic agency. The $2.23 trillion budget for the federal government would go into effect Oct. 1, should Congress agree with the president.

Heather Valentine, a spokeswoman for the Republican-led House Committee on Education and the Workforce, said Bush's fiscal year (FY) 2004 budget calls for a "historical increase for higher education," an increase which shows that education is one of his priorities and one which she said she felt members of Congress would support.

"Every member of Congress wants to increase access to higher education, and the president's budget does that," Valentine said.

Bush wants most of the new education dollars to cover a financial shortfall in the Pell Grant program, the federal government's primary source of grants for low-income students. Moreover, he would like to boost a loan forgiveness program for students who decide to become math, science, or special education teachers in low-income communities. Hispanic-Serving Institutions and Historically Black Colleges and Universities, which provide postsecondary educational opportunities for some of the nation's most disadvantaged students, also would see a small boost in the grants they receive from the federal government under Bush's plan for FY 2004.

Other programs would not fare as well; the budget calls for reductions in vocational training, teacher training, and after-school services and would eliminate 45 programs in the Department of Education alone.

Complicating the February unveiling of Bush's FY 2004 budget was the lack of resolution over the FY 2003 budget. Fiscal year 2003 began Oct. 1, but the federal government was operating under a continuing resolution since the members of Congress were at a stalemate over that budget. A continuing resolution finances current federal operations at the previous year's spending levels. The House of Representatives and Senate had agreed to a FY 2003 education budget by mid-February but were waiting to see if the president would support their recommendations.

Bush's proposed overall budget called for expanding tax cuts, increased spending on the military, and slow growth in social programs, and projected record deficits, even without factoring in the war with Iraq.

Without Iraq, the White House projected a $307 billion deficit for this fiscal year and $304 billion next year. Analysts estimate the shortfalls could reach more than $1 trillion over the next five years. Democratic strategists say that Bush's budget is fiscally reckless in that the $674 billion he proposed in new tax cuts would only deepen the deficit. They blamed Bush's tax cut package in 2001 for the growing deficit and considered his FY 2004 budget not fully realistic in that it failed to provide a "what if" with respect to the then-possible invasion of Iraq. Administration officials argued that supplementary budget requests could address any shortcomings.

"A recession and a war we did not choose have led to the return of deficits," said the president in his February budget message. "My administration firmly believes in controlling the deficit and reducing it as the economy strengthens and our national security interests are met. Compared to the overall federal budget and the $10.5 trillion national economy, our budget gap is small by historical standards. By protecting our vital national security interests and promoting economic growth, we will meet the challenges and concerns of the American people. We will not let them down."

One of the biggest recipients of the $2.8 billion increase the President called for in education would be the Pell Grant program, for which Bush requested a $1.9 billion boost in funding to $12.7 billion. Valentine said the budget increase would mean that 4.9 million students would receive a Pell Grant, a million more students than were in the program when Bush took office. Pell Grants are need-based, and are available to both traditional and nontraditional college students pursuing an undergraduate degree, as well as adults returning to school to improve their employment opportunities through additional training or retraining.

The Education Department analysis of Pell Grants found that they are well targeted to the neediest families, and help increase college enrollment rates among economically disadvantaged students. But, lobbyists said that under Bush's plan, new funds would actually be used to erase the program's budget deficit. They were disappointed that some of the new money would not be used to raise the maximum grant, which now stands at $4,000. The Pell Grant, they said, is losing purchasing power as tuitions at colleges and universities nationwide continue to rise.

In recent years, the number of Pell Grant recipients has grown much faster than historical trends would predict (as has college enrollment overall). Specifically, from 2000 to 2002, the number has increased by nearly 25 percent, compared with a 5 percent growth rate from 1997 to 1999. As a result of this unexpected growth, as well as a $700 increase in the maximum grant from 2000 to 2002, Pell Grant appropriations for the past few years have been insufficient to fully cover annual program costs. Still, the Bush administration estimated that upcoming growth would be contained to no more than 2 percent in coming years because a turnaround in the economy would diminish demand.

Isabel Luengo, a graduate student at George Washington University, said she was concerned that the administration would not meet the growing demand for the Pell Grants which have helped so many Latino students get access to colleges and universities. By limiting the grant to $4,000, Luengo said Pell Grant recipients would find it difficult to attend her university, which costs much more than that.

"If you want to promote a minority group that is already underrepresented in the upper levels of education, it is important that these grants be given out," she said.

As part of the administration's effort to keep the Pell Grant program on a solid financial foundation, the budget also proposes to allow the IRS to match income data on student aid applications with the applicant's tax data to ensure that students do not receive awards in excess of the amount for which they are eligible. This is one component of the administration's initiative to reduce erroneous payments government-wide.

Department of Education
(In millions of dollars)

	2002 Actual	Estimate	
		2003	2004
Spending			
Discretionary Budget Authority:			
Elementary and Secondary Education			
Title I Grants to LEAs[1]	9,920	11,350	12,350
Reading First and Early Reading First	975	1,075	1,150
State Assessments	387	387	390
Charter Schools Programs	200	300	320
Choice Incentive Fund	—	50	75
Even Start	250	200	175
Impact Aid	1,144	1,141	1,016
Teacher Quality State Grants	2,850	2,850	2,850
Safe and Drug Free Schools State Grants	472	472	422
21st Century Community Learning Centers	1,000	1,000	600
English Language Acquisition	665	665	665
IDEA Part B State Grants	7,529	8,529	9,529
Education for the Workforce			
Vocational Rehabilitation State Grants (mandatory, non-add)	*2,481*	*2,616*	*2,669*
Vocational Education	1,315	1,300	1,000
Adult Education	591	591	591
Higher Education			
Pell Grants	11,314	10,863	12,715
Historically Black Colleges and Graduate Institutions	255	264	277
Hispanic-serving Institutions	86	89	94
TRIO/GEAR UP	1,087	1,087	1,087
Research and Statistics	207	270	280
All other programs	9,258	7,827	7,551
Total, Discretionary budget authority[2]	49,505	50,310	53,137
Mandatory Outlays:			
Federal Direct Student Loans	97	4,844	-135
Federal Family Education Loans	2,297	2,103	4,984
Teacher Loan Forgiveness (legislative proposal)	—	—	178
All other programs	2,585	2,392	2,668
Total, Mandatory outlays	4,979	9,339	7,695
Credit activity			
Direct Loan Disbursements:			
Federal Direct Student Loans (FDSL)	10,235	12,435	13,393
FDSL Consolidations	9,228	7,436	6,106
Subtotal, FDSL disbursements	19,463	19,871	19,499
Other Direct Loans	41	21	41
Total, Direct loans	19,504	19,892	19,540
Guaranteed Loans:			
Federal Family Education Loans (FFEL)	24,167	30,570	33,245
FFEL Consolidation	20,106	17,013	13,003
Total, Guaranteed loans	44,273	47,583	46,248

[1] Excludes $430 million increase in advance appropriations in 2002.

[2] Includes $1.0 billion in 2002 supplemental funding.

This proposal is projected to save $638 million in Pell Grant costs over 2003-2004, significantly reducing existing funding shortfalls, say administration officials.

Many education lobbyists were not happy with Bush's budget proposal to leave both College Work-Study and Supplemental Educational Opportunity Grants, which augment Pell Grants for needy students, at the levels at which they were financed in 2002. But Gumercindo Salas of the Hispanic Association of Colleges and Universities said he believes the Pell Grants tend to be a better solution than College Work-Study for some students because it allows them to focus on their studies rather than on their work and academics at the same time.

One of the biggest recipients of the proposed $2.8 billion increase would be the Pell Grant program, for which Bush requested a $1.9 billion boost to $12.7 billion.

New data from the National Center for Education Statistics predict that college enrollments will continue increasing to record highs during the first decade of this century. The current enrollment is expected to increase 13 percent by the year 2012, to a total of 17.7 million students. To meet this growing need, the administration said it wanted to steer the budget so that it supported institutional development, provided opportunities for students to gain international expertise and training as language and area specialists, strengthened student services, and designed innovations to improve the quality and availability of postsecondary education.

"Our public institutions of higher education have to improve their completion and retention rates of students once they enroll–so students can learn the skills they need to get the jobs they want," said Education Secretary Rod Paige of the budget requests by Bush.

Therefore, the 2004 request provides an increase of 5 percent from the 2002 budget for programs to strengthen institutions of higher education that serve high proportions of minority and disadvantaged students, including Historically Black Colleges and Universities, Historically Black Graduate Institutions, Hispanic-Serving Institutions, and Tribally Controlled Colleges and Universities. A $94 million request for Hispanic-Serving Institutions would help increase academic achievement, high school graduation, postsecondary participation, and lifelong learning among Hispanic Americans. The 2004 request would expand and enhance the academic quality, institutional management, fiscal stability, and self-sufficiency of the colleges and universities that enroll large percentages of Hispanic students.

"Hispanic Americans are the largest ethnic group in the United States, yet continue to lag behind their non-Hispanic peers in overall educational achievement," said a White House statement on the budget request. "This request demonstrates the administration's commitment to ensuring that Hispanic students have access to high-quality, postsecondary education and to closing the gaps between Hispanic and majority students in academic achievement, high school graduation, postsecondary enrollment, and lifelong learning."

But Salas said Bush's request for FY 2004 would be just $1 million more than what Congress wants to give HSIs for FY 2003, so he hopes that negotiations in the coming months over the FY 2004 budget will result in more funds for the program. HSIs compete for funds for their institutions through the program.

"We hoped to get a little more money," said Salas. "We understand the economic situation of the country and the ongoing war on terrorism. We still have hope for more money. Each year, we keep getting new colleges competing for these funds."

The request also provides $102.5 million for the International Education and Foreign Language Studies (IEFLS) to continue support for programs designed to meet the Nation's security and economic needs through the development of national capacity in foreign languages and area and international studies. Salas said he hopes students at Hispanic-Serving Institutions and Hispanic students at other universities will be able to benefit from these funds.

"The increased complexity of the post-Cold War world and the events of the Sept. 11, 2001, terrorist attacks on the United States underscore the importance of maintaining and expanding American international expertise in world areas, economies, and foreign languages," said the White House statement on the budget.

Bush's budget request includes $802.5 million for the Federal TRIO Programs and $285 million for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to provide educational outreach and support services that will help more than 2.2 million disadvantaged students to enter and complete college. Both programs would receive a welcome increase in their budgets under the Bush plan, said Salas.

Bush also proposed a student loan forgiveness of up to $17,500 for math, science, and special education teachers who agree to teach in low-income communities for five years. Currently, the government forgives up to $5,000 in loans for such students.

"There is a serious shortage of teachers, and there are a lot of people who want to become teachers so the $17,500 is a good incentive," said Valentine.

More changes are in store later this year for higher education when Congress takes up reauthorization of the Higher Education Act. Salas said Hispanic education lobbyists are hoping to create a new program either in the negotiations for the 2004 fiscal year higher education budget or in the reauthorization of the Higher Education Act that would provide funds to expand graduate education at HSIs.

"Hope is on the Horizon" for Higher Education

AACU Report Cites Need for Change and Highlights Progress

by Michelle Adam

Carol Schneider, president of the Association of American Colleges and Universities (AAC&U)

"We have inherited practices from 100 years ago that work badly for more and more students," said Carol Schneider, president of the Association of American Colleges and Universities (AAC&U).

Schneider spoke from her office in Washington, D.C., about the Association's report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. The 60-page report, released late last year after two years of intensive work, seeks to outline a new vision for higher education. It follows on the heels of the Association's 2000 report, *Greater Expectations: The Commitment to Quality as a Nation Goes to College*.

"At the turn of the century, there was an enormous emphasis on the content that students ought to learn. There was an assumption that you could present the most important pieces of knowledge to students, and they would benefit from knowing them," said Schneider. "Over the course of the century, we have come to see that in order to use knowledge, students have to develop reasoning skills, develop the ability to go out, and find new knowledge, and pull knowledge together. Content knowledge is not enough. The focus is to shift from teaching to learning. We need to be much more successful at helping students see what it is that they need to learn in college and helping them be intentional learners."

Much of the report focuses on determining exactly what it is that students need to be learning, and how they need to be learning. Rather than leave this discussion up to each college or teacher, *Greater Expectations* calls on our nation to become clear on the quality and type of education that would best serve all students at this time in history.

In an effort to address the needs of today's students, the report argues for providing all students with a liberal education, regardless of their background or major. It is the kind of education Schneider describes as having been offered, up until now, to an "elite" group of students.

"Part of what we are talking about is trying to expand something that has been provided to fortunate elites and make it more broadly available, make it the standard rather than the exception for everyone who is making their way to college," she said.

"Our nation should be proud of achieving nearly universal access to higher education, but we are not doing a good enough job of educating students for the challenges they will face at work, in a diverse democracy, and a turbulent global community. In this era of great expectations, we need a new academy that gives all students the kind of practical and engaged liberal education they will need to succeed. It's time for a new vision of learning that focuses on liberal education outcomes for every student."

The words "liberal education" may seem vague or unclear to some. Accordingly, the report sets out to describe what is intended by this kind of education: "In this spirit, the report urges an end to the traditional, artificial distinctions between liberal and practical education. Liberal education in all fields will have the strongest impact when studies look beyond the classroom to the world's major questions, asking students to apply their developing analytical skills and ethical judgment to significant problems in the world around them. By valuing cooperative as well as individual performance, diversity as a resource for learning, real solutions to unscripted problems, and creativity as well as critical thinking will both prepare students for a dynamic economy and build civic capacity at home and abroad."

A group of 25 individuals on the Greater Expectations National Panel worked on the report during a two-year period, and in doing so, addressed what they saw as the problems with higher education today. "The panel concludes that change is urgently needed. Even as college attendance is rising, the performance of too many students is faltering," notes the report. "Public policies have focused on getting students into college, but not on what they are expected to accomplish once there. The result is that the college experience is a revolving door for millions of students, while others poorly spend the college years. Broad meaningful reform in higher education is long overdue."

The report continues with further conclusions drawn by the panel: "Students are flocking to college because the world is complex, turbulent, and more reliant on knowledge than ever before. But educational practices invented when higher education served only the few are increasingly disconnected from the needs of contemporary students.…Less than one-half of the students who enter college directly from high school complete even a minimally defined college preparatory program. Only 40 percent of school teachers hold the high expectations of performance that would ready students for college-level work. Once in college, 53 percent of all students must take remedial courses."

The challenges facing higher education and students receiving degrees from our schools are numerous, according to the report. Addressed is the fact that we face a shortage of college-educated employees with the mental agility and adaptability needed for our workforce, and that a large proportion of our college-bound students, especially those from poorer minority communities, are ill-prepared for college and, therefore, face a significant dropout rate. Often high school education is poorly aligned with college entry expectations, argues the report, and colleges are poorly equipped to meet the needs of today's students, who are made up of varying ages, backgrounds, and responsibilities. Finally, college professors are prepared as scholars and not as teachers, and as a whole, higher education lacks clear learning objectives and ways of measuring objectives that would hopefully prepare all students for the demands of a modern workforce and citizenry.

Eduardo Padrón, president of Miami-Dade Community College, was a member of the 25-member panel. Asked his opinion on the results of the report, he told *Hispanic Outlook*: "This is an honest report. It does not shy away from the deficiencies that hamper higher education and our entire education strata. Our success in opening the door to higher education has only heightened the already enormous challenges. Now, we are confronting the learning implications of cultural and socioeconomic diversity as well as the challenge of academic under-preparedness."

Padrón discussed what he saw as the liberal education needed and addressed in the report for today's students. "The report is student- or learner-centered–it recognizes and respects who is attending college today and the context in which these students live their lives. The report offers a host of statistics that portray a new generation of undergraduate students, far different than previous student populations in terms of age, working status, minority enrollment, and preparation or readiness for college-level work. And of course, a changed world of work, one that produces new industries and careers at dizzying speed. A recent report from the Bureau of Labor Statistics noted that people can expect to change jobs nine times between the ages of 18 and 34."

"All of this implies huge changes for educational institutions. Adaptability, responsiveness, and partnership must replace any vestige of an ivory tower mentality. Student success must be the imperative for all of the contributing part-

Andrea Leskes

"Adaptability, responsiveness, and partnership must replace any vestige of an ivory tower mentality."

EDUARDO PADRÓN,
PRESIDENT OF
MIAMI-DADE
COMMUNITY COLLEGE

ners to higher education."

This liberal education described by Padrón and the report argues on behalf of students becoming intentional learners, and breaks down this kind of learning into three categories: the empowered, the informed, and the responsible learner. The empowered learner is expected to be able to "communicate well in diverse settings and groups, using written and oral means; employ a variety of skills to solve problems; and work well in teams, including those of diverse composition, and build consensus." The informed learner should build knowledge in "the human imagination, expression, and products of many cultures," in "global and cross-cultural communities," and in "modeling the natural world." The responsible learner is expected to be an active participant as a citizen of a diverse democracy and possess an understanding of self and of one's multiple identities.

The report also recommends a reform in doctoral education so that teachers themselves become trained as professional educators in the disciplines that they will teach. Also highlighted is the need for every college and university to set explicit goals for student learning across departments, and the need to enact assessments that can measure students' ability to think critically and meet learning goals upon graduating from college. Finally, panel members suggest that continuous conversations be organized "between high school and college educators about learning outcomes, curricula, and teaching practices."

"We felt that somebody in the higher education community needed to look at what our end goal is," said Schneider. "We are trying to build a public language to enrich the public discussion about what it means to go to college–that access is the only beginning. We have to be much more successful in helping students understand what they need to learn in college and helping them become skillful and intentional learners."

"We fear that entirely too much of this discussion is going on in terms of access or job skills, as if higher education and trade school were one and the same thing. We believe that it is because there is not a good public language for describing the other values that are also important–ethics, civil responsibility, ability to work with and learn from others, practical intelligence as well as analytical skills."

The beginning of building this public language was initiated by the report, but has since been followed up with Greater Expectations campus dialogues conducted throughout the country. These gatherings have been sponsored by the Presidents' Campaign for the Advancement of Liberal Learning, or CALL, which was launched by the AAC&U in November 2001. More than 500 college and university presidents have signed on to the CALL campaign with a pledge to make liberal education an equal opportunity commitment to all students and to a democratic society.

At the time of our interview, 33 roundtable discussions had taken place or been scheduled for potential engagements between September 2002 and the spring and fall of 2003. The dialogues have thus far involved 1,300 participants–higher education presidents and academic leaders, secondary educators, business leaders, and community members. Several presidents have used these discussions as a springboard for advancing educational change at their schools.

"We are not doing a good enough job of educating students for the challenges they will face at work, in a diverse democracy, and a turbulent global community."

CAROL SCHNEIDER, AACU PRESIDENT

"The employers with whom we have been speaking are really responding to the emphasis on responsibility, ethics, values, and diversity," said Schneider. "I have heard some extremely sophisticated discussions from employers about the importance of preparing students to work successfully and to interact respectfully with people who are different from themselves. Employers are looking for analytical skills, and they are not getting it at the level that they want. They are looking for the soft skills, the interpersonal skills."

A follow-up report to the discussions concluded that, "On the whole, dialogue participants have been overwhelmingly positive about the Greater Expectations report and its recommendations for an engaged and practical liberal education for all students."

Aside from the discussions, AAC&U has distributed 20,000 of its reports, especially to its members, who hail from 800 colleges and universities. "Many of our members are seizing on this in order to help advance work they already know they need to do to make their institutions more responsive to a changing population and changing world," said Schneider.

AAC&U is working together with its institutions to help them enact educational improvements and changes, while also recognizing those schools that have already demonstrated some of the goals described in the report. (Some were highlighted in the report, and 22 were selected for their quality education.)

"There is a revolution of rising expectations going on, and that wasn't there 25 years ago," said Schneider. "We have seen a huge amount of reinvention of undergraduate education going on. The huge amount that has happened in the last 20 years is beginning to restructure the way students are receiving their education." Given the level of momentum, she said, "If you shine a spotlight on all the exciting changes taking place and work on what it would require to connect them, then in fact we could have a different framework for undergraduate education within the next 10 or 15 years. We have the elements of transformational change already around us."

AAC&U is now working with 300-400 schools on one initiative or another. "I do think there's been enough innovation so that people can begin to see their way toward a different organization of undergraduate time and effort–and that's what we want to support," said Schneider. "Hope is on the horizon. It's one institution at a time."

The Pan-Latino Joy of Sandra Guzmán

Author and Journalist Helps Latinas Conquer the Culture Battle

by
Diana Saenger

Sandra Guzmán grew up in a traditional Latino family—but her ability to see beyond the niche of her culture and reach for lofty goals is anything but traditional.

Guzmán realized at a young age that her world was much different than that of her ancestors. She saw and felt things they did not and had the guts to make those feelings known—not only to her family, but also to the world. Guzmán says in her book, *The Latina's Bible*, "Coming to terms with my cultural identity—and feeling comfortable with the different parts of me that make me who I am, has been an emotional roller coaster ride."

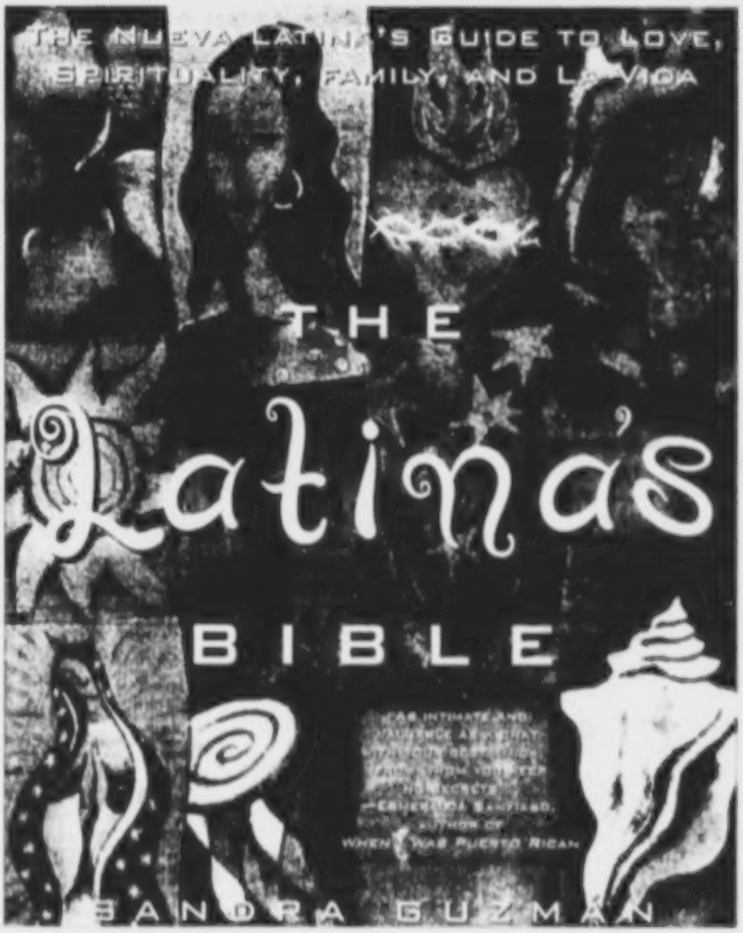
Her family moved from Puerto Rico to New Jersey in 1973. Growing up in the belly of the American culture, Guzmán learned English and forgot Spanish; fell in love with American music, fashions, and food; and admitted she even wanted to change her name to an American name—all just to fit in.

"Immigrant parents send their children to school to get educated, and they return as American," said Guzmán, "which I don't think is bad, just a reality. Children become morphed, no longer Latina, Mexican, or Cuban children; they're different beings. And not only do they learn to read and write in English, they start to think in American—McDonald's and American pop culture. That doesn't mean that parents have to abandon the moral beliefs of family or the importance of character. They just have to understand that the same behaviors that were expected back in the pueblo in Mexico are not going to apply here."

Fortunately, Guzmán realized that to spread her wings would require knowledge beyond what her family could teach her, and she sought to further her education.

"I always had the urge to travel the world and escape my immediate neighborhood," she explained, "and I knew that the only way to achieve that was to go to school. Unlike some who bought into money, marrying rich, or a fast lifestyle, I never did. Education was my key to my exit."

After Guzmán graduated from Rutgers University with a B.A. in history and philosophy in 1986, she acquired her first job, at *El Diario* newspaper, a regional newspaper owned by Gannett but with a national scope.


THE NUEVA LATINA'S GUIDE TO LOVE,
SPIRITUALITY, FAMILY, AND LA VIDA
THE
Latina's
BIBLE
AUTHOR OF
WHEN I WAS PUERTO RICAN
SANDRA GUZMÁN

"My first job out of college was as a receptionist at a publishing company, but that's how I got the job at *El Diario*," Guzmán said. "And I emphasize to those starting out in journalism not to turn their noses up at a job like a receptionist because it was through that job that I got to know Latinos at a competing paper, and found out about job openings."

At *El Diario*, Guzmán got her first opportunity to be a reporter. "Amazingly, my employer took a chance on me. Because my Spanish was terrible, they allowed me to write in English, which was a first for them."

From 1991 to 1994, Guzmán worked as the assignment desk manager at Telemundo's evening news (WNJU-TV). Rising early to get to the studio by 6 a.m. and put a newscast together was a challenge Guzmán enjoyed. "I had to come up with stories, be attentive to breaking news, and was also a public affairs producer working on special shows such as sexual harassment or domestic violence. This was very exciting," explained Guzmán, who won an Emmy for "Enfoque 47," her show about the Cuban embargo.

"When you talk about Cuba in the Spanish-language press, it's a very black and white issue. People love Fidel or they hate Fidel, so you never hear the gray areas of the debate, and I wanted to bring that to light."

In 1994, Guzmán moved to one of the top-rated morning programs, Fox Television's (WNYW) "Good Day New York," where she served as a producer. By now audiences understood Guzmán's belief that Latinas come in all colors and that many of their stories weren't being told. Wanting to make a more significant effort to give Latinas everywhere a voice, in 1997 Guzmán left Fox to become the editor in chief of *Latina* magazine, the first bilingual lifestyle magazine for Hispanic women in the U.S.

Guzmán made significant changes to the magazine, including model layouts representing true Latina color and size spectrum; a feature of 10 Latinas of the Year who did great things in the community, and adding a Dear Abby-like columnist, Dolores Dice. "She was like a girl from the block, an older cousin or aunt or godmother, who offered really honest advice. Her voice is real and in your face, but also very loving. To this day, she is the most popular thing in the magazine," said Guzmán.

Reading had been an important part of Guzmán's life. She admitted her love of books had her constantly visiting the library and reading newspapers. "I knew there were so many other worlds to see and foods to taste," she said.

By 1999, Guzmán knew she wanted to write a book.

"I had outgrown the magazine and really wanted to write my book. So an opportunity came along to be the founder and editorial director of *soloella.com*, a resource magazine online where Hispanic women could chat and get special information relevant to life. I also felt the need to explore the generation gap and the contemporary Latina versus the Latina of 20 years ago. That gap is still very much uncharted water, in the area of career and personal choices like motherhood, marriage, and sexual orientation."

The *soloella* site eventually went bust in 2001 but not before Guzmán understood even more how important her book might be to fellow Latinas who had looked for the answers to problems faced by all Latina women.

"There are many places women can go to and get information say on pregnancy, but there are different cultural expectations of motherhood and beliefs and taboos that we talked about at *soloella*. And other subjects about our health and spirituality that we approached from a different angle, one that targets the Latina or Black woman and understands the nuances. I remember e-mails from places like Guatemala with women seeking advice. We were building a bridge between our relatives across the border."

Random House agreed to publish *The Latina's Bible* in 2002. Was Guzmán surprised to be the first Hispanic woman to write a self-help book for the publisher? "No," she said. "Literature is in the dark ages when it comes to publishing people of color. I am surprised that more self-help books by Latinas have not been signed since self-help is one of the best selling genres in publishing."

Are some people surprised to learn the book was originally written in English? "It's a new thing to write in English," explained Guzmán. "When people see my book they automatically think Spanish, and they don't think about the 35 million Latinos who are in the U.S., and only one-fourth of them speak and read only English. A Spanish version is in the works."

The Latina's Bible is a beautifully illustrated book with wonderful sidebars of information such as statistical data, Latinas who made history, consumer resources, cultural trivia, and insights. The book is also blessed with Guzmán's keen sense of humor. One section titled "The Coconut I Was, The Mango I've Become" is only one example of the humor that has obviously helped her through her diverse career.

Another reason readers are drawn to this informative collection is Guzmán's obvious helping hand. She writes, "I hope when you feel, 'this is hard, I feel so alone,' that you will pick up the book." Readers are also drawn to Guzmán's downright honesty, such as when she describes her family as dysfunctional.

"But it's true," she quipped. "And saying it in public gives me a level of freedom that I didn't have or acknowledge. And let's face it, most of us come from a dysfunctional family in one way or another. I spend a lot of time with people who don't talk about it. We talk around issues and not about how those issues affect your decisions and your life as an adult."

Who did she look up to growing up? "Certainly my two biggest sisters, Wandi and Mari, were my cheerleaders and champions, and my mother, in her mind, never had any doubt about my success," Guzmán said. "Although I can't recall a lot of public role models who inspired me, Gloria Steinem inspired me with her brave honesty. And more than being motivated by the professional Latina, I was inspired by the working class; the ones who cleaned someone else's bathroom and raised someone else's kids and worked in factories. I found their intensity in their work and their commitment to family inspiring."

In several of the sections in the book about health, Guzmán includes recipes for things such as relief from childbirth or how to make your wish come true. "These were practices used in my home that I was not supposed to know about," she said. "They were clandestine beliefs that evolved from *espiritas–espiritismo*, and native beliefs from the Spaniards. That they have survived is attributed to the strength of our indigenous cultures. They were practiced, but not in a public way in our house. My great grandmother was like a Puerto Rican town healer. She had two houses, her house and then the healer house which had all these potions and recipes that she would dish out. Unfortunately, they died with her, but the ones still around are important because they work. They are also part of our tradition and are slowly resurfacing today in the aromatherapy and new age remedies that date back hundreds of years."

Since her book has been published, Guzmán continues to reach out to others with her speaking engagements and as a mentor to Latino youth organizations. She travels to colleges all over the country to speak and inspire students, and constantly gets feedback that her efforts and her book are appreciated.

"Something magical happened in 1999 when Ricky Martin showed the world his beautiful body and when Jennifer López and Selena sprang into the spotlight. The world woke up to a sleeping giant–the U.S. Latina and Latino. There's all this music, artistry, and culture right here in our neighborhood in America. For a long time we had to hide who we were, and now the younger generations are proud to be Latina and virgins and have murals and songs about their people.

"That's what I am capturing, the excitement about our culture and traditions. And with this generation in particular, the women are slipping out of the culture script. We are choosing careers that are so different than the careers that were chosen for us one or two generations ago. I'm capturing the feeling that to be Latino is something to be proud of, but I'm also encountering the frustration of the racism that still exists in this country."

Although several incidents of personal racism impacted Guzmán, she fueled her action into a fight for all Latinas. "I would experience it in subtle ways, like when people had low expectations of me because of my gender or nationality," she said. "In the beginning, this made me feel terrible, and I started to resent that I was Latina. I believed I had nothing to be proud of."

So how does one overcome this negativity?

"Once you meet the right people in your life, come across the right books, and meet the right professors, you begin to realize you have a choice of a positive energy or a negative energy. I remember one history professor who had a great impact on me."

Guzmán understands how education can change one's future.

"Our parents, and the generations before them, have always understood the importance of education, but sometimes things stand in the way, like poverty or dysfunction. The issues we grappled with years ago–financially having to help your family by contributing to the household while going to school–are issues that can still get in the way of our education."

Guzmán also finds some fault with today's education.

"There seem to be a lot of teachers who don't want to be teachers or don't believe in their students. I'm experiencing that with my teenage son. Maybe I'm generalizing, but I see very few committed teachers in the inner-city school systems of America. I remember a teacher in seventh grade who told me how smart I was, and she made a big difference in my world. I don't see that level of commitment in our teachers. Of course that may be a reflection of society at large that does not appreciate public school teachers and give them the salary that they deserve."

In writing *The Latina's Bible*, Guzmán has not only embraced her native culture but admitted she learned things about herself as well.

"I knew before I wrote the book that there was definitely a sisterhood of Latinas. But the many e-mails I got confirmed my theory. Things such as 'How much more I have to heal as a woman and a human being, how fun I can be, how special I really am, how much more I have to love myself.' Women in particular are raised to nurture others. From the moment we're born, we're given a doll and learn the whole cycle of nurturing. And what I learned from writing the book, is how much more I have to nurture myself before I can nurture others and how that is a continuous challenge. As women, we give a lot more than we get. I started my book with this quote from Patrisia Gonzales, a friend and fellow writer, '"For most of our lives, the lesson is to love ourselves even more deeply, because we are survivors of colonization . . . that's our fight against injustice."'"

Today Guzmán is remarried and enjoying a new six month old baby. But she is working on other books and continues to speak publicly. Through her speaking engagements and her work, she has helped an entire nation of others conquer the culture battle. She said in her book, "I finally came to understand that this cultural amalgam is a gift, a marvelous and exquisite joy. I can take pleasure in this Pan-Latino joy within and all around me: the music, the families, the racial diversity–*las indias, las mestizas, las negras, las rubias, las morenas, las bajitas, las flacas,* the novelas, the food."

PH.D. PROCESS AND OUTCOMES UNDER SCRUTINY

All Stakeholders Tapped for Input

Jody Nyquist, associate dean of the Graduate School at the University of Washington and principal investigator of "Re-envisioning the Ph.D."

Re-envisioning the Ph.D.

Funded by the Pew Charitable Trusts

by Marilyn Gilroy

A quiet revolution is going on at the most hallowed level of academia–doctoral education. The revolutionaries include educational and professional organizations, business, and industry, some of the country's most prestigious foundations, and even current doctoral students. All of these constituencies have begun to reassess the Ph.D. process, asking questions about its relevancy, effectiveness, and future direction.

A series of national projects and studies funded by the Pew Charitable Trusts, the Carnegie Foundation for the Advancement of Teaching, and the Woodrow Wilson National Fellowship Foundation are exploring the questions, "What is the purpose of the doctorate?" and "How can we invigorate the education of doctoral students?"

One of the leaders of this movement is Dr. Jody Nyquist, associate dean of the Graduate School at the University of Washington and principal investigator of the "Re-envisioning the Ph.D." project funded by the Pew Charitable Trusts. She has studied and written extensively on why doctoral education needs revision and how various organizations can support and influence the process.

In summary, says Nyquist, graduate education must change to meet the demands of the academy and broader society. Feedback from those who educate, fund, and hire Ph.D.s indicates that the current doctoral education model falls short when it comes to preparing students for academic and non-academic careers, especially in today's global economy and diverse working environment.

A host of critics in and outside of academe say that there is a common assumption that most Ph.D. students are preparing to be professors and that, consequently, there is very little emphasis on non-academic careers. For those who do enter academia, there is insufficient preparation for non-research aspects of their careers, for example, teaching, evaluation, curricular planning, and service to the university, all critical aspects of any tenure-track position.

Leaders in business and industry also argue that Ph.D.s lack collaborative ways of thinking that are required in the working world and claim that students' dissertations and research interests are often disconnected from other knowledge and real-world problems.

And then there is the doctoral process itself. For some students, the road to getting a Ph.D. can be unpleasant, even intolerable, so rife with politics and egos that some of the best and brightest students leave doctoral programs for these reasons.

"There is a 50 percent attrition rate across all disciplines," said Nyquist. "It is an extremely important issue."

Anika Sandy, president of the National Association of Graduate-Professional Students (NAGPS) and a graduate student at Howard University, is also concerned about those who leave before attaining their degree.

"The doctoral process is very taxing and very difficult. These facts alone can help explain the high-attrition rate. However, issues such as funding, lack of proper mentoring, and a host of ills also add to the weight placed on the backs of doctoral scholars," she said.

What Concerns Do We Have?

Dissertation committees often give students a tough time, in part because their standards are high but also because it is a rite of passage to the pinnacle of academic success.

"Defending a thesis is a tense, often volatile, situation that can result in truly negative feelings, especially if the points of dissention are so vast that the parties cannot come to an agreement," said Sandy.

These factors, plus other concerns about the Ph.D. process and outcomes, have led to a host of discussions about how to bring the Ph.D. into the 21st century.

Jody Nyquist's quest to examine and re-envision the Ph.D. began in 1998, when she was conducting a study of 365 stakeholders in doctoral education. The respondents were from research universities, government funding and hiring agencies, and business and industry foundations. The study quickly discovered, says Nyquist, that "even though U.S. doctoral education is considered the world's best, concerns about its future were expressed by many groups."

As a result, she and a colleague, Bettina Woodford, published the study results, which distilled concerns into six main areas for improving doctoral education. They are: shortening time to degree for the Ph.D.; developing more diversity among recipients; increasing doctoral students' exposure to technology; preparing doctoral students for a wider variety of professional options; incorporating an understanding of the global economy and environment; and making interdisciplinary work a more integral part of doctoral education.

Nyquist has proposed what she described in *Change* magazine as a "tapestry of change" for doctoral education. One of the first conferences on this theme was held in April 2000 and produced recommendations that included the need to make it clear to prospective doctoral students what doctoral education consists of and requires. This is especially critical, says Nyquist, if we are to make progress in truly diversifying the American intellect.

"Minority students, particularly first-generation college students, have reported to me how much of a mystery getting a Ph.D. is for them, and that they do not have sufficient role models or mentors who can help them navigate through strange waters," said Nyquist.

For this reason, many universities are now focusing on the mentoring component for faculty and students.

"Universities are developing handbooks for mentors and for students to make more transparent the expectations–how to provide and how to obtain adequate mentoring," said Nyquist.

The "Re-envisioning" project is developing MyElectronicMentor–a tool for students–to reflect on their experiences and learn how to approach advisors.

But will these efforts really produce change in a process so entrenched in traditional approaches and methodology? Nyquist acknowledges that the Ph.D. has been re-assessed at various points in the last 75 years. Each time, critics were heard, reports were issued and then shelved, with very few resulting changes to the status quo.

This time, says Nyquist, the people reconsidering doctoral programs represent a much broader constituency. A coalition of national organizations, government and private agencies, professional societies, foundation and individual institutions are all involved. And, she says, graduate students today are much more assertive. All of these factors make for a strong national discussion regarding doctoral education.

"We've had tremendous interest in this project–way beyond our highest expectations. We are receiving over 320,000 hits a month on our Web site. The original study, http://www.grad.washington.edu/envision/project_resources/concerns.html, was downloaded over 37,000 times in 2002. Many initiatives, projects, and institutional models have developed out of those original conversations," said Nyquist.

The efforts to reassess the Ph.D. also have been boosted by the general acknowledgment that the range of skills needed to function effectively in leadership positions has increased enormously. Recipients of Ph.D.s who work in any sector, be it academic, corporate, or nonprofit or government agency, must be prepared to do far more than research and write. Knowing this, graduate students have joined the movement for change, mounting their own surveys and calling for revisions.

Two years ago, the National Association of Graduate-Professional Students undertook a survey to probe the state of doctoral education. Approximately 32,000 students participated in the survey. They rated more than 1,300 doctoral programs. As usual, there was good news and bad news. On the positive side, students noted that they were receiving more feedback during the degree process. In previous surveys, students had stressed the desire to receive frequent and thoughtful assessments of their progress. This time around, about two-thirds of respondents reported being satisfied with the availability of annual assessments.

On the negative side, the topic of career planning showed up as one of the areas of deficiency in the doctoral process. While 81 percent of students reported satisfaction with their programs, only 45 percent were satisfied with their preparation for teaching and 38 percent with career services. Specifically, students say that they wished they had started exploring career options and preparing themselves for the job market.

Failure to do so can lead to disheartening experiences like the one Chris Cumo recently recounted in the *Chronicle of Higher Education*. Cumo's seven years of job hunting netted him only one interview. His doctoral field of study–history of science–did not lend itself to a wealth of opportunities either in academia or other segments of the workplace. Cumo lamented how his knowledge of 19th-century agriculture had very little value outside academia and called it "arcane and useless." He blamed himself for not considering alternative careers, but he said that part of the problem is the isolation and atmosphere of intellectual elitism in which Ph.D.s pursue their studies.

Another deficiency in career guidance is that there is little direction for individuals seeking employment outside of research institutions. Many students feel that those who express an interest in pursuing non-research careers lose the favor of the department. This includes those interested in nonacademic positions as well as academic positions at teaching colleges.

As a result, NAGPS has taken the initiative and started offering its members a perspective that they may not be getting at their home institutions.

Feedback from those who educate, fund, and hire Ph.D.s. indicates that the current doctoral education model falls short when it comes to preparing students for academic and nonacademic careers.

"We have scheduled several workshops and discussions at our regional conferences to help prepare members for various careers," said Sandy. "For example, the Northeast Regional conference recently held a successful panel on the issue of breaking into nonacademic careers."

However, if students do venture into careers outside academia, they are warned that it can be a tough experience. Susan Basilla, who wrote "What Are You Going To Do With That?," cautions that Ph.D.s who want to work outside the ivory tower often find themselves in an entry-level position despite years of schooling, leaving them with bruised egos and smaller-than-expected paychecks. But, she says, that experience enables an employee to learn the field from the ground up and, in most cases, the combination of a little experience and a Ph.D. usually leads to rapid advancement and long-term success.

While the goal of some of the "Re-envisioning" initiatives is to help the Ph.D. function outside of the university, others take aim at the academic experience and content of coursework, specifically in trying to establish new core competencies for a successful Ph.D. program. These core competencies would begin where the Ph.D. has always begun–with that of disciplinary knowledge. But the new list would include teaching competency, an understanding of today's diverse workforce and sensitivity to cultural differences, a global perspective, the ability to work in teams, and understanding of ethical conduct with regard to research and other professions.

It is, says Nyquist, a daunting list but a necessary one. To this end, universities are experimenting with co-authored dissertations and new interdisciplinary requirements.

One example is the Urban Ecology IGERT program at the University of Washington. IGERT is an acronym for Integrative Graduate Education and Research Training for UW doctoral students. The program is funded by the National Science Foundation. It has introduced several new approaches in doctoral education: having three or four faculty participate in every lecture and discussion; immersing students in real-world interdisciplinary problem solving; and using group approaches to tackle research themes such as how urban development patterns affect biodiversity and ecosystem function. The most radical part of the program is the requirement that each student's dissertation must include a common, co-authored section based on team findings.

In the meantime, the "Re-envisioning the Ph.D." project continues to hold national discussions and mounts a most comprehensive Web site regarding efforts to re-invigorate the doctorate. It has been joined and complemented by other endeavors, such as the Carnegie Initiative on the Doctorate (CID), a multiyear research and action project, to help institutions more purposefully structure their doctoral programs. Last month, the Graduate College at Arizona State University held a symposium on "The Changing Landscape of Graduate Education," inviting participants from all of the major stakeholder organizations to continue re-examining Ph.D. education.

It is a slow process but one that is evolving and strengthening graduate education in the United States. For Nyquist, it has been both rewarding and challenging.

"I am optimistic and encouraged about the amount of change that has occurred in the last five years–but realistic about what still needs to be done," said Nyquist.

SUCCESSFUL MINORITY COLLEGE PREP PROGRAM SHORT ON HISPANICS

A BETTER CHANCE
FOR THE KIDS. FOR YOU. FOR ALL OF US

Hopes to Attract More Latinos

by Gary M. Stern

The College Preparatory Schools Program of the New York-based nonprofit, A Better Chance, places talented minority students in independent private and boarding schools. Launched in 1963, it has established an exemplary track record of success. Since then, 10,137 alumni have advanced from prep schools to four-year colleges. In 2002, 476 A Better Chance graduates of independent schools, nearly 94 percent of its enrolled students, progressed to four-year colleges.

A Better Chance helps about 70 percent African American and only 20 percent Latino students, despite Latinos being the fastest-growing minority population in the United States. Why has the program been so successful at identifying talented minority students and yet so deficient in reaching out to talented Latinos?

On a budget close to $35 million a year, the prep schools program targets bright minority students who need financial aid. More than 65 percent of its students hail from single-parent households, 55 percent of its families in 2001 and 2002 had incomes below $40,000, and more than one-third were on welfare. Since many prep schools cost upwards of $25,000 a year, full scholarships are necessary, though some families pay on a sliding fee scale.

A Better Chance students are placed in the crème de la crème of independent private and boarding schools–the Spence School and Brearley Schools in New York, Emma Willard in Troy, Avon Old Farms in Connecticut, and Cate School in California, to name a few.

Craig Robinson, vice-president for programs, A Better Chance

Oprah Winfrey has been so impressed with A Better Chance that her foundation has donated $12.2 million to it since 1997. Moreover, Judith Berry Griffin, who served as executive director of A Better Chance from 1993 to March 2003, departed the organization to become director of Pathways to College, a new nonprofit that will be similar to College Preparatory that sources say Oprah Winfrey is financing.

With such an impressive track record of success and support from luminaries, why has A Better Chance attracted so few Latinos? Craig Robinson, vice-president for programs, who joined the nonprofit in 2002 and is himself an alumnus of A Better Chance, said, "Our programs don't weigh an African American over a Latino student. The percentage of placement has to do, for the most part, with the number of applications. We have three times as many African Americans applying as Latinos.

"From my experience, the tradition of attending a boarding school is one that has not had a tremendous history in the Hispanic population. As we educate families about the benefits and options of the program, we hope to increase the percentage of Hispanic families," Robinson said.

Given that acceptance by A Better Chance nearly guarantees a student's placement in an excellent four-year college, *HO* asked whether the program has done anything to target Latinos. "We're working with current parents to help advocate the benefits of A Better Chance through discussions with other parents, word-of-mouth, and recommendations. More needs to be done in the Latino community," Robinson acknowledged.

A Better Chance has been quite astute at identifying talented minorities, providing them with scholarships, helping them adjust to an independent or boarding school, and offering them guidance once the student has arrived on campus. Were it not for A Better Chance, many talented minorities might easily have gotten lost in large, anonymous public school systems or slighted in smaller school systems.

Its eight regional offices throughout the United States run information sessions to alert minority students to the opportunities that the program offers them. Located in New York, Boston, Philadelphia, Atlanta, Little Rock, Columbus (Ohio), Oakland, and Los Angeles, the offices draw nationally, not just from a few select cities.

Students can start applying to A Better Chance in sixth grade, though many start in ninth grade. Once the student expresses interest, he or she must fill out an extended application that includes financial information, demographics, a candidate's statement or essay, short-answer questions, teacher recommendations, and scores from the Secondary Standardized Achievement Test or Independent School Entrance Exam. Parents, too, must complete an essay, explaining why they want their child to gain entrance to A Better Chance. In addition, each student undergoes a rigorous personal interview by A Better Chance alumnus, teacher, or guidance counselor associated with the program. The application process is comprehensive, thorough, and committed to identifying minority students who have financial need and sufficient intellectual talent to thrive in the program.

Acceptance is highly competitive. Last year, 2,429 students applied and 476 were accepted into the program. Students who are accepted are students of color in the top 10 percent of their class, have grades of B or better, and strong teacher recommendations. "We don't rely on test scores as a measure to determine a child's ability," noted Robinson. "We don't think test scores best illustrate a student's potential ability at a prep school," he added. Instead an array of criteria–the interview, essay, parental support, and student's enthusiasm, combined with test scores–comes into play. "We have a 40-year history and legacy of placing students who are highly successful in their subsequent careers and professions," said Robinson.

A Better Chance also knows what private schools are looking for in a candidate. The applicant must not only gain entrance to the program, but acceptance, too, by the private school. Brearley or Cate School, for example, can choose not to accept any applicant from A Better Chance. Robinson added that A Better Chance strives to match the student's ability with the appropriate prep school, but refers twice as many students as are accepted by the private schools.

If accepted into the program, A Better Chance scholars undergo an intensive three-day orientation during summer, offered in six locations throughout the United States, to prepare them for a prep school education. "The orientation addresses the transition issues. Curriculum includes getting adjusted, how to identify resources at the school, how to maximize potential, study habits, time management, cultural differences, and giving back to the organization and community," Robinson said. "We like to remind students that "to whom much is given, much is required," he added.

Scholars are not expected to sink or swim on their own, but can rely on the program's resources to help make the transition to a very challenging and often unfamiliar environment. If students require any additional tutoring or guidance, A Better Chance provides program coordinators who visit the school and can provide it. Each school has a faculty member who serves as A Better Chance liaison. That person is a resource for help with academic or social issues. Parents of scholars attend monthly meetings to deal with any issues that their child is having, either at the prep or boarding school.

For a minority student raised in the inner city, Brooklyn, N.Y., Gary, Ind., or Milwaukee, Wis., to suddenly become a member of a decided minority at an affluent prep school near Cape Cod or Palo Alto can be a jarring and jolting experience. Some call it "culture shock."

Bryan Rodríguez, A Better Chance alumnus who is now counseling A Better Chance students as assistant director of the Cate School in Carpinteria, Calif., near Santa Barbara, is a native of Trinidad who was raised in Sunset Park, Brooklyn, a gritty, tough area. Accepted into A Better Chance at age 15, he suddenly found himself at Portsmouth Abbey in Portsmouth, R.I., a prep school near glitzy Newport.

The culture shock struck him immediately.

"I was surrounded by affluence, an environment of trees, much beyond that one tree that grows in Brooklyn," he said jokingly. "And a sea of affluent White faces," he added, since the student body included only 6 percent minority students. He admitted that he felt uncomfortable at first with them, and they, who had not been exposed to Caribbean kids from Brooklyn, felt uncomfortable with him. Minority students can easily become "pigeonholed," he said.

Gradually, Rodríguez gained acceptance at Portsmouth Abbey and did well at school. "It was like going to college in high school. You learn to take responsibility for your own self. I had to adjust to prep school life, a dress code, formal dining etiquette." But the quality of the education shone at the prep school. Most of his classes had only 10 to15 students, half the number of students he would have in public or parochial schools in Brooklyn.

Rodríguez also participated in another program of A Better Chance, the Business Partnership Program, a summer internship at Chase Manhattan Bank that helped groom him. "The high expectations, hands-on attention from teachers, and overall evaluation of work" enabled him to gain entrance to Gettysburg College. A former teacher at Portsmouth Abbey moved to the Cate School and hired him as assistant director of admissions in 2000, where he now works with about 10 A Better Chance scholarship students a year.

"The Cate School has an impressive 26 percent of minority students," Rodríguez said. "Now I can give back to the program."

"A Better Chance provided a life-changing experience for me. It gave me the opportunity to step forward, take things into my own, and be as successful as I wanted to be," he said.

The Better Chance scholars aren't the only ones who benefit. So do the schools. "The prep schools are provided access to a very talented pool of qualified students of color. We help them diversify their student bodies," Robinson said. A Better Chance helps "demystify" what it's like growing up as a minority in an inner-city neighborhood.

Robinson recalled answering questions from his classmates about how he survived growing up in Brooklyn, encountering drug dealers, and the like. Many prep schools students are sheltered from inner-city life, so exposure to talented, street-smart minority students stretches them.

Ultimately, A Better Chance is about opportunity, creating a nourishing environment that will allow the natural talents of bright minority students to emerge. "A Better Chance," noted Rodríguez, "gives students, not just inner-city youth, but students from suburban schools and the boondocks, an opportunity to gain higher education. It provides exposure, often global exposure, because so many prep schools attract students globally."

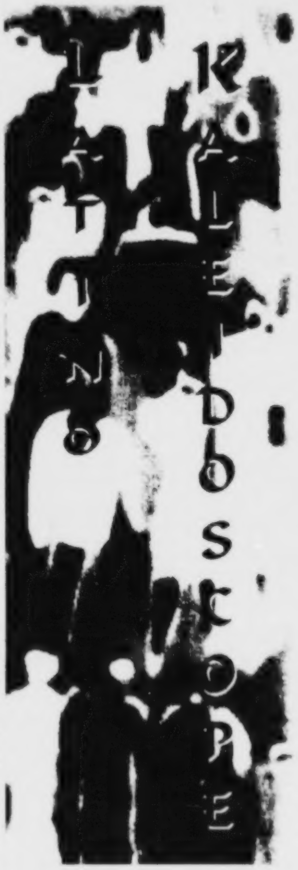
Attracting a larger number of talented Latino students would expand that exposure even further.

The Politics of Spanish

by Carlos D. Conde

What goes around comes around. I can remember going to school and being punished for speaking Spanish. I tried so hard to shed my native language by speaking only English that the neighborhood kids started calling me and my brother "los guys" for greeting everyone with a "hi guy."

Spanish has now gone from once being an outlawed language to interloper to current valued tool. Remember Ron Unz and California's Proposition 227 that successfully challenged bilingual education in the '80s? Twenty-three states followed with a similar policy. Unz's argument was that studying in Spanish got you nowhere fast.



In 1966, Congress, concerned perhaps with the encroachment of Spanish, felt it needed to pass a bill designating English as the government's official language.

Ironically, people who never encouraged assimilation, nevertheless, feared that hanging on to the language might Balkanize the Spanish-speaking minority and engender greater socioeconomic problems.

We no longer call it assimilation. It's now known as diversity, the politically correct word for recognizing your heterogeneity. It has taken a while, but diversity is finally giving Spanish its due as a language of influence and power in the U.S.

Spanish is hard to ignore when it's third among the more than 5,000 languages spoken in the world today. English will always be the universal language, but Spanish speakers outnumber English speakers 346 million to 330 million.

Several factors are responsible for this new appreciation of the Spanish language in the U.S. The principal one, of course, is the growing Latino population, which this year became the country's largest minority group, with 36 million people. Eighty-nine percent claim they speak Spanish at home, although the proficiency is not known.

The Latino's upward mobility has brought higher educational attainment and greater purchasing power, and this is turning into growing political and economic clout. The business world salivates at the Latinos' purchasing power of $580 billion annually and growing at a rate of 12 percent.

Some now have the discretionary income to take up golf, and the country club set is taking notice. An Anglo teaching professional at a local club now passes out his business card with the added notation, "se habla Español."

Although more than half of U.S. Latinos say they speak fluent English, communicating in their native language has its advantages. No one realizes this more than the Bush administration, which considers the Hispanic constituency as key to the President's re-election and is aggressively exploiting this potential.

The Democrats are also aware of this, but they lack the advantages of incumbency and the bully pulpit, which President Bush has and of which he is making full use through the rapid growth of Hispanic communications outlets.

According to the *American Journalism Review*, Spanish-language newspapers grew from 14 in 1990 to 34 today. Weeklies increased from 152 to 265. There are currently 594 U.S. radio stations broadcasting in Spanish. Giant television networks such as Univisión and Telemundo, along with CNN en Español and CBS Telenoticias, command huge viewing audiences.

The Bush administration hired 30-year-old Cuban-American Mercedes Viana, a former Washington lobbyist and Republican Party worker, to feed the ethnic press.

Ms. Viana, who also works with other minority media, churns out a steady supply of translated White House happenings from the prosaic to the president's State of the Union message. How effective it is remains to be seen, but the Spanish-language press until now never got this type of attention.

President Bush is also the first chief executive to extend his Saturday morning radio fireside chat to the Latino community. President Bush, speaking in Spanish, inaugurated the program in May 5, 2001, the Mexicans' Cinco de Mayo celebration.

Approximately 155 radio stations throughout the U.S. now carry the president's message. A Spanish radio professional does the translating and voice over.

The president loves to try out his Spanish on Latino audiences at every opportunity. His is mostly fractured Spanglish of the Tex-Mex variety that identifies with his Texas upbringing. Part English, part Spanish, it's the Tex-Mex patois of "yo voy al town."

At a Cinco de Mayo reception for Latino dignitaries at the White House, it went like this: "Thank you all very much, Sientase (sic). Welcome….This is the casa para todos. I want to thank mi esposa, Laura…mi amor…"

He has also said "no quiero destruir un idioma que bonita…"–but he does, good-naturedly and with conviction, and that's what probably charms his audience. A Spanish journalist said President Bush "speaks Spanish poorly but with great confidence."

It's not mandatory, but learning and speaking Spanish is catching on with the Republican hierarchy. Last year, the Republic National Committee (RNC) offered to pay tuition for state party leaders and spokespersons for a 10-day Spanish immersion course at the Berlitz Language Center in Washington.

In 2002, the RNC also launched, in six predominately U.S. Latino markets, a Spanish-language television program, "Abriendo Caminos," which is devoted to issues and programs of interests to Latinos.

The president's critics call his mangled intrusions into the Spanish language pandering and patronizing. Nevertheless, some prominent Democrats with presidential ambitions, carping from one side of the mouth about the vote-seeking sophism and trying to learn Spanish phrases with the other, act like the idea may not be so bad after all.

White House hopeful Sen. John Kerry is using tapes to learn Spanish. Another prospective candidate, former House Democratic leader Richard Gephardt, is also taking lessons.

The Spanish language has a long history on the North American continent, dating to the arrival of Spanish explorer Ponce de León in Florida in 1531. Is this a revival spurted by the overwhelming number of Hispanics in the U.S., or is it just another spurious, short-term exercise driven by political expediency? A political analyst, looking at the innocence of it, said, "take it like chicken soup, you don't know if it helps, but you know it sure won't hurt."

Carlos D. Conde, award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House, and worked on the political campaigns of George Bush Sr.

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FYI . . .

International Journal Publishes Study Questioning Value of Racial Diversity on Campus

NORTHAMPTON, Mass.

A new study published in the *International Journal of Public Opinion Research*, a peer-reviewed journal, challenges the popular assertion that a racially and ethnically diverse student body enhances the higher educational experience.

The article "Does Enrollment Diversity Improve University Education?" was written by Stanley Rothman, Mary Huggins Gamble Professor Emeritus of Government at Smith College, and director of the Center for the Study of Social and Political Change; Seymour Martin Lipset, Hazel Professor of Public Policy at the Institute of Public Policy, George Mason University, senior scholar at the Woodrow Wilson International Center for Scholars, and former head of the American Sociological Association and the American Political Science Association; and Neil Nevitte, political science professor at the University of Toronto.

Debate over the value of admissions policies designed to increase racial diversity at American colleges and universities traditionally has relied on surveys of students, and sometimes faculty and administrators, which are designed to measure educational environments and inter-group relations.

The new study finds that much of the supporting data in past surveys suffer from methodological defects, ranging from poor item formulation to interpretive problems linked to selective recall and social desirability response set.

The authors evaluated the role of survey research in supporting the diversity model–the argument that increased racial diversity in college enrollment both enriches the educational experience for students of all racial and ethnic backgrounds and also improves relations between students of different races.

The researchers came up with what they thought to be an indirect approach that asked members of the university community non-controversial questions about their perceptions and experiences, and then correlated their responses with an independent empirical measure of diversity. The poll was sent to a structured random sample of more than 4,000 students, faculty, and administrators at 140 colleges and universities.

The authors found that "as the proportion of Black students enrolled at the institution rose, student satisfaction with their university experience dropped, as did assessments of the quality of their education and the work efforts of their peers. In addition, the higher the enrollment diversity, the more likely students were to say that they personally experienced discrimination."

Rothman has stressed that the report does not prove that racial diversity actually harms the educational experience, only that there is no evidence to show that diversity has improved education.

Pew Hispanic Center Calculates Hispanic Presence in the Military

WASHINGTON, D.C.

The Pew Hispanic Center recently issued a statistical overview of Hispanic representation in the U.S. military.

"Hispanics in the Military" found that Latino enlisted personnel are underrepresented when compared to the size of the civilian labor force of the appropriate age. They are on par when compared to the civilian labor force of the appropriate age that possesses the necessary educational credentials. And, they are overrepresented when compared to the civilian labor force of the appropriate age that possess both the necessary educational credentials and immigration status.

At the end of September 2001, there were 109,487 Hispanics in the enlisted ranks, and they made up 9.49 percent of the active duty enlisted force. In contrast, Hispanics made up 13.35 percent of the civilian labor force 18 to 44 years old, the typical age range for enlisted service.

Comparing the number of Hispanic enlisted personnel to the size of the educationally qualified civilian workforce yields a different measure of Latino representation in uniform. While there are 11.7 million Latinos in the civilian workforce of military age, only 7.5 million have the educational credentials that qualify them for military service.

Hispanic enlisted personnel that are educationally qualified make up 9.48 percent of the enlisted ranks compared to 9.62 percent of the comparable civilian workforce.

And when Latinos who lack the immigration status (citizen or legal permanent resident) required by law for enlistment are factored into the equation, Latino representation in the enlisted ranks increases by comparison. After accounting for this estimate of the undocumented population, Latinos make up 8.2 percent of the qualified civilian workforce, and thus their 9.48 percent of the enlisted ranks reflects an overrepresentation.

For the complete fact sheet, visit www.pewhispanic.org.

Century Foundation Calls for Colleges to Include More Low-Income Students

WASHINGTON, D.C.

The Century Foundation, formerly the Twentieth Century Fund–a New York-based research foundation that analyzes major economic, political, and social issues–released a report that examines admissions policies and practices in the nation's top universities and analyzes the effects of replacing affirmative action with a variety of alternative admissions policies. The report *Socioeconomic Status, Race/Ethnicity, and Selective College Admissions* seeks to expand the traditional debate over race and ethnicity in admissions to selective colleges by analyzing the issue of whether low-income students, too, should benefit from affirmative action policies. The authors of the report, Anthony P. Carnevale, vice president for assessments, equity, and careers at Educational Testing Service; and Stephen J. Rose, a senior research economist with ORC Macro International, conclude that race-sensitive affirmative action policies should be retained and expanded to include low-income students.

The report finds that attending a selective college provides three main advantages: greater likelihood of graduating, greater access to graduate schooling, and a greater potential for higher earnings in the job market. However, it shows that under the most recent affirmative action policies, racial minorities are significantly underrepresented. While African Americans and Latinos comprised 28 percent of all 18-year-olds in 1995, minority students made up about 12 percent of the freshmen class in selective institutions. There is even less economic diversity, with only 3 percent of students coming from the bottom fourth of the socioeconomic scale, and 10 percent coming from the bottom half.

The report analyzes data on how admissions officers make admissions decisions as well as trends in admissions decisions between 1979 and 2000. It concludes that while college admissions are based on merit, there are wide variations in how institutions define that term. It also suggests that institutions need to look beyond standardized measures of achievement to consider what students might achieve if given a chance.

Sallie Mae: Sour Economy Affects Bottom Line at Universities

RESTON, Va.

Nearly all colleges and universities have been affected by the sagging economy over the past year, and many schools have fine-tuned their recruiting tactics as a result, according to a nationwide survey conducted in November 2002 and released by Noel-Levitz, an operating division of Sallie Mae and a leading education consulting firm.

According to the Impact of September 11 and the Economy on College and University Enrollments Survey, 58 percent of institutions, faced with decreased funding and a slowing economy, report altering communications to prospects–nearly double the 30 percent that anticipated doing so in December 2001, when Noel Levitz conducted its initial post-Sept. 11 survey.

"I don't think anyone could have predicted the extent of this economic downturn or the impact it has had on colleges and universities," said Lana Low, senior executive at Noel-Levitz. "But schools have shown that they can be flexible and change tactics midstream in order to meet their goals. They have done so, in part, by changing their messages to prospective students."

Thirty-six percent of schools report emphasizing affordability more in the latest survey, double the 18 percent a year ago. Other message changes include emphasizing location more (29 percent) and emphasizing safety more (16 percent). Even more schools saw the need to develop entirely new communications materials–50 percent in 2002, compared to just 11 percent in 2001.

Institutions participating in the survey numbered 330. The majority of their enrollment managers and directors of admissions report that operating budgets have been affected by the down-turned economy, in part through funding reductions and decreased endowments. Of participating institutions, 82 percent of four-year public schools and 70 percent of two-year schools reported decreased state/government funding.

"In December 2001, more than one-third of schools indicated they expected little or no financial impact to their budgets as a result of the attacks of Sept. 11 and the sagging economy," continued Low. "One year later, clearly it is a different story."

The November 2002 survey included four-year public and private institutions as well as two-year colleges nationwide. The institutions participating in the survey represent nearly two million enrolled students.

People-Places-Publications-Conferences

PEOPLE & PLACES

ACE Sees Role for Higher Ed in Wartime

In a recent statement on the role of American colleges and universities and the war in Iraq, David Ward, president of the American Council on Education (ACE), called for the preservation of a forum for the free exchange of research and ideas, while at the same time keeping our thoughts with the members of the armed forces who are directly involved in the conflict.

"As we move into this war and its aftermath, our institutions will again be called upon to provide the expertise and resources to our nation and its leaders. Our institutions will be places where all viewpoints–both pro- and anti-war–will be provided with a forum. Both roles are critical for upholding our democracy," said Ward.

NCLR Hosts Capital Awards Gala

The National Council of La Raza (NCLR) recently held its annual Capital Awards Dinner, recognizing individuals who are committed to the nation's 40 million Hispanics. This year's honorees were Maine Sen. Olympia Snowe, New Jersey Rep. Robert Menéndez, and Walker Lee Evey, former director of the Phoenix Project.

Snowe was recognized for securing passage of a refundable child tax credit despite considerable opposition. Menéndez was honored for becoming Congress' highest-ranking Latino member with his election as Democratic Caucus chair. Evey received recognition for his commitment to telling the stories of the hundreds of immigrant workers who helped rebuild the Pentagon after Sept. 11 and for making sure everyone knew how critical these immigrant workers were.

Vicente Named to National Board

Dr. José A. Vicente, president of Miami-Dade Community College's (M-DCC) North Campus in Florida, was elected to the American Association of Community Colleges board of directors, representing the nation's 1,151 accredited two-year colleges and their approximately 10 million students.

Vicente recently took over the helm of M-DCC's North Campus after serving as president of the InterAmerican Campus for six years. He has been with M-DCC for three decades in administrative and instructional capacities, including faculty member in ESL and education, dean of academic affairs, dean of administration, and associate dean of student services.

He has a bachelor's degree from Biscayne College, a master's and doctorate from Nova University, and conducted postdoctoral studies at Harvard University.

HACU Calls for More Funding for HSIs

The Hispanic Association of Colleges and Universities (HACU) made a case for the higher education needs of the nation's youngest and largest ethnic population at a U.S. Department of Education hearing on reauthorization of the federal Higher Education Act.

"Currently, one of every three new workers joining the U.S. labor force is Hispanic. By 2025, that proportion will be every two. Clearly, America's economic vitality depends on an educated Hispanic workforce," said John Moder, HACU vice president and chief operating officer, at a public hearing of the Office of Postsecondary Education of the U.S. Department of Education.

Federally designated Hispanic-Serving Institutions are "dramatically under-funded," said Moder.

House Passes Bill to Provide Student Loan Relief to U.S. Troops

The U.S. House of Representatives passed legislation–introduced by Rep. Joe Kline of Minnesota and members of the House Education and the Workforce Committee–designed to ensure that U.S. military reservists called to active duty are not forced to make payments on federal student loans while they are defending freedom overseas. H.R. 1412, the Higher Education Relief Opportunities for Students Act of 2003 (HEROES), would ensure support for military personnel by allowing the U.S. secretary of education to provide the appropriate assistance and flexibility to our men and women in uniform as they transfer in and out of postsecondary education during a time of war.

Many U.S. military reservists serving in the Persian Gulf conflict participate in federal financial aid programs.

NEIU Educator Becomes Amazon Explorer

Eduardo Angulo Salas, artist-in-residence at Northeastern Illinois University's (NEIU) Chicago Teachers' Center, recently explored, via virtual transportation, the rich and diverse ecosystem of the Amazon as part of an expedition team working to expand the horizons of Chicago's K-12 students.

Jennifer Halman, a Chicago public school teacher, and Robert P. Romanowski, an educator at the John G. Shedd Aquarium, journeyed with Salas from Iquitos, Peru, to Belem, Brazil. Via the Internet, the team virtually transported Chicago schoolchildren and educators to the Amazon River, where they investigated the pressing environmental issues facing the region.

Salas, who hails from Merida, Venezuela, has been an artist for 22 years, and has been working at the Chicago Teachers' Center for seven years.

Notre Dame Links Religion with School Success

A report from the Center for the Study of Latino Religion (CSLR) at the University of Notre Dame (Ind.) states that religious participation among Latino families aids the educational success of Latino youth.

According to the report, Latino students who regularly attend church or value religion achieve higher grades, identify with school, and have less trouble with teachers and/or disciplinary problems. The report also states that college graduation is only the minimum expectation for children of Latino families who attend weekly religious services; 49 percent of those weekly attendees read to their children every day; and teenagers who attend church regularly are half as likely to be expelled as those who do not.

Princeton Sociologist Finds Fault with "10 Percent Plan"

A Princeton University (N.J.) study found that Texas' "10 percent plan" failed to sustain minority admissions and enrollment at the state's flagship universities, according to Marta Tienda, a sociologist who led the study *Closing the Gap?: Texas College Enrollments Before and After Affirmative Action*.

After a federal court banned affirmative action in the 1996 case *Hopwood vs. Texas*, Texas legislators instituted a plan guaranteeing high school graduates in the top 10 percent of their class admission to any state university.

The findings show the rate of admission for minority applicants at the University of Texas-Austin and Texas A&M University fell sharply since the ban on affirmative action, while admission for White students rose.

St. Augustine and Robert Morris Sign Agreement

St. Augustine College (Ill.) and Robert Morris College (Ill.) coupled forces by signing a dual-admissions agreement allowing St. Augustine students to effortlessly transfer and pursue a bachelor's degree at Robert Morris.

The program allows the institutions to share academic advising, various services, and coursework. The agreement also allows students to focus on fulfilling academic requirements to complete a degree program in their field of interest.

Dr. Z. Clara Brennan, president of St. Augustine, a bilingual college, said, "The advantage of this agreement is that it will allow Hispanic students to seamlessly continue their studies toward a baccalaureate degree and become members of the professional workforce in Illinois."

García-Molina Elected to NAE

Hector García-Molina, chair of the Department of Computer Science at Stanford University (Calif.), was elected to the National Academy of Engineering (NAE).

The NAE bestows membership privileges on men and women who make "important contributions to engineering theory and practice" and "demonstrate unusual accomplishment in the pioneering of new and developing fields of technology."

García-Molina, who served on the President's Information Technology Advisory Committee during the Clinton administration, conducts research in distributed computing systems, digital libraries, and database systems. He holds a bachelor's degree from the Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico, and a master's and doctorate from Stanford.

Miami Hosts Western Hemisphere Security Conference

In Florida, the University of Miami (UM) joined the U.S. Army War College and the U.S. Southern Command in hosting the conference "Building Regional Security Cooperation in the Western Hemisphere."

Participants–U.S. and Latin American government military officials, members of the business community, academia, nongovernmental organizations–examined current and emerging threats in Latin America and the Caribbean and assessed the security situation and its implications for U.S. and regional policy.

According to Ambler Moss, director of UM's Dante B. Fascell North-South Center, the conference addressed activities needed to bring about peace, economic growth, and democracy in the Western Hemisphere. The conference results will be shared with military leaders and government officials in the U.S., Canada, Latin America, and the Caribbean.

UT-Austin Honors Migrant Students of the Year

Texas high school students Mariana Ontiveros of McAllen and Baltazar José Cruz, Jr., of Lometa were named Students of the Year by the Migrant Student Graduation Enhancement Program at the University of Texas (UT)-Austin, recognized for their overall academic achievement, extracurricular activities, and performance in the migrant student learning distance programs.

Photo © Marsha Miller/UT-Austin

Both students received $2,000 scholarships from the ExxonMobil Foundation and will be permitted to continue their studies taking paper courses or online courses with laptop computers, as they travel with their families across the country to harvest crops.

Ontiveros (pictured here with her father, Francisco Ontiveros), is a native of Monterrey, Mexico, and has migrated every year with her family to Minnesota, North Dakota, Oklahoma, Oregon, South Dakota, or Washington to work in the fields, harvesting onions, asparagus, and cucumbers. She is a graduating senior with a 92.5 grade average. Cruz and his family have been migrating to Brownfield, Texas, to hoe and weed cotton since he was in the eighth grade. He is ranked fourth in his senior class.

Hispanic Publishers Gather in Las Vegas

Publishers from around the nation presented panels and seminars on design, editorials, marketing, and technology at the 2003 National Association of Hispanic Publications (NAHP) convention in Las Vegas, Nev.

The panel discussion "Syndicated Columns & Features," moderated by Charlie Ericksen, co-founder of the Hispanic Link News Service, unveiled some of the business secrets of syndication.

Zita Arocha, during the "Finding, Training and Retaining Good Staff" panel discussion, highlighted a new University of Texas journalism program designed to train bicultural journalists to cover the communities they serve.

Other topics included "Effective Writing to Attract Readership," "Audits: A Publisher's Best Friend," "Newspaper Partnerships with Large Retailers," and "Selling Hispanic Print to Major Corporate Accounts." Also, Hispanic PR Wire

President Manny Ruiz discussed how to move publications to the Web without losing money.

News From Oklahoma Higher Ed Regents

- The Oklahoma State Regents for Higher Education selected 30 new Oklahoma school districts–in addition to the 90 already in place–as focus districts for the Oklahoma GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program. The focus districts will conduct needs assessment to identify weaknesses in district services designed to prepare seventh- through 12th-grade students academically and financially for college.
- The Oklahoma State Regents for Higher Education created a steering committee to create a highly advanced economic plan that will produce graduates with skills to drive the economy, transfer ideas from the research lab to existing and new businesses, and create a high-quality environment for retaining college graduates and retaining and attracting business to Oklahoma.
- The Oklahoma State Regents' 2002 Report Card on Oklahoma Higher Education indicates progress in preparation, participation, affordability, completion, benefits, and resources and funding in the state's higher education system. Oklahoma's community colleges ranked fourth in the nation in affordability, while the public universities ranked second.

Irizarry Speaks at Orange County Awards Program

Dora Irizarry, the first Hispanic woman in New York to be appointed a Court of Claims judge, delivered the keynote address at Orange County Community College's (N.Y.) Sojourner Truth Awards Program.

The program recognizes schoolchildren from grades six through 12 who have demonstrated skills in the areas of language arts, mathematics, sciences, performing and media arts, athletics, citizenship, and perseverance efforts.

Irizarry has devoted her career to working with New York City children, frequently aiding educational and community organizations. A practicing attorney in New York City, she ran for the office of New York state attorney general, last fall.

Ciudad Juárez Development Scholar Speaks at UTEP

Dr. Melissa Wright, assistant professor of geography and women's studies at Pennsylvania State University, presented a lecture, "From Protests to Politics: Sex Work, Women's Worth and Ciudad Juárez Modernity" at the University of Texas-El Paso's (UTEP) second Stoddard Borderlands Colloquium.

Wright, a noted scholar whose research combines Marxist, feminist, and poststructuralist theory to examine the relationships between capitalism and culture, spoke of the future of Juárez. Her research areas include Mexico, Latin America, the Mexico-U.S. border, and the export-processing zones of southern China.

UTEP celebrated the first annual Ellwyn Stoddard Colloquia on Borderlands Sociology and Anthropology last November. The celebration honors a 35-year UTEP sociology professor and pioneer in borderland research at the University.

San Francisco Names Marín Associate Provost

The University of San Francisco (Calif.) appointed Dr. Gerardo Marín to the post of associate provost.

Marín will be in charge of developing policies, resources, and programs to assist recruitment and retention of underrepresented faculty, staff, and students. He will be partly responsible for overseeing international internships, and developing study abroad and student exchange programs.

Marín joined the University in 1982 as an assistant professor of psychology and has been associate dean and senior associate dean.

Saint Peter's Hosts Immigration and Politics Conference

Saint Peter's College (N.J.) hosted its Ninth Annual Guarini Center for International and Public Affairs Spring Conference–examining the nation's changing demographics and its influence on the U.S. political system. Steven Camarota, director of research at the Center for Immigration Studies in Washington, D.C., was the event's featured speaker.

The Conference featured two panel discussions:

- "Immigration and Domestic Security," with Philip Peters, vice president of the Lexington Institute, and Dr. Jane Junn, Rutgers University associate political science professor; and
- "Immigration, Policy Implications, and American Politics," with Daniel T. Griswold, associate director of the Cato Institute's Center for Trade Policy Studies, and Dr. Rodolfo O. de la Garza, Columbia University political science professor.

National Press Club Hosts First-Year Reps.

The five new Hispanic members of Congress attended a "Hispanic Newsmakers" conference at the National Press Club in Washington, D.C., in February.

The Honorable Dennis Cardoza, Mario Díaz-Balart, Raúl M. Grijalva, Devin Nunes, and Linda Sánchez (pictured)–each of whom brings unique experiences, motivations, and perspectives to the nation's capital–talked about their agendas and what makes them tick as individuals.

Cardoso to Become Professor at Brown

Brown University (R.I.) appointed Fernando Henrique Cardoso, an eminent social scientist and a former president of Brazil, to a five-year term as professor-at-large.

Cardoso's appointment at Brown begins in July 2003, when he will begin giving lectures, participating in symposia, interacting with students in the classroom, and working with faculty in development studies, Latin American studies, Portuguese and Brazilian studies and other university departments, institutes, and centers. Cardoso will also deliver a Stephen A. Ogden Jr. Memorial Lecture during the commencement weekend of May 23-26.

Past professors-at-large at Brown have included acclaimed Mexican novelist Carlos Fuentes and Pulitzer Prize-winning playwright Paula Vogel.

USA Funds Awards $300,000 to Minority Scholarships

USA Funds, a leading education-loan guarantor, awarded a separate $100,000 to the American

Indian College Fund, the Hispanic Scholarship Fund and the United Negro College Fund, to promote access to higher education for minority students.

According to William R. Neale, chairman of the USA Funds board of trustees, the contributions were made in response to federal advisory panel findings that members of ethnic minority groups in significant financial need will account for a large part of future growth in colleges and universities.

USA Funds targets students from families with household incomes of less than $35,000. Half the Funds' Access to Education Scholarships are awarded to physically disabled or minority students.

Mexican Governor Visits South Florida

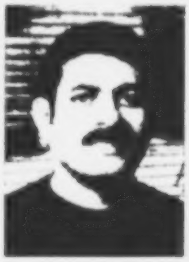
Manuel Angel Núñez Soto, governor of Hidalgo, Mexico, spoke at the University of South Florida (USF), where he discussed the relationship between Mexico and the United States and its implications for immigration policy.

Núñez Soto also served as the honorary witness to an international collaboration agreement between USF, Colegio de la Frontera Norte, and Universidad Autónoma de Hidalgo. The agreement established USF as a partner institution on international migration research between Hidalgo, Mexico, and Clearwater, Fla.

Núñez Soto earned a bachelor's degree in economics at Mexico's Autónomous University and graduate degrees in public administration, foreign trade and finance at institutions in Italy and France.

Saint Martin's Names Extensions Program Director

Saint Martin's College (Wash.) appointed Cruz Arroyo the new director of extensions programs.



Arroyo will be responsible for extension campuses at Fort Lewis Army Post and McChord Air Force Base.

Arroyo is a 30-year veteran of the Air Force. At one time, he directed the largest Air Force C-17 maintenance complex on the West Coast. He has also supervised training and education operations related to Spanish-language training courses.

"Latinos in Missouri" Held at Missouri-Kansas City

The University of Missouri-Kansas City conducted a three-day conference, "Cambio de Colores–Latinos in Missouri: Neighbors in Urban and Rural Communities," addressing the unique public policy concerns of the state's growing Latino population.

The conference included a series of panels and workshops on classroom measures to accommodate non-English-speaking children, research on diabetes and its effects on Latinos, legislative developments affecting Latinos' civil rights since Sept. 11, and how Latinos can have a greater impact on Missouri legislation. Consuelo Kickbush, founder of Educational Achievement Services; Baldemar Velásquez, president of the Farm Labor Organizing Committee; and Janet Murguia, executive vice chancellor for university relations at the University of Kansas, were the guest speakers.

Bush Nominates Texas Judge

President Bush nominated U.S. District Judge Edward C. Prado to the Court of Appeals for the 5th Circuit in New Orleans.

Prado upheld the Texas high school graduation test during Bush's campaign for president, rejecting the claim that the standardized tests were biased against Blacks and Hispanics.

Prado holds an associate's degree from San Antonio Junior College, bachelor's from the University of Texas-Austin, and juris doctorate from the University of Texas-Austin School of Law.

Bloomfield Director Contributes to Publications

Dan Figueredo (pictured), Bloomfield College (N.J.) library director, recently participated in the publication of two books on Latino history and culture, *The Encyclopedia of Cuba* and *The Complete Idiot's Guide to Latino History & Culture*.

The Complete Idiot's Guide to Latino History & Culture, written by Figueredo, focuses on the Spanish-speaking people who settled America, rather than the British component of American history.

The Encyclopedia of Cuba is a two-volume set including everything from Cuban cuisine to Castro and includes dozens of photographs that are being published for the first time. *The Encyclopedia* was edited by Louis A. Pérez Jr. from the University of North Carolina-Chapel Hill; Luis Martínez-Fernández of Rutgers University; and Luis González, an editor and consultant on Cuban matters; and Figueredo.

Taíno Treasures at Lehman

Lehman College (N.Y.) hosted "Taíno Treasures: The Legacy of Dr. Ricardo E. Alegría," an exhibition of works conveying a sense of the Taíno artists and their ancestors of the Greater Antilles (100 A.D. to 1500 A.D.) and of the life of Dr. Ricardo Alegría, a prominent archaeologist.

The exhibit presented 50 ritual and religious artifacts and objects, including stone belts used in Taíno ball games, axes, mortar and pestles, cups, clay vessels, ritual seats, and religious objects depicting deities that represented Taíno spiritual beliefs and social organization.

The Taíno people were the first indigenous people in the Americas to encounter Spanish explorers. They began to migrate to the Antilles and South America about 2,500 years ago.

Towson Hosts Rincones and Company

The Rincones and Company Dance Theatre, from Washington, D.C., recently performed at Towson University in Maryland.

The dance concert highlighted the positive aspects of Latino culture in contrast to the common perception of Latin countries as besieged with political unrest and economic turmoil. The program included "Twosomes," a dance performed to Cole Porter music; "Morning Song," a solo to music for guitar and orchestra by Richard Harvey; and "Torrentes," danced to Samuel Barber's "Piano Concerto Op. 48."

Juan Carlos Rincones, a native of Venezuela, is the choreographer and founder of Rincones and Company Dance Theatre. In 2002, Rincones and Company Dance Theatre received the D.C. Mayor's Arts Award for Outstanding Contributions to Arts Education.

López Speaks at UTEP on Affirmative Action

Frank López, a faculty member at Texas Tech University School of Law, lectured at the University of Texas-El Paso (UTEP) Center of Law and Border Studies on the legal history of affirmative action.

A former program manager of the Center, López speaks on the topics of social justice, business law and entrepreneurship, and nonprofit organizations.

López has practiced law in San Francisco and El Paso, concentrating on legal issues in nonprofit organizations and business transactions. He has taught at the Haas School of Business at the University of California and at UTEP. He graduated from the Boalt Hall School of Law at the University of California-Berkeley.

Solar Electric System to Power CSUN

California State University
Northridge

California State University-Northridge (CSUN) projects it will save $50,000 annually while at the same time contributing to a cleaner environment with the installation of 3,024 solar panels.

The Shell solar modules can generate 75 watts of power each, producing a peak generating capacity of 225 kilowatts. The new technology is also easing the campus' impact on the environment. According to the Environmental Protection Agency, using 225 kilowatts of photovoltaic capacity reduces carbon emissions equal to the amount distributed by an average passenger car driving 722,181 miles.

CSUN's Physical Plant Management, the Los Angeles Department of Water and Power (LADWP), Southern California Gas Company, and Shell Solar Industries partnered to create the $1.8 million Photovoltaic Project.

Manhattan Dean Receives New Leadership Award

Acté Maldonado, dean of adult and continuing education at Borough of Manhattan Community College (BMCC) in New York, received the first-ever Leadership Award from the Continuing Education Association of New York for her "extraordinary" leadership in the wake of the Sept. 11 terrorist attacks.

After Sept. 11, BMCC was left without office space, meeting space, equipment, classrooms, database files, or contact information for students and teachers. But Maldonado, with the help of her staff, managed to find alternative space in order to get the adult continuing education department and classes up and running in 10 days.

"This is teamwork," Maldonado said. "Without exception, every single member of my staff showed up for work when they were themselves traumatized, and many had fled through lower Manhattan covered with debris on Sept. 11."

Flores Becomes New HACR Chair

Antonio R. Flores, president and CEO of the Hispanic Association of Colleges and Universities (HACU), was elected chair of the board of directors of the Hispanic Association on Corporate Responsibility (HACR).

HACR, founded in 1986, is an alliance of nationally prominent Hispanic organizations that promote Hispanic leadership and equality in corporate America.

"Higher education access and excellence are vital to achieving career and leadership success," said Flores. "All Americans will benefit by the work of HACU and HACR in equipping our Hispanic students and employees with the advanced knowledge, leadership skills, and open doors to career advancement that will propel this country to a position of greater economic strength, security, and global leadership."

Indiana-Bloomington Receives Hesburgh Award

Indiana University (IU)-Bloomington's Scholarship of Teaching and Learning Program won this year's Theodore M. Hesburgh Award.

The award recognizes faculty development programs that improve undergraduate teaching and learning. Along with the honor, IU-Bloomington received a $30,000 cash grant.

The Scholarship of Teaching and Learning Program encourages faculty to explore a variety of educational approaches towards student learning. A series of discussions led by faculty and visitors are held throughout the academic year to review educational research and results. This academic year, the program discussed teaching about terrorism in the wake of 9-11, the latest scientific studies on how people learn, new data on how students use textbooks, and the team's impact on educating the next generation of university scholars.

NAIC Appoints New Director

Photo © Cornell University

Noted astrophysicist Robert L. Brown was appointed director of the National Astronomy and Ionosphere Center (NAIC), whose main facility is the Arecibo Observatory in Puerto Rico. NAIC, managed by Cornell University (N.Y.) under a cooperative agreement with the National Science Foundation, was created as a national center for radio science in 1971.

Brown has played a leading role in the international group, constructing the Atacama Large Millimeter Array observatory in Chile. He spent more than 33 years at the National Radio Astronomy Observatory, where his most recent position was deputy director of the Charlottesville, Va., headquarters.

Baltimore Community Welcomes TESOL Conference

BCCC

Baltimore City Community College (BCCC) in Maryland served as an example of excellence in teaching English as a Second Language at the 37th annual international convention of Teachers of English to Speakers of Other Languages (TESOL). The conference is designed to foster intercultural communication and learning through excellence in English-language teaching.

BCCC's English as a Second Language instructional staff demonstrated its teaching methods during the conference and conducted tours of the new Business and Continuing Education Center and the Baltimore Resettlement Center, where the College works with refugee service providers to offer English instruction to newly arrived refugees. The conference also featured a forum with three of the College's refugee students—"Refugees and Language Learning."

Guinier Lectures on Affirmative Action at ECSU

Lani Guinier, Harvard University law professor and scholar, recently told a capacity crowd at Eastern Connecticut State University (ECSU) that affirmative action is necessary in higher education in America.

According to ECSU student Andrés Hidalgo, a junior from Chile majoring in English, Guinier told the audience that when addressing affirmative action, it is indispensable to engage in more critical thinking. She said the current argument about SATs and merit is really "quick, strategic guessing with less-than-perfect information."

She argued that students of wealthier parents generally have better SAT scores than do disadvantaged students. "You might as well submit the parents' tax returns and say, 'this is how we are going to determine who is meritorious,'" said Guinier.

NJCU Professor Presents at College Art Association Conference

Dr. José Rodeiro, an associate professor of art at New Jersey City University (NJCU), presented a slide lecture, "From Air to Air: Three Contemporary Andean Immigrant Artists in the USA," at the 2003 College Art Association Conference.

As part of a conference panel session, Rodeiro presented the work of Bolivian-American painter-poet Nicomedes Suárez-Arauz, Colombian-American ceramic sculptor Olga Mercedes Bautista, and Ecuadorian-American painter Hugo Morales. Rodeiro illustrated how the artists' work characterized diverse aspects of Andean culture within the United States.

The three emerging visual artists were chosen because of their aesthetic reliance on the indigenous folkloric traditions of legend, cosmogony, and mythology in their work.

N.Y. City Tech Students Gain Recognition

New York City College of Technology students Angelica Bravo and Julieth Ballesteros have earned scholarships and national recognition in their quest to complete doctoral degrees in chemistry.

Bravo, 25, who emigrated with her family from Venezuela in 1999, won first prize for best poster presentation at the Annual Biomedical Research Conference for Minority Students, earning her national recognition and a cash prize. In 2001, she was named an American Chemical Society (ACS) scholar, receiving a scholarship and admittance to the ACS mentoring program. Her scholarship was renewed in 2002.

Ballesteros, 30, who was involved in a chemical engineering program in her native Colombia before coming to New York in 2000, helped Bravo in her poster presentation. She recently received the Alliance for Minority Participation Research Scholarship. (Pictured l. to r.: Bravo, Professor Tony Nicolas, and Ballesteros.)

Miami Hosts Contemporary Cuban Art Exhibit

Casa Bacardi, an interactive center highlighting Cuban history and culture, at the University of Miami's Institute for Cuban and Cuban-American Studies in Florida, hosted an exhibition of works from the Cuban Collection of the Lowe Art Museum.

Fifteen of the Lowe's most recent acquisitions were on display, including works by María Brito, Carlos Alfonzo, Emilio Sánchez, Heriberto Mora, Luisa Basnuevo, Sergio García (pictured: "Holy Man"), Leonel Matheu, Juan Abreu, Julio Antonio, Jorge Pantoja, Gladys Triana, Moises Finale, and Ramón Williams.

During a private reception, Casa Bacardi held a dedication ceremony of *Quito*, an abstract steel sculpture by Rafael Consuegra, donated in memory of Carlos Costa, former Brothers to the Rescue pilot who perished when his plane was shot down in 1996.

News From Stanford

- The Stanford University (Calif.) Cantor Center for Visual Arts recently displayed nine paintings by Cuban-born artist José Bedia, created in response to three sculptures from the Congo that are part of the Center's permanent collection. During the first few day's of the exhibition, Bedia painted a 25-foot-long mural in the gallery. He also took the time to meet the public and answer questions in English and Spanish.

- *Beyond Dead Reckoning: Research Priorities for Redirecting American Higher Education*, a study by the National Center for Postsecondary Improvement, headquartered on Stanford's campus, found that colleges and universities aren't effective in linking knowledge about the process of learning to the practice of teaching, have reshaped institutional practices and priorities due to market forces, and have no reliable frame of reference for understanding how higher education has changed and will continue to evolve.

- Stanford marked the 150th birthday of graphic artist José Guadalupe Posada with an exhibition of his work. Posada, born in Mexico in 1852, spoke directly to the working poor, embellishing thousands of penny broadsheets, magazines, cheap novels, chapbooks, commercial advertisements, and *corridos*. In the last five years, the University managed to accumulate a collection of that work which includes close to 1,600 prints, printing blocks, posters, photographs, and rare illustrated books.

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Book Review

By Mark Saad Saka

***Latino Metropolis*, by Victor M. Valle and Rodolfo D. Torres.**
288 pages. University of Minnesota Press, 2000. $18.95 paper.

For many Americans, the city of Los Angeles conjures up images of cultural diversity, large-scale industrial enterprises, and the glitter of Hollywood. *Latino Metropolis*, volume seven in a Globalization and Community series, challenges these media inspired stereotypes by uncovering the darker realities of a postmodern apartheid urban society.

Valle and Torres present a city built largely on the backs of Latino immigrant labor, documented and undocumented. Los Angeles provides an excellent case study of the larger urban, ethnic, and class dynamics of globalization, immigration, labor, post-Fordist production, and the political landscape of the 21st century.

One component of the book's argument is the dramatic transformation of the region's economy from that of high-wage manufacturing industries to one based on non-unionized low-wage workers drawn increasingly from the ranks of immigrants. Los Angeles is probably the most important American city for this mode of analysis. Latinos represent 44 percent of the Los Angeles County population and are the fastest-growing segment of the working class in the United States—soon to be one-fourth of America's workforce. In the past decade, disturbing figures have emerged: of new jobs created in Los Angeles, the majority pay less than $25,000 a year and only 10 percent pay more than $60,000.

Valle and Torres demonstrate the need to reconsider our basic notions of race as a means of analysis for the new century. Most Latinos are not unemployed in this postmodern, post-industrial economy, but underemployed and working in service-oriented, low-wage occupations. The region's low-tech post-Fordist firms seek out Latino and increasingly immigrant Latina labor to offset the advantages of going abroad in search of low-wage maquiladora labor. Traditional "race" analyses that de-emphasize class miss the mark in the new urban environment as Latinos reside on the intersection of several ethnic, gender, class, and spatial dimensions.

The authors point out that in the new economic paradigm, a new knowledge elite that services the hardware and cultural software of an information/culture-based society will emerge as a dominant class. This leaves the sad potential of large numbers of Latinos being locked into low-wage Fordist manufacturing (apparel industry) or low-wage post-Fordist service (theme park employee/restaurant worker) industries and outside of the techno-information sectors.

For Valle and Torres, it is imperative that Latinos publish and broadcast their ideas and views to create significant space for political and cultural dialogue to occur. The need for more proactive Spanish-speaking journalists who present Latinos to society rather than reacting to events would be an important step in restructuring a media-culture imbalance that relegates Latinos to a marginal role. A challenge for those of us in higher education and for journals such as this one is to see that more Latino youth are recruited into universities and graduate.

The potential for this spatial underclass forming in globalized metropolitan centers such as Los Angeles might create a society similar to South Africa under apartheid. Rather than a legal structure reinforcing class/ethnic disenfranchisement, a form of "privatized apartheid" will prevail. This can already be seen in Los Angeles' highway construction, but "for not only communication and transportation but containment and territorialization."

A particularly enlightening chapter dealt with the construction of a Hispanic fantasy design of Latino culture, made available to a largely upper-middle class, predominantly White market. Included in this multicultural Disneyland-like environment is the commodification of "ethnic food" and restaurants dished up to yuppies and global financiers as part of an overall creation of the Los Angeles image of a multicultural mosaic. In an ironic twist, Latino immigrant workers serve as the unskilled labor force while mainly non-Latino college- and academy-trained chefs play the role of culinary artists. The appropriation of Mexican and South American cuisine has re-packaged the city's ethnic enclaves as multicultural tourist designations and for the majority of non-unionized, low-wage restaurant workers, rarely provides long-term meaningful employment.

The book's strength lies in its re-integration of class, changing class formation, and the relationship between the economic and political sectors of society in the era of global capitalism. Valle and Torres provide a critical look at the intersection of labor, capital, city building, and the hopes for constructing a "third way" in the struggle for economic democracy in a city, and a nation, that is increasingly socially, culturally, and economically polarized. *Latino Metropolis* is a must read for anyone concerned with building a more equitable and just future for all Americans in a postmodern global community. This book left me with the impression that we can build our new century, one city at a time.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Westfield
State College

PRESIDENT

The Board of Trustees of Westfield State College is conducting a nationwide search and invites applications and nominations for the position of President. The President is the chief executive officer of the College and reports directly to the Board of Trustees.

Established in 1839, Westfield State College is the first public, co-educational, teacher preparation institution in the nation. The College has evolved into a highly respected and appropriately selective institution offering baccalaureates in 21 undergraduate majors and other programs in the classic liberal arts and contemporary professional disciplines.

One of the nine Massachusetts state colleges, Westfield has 170 full-time faculty members and an operating budget of $48 million. Nearly two-thirds of the 3,786 full-time undergraduates reside on campus. An additional 1,495 students attend part-time through the Division of Graduate and Continuing Education. This division offers baccalaureate degrees, master's degrees and certificates of advanced graduate study in selected areas. Also offered are non-credit, certificate and educators' professional development programs.

Westfield, Massachusetts, is located in the Connecticut River Valley at the foothills of the beautiful Berkshire Mountains. These surroundings offer four seasons of tranquil living while providing close proximity to other colleges and universities, which work to serve and enrich faculty, students and staff.

The ideal candidate will have an understanding of and commitment to the mission of public colleges and the undergraduate experience, successful senior management experience in a complex liberal arts institution, personal understanding and experience in the development of financial and human resources, and a comprehensive understanding of trends in higher education, budget planning and implementation. A terminal degree required. Further, the successful candidate will have ten years of higher education, relevant or related experience; a working knowledge of collective bargaining, evidence of active leadership in the implementation and maintenance of diversity initiatives in regard to faculty, staff, and students and a proven track record as a successful fund-raiser.

For best consideration, materials should be submitted prior to July 1, 2003. Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter addressing how the candidates' experiences match the position requirements, a curriculum vita, and the name, title, email and business address, business and home telephone numbers of at least five references, which include faculty, administrators, students, and community leaders. **Submission of materials as an MS Word attachment is strongly encouraged.** Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee to A.T. Kearney.

Confidential requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D., Vice President
Westfield State College President Search
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: 703-419-0391
Email: greenwoodteam@atkearney.com

Women, persons of color and persons with disabilities are encouraged to apply. Westfield State College is an Affirmative Action, Equal Opportunity Employer.

For additional information please visit: **http://www.wsc.ma.edu.**

SlipperyRock University™
of Pennsylvania

ELEMENTARY EDUCATION/EARLY CHILDHOOD DEPARTMENT

Slippery Rock University invites applicants for 2 tenure track and 3 temporary positions beginning Fall 2003. Located in the rolling hills of Western Pennsylvania, Slippery Rock University is a caring and collegial institution focused on teaching excellence with a strong commitment to teacher education.

TENURE TRACK:
Elementary Social Studies teaching undergraduate social studies teaching methods, supervising early fieldwork and/or student teachers and advisement. Doctorate in education required, preferably with focus in social studies or related field. Send application materials to: Social Studies Educator Search Committee, Elementary Education/Early Childhood Dept., Slippery Rock University, Slippery Rock, PA 16057. AA#03-29

Elementary Literacy - teaching graduate/undergraduate reading education courses, supervising early fieldwork and/or student teachers and advisement. Doctorate in literacy or reading education required. Strong focus and experience in diagnostic teaching of struggling readers preferred, as is evidence of scholarship in the field and ability to successfully teach graduate courses. Send application materials to: Literacy Educator Search Committee, ELEC Dept., Slippery Rock University, Slippery Rock, PA 16057. AA#03-30

TEMPORARY POSITIONS:
Elementary Literacy one year position teaching graduate/undergraduate children's literature and literacy methods courses, supervising early fieldwork and/or student teachers and advisement. Doctorate in education required, preferably with focus in literacy. Send application materials to: Literacy Educator (temporary) Search Committee, ELEC Dept., Slippery Rock University, Slippery Rock, PA 16057. AA#03-31

Elementary Science Fall 2003 position (and may extend to Spring 2004) teaching graduate/undergraduate science methods courses, supervising early fieldwork and/or student teachers and advisement. Doctorate in education required, preferably with focus in science. Send application materials to: Science Educator (temporary) Search Committee, ELEC Dept., Slippery Rock University, Slippery Rock, PA 16057. AA#03-32

Elementary Supervision one-half time, one year supervising early fieldwork students or student teachers. Doctorate in education preferred. master's degree and at least 3 recent years experience teaching K-8 required. Send application materials to: ELEC Supervisor (temporary) Search Committee, ELEC Dept., Slippery Rock University, Slippery Rock, PA 16057 AA#03-33

ALL POSITIONS: At least three years of recent, successful K-8 teaching required. ABD considered if all other criteria are met with distinction. Commitment to the education of culturally diverse students is required, with experience in urban or multicultural settings preferred. Experience with undergraduate teaching and supervising student teachers preferred. Successful performance in on-campus interview, including teaching session, is required. Send letter of interest, curriculum vita, graduate and undergraduate transcripts (official transcripts needed before hiring), and the names, addresses and phone numbers of three references to search committee listed above. Review of applications begins immediately and continues until positions are filled. Visit our web page at **www.sru.edu**. TTY#724-738-4881. *AA/EOE*

Georgia State University

The Center for Behavioral Neuroscience invites applications for the position of **Co-Director for Research** with the rank of either **Associate or Full Professor** in the Department of Biology and/or the Department of Psychology. The successful candidate will (1) be responsible for the administration of the research program of the Center, including four interdisciplinary research groups focused on fear, affiliation, aggression and reproduction as well as six technology cores; (2) coordinate the allocation of research funding in the Center and (3) participate in the acquisition of new sources of extramural research support; (4) play a key role in facilitating collaborative research activities among all eight member institutions and (5) work with the Director and Co-Directors for Education and Knowledge Transfer to integrate the Center's research, educational and science outreach initiatives. Candidates must possess a PHD or equivalent, an outstanding record of publications, research funding, instruction in behavioral neuroscience and strong administration and leadership skills. To apply, send letter describing interests and qualifications, curriculum vitae, reprints of recent papers, a statement of future research plans and contact information for at least three references to **Dr. H. Elliott Albers, Director, Center for Behavioral Neuroscience, Department of Biology, GSU, P.O. Box 4010, Atlanta, GA 30302-4010.** Application review will begin June 1 and continue until the position is filled. Information about the Center can be found at **http://www.cbn-atl.org**

Georgia State University, a Unit of the University System of Georgia, is an EEO-AA Employer

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TALLAHASSEE COMMUNITY COLLEGE

It's for you.

Tallahassee Community College (TCC) is seeking qualified candidates to fill the following positions. TCC serves a diverse student population of over 12,500 students each semester and is Florida's capital city community college. TCC was recently listed 22nd among the nation's top producers of A.A. graduates. The College offers post-secondary instruction of the highest quality for citizens of Leon, Gadsden, and Wakulla counties-the primary service area-along with students from throughout the state, nation and world.

DEAN OF TECHNOLOGY & PROFESSIONAL PROGRAMS DIVISION

Responsible for administering the instructional programs in Technology & Professional Programs, to include allied health; business; criminal justice; computer, graphics, & multimedia; engineering; health education and legal assisting programs. Requires a minimum of a master's degree in a field in the division, and administrative experience at the Department Chair level or above. The position reports to the Vice President for Academic Affairs and provides academic leadership for 44 full-time faculty and over 100 adjunct faculty. Starting salary range $58,534 - $79,840, commensurate with qualifications and experience.

Candidates should demonstrate a commitment to student retention and success, to working in a participatory, collaborative setting, and to enhancing the teaching/learning process through the use of information technology and support beyond the classroom. Please submit: a cover letter describing your experiences as they relate to the position; a resume; three letters of professional reference; and graduate transcripts.

DIRECTOR OF EDUCATIONAL RESEARCH

This new position performs educational research functions of the College: plans, organizes, designs and conducts educational research and evaluation projects; analyzes and disseminates research results; identifies, analyzes, and disseminates data related to institutional effectiveness. Requires a master's degree in higher education, educational research, educational leadership, or related field, with courses in educational research, design, statistics and management systems, and four (4) years of experience in educational and/or institutional research in a higher educational setting. Preference will be given to applicants with a doctorate in higher education, educational research, educational leadership, or related field. Three letters of professional reference should accompany the application. Minimum salary $48,180.

INSTRUCTIONAL TECHNOLOGIST

This position is located in the College's new Center for Instructional Technology and will be responsible for designing, developing, and implementing training and support programs for instructors in the use of instructional technologies to improve all modes of instruction. Qualified applicants must possess a master's degree in Instructional Systems Design, Distance Learning, Instructional Technology, Information Studies, Curriculum Planning, or a related area and have three (3) years related experience. Preference will be given to applicants with project management skills and experience working with higher education faculty. Three letters of professional reference should accompany the application. Stating salary range $43,658 - $50,643 annually.

COMPUTER PROGRAMMING INSTRUCTOR

Requires a master's degree major in computer science, management information systems, information systems; OR a master's degree in a related field or a related technology field, with 18 graduate hours in computer science, information systems, management information systems. Visit the College's website at www.tcc.fl.edu to view a letter of instruction from the Dean as well as additional application submission instructions. Starting salary range for a two-semester faculty contract is $37,107 to $51,453.

Review of applications will begin on May 30, 2003, and will continue until the positions are filled. If you need an accommodation to participate in the application/selection process, please notify Human Resources; (850) 201-8510; Fax 201-8489; TDD 201-8491 or FL Relay 711. Obtain the proper TCC employment application by visiting the College's WebPage at **www.tcc.fl.edu** or email **humres@tcc.fl.edu**, you may mail application packets to Human Resources, TCC, 444 Appleyard Dr., Tallahassee, FL 32304-2895. Human Resources Office hours 8 a.m. - 5 p.m., Monday - Friday.

*** An Equal Opportunity/Affirmative Action Employer ***

UNIVERSITY OF Cincinnati

President

The University of Cincinnati Board of Trustees invites nominations and applications for the position of President of the University of Cincinnati.

A comprehensive, research extensive university, the University of Cincinnati offers an impressive array of undergraduate and graduate degree programs on 5 campuses in 16 colleges. It has a diverse student body with a total student enrollment of over 33,000, including 7,300 graduate and professional students. The University of Cincinnati is the largest employer in the Cincinnati region, with an economic impact of more than $3 billion.

Founded in 1819 and established as a city university in 1870, the University of Cincinnati became one of Ohio's state universities in 1977. In recent years, the University of Cincinnati has experienced a significant upward trend in research and the arts that has placed it among the nation's leading institutions. Research funding has more than tripled in the past 20 years, and the University is ranked 47th among all institutions in federally financed research and development expenditures.

The President of the University of Cincinnati serves as chief executive officer of the institution, reporting directly to the Board of Trustees. In order to assure a dynamic intellectual community, the President must provide vision, academic leadership, and have the ability to promote the University's identity among all of its constituencies. The person selected must have a strong commitment to diversity and be able to take advantage of the opportunities afforded by the University of Cincinnati's urban setting. The President must be able to interact effectively with alumni, state and local leaders, foundations, and corporations in order to further develop the University's resources.

Candidates for this position should have significant leadership experience in large, complex organizations, an appreciation for the academic community, academic credentials that can earn the respect of the University community, and a proven ability to work effectively with diverse constituencies. Significant experience developing and maintaining capital construction and operating budgets is also necessary.

Initial screening of applicants will begin immediately and will continue until the position is filled. The University of Cincinnati will be assisted by Charles Knapp and Ellen Brown of the Atlanta office of Heidrick & Struggles, Inc. (404-577-2410). Nominations and applications should be directed to:

Presidential Search Committee
c/o University of Cincinnati Board of Trustees
P.O. Box 210062
Cincinnati, OH 45221-0062
Fax: 513-556-6680
Email: board.trustees@uc.edu

The University of Cincinnati is an equal opportunity, affirmative action employer. Ohio law provides that certain search material, including nominations and applications, be open to the public and the press. Ohio Revised Code Sec. 149.43

Foothill-De Anza Community College District

Director, District Safety & Security

The Director will be responsible for planning, organizing, coordinating and directing the District Police and Safety Services operation in all areas of law enforcement services to insure the safety and security of employees and students in a safe working and learning environment. Serve as Chief of Police for the district; and serve as liaison to other public safety organizations. Direct, monitor, review and evaluate Police and Security Services functions and activities including traffic and parking management as well as the maintenance of building and equipment security for the colleges and Central Services. The Director will also plan, organize, coordinate and direct the District's Emergency Response and Preparedness Plan. The District offers an excellent benefits package, which includes full cost medical coverage for employee and eligible dependents, dental, vision care, employee assistance program, long-term disability, retirement benefits and basic life insurance.

For application information contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
To apply on line visit www.fhdajobs.net

HACU
Hispanic Association of Colleges and Universities

HACU's 17 th Annual Conference "Hispanic Higher Education Success: America's Path to the Future"

Hyatt Regency Orange County · Anaheim, California · October 18-21, 2003

This year's conference highlights the ideas that enhance Hispanic educational success and discusses the national and international issues of interest to Hispanic-Serving Institutions (HSIs); develop collegial networks among faculty, administrators, and federal and corporate representatives; and identify the best and most promising collaborative practices in higher education. The annual conference provides a forum for educational leaders, students, and community who meet and interact with national and international higher education, corporate, political and community leaders to discuss new and better paths for the academic success of Hispanics—now, as they become the largest minority in the U.S. This is one of HACU's most successful and highly visible events. The undergraduate, graduate, and professional school students at our conferences represent a wide range of academic disciplines and are introduced to mentors and leaders in higher education, and network with fellow students who are pursuing similar career goals.

Who Will Attend?

- Higher Education Administrators and Faculty
- College Students
- Recruiters – Corporate and Federal Representatives
- Members of Higher Education Associations and Minority Associations

Photo courtesy of Anaheim/Orange County Visitors Convention Bureau

Contact Information

For more information on marketing your organization through conference sponsorship, please call:
Javier L. Zambrano, Director of Development
Hispanic Association of Colleges and Universities (HACU)
8415 Datapoint Drive, Suite 400
San Antonio, Texas 78229
(210) 576-3254 (direct line)
(210) 692-3805 (main line)
(210) 692-0823 (fax)
E-mail Address: jzambrano@hacu.net

Associate Director of Foundation Relations

The Associate Director will research, identify, evaluate, cultivate and solicit appropriate foundations, associations and charitable trusts as sources of support for institutional and academic programs and projects across the University. Develop funding ideas and draft concept papers and proposals in conjunction with Provost, faculty, deans and development colleagues for identified University priorities that match funding priorities of major national foundations. Conduct appropriate stewardship activities and maintain reporting requirements on current awards. This position has exclusive responsibility for the portfolio of local and regional foundations. Bachelor's degree required; advanced degree preferred. Five to seven years of professional development experience, preferably with corporations and foundations in higher education, knowledge of the foundation market, and ability to translate ideas into articulate proposals. Excellent presentation and writing ability. Comfortable with word processing and database prospect management. Strong communication, organizational and interpersonal skills, as well as the ability to interact effectively with faculty and administrators.

Send resume to: Patricia Denn, 360 Huntington Ave., 135 Richards Hall, Boston, MA 02115. email: p.denn@neu.edu

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Northeastern
UNIVERSITY

THIS IS ABOUT SMITH.

We presently have the following opportunity available:

ASSISTANT DIRECTOR OF RESIDENCE LIFE

One year, limited-term position

Review of resumes will begin immediately. Forward cover letter, resume, and contact information of three work-related references to **Assistant Director of Residence Life, Dean of Students Office, Smith College, Box 595, 24 College Hall, Northampton, MA 01063.**

To view responsibilities and qualifications on available positions, please visit our website at:

www.smith.edu/hr/careers

Smith College is an equal opportunity employer encouraging excellence through diversity.

SMITH COLLEGE

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FLORIDA
GULF COAST
UNIVERSITY

VICE PRESIDENT OF ADMINISTRATIVE SERVICES

Florida Gulf Coast University is a young, dynamic state university located in Southwest Florida — one of the fastest growing and most desirable living areas in the nation. Only six years old, FGCU expects to attract over 6,000 students in the fall semester and projects over 15,000 students by the end of the decade.

FGCU invites applications for the Vice President of Administrative Services position to guide the institution during this time of explosive growth and opportunity. Reporting to the President, this key position serves as the chief financial and administrative officer for the University, and is responsible for supporting the University's academic mission and programs through the following institutional functions: Facilities Planning; Safety & Security; Physical Plant; University Budgets; Administrative Computing; Finance & Accounting; Human Resources; Purchasing, and Environmental Health & Safety.

Minimum Requirement: Master's in business/financial area from an accredited institution & 8yrs of progressively responsible expc in higher education administration. **Prefer**: Expc with a growing and developing university. Commitment to the institution's academic mission and evidence of understanding and collaboration with the academic components of the University. Expc in Florida's higher education system. Expc working with SACs accreditation at a comprehensive University in an administrative role. Expc in developing strategic plans.

TO APPLY: Submit two packages (one original and one photocopy) to Florida Gulf Coast University, Pos. #10102 - HR, 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565. Each package must include a letter of interest, resume and a list of 5 references postmarked by the **Deadline Date of May 28, 2003.** Finalists will be required to provide official transcripts. Visit our website at **www.fgcu.edu** or call the 24-hour jobline at 239-590-1111 for additional info. Under FL Public Record Law, applications submitted are available for public review upon request. *FGCU is an EO/EA/AAI, which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply.*

WELLESLEY COLLEGE
Athletics and Physical Education

HEAD COACH OF SOFTBALL
ASSISTANT PROFESSOR OF PHYSICAL EDUCATION

(Full-time position begins August 18, 2003)

The Head Coach of Softball/Assistant Professor is a faculty appointment and reports to the Chair/Director of Athletics and Physical Education. This person is responsible for organizing and coaching of the softball team, including supervising an assistant coach and recruiting student-athletes. This person also teaches classes within the required physical education program.

Wellesley College recently completed a state-of-the art softball competition site as part of a $36 million athletics fields complex. The varsity softball program will begin NEWMAC conference and NCAA competition in 2004-2005. During the 2003-2004 academic year, the Head Coach will be responsible for developing the program to begin formal competition the next year. This will include recruiting student-athletes, purchasing all necessary equipment and uniforms and working closely with Associate Director of Finance/Administration to develop desired contest set-up for our new softball site.

QUALIFICATIONS: Master's degree, demonstrated successful coaching experience and ability to teach physical education activities. Candidates must demonstrate their commitment to coaching, teaching and recruiting at a Division III, nationally prominent women's college with highly selective academic standards.

APPLICATIONS: Please send letter of application, resume and three letters of recommendation by May 29, 2003, to:

Louise O'Neal
Director of Athletics/Chair PE
Wellesley College
Keohane Sports Center
Wellesley, MA 02481

WELLESLEY COLLEGE IS AN AFFIRMATIVE ACTION/ EQUAL OPPORTUNITY EMPLOYER

Georgia Perimeter College, located in Atlanta, GA, currently has the following opportunity available:

ASSISTANT VICE PRESIDENT FOR CONTINUING & CORPORATE EDUCATION

Position #03-222

For specific information, please visit our website at
www.gpc.edu/Employment
or call the
Jobline at (404) 244-2376.

Georgia
Perimeter
College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

For more information about Georgia Perimeter College please visit our website at:
www.gpc.edu

Georgia State
University

The Department of Anthropology & Geography invites applications for a full-time, non-tenure track, benefits-eligible Visiting Lecturer with teaching specializations in Urban, applied, medical anthropology, qualitative research methods and race, gender and class as systems of stratification, social organization and cultural identify. PHD required. Salary is $33,500. To apply send, no later than June 1, 2003, letter of application, curriculum vitae, statement of teaching philosophy and three letters of reference to the **Chair, Visiting Lecturer Search Committee, Department of Anthropology & Geography, MSC 1A0315, 33 Gilmer Street, SE, 335 Sparks Hall, Atlanta, GA 30303.**

GSU, a unit of the University System of Georgia, is an EEO/AA employer.

WESTERN CONNECTICUT STATE UNIVERSITY MUSIC DEPARTMENT

TENURE TRACK - FALL 2003 FACULTY

WCSU seeks applications for a tenure-track Assistant Professor position in the Music Department beginning August 2003. Teaching duties include undergraduate applied horn, undergraduate and graduate music history, sight singing, and ear training. Other duties will be assigned according to the candidate's background and experience.

Qualifications: DMA preferred, ABD required with at least one of the graduate degrees in music history. Evidence of successful performing experience at the professional level and at least two years of full-time college teaching experience.

Application Process: Interested applicants should send a letter of application, curriculum vitae, transcripts (copies accepted at this time), and the names and telephone numbers of five references to: Dr. Fernando Jiménez, Chair, Music Search Committee, WCSU, 181 White Street, Danbury, CT 06810. Review of materials will begin on June 13, 2003.

WCSU is an AA/EEO Educator/Employer.

DIRECTOR OF INTERNATIONAL EDUCATION AND PROGRAMS

UNIVERSITY OF WISCONSIN
Whitewater

Position Summary: The Director of International Education and Programs reports to the Provost and is responsible for the management, coordination, and leadership of all UW-Whitewater international education programs. This includes services for UW-Whitewater international students and students studying abroad. One portion of the position is administrative. Its specific responsibilities include: approving and developing international study abroad and exchange agreements/programs and faculty/staff exchanges; overseeing all international student credentials and immigration matters; and overseeing implementation of the strategic plan for international education. A second portion of the position is to take an active role in the day-to-day administration/management of all outbound student programs.

The person serving in this position serves as Chair of the International Education Committee and represents the University in all government-related international matters. The Director will collaborate with faculty, deans, and Student Affairs personnel to promote and improve international programs, and will work closely with Enrollment Services and Financial Aid personnel. The Director will also represent the University of Wisconsin-Whitewater on the University of Wisconsin System Council on International Education and will work with various campus international student organizations.

Minimum qualifications: Master's Degree required with graduate work in international studies/education, foreign languages, and/or international student services preferred. A minimum of three years combined administrative experience in study abroad or international programs is required. Demonstrated knowledge of international-related policies and programs of immigration, the USIA, and U.S. tax laws is required. Excellent oral, written, and interpersonal communication skills are required, as is the ability to build collaborative relationships with individuals in departments across campus and of diverse backgrounds. Budgetary and supervisory experience are required. A second language is preferred, as is experience living, studying, or working abroad. Appointment to faculty rank may be possible.

Location: Located in southeast Wisconsin, the University of Wisconsin-Whitewater is a comprehensive university in the University of Wisconsin System. Established in 1868, the University has approximately 10,600 students enrolled in 45 undergraduate and 13 graduate degree programs. See **http://www.uww.edu/** for more. Located in a community of 12,200 near the scenic Kettle Moraine State Forest, Whitewater is within convenient driving distance of the metropolitan areas of Madison, Milwaukee, and Chicago.

Applicants and nominees should send a letter of application, curriculum vita, and the names, mailing addresses, e-mail addresses, and phone numbers of at least (5) references to:

Patricia Warren
Search and Screen Committee
Director of International Programs and Education
Office of the Provost
University of Wisconsin-Whitewater
800 W. Main St.
Whitewater, WI 53190-1790

Review of applications will begin June 6, 2003, and will continue until the position is filled.

UW-Whitewater is an AA/EEO employer. Women, minorities, Vietnam-era veterans and persons with disabilities are encouraged to apply.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(6 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(Chief Radiation)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate Professor *(15 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Full Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Chair & Associate Vice President)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Associate Center Director)*-	Interdisciplinary Oncology Prg-	OPEN
Postdoctoral Fellow *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research *(3 positions)*-	Environmental & Occupational Hlth	OPEN
Associate In Leadership-	Environmental & Occupational Hlth	OPEN
Associate In Research-	Environmental & Occupational Hlth	OPEN
Program Director *(2 positions)*- *(Environmental & Occupational Health)*	Public Health-	OPEN
Assistant/Associate/Professor *(3 positions)*-	Computer Science & Engineering-	OPEN
Professor/Chairman-	Computer Science & Engineering -	OPEN
Professor/Chairman-	Electrical Engineering-	OPEN
Assistant/Associate/Professor (3 positions)-	Civil & Environmental Eng.-	OPEN
Instructor *(2 positions)*-	Nursing-	OPEN
Assistant/Associate Librarian *(AHEC Librarian)*-	College of Medicine-	OPEN
Assistant In Research *(ITS Researcher) (2positions)*-	Ctr. Urban Transportation-	OPEN
Assistant In Research *(Transportation Economist)*-	Ctr. Urban Transportation-	OPEN
Assistant In Research *(Project Manager))*-	Ctr. Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor *(6 positions)*-	Anesthesiology-	OPEN
Assistant/Associate Librarian (AHEC Librarian)-	College of Medicine-	OPEN
Assistant/Associate/Professor-	Cancer Control Program-	OPEN
Associate Professor/Professor (Juan Bolivar Endowed Chair)	Surgery-	OPEN
Program Director (Instructor)-	Counseling Center-	05/23/03
Instructor-	Communication Sci & Disorders-	05/30/03
Assistant Professor (Allergy/Immunology)-	Internal Medicine-	06/09/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

Cleveland State University

Visiting Assistant or Visiting Associate Professor of English

Cleveland State University, Cleveland, Ohio, invites applications for the position of **Visiting Assistant or Visiting Associate Professor of English** for the academic year 2003-2004. Position will remain open until filled, but review will begin on June 6, 2003. **For full details and application process information, see the job posting on our Web Site at www.csuohio.edu/HRD/ or www.HigherEdJobs.com**

LEWIS UNIVERSITY
A Catholic and Lasallian University

FACULTY POSITIONS

Lewis University, located 25 miles SW of Chicago, seeks candidates for 2 faculty positions in our School of Education: **Assistant Professor for Curriculum & Instruction/Administration** as well as an **Assistant/Associate Professor of Instructional Technology & Secondary Education.** Earned Doctorate & teaching experience required. Please visit **www.lewisu.edu** for further details and qualifications. EOE

STUDENT DEVELOPMENT COUNSELORS

Harper College

William Rainey Harper College, a dynamic community college located in Chicago's northwest suburbs, is actively pursing energetic and innovative candidates for three full-time tenure-track academic advisor/counselor faculty positions. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives.

Student Development Counselors are responsible for personal and career counseling, academic advising, developmental and multicultural programming and teaching. A Master's degree in Counseling or College Student Personnel or related field is required for each position below.

•Counselor A - CAREER COUNSELOR

Provides vocational and personal counseling services to students in developing career goals and relevant action plans. Familiarity with Career Development including interpretation of MBTI and Strong Interest Inventory desired.

•Counselor C - NEW STUDENTS AND ORIENTATION COUNSELOR

Provides new and prospective students with assistance in the development of educational plans and in the adjustment to college life. Orientation and new student counseling experience in a college setting is preferred.

•Counselor I - ACADEMIC COUNSELOR

Provides academic advising and individual counseling, group facilitation, and program development. Functions as the resource/referral agent with regard to Harper College curriculum and career information.

HIRING RANGE: Salary is commensurate with experience and credentials - range starting at $34,277, with opportunity for overload and summer pay.

Please view our web site at *www.harpercollege.edu/jobs* for further details, or to complete our on-line employment application. The following materials must be attached to the application for completion: cover letter, resume, a personal contribution statement, copies of academic credentials (both undergraduate and graduate), and 3 letters of recommendation.

Harper College is an Equal Opportunity Employer
that encourages applications from women, ethnic
minorities and persons with disabilities.

Applications will be accepted on-line
until the position is filled.

eoe

www.harpercollege.edu

San Joaquin Delta College

VICE PRESIDENT FOR HUMAN RESOURCES AND LABOR RELATIONS

San Joaquin Delta College is seeking an experienced, innovative, visionary leader that will provide direction in meeting the College's future goals. Under general supervision of our Superintendent /President, the Vice President of Human Resources and Labor Relations sets strategy and direction for an effective Human Resources system, is the chief labor relations officer for the District, and advises administration on legal issues.

Minimum qualifications: Master's Degree in the area of Human Resources Management or related field and five or more years of progressively responsible experience at the management level related to the Human Resources field.

Salary Range: $103,518 - $121,032/Annually plus excellent district paid benefit package.

Application Deadline: June 13, 2003 For more information contact us at (209) 954-5056 or visit our website at **http://www.deltacollege.edu/dept/hr**

San Joaquin Delta College
5151 Pacific Ave., Office of Human Resources,
Administration Bldg. Rm 202
Stockton, CA 95207
AA/EOE

Colby

Colby, a highly selective, private, liberal arts college of 1800 students, located in central Maine, seeks applicants for the following position:

Assistant Director of Annual Giving

The Assistant Director reports to the Director of Annual Giving and has responsibility for a substantial portion of the Colby Alumni Fund, including: fund raising for a range of Colby classes; the screening, recruiting, and supporting of active volunteers; staff support for targeted annual fund raising initiatives, such as Friends of Art and Music at Colby; helping to staff the Alumni Fund Committee, and other duties as assigned. Qualifications include: A Bachelor's degree and two or three years of related fund raising experience, or the equivalent required; must have a high level of motivation and organizational skills; attention to detail, excellent writing skills, and computer proficiency necessary; must have the ability to work well with and to motivate volunteers, and to meet deadlines and achieve ambitious goals; a willingness to travel is necessary.

Interested candidates please send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. To apply electronically send to personnel@colby.edu.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity / Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site:

www.colby.edu

DEPARTMENT CHAIR ENGLISH AND HUMANITIES

Lincoln Land Community College, an established, growing, and innovative institution located in Springfield, Illinois, seeks a Department Chair of English and Humanities. The chair position is a 12-month, full-time administrative position.

The Department of English and Humanities consists of 20 full-time and 40 adjunct faculty and delivers more than 300 sections of instruction annually in, composition, literature, reading, humanities, and philosophy. Members of the department produce two annual literary publications of student writings, operate an open writing laboratory, are involved in the college placement-testing program, and advise several student organizations.

Minimum Qualifications: The successful candidate will possess at least a master's degree in one of the major disciplines in the department. An educational background that includes coursework in composition pedagogy and learning theory will be viewed favorably. Full-time college teaching with community college experience and an understanding of a learner-centered college preferred. Academic administrative experience in transfer and developmental courses, consensus building and good interpersonal skills are also preferred. Knowledge of effective teaching methods, program and student assessment techniques, use of technology in instruction, and commitment to participatory management, diversity and student success is expected as well as effective oral and written communications, with a comfort level in the use of computers and data analysis. Experience in program development through external resources a plus.

Anticipated start date for this position is August 2003. Send letter of application, resume, a Lincoln Land Community College application form completed in full, copy of all college/university transcripts and the names and telephone numbers of three professional references to:

Human Resources Office
Lincoln Land Community College
5250 Shepherd Road, P.O. Box 19256
Springfield, IL 62794-9256
Email: hr@llcc.edu
Application forms may be downloaded at **www.llcc.edu/hr/**
or you may contact us at (800) 727-4161, ext 62259.

Review of applications will begin on June 2, 2003 and will continue until the position is filled.

LLCC is an equal opportunity employer and educator.
Please check our employment opportunities at ***www.llcc.edu/hr/***.

University of Pittsburgh
at Johnstown

Vice President for Academic and Student Affairs (VPASA)

The University of Pittsburgh at Johnstown (UPJ) invites applications and nominations for the position of Vice President for Academic Affairs and Student Affairs. UPJ is a comprehensive four-year undergraduate campus of the University of Pittsburgh System, located 70 miles east of Pittsburgh on a beautiful 650-acre site in the Laurel Highlands of Pennsylvania. The college community includes approximately 3,000 undergraduate students (60% resident, 40% commuter), a wide range of student service professionals, and 150 full-time faculty distributed in five academic divisions (Education, Engineering Technology, Humanities, Natural Science, and Social Sciences). Each division offers four-year undergraduate bachelor degree programs.

Responsibilities:
The Vice President for Academic and Student Affairs (VPASA) is the chief academic and student affairs officer, and works closely with the senior administrators, staff, and students. The VPASA is responsible for bridging academic policy and curriculum, academic budgeting, and general academic administration (including faculty personnel administration) with student life/student services policy, student program development, general administration planning, and budgeting for student affairs areas. The Vice President reports directly to the President and will assume a leadership role in defining the long-term vision and mission of the college. When required, the Vice President will serve as a liaison with the University of Pittsburgh's central administration.

Qualifications:

- An earned doctorate in a discipline appropriate for the college and a successful academic/scholarly record commensurate with appointment at the Full Professor level with tenure
- A minimum of five (5) years administrative higher education experience in academic and student affairs combined
- **Candidates should present documentation of the following qualities, commitments, and experiences:**

Innovative leadership skills, which include working effectively with administrators, faculty, and students to promote the integration of academic and student services and excellence in undergraduate education; Sensitivity to the needs of a variety of programs in the liberal arts, professional disciplines, and student activities; Experience in handling student affairs issues, including but not exclusive to, first year experience programs, housing, judicial affairs, state health mandates, and the psychological well being of students; A commitment to the importance of recruiting, teaching, advising, and retaining students; Demonstrated experience in planning, budgeting, and personnel management; Excellent interpersonal, communication, and facilitation skills and a record of fostering a collegial, collaborative environment with students, staff, faculty, and administrators; Considerable knowledge of trends, policies, and issues in higher education; Experience in promoting gender and cultural diversity and a strong commitment to the goals of equal opportunity and affirmative action; Familiarity with academic and administrative implications of emerging technologies, including their impact on curricula and students; An understanding of the complex connections between universities and communities as symbiotic organizations, and an interest in facilitating innovative connections between the curriculum and the community

Starting date: On or about January 05, 2004

Salary: Commensurate with qualifications
In order to receive full consideration, applications must be received by August 1, 2003

Please send a letter of application or nomination, addressing philosophy of administration, qualifications for the position, and a curriculum vitae to:

Prof. Robert Martinazzi, Chair
c/o Darlene Thomas
VPASA Search Committee
248 Blackington Hall
University of Pittsburgh at Johnstown
Johnstown, PA 15904

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.
Applications from women and minorities are encouraged.

LEAP Academy University Charter School, Inc.

HEADMASTER/HEADMISTRESS

LEAP Academy University Charter School is a full-service school located near the Rutgers campus, serving children in grades PRE-K thru 11th. The Core-curriculum places emphasis on Mathematics, Science and Technology, which are enriched and supported by study in all content areas.

The board of Trustees is presently seeking a Headmaster/Headmistress to serve as the lead school administrator serving approximately 700 students and 80 faculty and staff. The successful candidate will have the following qualifications:

1. A valid Standard NJ Certification as a Supervisor, Principal or Administrator with several years experience working in a similar environment.
2. Personal and Professional commitment to urban education.
3. Proven track record in improving national test scores.
4. Bi-lingual in Spanish preferred.

LEAP Academy offers an excellent benefit package, with competitive starting salary based on experience. All qualifies candidates can send a resume with salary requirements to:

JAMES A.MALLARDI JR.
HR Coordinator
639 Cooper Street
Camden, NJ 08102

(MINORITIES ARE ENCOURAGED TO APPLY)

EOE/M/F/H/V

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies &
how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

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INDIANA UNIVERSITY

STUDENT ADVISOR

The Student Advisor for the Office of Multicultural Affairs at Indiana University advises students of color in matters pertaining to academic success and retention, multicultural affairs and diversity, with special emphasis on advocacy for Latino students. This position functions as the primary liaison to the Latino Alumni Association. Other responsibilities include, but are not limited to: work collaboratively with various campus offices designed to enhance retention and academic success; serve as liaison with the Office of Admissions to assist with development and implementation of strategies to recruit Latino and other students of color; network and collaborate with state and local offices that provide outreach activities for Latino communities.

Undergraduate degree in humanities or social science area preferred; Master's degree required in education, counseling, social services or a related field; excellent oral and written communication skills; three-five years experience working with intercultural programming, especially with Latino populations; familiarity with Latino/a student diversity issues; good computer skills; Spanish-speaker preferred (bilingual/bicultural).

For more information on this position, go to the
Indiana University Human Resources web site at:
http://www.indiana.edu/~hrm/employment

Indiana University is an Equal Opportunity/Affirmative Action Employer

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Director of Transactional Studies and Research Fellow

Columbia Law School seeks individual to develop and implement education programs and research projects under the Program of Transactional Studies. This program offers students rigorous intellectual engagement with financial transactions.

BA required and JD highly desirable. JD's should have a minimum of 5 years of relevant work experience, preferably in transactional practice. Other applicants should have a minimum of 7 years of relevant work experience. Individual should have an interest in program development. Must have superior communication skills and be computer literate.

MINORITIES ARE ESPECIALLY
ENCOURAGED TO APPLY.

Please send resume and cover letter to:

Director of Human Resources
Columbia Law School
435 W. 116th St.
New York, NY 10027
FAX: 212-854-7946

Columbia University is an Equal Opportunity Affirmative Action Employer

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COMMUNITY
COLLEGE
SOUTHERN
NEVADA

Community College of Southern Nevada is currently recruiting for the following positions:

CHIEF CAMPUS ADMINISTRATOR
(2 POSITIONS OPEN)

SALARY: $88,000 - $110,000 per year

QUALIFICATIONS:

Required: Master's degree from an accredited institution, with a minimum of five years higher education experience; a demonstrated commitment to a participatory management style; strong commitment to shared governance and decision-making, and to quality and diversity initiatives; an ability to make and sustain decisions that are equitable and consistent; effective interpersonal communication, writing and speaking skills; and a commitment to a student-centered educational philosophy. The successful candidate will have demonstrated, and increasingly responsible, managerial experience in the higher education arena.

Preferred: Doctorate degree from an accredited institution

CHIEF TECHNOLOGY OFFICER (CTO)

SALARY: $88,000 - $120,000 per year

QUALIFICATIONS:

A Master's Degree is required; a Doctorate Degree is preferred. A minimum of five years of technical or administrative experience in higher education, including experience in one, or more, of the following components of ISS: hardware/software, library, instructional technology, or administrative computing. We seek a seasoned, innovative, professional leader. The successful candidate will have demonstrated, and increasingly responsible, managerial experience within the Information Technology arena.

REQUIRED APPLICATION MATERIALS:

- Community College of Southern Nevada application (available on-line)
- Cover Letter and Resume
- Three letters of professional reference (dated within the last three years)
- Official transcripts from all accredited colleges or universities attended, mailed directly to CCSN-Attn: Director of Human Resources-S2H

DEADLINE: FRIDAY, MAY 30, 2003 - 5 p.m. PST

ACCESS OUR WEBSITE OR CALL FOR FULL JOB ANNOUNCEMENT

All materials sent remain the property of the College and will not be copied or returned. Faxed materials will not be accepted. **All required application materials must be received in Human Resources by the deadline date or your application will be disqualified**. All application materials will be held in strict confidence. Postmarks will not be accepted. Submit application materials to: Community College of Southern Nevada, 3200 E. Cheyenne Ave., S2H, North Las Vegas, Nevada 89030. Telephone: (702) 651-4808 or (702) 651-4546 CCSN website: www.ccsn.nevada.edu, click on Human Resources.

Community College of Southern Nevada recognizes that embracing diversity maximizes faculty and staff contribution to our goals and provides the best opportunity for student achievement. CCSN is an equal opportunity/affirmative action employer. CCSN is responsive to serving the educational needs of a diverse and ever-changing community.

The
UNIVERSITY
of VERMONT

POSITION ANNOUNCEMENT

Associate Dean
College of Agriculture and Life Science

Academic year tenure-track faculty appointment in one of six academic departments in the college, plus the 12-month Associate Dean administrative responsibilities. Function as an executive administrative dean who is involved with day-to-day leadership issues in the college within the framework of policies, procedures and directives put in place by the Dean. Take a lead role in strategic planning, budget and policy development, as well as represent the Dean in various capacities at state, regional and national functions. Lead the development of the Vermont Agricultural Experiment Station research program, manage the internal Hatch Competitive Grants Program and oversee the effective and efficient operation of College facilities. Minimum of three years of administrative leadership experience at the department Chairperson or assistant/associate Dean level of responsibility. A strong background in agriculture and basic biological science is essential. An understanding of the dairy industry is highly desirable. Applicants should have a record of professional experience that demonstrates superior leadership in all areas of academic endeavor. The University seeks applications from qualified individuals, especially women, people of color, veterans, and people with disabilities. Review of applications will begin on July 1, 2003 and continue until a suitable candidate is found.

Applications, including a cover letter describing qualifications as they relate to the position description; an updated curriculum vitae with research funding history and scholarly productivity; and names with addresses, telephone numbers and e-mail addresses of five referees should be sent to:

Dr. Douglas O. Lantagne, Chair
Associate Dean Search Committee
Dean's Office, 108 Morrill Hall
College of Agriculture and Life Sciences
146 University Place
Burlington, VT 05405-0106
Phone: 802-656-8679
E-mail: doug.lantagne@uvm.edu

For further details visit the UVM website: **http://www.uvm.edu/cals/news/UVMAssociateDean.htm**

The University of Vermont
Equal Opportunity/Affirmative Action Employer

BOSTON UNIVERSITY

SPECIAL EDUCATION
CLINICAL ASSISTANT PROFESSOR
STUDENT TEACHING COORDINATOR

The Department of Special Education is seeking a clinical assistant professor to serve as student teaching coordinator for the department. Responsibilities include identifying practicum field placements in local schools; matching students to those placements; supervising and coordinating the supervision of student teachers in the field; and conducting a weekly seminar for student teachers on relating theory to classroom practice. Additional teaching and direct student supervision are also possible, consistent with department needs. The position is initially for a one-year term, with potential for renewal pending budgetary approval.

The ideal candidate will have at least a master's degree in special education or a related field, as well as extensive classroom teaching and supervisory experience.

Review of applications will begin immediately and continue until the position is filled.

A letter of application, a current curriculum vitae, and the names, postal and e-mail addresses, and telephone numbers of three references should be sent to:

Ms. Elizabeth Austin
School of Education
Boston University
Two Sherborn Street
Boston, MA 02215

BOSTON
UNIVERSITY
SCHOOL *of*
Education

An equal opportunity, affirmative action institution.

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***To see all our "Employment and other Opportunities," visit our website at www.HispanicOutlook.com**

¡PUNTO FINAL!

MY NEW UNDERSTANDING OF LATINA CULTURE

Dr. Karen Perkins is an assistant professor of biology at Mount St. Mary's College in Los Angeles.

I had the pleasure during spring 2002 of taking the online class "Expanding Possibilities: Moving Toward a Deeper Understanding of the Latina Culture" with 10 other faculty members and administrators at Mount St. Mary's College in Los Angeles. The course, created to meet the guidelines of a federal grant to Hispanic-Serving colleges and universities, has more than increased my understanding of Latinas.

I grew up in the all-White, affluent New York City suburb of Greenwich, Conn., was educated at a northeastern prep school, and attended a small private college in New England. I met with diversity as it existed in the sphere in which I lived. I later went into the field of cancer research, a field with few minorities. There were, however, researchers from around the world, working in the top laboratories in the country. I experienced diversity as it existed in this sphere–the educated crême de la crême.

When I started teaching at Mount St. Mary's a year ago, I thought I would simply teach students what I knew about science. They would come to the subject with a great level of interest, a good educational background, and needs similar to my own, and I would convert them all to little scientists.

In the last year, I've learned a lot about teaching. In particular, I've learned a lot about teaching at a college where 46 percent of the baccalaureate students are Hispanic. My first semester, they pretty much stared at me with blank faces.

By the second semester, when an e-mail arrived announcing the "Expanding Possibilities" course, I went for it. There was a range of activities to choose from: reading poetry or stories, listening to Spanish radio stations, going to a Latina nightclub, or simply logging on to the Internet to learn more about Latin culture.

The course also required participants to conduct an interview with a Latina student. Because I'd had trouble connecting with the students, I realized that I had an opportunity to perhaps smooth over any bad feelings that might have occurred between me and particular students whose needs I'd failed to meet the semester before.

I chose to interview a student from my class first semester who I was sure hated me the most. When I was the teacher, we didn't see eye-to-eye on anything. But still there was something about this student that I admired: her strength, her pride, the way she wore her "Latinas Unidas" T-shirt every day, and the way she stood up to me. So I chose to interview her, and was grateful when she accepted. She was grateful to have me as her student.

What she told me, I will never forget. She had grown up in a mountain town in Mexico, a town that had no name, a series of huts with no mail delivery. She had never known her father. Her mother had left for the United States to make money to send home. She was forced to live with her grandmother, who had children her same age and who didn't really want the extra burden of another. This student had grown up feeling like an outcast. Her greatest fantasy as a child was that a rich man would come and take her away. I asked her what qualities would make a man desirable. She quickly named two: he would have a horse and a hat.

After many years, her mother sent for her, and this young woman had the opportunity to come to the United States. She was accepted into the baccalaureate program at Mount St. Mary's. She had me for a teacher my first semester.

There was no way I could have understood that the gap between us would be this great unless I had tried teaching my way, failed, and had been given the opportunity to sit with her on her terms.

This experience provided a catalyst for me to change every way in which I present science–to Hispanics, to African Americans, to people from all backgrounds. I revamped every aspect of my biology teaching to present my subject for their use, not for mine . . . without compromising standards. The "Expanding Possibilities" course has more than enhanced my understanding of Latina culture. It has made me a better teacher, and that benefits all the young women who enter my classes.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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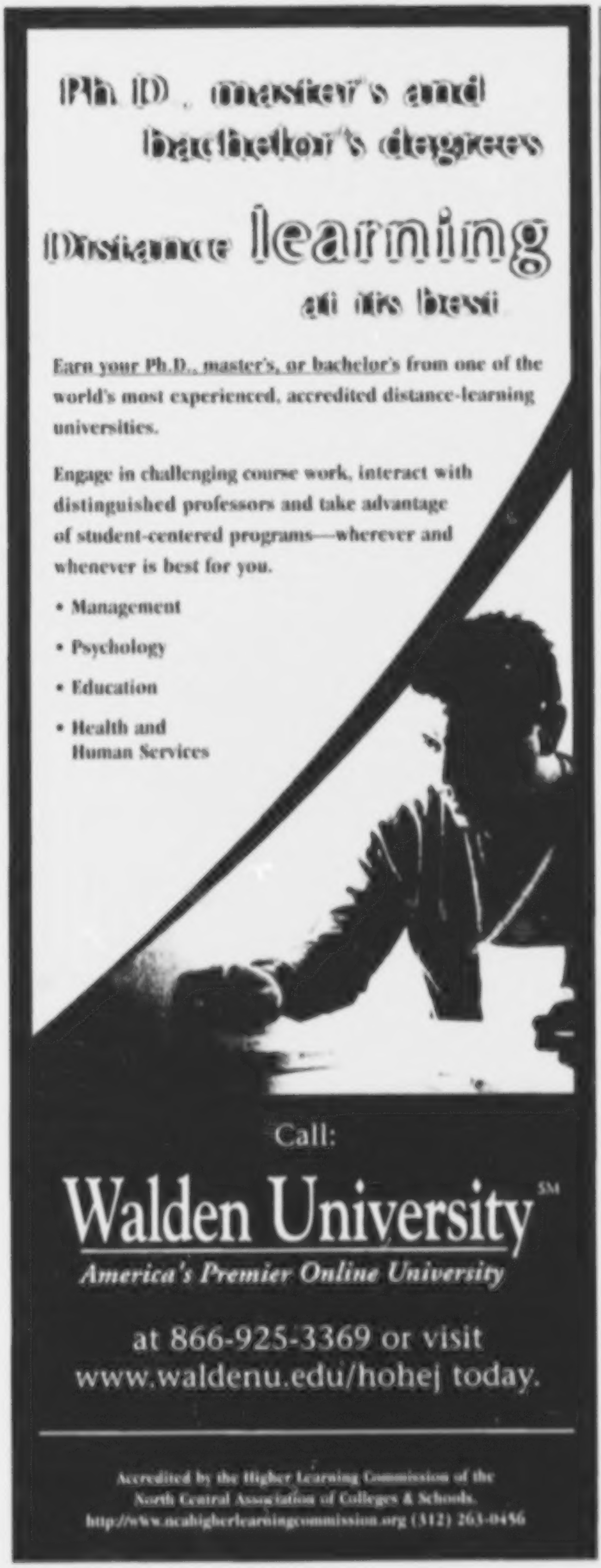
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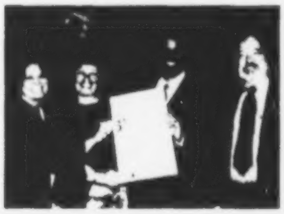

Albert Einstein College of Medicine, launched in the days when Jewish students weren't allowed into existing medical schools, is now home to a Hispanic Center that hit the ground running.

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This high school dropout, armed with a GED, graduated college, entered UC San Francisco's medical school, and graduated in three years–at the head of the class.

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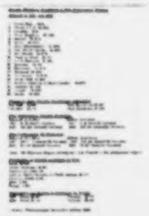

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¡PUNTO FINAL! back cover

Presidents Must Step up to Latino Diversity Challenge

Esquina Editorial

Bye bye *buñuelos*…farewell flan. The diagnosis is in. Being overweight, even a little, can be linked with cancer.

Want a second opinion? Don't ask Richard Carmona, our U.S. surgeon general, who says obesity is an epidemic–our No. 1 killer.

Carmona reports that nearly two out of three Americans are obese and overweight, up 50 percent from just a decade ago. And 15 percent of children and teenagers. With prevention a top priority, he's vowed to visit "50 Schools in 50 States" to push for a healthier lifestyle, and kicked off his campaign with a stop at Patterson H.S. in Baltimore, Md., a city with a high homicide rate and, we are told, crabcakes to die for.

The role of the U. S. surgeon general has shifted over the years, but nearly all of the 15 men and two women who've held the post have left the field of public health better than they found it. Sometimes, though, their cautions were heeded oh so slowly, as with Dr. Luther Terry's 1964 report on the clear dangers of smoking.

Dr. Carmona is the second Hispanic to be named U.S. surgeon general, the first being Antonia C. Novello, 1990-1993. Read more about him in this issue, and join us in wishing him every success.

Nuestra próxima edición challenges some assumptions about teacher training, offers expert views on obstacles to success in higher education that are deemed uniquely Hispanic, and describes the journey of Cheech Marín from successful comic to champion of the Chicano School of Painting, helping it secure its rightful place in the history of American art.

Hasta la próxima
Suzanne López-Isa
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First Impression

by Mary Ann Cooper

HARVARD STUDY DISMISSES PERCENT PLANS

As the debate over affirmative action continues to boil over, a Harvard study was released suggesting that experiments in automatic admission for top-tier high school graduates are less effective than affirmative action programs in making campuses more diverse. The study concludes that such passive admission policies without the aid of recruiting programs, scholarships, and financial aid packages will not improve diversity on college campuses. "Without such supports, the plans are more like empty shells, appearing to promise eligibility, admission, and enrollment for previously excluded groups, but actually doing very little," stated the Civil Rights Project at Harvard University. The study examined top-tier admission plans in Texas, where the top 10 percent of high school graduates are allowed to attend the public university of their choice; California, where the top 4 percent can attend universities that have available space; and Florida, where 20 percent of graduates are admitted to state schools, but not necessarily the school of their choice.

QUOTABLE: RICHARDSON EDUCATION AGENDA

"The main message is a governor should be allowed his own team. I want regents that will implement my agenda. ... I have not been satisfied with the pace and the development in higher education in our state in the last eight years. I have felt that the faculty has not been paid right, that the state has not helped our state institutions as much as they should."

New Mexico Gov. Bill Richardson on his administration's efforts to reenergize his state's regents system with four new appointees for the University of New Mexico as well as regents to seven other universities and colleges as part of his pledge to be known as the "education governor."

TEXAS COMPACT AND DEREGULATION

In the face of suggestions that tuition deregulation would result in significant tuition raises across the University of Texas system, chancellor Mark Yudof insists that the new statewide initiative, coupled with the Texas Compact, would increase minority enrollment and graduation rates while making the board of regents more accountable for the success of higher education in the Lone Star state. The Texas Compact is a package of scholarship and grant fund guarantees to students coming from households with a median income of $40,860 or less. These funds are designed to match tuition and required fees in Texas colleges and universities. Critics of the two initiatives have raised concerns about unregulated tuition hikes and suggest nontraditional students would be excluded from the Texas Compact if they did not carry a course load of 12 credits per semester and maintained a 2.5 GPA.

First Class

Title: Modern Argentina: Democracy and Dictatorship
College: University of California, Riverside
Department(s): History
Professor: Dr. James P. Brennan
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The study of the Americas has traditionally had a decided slant toward the North American continent. However, the study of South American and Latin American history is finally finding a place in college coursework. Modern Argentina: Democracy and Dictatorship explores the turbulent times and the major issues that served to shape what is modern Argentine history. This predominantly lecture course is as timely as today's headlines in examining Argentina in context to this sometimes-volatile region of the world. Topics include industrialization and trade union politics, Peronism as evidenced by a chronicle of the rise to power of Eva and Juan Péron, the emergence of the revolutionary left, militarism, state terrorism, political culture and the cultural dimensions of violence, and state and society during the democratic transition. The prerequisites for Modern Argentina: Democracy and Dictatorship are upper-division standing or consent of the instructor.

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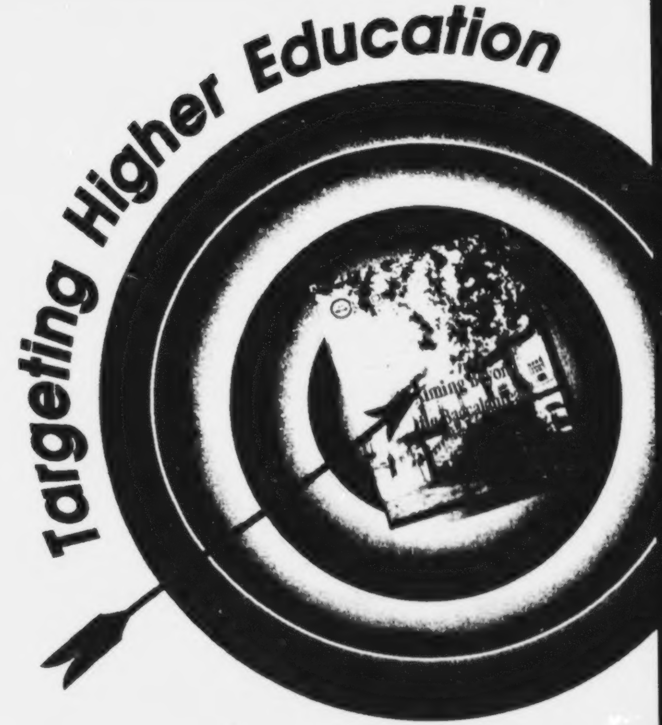
ROOT OF LATINA DROPOUTS

UCLA's Chicano Studies Research Center suggests that the low percentage of Latinas in the University of California system can be traced to a failure in the educational pipeline to direct Latina grade school and high school students to higher education. Latinas make up more than half of all female students in California kindergartens. Yet, as these same students move through the school systems, they have a dropout rate two to three times that of Whites. So, it is not surprising that Latinas account for only 9 percent of women in the University of California. The study cites low numbers of Latinas in gifted and talented programs at the elementary level and in high school Advanced Placement classes as factors in the high dropout and low enrollment rates.

Nurses: Their College Education and Workplace Realities



by Gustavo A. Mellander

In my 30 years as a college administrator, I had general supervision over a number of nursing, or, as they prefer to say, nurse education programs. Theirs is a precise and demanding curriculum. Many nursing students suffer through a harsh educational experience.

The Training

Since so many Hispanics choose nursing, we should inform them of the realities. Nursing education is demanding, and should be, for lives depend on how effectively nurses are trained. But therein lies the first rub. Nurses are trained, not necessarily educated. They are expected to assimilate an enormous amount of information, remain passive under tremendous pressure, and survive under degrading conditions.

To an outsider, nurse education seems cruel. Why are their teachers so harsh? Why do so many students complain about what they perceive to be mean and vindictive treatment?

I was told a hundred and one times it was necessary. Necessary to train students for the profession they had chosen. Rigorous and strict is one thing, but should students be demeaned? For far too many nurses, their years as students were very unpleasant. Unnecessarily so.

The Workplace

What's the payoff? Is it worth the investment of time and some tears along the way? What happens once you graduate? Well, unfortunately, the professional life one enters is frequently a grim one. Underpaid, underappreciated, and overworked, it is not surprising that 50 to 60 percent of recent nursing graduates leave the profession within five years. After all the educational agony, they find themselves in a very weird and difficult workplace.

Is there any wonder that a serious shortage of registered nurses (RNs) is forcing thousands of the nation's hospitals to function with skeleton crews? Makeshift shortcuts are pasted together, practices that many believe endanger the lives of patients. Ever wonder why so many nurses refuse to be hospitalized when they are ill? They'd rather pick up their prescriptions and go home.

Unfortunately for society, but not necessarily for the hapless students who used to flock to nursing schools, their numbers diminish every year. Some nursing programs scramble to fill their classes. The word is out. Nursing school is all too often hellish, and the workplace is really hell.

The shortage of students in some nursing schools is one of the reasons why the pipeline is less than full. Still a female-dominated field, unfelicitously dubbed "a pink collar" profession, the nursing profession is less than respected by some because of lingering sexism. Once that's addressed and resolved, we should study why only 5.4 percent of RNs are male. What can be done to attract and retain more males? Very few enter nursing schools and a disproportionate number quit before graduating. Higher education should explore why.

Another reason for the dwindling nursing work force is just plain demographics–a lot of nurses are retiring. The average age of working RNs is now 45, the highest ever recorded. Only 9 percent of working nurses are under the age of 30, compared with more than 25 percent in 1980.

Government research data predicts that if present trends continue, about 40 percent of the nursing work force will by over age 50 by the year 2010.

How bad is the shortage? In 2002, it was estimated to be 130,000–more than 14 percent of the nation's nursing work force. Worse yet, experts expect a sobering shortage of 808,000 RNs by 2020. Those predictions do not take into account the geometrically growing needs that will engulf the country if we do indeed become victims of chemical, biological, or nuclear attacks.

I remember frustrated directors of admissions at several colleges lamenting the fact that at their colleges a full 30 to 40 percent of the freshman class would quit before the year ended or transfer to another college. Directors would lament that next year's enrollment quota was already on campus, if only the college could retain its freshmen.

Well, there is a parallel in nursing. More than 500,000 well-trained and licensed RNs have left the profession. If all of them returned to nursing, the crisis would disappear. Period.

Interestingly enough, some experts contend it is more of a maldistribution problem. To wit: Louisiana and Wisconsin have plenty of nurses, but Arizona has experienced shortages up to 17 percent. In general, New England has the most nurses; the West, South, and Midwest, the fewest.

Experts in the field invariably point to the low salaries that nurses receive as one of the main reasons for their high turnover rate. Other reasons include increased patient-to-nurse ratio, especially in hospitals, the increased documentation requirements which limit the time nurses can spend with patients, the growing possibility of being sued, difficult working conditions such as having to work many holidays and weekends, and a lack of recognition by the medical community.

Further, career-minded women are no longer limited to nursing or teaching careers as once was the case. It is, therefore, not surprising to find that many women have sought more lucrative and professionally satisfying careers in other fields. A good example is that anti-female prejudices in medical school admissions have diminished. Consequently, in 2000, 43 percent of all medical school graduates were women–compared to just 6 percent in 1960.

Federal and State Initiatives

On Feb. 6, 2003, Tommy Thompson, Health and Human Services secretary, testified before the House Ways and Means Committee. He addressed the question of the nation's continuing nursing shortage and requested that a $100 million nursing scholarship program be established. None of the congresspersons objected. In fact, a number of Republicans and Democrats advocated a higher sum for this effort.

Many states have attempted to address the shortage as well. Texas, an enormous state with a large Hispanic population, has indicated that it will have "healthy increases in the number of jobs for registered nurses" through 2008. A collaborative project of the Texas Nurses Foundation and the Texas Nurse Association is promoting the profession with the motto "Nursing in Texas, a Great Career Choice."

Among its initiatives is a Web site containing information for middle and high school students as well as adult learners. The site provides information for guidance counselors and educators, and includes links for resources, schools of nursing, and scholarships. "E-mentoring" and "Shadow a Nurse" experiences are also available. It is anticipated that these efforts will provide a larger pool of nurses in the future. Those interested in studying or working in Texas or those desirous of seeing what other states are doing may want to explore: http://www.texasnurses.org/foundation/careerinfo/

At the same time, there are also continuing lobbying efforts by healthcare facilities to urge state and federal lawmakers to ease restrictions in both state regulations and U.S. immigration laws to allow a greater influx of foreign-educated nurses into this country.

Foreign-Trained Nurses

For more than 30 years, the United States has been able to meet part of its nursing shortage by recruiting nurses from foreign countries. Many foreign countries educate very competent nurses, but many don't. Given the shortages here, far too many from both pools have been recruited one way or another.

Parenthetically, many nursing associations in this country have resented and lobbied against this practice on both ethical and practical grounds. Nonetheless, higher wages, better working conditions, and active recruiting have seen tens of thousands recruited to work in the United States.

Unfortunately, given the enormous need, some hospitals, nursing homes, and other healthcare providers have bent the rules to staff their facilities. One in the Chicago area was fined $1.29 million for fraudulently obtaining 225 visas to employ Filipino nurses as lower-paid nurse's aides instead of as registered nurses.

What about the future? Can we continue to meet much of our need in this fashion? Until recently, the answer appeared to be a qualified yes. But the International Council of Nurses, a worldwide federation of 125 nursing organizations, has documented that the nursing shortage is now a global problem.

The Netherlands has a nursing shortage of 7,000. Canada will need at least 10,000 nursing graduates each year through 2011 and is currently graduating only half that number. A major hospital in Zambia now has only a third of the 1,500 nurses it requires to function effectively. England recently reported that approximately 22,000 full-time-equivalent positions were unfilled nationwide.

The brain drain is in full swing. Should the United States continue to depopulate nations throughout the world of their needed nurses? Or should we buckle down, train our own, and assure them professional treatment once they graduate? Also, let's not fall into another anti-immigration trap. Qualified foreign-trained nurses should not be denied the opportunity to immigrate to the United States.

Higher Education or the Workplace?

All of these problems–and they are problems, not just challenges–have motivated professionals on and off our campuses to study the issue once again. The word is clearly out–nursing school is rough and at times unduly harsh. That may be one of the reasons why enrollment dropped 17 percent between 1995 and 2001 despite a 3.7 percent increase from 2000-2001.

There is another point of view. Some feel that the enrollment drop is due to a lack of qualified nursing instructors. They contend that thousands of students are turned away every year. That position is buttressed by the fact that more than one-third of all schools of nursing education recently reported to the American Association of Colleges of Nursing that they did not have enough faculty to accept all the qualified students who wanted to enroll. So there is some question as to why students are not entering nursing, but none as to the fact that fewer are enrolling every year.

Bottom Line

We need to re-examine not only how we teach nurses but also how we treat them while they are in our colleges. Even before they arrive at our campuses, it would be helpful for potential students to be introduced to the actual day-by-day working conditions encountered by practicing nurses. Internships in high schools and pre-college summer experiences would help students understand the realities and make the right choices.

I suggest the greater problem faced by the profession is not the education students receive but the workplace conditions they face upon graduation. If nurses were afforded the respect afforded medical doctors and paid commensurately, the nursing shortage would diminish.

A word for our student readers. Seeking a job? Well, there will be a lot of nursing positions in the years ahead. Going to nursing school should be easier with the wide variety of scholarships and other financial assistance possibilities. Once you graduate you will be afforded many options and opportunities.

But know that it's a tough row to hoe, first in college and later as a professional. Think twice, or as many times as necessary, before entering this field. Talk to seasoned nurses about their experiences. Talk to nurses who left the field.

Hispanics tend to enter service professions. Many Hispanic patients have benefited from culturally sensitive healthcare professionals, so I don't wish to completely discourage anyone from becoming a nurse. But, frankly, I suggest that if you really love health care–strive to become a medical doctor. They are the most privileged of all professions in America, and you have a right to be treated as a professional.

Nursing Schools Ratchet up Recruitment of Hispanics

Critical Shortage Requires Creative Approaches

by Tony P. Martinez and Alison P. Martinez

"I've always been a person who likes to help other people," says Haydee Canovas. "In my work as a nurse practitioner, I get to deal with people one on one, helping them to change their lives for the better. I love it."

"I've always been a person who likes to help other people. In my work as a nurse practitioner, I get to deal with people one on one, helping them to change their lives for the better. I love it."

HAYDEE CANOVAS

Canovas was named Hispanic Nurse of the Year 2002 by the National Association of Hispanic Nurses (NAHN). "She richly deserves the honor," declares Viola Benavente, assistant professor of acute nursing care at the University of Texas-San Antonio and an officer of NAHN. "What she does is just outstanding."

Canovas works at a clinic with 80 percent Hispanic patients. Additionally, she expresses her comprehensive vision of what health should mean through activism and volunteerism. As a founder and the current president of NAHN's Kentucky chapter, she speaks on immigration issues. "I also work with nurses who come to this country, guiding them through the TOEFL (Test of English as a Foreign Language) preparation classes."

Canovas typifies the path into the profession taken by many nurses today in that she earned a degree in another field and started a family before deciding, at age 32, to become a registered nurse (RN). She had to return to school to take more science courses before she could begin her Bachelor of Science in Nursing (BSN) program.

Canovas also exemplifies the trend toward ever-higher academic credentials. After passing the RN licensure examination, she earned a Master of Science in Nursing (MSN) degree to qualify for advanced practice as a family nurse practitioner. Her studies continue now in the sub-specialty of women's health.

Today, although 60 percent of RNs work as staff nurses (down from 67 percent in 1988), the profession's fastest growth is in advanced practice specialties such as nurse practitioner, clinical nurse specialist, and nurse anesthetist.

In recent years, more than 55 percent of RNs have gained their basic nursing education in associate degree programs, but demand is increasing fastest for the 38 percent whose basic nursing degree is the BSN. Consequently, 16 percent of associate-degree RNs go back to school for the BSN, and 19 percent of BSN-RNs go on for graduate education, according to a survey carried out by the U.S. Bureau of Health Professions (BHP) Division of Nursing in 2000.

The BHP survey, the most wide-ranging and deep-reaching ever undertaken, counted 2,694,540 RNs licensed in the 50 states and the District of Columbia, of whom 2,201,813 were employed in nursing. This represents an increase of one million nurses in 20 years, but the rate of growth, which was 2-3 percent per year in the 1980s and early 1990s, slowed to only 1.3 percent per year from 1996 to 2000. The ratio of employed RNs to 100,000 population fell from 798 in 1996 to 782 in 2000–and that includes nurses working only part time.

Experts agree that there is a shortage of nurses. Experts agree also that the shortage will only intensify in coming decades. As the U.S. Bureau of Labor Statistics' Occupational Outlook puts it, demand for nurses will be "driven by technological advances in patient care, which permit a greater number of medical problems to be treated, and an increasing emphasis on preventive care," as well as an aging population.

The number of new RNs is going down year by year. The total number of U.S. nursing-school new graduates who take the NCLEX-RN® examination for licensure has dropped from 96,438 in 1995 to 68,759 in 2001–a decline of 28.7 percent.

Ironically, a shortage of nurses qualified to teach new nurses plays a role in the accelerating decline. The American Association of Colleges of Nursing surveyed nursing schools in 2001, and reports that nearly 40 percent had to turn away some qualified students for lack of faculty.

Can foreign nurses fill the gap? Not quickly, and not entirely, says Barbara Nichols, executive director of the Commission on Graduates of Foreign Nursing Schools (CGFNS). The agency checks education and credentials, verifies English proficiency, and administers a licensure pre-test to help nurses compete for the limited number of professional temporary (H-1B) visas issued each year. Immigrants seeking permanent residence who have been nurses in their native lands also benefit by CGFNS services.

"Visa requirements are stringent for health professionals," Nichols explains, "because they are dealing with life and death." Only a few thousand foreign nurses per year qualify for work visas, and each may work for only up to six years.

The North American Free Trade Agreement (NAFTA) makes requirements less onerous for Canadian nurses. Nichols cites estimates that about 7,000 Canadian nurses come to work in the U.S. each year. But Canada, Australia, Great Britain, and other countries are also reporting nursing shortages, so the U.S. can't expect much help from those places.

Would higher salaries help? The BHP survey shows that nursing salaries are already up, reflecting the urgent demand. (page 12)

In 2002, the Robert Wood Johnson Foundation sponsored a study of the nursing shortage by Bobbi Kimball, RN, M.B.A., and Edward O'Neill, Ph.D., M.P.A. Their report, *Health Care's Human Crisis: The American Nursing Shortage* finds that RNs are in short supply almost everywhere, but old solutions to the shortage won't work today because today's shortage is structural.

"You have the retirements of nurses from the baby boom generation and the aging of the general population," O'Neill states. "You couple that with the population drop in the two generations that follow."

"In addition, there's a mismatch of diversity," Kimball adds. "Most nurses are White women, and they do not reflect the diversity of the country."

Leaders in the profession call for more men and more minority nurses.

> *"To succeed* ***in the program,*** *nurses* ***need skill in critical*** *thinking,* ***which is an*** *essential co****gnitive skill."***
>
> LILLIAN STOKES,
> DIRECTOR OF DIVERSITY AND ENRICHMENT,
> IUPUI SCHOOL OF NURSING

The National Advisory Council on Nurse Education and Practice, convened by the U.S. Bureau of Health Professions Division of Nursing in 2000, calculated the ratio of working nurses to the general population for various ethnic groups. (p. 13)

Hispanics are more underrepresented in the nursing profession than any other group. Hispanic patients have about one-eighth the chance of care by a nurse of their own ethnic group as non-Hispanic White patients do. The Council expressed concern about availability of "culturally appropriate, sensitive, and competent care to the nation's growing minority populations...and of minority nurses to serve as advocates for minority patients."

Similarly, the American Nursing Association in 2002 brought together 60 national organizations to formulate and endorse "Nursing's Agenda for the Future," which calls for "diversity that reflects the patient population, in order to better meet population needs." The organizations pledged to work for increased "diversity of faculty, students, and curricula in all academic and continuing education."

Ana María Pardo is studying nursing at Montana State University and serves on the board of directors of the National Student Nurses Association. She sees the shortage of minority nurses as a big plus for young people interested in a healthcare career.

"Nurses are in high demand around the world today," Pardo points out. "The nursing shortage ensures job security for years to come, as aging baby boomers swell the ranks of people needing high-quality nursing care. Because nursing care is most effective when it is culturally competent, the nursing work force ideally should reflect the population it serves.

"Hispanic nurses count for barely 2 percent of the nursing work force," Pardo continues. "Thus, there is a great need for Hispanics to enter the profession.

"Very few guidance counselors today promote nursing as a viable career choice," Pardo declares. "Educators need to inform their male and female students about the great societal need for nurses and the services they provide. They should advise their students to gain a thorough grounding in the basic sciences, including the social sciences."

University of Nebraska

Dani Eveloff, RN, M.S., agrees. Eveloff is recruitment coordinator at the 816-student, four-campus University of Nebraska Medical Center College of Nursing. "I don't think nursing is an option that a lot of kids think about unless you invite them. The reason I became a nurse is that someone invited me. You have to reach out and invite people.

"We are especially looking for males and minority students. To me, that is the answer to the nursing shortage. If you just rely on Caucasian women, you are in trouble. On top of that, it's just not right!"

Eveloff's energetic, community-based recruitment program begins with coloring sheets for preschoolers and goes on to an outreach letter in

Annual average earnings of registered nurses employed full time in their principal nursing position by field of employment and type of position: March 2000

Employment setting	Total	Administrator or assistant	Consultant	Supervisor or assistant	Instructor	Head nurse	Staff duty nurse
Total	$46,782	$60,340	$56,756	$47,732	$46,376	$52,573	$42,133
Hospital	47,759	72,463	64,508	50,759	52,373	56,222	43,476
Nursing home, extended care facility	43,779	60,182	[1]	43,011	45,409	44,024	38,237
Nursing education	50,706	67,276	[1]	[1]	47,985	[1]	[1]
Community public health	45,150	56,488	49,925	45,321	[1]	48,982	40,667
Student health service	38,204	57,604	[1]	[1]	44,720	[1]	35,360
Occupational health	50,365	65,965	[1]	[1]	[1]	54,806	41,689
Ambulatory care setting	45,256	56,815	[1]	46,465	[1]	45,960	36,521
Other	49,979	[1]	58,910	52,814	[1]	56,783	41,208

Employment setting	Nurse practitioner/midwife	Clinical nurse Specialist	Nurse clinician	Cert. nurse Anesthetist	Researcher	Private duty Nurse	Other
Total	$80,534	$50,800	$46,255	$93,787	$50,243	$41,194	$56,674
Hospital	64,532	52,383	46,237	93,706	51,888	[1]	57,709
Nursing home, extended care facility	[1]	[1]	[1]	[1]	[1]	[1]	[1]
Nursing education	[1]	[1]	[1]	[1]	[1]	[1]	[1]
Community public health	53,666	47,302	44,130	[1]	[1]	41,780	[1]
Student health service	51,089	[1]	[1]	[1]	[1]	[1]	[1]
Occupational health	[1]	[1]	[1]	[1]	52,561	[1]	[1]
Ambulatory care setting	60,060	47,813	41,231	[1]	[1]	[1]	[1]
Other	[1]	[1]	[1]	[1]	[1]	[1]	[1]

Note: Estimated numbers may not add to totals because of rounding.
[1]/ Too few to compute salaries.

Spanish, as well as brochures and fact sheets inclusive of men and minorities. She makes lots of outreach visits to places where Hispanic families may be found. "I talk to parents, not just students. I talk to them a lot about the pay and the opportunities, how you can go anywhere in the country and be guaranteed a large choice of jobs.

"I tell students, don't ever, ever let money stop you from becoming a nurse," the recruiter continues. "There are lots of programs out there to help you."

"Nursing students can graduate without college debt," Eveloff emphasizes. "There is absolutely no reason to owe any money, what with loan repayment, tuition reimbursement, and sign-on bonuses."

The Nebraska Legislature appropriated funds to hire more faculty, so this is one College of Nursing that can always find room for qualified applicants. To educators, Eveloff says, "Don't forget us! Talk to kids about the option of nursing as a career. Give them an invitation, and let them know that it's OK to think about nursing, especially if they excel in science or express interest in health care."

Science prerequisites for the Nebraska program are anatomy and physiology, chemistry, and microbiology. Students may take these courses at any accredited two- or four-year institution.

"Most people that enter our program can be successful in our program," Eveloff says. The College offers test coaching and other academic support services, as well as multicultural social activities to help all students feel at home on all four campuses. "If the drive is there, you can do it."

SDSU and IUPU

A problem for many Hispanic students is that a nearby nursing school is full, and they cannot go to another city or state for training. San Diego State University (SDSU) School of Nursing makes room for more students by hiring more faculty through the Nurses Now program, a synergistic partnership with nine area hospitals (*The Hispanic Outlook*, June 4, 2001).

More than 16 percent of SDSU Nursing School students are Hispanic. "GPA is not the only thing we consider for admission. We look at bilingual ability, leadership skills, and community service also," says Director Patricia Wahl, RN, Ph.D.

The Nurses Now program places students in partner hospitals for clinical practice, which eases the burden on busy staff. The partner hospitals provide funds to hire faculty. Often, star graduates of SDSU's own MSN program come back to campus to teach a course or two, enriching the program with the variety of their experience. "We have a great talent pool in this area," Wahl, declares. "People are quite willing to teach. They are so excited about the project.

"Most of our students have a humanitarian value system," Wahl observes. "They want to do something meaningful with their lives. In nursing, you do make a great deal of difference in somebody's life. When you get home at the end of the day, you're really tired, but you can feel a great deal of satisfaction with what you achieved during the day."

From its founding in 1969, Indiana University-Purdue University Indianapolis (IUPUI) set out to provide quality education to minority as well as majority students, traditional and nontraditional.

The IUPUI School of Nursing participates in the campus-wide Summer Research Opportunities Program. Outstanding freshmen, including all minority freshmen with a GPA of 2.7 or more, are invited to a summer of research with individual faculty guidance, weekly seminars, and a national student conference. "The Program encourages them to start thinking about graduate school," says Lillian Stokes, director of diversity and enrichment for the IUPUI School of Nursing. "We've had several go on to get a master's degree."

As early as middle school, Stokes declares, educators should start making sure that minority students study the subjects they will need if a nursing career is ever to be possible. "They need high school courses in chemistry, physics, biology, and math. They really need skills in problem solving. People look at caring, and they look at psychomotor skills, but nurses also need skills in problem solving. To succeed in the program, nurses need skill in critical thinking, which is an essential cognitive skill."

Mount Carmel, Washington State's ALCANCE

Small colleges can be just as effective as major universities. For example, Mount Carmel College of Nursing in Columbus, Ohio, emphasizes the personal touch. "I know every minority student by name," says Kathy Espy, director of minority affairs and community initiatives.

Mount Carmel's Learning Trail program is "a strategy to support students once they are in school," Espy explains. "It includes mentoring, counseling, and follow-up on their grades. It includes understanding each student's home situation. Right now I'm helping a student who had his car stolen. It does make a difference if they feel you know and care about them." Mount Carmel is proud that more than four out of five students successfully complete the program and graduate.

Washington State University Intercollegiate College of Nursing is pioneering an imaginative and effective program that brings talented local minority youth into the nursing-education pipeline, while alleviating the community's immediate need for healthcare interpreters.

Apple orchards have attracted many Mexican workers to the Yakima Valley, giving it a 40 percent Hispanic population, plus a large Yakima tribal population. More than 11,000 Spanish

Employed nurses in specified racial/ethnic groups per 100,000 U.S. population in specified racial/ethnic groups

African American	286
American Indian/Alaska Native	538
Asian/Pacific Islander	868
Hispanic	126
White(non-Hispanic)	973

Source: *Computed from data reported in the National Sample Survey of Registered Nurses, March 1996 and population data from the U.S. Bureau of the Census.*

speakers do not have any family member to interpret for them when seeking health care.

ALCANCE (Aid Latino Community to Attain Nursing Career Employment–"reach out" in Spanish) trains bilingual people, mostly high school honor students in the Hispanic Academic Achievement Program, to become "Health Care Brokers." The young people study the need for culturally and linguistically congruent healthcare providers, learn Spanish and English medical terminology, discuss ethics and confidentiality, etc. They volunteer through the Yakima Valley Farm Workers Clinic and get academic credit for their efforts.

At the same time, ALCANCE is providing early advisement, mentors, role models, and stipends for nursing students. "We have more Hispanic/Latino students now than at any other time in the history of the Yakima Campus," says ALCANCE Director Bronwynne D. Evans, RN, Ph.D.

"In the past," Evans continues, "there were other professions that took young people's attention away from nursing with higher wages and better working conditions. Now, more potential students are beginning to recognize the value of a nursing career for themselves and their families–an important issue for our Hispanic and Indian students. We are enjoying greater recognition of our important role in health care and are receiving better job offers and better salaries, and it is widely known that nurses get jobs! Another reason is the broad range of career options within nursing–nurses are versatile critical thinkers who thrive in many nontraditional settings." Evans' award-winning Hispanic/Native American nursing recruitment video is for sale to benefit ALCANCE.

Hispanic Nurse of the Year Haydee Canovas agrees that a nursing career provides a base of security on which a family can build a good life.

"Hispanic girls have the highest incidence of high school dropout," Canovas observes. "Too many Hispanic women don't see themselves as professionals. We see ourselves as the caregivers of the family. Let's encourage our families to support our daughters in their aspirations.

"I urge educators to tutor someone, mentor someone. And to young people I say, save yourself through education. Liberation through education!"

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Speech-Language-Hearing OPPORTUNITIES

Gratifying Careers with Many Options

by Alexandra Salas Rojas

Under the healthcare umbrella, careers related to speech, language, and hearing are up-and-coming professions available to Hispanics. Why? Well, there is a demand in our communities and a plethora of positions that need filling, specifically, speech-language pathologists, audiologists, and clinical research scientists.

According to information from the National Institute on Deafness and Other Communication Disorders, 14 to 15 million Americans have a moderate to severe hearing impairment. Hearing loss and other communication disorders affect more than one in 10 in the U.S., and 28 million people have a hearing loss.

Speech disorders affect up to 15 percent of preschoolers and 6 percent of children in grades one through 12. Up to 3 percent of the preschool population and about 1 percent of the school-age population have a language disorder. Nearly six million children under age 18 have speech or language disorders, which include aphasia (the loss of speech and language abilities generally resulting from stroke) and delayed language.

Speech and language disorders are defined as those involving the incapacity to understand and/or appropriately use speech and language, and may range from simple sound repetitions or occasional misarticulations to the complete inability to use speech. Problems include fluency disorder, an interruption in the flow or rhythm of speech; articulation disorder, difficulties with the way sounds are formed and strung together, and voice disorder.

According to the American Speech-Language-Hearing Association (ASHA), about 1 percent of Americans stutter; and boys are three times more likely than girls to do so. Neurogenic speech disorders include Parkinson's disease (affecting one million Americans), Huntington's disease (30,000 cases), and amytrophic lateral sclerosis (20,000 to 30,000).

ASHA

ASHA is the national professional and scientific association for speech-language pathologists, audiologists, and speech-language and hearing scientists concerned with communication disorders. As of year end 2000, it represented more than 101,000 of them.

Of that number, 12,384 are ASHA-certified audiologists and 85,425 are ASHA-certified speech-language pathologists.

While the number of specialists is growing, Latinos and multicultural awareness are in short supply. Fewer than 1 percent of ASHA's members and affiliates are bilingual.

Luis Riquelme, a practicing SLP and member of ASHA who chairs a multicultural issues board, talks about efforts to diversify the profession.

"Our charge is to monitor and help develop all different aspects of the association, such as what's required to work with populations of diverse backgrounds.

"Where are we these days? The reality is evident in the numbers. Less than 7 percent of practitioners are of a culturally diverse background, and less than 2 percent consider themselves bilingual. That's been the driving force. ASHA has won a few awards for its efforts. The end goal would be that every specialist is culturally competent, so we know how to access information about a patient's culture as well as the nuances between cultures. It's important in this field to understand that we all come from a different culture–just like we shouldn't assume that everyone has a mom and dad."

Currently, more than five million Americans from racial/ethnic minority populations have a speech, language, or hearing disorder.

To address this reality, Riquelme started the Hispanic Caucus for Speech-Language Pathologists and Audiologists. "We have a little over 400 members." Riquelme notes that a lot of Spanish children are misdiagnosed because they are being evaluated incorrectly by people who are not culturally sensitive.

Audiology

Services rendered by an audiologist include: scientifically measuring hearing ability, identifying a hearing problem, providing practical suggestions on how to handle communication situations at home, work, school, etc., testing to determine whether amplification devices such as hearing aids are needed, instructing a person in lip reading, counseling a person on possible strategies and solutions for dealing with a hearing impairment.

Audiologist positions occur in hospitals, rehabilitation centers, private practice, college and university clinics, public and private schools, state and federal government agencies, long-term care and home health facilities, health departments and community centers, research laboratories, institutes, and private agencies.

In 2000, audiologists held more than 11,000 jobs. More than 70 percent were employed in hospitals, 10 percent in school settings, and 17.5 percent in colleges and universities.

According to ASHA, the majority of audiologists provide direct clinical services, but others serve as program administrators, university professors, scientists, and consultants and expert witnesses. Due to advances in medical technology, the growth of the elderly population, and awareness of the importance of early identification and diagnosis of speech, language, and hearing disorders, audiology careers are expected to grow exponentially through 2006.

ASHA reports that approximately 120 postsecondary institutions offer audiology programs. Course work includes anatomy and physiology, basic science, math, auditory, balance, and normal and abnormal communication development.

Research Scientists

Another field is speech, language, and hearing science. These research scientists investigate the biological, physical, and physiological processes underlying normal communication, explore the importance of psychological, social and psycho-physiological factors on communication disorders, and work with related professions to develop a comprehensive diagnosis and treatments. Future scientists should have a strong background in physics, biology, chemistry, mathematics, linguistics, and psychology in addition to speech-language, and hearing sciences.

A marked shortage of scientists, particularly in inner-city, rural, and less populated areas, represents an abundance of opportunity for individuals interested in this career path. Genetics and hereditary research as well as the examination of cultural diversity in human communication are areas that will spearhead growth in this field.

Speech-Language Pathology

Speech-language pathologists work in settings similar to those of audiologists. They provide specific services to individuals affected with a speech-language disorder–diagnosis, treatment, and prevention. For instance, they help individuals learn proper production of speech sounds, develop proper control of the vocal and respiratory systems to correct voice production, help those with stuttering problems and swallowing difficulties (dysphasia), and help patients with aphasia to relearn language and speech skills.

Luis Riquelme, assistant professor at Long Island University, practicing SLP, and member of ASHA

While pathologists are required to have a master's degree, for some involved in college teaching, research, and private practice, a Ph.D. is desirable. Undergraduate study in linguistics, phonetics, anatomy, psychology, human development, biology, physiology, and semantics is required.

Riquelme, a speech-language pathologist, has a private practice in Brooklyn, N.Y., Riquelme & Santo. He is in his 10th year of practice.

Riquelme also is an assistant professor at Long Island University, where he teaches adult neurogenics, swallowing disorders, neuroanatomy, and some bilingual multicultural training.

"In my practice, I work with adults, and also bilingual adolescents," he says, noting that the practice takes him to hospitals and nursing homes.

Like many others now practicing in this field, Riquelme got his introduction to speech-language careers "through the back door."

"I was originally a pre-med student." He was also on a Ph.D. track in chemistry when he enrolled in oral communication classes.

"I took an introductory course and got hooked. It's the best thing ever. Job satisfaction in this field is very high, and you also have freedom in the type of patients you want to work with, for instance, pediatrics versus working with adults."

He adds, "There are different disorder areas such as swallowing and language disorder or delay. There are a great variety of specializations and many different populations. You can work in a school, a private office, a university."

Riquelme talks about the level of gratification he gets from helping patients. "For example, if an adult has a stroke, helping him say the first few words is so rewarding. When a stroke takes place, the highway to the area of the brain that controls speech is impaired, and you have to build another road. That's incredibly satisfying."

While Riquelme has been involved in research, he says he is too much of a people person to be confined to a laboratory. Like many SLPs, he aims to merge both worlds.

Certification and Salaries

ASHA is the only entity that offers a nationally recognized certificate of clinical competence (CCC) for speech-language pathologists and audiologists. It is awarded upon completion of a master's degree, a national exam, and a 36-week postgraduate clinical fellowship. To earn the CCC, a graduate degree and 375 hours of supervised clinical experience are required. Some states enforce licensing standards or state education certification.

More than 230 institutions nationwide offer accredited programs in audiology and speech-language pathology. In addition there are 36 Historically Black Colleges/Minority/Bilingual Emphasis Programs nationwide.

According to ASHA, of the more than 85,000 ASHA-certified speech-language pathologists, about 1,400 individuals are dual certified in audiology.

The 2000 Omnibus Survey Salary Report indicated that on an academic-year basis (a nine- or 10-month contract) salaries for SLPs were highest in the Northeast–$48,000.

On a calendar-year basis (11- or 12-month contract) SLP salaries were highest on the West Coast–$48,000.

Audiologists reported a median academic-year salary of $45,000, a 7.1 percent increase over 1999. On a calendar-year basis, the median salary was $48,000.

Individuals with dual certification as SLPs and audiology reported a median calendar-year salary of $61,000.

Starting salaries for SLPs with one to three years experience were $32,000, for audiologists, $36,000.

SLPs with doctoral degrees earned more in 2000–$56,700–than those with a master's, who earned $42,000.

Audiologists with a Ph.D. reported median salaries for an academic year of $51,000, and $43,000 with a master's.

Chairs or directors of educational, clinical, or research programs reported median calendar-year salaries of $63,000 (SLPs) and $65,000 (audiologists).

Colorblind or Blind to Disparities?

ASA Against Moves to Scrap Collection of Data on Race

by Inés Pinto Alicea

While the debate over whether governments should collect racial and ethnic data intensifies, one organization is standing firm in its belief that not only is it important to collect this data but also to use it for conducting social scientific research on racial profiling by law enforcement, redlining of minority neighborhoods by the insurance industry, discriminatory medical treatment, tracking in schools, and other social practices.

"Why should we continue to measure race?" asked Troy Duster, a professor of sociology at New York University and the University of California at Berkeley, in remarks to the press when the American Sociological Association (ASA) called on governments to continue collecting such data. The answer, he explained, is that as long as Americans routinely sort one another into racial categories, and race is embedded in taken-for-granted institutional practices, race falls squarely on the scientific agenda. Duster cited some examples.

"African Americans may have more prostate cancer because of nutrition or because they have a higher likelihood of living near toxic waste dumps. Hypertension may be higher among Blacks because they are being profiled by police on the highway and followed in department stores. We must continue to collect data and to study race as a social phenomenon because it makes for better science and a more informed policy debate."

Havidan Rodriguez, former director of the ASA's Minority Affairs Program and a professor in the Department of Social Sciences at the University of Puerto Rico-Mayagüez, said it would be unrealistic to believe that our society is colorblind; therefore, the collection of racial and ethnic data is still relevant.

Sally T. Hillsman, ASA's executive officer

"People's health, economic well being, place of residence, and educational and employment opportunities, among others, are significantly impacted by their race and ethnicity," said Rodríguez. "We live in a society where access to highly valued resources is, to a large extent, determined by race. The race variable has an impact on residential segregation, access to health insurance, and on an individual's social and economic mobility."

In releasing its official statement on the issue, the Washington-based ASA stood up against a growing movement to end the collection of such data. Shelby Steele of the Hoover Institution at Stanford University, for example, argues that "identifying people by race only deepens the racial divide." The ASA statement responds to Steele and to other scholars or civic leaders opposed to collecting the data and to some recent efforts to change the status quo in the collection of data.

A major effort in that area, the "Racial Privacy Initiative" launched by Ward Connerly, a member of the University of California board of regents, would forbid the California state government from collecting information on race and ethnicity. Connerly, best known for leading the campaign to ban affirmative action by state agencies in California, is working to get the initiative on California's ballot by 2004. The ASA, which released the statement in the fall of 2002, decided a public stand was needed in response to the controversies that arose over adding new racial categories to the U.S. Census, to the arguments of some biologists and physical anthropologists that the concept of "race" does not have scientific validity and should no longer be measured, to the Human Genome Project's 2000 declaration that race is not a biologically salient concept, and to proposals in higher education, such as that at the University of Wisconsin, to stop keeping track of students' race.

"Without data, anybody's claim is as good as anyone else's," said ASA former President Barbara

Reskin, a professor at the University of Washington and chair of the ASA Task Force on an ASA Statement on Race. Reskin later told the *Chicago Sun Times* that, "We hear people on the right say that we should have a colorblind society. The danger in that is that we become blind to disparities."

ASA officials said the purpose of the ASA statement is to support the continued measurement and study of race as a principal category in the organization of daily social life, so that scholars can document and analyze how race–as a changing social construct–shapes social ranking, access to resources, and life experiences.

"We need to face the larger challenge of ensuring that scientific knowledge about race is placed in a meaningful social context and that our work should advance public understanding about how race affects everyday life," said Sally T. Hillsman, ASA executive officer. "We hope this statement will have an impact."

The ASA, founded in 1905, is a nonprofit membership association dedicated to advancing sociology as a scientific discipline and profession serving the public good. With about 13,000 members, ASA encompasses sociologists who are faculty members at colleges and universities, researchers, practitioners, and students. About 20 percent of the members work in government, business, or nonprofit organizations.

Latinos comprise 3.7 percent of ASA members. Latinos are vastly underrepresented in the field. Of the nearly 55,000 sociologists in this country, an estimated 1,800 are of Hispanic descent. Two Latino sociologists–Alejandro Portes and Ruben G. Rumbaut–were honored at the last ASA annual meeting with its Distinguished Scholarly Publication Award for their book *Legacies: The Story of the Immigrant Second Generation*, published by the University of California Press in 2001.

William T. Bielby professor of sociology at the University of California-Santa Barbara and the new ASA president

As the national organization for sociologists, the ASA works to provide a unique set of services to its members and to promote the vitality, visibility, and diversity of the discipline. Working at national and international levels, the association aims to articulate policy and implement programs likely to have the broadest possible impact for sociology now and in the future. Rodríguez said the ASA, in collaboration with other professional associations, has helped the field of sociology immensely by successfully advocating for more federal funding in the social sciences in the National Science Foundation and the National Institutes of Health, among others.

The controversy over racial and ethnic data collection is not the first foray of the organization into treacherous waters. Members of the organization have conducted extensive research on affirmative action and have argued that undergraduate institutions create a hostile environment for minority students, resulting in their earning lower grades. This phenomenon, they argue, requires selective law schools and other graduate programs to maintain or expand affirmative action programs in admissions. The research has been used in an affirmative action case, *Grutter v. Bollinger*, now before the U.S. Supreme Court, that challenges the University of Michigan Law School's affirmative action program.

"The dismantling of affirmative action has had serious implications in the recruitment and retention of students and faculty of color in institutions of higher education in the United States, particularly on the West Coast," said Rodríguez. "The ASA needs to work on new and innovative initiatives that will allow us to have an important impact in increasing and enhancing the presence and visibility of people of color at all levels."

Even during the ASA 2002 annual meeting in August in Chicago, the sociologists found themselves in the midst of controversy. Hotel workers at the meeting site, a Hilton hotel, were negotiating their contracts and threatening to strike if Hilton did not agree to improve wages and benefits. Many of the meeting attenders joined community, religious and political leaders, and other supporters in signing petitions and calling attention to the hotel workers' rights. After the ASA meeting concluded, the worker's demands were met, and the employees' union expressed its gratitude to ASA for support on its behalf in a special letter of appreciation.

But the ASA has been instrumental in making change in a number of other areas as well, areas that impact the country as a whole.

"The ASA has played an instrumental role in the national discussions on affirmative action, welfare reform, poverty, race/ethnicity and inequality, and the debates on the U.S. Census, among others," said Rodríguez. "I strongly believe that the ASA has had an impact on the way in which policy makers and the general research and scientific community view the field of sociology, its importance and contributions to our society."

MOST

A recent effort is a publication called *Promoting Diversity and Excellence in Higher Education through Department Change*, which highlights an ASA program called MOST (Minority Opportunities through School Transformation). This program was an intensive effort to enhance the pipeline of students of color in sociology by instituting systemic change in sociology departments that had been competitively selected because of their commitment to alter "business as usual" practices.

Operating over a nine-year period, with the Ford Foundation providing financial support, the aim of MOST was to cause departments to rethink how best to educate and train students in order to achieve excellence and inclusiveness. Participating sociology departments included those at Augusta State University; University of California Santa Barbara; Grinnell College;

University of Nebraska-Lincoln; Pennsylvania State University; Pitzer College; University of Puerto Rico-Mayagüez; Southwestern University; Texas A&M University; University of Texas-El Paso; and William Paterson University.

The origin, nature, and results of MOST are presented in the report, including quantitative and qualitative indicators of the success and consequences of this initiative in the 11 participating departments. Also highlighted are 10 "best practices" drawn from departments' experiences with the MOST program. The book's epilogue synthesizes assessments and recommendations from a Capstone Conference held in June 2002 about what MOST achieved and possible next steps for transporting the "MOST model" to other disciplines and institutions. The volume also includes case studies from each participating department.

A central feature of the MOST program was how best to transform education to address racial disparities, attract a talent pool of persons of color to sociology and to careers as faculty members, and enhance education and training for all. The work of MOST focused on five key areas of the educational process—curriculum, research training, mentoring, climate, and pipeline.

The results are compelling. The data demonstrate significantly increased diversity among students and faculty and a transformed curriculum and climate in sociology departments at participating institutions. For example, when MOST was launched in 1993-94, about one-quarter of the courses dealt with diversity, compared with more than half by 2000-2001. Overall, the percentage of graduating minority majors nearly doubled over the course of the program. At the outset of MOST, 18 percent of graduating majors at the participating departments were minorities. By the end of the 2000-2001 academic year, 33 percent of graduating majors were minorities. MOST also succeeded in encouraging minority students to take on graduate study.

"The issues we tackle as sociologists are especially important to communities of color, and it is essential that our scholarship and teaching reflect the contributions of individuals from those communities," said William T. Bielby, professor of sociology at the University of California Santa Barbara and the new ASA president. "Carefully designed initiatives like MOST can and do have an impact on providing access to careers in sociology to groups that have been historically excluded."

Minority and Congressional Fellows Programs

The organization has helped diversify the discipline of sociology through its Minority Fellowship Program, funded by the National Institutes of Health. The program has for more than two decades contributed to significantly increasing the number of sociologists of color with Ph.D. degrees. Hillsman said the organization also has provided sociologists a vehicle by which they can develop their leadership skills, both within and outside the organization.

The ASA has been at the forefront in promoting and encouraging innovative and cutting-edge research in sociology through its Fund for the Advancement of the Discipline, encouraging sociologists to participate in community research through its Sydney S. Spivack Community Action Research Program and urging sociologists to actively engage themselves in the policy decision-making arena through its Sydney S. Spivack Congressional Fellows Program, said Rodríguez.

"My primary goal is for the insights, accomplishments, and contributions of sociology to be better recognized by both the general public and policy makers," said Bielby.

While the ASA has had a strong voice on a number of diversity issues nationally, there are areas in the diversity agenda where the organization still needs work, said Rodríguez.

"The ASA and Council (ASA's governing body) need to continue to work together to expand their efforts aimed at having the Association's journals reflect the diversity of people, methodologies, and research represented in our discipline, while maintaining the rigor and excellence that has characterized these publications," said Rodríguez. "Further, although within the past decade or so the community of sociologists of color has significantly increased within the association, we have not seen a corresponding increase in the number of minority sociologists in ASA's Council, its committees, and on the editorial boards of our professional journals. Clearly, the presence of sociologists of color in these areas is imperative and demands the association's immediate attention. The ASA needs to make a strong and unequivocal commitment aimed at increasing the representation of sociologists of color throughout the entire association, including its decision-making infrastructure."

For more information on the ASA, please look at its Web site at www.asanet.org. Its next annual meeting will be Aug. 16-19, 2003, at the Atlanta Hilton.

Ten Best Practices from MOST

Promoting Diversity and Excellence in Higher Education through Department Change describes ten "best practices" drawn from departments' experiences with the MOST program:

1. Important curricular change can occur deliberatively, yet incrementally.
2. Traditionally informal processes, such as mentoring students, need not be left to chance. Departments can put in place systemic ways to ensure that mentoring reaches all students.
3. Student engagement is essential.
4. Department chairs, department committees, and other university administrators must be engaged in the process of reform in order to achieve lasting change.
5. Students need to see the connections between what they do in class, what they are studying, and what underlies this work.
6. Modeling of professional behavior draws students into the profession.
7. Minority recruitment requires intentional outreach and persistence.
8. Physical space and informal opportunities matter greatly to department climate.
9. Multiyear, long-term projects can make lasting changes in the culture and mindset of a department.
10. Scientific and scholarly societies are an important source of leadership and support. Public and private foundations too have a valuable role.

VICE PROVOST FOR EXTENDED STUDIES
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Seeking candidates for position of Vice Provost for Extended Studies. This executive leadership position serves as a senior officer for the university and reports to the Executive Vice President and Provost. As chief administrative officer and advocate for Extended Studies and continuing and distance education, this position has programmatic, administrative, fiscal, marketing and strategic responsibilities for all Extended Studies activities.

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NY's First Hispanic Center of Excellence at Einstein College of Medicine

by Michelle Adam

Proclamation

Presentation of Proclamation by Adolfo Carrión, Bronx borough president

"Our Center was not to be," said Dr. Elizabeth Lee-Rey, co-director, with Dr. Nereida Correa, of the Hispanic Center of Excellence at the Albert Einstein College of Medicine of Yeshiva University, Bronx, N.Y. "They had initially said there was no money."

With enough push and effort, however, the Center that was not meant to be opened its doors.

"We knocked on the doors of all the New York state congressional people and said, 'why don't we have a Hispanic Center of Excellence (HCOE)?' and 'we need your support.'

"We couldn't get them to agree in the beginning, and then they were fighting as to who would be first on line to sign the paper.' Ultimately, the whole New York delegation signed on.

"We were able to get the funding because the Department of Health and Human Services got this letter," said Lee-Rey.

For years, the Albert Einstein College of Medicine considered applying for funds to create a center that would devote itself to expanding education for and about Hispanics in medicine. Finally, AECOM received a $1.2 million grant from the Department of Health and Human Services and on October 24, 2002, with 400 in attendance, celebrated the inauguration of the first Hispanic Center of Excellence in New York state. Many congressional representatives and local politicians joined the event, at which Bronx President Adolfo Carrión proclaimed "Hispanic Center of Excellence Day."

"We were really overwhelmed. We got a lot of local press," said Lee-Rey. "It was about time that a program like this existed. Less than 5 percent of physicians are Hispanic nationwide. Over 50 percent of the community in the Bronx is Latino. Health issues in terms of the Latino community are something that we have to pay attention to."

To date, there are 32 such centers throughout the country, located in states such as Arizona, New Jersey, California, Texas, and Florida, and considered leaders in research, education, and service to the minority communities, and especially to Hispanics.

"The Center is pivotal in making a stand. There are not many programs that look at Latinos," said Lee-Rey.

AECOM has always felt a commitment to underserved populations. "For Einstein, it is natural. The school was created when Jews weren't allowed into medical school. It has always been proactive in accepting students into the school who may not have gotten in somewhere else," said co-director Correa.

Now, the Center will offer the school an opportunity to bring even greater attention and resources to the table than it has in the past.

The Center will provide leadership in education and research in healthcare disparities and Hispanic health issues. This will be done through influencing core curriculum at AECOM, creating faculty development fellowships for underrepresented minority junior faculty, aligning with other schools and programs to draw more Hispanic students into a healthcare career, and providing education and service to underrepresented communities in the area.

AECOM currently enrolls 722 students, 40 of whom are Hispanic. Through the Center, the school intends to increase recruitment and retention of Hispanic students. "We want to be able to reach kids who are in high school and college so that we can attract more students," said Correa. "I want to increase the number of minority physicians in the Bronx. Less than 5 percent of physicians are Hispanic and less than 1 percent of them are academicians. I want to increase the numbers."

Center representatives are already beginning to conduct outreach efforts with local colleges such as Lehman, Fordham, Mercy, and with community colleges, to support pre-health minority student organizations and to inspire Hispanic students to seek careers in health care. The Center will also recruit students and establish mentorship resources through media venues. Offering mentorship through academic support and career support services will also add to HCOE's efforts to retain minority students at AECOM.

Representatives of the Center will be speaking to students in K-12 and have established a summer program for high school and college students. The first such program, enacted last summer, provided first- and second-year college students with Hispanic healthcare mentors who are currently practicing within the local community.

"One of the really important things in medicine is having role models," said Correa. "I was at Einstein and I loved every minute of it, but there were few of me there back then. As a medical student, the joy I felt in having someone who understood me and was a part of my culture was very important to me."

Cultural Competence

A big factor in placing the Hispanic agenda on the map within the healthcare field is addressing issues of diversity within the curriculum. AECOM offered curriculum in cultural competency prior to the opening of the Center, but HCOE brings an added push to course selection.

"Just a few schools are beginning to look at creating a curriculum that includes cultural competency," said Lee-Rey. "When I was finishing medical school in 1990, I was the only Latina in my class. My experience at medical school was as a non-entity. I didn't have any examples. In terms of how we were taught, it was a basic biomedical model. The new doctors are seeing cultural competency as a way of understanding our patients. Medicine has realized that it has lost its humanity, not just for Latinos, but for all."

Some of the courses at AECOM that include cultural competency are first-year clinical practice, first-year diversity workshop, problem-based-learning family medicine clerkship, an expansion of the medical Spanish elective, and student outreach efforts in the community.

"We are working with programs already in place and then are starting new initiatives," said Lee-Rey.

At many schools, students do not encounter the subject of cultural competence until their final years. AECOM students face those issues in their first years. Last summer was the first year that students were offered medical Spanish as an elective, and already 90 of a class of 180 have chosen to take the class. "We are trying to push medical Spanish as

HISPANIC CENTER
of Excellence

Pictured (l. to r.): Marlene Rivera, MD, MPH; Nilda Soto, assistant dean of minority student affairs; Eliana Korin, Dipl. Psic; Janet Townsend, MD; Maria A. Marzán, MPH; Hal Strelnick, MD, director of HCOE; Dr. Elizabeth Lee-Rey, MD, co-director, HCOE; Neveida Correa, MD, co-director, HCOE; Fernando Camacho, MD, HCOE fellow; and Gladys Valdivieso part of the curriculum. The medical students have already shown a hunger and enthusiasm for this."

The Center is also beginning to provide training for faculty in how to teach cultural competency. It has also created a Faculty Development Fellowship in an effort to recruit, select, and provide financial support to two or three Hispanic junior faculty and fellows annually for a clinical research training program (a two-year master's degree program in clinical research methods). Junior faculty and fellows will be given workshops in order to inspire them to pursue the research fellowship.

Two Hispanic faculty fellows were selected last July, and are being provided with financial support of 50 percent of their salary while conducting research.

Said Lee-Rey, "The scholarship and research component is an important part of the Center."

AECOM and its affiliate hospitals currently employ 4,000 faculty, of whom 125 are Hispanic. "Often, we Hispanic doctors graduate from college and want to go out and give care. But for those who have given 10 to 15 years of care, and in the back of their minds are wondering if they could do research, the Center can help," said Correa. The Center provides financial support, resources, and time for doctors to embark on research or for faculty to take a break from classes and focus on scholarship.

Some of the health issues of concern to community centers and their Hispanic populations include diabetes, asthma, colon cancer, and oral care. "Here we are starting to acknowledge that there is a need to look at these issues relating to Hispanics–whether it is in addressing health disparities or the number of Hispanics in medical school or the number of Hispanic students finishing college," said Lee-Rey. "In the past, in health, we just looked at males, then women, then other women, and now Hispanic women. Now we are beginning to look at specific populations."

Collaborations

The Center has begun outreach efforts to community members and clinics as well as to potential students that it might attract to health careers. HCOE is establishing partnerships with community-based organizations for research and health promotion studies that target Hispanics and other minorities. Representatives are working in collaboration with the AECOM Cancer Center in studying colon cancer and tobacco cessation, and creating partnerships with the Jacobi and Montefiore Medical Centers' Department of Dental Medicine on an Oral Care Access media campaign for the prevention and early detection of oral cancer for minorities in New York City. In connection with the Lincoln Hospital and Mental Health Center's Women's Health Initiative, the Center is participating in screening for breast, ovarian, and cervical cancers, and providing screening for diabetes in the local community.

"I am getting a lot of research studies already in progress that want to attract the Hispanic population. We can help coordinate with the community health organizations that are trying to learn about health issues with their Hispanic patients," said Lee-Rey.

The Center offers lectures on cultural competency at nearby medical centers and is helping promote educational efforts of local merchants. For example, HCOE helped a local optician give a nine-day workshop to the local community on how to become an optician. The school provided the exposure he needed to draw in participants.

"I like this part of it because we don't work in a vacuum," said Lee-Rey. "We have reached out to school systems and are establishing partnerships with community boards and associations."

HCOE expects to play a role, too, in shaping education and health policy on behalf of Hispanics. Representatives of the Center spoke to the New York State Academy of Family Physicians on the development of cultural competency curriculum and policy resolutions on cultural competency and English proficiency. The Center participates in activities and sits on committees of the National Hispanic Medical Association, the Bright Futures for Women organization, and is a part of the advisory board of the USDA in establishing guidelines for culturally competent diets.

"I want to improve the quality of care that our community gets," said Correa. "I also want to increase the sensitivity to the Hispanic community of all the classes coming out of Einstein."

Much of the work of the Center was already in place a year before its official opening. Some of its goals are also in place–such as being able to increase Hispanic applications to AESOM by 35 in each grant year. While AESOM would love to have more Hispanic students on campus, attracting these students is a competitive and challenging endeavor. It involves inspiring more young Hispanic students to take that first step.

"I want the population of the medical community to be similar to the population it is serving," said Correa. This, she admitted, might be a pipedream at this juncture. But, building establishments like the Hispanic Center of Excellence may help make this pipe dream a reality, one step at a time.

SYRACUSE UNIVERSITY

SCHOOL OF MANAGEMENT

DEAN

Syracuse University invites nominations and applications for the position of Dean of the School of Management.

Established in 1919, the School of Management of Syracuse University was one of the first accredited collegiate business schools in the United States. The School of Management offers a full-time undergraduate program, full-time MBA and MS programs, a full-time PhD program, an Executive MBA program, a distance learning independent study program, evening part-time MBA programs, and selected non-degree executive programs. With 59 full-time faculty, the School comprises the Departments of Accounting; Finance; Law and Public Policy; Marketing; Management Information & Decision Sciences, and Strategy and Human Resources.

In the Spring of 2003, the groundbreaking occurred on a new 160,000 square-foot building for the School. In addition to the new facilities, the School has a number of impressive strengths including an excellent and committed group of faculty and staff and an undergraduate program that is nationally recognized. The School offers an Independent Study MBA Program, which is a limited residency distance-learning program ranked by *U.S. News & World Report* as one of the top AACSB-accredited online MBA programs. In addition, the Program in Entrepreneurship and Emerging Enterprises has been rated among the top 24 programs in the country.

Established in 1870, Syracuse University is one of the oldest and most comprehensive independent universities in the United States, offering a broad array of programs to more than 18,000 students through its 11 schools and colleges. The University is classified as a "research extensive" institution and is a member of the Association of American Universities.

Syracuse University seeks a dynamic, articulate, energetic leader who will build on the strong foundation already present in the School of Management and who will effectively respond to the next set of challenges facing the School. An earned doctorate in a field connected to the mission of the School is strongly preferred. Applicants who have attained the highest levels of distinction in leadership in business or other appropriate areas will also be considered. Reporting to the Vice Chancellor and Provost, the Dean is the chief academic, administrative and fiscal officer of the School. For additional information on the School, see http://sominfo.syr.edu.

Screening will begin no later than September 15, 2003, and continue until the time of selection. Applications should include a current curriculum vitae and a detailed letter discussing the candidate's qualifications. Nominations and applications should be submitted to:

Syracuse University School of Management
Dean Search
Heidrick & Struggles, Inc.
Attn: Ellen E. Brown
303 Peachtree Street, Suite 3100
Atlanta, GA 30308
Phone: 404-577-1121
Fax: 404-577-4048
Email: syracuse@heidrick.com

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Recruiting at Loyola's Nursing School "Starts from Scratch"

Foundation Providing $1 Million for Scholarships

by Frank DiMaria

Nurses provide daily care to the sick and dying, but that is not their only role within their communities. They also teach, explain treatment regimens, and perform health promotion and disease prevention activities.

When nurses can't communicate, that presents an obstacle that can potentially endanger a patient's life.

In Berwyn and Cicero, two communities just southwest of Chicago with a population that is roughly 60 percent Hispanic, the MacNeal Health Foundation and the Marcella Neihoff School of Nursing at Loyola University are addressing this problem.

The MacNeal Health Foundation is providing $1 million per year to the school of nursing for scholarships to individuals who reside in the area and have been accepted to Loyola University, with the understanding that the recipients will provide healthcare services within their communities for two years after graduating with a nursing degree.

"It's not just an issue of having nurses who speak Spanish–it's having nurses who are Hispanic and understand the culture and the norms within the Hispanic population of Cicero and Berwyn. We wrote a grant application to the MacNeal Health Foundation asking that they fund a project in which we would recruit and help students in high school, and even as early as grammar school–to get students to aspire to come into nursing," says Dr. Sheila Haas, Ph.D., RN, FAAN, dean and professor at the Marcella Neihoff School of Nursing, Loyola University Chicago.

The scholarships include tuition, housing, books, and supplies, and are not exclusively for Hispanics. However, Sol Solis, assistant director of the MacNeal Health Foundation Scholarship, says, "Latino students are a target we are trying to reach because of the shortage of Latinos and bilingual employees in the healthcare profession."

Funds for the scholarships became available in the year 2000 when the Foundation was formed using proceeds from the sale of MacNeal Memorial Hospital. The scholarships are offered to students at several educational levels. Students may apply directly from high school. RNs who don't currently have a baccalaureate degree and wish to return to school for one may also apply. The program also welcomes nurses who have a baccalaureate degree and wish to pursue a master's degree as well as those who currently hold master's degrees and wish to pursue a doctorate. In addition, scholarships are available to nurses who want to enroll in continuing education programs, which can range from a simple three-hour class to a semester-long course.

"I can't think of a scholarship that is more comprehensive and thorough," says Dr. Gloria Jacobson, RN, Ph.D., project director, Berwyn/Cicero registered nurse initiative and associate professor, Marcella Niehoff School of Nursing, Loyola University.

This is the third year the scholarships are being offered, and currently about 20 students are participating at various levels. But when the program first began, it proved very difficult to identify students within the target community who had the appropriate academic background and skills.

A problem that arose the first year was that many interested students had good grades and were on the honor roll, but hadn't taken challenging enough courses to be able to "achieve an acceptable standardized test score to gain admission to college," says Jacobsen.

At that point, she says, they started actively working with area schools, providing students, even those in grammar school, with an idea of the types of courses they should be enrolling in and the types of courses that are necessary to get accepted into a college and, more importantly, into a nursing program.

"If you don't recruit students back in grammar school or in early high school, they don't get the math or science courses they need to be able to get into a nursing program. And what we're trying to do with them is build the aspiration that they go into nursing and that they go into college to go into nursing," says Haas.

To increase the students' chances of scoring higher on their ACTs, the program has youth grant funding that allows it to offer scholarships for the Princeton Review training, and it also provides workshops in which students learn how to apply to a college and complete a financial aid application. "We really had to start from scratch," says Haas. "We had to help students complete their college applications."

Jacobson and Solis have alerted the high school guidance counselors in the area about the scholarship initiative and also about urging their students to choose nursing as a career. When a guidance counselor identifies a potential candidate for the program, Jacobson and Solis arrange a meeting with the student and one of the student's parents. At the meeting they describe the scholarship program, indicate its benefits, and answer any questions the student or parent may have. These meetings are conducted in English, Spanish, or both, if necessary. Last year, the program offered a three-day summer camp at which tours of Loyola University and the MacNeal Hospital exposed students to both the college atmosphere and the healthcare profession. This summer the school of nursing will offer its first five-day program to introduce Latino high school students to nursing and other careers related to health care.

This initiative couldn't have been implemented at a better time. Currently, the United States is facing a massive nursing shortage. It is predicted, says Haas, that by the year 2020, there will be one million vacant nursing positions in the country, with the greatest number of shortages in urban areas. The current nursing shortage has been caused by two key factors. First, Americans are simply living longer and the nursing profession has just not been able to keep up with the demand. Second, females have traditionally dominated the nursing profession. Today, women have many more career options, and are taking advantage of those options.

"There is also a very large shortage of Hispanic nurses. Less than 6 percent of all nurses are Hispanic, and in Chicago 30 percent of the population is Hispanic. So we don't have a sufficient number of Hispanic nurses able to work within the Hispanic population," says Haas. It's a long-time misunderstanding, she says, that English-speaking nurses who work within the Hispanic community can be taught to speak Spanish and that this alone would solve the communication problem. She says that healthcare professionals must immerse themselves in the culture and understand the cultural beliefs and values. "You can't just learn a number of key words and be able to do a real-time assessment on a patient who speaks only Spanish," says Haas.

Gloria Jacobson, RN, Ph.D., associate professor at School of Nursing, Loyola University Chicago

Sol Solis, assistant director, MacNeal Health Foundation Scholarship

Sheila Haas, Ph.D., RN, FAAN, dean and professor at School of Nursing, Loyola University Chicago

Hispanics who have difficulty communicating exactly what they are experiencing, be it pain or a situation in their personal life, are at greater risk than individuals who have no problem communicating. "We feel the best persons to provide healthcare services to Hispanics are members of their community," says Jacobson.

Last year, Solis worked as a college readiness coordinator at a high school in Chicago with a very high Hispanic population. There she implemented a college program that attempted to make students aware and get them enthusiastic about postsecondary education. But she kept running into a brick wall, especially with Latinas.

"There is an ideology within the Latino community, more so with the females, where even though there may be different levels of nursing or degrees you can achieve, for example, one from a community college, many female students were not going to college, and it's something that stems from the home. The idea or the mentality is that education is expensive so why not take a job right after high school graduation and get paid rather than going to school where you are going to have to keep paying? So this is the apprehension I've run into with the students within this community," says Solis. Because the nursing profession has traditionally been dominated by females and many Latinas cannot afford or do not wish to attend college, it makes a bad situation even worse.

Solis has encountered another obstacle that is proving to be a great frustration during her recruitment efforts. She says that when she finally has the opportunity to speak with the parents of students who have been identified by guidance counselors as good candidates for the program and attempts to convince them that graduating with a nursing degree would pay huge dividends down the road, she finds that many are not naturalized or are not citizens, which means, of course, they cannot apply for financial aid. "So these parents say 'my child needs to go to work after high school' and then we add a price tag for college that is not covered by financial aid, and it becomes nearly impossible to follow through with these recruitment efforts," says Solis.

In addition to offering scholarships within the Berwyn and Cicero communities, the foundation has extended its target area to reach other Hispanic neighborhoods in the city of Chicago. Early on in the program, says Haas, she petitioned the Foundation to see if it would allow her to offer scholarships to individuals in Pilsen, Little Village, and the Midway area if she was unable to attract enough qualified students from Berwyn and Cicero. The Foundation consented and now students from high schools in these communities also have the opportunity to take advantage of the scholarships.

Those individuals who qualify for the program need only complete a one-page application, says Jacobson. The application includes a short paragraph describing why he or she wishes to pursue a career in the healthcare profession. Then two members of the Foundation's advisory board interview the applicants. During the interview they ask the applicants to describe a time when they found themselves in a very challenging situation or a situation in which they had to make a crucial decision. The interviewers attempt to determine if the candidates are sincere and try to gauge their commitment to education and nursing. After interviews, the advisory board makes its recommendations to Jacobson and her people as to which candidates it feels deserve the scholarships.

Thirty students have participated as scholarship recipients to date. Some have failed and are out of school, two graduated in 2001 and two in 2002. This May the program will see its first traditional graduates, those who came through the school as four-year students.

Richard Carmona

U.S. Surgeon General

Part Doctor-Part Superhero

by Isis Artze

> ***"Richard is truly the bravest police officer I've ever encountered."***
>
> SHERIFF CLARENCE W. DUPNIK, PIMA COUNTY, ARIZ.

When announcing his nominee for U.S. surgeon general, President George W. Bush said: "When I first heard that Dr. Richard Carmona once dangled out of a moving helicopter, I worried that maybe he wasn't the best guy to educate our Americans about reducing health risks. But it turned out to be just one of several times that Carmona risked his own life to save others. As an Army Green Beret in Vietnam, a decorated police officer in Pima County, Ariz., a SWAT team member, a nurse, and a physician, Carmona has redefined the term hands-on medicine."

Reporters and colleagues have compared him to an action hero and likened his résumé to a Hollywood film script.

Yet another of Carmona's impressive credentials, one particularly relevant today, is his expertise in medical aspects of preparedness for bioterrorism attacks or other forms of terrorism.

"In my estimation, the president could not have picked a better person for this job," says Sheriff Clarence W. Dupnik of Pima County, Ariz., who has known Carmona for nearly 20 years.

"Richard is truly a unique individual. I've been a police officer over 45 years, the last 23 as sheriff, and I've never, ever met a person like him. He has more energy and more talent and drive to exceed and excel than anybody I've ever met."

"He is just capable of juggling different, important balls without ever dropping one," continues Dupnik.

The Senate confirmed Carmona unanimously.

Born in New York City on Nov. 22, 1949, this son of Puerto Rican immigrants was raised in an alcoholic household in Spanish Harlem. Like most of his friends, he dropped out of high school, but, unlike the others, he enlisted in the Army at the age of 17. As a Green Beret, he was a weapons specialist and medic in Vietnam from 1967 to 1970, and was awarded a Bronze Star, two Purple Hearts, and a Combat Medical Badge

"I was fortunate I went away to Vietnam," says Carmona. "When I came back, I was a changed man."

When he left the Army, Carmona earned a GED, married his childhood sweetheart, began a family, and enrolled at Bronx Community College (BCC) of the City University of New York, where he made the dean's list and graduated with an associate's degree. (On June 4, BCC will honor Carmona with the Hall of Fame for Great Americans Award.)

After community college, Carmona was accepted into the medical school at the University of California, San Francisco, and became the first medical student ever to graduate from there in three years instead of four–and he graduated first in his class!

In 1985, after completing his residency, Carmona moved to Arizona. He worked as a trauma surgeon at Tucson Medical Center and secured an appointment as clinical professor of surgery, public health, and community medicine at the University of Arizona. While there, he was responsible for drawing up plans for emergency measures to be taken by the University and surrounding community in the event of a terrorist attack, or an attack with bombs or other weapons of mass destruction.

In 1986, he joined the Sheriff's Department of Pima County, Ariz. as a deputy sheriff, member of the SWAT team, and department surgeon.

In 1990, Carmona founded and became chairman of the State of Arizona Southern Regional Emergency Medical System, which supervises the emergency treatment and transportation to hospitals of people in five counties. It was the first of its kind in southern Arizona.

Two years later, he made headlines when he dangled out of a rescue helicopter to help the sole survivor of a Medevac helicopter crash on a mountaintop. Using a makeshift harness, he strapped the wounded man to himself, then lifted to the helicopter. The episode inspired a made-for-TV movie that aired in 1997.

Dupnik says that had he been on the scene, he would not have allowed Carmona and the team to attempt the rescue. "It was too risky, at a very high altitude, with very cold weather, and with no place to land," says Dupnik.

"Watching the event on tape would give anyone goosebumps, as it did me," he says. "Richard is truly the bravest police officer I've ever encountered."

In 1993, Carmona was named Pima County's Physician of the Year. And after leaving the medical center, he entered the field of public health, telling reporters at the time that "the intensity of day-to-day trauma surgery is more than a full-time job."

"A lot of other opportunities opened up that I hadn't anticipated," he said. In 1998, he earned a master's degree in public health from the University of Arizona, and in September of 1999, his action-heroesque nature again made the news.

While driving to a University of Arizona football game, he noticed an accident between a truck and a car, and stopped to offer assistance. "Most people would have just called it in," remarks Dupnik. As he walked toward the vehicles, he noticed the truck driver physically attacking the woman who had been driving the car. Onlookers told Carmona that the truck driver had a gun, so he retrieved his gun and badge from the car and yelled to the truck driver to drop his weapon. Instead, he fired two shots at Carmona, one of which grazed his scalp. He returned fire and fatally wounded his assailant, who died despite Carmona's efforts to save him.

Police later determined that the truck driver had stabbed his father and was on his way to kill a former girlfriend. At the time, Carmona's attorney, Mike Piccarreta said: "Any other person wouldn't have known what to do. He had 14 years of training behind him. "I acted instinctively, Carmona said. "I had very little time to decide what to do. I think about it over and over. I'm devastated. As a trauma surgeon, I've dedicated my life to saving lives. I don't take life lightly."

The National Association of Police Organizations named Carmona one of the nation's 10 Top Cops in 2000.

After Sept. 11, 2001, Carmona assembled a task force of mental health experts to address the emotional needs of traumatized Tucson residents. A registered Independent, he was contemplating running for Congress when, on March 26, 2002, President George W. Bush nominated him for the position of surgeon general.

Allan Hamilton, head of the Surgery Department at the University of Arizona School of Medicine said that Carmona had been preaching to the medical profession about becoming more aware of the threat of bioterrorism and weapons of mass destruction for five years before the Sept. 11 disasters. "Then, after 9/11, all of a sudden the whole world sat up and took note of what he was saying."

Being Surgeon General

What does Carmona's job entail? For one, he oversees the 5,000 commissioned officers of the public health service–a standing army of public health officers who, for example, will respond to epidemic outbreaks. He must also, as detailed on surgeongeneral.com, "protect and advance the health of the nation through educating the public; advocating for effective disease prevention and health promotion programs and activities; and provide a highly recognized symbol of national commitment to protecting and improving the public's health."

Guadalupe Pacheco, special assistant to the director of the Office of Minority Health, who has been working for Carmona for about a year, says that the doctor "can also set the tone for the agencies he oversees, influencing agency heads as to what directions they should take."

In February, Carmona announced that childhood obesity is his first target in a campaign to transform the healthcare system into one that emphasizes prevention. He insists that parents need to serve as examples to their children by establishing good eating habits and exercising regularly.

And he says he knows firsthand how challenging this can be. While still in Tucson, his hometown for more than a decade, shortly after people had learned of his appointment, his son took him out to a fast-food restaurant and offered him a french fry. "Suddenly I look up, and everybody's looking at me," said Carmona, with a laugh. He quickly dropped the fry and told his son never to offer him one again.

Carmona is also interested in the specific needs of U.S. minorities. He recently told the audience at a biotech conference it is the government's job to find "culturally appropriate" messages to reach poor, immigrant families.

He also spoke to a summit of Hispanic healthcare professionals about medical problems faced by U.S. Latinos–alarming obesity, diabetes, asthma, homicide, and suicide, as well as less health insurance and fewer doctors. Noting that less than 5 percent of U.S. healthcare workers are Hispanic, Carmona also said more Hispanics are needed in the medical professions.

At another event, sponsored by the National Latino Children's Institute, Carmona used his life as evidence that young Latinos can succeed despite rough beginnings.

"He not only has the professional experience, being a doctor and having worked in various settings in the healthcare arena, being a nurse, etc.," concurs Pacheco. "He's also 'been there.' Having struggled as a high school dropout and knowing poverty firsthand, Dr. Carmona understands the experiences of many U.S. minorities, especially with respect to health care."

"He serves as a role model to Latino doctors and healthcare professionals because he pulled himself up by his bootstraps," adds Pacheco. "He's an inspiration to me and other Latinos, and he's a genuinely good person."

Dupnik says that, in addition to all of Carmona's well-known qualities, "few know that he has endeared himself, and that he is a local hero."

"At 1 a.m., if a friend calls him and says his child has a high fever, he'll hop in his car and take care of him. He's truly a decent human being."

When President Bush expressed his intention to nominate Carmona, Health & Human Services Secretary Tommy G. Thompson said, "Carmona is a hero to those he serves in Arizona, and we expect that he will be a hero to the cause of stronger public health in America as surgeon general."

Dupnik echoes Thompson's outlook: "Without any doubt, Richard will leave deep footprints…before his term expires."

Good Opportunities for Minorities in Pharmacy

Latino Numbers Growing, but More Needed

by Inés Pinto Alicea

Future patient care could be jeopardized if there are not enough pharmacists to provide needed services, say several recent studies chronicling the growing shortage of pharmacists.

A shortfall of as many as 157,000 licensed pharmacists is predicted by 2020, according to a report released last fall by the Pharmacy Manpower Project, Inc., a nonprofit corporation consisting of all major national pharmaceutical professional and trade organizations. Its mission is to serve the public and the profession by developing data regarding the size and demography of the pharmacy practitioner work force and conducting and supporting research in areas related to that work force.

The U.S. Department of Health and Human Services (HHS) wrote in an earlier, Congressionally mandated study, ***The Pharmacist Workforce: A Study of the Supply and Demand for Pharmacists***, that the number of unfilled full- and part-time drugstore pharmacist positions nationally rose sharply from about 2,700 vacancies in February 1998 to nearly 7,000 vacancies by February 2000. Such vacancies are expected to continue to grow.

"While the overall supply of pharmacists has increased in the past decade, there has been an unprecedented demand for pharmacists and for pharmaceutical care services, which has not been met by the currently available supply," said the report, conducted by HHS' Health Resources and Services Administration.

The report noted that there were 196,000 licensed pharmacists in the United States in 2000 when the study was released. Although the demand is increasing, active pharmacists are expected to only grow by 28,500 over this decade–800 less than the 29,300 over the last decade. Moreover, retail prescriptions dispensed in the U.S. rose by 44 percent between 1992 and 1999, from 1.9 to 2.8 billion. The estimated annual number of prescriptions filled by each retail pharmacist grew by 32 percent, from 17,400 in 1992 to 22,900 in 1999, the study found.

The study noted that administrative burdens rising from health plans and insurers are exacerbating the shortages. And the shortages result in job stress and poor working conditions, which reduce professional satis-

Lori L. Woodson, president of the National Pharmaceutical Association

Renee H. King, communications specialist of the NC-HCAP

Historical Summary of Enrollments of Under-Represented Minorities in Pharmacy Degree Programs

	Black or African American		Hispanic or Latino		Asian or Native Hawaiian or Other Pacific Islander		American Indian or Alaska Native	
Year	N	% Change from Previous Year	N	% Change from Previous Year	N	% Change from Previous Year	N	% Change from Previous Year
1992	2340	-2.30%	1088	3.10%	4135	16.80%	96	-2.00%
1993	2380	1.70%	1143	5.10%	4731	14.40%	128	33.30%
1994	2582	8.50%	1171	2.40%	5408	14.30%	128	0.00%
1995	2548	-1.30%	1150	-1.80%	5695	5.30%	151	18.00%
1996	2529	-0.70%	1140	-0.90%	6152	8.00%	147	-2.60%
1997	2632	4.10%	1130	-0.90%	6451	4.90%	150	2.00%
1998	2757	4.70%	1157	2.40%	6741	4.50%	160	6.70%
1999	2697	-2.20%	1086	-6.10%	6414	-4.90%	156	-2.50%
2000	3132	16.10%	1255	15.60%	7392	15.20%	137	-12.20%
2001	3407	8.80%	1322	5.30%	7405	0.20%	179	30.70%
2002	3826	12.30%	1466	10.90%	8263	11.60%	168	-6.10%

Source: American Association of Colleges of Pharmacy

faction, less time for pharmacists to counsel patients; longer work hours and less scheduling flexibility, which create greater potential for fatigue-related errors; and fewer pharmacy school faculty because of their recruitment into the work force, the study said.

Lori L. Woodson, president of the National Pharmaceutical Association and pharmacy director for North East Ohio Neighborhood Health Services Inc. in Cleveland, Ohio, said the shortage of pharmacists and the accompanying increased salaries make it a career path that should be very attractive to minorities. The Bureau of Labor Statistics reports the median annual earnings of salaried pharmacists were $69,440 in 2000; someone practicing for more than 16 years was earning $146,000.

"This is a well-respected and trusted profession in high demand with unlimited opportunities for growth, flexibility of hours, prestige, and excellent salaries/benefits," said Woodson. "Pharmacy practice areas are diverse and include ambulatory, institutional, academia, industry–including research & development, marketing, sales, managed care/third party and regulatory, to name a few."

Woodson said the role of the pharmacist also is evolving to one of an integral part of the healthcare management team, not just someone who dispenses medication.

"Pharmacists are becoming more removed from mere mechanical processes–count, pour, lick, and stick–to more clinical applications of managing drug therapy to maximize the patient's outcome," she said.

The shortage of pharmacists can be attributed to several factors, including increased access to healthcare and health insurance coverage, more health are providers, use of medication in outpatient settings and home health care, and a surge in elderly population in the United States. As people live longer, they need more medication, said Libby J. Ross, director of student affairs of the American Association of Colleges of Pharmacy. Adults aged 60 and older on average use three times as many medications as adults younger than 60.

Pharmacy Degrees

As a result of the shortage of pharmacists and the increased salaries for the profession, applications for pharmacy schools went up 23 percent from 2001 to 2002. Ross said the increased demand means that one to two pharmacy schools are slated to open across the country each year in the coming years, boosting the number of graduates that the current 84 schools operating already produce.

"Even if we were to dramatically increase our graduates, we're expected to have a long-term shortage (of pharmacists)," said Ross.

Of the 26,000 students who applied to professional pharmacy schools nationwide last year, the average grade point average was 3.3. Along with a strong background in math and science, applicants must demonstrate excellent communication skills and a desire to help people. Admissions offices often expect students to take a communications course to help them better counsel patients about medications. About half of all pharmacy programs nationwide require students take a Pharmacy College Admissions Test (PCAT).

"Recruiters are not only looking for competence, but also cultural sensitivity, excellent communication skills, motivation, commitment, flexibility, altruism, and professionalism," said Woodson. "They are seeking individuals with a passion for the profession, not just someone looking for a job."

The first degree is a six-year Pharmacy Doctorate (Pharm.D.), and students have opportunities to specialize in their residencies. There is also a four-year Bachelor of Science in Pharmaceutical Sciences (BSPS) for students more interested in pharmacy management and industry, and not pharmacy practice. The six-year Pharm.D. degree program generally is broken down as follows: the first two years are considered pre-professional study in which undergraduates complete two years of pre-pharmacy courses. The second phase is known as professional study and takes generally four years to complete. Students take many pharmacy-related cours-

Minority Pharmacy Enrollment in First Professional Degrees (PharmD or BS) - Fall 2001

1. Puerto Rico - 100%
2. Florida A & M 83.66%
3. Hampton - 80%
4. Texas Southern - 72.73%
5. Howard - 70.27%
6. Xavier - 66.57%
7. Nova Southeastern - 44.29%
8. Palm Beach Atlantic - 32.69%
9. New Mexico - 30.87%
10. Texas at Austin - 23.44
11. A & M Schwarts - 21.8%
12. Colorado - 19.4%
13. Oklahoma - 19.31%
14. Maryland 19.15%
15. Tennessee - 18.91%
16. Texas Tech 18.56%
17. Medical University of South Carolina - 16.67%
18. Houston 16.18%
19. Temple - 15.53%
20. Mercer - 13.96%

es, and in the last year, they tend to perform clerkships to gain experience and exposure to various aspects of the pharmacy career.

Minority Interest

More and more minorities and women have expressed an interest in pursuing a career in pharmacy. According to Woodson, minorities comprised nearly 14 percent of the 35,885 students enrolled at pharmacy schools in 2001 compared to 10.6 percent in 1988. In 1981, only 12 Latinos and 14 African Americans graduated with a Pharm.D., whereas by 2001, that number had grown to 159 Latinos and 353 African Americans, she added. There was also a shift in the gender of applicants to pharmacy schools during that time frame. In 1981, female applicants comprised nearly 50 percent of total applicants but by 2001, nearly 66 percent.

In 1999-2000, 7,260 first professional degrees in pharmacy were awarded: 64.9 percent to females and 35.1 percent to males, according to statistics from the American Association of Colleges of Pharmacy, based in Alexandria, Va. Of the first professional degrees awarded, 2,956 were baccalaureate degrees and 4,304 were Pharm.D. degrees. In addition, 1,269 post-B.S. Pharm.D. degrees were awarded.

Moreover, the organization said, total first professional degree enrollment was 38,902 in fall 2002, an 8.4 percent increase in enrollment from the previous year. Latinos comprised 1,466 of the total enrollees in first professional degree programs. Latinos comprised nearly 4 percent of all applications to pharmacy programs in the fall 2002. White applicants comprised 49.3 percent; Asians, 26.6 percent; and African Americans, nearly 10 percent. *Attrition estimates (tracking enrollees through to graduation)* over the past five years have averaged 11 percent per class.

Ross said there is a critical need for pharmacists who are culturally competent and for ones who can speak Spanish. Her organization, the American Association of Colleges of Pharmacy, held a meeting last year, "Cultural Competence: Meeting the Needs of a Diverse Population," in which speakers from schools and other organizations shared their experiences, best practices, insights, and recommendations to help schools increase the diversity of their student populations and establish cultural competence as an educational outcome. Many speakers focused on the demographic shift of the Hispanic population and its impact on the pharmacy profession.

A growing number of pharmacy schools offer or recommend Spanish as a course elective to pharmacy students in an effort to reduce language as a barrier to patient care, Ross said. In addition, some pharmacy schools are working with other state and community healthcare organizations to identify what pharmacy graduates need to know to effectively serve the Latino community. A growing number of schools have identified faculty doing research impacting local Latino communities and/or have developed campus workshops to build Latino awareness and agenda for community-based education, among other initiatives, she added.

SEP at UNC-Chapel Hill

One program that is trying to boost the numbers of minorities in the pharmacy profession is run by the North Carolina Health Careers Access Program (NC-HCAP), an interinstitutional program of the University of North Carolina, with the mission of increasing the number of minorities and individuals from educationally and economically disadvantaged backgrounds in the health professions. The Science Enrichment Preparation Program (SEP), under the auspices of NC-HCAP at the University of North Carolina-Chapel Hill, is in its 25th year and has helped pre-health students from across the nation learn what it takes to become a health professional and prepare for the rigors of health professions graduate and professional training programs. Though the program focuses on boosting the numbers of minorities in all health professions, it has been instrumental in increasing the pipeline to pharmacy careers, which are an area of critical need in this country.

Participants spend eight weeks undergoing rigorous classroom instruction in physics, organic chemistry, human physiology, quantitative skills, and bio-statistics. To help students learn the skills they will need to process the vast quantities of information required by health professions programs and to prepare them for the graduate or professional school admissions

Summary of Enrollment in Pharmacy Degree Programs

Year	First Professional Year Classes	% Change from Previous Year	All Professional Years	% Change from Previous Year	Total Enrollment	% Change from Previous Year
1992	8,664	--	26,287	--	31,519	4.00%
1993	8,970	3.50%	27,143	3.30%	32,938	4.50%
1994	9,157	2.10%	27,667	1.90%	33,353	1.30%
1995	8,740	-4.60%	28,060	1.40%	33,415	0.20%
1996	9,561	9.40%	28,027	-0.10%	33,059	-1.10%
1997	8,571	-10.40%	28,345	1.10%	32,529	-1.60%
1998	8,346	-2.60%	28,568	0.80%	33,090	1.70%
1999	8,123	-2.70%	29,586	3.60%	32,537	-1.70%
2000	8,382	3.20%	30,301	2.40%	34,481	6.00%
2001	8,922	6.40%	31,769	4.80%	35,885	4.10%
2002	9,128	2.30%	33,437	5.30%	38,902	8.40%

Source: American Association of Colleges of Pharmacy process, the curriculum includes classes and seminars in reading speed and comprehension, test-taking strategies, essay writing, and interview techniques, said Renee H. King, communications specialist of the NC-HCAP.

SEP gives the students an accurate simulation of the first year of professional school, which is considered the most difficult, and arms students with the time-management skills they need to succeed. Students also participate in field trips to health and research facilities and meet with health professionals representing a variety of career options. Participants also give two hours a week of their time as volunteers with community organizations to complete the service learning component of SEP.

"Beyond academics, students learn the ins-and-outs of the admissions process, including the skills and abilities a student must possess to be considered a competitive applicant," said King.

Of the 644 students who have participated in the program, 56 percent of SEP students have completed their education and training and are practicing in a healthcare field and another 26 percent are either enrolled in health professions training programs or are completing undergraduate prerequisites.

Freshmen or sophomores interested in learning more about the SEP program, can contact NC-HCAP at 919-966-2264 or at gcooper@email.unc.edu or http://nc-hcap.unc.edu. The deadline is March 1 each year.

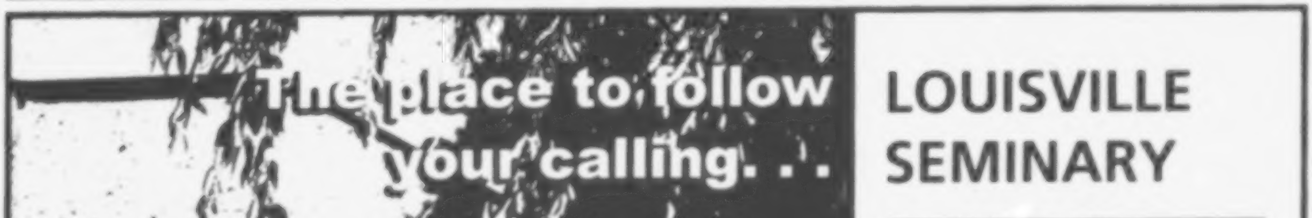
WESTERN CONNECTICUT STATE UNIVERSITY
EDUCATION AND
EDUCATIONAL PSYCHOLOGY DEPARTMENT
FALL 2003 FACULTY

WCSU anticipates the following openings in the Education and Educational Psychology Department for Fall 2003. The first position is a full-time, tenure-track appointment. Primary responsibilities will include teaching graduate and undergraduate courses in the areas of reading, language arts, curriculum, and measurement and evaluation. The second position is a one-year special appointment. Primary responsibilities will include teaching graduate and undergraduate courses in educational foundations, human development, measurement and evaluation, and research methods.

Qualifications: Applicants for both positions must have an earned doctorate in education or a related field, prior K-12 teaching experience, and hold or demonstrate eligibility for teaching certification in Connecticut. Prior college teaching experience and educational technology skills are preferred. The positions will be filled at an Assistant Professor rank. Salary will be determined based on university teaching and other relevant experience.

Application Process: Interested applicants should send a cover letter stating the position for which they are applying, a curriculum vitae, graduate transcript and, three current letters of recommendation to: **Dr. Kathryn Campbell, Chair, Education and Educational Psychology Department, WCSU, 181 White Street, Danbury, CT 06810.** Candidates interested in more than one position must sent two separate cover letters and supporting documents. Applications must be received by June 30, 2003.

WCSU is an AA/EEO Educator/Employer.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Learning Disabilities and the Hispanic Community

Early Intervention Eases the Road to Achievement

by Jim Romeo

Victor comes from the barrio of Carlsbad, Calif. His parents were Mexican and spoke no English. Until age 5, he spoke only Spanish. Victor experienced reading problems and eventually dropped out of high school, his junior year.

He became enamored of art and literature and, despite his reading difficulty, struggled through James Joyce's *Portrait Of An Artist As A Young Man*. He was later diagnosed as being dyslexic, with a reading disability. At an early juncture in his life, his future was uncertain. He was frustrated, but had a keen desire to learn, devour literature, and express himself on social issues through the written word. So he struggled, and with much success.

What you may not know about him is that Victor is Victor Villaseñor, a notable Mexican-American author who has written 9 novels, 65 short stories, and a critically acclaimed screenplay.

Villaseñor joins a cadre of other celebrities and notables who, despite their learning disabilities, achieved great things in their lives. Other Latinos include Salma Hayek, who played Mexican painter Frida Kahlo in the biographical film "Frida", and Edward James Olmos–award-winning actor, producer, director, and activist. Olmos is the U.S. Goodwill Ambassador for UNICEF and executive director of the Lives In Hazard Educational Project, a national gang prevention program funded by the U.S. Department of Justice.

A learning disability is most often characterized by average to above average intelligence. However, there is a discrepancy between performance level and native intelligence. This discrepancy is explained as a learning disability–the student is unable to process information in certain ways.

Recently, the ABC sitcom "The George López Show" featured the issue of coping with a learning disability. On the show, George's son has recently been diagnosed with a learning disability, and the family must decide whether to put him into a "special" class where he would learn to read. George admits to his son that he continues to have reading difficulties even as an adult, and that he wished that he had gotten the appropriate help when he was younger.

Including a learning disability in the script of a television show is also what Bill Cosby did on his long-running and award-winning "The Cosby

FACTS ABOUT LEARNING DISABILITIES

15% of those with learning disabilities go on to college or university within two years of high school graduation.

8% of all students are thought to have a learning disability.

13% of the U.S. population, or one in seven Americans, has some type of learning disability, according to the National Institutes of Health.

As many as 80% of students with learning disabilities have reading problems.

51% of students receiving special education services through the public schools are identified as having learning disabilities.

44% of parents who noticed their child exhibiting signs of difficulty with learning waited a year or more before acknowledging their child might have a serious problem.

27% of children with learning disabilities drop out of high school.

40% of full-time college freshmen with disabilities attending 4-year colleges reported having a learning disability.

In the past 9 years, the percentage of students with learning disabilities who spend more than 80% of their instructional time in general education has more than doubled, from 21% to 45%.

46% of all students with disabilities enrolled at two-year and four-year postsecondary education institutions reported having learning disabilities.

Show." His son on the show, Theo, is diagnosed as having a learning disability, and the show reflected the denial, frustrations, and difficulty that were part of coming to grips with it. Cosby had good reason to include such a scenario. His son, Ennis Cosby, who was killed several years ago on a Los Angeles freeway, was diagnosed late in his academic life as having a learning disability.

Ennis Cosby had begun to pursue a career as a special education teacher with a particular emphasis on overcoming the obstacles of dyslexia, which he had struggled with much of his life.

Learning disabilities are found in some 15 percent of a population. Often missed or undiagnosed, they can make the learning experience a rough road. With early intervention, they may be managed through the use of special education.

Special education teachers are able to discover the area of the learning disability and teach around it, using other methods or media. For example, a student who has difficulty seeing letters or processing a blend of letters might be able to do so when they are heard rather than seen. Other students are able to process information in a mathematical equation or as a visual graphic.

> ***"Occasionally, learning disabilities can be overdiagnosed in the Hispanic population because of language issues rather than "true" learning disabilities."***
>
> **MICHELLE PASTER, CO-FOUNDER OF NEWTON, MASSACHUSETTS-BASED LEARNING WORKS, INC.**

"There is a large issue of debate in the learning disabilities and bilingual education communities," says Michelle Paster, co-founder of Newton, Massachusetts-based Learning Works, Inc. "Occasionally, learning disabilities can be overdiagnosed in the Hispanic population because of language issues rather than "true" learning disabilities. Therefore, it is important that Hispanic students be tested in their first language. When testing occurs in the student's original language, it is easier to determine whether the cause of the learning difficulty is based on language barriers or an underlying learning disability."

For Hispanic communities, the educational system poses a different culture. The concept of a learning disability makes the cultural differences even harder to assimilate.

"Currently, Hispanics are underrepresented among students with learning disabilities, but their numbers are on the rise, especially in states such as Arizona and New Mexico," says Dr. Andrea Pastorok, educational specialist for the Kumon Math and Reading Centers. "On fourth-grade reading proficiency tests, data from National Assessment of Educational Progress (NAEP) reveals that 67 percent of Hispanics read below grade level. For many reasons, Hispanic families may not be aware of their child's learning disability. It could be due to a language barrier, it could be because they have no personal experience with learning disabilities, or it might be because they are unfamiliar with our school system and reluctant to talk to teachers or other school personnel, and they may not know what or how much to expect from the schools."

"Children who do not live in homes where English is spoken, or where it is the language of choice, are at a higher risk for reading failure. Reading is the cornerstone of academic success, and 28 percent of Hispanics drop out of high school," says Cindy Haan, co-founder and chairman of The Haan Foundation for Children and chairman of the Power4Kids Reading Initiative.

Dr. Jana Echevarria is a professor at California State University, Long Beach, in the College of Education's Special Education program. She holds a master's degree in bilingual special education in addition to her Ph.D. and was among the honorees of the National Association for Bilingual Education's Outstanding Dissertations Competition.

Echevarria feels that in Hispanic cultures, there's more acceptance of learning difficulties that can delay taking action on them.

"Based on my own experience in working with Hispanic families and looking at what the limited research in this area has found, there are some cultural influences related to learning disabilities," says Echevarria. "For one thing, Hispanic families tend to be more tolerant of the range of differences found in children. That is, they may recognize that a child is a bit slow in learning facts or has a poor memory, but they may consider it part of who the child is and focus on her positive qualities without seeking assistance from the school."

Another cultural influence that Hispanic communities demonstrate is that of deferring to the authority of the school system. "They respect the authority of the school and consider school personnel to be the experts–they may not initiate a request for evaluation of their child because they think that the experts would have notified them if there was a problem," explains Echevarria. "Even if they suspect a learning problem, they may be hesitant to contact the school about it."

Says Echevarria, "The special education process itself is intimidating for most families and may be even more so for a family that has limited proficiency in English, doesn't have the same level of education as school personnel, or doesn't completely understand what learning disabilities are or the kinds of services to which their child is entitled."

There are efforts in the works to increase the involvement of Hispanic parents in their children's education. Secretary of Education Rod Paige recently announced a $500,000 grant to the Hispanic Scholarship Fund and the Hispanic Scholarship Fund Institute to help create the Partnership for Excellence in Latino Higher Education, a three-year initiative to increase parental involvement in K-12 schools in Latino communities and to prepare Latino children to enter college.

Paige has claimed that the No Child Left Behind Act will help ensure that every child–regardless of race, income, or zip code–will receive a quality education. "But if we're to achieve this bold goal," he has added, "we must get parents and entire communities more involved in their children's education."

That involvement would bode well for the emergence of even more Latinos of the stature of Villaseñor, Hayek, and Olmos.

Jim Romeo, a freelance writer based in Chesapeake, Va., is the author of Net Know-How: Surviving the Bloodbath. Straight Talk from 25 Internet Entrepreneurs *(2002, Aegis Publishing).*

Dyslexia: Greater in some countries than in others?

People with dyslexia have a hard time learning how to read. But the number of dyslexics is greater in some countries than in others. In an article in the journal Science, March 16, 2001, international researchers stated that the dyslexia might have much to do with the difficulty some native speakers have in learning their country's written language.

No one is exactly sure what dyslexia is, but it is a lifelong problem that has certain characteristics. Early in life, youngsters have trouble learning how to read and write. Experts say dyslexic children do not perceive sounds and written language the same way as everyone else. Adult dyslexics are not fluent readers and, according to experts, they have difficulties with short-term memory.

There is increasing evidence that dyslexia is a genetic disorder of the brain, and tends to run in families. Researchers studied 10-year-old children in both the United States and Italy and found that the number of dyslexic youngsters in Italy was about half that found in America.

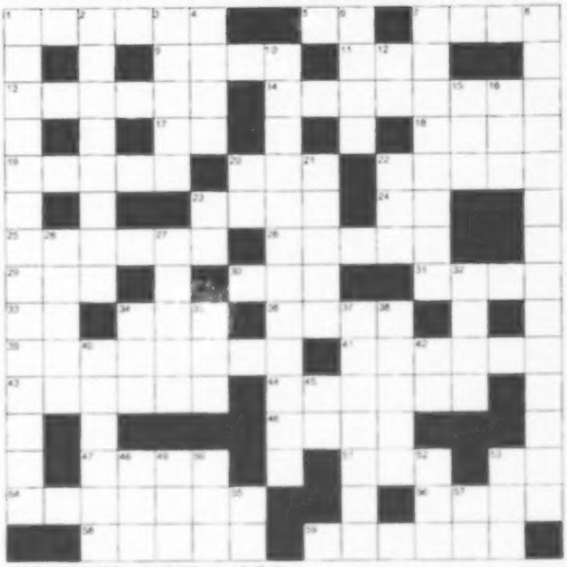
Uta Frith, who is with the Institute of Cognitive Neuroscience at University College in London, emphasized that the findings were somewhat puzzling as dyslexia is known as a neurological condition. In some countries, dyslexia is not found at all.

The researchers studied English-, French- and Italian-speaking university students with dyslexia, to try to pinpoint universal features of the disorder. They found that all the students scored lower than their peers on short-term memory tests.

Next, the researchers turned to a brain imaging technique known as positron emission tomography, or PET. PET scans would confirm for researchers whether the brains of Italians with dyslexia process written information differently than those of English- or French-speaking dyslexics.

PET scans show which part of the brain is working, and how hard, on a particular task. The results revealed that all of the dyslexics in the study had a deficiency in a large region of the left brain, regardless of which language they spoke. That led the research team back the original question: Why there appeared to be fewer Italian dyslexics than English or French? The investigators decided it had to do with the simplicity of the Italian language. The researchers found that in foreign languages, what you see is what you hear, but in the English language, this is different. Italian words are pronounced as they are spelled. But in English and also in French, the same sounds can be made using different letter combinations that simply must be learned or memorized. To the extent that dyslexics have difficulty with short-term memory, Frith says their disability is more apparent in English- and French-speaking countries.

Bennett Shaywitz of the Yale School of Medicine, an expert on dyslexia, has emphasized that despite being slow readers, dyslexics are very smart, and their reading is quite accurate. Shaywitz says most people with dyslexia are of average or above-average intelligence, but for some reason impaired when it comes to the written word.



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Across

1 Illness
5 Nurse
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9 Healthy breakfast?
11 Boat mover
13 Healer
14 Old Spain
17 Research and discovery
18 Fall short
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22 Finger
23 Soothing lotion
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34 African antelope
36 Connery (actor)
39 Goes with 10 down: medical student's dream
41 Subtle shade of meaning
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44 He flew so close to the sun his wings melted
46 Taps gently
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53 Is _
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6 Follow your ____
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10 See 39 across
12 In that place
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16 52 in Rome
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22 ___ com
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26 Addition
27 Arm bones
32 Cook pots
34 Jewel
35 Roman pot
37 Bodily study
38 Care provider
40 Bottom of the back bone
42 Radiation wavelength measurement
45 Golden State
48 Difficulty
49 In good shape
50 Golf start
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53 Resting place
55 Government assistance
57 Measure of radioactivity

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MARC and MBRS Blossom Through the NGIMS Programs

by Sandra Gardner

When Freddi Zúñiga was growing up, college was the farthest thing from his mind.

"I wanted to be a mechanic. I loved working on cars, and I didn't want to go to school anymore even though my grades were good," he says.

He ended up going after all, mainly to please his Mexican-born parents. Once he got to California State University at Domínguez Hills (CSUDH), he decided to be an X-ray tech. Luckily, Zúñiga's chemistry professor saw his potential and talked him out of it.

"I never had a professor who believed in me before," says Zúñiga. The professor connected Zúñiga with the Minority Biomedical Research Support program (MBRS) at CSUDH. There he was introduced to the world of scientific research by Dr. Laura Robles, a biology professor and director of the MBRS program at CSUDH. He became a biochemistry major and, for the past year and a half, has been working in Robles' retinal cell laboratory.

Teresa Ramirez, MBRS student

"MBRS opened my eyes to research," says Zúñiga, who is now planning on graduate school for a doctorate in biochemistry or cell and molecular biology.

His classmate and laboratory colleague, Teresa Ramirez, is also on her way to a research career because of MBRS.

"Dr. Robles gave me an opportunity and opened a lot of doors. Because of her, I am here," says Ramírez, who plans on an M.D./Ph.D. to pursue research in diseases of children.

Zúñiga's and Ramírez's stories are typical of students who have gone through the MBRS and Minority Access to Research Careers (MARC) programs. Hispanic, African American, and Native American students are rarely exposed to research science or to the idea of graduate school. Instead, they're usually worrying about how they're going to find a job to make ends meet while in college, splitting their time and energy between work and school. With the MARC and MBRS programs, that worry disappears. Students work in a laboratory on campus, which not only provides an income but training in research and the benefits of bonding with a research scientist.

Robles has overseen several hundred students in chemistry, physics, psychology, and biology through the MBRS program over the years, serving as mentor to some 50 of that number in her own laboratory. One of these was Gina Ochoa, who had planned on medical school before she discovered the world of research at CSUDH.

"MBRS taught me everything I know," says Ochoa. "Dr. Robles dragged us to national meetings, so we found out what was going on in the scientific community."

Ochoa went on to receive her master's degree in biology at CSUDH and now serves as a research associate in Robles' cellular and molecular biology laboratory.

"I found my niche," she says happily.

"She's very, very smart, and I trust everything she does," Robles says of Ochoa, adding, "She's like a child of mine. I've seen her grow up."

Gina Ochoa, MBRS student

MBRS and MARC are programs of the Minority Opportunities in Research (MORE) division of the National Institute of General Medical Sciences (NIGMS), an arm of the National Institutes of Health that supports basic biomedical research. Last year marked the 30th anniversary of MBRS and MARC, which were designed to increase the number of underrepresented minority biomedical and behavioral scientists.

After NIGMS was established in 1962, an analysis indicated that research programs at minority institutions were woefully underfunded. NIGMS worked with African American members of Congress to develop a plan for training and research programs at Historically Black Colleges and Universities (HBCUs), which later expanded to include other minority-serving institutions. In 1972, Congress authorized $2 million to launch the Minority Schools Biomedical Support (MSBS) program, which later became MBRS. That same year, the MARC Visiting Scientist and Faculty Fellowship programs were established; the MARC program was formally established in 1975. A third branch of MORE, Special Initiatives, was recently added.

Dr. Ernest D. Márquez, a microbiologist, served as the national director of MBRS from 1996 until last year, when he was named associate director for special populations in the office of the director at the National Institute of Mental Health.

"The MBRS programs have given Hispanic students the excitement for and the opportunity to enter biomedical careers," he says. "There are quite a few Hispanic scientists now working in the field who wouldn't be there without MBRS."

And Dr. José Miguel Cimadevilla, professor of

Dr. Ernest D. Márquez, national director of MBRS from 1996 until last year

biological sciences and director of the MARC program at St. Mary's University in San Antonio, Texas, says that without the financial support and academic and research training opportunities provided by the MARC program, a large proportion of trainees who have entered research doctoral programs would not have made it.

"Few, if any, students are aware of the career opportunities available to holders of research doctoral degrees in the biomedical field. The academic preparation and exposure to research that MARC trainees receive have influenced many participants into re-examining their career goals," he says.

Eric Salazar was one of those. In high school, Salazar decided to become a physician. When he entered St. Mary's, he fell in love with science and became a biology major.

"I thought I might find a career in research interesting," he says. "I talked to Dr. Cimadevilla, and he helped me get into the research program." Salazar, who is now planning on pursing an M.D./Ph.D., credits his career plans to Cimadevilla. "He guided me a lot," he says.

Eric Salazar, MBRS student

In 2001, 683 faculty members at 113 institutions worked on 407 MBRS research projects; 1,195 undergraduate and 765 graduate students participated in these projects as research assistants. MARC supported 647 students at 63 institutions that participated in the undergraduate program; 45 students who received MARC pre-doctoral fellowships; two faculty members who received training and/or degrees through the faculty fellowship program; and 75 students on NIH pre-doctoral fellowships. Currently, the MARC program budget is approximately $31 million and the MBRS program budget, approximately $106 million.

The MORE programs fund undergraduate research training, science curriculum development, conferences, science enrichment activities, visiting scientists, pre-doctoral and faculty fellowships, investigator-initiated research, enhancement of faculty, student and institutional development, transition from two- to four-year colleges and master's to doctorate programs, and postdoctoral training.

MARC supports baccalaureate degree-granting institutions with significant minority enrollments. The grants aid honors juniors and seniors in preparing for graduate study in biomedical or behavioral sciences and support MARC graduates in graduate degrees in biomedical or behavioral sciences. The grants also provide funds to improve the research training environment and science faculty development at the grantee institution.

MBRS has three components: Support of Continuous Research Excellence (SCORE), Research Initiative for Scientific Enhancement (RISE) and Initiative for Minority Student Development (IMSD). SCORE supports faculty-initiated research projects in biomedical and behavioral science at institutions with significant underrepresented minority student populations. RISE pays for students working in the laboratories and provides for faculty and student development activities, such as travel to scientific meetings and research experiences in laboratories, in addition to institutional development. IMSD awards help institutions improve the academic and research competitiveness of undergraduate, graduate, or postdoctoral level students in order to facilitate their careers in biomedical or behavioral research.

The Special Initiatives programs include Bridges to the Future and the Institutional Research and Academic Career Development Award (IRACDA). Bridges to the Baccalaureate provides support to institutions to help students in biomedical or behavioral sciences transition from two-year to four-year colleges; Bridges to the Doctorate does the same for master's to doctorate transition. IRACDA facilitates the progress of postdoctoral candidates toward research and teaching careers in academia.

Perhaps the most important element in these programs is the mentoring relationship, often the student's first baby step toward professional success. The mentor not only provides advice and a stipend so that the student doesn't have to juggle a job and studies, but also serves as a career role model. Given the fact that there have been so few Hispanics in research, the mentoring relationship is crucial to increasing their numbers.

Dr. Joaquín Bustoz is a renowned mathematics professor at Arizona State University and founding director of ASU's Institute for Strengthening Undergraduates in Mathematics and Science (SUMS), which includes the MARC program. Bustoz says that cultural values often get in the way of recruiting Hispanics into research.

Dr. Joaquin Bustoz, ASU math professor and winner of a Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring

"One reason why it's so difficult to recruit Latinos into mathematics and pure science is that they require a willingness to be alone over long periods of time. Latinos are very social people and things that are most important to them are work and family. Most of the Latino kids I work with want to be engineers, and they do very well," he says. "But the thrust of MARC is research in the life sciences. In the next 30 years, it's impossible to say what discipline will be important in life sciences research. For example, since the work on the Genome Project, a very important skill has been large number-crunching on the computer."

Dr. Yolanda Meriah Arias, MARC graduate, Sea Grand Fellow with California Environmental Protection Agency

What Bustoz has done to recruit more Hispanics into science and mathematics is bring high school students on campus for university mathematics and science courses under the SUMS program. Because of his work with minority youth, he was one of the first to receive a Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. (An article on Bustoz's award was featured in the December 20, 1996, issue of *The Hispanic Outlook*.)

Dr. Andrew O. Martinez, a biology professor at the University of Texas at San Antonio (UTSA) and director of UTSA's MARC and MBRS programs, says another problem is that the professional people Hispanic youths are usually exposed to are either teachers or physicians. "But after they find out all the options, such as research, many of them reconsider," he says. About his work with MARC and MBRS students, he says, "Mentoring them has given me a great deal of satisfaction."

Dr. Andrew O. Martinez, a biology professor at the University of Texas at San Antonio and director of UTSA's MARC and MBRS programs

One of his mentees was Dr. Yolanda Meriah Arias. Arias worked in Martinez's laboratory as a MARC student, graduating magna cum laude with a bachelor's degree in biology. She received her Ph.D. from the Scripps Institute of Oceanography at the University of California, San Diego, in 2002.

"MARC gave me a stipend so I could focus on my grades as well as on research," says Arias, who is now a Sea Grant Fellow with the California Environmental Protection Agency. "It provided for upward mobility in my scientific career."

Dr. MariaElena Zavala, a biology professor at California State University at Northridge and CSUN's MARC/MBRS/Bridges program director, points with pride to the fact that while the overall graduation rate at CSUN is about 27 percent, students in the MARC and MBRS programs graduate at rates approaching 98 percent. Like Bustoz, she received the Presidential Award for Excellence in Science, Mathematics, and Engineering for her longtime commitment to mentoring.

Dr. MariaElena Zavala, a biology professor at California Sate University at Northridge and CSUN's MARC/MBRS/Bridges program director

"When I started looking at this, the statistics on scientists were terrible for people of color," says Zavala. "One of the things scientists do is use the apprentice model for preparing scientists, who work in a lab for free. Minority students can't afford to work for free. Therefore, they didn't get that one-on-one mentoring experience, that seeing that scientists are 'normal,' and the incredible joy when something works out."

Before Zavala introduced Luis Rodriguez to MARC, he had to work 40 hours a week. It eventually caught up with him, and he stopped going full time, scaling back to a few part-time courses.

"After MARC, I finished a year ahead of schedule. MARC allowed me to get to know the research end of things and financially helped quite a bit," says Rodriguez, who is now a MARC pre-doctoral fellow in biochemistry, molecular, and cell biology at Cornell University. MARC pre-doctoral fellowships are awarded to outstanding graduates of the MARC program.

By all accounts, the MARC and MBRS programs are a win-win for everyone.

"There are many MARC and MBRS students in my laboratory, and the large majority go on for Ph.D.s," says Martinez. "And it's in the best interest of the U.S. to have an educated population."

Says Dr. Adolphus Toliver, national director of MARC, "Every year we put on a major conference for MARC and MBRS students. Last year, about 1,000 students gave presentations of their work. The most amazing thing was the quality of the science. And about 200 graduate schools vie for booths to recruit these kids."

STUDENT ACHIEVEMENT

Following are students who recently have been awarded NIGMS pre-doctoral fellowships:

Juan Báez, at Yeshiva University, New York, N.Y.
Javier García-Rivera, Yeshiva University
Susana Neves, Mount Sinai School of Medicine, New York, N.Y.
Luis Rodriguez, Cornell University, Ithaca, N.Y.
Miguel Talavera, Yale University, New Haven, CT
Ruiz Zavala, Massachusetts Institute of Technology, Cambridge, Mass.
Carmen Zayas, University of Wisconsin, Madison
Ariel Rivera-Vincente, University of Hawaii at Manoa

And

Eleven MARC undergraduates at Pontifical Catholic University of Puerto Rico made oral presentations at the American Chemical Society Junior Technical Meeting/Puerto Rico Interdisciplinary Scientific Meeting in Arecibo, Puerto Rico: Dania Medina-Emmanuelli, Maryliz del Gonzales-Santos, Ivan Vidal-González, José Rodrigues-Medina, Carol Rivera-López, Karina Besto-Santiago, Alma Castilloveitia-Rosa, Gil Marie Alicea-Cruz, Yared Vásquez-Madera, Yendi Serrano-Irizarry, and Edgardo Santiago-Martínez.

FYI...

The Hispanic Outlook in Higher Education www.hispanicoutlook.com June 02, 2003

NCES Releases Report, *Status and Trends in the Education of Hispanics*

WASHINGTON, D.C.

The National Center for Education Statistics (NCES) recently released a new report, *Status and Trends in the Education of Hispanics*.

It draws on many of the statistics published by NCES in other reports and synthesizes the data in one compact volume. Some indicators were developed specifically for the new NCES report. The objective is to make information about the educational status of Hispanics easily accessible to a variety of audiences.

Among the report's highlights:

- More Hispanic students than in previous years are taking Advanced Placement examinations.
- Hispanic enrollments in colleges and universities increased between 1980 and 2000, though a smaller proportion of Hispanics complete college compared to Whites and Blacks.
- In the 1999-2000 school year, the most popular fields of study in which Hispanics earned bachelor's degrees were business, social sciences/history, psychology, and education.
- About 2 of 5 Hispanics age 17 and older participate in adult education.
- There is a positive relationship between education and salary for all racial/ethnic groups, but the incomes of Hispanic men are lower than those of White men at most educational levels.

The National Center for Education Statistics is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. The report is available online at the NCES Web site. Please visit: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003008

Carnegie Foundation Challenges U.S. Colleges and Universities to Address Moral and Civic Development

MENLO PARK, Calif.

In today's climate of international crises, business scandals, and difficult moral decisions, ordinary citizens as well as public leaders need tested moral compasses and strong civic consciences that are connected to careful reasoning. They need the understanding, the skills, and the motivation to be morally responsible and civically engaged.

A new book by scholars at The Carnegie Foundation for the Advancement of Teaching challenges U.S. colleges and universities to make moral and civic learning an integral part of the undergraduate experience. *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*, written by Carnegie senior scholars Anne Colby and Tom Ehrlich, research associate Elizabeth Beaumont, and research assistant Jason Stephens, provides concrete counsel on how campuses can meet this challenge.

"Students' moral and civic development is not a high priority in American higher education," said Colby. "We have been struck again and again by the many lost opportunities for moral and civic growth in curricular and extracurricular programs on most campuses."

The authors found that on the campuses where significant attention is given, these elements are thoroughly integrated into students' academic work, and extracurricular activities are employed as powerful sites of moral and civic growth.

"The preparation of students for lives that provide personal meaning and contribute to the common good does not rest on the arbitrary endorsement of values that academic leaders just happen to find appealing," the authors said.

They argue that despite the pluralism of American values, some are essential to academic life and American democracy, such as intellectual integrity and concern for truth, open-mindedness and impartiality, mutual respect and tolerance for others, recognition that each individual is part of the larger social fabric, and respect for civic liberties and other key elements of our democracy. "Colleges and universities ought to place these values at the center of their work if they are committed to graduating engaged and responsible citizens," said senior scholar and co-author Tom Ehrlich.

The authors reviewed the practices of moral and civic education at more than 100 colleges and universities throughout the country and conducted detailed studies of a smaller number, including extensive fieldwork at 12 campuses that place moral and civic development at the center of their educational programs. They offer specific recommendations for educators who believe that higher education has a critical role to play in the health of American democracy through the preparation of thoughtful, committed, socially responsible, and civic-minded graduates.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com June 02, 2003

Institute for Higher Education Policy Advocates Early Intervention for Minorities

WASHINGTON, D.C.

Early intervention programs in secondary schools could significantly improve the chances that low-income and minority students will attend postsecondary education, according to a study published by the Canada Millennium Scholarship Foundation, in partnership with the Institute for Higher Education Policy in Washington, D.C.

The report, *Investing Early: Intervention Programs in Selected U.S. States*, examines 17 well-established programs in the U.S. to identify common elements of success. Early intervention efforts appear to be most effective when they combine multiple elements, including a solid academic foundation, increased academic support and counseling services, a clear presentation of postsecondary options and financial aid information, and financial incentives.

The study's key findings demonstrate that:

- More and more early intervention programs are strengthening their academic enrichment components, signaling the importance of academic preparation for the transition to postsecondary education.
- One-on-one contact through mentoring, tutoring or peer counseling is a valuable asset to these programs, meaning the proper training and supervision of tutors and mentors are essential to their successful implementation and administration.
- Nearly all programs involve parents as active participants, increasing the success of the interventions.
- Counseling and academic preparation are the most common early intervention services, followed by parental involvement, mentoring, and personal and social integration activities.
- Effective early intervention programs provide services over a long period of time, in some cases beginning as early as grade seven, following students through multiple years to the end of high school.
- Many early intervention programs have benefited from their coordination with broad state education policies and initiatives, as well as postsecondary institutions.

The Canada Millennium Scholarship Foundation is a private and autonomous organization established by an Act of Parliament in 1998 with an endowment of $2.5 billion to help Canadians meet the challenges of a rapidly changing economy and society by creating opportunities for them to pursue their postsecondary education.

Civil Rights Project Challenges Claims that Percent Plans Are a Viable Alternative to Affirmative Action

CAMBRIDGE, Mass.

The Bush administration, not disputing the value and importance of diversity in colleges, has claimed that it can be achieved without race-conscious affirmative action, especially through the use of percent plans. These alternative admissions policies, which guarantee admission to all students at the top of their high school classes, are the subjects of two recent studies involving research associates with The Civil Rights Project (CRP) at Harvard University. The first report, *Appearance and Reality in the Sunshine State: The Talented 20 Program in Florida*, by Dr. Patricia Marin, and Edgar K. Lee, is a detailed analysis of Florida's Talented 20 program, implemented when Gov. Jeb Bush ended affirmative action in state higher education admissions. The second study, *Percent Plans in College Admissions: A Comparative Analysis of Three States' Experiences*, by Dr. Catherine Horn and Stella M. Flores, compares the experiences of Texas, California, and Florida, the three states with percent plans.

While current public discussion of percent plans seems to suggest that simply designating a percent of each high school class entitled to public university admission results in diverse college campuses, CRP research shows that these plans, in themselves, have very modest effects at best and do not lead to the level of diversity reflective of the students they are intended to serve.

Professor Gary Orfield, CRP co-director, said, "Many critics affirm the importance of integrated colleges but claim that they can be achieved without affirmative action through plans admitting a certain percent of students from every high school to college. Our studies show that this is not true. These plans have little impact by themselves and where minority enrollments have recovered from earlier declines, those gains are primarily attributable to a variety of forms of direct and indirect affirmative action toward segregated high schools and communities. These alternatives cost more, involve more arbitrary decisions, and are less effective than traditional affirmative action."

The Civil Rights Project at Harvard University is a multidisciplinary research-and-policy think tank and consensus-building clearinghouse as well as a leading organization devoted to civil rights research.

People-Places-Publications-Conferences

PEOPLE & PLACES

Presidential Commission Targets Hispanic Education Gap

The President's Advisory Commission on Educational Excellence for Hispanic Americans released its final report, *From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century*, the result of an extensive, 18-month review, and representing a comprehensive plan aimed at closing the educational gap for Hispanic Americans.

The commission, formed by President Bush in October 2001, heard from more than 1,600 parents, teachers, and experts and found a deepening crisis that affects all Americans.

One of every three Hispanic American students fails to complete high school and only 10 percent of Hispanic Americans graduate from four-year colleges and universities, according to the Education Department. This not only threatens to leave behind yet another generation of Hispanic children, but also could limit mobility in the labor force, potentially jeopardizing the country's ability to compete economically.

Brown President Against Taxing Nonprofits

Brown University President Ruth J. Simmons, responding to Rhode Island Gov. Donald Carcieri's budget proposal to tax nonprofit private colleges and universities, stated that, unlike public universities, private colleges do not receive state funding to support their operations, rather they rely on the philanthropy of private donors. To Simmons, it would be a "breach of faith" to use endowment funding to pay for something other than what the donor specified.

"Nonprofit, private universities and colleges have been tax-exempt since before the birth of the American Republic," said Simmons. "In my judgment, such a fundamental change in the relationship between institutions of higher learning and their host municipalities would be very poor economic and social policy."

Loyola Student Named Jupiter Fellow

The Council for the Advancement and Support of Education (CASE) named Verónica Zapata, a Mexican-American postgraduate student at Loyola University Chicago (Ill.), one of eight CASE Foundation Clarence J. Jupiter fellows.

The Jupiter Fellowship is designed to attract minority professionals to the field of institutional advancement at colleges, universities, and independent schools. Through the Fellowship, Zapata has interned at Richard J. Daley College. Earlier she taught English as a second language in the U.S. and China.

Zapata holds a bachelor's degree from Loyola Chicago and a master's from Saint Xavier University. She is now pursuing a master's and doctorate in comparative and international education at Loyola Chicago.

New TOEFL to Premier in 2005

Educational Testing Service (ETS) announced that a new Test of English as a Foreign Language (TOEFL) will be introduced in September 2005 and full-length practice versions will be available on its Web site in July 2004.

"Test takers will get diagnostic information on their strengths and weaknesses and guidance on improving their scores," said Mari Pearlman, ETS vice president of teaching and learning. "We will offer learning tools to help people improve English-language proficiency."

The test provides information about a student's real-life ability to integrate English speaking, listening, writing, and reading, said Pearlman.

ETS officials will meet with colleges and universities to help them understand how the transition to the updated version of the exam will impact their institutions.

Intelligence Analysts Headline Saint Peter's Symposium

Ritchie Martínez, president of the International Association of Law Enforcement Intelligence Analysts, and Lt. Col. Juan Mattos, deputy superintendent of investigations for the New Jersey State Police, headlined the third annual Saint Peter's College (N.J.) Stephen D. Doyle Criminal Justice Symposium.

Martínez (pictured l.), who heads one of the world's oldest and largest consortiums of law enforcement personnel, with members from 22 countries, spoke on the history and future of law enforcement intelligence gathering and analysis. Mattos (r.) discussed the changing role of the New Jersey State Police.

The symposium also featured a demonstration of the analytical products currently being used by federal, state, and local law enforcement agencies in the war on terrorism.

Yale Hosts Machu Picchu Exhibit

Yale University's (Conn.) Peabody Museum hosted what it claims to be the "largest exhibition on the Incas ever assembled in the U.S."

"Machu Picchu: Unveiling the Mystery of the Incas" provided an interactive learning experience that explored the archaeological process through video displays, computer interactives, and geographical models. Visitors experienced the 1911 Yale Peruvian Scientific Expedition, the 15th-century Machu Picchu Inca royal estate, a tour of the Inca palace complex, an Inca burial chamber, and more.

The exhibition also featured surviving examples of Inca art, including 400 gold, silver, ceramic, bone, and textile artifacts with photographs. The exhibition is currently on a two-year tour of five major American museums before returning to the Peabody for permanent installation. Those venues include the Natural

Museum of Los Angeles County (June 14 to Sept. 7, 2003), Carnegie Museum of Natural History (Oct. 18, 2003, to Jan. 4, 2004), Denver Museum of Nature and Science (February to early May, 2004), and Chicago's Field Museum (fall 2004). One other venue is yet to be named.

Urbana-Champaign Professor Speaks at New York Conference

Adrian Burgos, Jr., assistant professor of history at the University of Illinois at Urbana-Champaign, spoke at the conference "The State of Black Studies: Methodology, Pedagogy, and Research," held in New York.

Burgos' presentation, "Expanding the Playing Field: The Latins from Manhattan, 'Diaspora and Jim Crow Baseball,'" focused on the Cuban Stars, a Harlem baseball team that played from 1923 to 1949. Burgos examined the tensions that developed upon the incorporation of Afro-Cuban and other Spanish-speaking immigrants into U.S. professional baseball.

The conference was co-sponsored by the City University of New York's Institute for Research on the African Diaspora in the Americas and the Caribbean and Princeton University's program in African American studies.

In the News at Scranton

- Members of the Presidential Search Committee at the University of Scranton (Pa.) are working to help identify a successor to University President Joseph M. McShane, who will be leaving June 30. They seek a president who is a community-builder, an advocate of the University's Jesuit and Catholic identity, a visionary, and a good fund-raiser. That person also must be friendly, accessible, and interested in building diversity on campus.
- The University inducted 162 students into the Richard H. Passon Chapter of Alpha Lambda Delta, the national honor society for freshmen. The honor society is meant to encourage, honor, and promote academic excellence early in a student's college career.
- Christopher J. Matthews, host of MSNBC's "Hardball" and NBC's "The Chris Matthews Show," and anchor of MSNBC's election coverage, gave the principal address at the University's 2003 commencement ceremony for graduate and undergraduate students. Matthews received an honorary degree.
- President George W. Bush gave a speech on medical liability reform during a visit to the University of Scranton in January. Calling for affordable health care and a reformed Medicare plan, the President urged everyone to contact their representatives. "When the people speak, the folks in Washington, D.C., listen," said Bush, who expressed confidence that the country can solve its problems.

Hispanic Organizations Support Dream Act

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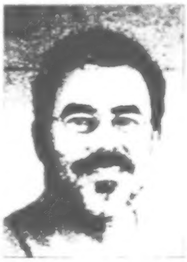
The Mexican American Legal Defense and Educational Fund (MALDEF) and the National Council of La Raza (NCLR) were two of the many national Hispanic organizations that sponsored events in support of the Dream Act and the Student Adjustment Act during a National Week of Action that took place in mid-April.

Congress recently reintroduced legislation that would facilitate access to postsecondary educational opportunities for Hispanics and other students in the U.S. who currently face barriers in financing a college education and would allow hardworking immigrant youth who have long resided in the U.S. a chance to adjust their status and contribute to the American workforce.

Representatives from at least 30 states participated in balloon releases, rallies, vigils, and news briefings.

San Francisco Theater Company Comprised of Day Laborers

The University of San Francisco's (USF) Performing Arts and Social Justice program is sponsoring a theater company made up entirely of immigrant day laborers.



Roberto Varea, a professor in the performing arts program, runs the troop.

The actors come from Colombia, El Salvador, Guatemala, Nicaragua, and Mexico. After working all week as gardeners, movers, kitchen workers, and hotel employees, they gather on Friday nights to write and perform their own material. They tell the stories of how they reached America and what they have to do to survive, in hopes of being perceived as legitimate members of the community.

CSUN Faults Media's Minority Coverage

A California State University-Northridge (CSUN) report suggests that efforts to diversify media organizations and content focus too much on recruitment of minority journalists and fail to provide minority perspectives and ideas to the public.

"The wrong assumption here is that the presence of more minority journalists will automatically produce diverse coverage, instead of making sure the culture and priorities of the news organizations are arranged in such a way to encourage diversity of thoughts and opinions," said José Luis Benavides, one of the report's authors.

Diversity Disconnects also found that in the effort to diversify, journalism education fails and minorities "depart from the newsrooms in numbers that match their recruitment."

Seton Hall Professor Addresses Minority Conference

Dr. David Abalos, a Seton Hall University (N.J.) professor with joint appointments in sociology and religious studies, delivered the keynote address at the Seventh Annual Academic and Leadership Development Conference for African American and Latino College Men at William Paterson University in New Jersey.

Abalos is known as an expert in diversity education. His most recent book is *The Latino Male: A Radical Redefinition*. An academic and community activist, he has founded a conflict management and educational consulting firm.

Abalos, a former professor of political science at William Paterson, earned a master's degree at Marquette University and doctorate at Princeton Theological Seminary.

NYIT Educator Elected ACFAC Vice Chair

Susan Sykes Hendee, New York Institute of Technology assistant professor of culinary arts, was elected vice chair of the American Culinary Federation Accrediting Commission (ACFAC) for 2003-2005.

As ACFAC's vice chair, Hendee will be in charge of monitoring culinary programs around the nation from 2005 to 2007. This includes supervising for quality performance and seeing that industry standards are met within the educational environment.

Hendee, born in Caracas, Venezuela, trained at the Culinary Institute of America and is certified as a culinary educator by the American Culinary Federation. She has a bachelor's degree, two master's, and a doctorate.

Colonial Mexico at Miami's Lowe Museum

The University of Miami's Lowe Art Museum in Florida hosted an exhibition and symposium depicting the conquest of Mexico.

"Visions of Empire: Picturing the Conquest in Colonial Mexico" included eight 17th-century paintings that exemplify Mexican colonial art. One of only three such series of paintings known to survive, these rare works were displayed in the U.S. for the first time at the Lowe.

The symposium addressed questions of cultural transformation and explored aspects of the invasion process, colonization, and resistance between the Europeans and indigenous peoples in the development of colonial Mexico.

International Correspondent Relies on Stetson Professor

British journalist David Adams recently spoke to a class of international criminal law students at Stetson University's (Fla.) College of Law about his experiences covering the U.S. "war on drugs" in Colombia.

In his lecture, Adams explored the impact of U.S. policy on drug trafficking in Colombia and the Millennium drug bust of 1999. He discussed the importance of sources within the academic community and disclosed that one of his main sources in Colombian law and international criminal law is Stetson Professor Luz Nagle.

"Luz is an expert in Colombian law, international criminal law, and her work is well recognized and publicized," said Adams of Nagle.

Latin American & Caribbean Women Artists at Lehman

The Lehman College Art Gallery (N.Y.) recently hosted an exhibit of self-portraits and autobiographical work by Latin American and Caribbean female artists.

"De lo que soy/of what I am" included a look at the artists' lives and examined the issues of identity, gender, sexuality, culture, class, and personal history from a female perspective. Themes included romance, maternity, motherhood, immigration, and living with multiple cultures.

Media included painting, photography, sculpture, drawing, installation, video, and fiber. Twenty-two artists with roots in Chile, Argentina, Peru, Brazil, Colombia, Venezuela, Nicaragua, Mexico, Cuba, Dominican Republic, Barbados, and Puerto Rico were featured.

Roswell Instructor Presents at International Conference

Eastern New Mexico University (ENMU)-Roswell communication instructor Maureen Olguin (pictured) was a featured presenter at the 25th Anniversary International Conference on Teaching and Leadership Excellence. Olguin spoke on "Facilitating a Dynamic and Successful Leadership Program."

James Buchanan, Title V Cooperative Project director, and Janet Macaluso, mathematics instructor, were co-presenters.

Olguin has bachelor's and master's degrees in communication from ENMU and received a Teaching Excellence Award from the National Institute for Staff and Organizational Development.

UTEP Hosts Mexican Literature Conference

The University of Texas-El Paso's department of languages and linguistics presented "Octavo Congreso de Literatura Mexicana Contemporánea," a three-day conference featuring authors and presenters from nearly 30 universities and institutions around the world.

The conference included more than 90 presenters from Mexico, Brazil, France, and the United States who covered poetry, narrative, theater, and essays in Mexican literature.

The presentations featured discussions of authors Elena Poniatowska, Alberto Ruy Sánchez, and Ignacio Solares and topics such as Mexico's role in world literature and the relationship between poetry and drama.

Morales-Wright Assumes New Post at Ramapo

Ramapo College (N.J.) appointed Richard Morales-Wright the new assistant provost for academic support programs and services.

In this role, Morales-Wright will continue as Ramapo's Educational Opportunity Fund program director and assume the administration of academic advisement, the office of testing and placement, and the Center for Academic Success.

Morales-Wright was associate director of EOF at Montclair State University and held positions at Rutgers University-Newark and Kean University. He has a bachelor's degree in sociology from Fairleigh Dickinson University and a master's in counseling services from Upsala College.

Mt. SAC's Speech Students Win State Championship

Mt. San Antonio College's (Mt. SAC) speech team swept the Community College Forensics Association state championship this year in California.

Seventeen of 30 students from the forensics team participated in the tournament and won 12 gold medals, 17 silver medals, and 13 bronze medals. In addition, Mt. SAC Forensics Coach Liesel Reinhart was awarded the California Community College Forensics Association President's Award for outstanding contributions to community college forensics.

Last year, the Mt. SAC Forensics team placed fourth overall in the American Forensics Association National Individual Events Tournament and was ranked as the top community college team at the national tournament.

Indiana Educator Aims to Improve Teacher Training

Photo © Debbie O'Leary

Theresa Ochoa, an Indiana University School of Education professor, believes many teachers lack the necessary preparation to work with children who have emotional disabilities, and she's working to change that.

"We are using CD-ROMS and disk case studies in a problem-based learning concept," she explained. "Our students work with disability and school discipline modules that incorporate visual and audio components."

Ochoa hopes to contribute to a long-range solution to the problem by instructing future teachers in the proper techniques to successfully deal with emotionally disturbed students. She teaches undergraduates how to intervene at an early age, first grade or sooner, and involve a social worker, school psychologist, parent, teacher, and principal.

HHS Launches Hispanic Helpline

Tommy G. Thompson, U.S. Dept. of Health and Human Services (HHS) secretary, recently launched "Su Familia," a national Hispanic family health helpline designed to assist Hispanic families with basic health information.

Bilingual information specialists refer callers to one of more than 16,000 local health providers, including community and migrant health centers. Representatives also refer callers to federally funded programs such as the State Children's Health Insurance Program. Fact sheets on health-related issues such as asthma, cancer screening, heart disease, child and adult immunizations, diabetes, domestic violence, and HIV/AIDS are available on request.

"Hispanics continue to face health disparities," said Thompson. "That's why we're committed to getting information to those communities where the health gap exists."

Broward Recognizes Outstanding Employees

Broward Community College (Fla.) employees Osman Canizales and Mónica Salazar received Career Employee Outstanding Achievement Awards for their exemplary work on the job and commitment to service in the college and community.

Canizales moved to the U.S. from Honduras in 1983 and began working at Broward in 1986, where he advanced from custodial worker to his present position as tradesworker III. He is a pastor at the Church of the Nazarene and active in many community projects.

Salazar, a native of Ecuador, is a payroll specialist at Broward, where she also completed an associate's degree in business administration. She and her family volunteer regularly in community projects.

LIU-Brooklyn Student Spearheads Income Tax Prep

Verónica Beltrán, a senior accounting major at Long Island University (LIU)-Brooklyn, helped low-income taxpayers this year through the free Volunteer Income Tax Assistance program sponsored by the Internal Revenue Service (IRS).

Beltrán, 21, enlisted members of the student-run Campus Accounting Society to volunteer their time to prepare free tax returns for individuals with incomes of $40,000 or less. All volunteers received training from the IRS. According to LIU-Brooklyn, thousands of elderly or disadvantaged residents lined up to take advantage of the free service.

Beltrán, a child of Ecuadorian parents, is on the dean's list and for three years running has received an Alvin Finkle Endowment Scholarship for outstanding accounting majors.

Southwestern Students Teach ESL to Staff

Southwestern University (Texas) custodian Herminia Carreño, a Mexican native, is learning to write letters in English to her children's teachers. Other University staff members are learning to communicate with their doctors.

It is not the professors who are instructing them, it is the students.

Students who participate in Southwestern's free ESL program are matched one on one with a staff member with whom they meet twice a week during the employees' regular work schedule.

According to Sharon McEuen, Staff Affairs Council chairwoman, many of the students who could be compensated turn down the offer and a few have dedicated additional time to provide computer training and other assistance.

Iznaola Plays at SDSU

Distinguished guitarist Ricardo Iznaola recently performed two free concerts for the general public at San Diego State University (SDSU) in California.

Critics and audiences around the world have praised Iznaola for his work as a concert and recording artist, composer, teacher, lecturer, and writer. He has won top prizes in eight international competitions, including the Munich International Performance Competition, the Francisco Tárrega Competition, the Alirio Díaz Competition, and the Stroud International Composer's Competition.

Born in Havana, Cuba, Iznaola trained in Caracas under maestros Manuel Pérez Díaz and Alirio Díaz and in Madrid's Royal Conservatory under celebrated maestro Regino Sainz de la Maza.

Monmouth University Names New President

After an extensive search, Monmouth University (N.J.) named Vice Admiral Paul G. Gaffney II University president. His tenure begins July 1, 2003.

Gaffney is stepping down as president of the National Defense University. In the past, Gaffney has been chief of naval research for the U.S. Marine Corps. In July 2001, President Bush appointed Gaffney to the National Ocean Policy Commission.

Gaffney graduated from the U.S. Naval Academy, received a master's degree in ocean engineering from Catholic University of America and an M.B.A. from Jacksonville University. Gaffney has also received honorary doctorates from Jacksonville University and the University of South Carolina.

McLeod Heads Asnuntuck Community College

The Connecticut Community Colleges board of trustees appointed Dr. Martha McLeod to serve as the next president of Asnuntuck Community College.

McLeod is the founding president of Bay Mills Community College, a tribal college in Michigan, where she has managed accreditation, campus development, technology expansion, fund raising, and preservation of the Ojibwe language and culture. She chairs the virtual library committee of the American Indian Higher Education Consortium and has been a leader in the development of a "virtual college" offering online courses.

McLeod holds teaching certification in New York, Michigan, and Indiana. She earned a bachelor's degree from the State University of New York-New Paltz, master's from Vermont College, and doctorate from Nova Southeastern University.

Paige Praises New Online College

U.S. Secretary of Education Rod Paige recently praised the introduction of Western Governors University's (Utah) new online Teachers College, which offers accredited certificate, undergraduate, and graduate academic degrees for current and prospective teachers via the Web.

The Teachers College has a unique approach to education. Placement is based on competency in critical knowledge, and skills are measured by assessments, not the number of hours spent in a college classroom. The University collaborates with 45 partnering colleges, universities, corporations, and training organizations across the country to provide distance learning courses. Specific programs are tailored to teachers' aides or paraprofessionals, uncertified teachers, and second-career professionals who wish to teach.

Bronx Student Broadens Horizons in Italy

Leonel Rivera, a communications major at Bronx Community College (BCC) in New York, traveled to Italy with the help of a $750 Study and Travel Opportunity for CUNY (City University of New York) Students scholarship and a BCC Presidential Grant of $500.

Lodged at a hotel on the Arno River in Florence for more than three weeks, he and 26 other American students took two courses each day in Italian history and culture.

After classes, Rivera and his classmates would venture onto [or] would explore the streets of Florence, visiting museums and palaces and stopping at sidewalk cafes. On weekends he explored the surrounding cities of Pisa, Siena, Milan, and Rome.

Rivera hopes to continue his education at Ithaca College or Syracuse University.

Harvard Professor Presents at Cal Poly

David L. Carrasco, Rudenstine Professor of the Study of Latin America at Harvard Divinity School, presented two lectures on Chicano culture at California Polytechnic State University-San Luis Obispo.

The first, "Aztec Moments and Chicano Cosmovision: Aztlán Recalled to Life," described the Chicano conception of paradise and Aztlán. The second, "Alambrista: Recalled to Life," described the collaborative efforts of a group of Chicano scholars to breathe new life into the award-winning 1977 film "Alambrista," which chronicles the life of an immigrant farmworker. Carrasco also showed the new director's cut of the film.

Both presentations were accompanied by musical selections presented by Betto Arcos, host of Los Angeles' KPFK-FM radio's "Global Village."

TLC Hosts Small Business Conference

The Latino Coalition hosted its 2003 Small Business Economic Conference in Washington, D.C., in an effort to stimulate the economy and protect and improve the environment for growth in the business community.

Discussions focused on improving access to capital, reducing tax and regulatory burdens, legal reform and its impact, and improving access to government contracting and employee benefits plans.

Featured guest speakers included: Senate Majority Leader Bill Frist, Senate Finance Committee Ranking Member Max Baucus, Senate Commerce Committee Chairman John McCain, House Financial Services Committee Chairman Mike Oxley, House Rules Committee Chairman David Dreier, SBA Administrator Hector Barreto, HUD Secretary Mel Martínez, Aetna Chairman and CEO Jack Rowe, Gov. Manuel Nuñez Soto of the state of Hidalgo, Mexico, and White House Legal Counsel Albert Gonzales.

St. Peter's Senior Wins Cambridge Scholarship

Saint Peter's College (N.J.) political science major Rose Ann Holandez won the Davies-Jackson Scholarship to attend St. John's College at the University of Cambridge in England.

Holandez will attend Cambridge for two years and upon completion of her studies be awarded a Cantab degree, equivalent to a master's in the U.S. The award is valued at nearly $50,000 and includes tuition, full room and board, and a travel grant to and from England.

The Davies-Jackson Scholarship is awarded to U.S. college graduates with distinguished academic records who are among the first in their families to graduate college. St. Peter's became the first school in the nation to have two Davies-Jackson winners. Delicia Reynolds won in 1999.

California Colleges Celebrate César Chávez Day

Colleges and universities across the state of California celebrated the life and accomplishments of the late César E. Chávez, civil rights leader and co-founder of the United Farm Workers.

Chávez–who was born March 31, 1927, and died April 23, 1993–was the principal figure in the Chicano civil rights movement, a leader in the struggle for working families, and an advocate for nonviolent solutions and dignity and respect for all. He was awarded the Presidential Medal of Freedom and nominated for the Nobel Peace Prize.

In recognition of his life, March 31 is a state holiday in California. Among the many institutions that held special César Chávez celebrations: Mt. San Antonio College, California State University (CSU)-Domínguez Hills, CSU-Fresno, CSU-Fullerton, CSU-Los Angeles, CSU-San Bernardino, the University of California (UC)-Riverside, and UC-San Diego.

$1 Million Scholarships Available to Pursue MBAs

The National Society of Hispanic MBAs (NSHMBA) along with the Hispanic Scholarship Fund, will be awarding $1 million in scholarships in 2003. The scholarships will be awarded to outstanding Latinos pursuing a master's degree in management/business. Applicants must be of Hispanic background, be a U.S. citizen or a permanent legal resident, accepted into a graduate management/business major at an accredited college/university, and be enrolled in the fall 2003 term.

Recipients will be selected based on notable academic achievement, participation in community development or community service, financial need, essay, and letters of recommendation. Applications can be found at www.nshmba.org. The submission deadline is June 16, 2003.

PUBLICATIONS

Paso a Paso: Español para profesionales de salud
Step by Step: Spanish for Health Professionals

By Deborah E. Bender, Suzanne Gutter, and Irwin Stern

Paso
a
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by
Step

A book and accompanying CD designed for healthcare professionals who are rusty in their speaking skills and want to communicate with Spanish-speaking clients. Novice learners will find it useful in speaking and understanding short health-related Spanish phrases and sentences.

2002. 91 pgs. ISBN 0-8263-2893-8. $18.95 paper. University of New Mexico Press. (800) 249-7737.

Cuba: Picturing Change

By E. Wright Ledbetter

Photographer E. Wright Ledbetter has been praised for producing images that create a captivating portrait of the Cuban culture as it faces the complex forces of change. *Cuba: Picturing Change* introduces Ledbetter's work, accompanied by essays by Louis A. Pérez, Jr., and Ambrosio Fornet.

2002. 203 pgs. ISBN 0-8263-2923-3. $39.95 cloth. University of New Mexico Press. (800) 249-7737.

Success with Heart Failure: Help and Hope for Those with Congestive Heart Failure

By Marc Silver

Success with Heart Failure

Dr. Marc Silver argues that being diagnosed with heart disease is not a death sentence. He provides important health information including recent developments in congestive heart failure and treatment.

2002. 263 pgs. ISBN 0-7382-0600-8. $20.00 paper. Perseus. (800) 386-5656.

Mestizo Democracy: The Politics of Crossing Borders

By John Francis Burke

Mestizo Democracy

"Mestizo" is a term from the Mexican sociopolitical experience that means "mixture," resulting from a blend of indigenous African and Spanish genes in Latin America. This book claims that the ethnic makeup of America is rapidly changing, and there are political repercussions. Burke addresses these issues by offering a "mestizo" theory of democracy. Foreword by Virgilio Elizondo.

2002. 320 pgs. ISBN 1-58544-208-9. $39.95 cloth. Texas A&M University Press. (800) 826-8911.

Time to Care: Redesigning Child Care to Promote Education, Support Families, and Build Communities

By Joan Lombardi

Time to Care
Redesigning Child Care
Joan Lombardi

America's childcare system needs serious improvement, according to Joan Lombardi, former associate commissioner of the Child Care Bureau in the U.S. Department of Health and Human Services. This book guides the reader through the problems facing the current childcare system and outlines possible solutions.

2002. 248 pgs. ISBN 1-59213-009-7. $18.95 paper. Temple University Press. (800) 447-1656.

Mexico in Focus: A Guide to the People, Politics, and Culture

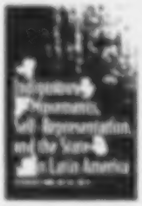
By John Ross

Part of Interlink Books' "In Focus" series, *Mexico in Focus* tells you things that guidebooks won't–the changing relationship with the U.S., popular culture, high art, politics, economy, and where to go and what to see. With additional accounts and updates by Gregory Gransden.

2003. 102 pgs. ISBN 1-56656-421-2. $12.95 paper. Interlink Books. (800) 238-5465.

Indigenous Movements, Self-Representation, and the State in Latin America

Kay B. Warren and Jean E. Jackson, eds.



Contains case studies of movements in Colombia, Guatemala, and Brazil, weighing the degree of success reached by indigenous leaders in influencing national agendas when governments display ambivalence about strengthening ethnic diversity.

2003. 288 pgs. ISBN 0-292-79841-0. $22.95 paper. University of Texas Press. (800) 252-3206.

Andean Entrepreneurs: Otavalo Merchants & Musicians in the Global Arena

By Lynn A. Meisch

Andean Entrepreneurs

The Otavalos are an indigenous people from the Ecuadorian Andes whose handcrafted textiles and traditional music are now sold in countries around the world. This book explores how the identities and culture of these ancient weavers of pre-Inca times have been affected by their participation in the global economy.

2002. 328 pgs. ISBN 0-292-75259-8. $19.95 paper. University of Texas Press. (800) 252-3206.

Trailblazers in Nursing Education: A Caribbean Perspective

By Hermi Hyacinth Hewitt

This long awaited volume on the contributions of three nursing leaders, Ruth Nita Barrow, Gertrude Hildegarde Swaby, and Julie Symes, explores their work as registered nurses in Jamaica and the impact their work had on the development of nursing education in the Caribbean.

2002. 268 pgs. ISBN 976-8125-78-0. $25.00 paper. Canoe Press. (800) 627-7377.

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BALL STATE UNIVERSITY.

Ball State University is located in Muncie, Indiana, on an attractive campus 50 miles northeast of Indianapolis. Approximately 18,000 graduate and undergraduate students enroll in one of seven academic colleges that offer 126 undergraduate programs, 76 master's programs, and 20 doctoral programs. Ball State University strives to be a premier teaching institution offering instruction and scholarly inquiry of high quality within an environment that emphasizes personal attention.

Ball State University encourages all interested applicants to frequently visit the official Ball State University web site at **www.bsu.edu** where all open positions are listed and described in detail.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

UNIVERSITY*of*VIRGINIA

ARCHITECT FOR THE UNIVERSITY

The University of Virginia invites letters of application, curriculum vitae, and nomination for the position of Architect for the University.

The Position: The Architect for the University will be a principal adviser in the institutional planning process. The Architect is responsible to the Board of Visitors through its Buildings and Grounds Committee with whom he/she will work extensively and under their direction. Operationally he/she will report to the President of the University through the Executive Vice President and Chief Operating Officer. The primary role of the Architect for the University is to advise the Board of Visitors and the Buildings and Grounds Committee on its development of the University's general design guidelines and specific building design guidelines. The Architect will ensure that outside design consultants understand and are capable of carrying out the expressed intent of the design guidelines approved for the specific building(s) under consideration, and also ensure that the consultants carry out those design principles.

Qualifications: The candidate will be a nationally recognized registered architect, landscape architect or planning professional or architectural historian. The candidate will possess a high level of professional and academic qualifications (licensed professionals preferred), and a demonstrated understanding of the principles of classical and traditional architecture and landscape architecture. He/she should have practical experience in the management of historic preservation projects. He/she should possess accomplishments in the planning and design of college and university campuses. He/she should have experience in building design, project direction and project management, and possess excellent verbal, writing, and graphic skills.

For a complete job description visit **http://www.virginia.edu/vpmb/**. Application letters, curriculum vitae, and names and addresses of five references should be addressed to:

Architect of the University Search Committee
University of Virginia
c/o University Recruitment & Staffing
P.O. Box 400127
Charlottesville, VA 22904-4127

Or email to:

executivesearch@virginia.edu
Attn: Architect of the University Search Committee

Applications will be considered until the position is filled; however responses by June 16, 2003, are encouraged. For more information contact **University Recruitment & Staffing** at: **executivesearch@virginia.edu.** All inquiries, applications and nominations will be held in the strictest of confidence.

The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Women and members of minority groups are strongly encouraged to apply.

DEPAUW
UNIVERSITY

Uncommon success begins at DePauw

Join us as a:

Director, Winter Term in Service

Responsible for directing the operations of the Winter Term in Service Program, weekend community service projects, and Alternative Break service trips; promoting the Hartman Center in service learning initiatives between DePauw University, the surrounding community, and international host sites; and supporting the Hartman Center's mission of leadership development and civic education.

OR

Assistant Director, Hartman Center & Coordinator, Bonner Scholar Program

Responsible for implementation of the Bonner Scholar Program student development model; supervising the Bonner Scholar students in community service and enrichment activities; promoting the Hartman Center in service learning initiatives between DePauw University and the surrounding community; and serving closely with the director in strategic management of all initiatives which support the Hartman Center's mission of leadership development and civic education.

For details about these and other positions visit the Office of Human Resources or the DePauw University website at:

www.depauw.edu/admin/hr

DePauw University is an affirmative action and equal opportunity employer. Women and members of under-represented groups are encouraged to apply.

Book Review

By Melanie Klein

***Never Fade Away*, by William Hart.** 202 pages. Santa Barbara, CA: Fithian Press, 2002. ISBN 1-56474-386-1. $12.95 paper.

At a fictitious Los Angeles-area campus of the California State University, Vietnamese-born Tina Le enrolls in Basic Writing 002 for the second time. This time, she must pass, or she will be kicked out of school.

Although her teacher is skillful and Tina begins to write quite well for the class, she fails the departmental final exam. This means that she fails the course–except that it doesn't: Le's teacher, part-timer John Goddard (who, as it happens, spent two years in Vietnam as a medic during the war), passes her and another talented classmate, despite their failed exam. So begins Goddard's and Le's battle with the state of California. So, too, begins their friendship.

This is the situation explored in *Never Fade Away*, the debut novel from William Hart. The author of stories, scripts, and four collections of poetry, Hart is also a teacher of ESL/basic writing in Los Angeles Universities.

The novel's noble dedication directly expresses its sympathies: "For students and teachers everywhere who have suffered misguided administrators." From the first page and onward through journal entries by Goddard and Le, Hart sets out to paint for the reader a picture of the grim side of remedial writing instruction in a state system. In Hart's view, departmental final exam questions seem designed to ensure the failure of second-language students such as Le, and their subsequent ejection from the university; meanwhile, part-time, by-the-course teachers such as John Goddard can only stand helplessly by.

Never Fade Away
a novel
William Hart

To delineate and declaim his inside view of such workings is clearly one of Hart's central concerns in this novel. Remedial programs intended to help students write better can all too easily, under the pressure of statistics and of money, become machines for removing poor writers from colleges, and Hart effectively shows how this can be. His portrayal of the writing program administrator as malicious, vindictive, and scheming, however, seems extreme and perhaps unfair. Nevertheless, Hart's thoughtful depiction of a teacher's–and even more so, of a student's–perspective on the difficulties of teaching and learning basic writing in such an environment is consistently illuminating.

Hart's simulation of a Vietnamese speaker working on writing in English, with grammatical and usage problems intact, never sounds completely authentic, but Le's character quickly becomes real enough to negate the occasional false note. It is interesting, too, to watch her writing become more clear, confident, and expressive as the book goes on.

Never Fade Away also explores what Le and Goddard each carry with them of their experiences in Vietnam. Le's and Goddard's journal entries are full of dreams, mostly nightmares, of what each went through. We also read Goddard's account of a narrative essay that Le has written about how her brother died; Goddard's journal tells of the novel he is working on, the wartime adventures of a Corporal Ernest Candide, medic. What we learn of these two characters' pasts through glimpses in their writing sheds much light on their present emotional and psychological states and on the way they relate to one another.

Hart's decision to build the novel entirely out of Le's and Goddard's alternating journal entries is an interesting one. The characters are not addressing one another; they're writing for themselves, perhaps to themselves, and each provides a distinct perspective on events. The alternating entries lead the reader into the situation of the novel like stones leading into a stream–you step from one to the next, building momentum, being propelled forward. In the play from one mind to the other and back again, a small, tangible world is somehow created between these two characters.

The form does show signs of strain toward the close of the novel, when the action and emotions grow increasingly complicated. John's and Tina's journal entries do not rise to the task of effectively relating what transpires in Goddard's grievance hearing against the university, and they can only show what happens to these two afterwards in a sketchy, halting way. What comes across is mostly retrospection; when Goddard or Le writes an entry, the action has already occurred, and the emotions have cooled. This has the effect of significantly dissipating the dramatic tension.

Despite its flaws, *Never Fade Away* is an engaging and affecting novel. Its treatment of what can happen within state-school remedial writing programs, particularly for ESL students, is revealing; its exploration of the intricacies of teacher-student relationships is thoughtful. Tina Le, so meek and shrinking in the beginning of the novel, turns out to be a strong, intelligent, and sometimes surprising hero. Goddard, for his part, is unpredictable, headstrong, and volatile in a steady way, and more interesting a psychological study than he at first appears. Its highly relevant subject matter, momentum-building form, and interesting, accessible characters make *Never Fade Away* an effective novel to teach in remedial English classes, particularly ESL classes.

Melanie Klein is a teacher, artist, and writer living in Oakland, Calif. She is presently completing an M.A. in English and teaching basic writing at California State University, Hayward.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

COLUMBIA UNIVERSITY

HEALTH SERVICES AT COLUMBIA
DIRECTOR OF HEALTH EDUCATION

Columbia University seeks a creative, experienced professional to direct and manage the University's noted health education program, Alice! The successful candidate will design, manage, and evaluate health promotion and prevention activities for an urban campus with 18,000 students and manage all aspects of Go Ask Alice!, the award-winning Web site that provides expert answers to health-related questions. Candidates must have a master's degree in health education, public health, health communications, or a related field. Six years' experience with progressively increasing responsibility in health education or closely related field required. Experience in population health assessment, program evaluation, and grant writing or fund-raising is important. Knowledge of health promotion strategies and research methods and well-developed oral, written, and digital communications skills are essential.

Please send résumé and cover letter to Director Search Committee, Health Services at Columbia, Alfred Lerner Hall, 7th Floor, MC 2608, 2920 Broadway, New York, NY 10027; fax 212-854-8949. Visit www.alice.columbia.edu for information about the program.

Columbia University is an equal opportunity/affirmative action employer.

Dean of Nurse Education & Health Professions

Reporting to the Vice President of Academic and Student Affairs, the Dean will be responsible for the administration and leadership of the Departments of Allied Health, Nurse Education, Medical Imaging and Surgical Technology in the Division of Nurse Education and Health Professions. These responsibilities will include planning, new program and curriculum development, program assessment, scheduling, budgeting, faculty development, preparing reports as required by the appropriate accreditation bodies and agencies, development and maintenance of articulation and clinical affiliation agreements, and support for the development of the Bunker Hill Community College Goals and Objectives.

Qualifications:

- Master's degree in a health profession or related field required; doctorate preferred
- Successful recent administrative experience
- Experience in encouraging and fostering a student-centered and learning-focused approach to teaching
- Recent experience in a health profession or related field with strong clinical background
- Excellent interpersonal and listening skills and demonstrated ability to promote collaboration
- Demonstrated ability to provide creative and innovative leadership
- Experience working in a diverse and multicultural environment preferred
- Successful budget management
- Grants experience preferred
- Current license or registration in a health profession preferred
- Demonstrated commitment to the mission of a community college

Salary Range: $90,000-$95,000

Review of applications will continue until position is filled.

To apply in confidence, candidates should send a resume and a letter addressing the requirements of the position, and a copy of transcripts (unofficial is acceptable), to: **Bunker Hill Community College, Molly B. Ambrose, Director of Human Resources and Labor Relations, 250 New Rutherford Avenue, Boston, MA 02129-2925.**

BUNKER HILL
COMMUNITY COLLEGE
Learning for the Real World

Bunker Hill Community College is an Affirmative Action/Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.

EXCELSIOR COLLEGE

ASSOCIATE DEAN
SCHOOL OF NURSING

Excelsior College, the world's largest educator of nurses at-a-distance, seeks applicants for the Associate Dean in the School of Nursing. Total student enrollment for the college in more than 20,000, and of those, 12,000 are enrolled in the School of Nursing.

Reporting to the Dean of the School of Nursing, the Associate Dean is a member of the Nursing Faculty, and assists the Dean in all administrative duties for the School of Nursing. Responsibilities include:

- ➪ Provide academic leadership for the degree programs in conjunction with the Faculty and Dean.
- ➪ Participate in the development of academic policies and represent degree programs on academic committees.
- ➪ Interpret trends in nursing, nursing education and health care to college administrators.
- ➪ Coordinate the development and support of Excelsior College examinations in nursing in conjunction with professional staff from the Assessment Unit.
- ➪ Monitor the curricula and recommend policies in conjunction with the faculty and Dean; oversee the academic quality and integrity of the degrees and recommend appropriate changes as necessary.
- ➪ Explore new options for meeting degree requirements.
- ➪ Assist the Dean in all activities pertaining to registration and accreditation of degree programs.
- ➪ Provide leadership for maintaining the excellence and integrity of the nursing degree programs through research and evaluation.
- ➪ Provide administrative/managerial direction for the degree programs with staff and students.
- ➪ Assist in the development and implementation of marketing plans for promotion of the degree programs, as well as assist in the identification of new markets and collaborative relationships with outside entities.

Qualifications include: An earned doctorate in Nursing or a related field, a Master's degree in Nursing, licensed or eligible for licensure in New York State, a distinguished record of teaching, research and scholarship, demonstrated leadership and management ability, experience in curriculum development and evaluation, and, demonstrated commitment to, and experience with, non-traditional education of adults.

To apply, submit a letter of application, a resume, and the names of three professional references. Excelsior College offers competitive compensation plus a comprehensive fringe benefit package. Please forward requested information to:

Excelsior College
Associate Dean of Nursing Search
Office of Human Resources
7 Columbia Circle
Albany, NY 12203

AA/EOE/ADA
www.excelsior.edu

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Anoka-Ramsey
Community College

Instructor of Mathematics
Coon Rapids Campus

APPLICATION DEADLINE: All application materials must be received in our office by June 16, 2003

STARTING DATE: August 2003

RESPONSIBILITIES: Teach first and second year college-level math courses from pre-algebra to differential equations, including statistics. Participation in discipline, division, campus and college matters through service on committees and attendance at regular meetings, as well as continued professional development is expected. Successful candidates will possess and demonstrate the necessary skills and commitments, which support one or more of the following college-wide strategic initiatives:

- Enhance the college's responsiveness to our communities
- Strengthen our commitment to teaching and learning through the increased utilization of technology
- Become nationally recognized for Teaching and Learning
- Increase our commitment to global activities

QUALIFICATIONS: Master's degree with a major in mathematics or with 25 graduate quarter/16 semester credits in mathematics, which would apply to the major.

PREFERRED QUALIFICATIONS: Knowledge of contemporary teaching/learning techniques, including computers and web-based/enhanced approaches is preferred. Teaching experience in mathematics plus knowledge of AMATYC and NCTM Standards is preferred. The starting salary range is $30,000 to $66,750 depending upon education and experience. Excellent fringe benefits.

APPLICATION PROCEDURES: Anoka-Ramsey's Application for Employment form, and Supplemental Protected Class Information forms are located at **http://www.anokaramsey.mnscu.edu/co-jobs/**. To complete the application process, mail a letter of application, current resume, Anoka-Ramsey application form, graduate and undergraduate transcripts, and optional Protected Class Information form to the following address:

Anoka-Ramsey Community College
Search Committee/Instructor of Mathematics
11200 Mississippi Blvd. NW,
Coon Rapids, MN 55433-3499
FAX: 763-712-4478

NOTE: All application materials must be received in our office by the deadline
Anoka-Ramsey community College is an equal opportunity employer and educator

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ASSISTANT DIRECTOR MULTICULTURAL CENTER

BALL STATE
UNIVERSITY.

MUNCIE, INDIANA

Professional contract position available July 21, 2003. **Responsibilities:** coordinate campus-wide educational and awareness programs and the summer EXCEL program; serve as a resource and referral agent for students of color; provide oversight of the office publications and departmental reports.

Minimum qualifications: master's degree by September 1, 2003; evidence of skills in organization, communication, advising, and program development. **Preferred qualifications:** at least one year of professional experience in higher education student affairs administration; experience working with students of color.

Send letter of application, resume, photocopy of transcript, and the names and telephone numbers of three references to: **Dr. Kay Bales, Associate Vice President for Student Life, Ball State University, Muncie, IN 47306.** Review of applications will begin immediately and will continue until the position is filled. **(www.bsu.edu)**

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Fellowships

The Radcliffe Institute for Advanced Study at Harvard University awards approximately thirty fully funded fellowships each year. Radcliffe Institute fellowships are designed to support scholars, scientists, artists, and writers of exceptional promise and demonstrated accomplishment who wish to pursue work in academic and professional fields and in the creative arts. Applicants must have received their doctorate or appropriate terminal degree by December 2002 in the area of the proposed project. Radcliffe welcomes proposals from small groups of scholars who have research interests or projects in common. Please check the Web site for more information.

The stipend amount is $50,000. Fellows receive office space and access to libraries and other resources of Harvard University. During the fellowship year, which extends from September 13, 2004, through June 30, 2005, residence in the Boston area is required, as is participation in the Institute community. Fellows are expected to present their work-in-progress and to attend other fellows' events.

Applications must be postmarked by October 1, 2003.

For an application, visit www.radcliffe.edu, or contact the Radcliffe Application Office • 34 Concord Avenue • Cambridge, MA 02138
617-496-1324 tel. • 617-495-8136 fax fellowships@radcliffe.edu

RADCLIFFE INSTITUTE FOR ADVANCED STUDY
HARVARD UNIVERSITY

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INDIANA UNIVERSITY

STUDENT ADVISOR

The Student Advisor for the Office of Multicultural Affairs at Indiana University advises students of color in matters pertaining to academic success and retention, multicultural affairs and diversity, with special emphasis on advocacy for Latino students. This position functions as the primary liaison to the Latino Alumni Association. Other responsibilities include, but are not limited to: work collaboratively with various campus offices designed to enhance retention and academic success; serve as liaison with the Office of Admissions to assist with development and implementation of strategies to recruit Latino and other students of color; network and collaborate with state and local offices that provide outreach activities for Latino communities.

Undergraduate degree in humanities or social science area preferred; Master's degree required in education, counseling, social services or a related field; excellent oral and written communication skills; three-five years experience working with intercultural programming, especially with Latino populations; familiarity with Latino/a student diversity issues; good computer skills; Spanish-speaker preferred (bilingual/bicultural).

For more information on this position, go to the
Indiana University Human Resources web site at:
http://www.indiana.edu/~hrm/employment

Indiana University is an Equal Opportunity/Affirmative Action Employer

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Mansfield University

is a small rural campus with 70 degree programs and 3,368 students. It's located in north Central Pa, 45 minutes north of Williamsport, PA and a half hour south of Corning and Elmira NY. Mansfield is a wonderful combination of a collegial family atmosphere, scholarly activity, close working relationships with students and cutting edge technology in both communication and the classroom.

Check our website for
career opportunities at

www.mansfield.edu

MANSFIELD
UNIVERSITY

PRESIDENT - Texas Tech University

The Presidential Search Advisory Committee and the Chancellor of the Texas Tech University System seek nominations and applications for the position of President of TEXAS TECH UNIVERSITY. Established in 1923, the University is one of the leading state-assisted universities in Texas and is part of the Texas Tech University System along with its sister institution, the Texas Tech University Health Sciences Center (medicine, nursing, pharmacy, and allied health).

Texas Tech University is located in Lubbock, Texas, a community of 200,000 people on the South Plains of Texas. The Texas Tech campus (1,839 acres in size) has a student population of more than 27,500 - including nearly 23,000 undergraduate and about 4,800 graduate and professional students. The University is made up of 11 colleges and schools, including agricultural sciences and natural resources, architecture, arts and sciences, business administration, education, engineering, human sciences, law, and visual and performing arts, as well as the graduate school and the honors college.

Texas Tech University offers 150 undergraduate, 100 masters and 50 doctoral degrees. This Carnegie Foundation "doctoral/research university - extensive" institution has a library system that is a member of the Association of Research Libraries.

The President is the chief executive officer of the University and is responsible for the executive administration, management and operations of the University. The President bears the primary responsibility of setting priorities for the University and making decisions about the allocation of resources to support those priorities. The President is appointed by the Chancellor of the Texas Tech University System, with prior notification to the Board of Regents, and reports directly to the Chancellor. Candidates should have demonstrated leadership skills in an academic and research environment, an earned doctorate or equivalent terminal degree, and extensive professional, administrative and public affairs experience with an exemplary record of managerial achievement.

Review of applications will begin immediately and continue until an appointment is made. Texas Tech treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential. Nominations and applications should be sent to:

MR. BRIAN NEWBY
CHAIRMAN, PRESIDENTIAL SEARCH ADVISORY COMMITTEE
TEXAS TECH UNIVERSITY
P.O. BOX 42013
LUBBOCK, TEXAS 79409-2013
(806) 742-0012

MORE INFORMATION IS AVAILABLE AT: WWW.TEXASTECH.EDU/PRESIDENTIALSEARCH
Texas Tech University is an Equal Opportunity Employer and encourages nominations and applications from minority and female applicants.

Colby

ECONOMICS DEPARTMENT

INTERNATIONAL TRADE

The Department of Economics invites applications for a tenure track position at the assistant professor level beginning September 1, 2004. The successful applicant will teach courses in introductory and advanced International Trade and will share in the teaching of introductory economics. Colby College expects both excellent teaching and published research and provides substantial support for career development in both areas. Candidates should have a Ph.D. in economics completed by August 2004. To be considered for an interview at the 2004 ASSA meetings, send curriculum vitae, graduate transcript, three letters of recommendation, reprints of published work or a writing sample of current research, and any available official summaries of teaching evaluations by November 30, 2003. Other applications will be reviewed until the position is filled. Candidates are also encouraged to provide a brief statement of teaching philosophy.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site: **www.colby.edu.**

CONTACT: Patrice Franko, Chair, Department of Economics, Colby College, Waterville, ME 04901.

INSTRUCTOR, ENGLISH

EXTENDED SEARCH*

Brookdale Community College is recognized for its focused commitment to its students and community, providing a world of opportunities for study, learning and working experience, in the traditional classroom, via the Internet, through experiential learning opportunities, and by distance education courses. **Brookdale** has grown dynamically into an institution with limitless horizons, as it continues to meet the evolving needs of its students & its community. The campus is located on 220 acres in central coastal New Jersey, approximately 50 miles south of New York. The College extends its invitation for applications for **INSTRUCTOR, ENGLISH.**

Brookdale Community College is an innovative and comprehensive open admissions two-year college. The College enrolled almost 13,500 full and part time students in the 2002 Fall semester. Enrollment has increased by 13 percent over the past year and significant growth is anticipated over the next five years. **Brookdale** forms partnerships with other educational providers to afford expanded access to post-associate degree learning at the baccalaureate and graduate levels. In addition, Outreach, Business and Community Development provides area residents with the opportunity for life-long learning, personal enrichment and corporate and community development activities, both credit and non-credit formats, at a wide variety of locations. We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technological literacy. These are full time, tenure-track entry-level positions.

A Master's degree in English or English Education is required. Will consider Master's degree in a closely related field with experience teaching college-level writing (an earned Doctorate from an accredited institution is preferred). Knowledge of English composition pedagogy, ability to teach freshman composition and research writing courses necessary. Must have proficiency in use of computers for writing and teaching writing. Knowledge of/experience in curriculum design and assessment is preferred.

Additional Preferences: Candidates should have familiarity with current technological advances related to the discipline, and the position may require participation in community-based activities. Candidates invited for an in-person interview may be required to present teaching demonstration.

Compensation: Annual salary range for **Instructor level** position for September 2003 is **$37,838-$43,514.** Positions are entry level and salary is commensurate with qualifications/experience within the identified range. Faculty members teaching extra courses during the academic year and in the summer receive additional compensation.

Application Deadline: June 23, 2003.

Application Process: Please submit letter of application, *curriculum vitae*, unofficial copy of graduate transcripts, an official Brookdale Community College application (either paper, fax, or online form), and three letters of recommendation to Human Resources by mail to the address listed below, via fax at **(732) 224-2970**, or by email hrdept@brookdalecc.edu. Our Job Hotline telephone number is (732) 224-2281. We encourage interested parties to visit our website.

* Previous applicants responding in January/February 2003 need not reapply. Your credentials will be given every consideration.

BROOKDALE
COMMUNITY
COLLEGE

765 NEWMAN SPRINGS ROAD • LINCROFT, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

***Brookdale Community College** is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.*

COMMUNITY
COLLEGES
OF SPOKANE

Community Colleges of Spokane invites applications for the following positions:

Position	**Review Begins**
Dean of Student Services - IEL	**June 4, 2003**
History Instructor - SCC, Tenure Track	**June 17, 2003**
Nursing Instructors - SCC, Tenure Track **(2 positions to start 1/2/04)**	**September 17, 2003**

For official application, position details and qualification requirements contact **Human Resources Office, Community Colleges of Spokane, 501 North Riverpoint Blvd., Suite 125, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000, hro@ccs.spokane.edu** or access our website at www.ccs.spokane.edu. (509) 434-5040, TTY (509) 434-5059. ***EOE/WMA***

PCC

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www.pasadena.edu **EOE**

LONG ISLAND UNIVERSITY

WESTCHESTER GRADUATE CAMPUS

DIRECTOR, SCHOOL COUNSELING AND SCHOOL PSYCHOLOGY PROGRAMS

Long Island University is the nation's eighth largest private university with six campuses in metropolitan New York and Long Island. The Westchester Graduate Campus of Long Island University seeks a Director of School Counseling and School Psychology Programs. Teaching and year-round administrative responsibilities. Ph.D. in school counseling or school psychology; minimum 5 years' experience and graduate teaching experience required. Send letter and C.V. with 3 references to: **Dr. Sylvia Blake, Associate Provost, Westchester Graduate Campus of Long Island University, 735 Anderson Hill Road, Purchase, NY 10577**;or e-mail: **sylvia.blake@liu.edu**. *Long Island University is an Equal Opportunity/Affirmative Action Institution.*

FLORIDA
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UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

pbcc
Palm Beach Community College

ASSOCIATE DEAN
Academic Affairs

The Associate Dean reports to the Campus Dean and has direct supervision of the following programs: Communications, College Prep Courses, Mathematics and Strategies for College Success.

QUALIFICATIONS: Minimum of Masters degree in one of the above areas, or a Masters degree with 18 graduate semester hours in one of the areas above and three-five years of progressive administrative experience in higher education with at least two years as a Department Chair or comparable level required. Must have experience supervising faculty, developing academic programs, curriculum, and managing a budget. Teaching experience also required. Experience or certification in both credit and developmental education preferred. Demonstrated competency in the use of technology is also preferred.

An application package to include a completed (PBCC) employment application and copies of all transcripts are required by the application closing date of June 6, 2003. Application packages received after the closing date will not be considered.

To apply for this position, please submit an application package to:

Palm Beach Community College
Office of Human Resources
4200 Congress Avenue
Lake Worth, FL 33461
Fax: (561) 868-3131

Visit our website www.pbcc.edu to apply on-line, or for other college information.

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA/VP Employer, committed to fostering a diverse academic community among its student body, faculty, and staff.

WESTERN MICHIGAN UNIVERSITY

DEAN
COLLEGE OF ARTS AND SCIENCES

Western Michigan University invites applications and nominations for the position of dean of the College of Arts and Sciences. The dean reports to the provost and vice president for Academic Affairs, and is responsible for the leadership and effective administration of the college. The dean also serves on the Deans' Council, which addresses university-wide policy and planning issues.

Review of applications will begin August 25, 2003 and will continue until a suitable candidate is found. Applicants should submit the following:

- letter describing accomplishments that illustrate how experience matches position qualifications
- curriculum vitae
- names and addresses (including email) of five references

Send all applications and nominations to **Dr. Janet I. Pisaneschi, Dean, College of Health and Human Services, Western Michigan University, 1903 W. Michigan Avenue, Kalamazoo, MI 49008-5243.** To obtain additional information about the position, you may contact Dr. Pisaneschi by email at Janet.Pisaneschi@wmich.edu or by phone at 269 387 2638. For a complete position description as well as additional information about the College of Arts and Sciences and its strategic plan, view our web site at www.wmich.edu/cas.

Western Michigan University is an Affirmative Action/
Equal Opportunity Employer.
Qualified women and minorities are encouraged to apply.

CABRINI
COLLEGE

REGISTRAR

Cabrini College invites applications for the position of Registrar. The successful candidate will be responsible for the following:

- overall direction of the office of student records and registration operations
- the management of student academic records with responsibility for the integrity of student records within the computer system
- monitoring and implementation of academic policies related to transfer credit and transcript evaluation, curriculum requirements, academic honors and awards, and academic continuation policies
- oversight of academic registration, verification of enrollments, degree audit procedures for graduation eligibility, and provision of academic transcripts
- preparation of federal, state, and other enrollment reports
- coordination of process to update and revise the undergraduate college catalog
- development and maintenance of articulation agreements, as needed

In all duties, the Registrar is expected to work cooperatively and collegially with other offices and individuals across the college. Participation on various standing committees and ad hoc committees also is expected. The Registrar supervises four individuals and reports to the Vice President for Academic Affairs. **Qualifications**: Master's degree and 5 years directly related experience required with evidence of ability to work effectively with faculty, staff, and students. Must have demonstrated knowledge of and direct experience with SCT Banner and be prepared to play an integral role in the implementation of an integrated technology-based student information system at the College. Excellent interpersonal, organizational, and communication skills are required. Student-focused, service-oriented perspective is essential. The position is available immediately. Fax resumes to 610-902-8404 or **M. Theresa Schwartzer, Director of HR, Cabrini College, 610 King of Prussia Rd., Radnor, PA 19087.** *EEO/AA*

Montgomery County
Community College

DIRECTOR OF FOUNDATION RELATIONS

Montgomery County Community College, a growing and dynamic Philadelphia area community college serving nearly 10,500 credit and 11,000 non-credit students per semester is accepting applications and nominations for the position of Director of Foundation Relations. The Director will be part of a new fundraising team that will bolster the College's already successful private fundraising efforts including the expectation of successfully completing a $3 million capital campaign for facilities improvements.

Qualified candidates should possess a Bachelor's degree, Master's degree preferred; have demonstrated success in managing fund raising programs with capital campaign experience required; have proven leadership and management skills and the capacity to motivate professional staff and volunteers; and have a passion for advancing the mission and role of community colleges.

This position is available September 1, 2003. We offer an attractive salary, complemented by an outstanding benefit package, which includes employer paid medical and dental insurance including dependent coverage; paid vacation and sick leave, paid holidays, life and disability insurance; immediate vesting in college sponsored 403B retirement savings program with outstanding matching contribution. Additional optional benefits available.

Send resume and letter of interest including contact information for three professional references and salary requirements by 5p.m. June 12, 2003, to: **Office of Human Resources-HSO Montgomery County Community College, 340 DeKalb Pike, Blue Bell, PA 19422, e-mail: resumes@mc3.edu. AA/EOE/ADA**

Learn more at our website:

www.mc3.edu

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(6 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(Chief Radiation)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate Professor *(15 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Full Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Chair & Associate Vice President)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Associate Center Director)*-	Interdisciplinary Oncology Prg-	OPEN
Postdoctoral Fellow *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
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¡PUNTO FINAL!

PRESIDENTS MUST STEP UP TO LATINO DIVERSITY CHALLENGE

Judy Genshaft is president of the University of South Florida, a metropolitan research university with campuses in Tampa, Lakeland, St. Petersburg, and Sarasota.

Census data released during the past year make it unmistakably clear that university presidents need to pay close attention to Hispanic issues in higher education. The Latino population is growing and will continue to grow. This growth gives presidents the opportunity to take a leadership role in embracing that growth and maximizing the benefits for the students, universities, and communities we serve.

Diversity has long been a core value of America's universities. We have brought people of many backgrounds together to share ideas and increase appreciation for the importance of diversity at all levels of our society. But, too often, diversity is considered separately from other strategic priorities of the university.

Faced with decreasing budgets and increasing competition, universities now must narrow their strategic priorities like never before. At the University of South Florida (USF), we have spent the last year doing this as we developed our five-year strategic plan. Diversity is included in every aspect.

In our priority to develop nationally and internationally distinctive research and graduate programs, we set goals to develop plans to support diversity in research and to increase the diversity of postdoctoral appointments. In our priority to advance collaborative learning, we include increasing diversity of the faculty and student body, undergraduate and graduate. In our priority to provide high-quality academic programs and support services, we set a goal to enhance student awareness of diversity. In our priority to shape the enrollment profile to reflect the educational mission of a major urban research institution, we set goals to partner with historically minority colleges and universities and to strengthen programs for academic, social, and cultural integration of minority students. And in our priority to provide a student-centered, user-friendly administrative and service infrastructure, we set goals to conduct a campus climate survey to assess faculty and staff perceptions of cultural diversity and the work environment, and we set goals to develop training programs to increase awareness among supervisors of the importance of cultural diversity in enhancing the quality of employee and student interactions.

The result is that diversity is not something we will do *in addition to* our research, teaching and service missions. It is *an integral part of* those missions.

USF is a growing research university with particular strengths in bioengineering and life sciences. Our faculty includes people such as Louis Martín-Vega, formerly the top engineering official for the National Science Foundation, and Juan Sánchez-Ramos, a leading stem cell researcher. Our students include such people as Elsi Rodríguez, a graduate who went on to get a Ph.D. and now works for Sandia National Laboratory. And our service mission addresses important issues in our community, such as our ENLACE program to help Latino students in K-12 succeed in the pipeline to college and graduate school.

At USF, as at all universities, our diversity efforts will always be a work in progress. However, our research, teaching, and service are broader, more effective, and more meaningful because of this diversity.

Integrating diversity into strategic priorities is not always easy, especially if it involves a change to the organizational culture of a campus. But there are three steps in which university presidents can take a leadership role to help bring this about.

First, seek input, especially from your Latino constituents. At USF, for example, a very active Latino Advisory Board provides us with invaluable comments and suggestions. Its members have helped us identify important issues and set goals.

Second, weave diversity into every strategic goal of the university. In other words, diversity must be part of the fabric of the university. It cannot merely be an accessory added separately and after the fact.

And, third, invest in diversity. Investing financially is important, but just as important is investing personally. Presidents must regularly think, talk, and act in ways that don't just show that diversity is important, but that truly ***make*** diversity important. All members of your administration should contribute to this; they must take the leadership role.

As the Latino population continues to grow, universities nationwide will find that the communities they serve are seeing larger numbers of Latinos. I would encourage university presidents to act now while they have time to plan for ways to best maximize the opportunities. It's not just the right thing to do; it is smart business for today's universities.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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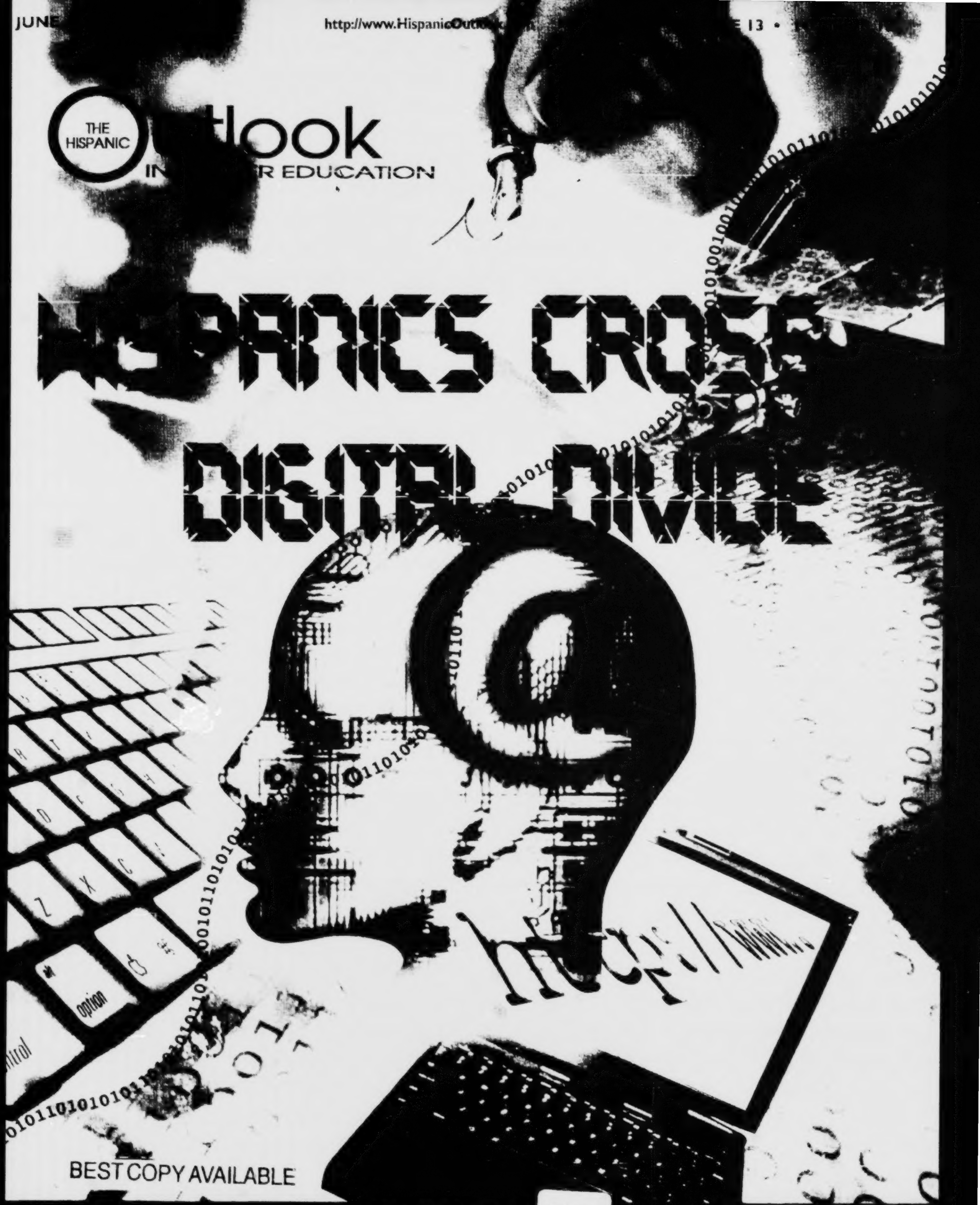
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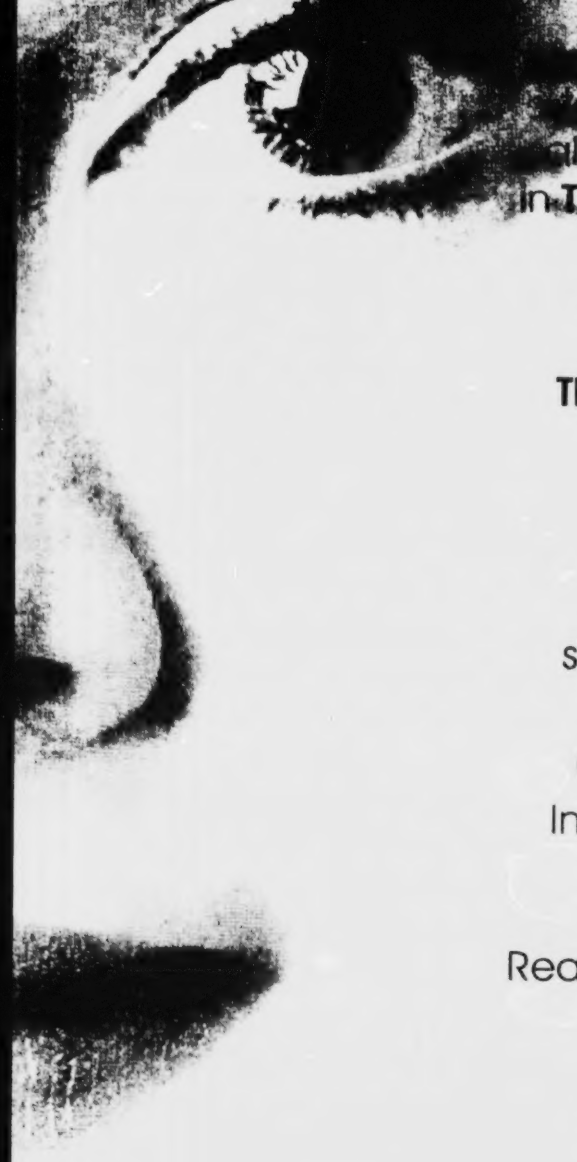

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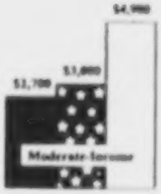

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Harnessing the Power of the Spoken Word

Esquina Editorial

Manhattan Councilman Robert Jackson led a 150-mile walk to Albany, N.Y., last month in his push for more *dinero* for education. He has sued the state, but its appeals court has held that New York need only provide what it takes to become self-supporting, and that an 8th- or 9th-grade education will do.

That's just one of the paranoia-inducing news items that abounds these days. A new report by ACSFA, the Advisory Committee on Student Financial Assistance, states that more than one in five highly qualified low-income students doesn't go to college at all. And ACSFA director Dr. Brian Fitzgerald, interviewed for this issue, predicts that "as more and more low-income students are better prepared academically, the result will be an even greater problem in access."

Need to lighten up a little? Check out our upcoming sports issue. Read about twin cross country runners Jorge and Ed Torres at the University of Colorado, Olympic Gold coach Gigi Fernández at the University of South Florida, and the talented rookie who has turned heads at the LPGA Golf Tour, Lorena Ochoa.

But be warned that not all the sports news is good. There's the ongoing battle of the sexes over Title IX. And the sad fact from Richard Lapchick, the "racial conscience in sport," that 57 colleges and universities haven't graduated a single Black student athlete in six years. And a scary list in *Change* magazine of the potential legal perils of college sports that's enough to make you consider turning your stadium into a worm farm.

But summer is upon us, so save your worrying and your worm farming for *mañana*.

Felices vacaciones!
Suzanne López-Isa
Managing Editor

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Cheech Marín
Actor, Art Collector, and Patron

by Roger Deitz

Should one judge a book by its cover? That all depends. In the case of the sumptuously illustrated book *Chicano Visions: American Painters on the Verge*, by Cheech Marín, there are artistic discoveries and dazzling brilliance with each turn of the page. The paintings on the front cover (Little Girl with Yellow Dress, by Patssi Valdez) and rear cover (Car Show, by John Valádez) only hint at the rich diversity of Chicano art and artists represented within the book and discussed in the accompanying text.

The book, available in both hardcover and paperback, is published by Bulfinch Press of Little, Brown and Company. It features the works of 30 prominent Mexican-American artists set alongside a series of specially commissioned essays by Chicano scholars that discuss the artists and accompany the paintings.

Speaking of judging a book by its cover, the multitalented author of *Chicano Visions*, Cheech Marín, might surprise you for content as well. Marín's list of movie credits is quite distinguished. Recently starred in the film "Spy Kids II," he will soon be seen in "Once Upon a Time in Mexico" (both motion pictures directed by Robert Rodríguez). You might have caught him on television co-starring alongside Don Johnson in "Nash Bridges" or sidekick to Kevin Costner in the movie "Tin Cup."

His first bilingual children's album, "My Name is Cheech the School Bus Driver," was a phenomenal success.

In his younger days, Marín was a singer who recorded albums while playing in bands. Cheech and Tommy Chong were a critically acclaimed comic duo for 15 years. They teamed together for eight films, the first of which, "Up in Smoke," was the highest grossing comedy of 1978, taking in more than $100 million at the box office. Cheech himself wrote, directed, and starred in Universal's hit comedy "Born in East LA." But Marín, nationally recognized for his work as an actor, comedian, director, and musician, has another side. He is, we find, a serious art collector and influential patron of the arts. It turns out that Marín is a longtime champion of the Chicano School of Painting. His superb collection and tireless advocacy of Chicano artists is having a profound impact.

Marín's penchant for collecting Chicano art began nearly 20 years ago. Now he is credited with having the most extensive collection of this genre. Marín says he was drawn to this unique school of art that blends American and Mexican cultures, that it truly envelops the bicultural environment through a vibrant and passionate interpretation of family, social mores, religion, and politics. The artists themselves, says Marín, should be judged as individuals...but also viewed as Chicano contributors. Because of Cheech Marín, they now enjoy a greater public awareness.

Marín's personal Chicano art collection has embarked on a national interactive-exhibition tour, stopping at museums coast to coast. It will be shown in places such as the Smithsonian, the Museum of Contemporary Art in San Diego, and the DeJonge Museum in San Francisco. The exhibition was shown at the National Hispanic Cultural Center in Albuquerque, N.M., from Jan. 31 through May 11 of this year. Cheech Marín, a jack-of-all-trades who has been entertaining audiences for 30 years, is now recognized as a leading art collector and visionary patron of the arts.

In 1999, he received the National Council of La Raza/Kraft Food ALMA Community Service Award and the 2000 Imagen Foundation's Creative Achievement Award.

"What distinguishes this body of work," he says, "is its visual interpretation of a culture that unfolds in one distinctive painting after another. I began the actual collecting about 17 years ago. I have always been interested in art, and the gap in my knowledge was contemporary art. My wife is a painter. She started taking me out to galleries. That's when I discovered the Chicano painters, in the West Side galleries in L.A. I saw immediately the beauty I could relate to. What really attracted me to it was the passion of the paintings and the wonderful technique. These guys were good painters."

Marín recalls that he started by purchasing a few paintings...but with time his collection grew and grew. "I've always collected something...I have been a collector from way back. This is just one of my collections. Before that, it was antiques."

"When I discovered the Chicano artists, I started strictly collecting Chicano paintings. I was very moved. It was very unique. Chicano art is informed both by Mexican cultural heritage–which is surrounding Chicanos all the time and is a great influence–and also simultaneously by American Pop, because these artists, for the most part, were born and raised in this country. So it is informed both by Mexican tradition and American popular culture.

"What really distinguishes them is that each interprets the Chicano experience, what it was like for them, being Chicano in the mainstream culture, and they approach it from a variety of viewpoints, whether emotional or historical or psychological or abstract or humorously. And when you put these all together, you see the whole 360 degrees of what that Chicano experience was like–for men and women."

Marín says things have changed somewhat in the last 20 years. He observes, "There were some Chicano artists who were known, Carlos Almaraz and Frank Romero and some of those...but they were not recognized as having their own school of painting. They were viewed as Mexicans, or folk artists, or some other thing. This wasn't considered a distinct American School of Art. Critics didn't recognize this as a mainstream form of American Art, and, therefore, it was relegated to a side alley. The truth of the matter is that 90 percent of the country does not know what a Chicano is, much less what their art looks like."

Marín informs *The Hispanic Outlook* that the artists represented in the book are also the ones on display at the exhibitions, making the book a companion piece as well. He is delighted that the Chicano painters are there for the public to see, and he wants museumgoers to form their own opinions. Marín says he is eager for people to see for themselves and discover what he discovered.

"The biggest myth is that this is uneducated folk art. That's totally wrong. It is very sophisticated mainstream art. All of these artists were college educated and/or art school trained. They have been exposed to world trends as well as their own ethnic backgrounds. The thing people discover at the shows is that these artists are so good. That the painters are technically so good and that the paintings are so vibrant, and that they express a real point of view. Especially that they are not abstract, you know, they are figurative. In a time when figurative was denied, they continued on in that vein, because that was their school. This is very important...this discovery, this viewing, this validation. It is an inclusion in the grand scheme of things. It is an inclusion in the American mainstream, and recognition that they are part of the mainstream rather than a sidelight. It is a validation that their work has paid off and that what they are saying is sharp and well informed. When you see the paintings hung in mainstream galleries, it says that you are part of that culture."

Cheech says that it wasn't easy to get the tour to come about. "Boy," he laughs, "let me tell you. When the collection got to a certain size, I looked around as people asked me to display it–I looked for a way to do that. I found that it was a lot of hard work, mostly getting sponsorship. It wasn't that hard putting the collection together because that was my passion, and I did it all the time. But getting someone to put up the money to sponsor it–it's a long road. I had to do a lot of dances in corporate board meetings across America until the Target stores stepped up, and they saw the validity–how we could all work together and how this would be of benefit to everybody. Target and Hewlett-Packard are the major sponsors. They did have some clout with some museums...but it was interesting. The museums were already under increasing pressure, especially big public institutions like the Smithsonian, were pressured to include diversity. And we came riding up with the perfect show at the right time, and it was beneficial to everybody. At this point, the exposure makes all the difference in the world. The art crowd is a relatively small audience. You can't love or hate Chicano art unless you see it. The tour is all about exposure...exposing the artist to a mainstream audience, and once they see it they go, 'Oh, this is wonderful, this is from my country, this is part of us. This is great art. All the artists are alive and working. I could collect this, too.'"

Marín points out that the book *Chicano Visions* is a rare achievement as well.

"The book is published by Bulfinch, which is an art arm of Little, Brown. The initial contacts to get the book published were made by Ruth Peltason, my editor, out of New York. She worked tirelessly to guide this book through its long journey, and Jill Cohen, who is now the publisher and editor-in-chief of Bulfinch–they saw that there was a market out there, that they could make some hay. The book, incidentally, is, by a factor of five, the company's biggest art bookseller this year. We wanted to make it affordable (the paperback sells for only $1995...a remarkably low price for a book with so many color plates). It was a perfect Christmas item. The paperback was under 20 bucks...anyone could get that!"

In conclusion, Marín says he hopes that people keep an open mind, and give Chicano art a look. He adds, "The thing I find most striking about the various Chicano artists is just how diverse their views are, and how their individual interpretations of what it was like to be Chicanos differs, and that there are as many women great painters as there are men in this particular school. Women have traditionally been shut out or kind of relegated to the side in the art world...and in this particular school they are not. That is the diversity not only of race, but of gender."

Marín is also one of the spokespersons for the Hispanic Scholarship Fund–the largest of its kind. "Part of the sponsorship of Target and Hewlett-Packard was to award three scholarships per city in the arts to deserving high school students going to college. There are 15 cities for a total of 45 scholarships. They give art scholarships to deserving students. We have a unique situation of artists raising money for artists."

Marín finishes with a simple statement..."Support your local Chicano artist."

Periodically

by Mary Ann Cooper

"Latinos in Higher Education: Today and Tomorrow"

By Sarita E. Brown, Deborah Santiago, Estela López, *Change: The Magazine of Higher Learning*, Vol. 35 Issue 2, p40-46, March/April 2003

"Latinos in Higher Education" is an all-encompassing article, which goes beyond describing the status of Latino students. The authors, Brown, Santiago, and López, also focus on advocacy, implementation of policies to improve Latino academic achievement, and further recommendations to address the needs.

Texas and California Lead the Way

The authors set the stage by discussing the state of Hispanic higher education today. They explain that many Hispanics are "first-generation college students, are low-income, have less academic high school education than their peers, and enroll in community colleges. They are concentrated geographically in a small number of states and institutions of higher education." They point out that more than 50 percent of all enrolled Hispanics attend schools in just two states, California and Texas (National Center for Education Statistics, 2001). And more than 40 percent are in schools considered Hispanic-Serving Institutions (HSIs) (National Center for Education Statistics, 2000). The authors raise the question of how to increase the numbers of successful Hispanic students in other states and schools.

Family Information Gap

The authors attack the myth that Hispanic families do not value education. "Parents want what is best for their children, and Latino parents are no exception. In fact, the reason many Hispanic immigrants come to this country is for the opportunity to create a better life for themselves and their families," they assert. However, they explain, "Many Hispanics come from their home countries with little formal education. Add their low literacy levels in both English and Spanish to their unfamiliarity with the U.S. education system, and many Latino parents are limited in their ability to guide their children to high school completion and to help them with higher education decisions." This puts the burden on students to not only chart their own educational course, but to walk their families through the process as well.

The authors conclude that "at a familial level is an information gap, not a value gap." The gap extends to the actual cost of a college education. "Hearing news reports about increasing college tuition and student-aid programs that do not keep pace with rising prices reinforces the impression that a college education is beyond their financial grasp." A lack of understanding extends to the application and admission tests process as well, according to Brown, Santiago, and López.

The authors cite College is Possible, a multimedia program offered by the American Council on Education, as a strategy to "get the word out early on and often to students and parents alike that a college education is both affordable and possible."

Institutions Lead the Way

If well-informed students and families are essential to improving the numbers of successful Hispanic students, the authors caution that colleges and universities must provide the leadership to implement aggressive recruiting and orientation to maximize the chances for student accomplishment. They cite Northeastern Illinois University (NEIU)–a comprehensive institution in Chicago–decided to "focus on broader and more creative ways of helping current and future students succeed so it sponsored a number of workshops with well-known retention experts." NEIU also instituted an "early intervention" program to place students on probation after one semester. This, they say, reduces the percentage of students on probation by almost half. "Advising first-year students also became a priority," the authors explain. After five years, "retention of first-year students increased by 7 percent, with Latino students retained at the same rate as White students." They also cite Proyecto Pa 'lante (Project Going Forward), a project that combines counseling with advisement and tutoring as well as parental orientation to assist Latino freshmen. In the case of Proyecto Pa 'lante "the retention rate for first-year students increased to 90 percent, better than that of regular students."

Call to Action

The authors provide a list of action recommendations, which, they say are drawn from reviewing "organizations and institutions that are making an important difference in the educational opportunities and attainment of Latino youth." Their list includes implementing a K-16 strategy confronting what they call "the low expectations many school personnel have of and for Latino students." Negative attitudes need to be addressed, they say, through increased awareness throughout the educational pipeline about the problems and challenges faced by Latino students. The authors point out that addressing Latino needs is not a case of merely translating vital information into Spanish. "Concerted outreach is needed early in the student's educational career and continually thereafter. This dissemination effort must also include parents as well as students, since parents help to guide the educational choices of their children," they maintain. The financial aid system should be made student-friendly in terms of lucidity and access. The added benefit of this would be an increase in Latino students going beyond degrees offered at a two-year institution. The authors suggest that Latino success in higher education is also enhanced by the recruitment and retention of "faculty and staff members who reflect the student body. The inclusion of Latino faculty and staff at all levels of an institution both embodies and strengthens the commitment to ensuring Latino student success. Diverse perspectives enhance the learning of all students."

The authors conclude, "As the fastest-growing ethnic group in the nation, Latinos' intellectual capacities are crucial to the economic and civic health of this country. By improving Latino educational success through the highest levels, colleges and universities have an opportunity to solve what could be an intractable social problem for American society, the under preparation of a large portion of its workforce and citizenry, and to cultivate a robust new generation of citizens, leaders, and professionals."

by Marilyn Gilroy

The digital divide is almost closed.

The digital divide is wider than ever.

These are two valid conclusions depending on who is stating the case and what data is being used to support it.

Why are the viewpoints on this issue so radically different?

To begin with, there is no basic definition of the phrase "digital divide." Some experts define the divide in terms of basic access to technology, meaning the measurement of how many users have access to hardware, software, and the Internet. On that front, there has been significant progress in closing the divide. Latest reports from the U.S. Department of Commerce say that nearly half of U.S. Hispanics now use computers, and research from The Tomás Rivera Policy Institute says that 40 percent of Hispanic households own computers and 32 percent of Hispanic households are online. Just five years ago, most studies suggested that minorities were less likely to use computers and would remain economically disadvantaged as a result.

On the other hand, some experts see the divide in terms of a quality-of-use issue and say there is clearly a gap in how the Latino community understands and benefits from technology. Counting the number of "computers per capita" does not tell the whole story because there are educational and work force issues. Furthermore, these experts point out that nearly 62 percent of Anglo households own at least one computer, placing them far ahead of the Hispanic ownership rate.

And then there are the numbers themselves, sometimes outdated and inaccurate.

"It's difficult–and very expensive–to produce reliable data. You need large numbers of respondents, including subpopulations such as Hispanics, African Americans, Asian Americans, single mothers, disabled, etc., which many studies don't get," said Elsa Macias, director of information technology research at the Tomás Rivera Policy Institute (TRPI). "That means that many studies' results are questionable."

Macias says that for the most part, she uses figures provided by the U.S. Department of Commerce, such as those found in the 2002 study *A Nation Online*. Since the department bases its reports on Census data, it is consistently reliable, Macias explains. However, the problem is that the data may not be current.

"I always use Commerce figures but by the time that data comes out, it's already dated," said Macias. "So you can either get current data that may or may not be reliable (figures sometimes range wildly, especially for subpopulations), or you can get older, reliable data.

"Because of the expense and time involved to gather and analyze these data, many organizations, including ours, have waited for new Commerce data rather than doing our own studies. Unfortunately, even the Commerce data have been slower to be released, and nothing has come out since January 2002."

Because there are serious questions about the data and because there is no consensus about the nature or the extent of the problem, the "digital divide" is seen by some as a moving target, hard to pinpoint or attack.

However, there have been some attempts to comprehensively examine the issues surrounding the divide.

Last year, Macias co-authored a report on behalf of TRPI which was commissioned by the IBM Hispanic Digital Divide Task Force. The report, entitled *Latinos and Information Technology: The Promise and the Challenge*, assembled all the data available on Latinos and information technology.

In addition to crunching the numbers, the task force broadened the definition of "access" to incorporate the following areas: physical access, including hardware and Internet connectivity; educational access, where Latino students have the opportunity to use technology in educational settings; community access, meaning that technology is available at neighborhood sites; cultural access, referring to the availability of Web sites and products in Spanish or bilingual format; and job access that allows Latinos with the appropriate skills and education to work in technology industries.

The result of the IBM study was a "mixed bag" of findings, noting the strides that have been made but also laying out the challenges ahead.

For example, the report clearly stated that even though access to computer and the Internet is somewhat lower for schools with a high percentage of minority students, that gap is rapidly closing. A combination of government and corporate initiatives has made computers available in most public schools. Furthermore, the spread of technology into community sites such as libraries has ensured that when Latino students do not have high-speed Internet access at home, they can find it elsewhere. This kind of access is important because research shows that the use of computers can improve educational achievement and increase motivation to stay in school, which could definitely affect Latinos, who have the highest dropout rates of any major ethnic group.

There is also good news on the gender divide. Five years ago Latinas were not accessing the Internet as much as their male counterparts, but recent surveys show that parity has been achieved, with Hispanic users being 50.8 percent male and 49.2 percent female.

But while these findings enjoy universal acceptance and agreement, other results are not so readily embraced. Macias is cautious about drawing positive conclusions based on physical access to computers.

"It's about more than just getting a computer and the Internet," said Macias.

"People need training and skills to take full advantage of these resources."

In addition, the surveys and focus groups that are used to claim that the divide is closing may be skewed by the fact that Latino Internet users have a different profile than the general Latino population–they tend to be more educated and have higher household incomes. This mirrors U.S. Census data that found a direct correlation between computer ownership and a household's education level. The rate of computer ownership in households with a college degree is twice that of households with only a high school diploma. In Latino households with computers, there may be an additional divide among older and younger Hispanics, especially when it comes to first-generation immigrants with lower levels of education who prefer Spanish-language Web sites.

The IBM Task Force study also pointed to Internet gaps and deficiencies relating to culture and commerce. There are not enough Web sites in Spanish, the report states. Current estimates say that there are 7.5 million Web sites in Spanish compared to 214 million Web pages in English. So, despite its early promise of becoming a global community, the Web is still heavily English-based and does not represent a true mix of cultural viewpoints.

"There is simply a lack of Web pages either in Spanish, bilingual, or in English but geared specifically for Hispanics," said Macias. By contrast, she says, there are myriad topics and much content in English for any segment and interest.

But the solution is not just translating more Web sites into Spanish.

"It's better to have original content than translated content," said Macias. Furthermore, she argues, there must be content that has cultural interest to special communities and will entice an audience that generic Web sites will not.

"Content that is relevant to a community is very important and more interesting to potential surfers," said Macias. "So a Web site produced in Bolivia or Spain will be much less interesting to someone in East L.A. or Miami, in the same way that a Web site from Australia or England is less interesting to an English speaker in the U.S. Plus, literacy levels and different dialects are relevant."

A TRPI survey of Latinos online supports the strong connection between culture and Internet usage patterns. More than half of Latino Internet users visit Web sites that are Latino and/or Latin American oriented. In addition, 50 percent of Latinos use e-mail to correspond with friends in Latin America, and many would be interested in using the Internet to send secure money transfers to Latin America.

The IBM Task Force report noted that in general, Latinos have not tapped into the E-commerce capability of the information superhighway. For example, Latinos are significant online shoppers, says the IBM study, but there are not enough Spanish-language consumer Web sites.

Elsa Macias, director of information technology research at the Tomás Rivera Policy Insitute (TRPI)

"With 8.9 million Latinos over the age of 18 using the Internet, there is a large potential e-commerce market," stated the report.

In addition, the rapidly growing number of small businesses owned by Latinos has not sufficiently adapted networked technologies to their operations. This means that Hispanic small business owners may be at a disadvantage in business-to-business relationships such as ordering, billing, bidding, and contracting. But the gap in Latino Internet commerce and economic growth may in part be caused by the lack of Latinos in the technology work force.

Hispanics, now the largest ethnic minority in 23 of the 50 states, remain vastly underrepresented in IT jobs. The most recent figures from the Information Technology Association of America says that Hispanics make up 5.4 percent of the technology work force, a figure that includes entry-level as well as professional positions. This situation is not expected to improve unless the percentage of Latinos seeking computer, information science, and engineering degrees increases.

While experts and researchers continue to debate a conflicting portrait of the extent and causes of digital divide as well as possible solutions, there is one part of the picture that is consistent–rural areas are being left behind in technology. In some areas of the U.S., access to technology is so scarce that the conditions have been compared to those in Third World countries. This is especially true of Indian reservations, which are isolated, poor, and still struggling with efficient electricity and telephone service. Utility companies say that it is just too expensive and not cost effective to wire these areas because of the low density population and expansive geographical areas to be covered.

However, some say that this digital divide won't last long enough to worry about it. They compare the technology infrastructure to the building of the country's superhighways, noting that not all parts of the country had good roads at the same time. It took time to for all areas to catch up.

"Information technology has spread faster than any technology in the country's history," said Harris Miller, president of the Information Technology Association of America (ITAA). "It took a long time for a majority of Americans to have access to radio and television while it took only five years for 50 million people to access the Internet."

Harris and others believe the situation is not one of "haves" and "have-nots" but one of "have-nows" and "have-laters." "With computer hardware and access costs falling, it is just a matter of time before free market forces will bring service to these areas. Supporters of this viewpoint are critical of proposals for a kind of digital welfare which would make the federal government responsible for financing and regulating high-speed broadband access to poor and rural areas.

There is also hope that new wireless technologies will hasten the closing of the divide or even make it obsolete.

"I think wireless technology is already helping in reaching out to many underserved areas, including rural areas," said Macias. But she cautions, "There are still shortcomings in the technology, and the issue of costs to overcome."

Money, Academics, and Access: The Rhetoric and the Realities

As Academic Prep Improves, Will Access Tighten?

by Sandra Gardner

If low-income high school graduates don't go to college, is it because they didn't take algebra or because their families can't afford to send them?

Finances or academics? Debate has been raging over the past decade as to whether academic preparation or financial aid plays a more important role in access to higher education for low-income students. Other factors deemed relevant are parents' knowledge of and involvement in students' educational process and students taking entrance examinations and filing application forms.

With Congressional reauthorization of the Higher Education Act looming, access to higher education for low-income students is getting more public attention.

"Students most likely to be academically qualified go to higher performing schools."

LESLIE SÁNCHEZ, EXECUTIVE DIRECTOR OF THE WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

"The argument over which is more important, student aid or academic preparation, is unproductive, because it doesn't provide movement," says Dr. Brian Fitzgerald, executive director of the Advisory Committee on Student Financial Assistance (ACSFA). An independent agency created with the Higher Education Amendments of 1986, ACSFA serves as a counsel to Congress and the secretary of education on student financial aid policy. "In fact," he says, "as more and more low-income students are better prepared academically, the result will be an even greater problem in access."

"As more and more low-income students are better prepared academically, the result will be an even greater problem in access."

DR. BRIAN FITZGERALD, EXECUTIVE DIRECTOR, ACSFA

However, Leslie Sánchez, executive director of the White House Initiative on Educational Excellence for Hispanic Americans, sees the biggest problem as lack of academic preparedness.

"Students most likely to be academically qualified go to higher performing schools," she says. "Hispanic students are not necessarily exposed to the high-quality academic education they need. In many cases, they're in the lowest-performing schools, which have low expecta-

> ***"There is a perception that college is expensive. When you're living at the subsistence level, do you worry about going to opera when you're hungry?"***
>
> DR. JULIET GARCÍA,
> PRESIDENT OF THE UNIVERSITY
> OF TEXAS AT BROWNSVILLE

tions for going to college. Schools need to improve and ensure that students are making regular progress."

Sánchez says that President Bush's "No Child Left Behind" campaign will offer the biggest help to low-income students. "It ensures that our students are making regular progress," she says. 'No Child Left Behind' holds everyone accountable."

According to two reports from ACSFA, *Access Denied: Restoring the Nation's Commitment to Equal Educational Opportunity*, (2001) and *Empty Promises: the Myth of College Access in America*, (2002), low-income status regularly prevents even the most highly qualified low-income youth from enrolling in a four-year institution. Thirty percent don't expect to finish college and 22 percent of highly qualified low-income students don't go to college at all.

"There is a perception that college is expensive. When you're living at the subsistence level, do you worry about going to the opera when you're hungry?" says Dr. Juliet García, president of the University of Texas at Brownsville (UTB), a small border community with an average income of $15,000 a year. Thirty-two percent of UTB students in fall 2002 were eligible for the maximum ($4,000) Pell Grant award, a federal program for the neediest students, based on the ability of a family to pay for college costs.

But Dr. John Wirt, editor of *The Condition of Education*, a yearly report published by the National Center for Education Statistics (NCES), an arm of the U.S. Department of Education, says, "Parents overestimate the cost of in-state tuition at state colleges by a factor of two, which may deter the children from taking courses they need to go to college."

NCES's 1997 report, *Access to Postsecondary Education for the 1992 High School Graduates*, followed a national sample of about 20,000 students–eighth graders through high school graduation. Poor students' barriers to a four-year college education included low educational expectations and deficient academic preparation, both of which are associated with low rates of taking college entrance examinations and applying to four-year colleges. Even among those who are college-qualified (an index based on high school GPA, senior class rank, SAT and aptitude test score, and academic coursework), Hispanic students are less likely to take the college entrance examinations and apply for admission to a four-year institution.

Percentage of 1992 High School Graduates Attending College in 1994 by Achievement Test and Socioeconomic Status Quartile

Achievement Quartile	SES Quartile	
	Lowest	Highest
Highest	78%	97%
Lowest	36%	77%

Source: (Lee, 1999)

Reason for this, experts say, include financial barriers, cultural expectations, lack of parental knowledge of how to navigate the educational system, and low educational expectations.

"Why would a student test if they don't think they're going to college?" asks Fitzgerald. "For those who say they just didn't take the steps, they don't pay $50 to take the SAT because they know they can't afford college."

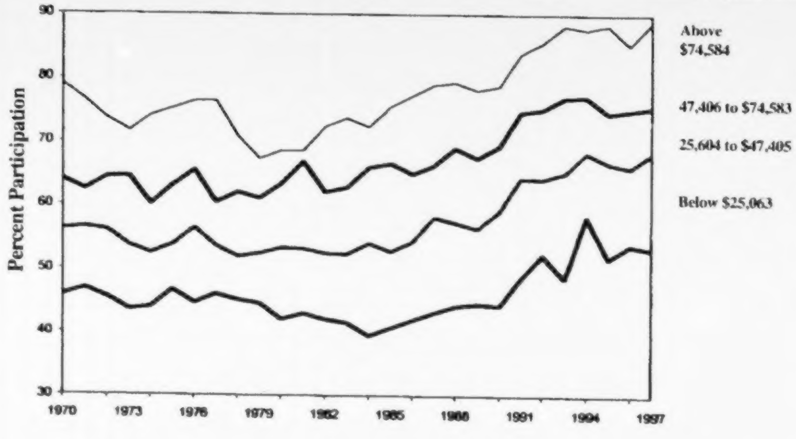
Sánchez feels that parents' lack of English language skills is often part of the problem. "And in some cases, parents think it's better for the student to work for the family. Add this to the mix of low expectations among teachers for Hispanic students who think they're not college material," she says.

Another problem, Sánchez says, is Hispanic parents' tendency to put educators on a pedestal. "Many Hispanic parents revere educators and don't understand that they have to be engaged in the educational system, instead of just acquiescing and assuming their children are getting the best education," she says.

A recent comprehensive study of Hispanic parents conducted by the Tomás Rivera Policy Institute revealed that though 96 percent of the parents surveyed expect their children to go to college, many do not know what it takes.

To help counter this problem, the White House Initiative on Educational Excellence for Hispanic Americans has developed a bilingual Web site featuring tools for families and information on getting to college. It includes a national public awareness campaign with the Hispanic Broadcasting Corporation on its 55 Hispanic-focused radio stations. The Web site, www.YesICan.gov (or www.YoSiPuedo.gov) provides information on the myths and facts about college costs, 20 questions to ask your guidance

College Participation Rates for Unmarried 18 to 24 Year Old High School Graduates, 1970 to 1997, by Family Income Quartile



Source: Extracted from (College Board, 1999), p. 17

counselor, and things you need to know about paying for college. Loans feature heavily.

Though information about college costs is an important measure to keep low-income students in the access pipeline, lack of financial resources may discourage students from even planning for college in the first place.

Says Wirt, "I don't think anyone has looked at the extent to which higher unmet need dampens expectations and makes it less likely to go to college."

High unmet need, averaging nearly $4,000 a year at public four-year colleges, undermines the expectations, plans, and enrollment of low-income students, says ACSFA's report.

"This financial barrier is what confronts these students when they try to get into college and stay there," says Fitzgerald.

Unmet need is the amount of money the family would need to pay for college after all financial aid is tallied. Almost 50 percent of students with the highest unmet need are Hispanic. In the overwhelming majority of low-income students, the family has no capacity to pay for educational costs at all.

"People think the Pell Grant will take care of them. The student pays tuition, fees, books. What about living expenses, child care, transportation?" asks García, who chaired ACSFA for two years.

Dr. Susan Choy, vice president, MPR Associates, an educational research firm based in Berkeley, Calif. that works with NCES, says that defining unmet need can be tricky.

"To give a statistic that there's 'this much' unmet need is not very meaningful," she says. "People make decisions about how much to work, how they eat, what kind of place they live in–they look for ways to cut their expenses. They could have filled that need by borrowing more. A lot of people choose not to borrow."

But more and more people are borrowing, and incurring a large debt burden. According to the ACSFA report, annual borrowing by low-income students at public four-year colleges increased by 65 percent during the 1990s. Students from low-income families are often unable to support loans after graduation since they exceed the industry recommendations for debt burden.

"The loan industry has stated that student loans should not exceed more than 8 percent of a student's income after graduation, but many students, especially racial minorities, have an income-to-debt ratio that exceeds the industry standard," says Fitzgerald.

If a student tries to make up the deficit by working while going to college, this can have repercussions. Studies have shown that working more than about 25 hours a week affects a student's schoolwork. It also affects his or her persistence–that is, staying in college. The college dropout rate for students who work 35 hours a week is more than 50 percent. Not only that, but a student earning more than a few thousand dollars a year is penalized for working: his or her earnings are added into the EFC, decreasing his or her Pell Grant allotment.

"We've heard over and over again, cases in which students who are eligible for Pell Grants are determined ineligible because the student works," says Fitzgerald.

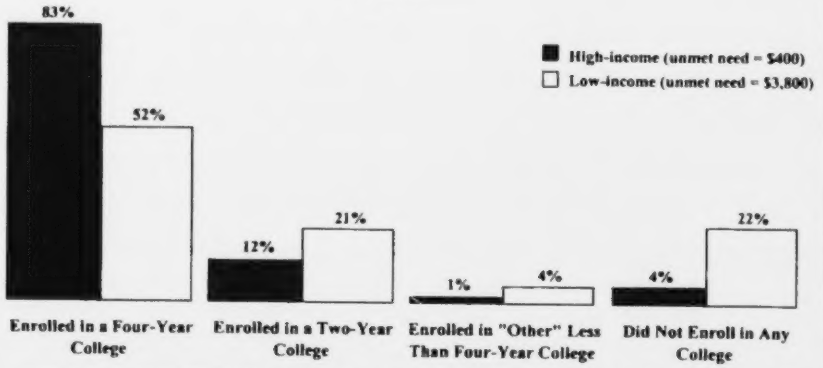
However, Choy feels that not having student earnings deducted from Pell can be unfair.

"If you don't count earnings, where do you draw the line? What if you're making $50,000 a year and decide to go part-time at night?" she says.

A number of education associations under

IMPACT OF HIGH UNMET NEED ON HIGH SCHOOL GRADUATES' COLLEGE ENROLLMENT WITHIN TWO YEARS

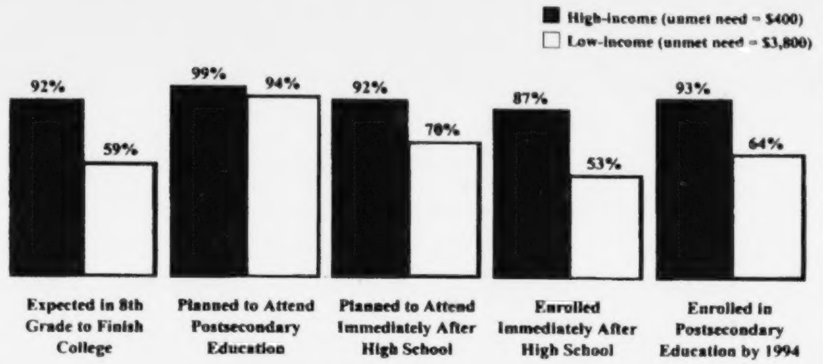
College-Qualified



Among college-qualified high school graduates with high unmet need, 48 percent are unable to enroll in a four-year college within two-years, and 22 percent unable to enroll in any college at all.

Source: Calculated from data in U.S. Department of Education, NCES (1997)

IMPACT OF HIGH UNMET NEED ON ALL HIGH SCHOOL GRADUATES' EXPECTATIONS, PLANS, AND ENROLLMENT



Only 59 percent of low-income high school graduates with high unmet need expect to finish college, and only 53 percent enroll in any college immediately after high school.

Source: Calculated from data in U.S. Department of Education, NCES (1997)

the aegis of the American Council on Education have put together a report called *Recommendations for Reauthorization of the Higher Education Act.* One of these was to double the maximum Pell Grant award. Several groups, including the Hispanic Association of Colleges and Universities (HACU) and the United Negro College Fund, have suggested making the Pell Grant a full entitlement.

President Bush has proposed an increase of the Pell Grant by $1.9 billion in FY2004. The president's proposal will not increase the maximum award. Instead, it allows for an increase in the numbers of grantees to nearly 4.9 million and would pay for shortfalls due to a nearly 25 percent increase in the amount of students awarded the grant from 2000 to 2002, as compared with a 5 percent increase from 1997 to 1999.

In January, the Senate approved an appropriations bill for 2003 that would raise the maximum Pell Grant by $100. A House version of the bill would keep the maximum award at $4000. Negotiations between the two legislative bodies are continuing.

According to ACSFA, with rising costs of college tuition, the maximum Pell award has fallen dramatically as a percentage of cost of attendance–from 84 percent of public four-year costs in 1975-76 to 39 percent in 1999-2000. Large increases in federal funding in the 1990s have come in the form of tax credits that benefit middle-class families, not Pell Grant-eligible families.

And grant aid at the state and institutional level has shifted away from need-based in favor of merit-based awards. In 2008, the number of high school graduates will peak, many of them minority students in need of Pell grants.

"What's so maddening is that we understand how important finances are in every aspect of our lives," says Fitzgerald. "But when it comes to college-qualified high school kids, somehow, money doesn't matter."

Wirt feels that estimates are needed as to the relative importance of aid versus other factors such as college qualifications, college plans of peers, taking advanced courses in high school.

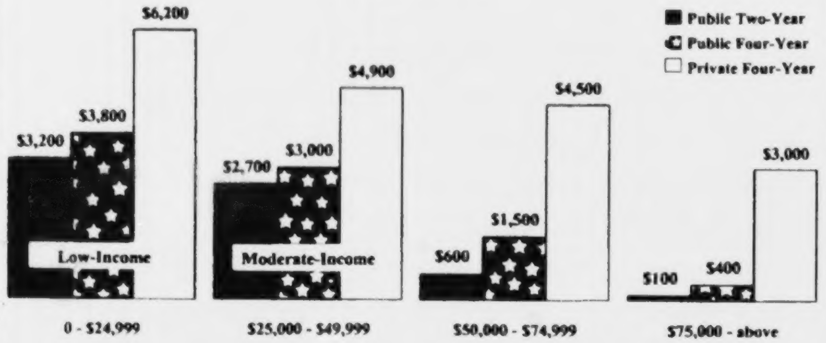
"Often analysts consider only income in attempting to explain the college enrollment rates of low-income students. A good analysis would compare all of the factors and show the relative importance of each," he says.

ACE's *Recommendations for Reauthorization* states that adequate financial resources are absolutely crucial to persistence in postsecondary education and that students need high-quality academic preparation if they are to succeed in college. Particular difficulties facing first-generation students suggest that high-quality, early intervention and student support programs–such as those provided by TRIO and GEAR UP–are crucial to the persistence to this group of college students. The report also recommends a public information campaign from the federal government to provide the information needed to enter postsecondary education, similar to the U.S. Army's "Be All You Can Be" campaign, which promoted opportunities in military services.

Finances or academics? Both are important for low-income students' access to higher education. It's a catch-22. If you're not prepared academically, and have no support services, why would you even think about college? And if you don't have the money to go to college, you might not bother to take algebra.

AVERAGE ANNUAL UNMET NEED FACING HIGH SCHOOL GRADUATES BY FAMILY INCOME AND TYPE OF COLLEGE

Full-Time, Dependent Students



By the mid-1990s, a reversal in access policy over three decades had pushed the level of unmet need facing low-income high school graduates to historic highs.

Source: U.S. Department of Education, NCES (1999)

Analysts Challenge Assumptions about Teacher Shortage

by Frank DiMaria

Richard Ingersoll, Ph.D., associate professor of education and sociology, University of Pennsylvania

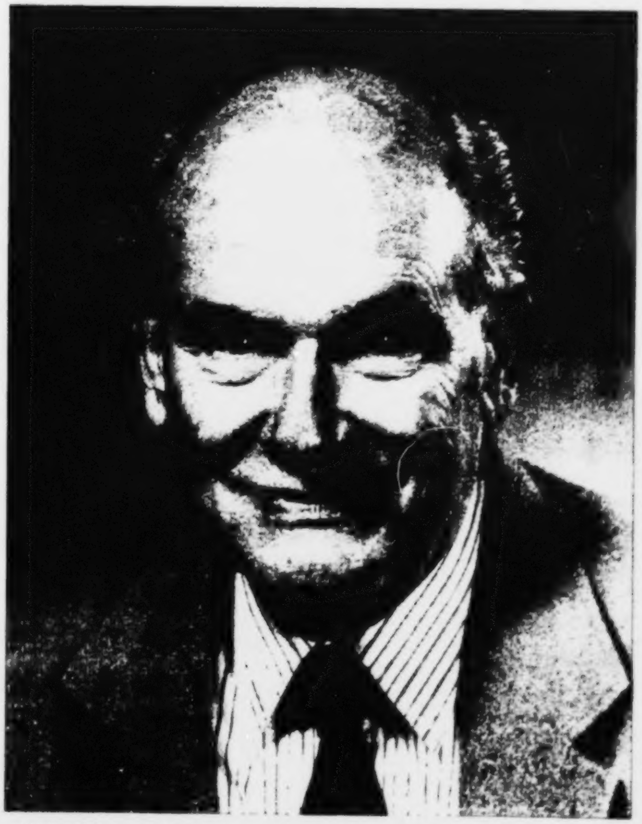
Education policy researchers have warned of the possibility of severe shortages of elementary and secondary schoolteachers since the early 1980s. *A Nation at Risk* and many subsequent reports started to warn of imminent teacher shortages as a result of student enrollment, teacher retirements, and the rearrangement of urban migration.

"The teaching profession has been predicting an oncoming shortfall for years" says Roland Tharp, Ph.D., professor of education and psychology, University of California-Santa Cruz and director of the Center for Research on Education Diversity and Excellence (CREDE), a national research center sponsored by the U.S. Department of Education and dedicated to helping the nation's students deemed at risk.

To fill the many vacant teaching positions, many school systems and states streamlined their certification systems by creating alternate routes into the teaching profession and issuing emergency credentials and lowering their teacher qualification standards. Today, many underqualified teachers occupy positions, which can lower a school's overall performance.

While it is true that many school districts across the nation are experiencing overwhelming teacher shortages, some experts argue that many are not facing a problem of attracting teachers but rather a problem of retaining teachers.

"The problem isn't so much that we're not producing enough teachers. The problem is that we're losing too many prematurely," says Richard Ingersoll, Ph.D., associate professor of education and sociology, University of Pennsylvania.



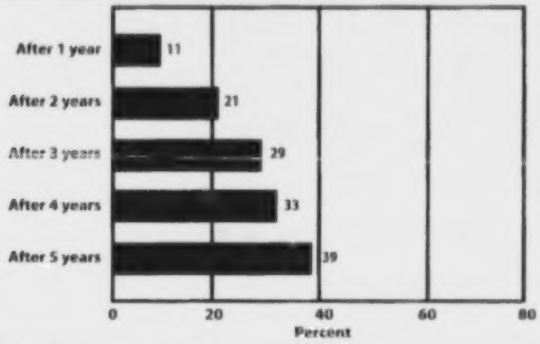
Roland Tharp, Ph.D., professor of education and psychology, University of California-Santa Cruz and director of the Center for Research on Education Diversity and Excellence (CREDE)

Since 1992, Ingersoll has been analyzing prodigious amounts of national data on teacher turnover collected by the Census Bureau and the Department of Education. One of the most important findings after studying this data is that teacher turnover is strongly affected by academic field. Special education, mathematics, and science are typically found to be the fields of highest turnover.

Another important factor in whether a teacher stays in the profession is age. Eleven percent of all teachers leave the profession after the first year, 10 percent leave after spending two years, and an overwhelming 39 percent have left by the fifth year of service. (See Figure 1)

Ingersoll has also discovered that a large portion of teacher turnover is the result of teacher migration from one school to another (but this, of course, has no bearing on the overall supply of teachers in the way that retirements and career changes do).

Figure 1. Beginning teacher attrition (cumulative percent teachers having left teaching occupation, by years of experience).

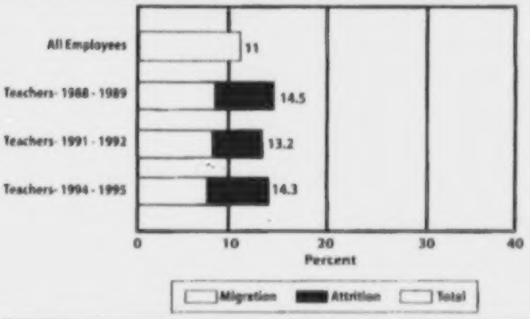


Source: Teacher Followup Survey.

Figure 1-From *The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription* by Dr. Richard Ingersoll.

Teaching is a relatively large occupation, representing 4 percent of the entire civilian work force. However, the profession's rate of employee turnover appears to be higher than in many other occupations. The Bureau of National Affairs indicates that nationwide levels of total departures have been quite stable over the past decade, averaging 11 percent per year. In contrast, some data indicate that teaching has a relatively high annual turnover rate, as high as 17 percent in 2000-2001. (See Figure 2)

Figure 2. Percent annual employee turnover and percent annual teacher turnover.



Source: Teacher Followup Survey; Bureau of National Affairs (1998)

Figure 2-From *The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription* by Dr. Richard Ingersoll.

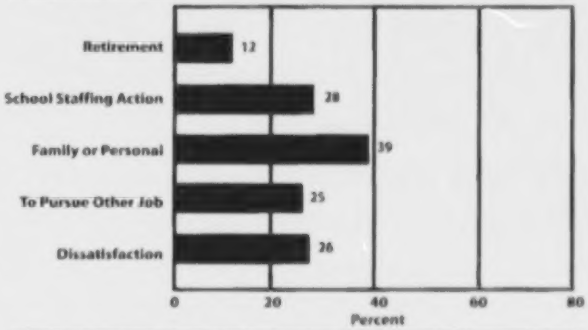
The data that Ingersoll has studied over the past 11 years also indicate that while one school experiences a teacher shortage, another school just miles away may have a perennial waiting list of potential candidates. Although both are in essence drawing from the same labor pool, one school is simply more desirable as a place of employment. High-poverty public schools, for example, have far higher turnover rates than the more affluent public schools.

It has been a misconception that the retirement of qualified teachers has been the biggest factor leading to the staggering teacher shortage. Ingersoll says, "retirement is exaggerated and is just a small piece of the total amount of turnover at schools." The data show that retirement accounts for just 12 percent of total teacher turnover while school-staffing cutbacks due to layoffs, school closings, and reorganizations account for 28 percent of teacher turnover, significantly more than teacher retirements. Another reason for teacher turnover is personal reasons, which includes maternity leave, child rearing, health problems, and family relocations. These account for 39 percent of teacher turnover.

Dissatisfaction and Pursue Another Job

Two reasons for teacher turnover which are closely related to one another as well as being directly related to the working and organizational conditions of the teaching profession are departure due to job dissatisfaction and departure to pursue another job. Combined, these two factors are the most significant source of teacher turnover. (See Figure 3)

Figure 3. Percent teachers giving various reasons for their turnover.



Source: Teacher Followup Survey.

Figure 3-From *The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription* by Dr. Richard Ingersoll.

The majority of those individuals who leave the profession because of job dissatisfaction most often cite as the causes for leaving low salaries, lack of support from school administration, student discipline problems, lack of teacher influence over decision making, and poor training. The obvious reasons for teacher turnover relate, says Tharp, to "the things that make us enjoy our life's work. Some of that is money and some of that is respect and some of that is the opportunity to do an important job well. Not any of those three are delivered in large measure by schools," says Tharp.

Traditionally, teachers' salaries, another reason for teacher dissatisfaction, have been considered low by most standards. Nationwide they have failed to keep up with inflation, and a recent report by the National Center for Education Statistics found that after adjusting for inflation, teacher salaries have actually declined 1 percent from 1990-91 to 2000-01.

"Schools that offer lower salaries have higher teacher turnover, more difficulty recruiting, and more difficulty retaining teachers. And it turns out that although teaching is a relatively low-paying occupation, there are very big differences in salaries from school to school," says Ingersoll.

Teacher support, which can range from having the proper supplies, such as chalk or textbooks, to being mentored, is another factor affecting teacher turnover, according to Ingersoll. Traditionally, the teaching profession has been a "sink or swim" occupation and those schools that offer support to their teachers have significantly fewer teachers leaving than those that do not, says Ingersoll.

According to Ingersoll, student discipline problems are another factor in teacher turnover. When people hear the term student discipline, he says, "they throw up their hands and say 'it's a societal thing and, unfortunately, we have this decline in authority, and kids are not as well behaved as they used to be–and television is a factor.' That may be true, but also we see that there are huge school-to-school differences in how well they cope with student misbehavior. And it's not just a poverty thing. Ingersoll says of disciplining students, "Schools that do a better job are ones that have less teacher turnover. That's a factor."

Tharp agrees and adds: "Student discipline often is the most immediate frustration that teachers experience due to their lack of training. In a class that is frustrating to a teacher, the students are typically as miserable as the teacher and their frustration is manifested in acting up or acting out."

Another factor causing teacher dissatisfaction that is closely tied to student discipline is whether or not a school's administration offers enhanced faculty member input into school decision making. The data indicate that on average, teachers have little say in many of the key decisions that affect their work, although large variations exist among schools regarding the amount of input the faculty is allowed. Schools in which the teachers exercise their influence over the creation of school policies, especially where student discipline is concerned, have less teacher turnover, says Ingersoll.

And the final reason why scores of teachers leave the profession prematurely is because they are simply ill-equipped to teach a diverse population, says Tharp. Districts around the nation have begun to invest heavily in a variety of scripted curriculum materials in response to the rising number of underprepared teachers. Today, teachers must follow a set time frame and script for instruction, and many feel that such inflexible programs rob teachers of the ability to tailor their instruction to a particular student population.

When teachers are asked "what is it that you don't have and you need and what are the tools you are most in desperate and immediate need of?" most will answer classroom management skills, says Tharp. However, he continues, the traditional classroom in which the teacher lectures, gives assignments, and students are required to listen, is an ineffective means of instruction for those students who are just beginning to read and speak English. These students require greater assistance and for many this curriculum becomes meaningless.

"The research on this is very clear. Accommodations need to be made to deliver instructions in different ways to English-language learners, immigrants, and cultural minorities. This is the population that is going to be left behind, and it is the population that is the greatest frustration to entering teachers, or for experienced teachers, for that matter. And this creates the [teacher] retention problem. Minorities are going to be majorities, whenever it's variously predicted, by 2030. So it is a problem that the education establishment has not tooled up to meet," says Tharp. "We know how to fix all those problems, we have good research guidance on how to do that but it's not the teachers' fault, they are on the front line experiencing the pain more than anybody. We have to better prepare them."

Considering the many factors that are causing teacher dissatisfaction, what do the experts think school administrators can do that they have failed to do in the past to make working conditions in the nation's schools more pleasant?

"Every decade this problem re-appears. A lot of ink is spilled over it, and a lot of times it's the very same arguments, and they offer the very same prescriptions. And in my view, these prescriptions don't seem to do any good. So, the problem is back in another 10 years," says Ingersoll.

By far the most contentious of the factors causing teacher dissatisfaction is teacher salary. And it would appear that it is an issue not likely to be solved in the near future. The teaching profession is vast in comparison to other professions. For example, there are five times as many teachers in the U.S. as either professors or lawyers. So even if teacher salaries are raised slightly, it puts a terrific burden on taxpayers. "So that's a policy prescription that has to be approached with a sober mind," says Ingersoll.

Unlike teacher salaries, school administrations can address the issue of teacher support immediately. Currently, several states have mentoring programs in place. Theses programs range from what Ingersoll calls the "Cadillac" version, in which a veteran teacher meets with the new teacher on a regular basis, to the "cost free" version, in which the veteran teacher meets with a new teacher for 30 minutes in September and the two never meet again for the remainder of the school year.

Connecticut is one state that has made huge strides in revamping its teacher policies, from recruitment to training to retention, and it seems to be having more success than other states.

In those schools and school districts in which student discipline is forcing many teachers to rethink their career paths, teachers can regain order in the classroom by having the power to remove disruptive students from the classroom, says Ingersoll. This is something that is inexpensive, however, it is controversial. "With any discipline program that works, individuals are going to be kicked out of school, and ultimately there are going to be lawsuits from civil liberty groups who will argue that those who got kicked out will have no future," says Ingersoll. School districts can address this problem by providing programs for those students who have difficulty fitting into a regular school program.

To address the problem of having unskilled teachers on the front lines of education, many colleges and universities across the nation are modifying their teacher programs to better prepare future teachers to deal with the changing population. "The University of Houston, the University of Louisville, State University of California at San José, Brigham Young University, and California State University at Long Beach are just a few institutions that are influenced by the research on at-risk students and have adapted their teacher education programs in such a way that future teachers are prepared. . ." says Tharp.

NEA writes that school districts' teacher retention efforts must begin by recognizing the complexity of the teaching profession. Teachers must be offered the time they need to plan and confer with their colleagues and be provided with the mentors and professional development they need. To meet the growing demand for teachers, first school systems must retain the quality teachers they already have.

Theory Meets Practice in Stokes Fellowships

Mandel School at Case Western Reserve Building Community Leaders

by Thomas G. Dolan

A new program providing a full scholarship for a Master of Science in Social Administration plus travel expenses is being offered to Hispanics and to African Americans who have at least one to two years of working in leadership roles in community development. The program is being offered at the Case Western Reserve University's Mandel School of Applied Social Sciences, Cleveland, Ohio. It's called the Lou Stokes Fellowship, was established by Congress, and named in honor of Congressman Lou Stokes, who has been a tireless community leader in Cleveland for more than 40 years, and served in Congress for 15 consecutive terms.

The program administrator, Arthur J. Naparstek, Ph.D., Great Longwell Coyle Professor, and director of community development, recalls how the program came into being. After Stokes retired from the political arena, he was named Senior Visiting Scholar in the Practice of Social Policy and Community Revitalization at Mandel in 1999. Naparstek knew Stokes, he says, "as a real champion of people of color and people who are poor, who worked extensively on housing programs and was one of the founders of the Black Caucus. I thought of the program as a living legacy to Stokes, and one which would perpetuate his work."

Naparstek says that in his own work, he became "very aware of the need to create a program focused on minorities overcoming barriers.

LOU STOKES SCHOLARSHIP IN COMMUNITY DEVELOPMENT

THE MANDEL SCHOOL

CASE WESTERN RESERVE UNIVERSITY

Professor Arthur Naparstek (back row) with this year's Stokes fellows: (going clockwise) María Thompson (in dark jacket), Alvin Lindsey, Kahlil Cross, India Pierce Lee, Paula McCoy, and Everett Miles Jr.

There are about 25,000 nonprofit community development organizations in the country, but very few have as senior executives people of color."

The idea was to remedy this situation. Congress approved funding of $1.5 million to get the program going. Started in 2000, it currently has 10 students. The intent is to bring in 5 to 10 new students each year over the next 10 years.

But, adds Sharon Milligan, Ph.D., an associate professor at Mandel and responsible for recruiting students for the program, "We're attempting to use the $1.5 million as leverage to get wealthy individuals to contribute. We don't believe it's enough just to count on federal dollars, but through demonstrating the commitment of the University and the benefits of the program to the students and the communities they're serving, to perpetuate this program forever." When asked whether she thought that the model Mandel was using could inspire higher education schools throughout the country to initiate similar programs, she responds "Absolutely!"

The program targets Black and Brown college graduates who are active in community development and have at least one or two years experience, though many have much more. It is a three-year program in which students continue their full-time jobs. It is not limited to students from Ohio, but draws from as far away as South Carolina, Arkansas, and Georgia. The fellowships provide travel expenses.

The core of the classes takes place during intense weekend schedules, 9 a.m. to 5 p.m. one Friday, Saturday, and Sunday a month every other month. Each class covers a four-month cycle. For instance, on Dec. 15, students receive the syllabus and start their reading. On about Jan. 15, 16, and 17 the students attend the class sessions. The students are then putting their learning into practice, and return to classes on Saturday and Sunday in mid-February. Their papers are due March 15. Each class thus transpires over four months. The reading for the second class has started on Feb. 15, so there is that overlap.

The students continue to work at their regular jobs, for which they receive credit. But part of the program involves their doing volunteer work, for different agencies, which would put them into new areas of endeavor. The issue in one community might be gentrification, in another it might be reinvestment, and in another, different forms of revitalization. The students also pursue work experience, such as administration, finance, and grant writing, which might be out of their usual areas of activity, but which will prepare them for executive positions.

Why is it better to have the top position of a community organization filled by somebody from that community rather than from the outside?

"In distressed communities, people who are a part of those communities are trusted," responds Milligan. "They know the people there, the situation there, and they bring credibility. They have the ability to do more than make deals in terms of housing programs, but also know what programs to develop in terms of human services."

Recruitment has progressed through a number of venues, including colleges that have large Hispanic or African American populations, the idea being, says Milligan, that students thinking of becoming involved in community work as undergraduates can see the possibility of working for a time after getting their first degree, with a goal of then applying for a Stokes Fellowship.

Although the program targets both African Americans and Hispanics, of the first 10 enrollees, nine are the former and only one, the latter. Is this because Stokes is Black, so potential applicants might feel that the fellowships are geared only to Blacks?

Naparstek doesn't think so, and feels the balance will naturally even out once the program gets going. Milligan doesn't think so either, and believes the disparity might have resulted from the initial recruitment notices mainly going out to distressed inner-city areas, of which more are Black. The one Hispanic in the program, Magda Gómez (see sidebar) says she does not feel any discomfort at being the only Hispanic in the group but also believes that "better marketing" might reach more Hispanics.

Milligan points out that one other Hispanic had been accepted, but had to drop out for personal reasons, and that of the next round of five due to start the program, two are Hispanic. One is Susan Reyna, from the Miami area, who, says Milligan, "has been committed to general financing and organizing people in her neighborhood to further development." Renya is also the executive director of MUJER, a grassroots organization to develop housing. Also soon to enter the program is Dorca Gómez, chair of the State of Massachusetts Commission Against Discrimination. Her job is to investigate complaints of discrimination and to work with various groups to build communities.

People with widely different backgrounds are attracted to the program. One, Everett Miles, Jr., spent 32 years with IBM in global product management, was long involved in community affairs, and is into a second career, bringing an M.B.A. perspective to the student mix.

It's the varied backgrounds of the students, all of whom bring real-life experience to the classrooms, that make the project so exciting. "The students learn from each other, and the faculty, who teach both the regular classes and these weekend courses, find the experience extremely stimulating," says Milligan.

"What happens is that theory is meeting practice," says Naparstek.. "Students bring real experience to the classroom, then take what they learn and put it right into practice."

Milligan says a program like this is not completely without precedent. M.B.A. candidates go through a similar interplay between the academic and the work worlds, as one example. But both Milligan and Naparstek believe that the Stokes Fellowship brings a new dimension to the combination of learning and practice that can be of great value to both the students and the communities they have committed to serve.

They also believe the program greatly benefits Case, as it would any other college or university that might adapt something similar. As Milligan puts it, "This breaks through the ivory tower for both the student and the school."

Stokes Fellow Magda Gómez

Stokes Fellow Magda Gómez, who grew up in a Cleveland household, had three brothers and parents who were born in Puerto Rico. Her father, now retired, worked in a steel mill, and her mother currently works for a daycare center. Gómez, who speaks both English and Spanish fluently, recalls, "My parents instilled their Puerto Rican heritage in me and spoke Spanish in the home, so I became both bilingual and bicultural." She believes this background has helped her in her work as community organizer for the nonprofit Ohio City Near West Development Corporation, in the distressed, inner-city neighborhood called Ohio City, near downtown, and one of Cleveland's 36 neighborhoods.

Magda Gómez

Gómez didn't come to her career easily, however. She was a single parent with two children (Lissette, now 14, and Brian, now 11) in 1993 when she moved back in with her parents, who offered to help her out when she decided to go to college. She attended the Cuyahoga Community College for two years before transferring to John Carroll University, her original intention being to eventually work in the media or communications.

However, she started working as a community organizer after school, and that was the vocation that stuck. "It's been a wonderful privilege to be a part of what has been accomplished here over the past four-and-a-half years, and to be able to get to know so many people in the Latino community, as well as those working in the social services and public officials. One of my mentors mentioned the scholarship opportunities available through Case, and that the school was specifically looking for minorities working in the field of community development. So I applied."

Now in her second year of the three-year program, Gómez says the experience is very unlike her undergraduate education, in which she and her classmates were simply learning the academic aspects of her subjects. "My peers are already employed in community development, so we are learning from each other," she says.

Though her own work at Ohio City counts for a part of her credits, she also has additional required work to do at other nonprofit organizations. "We are assigned field instructors, licensed social workers, or people with a master's who already have the experience to guide us," she says. "We acquire experience in learning the administrative functions of an organization, as well as managing, budgeting, and financing, which are things a community organizer is not exposed to. One of my current projects is grant writing."

Gómez's schedule of working full time at her community agency, volunteering at others, intensive weekend classes, as well as reading, writing papers, and preparing for tests, can take its toll. "What I hear from other students and what I feel myself is that there's not much time for social or family life." But Gómez feels the effort is worth it. "As opposed to those who are entering the field with a master's, but without work experience, I feel I am ahead of the game," she says, "and will be well prepared to become the director of a nonprofit organization." Gómez, 36, was the first in her family to obtain a college degree. Earning her M.S.S.A will be another step forward.

Gómez, who is active in LATINA (Leading and Advocating Together in New Arenas), which promotes women in small business and education, believes that the Stokes program and others like it have great potential for helping Hispanics and other minorities move forward.

A Look at Barriers to Hispanic Success in Higher Education

Family and Finances Loom Large

by Angela Provitera McGlynn

Richard Fry's Pew Hispanic Center (PHC) report, *Latinos in Higher Education: Many Enroll, Too Few Graduate*, cites some distressing facts and figures–findings underscoring the reality that Hispanics have the poorest college graduation rates of any minority group in America. The comparison data is bleak: 37 percent of non-Hispanic White high school graduates and 21 percent of African American high school graduates earn a college degree by age 29. Only 16 percent of Hispanic high school graduates earn a bachelor's degree by the same age.

In a *New York Times* article, Mireya Navarro puts faces and stories to the Pew study. Consider a young woman from the Bronx who earned all A's and B's in high school and never doubted she would go to college. Her parents encouraged their 11 children to become educated. Her mother is a homemaker and her father is a factory worker; they came from the Dominican Republic. Ten years after high school, Sonia Gil has not yet completed a college degree. Her story is all too familiar. She started at a community college, dropped out to work full time, enrolled again, and completed a two-year associate's degree. She started at a four-year college, and dropped out again. She now works as a secretary at a college and, by the time this article appears, will have had a baby. She is still working toward a degree in social work, and she says she has learned that if you are not ready to be in college 100 percent, "you find yourself leaving school."

According to Navarro, there are barriers that Hispanics face in higher education in addition to the ones faced by most minority groups. Most minority students must deal with the lack of role models among their faculty, counselors, and administrators. Like other minorities, many Hispanic students do not benefit from parental advice concerning college since they are frequently the first generation to attend college. Many minorities also face inadequate preparation at the grade school and high school levels since they are often the victims of unequal access to quality education.

What, then, are the special barriers Hispanics face that contribute to their poorer graduation rates? Navarro says that Hispanics face additional barriers of language and culture. She emphasizes the role that attachment to the extended family plays, and how living at home while attending college can actually undermine students' success. Living at home, for example, makes it that much easier to get enmeshed in the financial needs of the family. Hispanic students living at home may feel obligated to contribute to the family income, and to be among the wage earners even for the extended family.

Hispanic students, particularly Latinas, are often encouraged by their families to stay at home while attending college. In addition to lack of financial resources to send their children away, there is a strong value to keep their children at home, particularly their daughters. Sonia Gil, the young woman mentioned above, said that her mother discouraged away-from-home college attendance for her and her sisters by telling them that no one would be there for them. Gil said that she took a year off after high school, and then felt pressured to start pulling her weight financially for the family.

Other students interviewed by Navarro complained about parents who came to this country to work and expected their children to do the same. Estrellita García, a 20-year-old Spanish major at California State University who had transferred from East Los Angeles College, said that her mother originally wanted her to work. When García explained to her mother that without an education, she would have a low-paying job her whole life, her mother became more supportive of her attending college.

According to Fry's research, Hispanic students are far more likely to attend community colleges. And why wouldn't they be lured by the community college's cheaper tuition, more flexible course schedules to accommodate students' work schedules, and course work such as computer science and nursing, which can offer a faster route to a job and a paycheck? Two-year colleges also offer classes that help people improve job-related skills rather than earn a degree. All these factors would help to attract low-income students in general. Hispanics are still disproportionately represented at two-year colleges compared to low-income African Americans, whose attendance rates are much lower at two-year institutions and higher at four-year colleges.

Other factors are operating to lure Hispanic students: community colleges rarely have dormitories and are usually located near residential areas, allowing Hispanics to live at home. Close family ties seem to be a characteristic shared by many Hispanic groups, regardless of national origin or income. For many Hispanic immigrants, in particular, close family ties create an expectation that children will live at home until they marry, especially daughters. Other attractive community college offerings include courses in English as a second language and an open admissions policy. In addition, two-year colleges often have transfer agreements with four-year institutions that make their courses highly transferable. The PHC data show that about 40 percent of Hispanic 18- to 24-year-old college students attend two-year institutions compared to about 25 percent of White and Black students in that age group.

Despite all the attractions and advantages of two-year colleges for low-income students, the National Center on Education Statistics (2000) finds that Hispanics are more likely to drop out if they begin their college studies at two-year rather than four-year institutions. The PHC report states that more than half of those students originally enrolled at two-year colleges never earn a bachelor's degree. Of Hispanics who start at four-year colleges, 60 percent complete at least a bachelor's degree. Before drawing cause-effect inferences from this correlational data, other factors play a major role in poor retention and degree completion rates for Hispanic students who start their studies at two-year institutions. One factor is part-time college enrollment, which is much more likely for students attending community colleges. Part-time college enrollment probably means that the student is less engaged with the college, and undoubtedly means that the student is working.

The PHC study shows that Hispanic students are much more likely to go to college part time than non-Hispanic, Blacks, or Whites. The U.S. Department of Education considers part-time college enrollment to be a "risk factor" for dropping out of postsecondary education before completion of a degree. Whether students start at a two- or a four-year institution, part-time college enrollment is associated with a greater risk of not completing a degree. (For strategies aimed at improving college graduation rates, see "Improving Hispanic High School Graduates' Chances for Success in College, *HO*, 5/5/03.)

Another factor undoubtedly influencing the fact that more Hispanics graduate with at least a B.A. if they start at a four-year institution is level of income and family background. Those Hispanic students who start at a four-year college (and who leave home) probably come from families with a higher socioeconomic status, which influences capacity to finance their children's education, influences the kind of academic preparation their children received prior to college, and very well may influence the kind of experiences and family guidance they received as well. One piece of the solution for improving retention rates seems to be an obvious one: Provide funding for Hispanic high school graduates so they are able to go to school full time and won't have a need to work.

Other strategies to improve Hispanic degree completion are working at some institutions and need to be implemented on a much broader scale. Navarro points out that many colleges have come up with different programs to draw and retain Hispanic students. For example, some are setting up "Latino floors" in freshman dormitories, and many colleges are offering special orientation programs and special courses for Hispanics. The University of California at Los Angeles works with community colleges to increase transfers. Many private schools are doing this as well in order to increase diversity. Transfer partnerships between community colleges and four-year institutions should become the fabric of higher education, weaving easy transfer connections for all students. Administrators at UCLA and other proactive institutions note that with the right support, graduation rates for Hispanics are comparable to those of other groups. Should it surprise any of us in academia that students who are given support to be successful, and helped to rise above the multifaceted barriers that are in their way, will actually succeed? I think not.

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Angela Provitera McGlynn, professor of psychology at Mercer County Community College, where she has taught for 31 years, is the coauthor (with Dr. F.R. Serlin) of the book, Living With Yourself, Living With Others: A Woman's Guide, *Prentice-Hall. She has written three manuscripts entitled,* Celebrating Diversity: Enhancing Harmony on Campus, Teaching Tips: Improving College Instruction, *and* Classroom Atmosphere: Improving the Teaching/Learning Environment, *published by MCCC. Her latest publication is* Successful Beginnings for College Teaching: Engaging your students from the first *day, Atwood Publishing, 2001.*

Access Services Librarian
FAC 0115—Search Extended

The University/College Library is a joint-use academic library for Broward Community College (BCC) and Florida Atlantic University (FAU) that is seeking a highly motivated public service-oriented individual for the position of Access Services Librarian. This 11-month (213-day) faculty position reports to the Director of Public Services. The successful candidate must be able to work in a team environment and will provide professional management, supervision, and leadership in the operation of the following public service departments: Circulation/Reserves, Interlibrary Loan, and Periodicals/Microtexts. The public services staff includes seven full-time career employees, numerous part-time staff and college work-study students.

Major responsibilities of the position include the development and implementation of policies and procedures, establishing department goals and objectives, conducting needs assessments, interpreting statistics, making recommendations for the hiring and evaluating of career staff, maintaining effective communication, working with a multi-ethnic and diverse population and staff, making recommendations to improve services, and being an advocate for the departments. This position will also require some high quality reference assistance, which may include evening and weekend hours. Service on appropriate committees and task forces is expected.

The requirements for this position are: four years of professional experience after obtaining an MLS from an ALA accredited institution, a minimum of two years in circulation and/or interlibrary loan, successful supervisory experience preferably in a library setting, and good written and oral communication skills. Preference will be given to those individuals who demonstrate a strong customer service orientation and interpersonal skills, proficiency in a Microsoft/Windows environment, and knowledge of copyright. Desired is a familiarity with Ariel and the ExLibris Library Management System.

The U/CL is located on the Central Campus of BCC. The library serves an estimated 21,000 students. A full array of library services is provided to students including a wide range of electronic databases and accessibility to the resources held in the library and regionally through the LINCC, LUIS, and SEFLIN systems. Implementation of the ExLibris Library Management System is anticipated in winter 2004. Information about the library may be obtained on the library's web page at **http://ucl.broward.edu**

The salary range for this position $47,929 – $55,633 based on experience and credentials. Benefits include dental, medical, and life insurance and retirement packages.

For an official employment application, call **1-800-682-3646** or **954-201-7450** or apply on-line at **http://www.broward.edu**An official employment application, a resume, letter of application listing Social Security number, position title/#, transcripts, and three professional references are required to complete the application packet and must be received before Friday, June 27, 2003 **at Broward Community College, Department of Human Resources, 225 E. Las Olas Blvd., Ft. Lauderdale, FL 33301.** (Upon selection, official transcripts will be required.)

BCC is committed to the principle of diversity. We are interested in receiving applications from a broad spectrum of people including women, minorities, veterans, & disabled individuals.

The Inclusive, Multigenerational

ENLACE — University of South Florida USF

El español, English, Mixtec, and Toltec Spoken Here

by Tony P. Martinez and Alison P. Martinez

"We're opening vistas for kids, making them think that things are possible, and that they really can do things," declares Donna Parrino. "You have to expose kids to things and instill in them high expectations, so they know that we expect lots of good things from them.

"We educators talk about the dropout rate. We talk about the lack of information. We talk about finances. We talk about limited English. It's as if Latinos only had shortcomings, as if the problems were their entire fault. But we don't talk about the low expectations of teachers, counselors, principals, even parents.

"I'm talking about Latino educators and parents as well as non-Latino. It isn't just the non-Latinos that have low expectations. Oftentimes, I'm shocked to say, it's Latinos who want to relegate Latino youth to the category–not college material."

Parrino is executive director of ENLACE of Hillsborough County (ENLACE-USF) at the University of South Florida (USF). Her program offers high-quality experiences and imparts high-performance expectations. The goal is to increase Hispanic high school and college graduation rates.

It's a goal Parrino shares with other bold and energetic educators who are leading 13 ENLACE partnerships in seven states, each demonstrating unique and innovative approaches to the same goal.

ENLACE ("Engaging Latino Communities for Education"–*enlazar* means weave or unite, in Spanish) is a $28 million initiative of the Kellogg Foundation through which the Foundation challenges the nation to create "systemic change in education."

Foundation statements affirm that ENLACE will demonstrate "best practices that improve enrollment, academic performance, and graduation of Latino high school and college students." Then the initiative will "facilitate the expansion and sustainability of successful programs." (See *The Hispanic Outlook* 6/30/00, 1/7/02, 4/22/02.) It's all in keeping with founder W. K. Kellogg's faith in education. "Education," he said, "offers the greatest opportunity for really improving one generation over another."

University of South Florida

Opened in 1960, USF grew fast, as did the Tampa area. With approximately 40,000 students, including 6,700 graduate students, it is now one of the nation's 20 largest universities. One in 10 students is Hispanic.

Spain had explored and settled Florida long before the U.S. took over in 1821. Founded as an army fort in 1824, Tampa remained a small and sleepy town until 1886, when Cuban industrialists set up cigar factories, bringing in skilled cigar makers from Cuba.

"My grandparents were cigar makers," Parrino remembers. "We had a Latino population here in Tampa, a little island of diversity within a very Southern milieu. But it's been rather recent that advocacy has begun in Florida, and each group is busy in its own community. We haven't been working together statewide. We're doing things here in Tampa; they're doing things in Orlando. Things are happening in Miami, but we don't communicate."

Florida Forum

To improve communication, engage more fully with the community, and advocate positive public policy initiatives, ENLACE-USF and ENLACE Miami co-hosted "The Florida Forum on Hispanics and Education" in February. Students and educators heard authorities speak on Latino progress in education, preschool through college. Presentations on careers in business and the professions featured Hispanic leaders such as Florida's former governor, Bob Martínez, and Harvard's civil rights researcher, Patricia Marín.

"Our keynote speaker was wonderful," says Parrino. Keynoter Charles P. García is an attorney and president of a leading financial firm who devotes much time to education issues. He serves on many youth- and education-oriented boards, including the President's Commission on Educational Excellence for Hispanic Americans and the Florida Board of Education.

"One of the things he talked about was the tremendous role of Hispanics in Florida, and how it is not taught in our schools," says Parrino. García is spearheading a legislative campaign to add Hispanic history to the state's curriculum.

Crucial Transitions

ENLACE-USF works with three high schools and their seven feeder middle schools, all identified as having high Hispanic enrollment and high dropout rates. Each principal names one ENLACE representative. The community college has an ENLACE office.

ENLACE-USF programs are open to all students at participating institutions. "Those that are interested come to us," Parrino explains, "and once they make contact, they are really moved, and they stick with it. They feel like they belong."

"A lot of what we're doing is seizing opportunities, piggy-backing on things that already exist in the community," Parrino continues. "We use a variety of strategies. The transition points are critical points that we are addressing in our strategies. It's at the transition points where we lose students–students from high school who don't go on to four-year or two-year colleges, students from two-year colleges who don't go on and transfer to the university."

Pictured l. to r.: Xenia Ramirez (mother of the boy), Maruchi Azorin Blanco (MOSI board member), Victor Basantes, Jr. (Pierce Middle School student), NASA astronaut Fernando Caldeiro, Victor Basante, Sr.

High School Outreach

"More than anything else, we want them to think," says Salvador Torres, the ENLACE-USF coordinator at Hillsborough Community College (HCC). "We could run the greatest grant in the world, with all the paperwork and everything, and if the students don't think, we don't have anything. Because a degree is only a tool, and if you don't know how to use that tool, what's the purpose of having it?"

Torres has founded a Student Concilio (Council) through which high school and college "students from different backgrounds–Dominicans, Anglos, African Americans, Latinos wherever they're from–meet and talk about issues affecting them as students. Of course, there's a Latino agenda, because we work with Latinos, but we realize that the issues that Latinos are facing are very much the same as the issues that Caucasians, women, and people of color are facing–the same issues in a different wrapper."

The Concilio has identified seven issues of concern to youth: peer pressure, family understanding and support, the plight of undocumented students, communication with educational institutions, communication with service agencies, time management, and money management. In discussion, students are encouraged to look deeper than the surface of the issues they have identified, and to probe their own values and identities as they develop "interpersonal skills and introspective skills" for leadership, Torres says.

"Compared to other ENLACE programs, we in Tampa have a very diverse population," Torres observes. "We have rural Mexicans speaking Mixtec or Toltec; we have people from Argentina, Colombia...we have urban Cubans that have been settled here for a long time. And they find themselves all in the same situation: they're stuck. It is really, really sad: Latinos have not been appreciated by our community colleges, not seen as an asset."

Torres is determined that the students he works with will be "thinking, and going out there and making other people think about what's really going on in their world." Under his coordination, ENLACE-USF offers workshops on stress management and résumé writing. It offers a SWOT (Strengths, Weaknesses, Opportunities, Threats) workshop, adapted from marketing seminars, and a workshop on young Latino leaders and issues they are facing today.

Last year's Nuestra Vida (Our Life) was a poetry, photography, and art contest for high school students depicting their varied experiences as Latinos in the U.S. through creative expression. Cash prizes were awarded.

In the Hometown Heroes project, college students go back to give speeches at the schools they attended. "We could send them a distinguished Latino attorney or doctor," Parrino says, "and they wouldn't have the impact that these college students who went to their school have. The kids know–'they went through what I'm going through.'"

ENLACE-USF partners with the Upward Bound college recruitment program, USF's Bienvenidos (Welcome) program for freshmen, and the USF Transfer Student Consortium. It presents seminars on applying to college and getting financial aid. For students aiming at graduate school, there is a GRE test preparation course and waiver of the GRE test fee. Looking ahead, ENLACE-USF is lobbying to get a Hispanic graduate school recruiter on staff at USF.

National Hispanic Scientist of the Year

In 2001, Tampa's Museum of Science and Industry inaugurated the annual National

Hispanic Scientist of the Year award. The first honoree was Alejandro Acevedo-Gutiérrez, a marine biologist studying the ecology and behavior of dolphins and whales at the University of California-Santa Cruz and the California Academy of Sciences.

"We had a Dolphin Day," says Parrino. "We brought 1,200 middle school students in groups of 300 to an auditorium. Dr. Acevedo-Gutiérrez talked with them about science, engaged them, told them his stories, and spoke with them in Spanish, so they had an encounter with a role model."

In 2002, the National Hispanic Scientist of the Year was NASA astronaut Fernando Caldeiro. The students were thrilled to meet and talk with him. After February's space shuttle disaster, their first question was whether Caldeiro was on that flight. "They were concerned for him," says Parrino.

"This year's honoree is Mario Molina," the director continues, the MIT chemist who shared a Nobel prize for discovery of the hole in the ozone layer. "So we will bring the students once again for this encounter, and in addition to that, the honoree will come to the USF campus and talk to graduate and undergraduate students, to promote the idea of continuing with your studies and getting a terminal degree. There's no scientific way to measure what impact this has, but there is anecdotal evidence. The students have been in awe and so appreciative of meeting these people."

Cuentos de mi Familia

"One of those things that is ignored when people talk about building students' confidence is, you're not just telling people–you're good," says John McKiernan-González. "You're saying–see, you've done this; this is a skill you have. Great. Now apply it to a different place. Look at the two other skills you have learned in the process..."

McKiernan-González, assistant professor of history at USF, has been working with middle school and university students in ENLACE-USF's Cuentos de mi Familia (Stories of my Family) project. The university students coach the younger ones in writing the biography of a family member–interviewing, writing up the life story, taking pictures, creating a story board, and presenting it to an audience. "I can't test for it," he says, "but I definitely saw some changes among the students, from being terribly shy to being powerful and proud when they stepped into the public eye."

McKiernan-González writes that the Cuentos "involve place-making and circular migration, settlement difficulties, and family formation....The lives in these accounts have an unfinished edge, tracing a sense of possibility, danger, and fortune."

The professor points to research on second-generation Hispanic youth which shows that in middle school they can either become more alienated from mainstream culture, and fall behind academically; or they can find a place for themselves as ethnic youth in the story of the United States, and advance academically. The professor summarizes recent reports thus: "A strong ethnic identity is not the problem; the relationship between American institutions and their ethnic identity is the question that shapes the trajectory of their high school experience."

Family Outreach

"Oftentimes, if there's a problem with a child in the schools, there are issues in the home," Parrino observes. "We had a student and his mother who were living in a car," she says. "Through our Hispanic Services Council partner, we were able to find them housing so that their situation could stabilize a little bit." The Council also provides cultural competence training to school personnel.

ENLACE-USF family outreach centers on demystifying higher education. During the fall 2002 semester, the Spanish TV network Univision helped promote the Si Se Puede ("Yes, it can be done") college campaign.

ENLACE-USF offers Education Express programs in high school and middle school and presents student and parent Leadership Academies.

ENLACE-USF offers Education Express programs in high school and middle school and presents student and parent Leadership Academies. It employs Parent Peer Navigators–all to mobilize the great strength of Hispanic families on behalf of students.

"One of our challenges has been reaching parents," Parrino observes. It's not that parents aren't interested. In fact, almost every family turned out for Cuentos de Mi Familia presentations, even though most of the parents are working two jobs.

"They don't feel too comfortable at the schools, so they don't come to our meetings," Parrino explains. "I'm looking at faith-based initiatives, bringing together the principal of one of our high schools with the pastor of a church that wants to work with them. We'll dialog and see what the interest is, what the needs are, and what can be done."

"We wrote a very comprehensive and idealistic proposal to the Kellogg Foundation," Parrino concludes. "Implementing it has been challenging, but we are doing it. I'm so proud of what we're achieving. There's so much more to be done."

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

This Hispanic Perry Mason Makes Education His Mission

NIU Trustee Targets Latino Graduation

by Karen E. Thuermer

Manuel (Manny) Sánchez

Manuel "Manny" Sánchez, second oldest of seven children of Mexican immigrants, will be eternally grateful to two people: Brother James Elliott, at Holy Trinity school on Chicago's Northwest side and Perry Mason.

While a parochial school priest and a character on a famous TV show might seem an unlikely pair to inspire a young boy, they did. Sánchez became the first member of his family to graduate from college and later law school. He founded Sánchez and Daniels, now the nation's largest minority-owned law firm, and is the first Latino to head an Illinois public university governing board.

Sánchez remembers his rough-and-tumble childhood well.

"As a kid, we lived above a grocery store. I was cocky and involved in games with the neighborhood boys," he says. "As a fifth-grader, I began watching Perry Mason on TV when I came home from school. I was impressed. Perry Mason showed me three things. Unlike my dad, one could make a living by not using muscle and sweat. You could be an actor in front of a jury. And, most important, you could always win."

Sánchez knew that to be like Perry Mason he would have to apply himself. But what that meant did not come into focus for this streetwise rascal until Elliott called him in to shatter his dream. Essentially, the priest laid it on the line: Sánchez had flunked English, flunked French, was doing poorly in other subjects, despite weeks in summer school trying to catch up, and was at the bottom of his class.

"You'll be lucky to graduate from Holy Trinity," Sánchez recalls Elliott telling him. "You'd better stick to more realistic and lower goals, rather than that of becoming a lawyer."

Sánchez recalls his lonely and depressing walk from the priest's office to his locker after this stern reality check. "It was like the Eight Mile Walk," he says. "I then asked myself if I had what it took to become a lawyer. And I answered a resounding: YES."

New Life Meaning

From that moment on, Sánchez's life took on new meaning. When he graduated from Holy Trinity, he was barely in the top half of his class. Nonetheless, he applied and was accepted to Northern Illinois University (NIU), a college that was far enough away from home that he would not be distracted by his siblings.

"Upon entering college, I knew I had just four years to prove myself," he says. That he did, and eventually was accepted to a host of law schools, including University of Michigan, University of Stamford, and University of Pennsylvania. If it hadn't been for the reinstatement of the draft for the Vietnam War, Sánchez would have been on his way. But luck of the draw gave him a very low draft number. Consequently, Sánchez enlisted in the Marines and postponed his legal studies. But not for long. That same year, 1970, he found himself discharged due to an old back injury he had sustained at age 16.

"But I was discharged in December, the middle of the college year," he says. "I couldn't enroll in law school until the following year."

Sánchez decided to become a teacher until he could pick up his dream again. That's when another great influence that would impact his life: teaching.

"The school at which I taught was 82 percent Mexican-American," he says. "Yet, until I came along, there was not one single Hispanic teacher for these kids. I became their role model."

Sánchez enjoyed the teaching experience immensely and was faced with the decision of whether to give up his dream and make teaching his life.

"My now ex-wife asked me then if in 20 years time, could I look myself in the mirror and be happy with that decision," he recalls. "I could not. I had spent too many years talking about becoming a lawyer."

With a good financial aid package in hand, Sánchez finally enrolled in law school at the University of Pennsylvania, an institution, he says, at which 60 percent of the other students had attended Ivy League schools. Sánchez chuckles, recalling how his fellow classmates had never heard of NIU (Northern Illinois University) and teased him by saying, "What is that?" Sánchez reminded them when giving the class graduation speech in 1974.

"I was the only graduate privileged to address the commencement exercises," he says.

Legal Commitment

From there, his career blossomed. Sánchez became a trial lawyer and an associate/capital partner in the Chicago law firm

Hinshaw, Culbertson, Moelmann, Hoban & Fuller.

"I got to know my way around the courtroom," he says. "But in 1982, a new word entered my vocabulary: entrepreneur." Sánchez convinced a colleague to come on board as a 40 percent partner in the law firm Sánchez & Daniels.

"Jack Daniels was skeptical and reminded me that he was 10 years my senior, plus it had been his idea first to start our own firm," Sánchez recalls. But Sánchez knew the trends of the day and was able to sell Daniels on this fact: by the year 2010, Hispanics would surpass African Americans as the largest minority community in the United States.

"Soon corporations would realize value in having Hispanics in their work force, as vendors, in corporate board rooms, and as lawyers," he said. "A Hispanic law firm would be of particular significant importance. We would be the beneficiaries of enlightened businesses that would use our firm and commit to diversity."

Sánchez was not off the mark. Last year, the firm realized $7 million in fees. Not bad for a law firm that started with no clients in 1987.

During the years leading up to the creation of his own firm, Sánchez learned the art of "rain making–client development." He also set the stage for Hispanic lawyers grouping and organizing in Illinois.

Among his accomplishments between 1974 and 1987, he became the founding father of the Mexican-American Lawyers Association and the Latin American Bar Association. Those organizations have since merged into the Hispanic Lawyers Association of Illinois.

Sánchez never forgot his focus and that for his law firm. "I set four goals," he says. "First, to support the cause of Hispanics in the community. Second, to place education first and foremost. Third, to help kids by becoming involved in Girls and Boys Clubs and various other social, religious, and community organizations that supported youth. And fourth, to emphasize the importance of good health because without that, you have nothing."

His list of involvement, accomplishments, and awards is impressive. It includes:

- Board of Trustees, Northern Illinois University (1996-present)
- The International Raoul Wallenberg Humanitarian Award (1998)
- John Woodworth Leslie Humanitarian Award (1997)
- El Humanities Award from Cook County States Attorney (1995)
- Board of Trustees, Illinois Benedictine College
- Board of Trustees, St. Ignatius College Prep
- VIDA Award as Entrepreneur of the Year from NBC in Washington (1995)
- Illinois Hispanic Family of the Year (1990)
- Board of Directors, Metropolitan Bank
- Board of Directors, Wheelabrator Technologies, Inc.
- Executives Club of Chicago Board of Directors
- Chicago United Co-Chair (1995-97)
- Board of Overseers, University of Pennsylvania Law School
- Founding member, Mexican-American Lawyers Association and Latin American Bar Association
- United Way/Crusade of Mercy Board of Directors

Focus on Education

Education remains his personal calling. Today, Sánchez is the driving force behind several first-of-their-kind conferences in Illinois that bring together some of the nation's brightest minds on the issue of Latinos in higher education.

"It's not enough for us to say the number of Latino students entering and graduating from college is too low," Sánchez says. "We have to ask why. I wanted us to find out why so few Latinos graduate from four-year institutions. The percentage is dismal, way below that of African Americans." Nationally, only about 11 percent of Latinos complete four years of college.

The first such conference, hosted by NIU last year, was a sellout, and brought together key lawmakers, national policy-makers, renowned educators, and Latino community leaders to begin dialogue on how to improve college retention and graduation rates.

"Manny wanted to create a think tank to get people together to not only identify problems, but to find solutions," says Elizabeth Ortiz, NIU's former director of diversity resources. "There's tremendous potential in the Latino community, but it can go either way. We can be the future leaders, scientists, and doctors, or we can be a tremendous burden if we don't have the education and skills. Certain things have to be in place."

NIU President John Peters, speaking at the event, said: "The troubling picture of Hispanic representation and achievement in American colleges and universities is an issue that the higher education community can no longer ignore. In Illinois, I am proud to say that my institution, Northern Illinois University, is taking the lead in an effort to foster discussion and influence policies to change the face of the Latino college experience." Northern Illinois University, which has about 1,200 Latino students, is consistently named one of the nation's top 100 colleges and universities in awarding academic degrees to Hispanics.

Speakers and panelists at the conference identified college preparation and student involvement as key factors in retention of Hispanic college students.

Students who are involved "that first day, that first month, that first year of college" are likely to succeed, said Doug Day, deputy director for policy studies, Illinois Board of Higher Education. According to U.S. Census figures, 12.3 percent of the U.S. population is Hispanic. That number already exceeds 2005 projections for the Hispanic population, Day said. Yet Latinos make up only 7 percent of all students in four-year college institutions, noted Adam Chavarria, associate director of the White House Initiative on Hispanic Education. "The best way to get more Hispanic children in college is to improve their success in high school," he said.

During the conference, educators called for a thorough examination of the use of standardized tests in college recruitment. Latinos in recent years have scored below state averages on the ACT, and critics of standardized tests have said they are biased against some minority groups. Many of the conference panelists felt that other success indicators, such as student involvement in extracurricular activities and class rank, should be weighed more heavily.

Conference panelists also focused on the need to set high expectations for Hispanic students from an early age.

Former Chicago School Board President Gery Chico said that Hispanic children must develop a reverence for education. "It starts in the home," Chico said, adding that early childhood programs are of paramount importance. "If I had a dollar to spend, I'd put 98 cents into early childhood."

He also called for improvements in bilingual education, for bolstered scholarship efforts, and for expansion of high school honors programs.

Given the success of the first conference, Sánchez has encouraged a second, one that centers on solutions. It's in the works, he told *HO*.

In the meantime, Sánchez has this message for Hispanic students: "No matter what you have read, seen, or heard, nothing is more important to your personal and family's success than education. And I am talking about higher education–obtaining a college and even postgraduate degree. Do everything you can to succeed. But remember, education is the minimum requirement."

Sánchez is living proof of his words, and hopes to serve as a role model for Hispanics.

"If you get an education," he says, "you can be anything you want."

Hispanics in this Decade

A Former Optimist Reviews the Numbers

by Elsa Nuñez

The Promise of the Hispanic Leadership Fellows Program

Last spring, I attended the 15-year class reunion of the Hispanic Leadership Fellows Program in Washington, D.C. It was more than a decade ago that the Kellogg Foundation funded an initiative to increase the number of Hispanics in mid- and upper-level administrative positions in institutions of higher education.

It was the consensus of the time that since there were few Hispanics in such positions, a program that focused on recruiting individuals and providing them with networking opportunities would help alleviate the shortage. Many believed that surely individuals were available to assume administrative positions, but there needed to be a way in which they could be identified and "groomed" for such jobs. The announcement of the creation of the Fellows Program was received with great optimism and enormous support.

In 1983-87, a four-year period, the Foundation recruited four classes of fellows. These individuals were drawn from all sectors in higher education, representing both academic and students affairs, though no individual worked in finance or administration.

The program goals were to offer fellows training and support that would develop their administrative skills and better prepare them for higher positions. Workshops and seminars were offered on topics such as budgeting, planning, and collective bargaining. But it was the opportunity to network and build a base of colleagues with similar goals and aspirations that became the vital component of the program.

In all, 75 Hispanics fellows were selected to participate in the program; I was among them. All of us who participated believed that through our efforts we could lower the high dropout rate of Hispanic high school students, and that we would be central to the development of Hispanic leadership through programs that would encourage attainment in education–in short, that we could change the face of higher education in this country. The Hispanic high school dropout rate in the mid-1980s was 30.1 percent; for Whites, 9.7 percent and for African Americans, 14.2 percent. Our dreams and aspirations were ambitious and far reaching.

Each class was tracked carefully to determine the upward movement of the fellows. Individuals used the newly established networks and acquired skills as a platform for asserting themselves in the job market. Few moved to higher-level positions with the institutions in which they worked; many more were able to secure higher-level jobs at other institutions.

After four years, the Kellogg Foundation lost interest in the initiative and discontinued its funding. The program was disbanded.

The Population: Educational Challenges and Needs

Before the Leadership Fellows Program began, I had served as a lead consultant to the Aspira High School Dropout Study, authored by Ricardo Fernández (now President of Lehman College/City University of New York). Our task was to establish the dropout rates for Hispanics in five major cities around the country and, where we could, establish the reasons for students' leaving high school prematurely. It was an eye-opening experience for a young researcher.

I set about interviewing high school principals, many of whom readily told me they had no interest in "keeping" many of these Hispanic kids who were at-risk academically and underachieving in school. In fact, many administrators actively worked to get those students out of school since they were perceived as troublemakers. The Aspira Study established that most Hispanic students dropped out of high school before they got there; that is, the point of greatest loss was at the end of middle school or the eighth grade.

The Hispanic population in the United States is growing, and with it, the urgency of addressing its needs. In the 1980s, the Hispanic population was 6.4 percent; Whites, 79.6 percent; African Americans, 11.7 percent. By 1995, the numbers had increased so dramatically that researchers all over the country were predicting a new Hispanic majority for the early part of the new millennium. Hispanics are now nearly tied with African Americans in terms of their overall numbers in this country and will be the largest U.S. minority as early as 2005. In 2000, the figures show that Hispanics represented 11.9 percent of the overall population; Whites, 71.3 percent, and African Americans, 12.2 percent.

The Hispanic population has critical educational needs from pre-school through college. Issues related to counseling, advisement, English as a Second Language instruction, remediation, and academic support are still of major concern. The success of Hispanics is important to America's economy and educating Hispanics is no longer simply the right thing to do. It is about securing the economic infrastructure of this country by preparing a well-educated Hispanic majority community.

Hispanics in High School and College

A decade and a half after the Hispanic Fellowship Leaders Program began, as I sat listening to speakers in Washington, D.C., I was filled with hopelessness. The data presented that day revealed that the plight of Hispanics had changed very little in 15 years. Although the population had grown steadily relative to the entire U.S. population, very little progress had been made on important indicators of attainment: high school graduation, college participation, and college graduation. The population gains relative to the participation rates also masked some important distinctions in the areas of high school dropout rates, college graduation rates, Ph.D. attainment, and achievement in securing high-level administrative positions in colleges and universities.

Today, the data show that little progress has been made in stemming Hispanics' high school dropout rates, which are still alarming, especially in comparison to others, which were, in 2000, 3.8 percent for Asian Americans, 13.1 percent for

African Americans, 6.9 percent for Whites and 27.8 percent for Hispanics.

It is interesting to note that the numbers have consistently shown higher rates of high school graduation for women than for men and that over the years this has not varied. The fact that the Hispanic dropout rate has not been curtailed significantly has the same implications for the American work force today as it had 15 years ago. And now more jobs are technology-based, creating greater gaps between the jobs available to an applicant who lacks a high school degree and the requisite higher-level skills. Further, an increasing percentage of employers require college degrees.

Since the numbers of students completing high school continues to be low, the number of students entering colleges and universities is adversely affected. In the 1980s, the college participation rate was about 55 percent for all groups. In that same decade, the college participation rate was about 45.6 percent for Hispanics, 55.3 percent for Whites, and 47.8 percent for African Americans.

It is noteworthy that the community college admissions rate has increased over the years, with the percentage of Hispanic students attending two-year institutions increasing from 1988 to 1997 by 79 percent. If we take into account the increase in the overall number of Hispanics in this country during the 1990s, then the difference between the college-going rate in the 1980s and that of the 1990s is 19.1 percent.

Institutions of higher learning have responded in various ways to the crisis. Some have attempted to get by with providing limited support for students whom they recruit with the full knowledge that they are often less prepared than their majority counterparts. There is also ample evidence to support the claim that some institutions have invested considerable resources, reflecting institutional commitment to retaining and graduating Hispanic students–and individual institutions can indeed be credited with commendable achievements and gains.

Special recruitment programs, alternative summer enrichment programs, intensive retention efforts, and prescriptive remedial instruction and academic support should all be questioned, however, since these efforts, though well-intentioned, have had a limited impact on the overall success of Hispanics in college. The national figures remain alarming: 8.4 percent and 10.3 percent of Hispanics completed college in the 1980s and 1990s, respectively.

The figures for colleges' retention of Hispanic students can be misleading because of the increasingly aggressive recruitment of international students who can be labeled "Hispanic" in institutional databases. At baccalaureate-granting institutions, the majority of Hispanic students were recruited through higher education affirmative action policies of the 1980s and 1990s, which focused on "an attempt to achieve a multicultural society." Diverse criteria were used to recruit Hispanic students. For example, some Ivy League institutions recruited very heavily from the upper-middle and upper classes of Puerto Rico, Mexico, and Spain, thereby fulfilling their commitment to diversity and affirmative action by bringing in students with Hispanic surnames who were most likely to succeed. Many less well-endowed institutions, on the other hand, went to the inner cities and drew students with mixed academic profiles who needed–but could not be assured of receiving–a great deal of support in order to stay in college.

A decade and a half after the Hispanic Fellowship Leaders Program began, as I sat listening to speakers in Washington, D.C., I was filled with hopelessness.

Many four-year colleges were slow to respond to the varied and intense needs of many of these students–and community colleges came to be regarded as the appropriate institutions to respond to Hispanics' educational needs. They were seen as institutions that had the necessary support to help students improve their basic skills. The data on Hispanic students in community colleges from the last two decades do not, however, inspire confidence with regard to transfer and baccalaureate graduation rates.

Hispanic students who begin at community colleges are less likely to go on to earn a bachelor's degree than their peers with similar academic backgrounds who begin their academic experience at four-year institutions. In the 1980s, the national graduation rate for Hispanics at four-year colleges was 8.4 percent, as compared to 20.1 percent for Whites. The figures have changed over the last 15 years, revealing a 33 percent increase for Whites and 32.1 percent increase for Hispanics in the 1990s. If not the community colleges, who shall educate these students?

Post-Baccalaureate Education and Faculty/Administrative Positions

Since graduate degrees are the prerequisite for entry into the professorate and most mid- and high-level administrative positions in the academy, the low numbers of Hispanics in the pipeline for post-baccalaureate education have raised and continue to raise enormous concern for the Hispanic community. The disturbing findings of the 1980s have changed little. In 1997, 42,700 men and women received a Ph.D. in this country, as compared to 32,000 in 1987. The number of African Americans receiving a Ph.D. was 1,330 in 1997 and 770 in 1987. For Hispanics, the numbers were 1,030 and 620. The pipeline is as dry as it has ever been, indicating that the professorate and industry have not gained over the years in the number of Hispanic Ph.D.s working in various fields. Moreover, the representation of Hispanics in all ranks of the professorate cannot be expected to change for the decade to come, given the small number of Hispanic graduate students in the system today.

The challenges are even more pronounced since work force high-need areas in science-related fields have included extremely low numbers of Hispanics. When one looks at the number of Ph.D.s in high-demand areas such as science, mathematics, and technology, the numbers have fallen over the years. These areas have consistently competed for the few Hispanics who graduate with a Ph.D. in a competitive field, especially those who receive their degrees from Ivy League institutions. Given graduate programs' recruitment strategies, those applicants may represent the ranks of foreign students or students from more affluent backgrounds that colleges recruited from Spanish-speaking countries. If we put aside these individuals, the numbers of American-born or naturalized citizens receiving a doctorate are lower: 27,700 in 1997.

Too few Hispanic graduate students make for too few Hispanic professors. In 1995, 12,900 Hispanics nationwide held faculty positions, as compared to previous decades, when there were 7,800 Hispanic faculty members nationwide–1.6 percent of all faculty in the U.S. These positions have primarily fallen into the fields of education and human services. Few gains have been made in mathematics and the sciences: in the 1990s, 3.4 percent of all faculty members in mathematics and science were Hispanic. These data reinforce concerns expressed in the 1980s that unless opportunities are increased, Hispanics will not make it to the ranks of faculty in significant numbers. Again, the number of Hispanics in post-baccalaureate programs was low in the 1980s, continued low in the 1990s, and all predictions indicate will be low for at least another decade. The goal of increasing and sustaining growth in the number of Hispanic faculty members seems to be a pipe dream.

Hispanics have fared no better as administrators in higher education. In an effort to increase the numbers of minorities in positions of president, chief academic officer, or vice president of finance, administration, or student affairs, organizations such as the American Council on Education (ACE), during the mid-1980s and 1990s, focused on including some representation of Hispanics in their pools for programs such as the ACE Fellows Program, which aims to prepare individuals for positions of influence and authority in higher education. Yet, the number of Hispanics who hold presidencies is 4 percent nationally, a 2.6 percent increase from the last decade. Most of these presidencies are at the two-year community college level, although a slight increase in the number of four-year college presidencies has been recorded. At the vice-president level, with the exception of the area of student affairs, the numbers are lower today than they were two decades ago. In areas such as finance and academic affairs, little Hispanic representation exists, and when it does, it is limited to the second or third tier of administration–not vice-presidencies.

Conclusion; A Crucial Shift of Focus

I have always been a very positive person; I take great pride that my children refer to me as someone whose attitude stays on the bright side even when things get tough. But after I attended my class reunion of Hispanic fellows, I knew what it is like to be a pessimist. If all the strategies that were employed for more than 15 years had had such a limited impact, then what was left to do? Encourage more recruitment of Hispanic inner-city youth, offer more remediation, award more financial aid? Or conclude that Hispanics cannot really cut it in the American higher education mainstream? Of course, each of us knows at least one Hispanic who "made it," but those individuals are very few in number.

> ***"We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought."***
>
> **FRANKLIN DELANO ROOSEVELT**

And so I asked myself the most important question of my professional career: Had we fellows neglected to address the real issue because it was too daunting to face? I have concluded that that was indeed the case. Now it is clear that massive, substantive changes must occur in the preparation of Hispanics, beginning in preschool.

Politically charged topics such as language acquisition have taken over the discourse, when it should be enriched with the research that exists all over the world on how to educate people in multiple languages.

I am convinced that, unless we implement systemic changes nationwide, I will be at the 30th reunion of the Hispanic Fellows Program reviewing statistics similar to–or worse than–those of 2002. As the population of American Hispanics reaches record numbers in the early part of this century, and we become the largest minority group in the United States, the stakes are higher for this nation, economically as well as morally.

Franklin Delano Roosevelt's words ring true for me today as I seek ways in which to ask for opportunity for my community: "We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought."

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The author is provost and vice president for academic affairs at Lesley University.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com June 16, 2003

National Legislators Attend HACU's 2003 National Capitol Forum

WASHINGTON, D.C.

Higher education leaders from throughout the country recently joined public policy-makers and corporate sponsors on Capitol Hill, calling for greater investments in the college and career development needs of the nation's youngest and largest ethnic population.

Leaders of many of the Hispanic Association of Colleges and Universities' (HACU) 340 member colleges and universities, including Hispanic-Serving Institutions (HSIs), presented a unified, grassroots voice during HACU's 2003 National Capitol Forum on Hispanic Higher Education, March 30 to April 1.

U.S. Sen. Kay Bailey Hutchison of Texas, co-founder and co-chair of the Senate HSI Coalition, received an award for supporting HACU from Antonio R. Flores, HACU president and CEO, and Salme Steinberg, HACU Governing Board chair and president of Northeastern Illinois University. Hutchison pledged her continuing support for efforts to address Hispanic higher education needs.

Flores called for creation of a House HSI Coalition to mirror the mission and efforts of the Senate HSI Coalition. HSIs have a student enrollment rate that is at least 25 percent Hispanic.

HACU's legislative agenda calls for a series of increases in federal appropriations to HSIs and other higher education institutions with large Hispanic student populations under Title V of the Higher Education Act (HEA)–from $93 million in FY 2003 to $175 million in FY 2004–as well as increased investments in pre-collegiate programs.

HACU also calls for increased long-term investments in Hispanic higher education within a reauthorized HEA.

Funding for HSIs has increased from $10 million since 1998 to more than $150 million for this current federal fiscal year, which includes the new $93 million Title V appropriation and individual federal agency appropriations targeting HSIs that have evolved since 1998. "It's clear we are gaining momentum. We must keep that momentum going," said U.S. Rep. Ruben Hinojosa, chair of the Education Task Force of the Congressional Hispanic Caucus that led the successful effort to win unprecedented new federal recognition and support for HSIs during the last reauthorization in 1998.

Sen. George Allen of Virginia was recognized for his efforts to bring more technology to underserved HSIs with his recent introduction of the proposed Digital and Wireless Network Technology Program Act, and U.S. Rep. Raúl Grijalva of Arizona was applauded for calling for greater investments in education from kindergarten through college to lay the groundwork early for academic success.

Leslie Sánchez, executive director of the White House Initiative on Educational Excellence for Hispanic Americans, called for a new national repository of model programs that are reducing low Hispanic high school and college graduation rates.

HACU, established in 1986, offers thousands of young Hispanics internships, scholarships, college retention and advancement programs, pre-collegiate support, and career development opportunities and programs. For more information, go to the HACU Web site: www.hacu.net.

Council of the Great City Schools Sees Urban School Progress in Math and Reading

WASHINGTON, D.C.

At a time when urban schools are taking steps to raise standards, bolster course content, and improve instructional practice, many of the nation's largest urban school districts–and the high percentages of minority students they educate–are making sizeable gains on state assessments in math and reading, according to a new report from the Council of the Great City Schools.

Beating the Odds III updates three years of achievement data for the 59 big-city districts belonging to the Council, broken down by year, grade level, race, and other variables.

The study shows that an overwhelming majority of urban school districts improved their mathematics and reading scores in a majority of grades tested last year and that, in many cases, district gains are outpacing gains made by their states. The report also highlights performance over time and shows, for example, that the percentage of urban districts with all grades improving in math has significantly gone up between 2000 and 2002.

Among the districts with the best performance in math and reading against their state averages were Albuquerque (N.M.), Anchorage (Alaska), Greenville (S.C.), Hillsborough County (Fla.), and San Francisco (Calif.).

The Council of the Great City Schools, founded in 1956, incorporated in 1961, and located in Washington, D.C., works to promote urban education. Visit www.cgcs.org.

...FYI

Civil Rights Project Responds to Education Department's "Race-Neutral Alternatives"

CAMBRIDGE, Mass.

Representatives of The Civil Rights Project (CRP) at Harvard University recently issued a joint statement in response to the U.S. Department of Education's Office for Civil Rights report, *Race-Neutral Alternatives in Postsecondary Education: Innovative Approaches to Diversity*, billed by the Education Department as a catalog of race-neutral approaches that can "help expand equal opportunity in our society while avoiding the controversy caused by traditional race-preferential policies."

The Civil Rights Project says that this report offers little more than a series of unsubstantiated hopeful expressions about programs that might work to create racial diversity in higher education. While the report indicates that its purpose is "not to assess…[but] merely describe these programs," the Project finds that the report neglects to mention the large body of scientific research that already exists about several of these programs–research that is critical to determining whether they can be taken seriously as viable alternatives to race-conscious policies.

As such, says the Project, it is misleading for the Department of Education to propose that this loose collection of largely young, untested ideas from around the country can effectively open doors of educational opportunity to the growing numbers of traditionally underrepresented minority groups.

The Civil Rights Project says, "What we do know from multiple studies of the admissions percent plans…provides evidence that: 1) these policies have led to the admission of very few students who would not have been admitted under previous policies; 2) these policies have benefited far more White and Asian students than Blacks and Latinos; and 3) the gap between the college age population, by race, and the applications, admissions, and enrollments of first-time-in-college students to the states' university systems and to their premier campuses is substantial and growing even as states are becoming more diverse. Additionally, such policies cannot simply be applied at national universities, private universities, nor can they be transferred to graduate and professional school programs. Much more research is needed before these initiatives are suggested for universal implementation."

The statement is from CRP representatives Angelo Ancheta, Christopher Edley, Jr., Catherine Horn, Albert Kauffman, Patricia Marin, and Gary Orfield.

For more information on The Civil Rights Project at Harvard University, go to www.civilrightsproject.harvard.edu

Fannie Mae Passes Halfway Point in $2 Trillion American Dream Commitment

WASHINGTON, D.C.

Fannie Mae and its lender partners already have fulfilled more than half of a 10-year pledge to provide $2 trillion in home financing for 18 million historically-underserved families, announced Franklin D. Raines, Fannie Mae chairman and CEO.

To date, Fannie Mae has provided more than $1.3 trillion for nearly 12 million targeted families, completing two-thirds of the American Dream Commitment in about 30 percent of the time, and leading the market in serving minorities and the nation's affordable housing needs.

Raines applauded the mortgage finance industry for its extraordinary efforts to reach and serve "emerging markets" of historically-underserved families and communities, deliver Fannie Mae's $2 trillion in targeted capital, and extend the benefits of the nation's housing boom.

Fannie Mae launched the American Dream Commitment in March 2000 to narrow homeownership gaps, increase the availability of affordable rental housing, and strengthen communities.

The plan included $420 billion to provide minority home financing, and in 2002 Fannie Mae boosted that pledge to $700 billion in an effort to help advance the Bush administration's minority homeownership proposals.

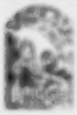
As part of its 2002 American Dream Commitment, Fannie Mae provided more than $1.3 trillion for nearly 12 million families since 2000, including $670 billion for almost 5.5 million families in 2002.

Fannie Mae met its voluntary commitment to lead the market in serving minority Americans. Last year, the company provided $136 billion for almost one million minority families. Of that, 213,000 African American families were served with $24 billion in financing; 394,000 Hispanic families were served with $51 billion in financing; 2,488 Native Americans living on tribal land and trust lands were served with more than $217 million in financing; and 375,000 other minorities were served with $64 billion in financing.

People-Places-Publications-Conferences

PEOPLE & PLACES

Stanford Study Finds Pipeline Disconnect



America's high school students have higher educational aspirations than ever before, yet these aspirations are being undermined by disconnected educational systems and other barriers, according to *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations*, a report released by Stanford University's (Calif.) Bridge Project after six years of research.

Researchers found that high school assessment tests often stress different knowledge than do college entrance and placement requirements, a possible explanation for the 40 percent of students in four-year institutions taking remedial courses. The study also reports that coursework between high school and college is not connected; students graduate from high school under one set of standards and are required to meet a whole new set of standards in college.

The Project examined K-12 and higher education in the states of California, Georgia, Illinois, Maryland, Oregon, and Texas over a period of six years.

Georgia Southern Names New Dean

Georgia Southern University appointed Amy Morrobel-Sosa to the position of dean of the Allen E. Paulson College of Science and Technology, effective July 1.

Morrobel-Sosa, most recently an interim associate vice provost for academic services and professor of materials engineering at California Polytechnic State University-San Luis Obispo, has held faculty positions at the University of Alabama, Pacesetter Inc., Los Alamos National Laboratory, and the Space Science Laboratory. She is the author of 26 professional publications and 10 technical consultant reports.

Morrobel-Sosa received a bachelor's degree from the University of Puerto Rico, a master's from the State University of New York-Stony Brook, and a doctorate from the University of Southern California.

Cal State L.A. Advisor Is Honored

The Association of Student Advancement Programs awarded María Ubago of California State University-Los Angeles' Alumni Association the Outstanding Advisor Award at the 2003 District VII Peak Performance Conference.

Ubago is an advisor and a founding member of the Alumni Association. She is in charge of organizing activities for alumni and student outreach and working with volunteer alumni association committees, the Alumni Association board of directors, and campus entities. Ubago oversees the alumni scholarship program and production of the yearbook.

Ubago is the first in her family to graduate from college. She received a bachelor's degree from Cal State L.A., where she is currently pursuing a master's.

Rice Professor Wins NSF Mentor Award

The National Science Foundation (NSF) awarded the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring to Enrique Barrera, associate professor of mechanical engineering and materials science at Rice University (Texas).

Through his "Materials Magic Show," which combines theater and lab science, Barrera has encouraged many Houston inner-city schoolchildren to appreciate science and mathematics. He has also devoted many hours to mentoring undergraduate and graduate minority students in engineering.

The NSF awarded Barrera a $10,000 grant. He plans to use it to enhance the "Materials Magic Show" by using engineering students to combine the show with a university awareness program about college, engineering, and science.

Urban University Conference at CUNY

The New York City Louis Stokes Alliance for Minority Participation in Science (NYC LSAMP) recently held its 6th Annual Urban University Conference at York College of the City University of New York (CUNY).

The Conference, designed to increase the participation of underrepresented minorities in science, technology, engineering, and math, recognized the research achievements of faculty and CUNY students involved in undergraduate and graduate research.

The Conference provided networking opportunities for other minority scientists and engineers as well as a forum for students to learn about internships, graduate programs, and job possibilities.

Boston College Hosts Theologians Conference

The Hispanic Theological Initiative recently gathered at Boston College (Mass.) to discuss the cultural, religious, and political implications of a growing Latino population in the United States.

Theologians explored the response of the Christian church to an increasing Latino faith community, the evolution of Latino cultural identity in this century, changes in the national political landscape, and global impact.

Richard Rodríguez, renowned essayist and author, and the Rev. Elizabeth Conde-Frazier, Claremont School of Theology assistant professor of religious education, were keynote speakers.

New School Chair Receives Grantmaking Award

The Council on Foundations awarded the Robert W. Scrivner Award for Creative Grantmaking to Aída Rodríguez, chair of the

Nonprofit Management Program at New School University's (N.Y.) Milano Graduate School.

Photo © Harry Heleotis

Rodríguez and a team of staff and volunteers planned and implemented the Funders' Collaborative for Strong Latino Communities, a transnational initiative that funds small-to-mid-sized Latino nonprofit organizations. The collaborative generates grants for U.S. Latino nonprofit organizations in order to develop the next wave of Latino leaders.

Citigroup Partners with NCLR

Citigroup joined with the National Council of La Raza (NCLR) in a $105 million alliance to revitalize Hispanic communities.

The partnership comes with a commitment of $100 million from Citigroup to finance the creation of affordable housing and community facilities, including single-family homes, multi-family rental housing, schools, and job training, child, and healthcare centers.

In addition, the Citigroup Foundation pledged $5 million to support NCLR's community development initiatives in Hispanic neighborhoods. This grant is being used to expand the Raza Development Fund, NCLR's community development subsidiary, with the intention of making it the country's first national community development financial institution devoted to increasing investment in low-income Hispanic areas.

Latina Celebration at Smithsonian

The Smithsonian Center for Latino Initiatives, in collaboration with the National Hispana Leadership Institute, presented a Latina panel discussion on leadership and a special tribute to the first Latina astronaut, Ellen Ochoa (pictured).

The third annual "A Latina Celebration" panel discussion and special tribute showcased the outstanding accomplishments of Latinas in the fields of arts and culture, civic leadership, business, health and science, and government.

Ochoa received the James Smithson Bicentennial Medal. The event also honored activist Belen Robles, artist Nivia González, stockbroker and author Julie Stav, and Josefina Carbonell, assistant secretary for aging, Department of Health and Human Services.

Barry Receives $300,000 Grant

Blue Cross and Blue Shield of Florida awarded Barry University (Fla.) a $300,000 grant to help fund the establishment of the Institute for Community Health and Minority Medicine.

The Institute's goals are to provide healthcare to the underserved population, prepare a new generation of minority outreach health care providers, develop innovative community health initiatives, and identify disease prevention programs tailored to minorities.

The Institute will be an extension of Barry's School of Graduate Medical Sciences, which currently treats more than 28,000 migrant farmworkers and their children at the Good News Care Center and the Open Door Health Clinic in South Miami-Dade.

Oxnard Names Rodríguez VP of College Services

Oxnard College (Calif.) recently named René Rodríguez vice president of college services.

Rodríguez was dean of student learning at Moorpark College and worked for 32 years within the Ventura County Community College District.

He earned associate's degrees in mathematics and Spanish at Ventura College, and bachelor's and master's degrees at the University of California-Santa Barbara, where he is currently pursuing a doctorate in Hispanic languages and literature.

Bronx Museum Hosts Havana Film Festival

The Bronx Museum of the Arts' (N.Y.) Performance LAB recently presented an important selection of films at the Havana Film Festival in New York 2003.

In its second year as a site for the festival, the Museum featured more than 80 films, documentaries, shorts, and animations representing the best in cinema from Argentina, Brazil, Chile, Colombia, Cuba, Ecuador, Mexico, Nicaragua, Peru, Puerto Rico, and Venezuela. The Museum also screened several New York City and U.S. premieres.

Audience members were given an inside look at the filmmakers' process by participating in post-screening dialogues with directors.

New Mexico State Provost Named to Cultural Center

Gov. Bill Richardson of New Mexico appointed New Mexico State University Provost William Flores (pictured) to the board of directors of the National Hispanic Cultural Center of New Mexico.

The Center, opened in 2000, is part of the state Office of Cultural Affairs. Flores and the other nine recently appointed board members are to guide the Center through its completion so that it becomes a leading example of Hispanic culture and arts.

"Education is central to the mission of the National Hispanic Cultural Center, a place for all cultural backgrounds to learn about the rich Hispanic culture of our region. I look forward to the wonderful opportunities this world-class facility makes possible," said Flores.

Ventura Students Receive Scholarships

The Hispanic Scholarship Fund, in association with the Society of Hispanic Professional Engineers, awarded nine Ventura College (Calif.) students scholarships of $1,250 to $2,500 each.

All nine were part of the Mathematics, Engineering, Science Achievement (MESA) program, which helps underrepresented students earn math- or science-based degrees.

Three recipients, Jesús Duenas, José Alvina Mendoza, and Hugo Jacinto, major in electrical engineering; Justin Olivárez and Elizabeth Wolfel major in chemistry; Marcos García and Andrés Luján, in mechanical engineering; Analilia Adon, in environmental engineering; and Rubén Rodríguez, in computer engineering.

NSHMBA Announces 2003 National Board

The National Society of Hispanic MBAs (NSHMBA) announced the 10 members of its 2003 National Board.

Manny Martínez (pictured) is serving a second term as chairman. A director at Citigroup Global Markets Inc., he is in charge of marketing, structuring, and risk management for the firm's mutual fund fee securitization business.

Donna Blancero serves as vice chair; Manuel Fernández, national secretary and legal compliance officer; Ed Nonaca, treasurer and chief financial officer; Miguel Figueroa, fund-raising chair; Julian Teixeira, marketing and public relations chair; Martha Salinas-Rost, national education chair; Jesús Maldonado-Reyes, eastern region chair; Gary A. Sepúlveda, central region chair; and Cosette Gutiérrez, western region chair.

In the News at UNM

- University of New Mexico (UNM) President F. Chris García was recently appointed to the board of directors of the National Hispanic Cultural Center of New Mexico. He hopes to bring a higher education perspective to the board and explore ways in which the two organizations can work together to promote the study and understanding of Hispanic culture.
- Marco Altamirano, former UNM doctoral student, was named director of the Galapagos National Park Service in Ecuador. Heavily involved with various environmental organizations in Ecuador since 1990, Altamirano holds two master's degrees in biology and a doctorate in ecology from UNM.
- Dr. Thomas Chávez, executive director of the National Hispanic Cultural Center, recently discussed his latest book, ***Spain and the Independence of the United States: an Intrinsic Gift***, at the 2003 UNM General Library's Open Doors Regional Scholars and Writers Series.
- The UNM School of Engineering, along with the engineering chapter of the UNM Alumni Association, presented awards to four alumni engineers at the 5th Annual Distinguished Alumni Awards Banquet. The honorees were Jack E. Bresenham, Winthrop University professor of computer science; Víctor J. Chávez, director of plannning for the city of Albuquerque; Lorenzo A. Larranaga, managing partner of Bohannan-Huston, Inc.; and Raymond J. Leopold, vice president and director of Technical Ventures Motorola Labs.

TWU Homecoming Honors Alumni

Texas Woman's University (TWU) honored alumni Dr. Corina Gardea and Dr. Cecilia May Moreno during its Homecoming Celebration Honors Convocation ceremonies.

Gardea (pictured l.) is president of Phoenix College in Arizona. She has a bachelor's degree from TWU, where she developed a bilingual dental health program, and a master's and doctorate from the University of Texas-Austin.

Moreno (r.), who has worked in the Laredo Independent School District for 37 years, is a member of the LULAC Hispanic Heritage Hall of Fame. She earned a bachelor's and master's degree at TWU. She also earned a master's at Laredo State University and a doctorate at Texas A&M University.

TWU also honored alumni Dr. James H. Rimmer and Mary Beth Foshee Scull.

Saint Peter's Students Inducted into Honor Society

Twenty Saint Peter's College (N.J.) students were inducted in the Chi Alpha Epsilon National Honor Society, which acknowledges the academic achievements of students admitted to college through the Equal Opportunity Fund (EOF) program.

Inductees were: Benis Adaaquah, Marybel Balda, Natalia Barrientos, Collete Bondoa, Nazia Chatha, Bernice Cuevas, Jesse De Jesús, Geidy DeLaRosa, Christopher Henry, Mangat Singh, Mariem Ileya, Naureen Khan, Anny Martínez, Leticia Martínez, Patrick Mazurkiewicz, Stacey Nguyen, Yalitza Ortiz, Abdiel Pino, Lideliz Terrero, and Evelyn Villegas.

The National Honor Society includes full-time students who enrolled in college through EOF or other developmental programs and hold a 3.0 cumulative grade point average for two consecutive semesters.

Mexican Bishop Gives Lecture at Notre Dame

Bishop Samuel Ruiz García, bishop emeritus of San Cristobal de las Casas in Chiapas, Mexico, delivered the University of Notre Dame (Ind.) 2003 Oscar Romero Lecture, observing the assassination of Archbishop Oscar Romero of San Salvador.

Ruiz García, much like the late Romero, is considered a champion of human rights. He dedicated himself to raising the social standing of the indigenous population to which he ministered in the poverty-stricken mountain region of Chiapas. Despite much controversy, Ruiz García fought to preserve the native cultures of his parishioners by instituting the use of indigenous languages and dances in mass and appointing many uneducated and married indigenous people to serve as deacons in his ministry.

Loyola Chicago to Collaborate with Mexico Tech

Loyola University Chicago and the Instituto Technologico de Estudios Superiores de Monterrey (ITESM) entered into a joint agreement to establish an ethics program and insert it into ITESM's core curriculum by 2006.

For the next three years, as part of an effort to require ethics for undergraduate and graduate degrees, 20 of ITESM's faculty members will enroll in Loyola's master's program in philosophy. Loyola's philosophy faculty and graduate students will travel to Mexico for workshops created to implement the ethics program. ITESM also will consult with Loyola on the establishment of an ethics research center in Mexico.

Other collaborative projects are also in effect, such as student and faculty exchanges and shared research activities.

Fresno State Holds Mexican Rights Conference

California State University-Fresno held the last of a two-year series of conferences and public hearings designed to develop a bill, to be submitted to Mexico's Congress, allowing Mexicans abroad to vote in presidential elections.

Jesús Martínez-Saldana, Chicano and Latin American studies professor, coordinated the event to encourage members of the local Mexican immigrant population to express their views and make proposals. Mexican federal and state legislators, academic experts, and Latino leaders were also present. Martínez-Saldana hoped the cooperative atmosphere of the conference would establish collaborative relations between Mexican federal legislators and state-level officials.

Martínez-Saldana is the author of several academic works and articles regarding the Mexican immigrant vote. He has studied the issue since graduate school.

Arizona Receives $6 Million Grant

The National Center on Minority Health and Health Disparities and the National Institutes of Health awarded the Mel and Enid Zuckerman Arizona College of Public Health a $6 million grant to establish the Arizona EXPORT (Excellence in Partnerships for Community Outreach, Research on Health Disparities and Training) Center, for combating American Indian and Hispanic health disparities.

The Center brings together community representatives and public health professionals from the Arizona College of Public Health, the Mexican American Studies and Research Center, the Native American Research and Training Center, and the University of Arizona Graduate College to focus on diabetes and substance abuse in the Native American and Hispanic populations.

Eastern University Appoints New Dean

Eastern University (Pa.) appointed Efraín Rivera dean of the School of Professional Studies.

Rivera comes to Eastern from Bausch & Lomb, where he was corporate vice president of Canada and the Latin American division. Prior to that he was a trial attorney with the Civil Division of the U.S. Department of Justice.

Rivera holds a bachelor's degree from Houghton College and a master's from the University of Rochester. He earned his juris doctorate from New York University and is presently pursuing an executive doctorate in management from Case Western Reserve University.

FIU Hosts Latin America/Caribbean Workshop

The Florida International University (FIU) Latin American and Caribbean Center recently hosted the 21st Annual Journalists and Editors Workshop on Latin America and the Caribbean, bringing together media, government, and academic representatives in discussions about critical issues facing the regions.

Participants exchanged perspectives with fellow journalists and experts in the field. Panels discussed U.S. and European visions for Latin America and the Caribbean, neoliberalism and social policy, the ongoing problem of attacks on journalists, security issues in the Caribbean, and the possibility of national reconciliation in Cuba. The workshop also featured a special presentation on economic trends in the Americas.

Anoop Singh, director of the Western Hemisphere Department for the International Monetary Fund, keynoted the event.

Laviera Visits Rutgers-Newark

Afro-Puerto Rican poet Tato Laviera recently paid a visit to Rutgers University-Newark (N.J.) as a poet-in-residence.

Laviera's residency included a workshop with student writers, guest lectures in select classes, student mentoring sessions, workshops, dialogues, and a poetry event. At these affairs Laviera spoke of the urban Latino experience, bilingual aesthetics, the African diaspora in the Americas, and American identity after Sept. 11.

Laviera is the author of four poetry books and the winner of the Before Columbus Foundation Award. His new book, *Continental*, will be published this year.

Connecticut Universities Receive Teacher-Development Aid

The Connecticut Department of Higher Education awarded $437,400 in grants for teacher professional development projects to Central Connecticut State University and Western Connecticut State University.

The projects are designed to improve the content knowledge and teaching skills of elementary and secondary public school teachers across the state. The grants were awarded under the new Teacher Quality Partnership Grant Program, which is part of the federal No Child Left Behind Act.

"This is a unique opportunity for colleges and universities to be part of the national reform movement, and I am delighted that so many faculty from various disciplines are teaming up to help address school needs," said Higher Education Commissioner Valerie Lewis.

Fullerton Presents "Faces of America"

Fullerton College (Calif.) recently presented two free performances of "Faces of America," a one-woman show about the American experience as seen through the eyes of several young people with different ethnic backgrounds.

The show featured nine real-life accounts of the heartfelt beliefs of African, Asian, Latino, East Indian, European, and Native Americans. The narrative challenged the stereotypes of race, class, and sexual orientation often placed upon the young Americans by their previous generations, and told of their future aspirations.

The creative team of Colin Cox and Fran de León created "Faces of America" in response to diversity workshops and interviews with more than 60 individuals.

Muñoz Speaks at Barnard Migration Forum

Cecilia Muñoz, vice president of the National Council of La Raza (NCLR), discussed Latino immigration after Sept. 11 at a Barnard College (N.Y.) forum.

The civil rights advocate discussed the hopes of many Latinos that President Bush's relationship with

Mexican President Vicente Fox will produce immigration reform. She also spoke of the reform agenda gradually taking shape as immigration policies tighten.

Muñoz supervises legislative and advocacy activities surrounding immigration issues at NCLR. She is a staunch advocate for Latin American civil and immigration rights and has helped more than 5,000 immigrants to gain legal U.S. citizenship.

Women's Center Honors Grand Valley State

The Women's Resource Center awarded Grand Valley State University (Mich.) the 2003 Employer Recognition Award for being one of the top employers for women.

Since 1999, the number of female executive officers at Grand Valley has increased by 37 percent. The number of women on the board of trustees is estimated to be at 62.5 percent, and both the chair and vice chair of the board are women, according to the University.

"The University realizes employees are individuals who must be given avenues in which they can balance many responsibilities. I believe providing a fair and equitable environment is critical to the success of our employees and the continued success of Grand Valley," said President Mark A. Murray.

San Antonio Selects Outstanding Former Students

San Antonio College (SAC) in Texas recognized Norma Rodríguez and Albert Ortiz as Outstanding Former Students for 2002-2003 at the College's commencement ceremony.

Now retired, Rodríguez (pictured l.) was the first Hispanic, first woman, and longest tenured city clerk in the history of San Antonio. She helped obtain more than $200,000 in grants to complete a conservation project involving historical city records dating back to the 1700s. Rodríguez also helped implement a computerized city records system.

Ortiz (r.) is the San Antonio chief of police. He planned and developed the Battered Women's Advocacy Project, worked on the Texas Department of Regulatory and Protective Services' original Child Death Review Panel for Bexar County, and was involved in planning and implementing the Alamo Children's Advocacy Center.

Cal Poly San Luis Obispo Receives Donation

The Latino Outreach Council of San Luis Obispo awarded California Polytechnic State University more than $2,000 to fund scholarships for students of the University Center for Teacher Education who plan to become bilingual teachers.

Latino Outreach contributed the money to the David Sánchez Memorial Scholarship fund, named for a late Cal Poly faculty member colleagues remember as "a pillar of the Latino community."

The memorial scholarship hadn't reached its required minimum threshold until a recent scholarship drive. According to Carol Pendergast, advancement director for the University Center for Teacher Education and the Kennedy Library, the Latino Outreach contribution was key in the effort to secure the needed funds.

Syracuse Honors González for Excellence

Tomás González, assistant director of Greek Life and experiential learning in the division of student affairs at Syracuse University (N.Y.), received an Exemplary Achievement Award for Service Excellence.

"Constantly striving to provide students with quality experiences, Tomás brought the Order of Omega, a national honorary organization that recognizes the leadership and academic achievements of Greek students, to Syracuse," said Chancellor Kenneth A. Shaw.

Supervisors and peers nominate recipients for the Exemplary Achievement Award. Winners are chosen by department heads on the basis of service excellence, a positive attitude, accountability, and initiative.

ACRL Holds 11th National Conference

Librarians gathered at the Association of College and Research Libraries (ACRL) 11th National Conference to discuss the responsibilities of academic librarians to further student learning, assess student needs, and make the online library environment accessible. Participants talked about recruitment, salary, distance learning, virtual reference, and collaborative study. The conference also featured the launch of @your library, The Academic and Research Libraries Campaign, seeking to promote awareness of the role of the academic libraries and their contributions.

Presenters included Paul Duguid, author of *The Social Life of Information*, Bill Ferris, associate director of the University of North Carolina's Center for the Study of the American South, and Belle Wheelan, secretary of education for the Commonwealth of Virginia.

Luciano Speaks at Delaware

Reporter, poet, and activist Felipe Luciano spoke during a recent visit to the University of Delaware about his commitment to Latino ethnic pride.

Luciano is the founder and chair of the Young Lords Party, whose focus is to "fight for the freedom of the oppressed." The Party emphasizes community empowerment, ethnic pride, and civil rights to change politics, society, and culture.

The first Puerto Rican news anchor to work for WNBC, Luciano is recognized for his success in radio, television, journalism, stage productions, music, and poetry. He is a two-time Emmy winner and the recipient of an ACE and Silurian award.

Bronx Community College Honors Carmona

Bronx Community College (BCC) in New York presented notable alumnus Dr. Richard Carmona, U.S. surgeon general, with the Hall of Fame for Great Americans award.

Carmona, born and raised in New York City, dropped out of high school, enlisted in the U.S. Army, and became a highly decorated Vietnam medic. After leaving active duty and earning his GED, he enrolled at BCC, made the dean's list, and graduated with a 3.73 GPA and an associate's degree in the liberal arts. At the University of California-San Francisco, he graduated with a bachelor's degree and as valedictorian with a medical degree.

Carmona has said that his time at BCC was the first step in his move to higher education.

BCC also honored Dr. Hilda Y. Hutcherson, assistant professor of obstetrics and gynecology at Columbia University's Presbyterian Medical Center; Dr. Richard Izquierdo, founder of the Urban Health Plan, Inc.; and Dennis Rivera, local chapter president of the Health-Care Workers Union.

PUBLICATIONS

Reconquest and Crusade in Medieval Spain

By Joseph F. O'Callaghan

Reconquest and Crusade in Medieval Spain

Drawing from both Christian and Islamic sources, O'Callaghan explores the battle for dominance in the Mediterranean between Muslims and Christians and argues that any account of the history of the crusades that excludes medieval Spain is incomplete.

2002. 336 pgs. ISBN 0-8122-3696-3. $39.95 cloth. University of Pennsylvania Press. (800) 537-5487.

The Mexico Reader: History, Culture, Politics

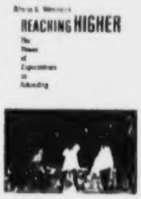
Gilbert M. Joseph and Timothy J. Henderson, eds.

A collection of poetry, folklore, fiction, polemics, photo essays, songs, and memoirs, many appearing for the first time in English, divided thematically in sections ranging from ancient civilization to contemporary Mexico, and designed to deliver a thorough picture of the country's history, culture, and politics.

2003. 808 pgs. ISBN 0-8223-3042-3. $24.95 paper. Duke University Press. (888) 651-0122.

Reaching Higher: The Power of Expectations in Schooling

By Rhona S. Weinstein



Based on her 30-year research experience of the power of self-fulfilling prophecies, University of California-Berkeley psychology Professor Rhona Weinstein debates that American schools need a new philosophy of teaching that eradicates the current system that gives preferential treatment to some over others.

2002. 345 pgs. ISBN 0-674-00919-3. $39.95 cloth. Harvard University Press. (800) 448-2242.

Republic of Egos: A Social History of the Spanish Civil War

By Michael Seidman

REPUBLIC EGOS

By examining the thoughts and experiences of anonymous individuals, families, and small groups who struggled for their own interests and survival during the Spanish Civil War, Seidman recounts the human experience of the conflict, as opposed to the most common investigations of class and gender.

2002. 304 pgs. ISBN 0-299-17864-1. $55.00 paper. University of Wisconsin Press. (800) 621-2736.

Representing Aztec Ritual: Performance, Text, and Image in the Work of Sahagún

Eloise Quiñones Keber, ed.

Representing Aztec Ritual
Performance, Text, and Image in the Work of Sahagún

Representing Aztec Ritual uses Franciscan missionary Bernardino de Sahagún's comprehensive accounts of Aztec ceremonial life as a starting point to explore ritual performance, a key element in the functioning of the Aztec world.

2002. 340 pgs. ISBN 0-87081-682-9. $45.00 cloth. University Press of Colorado. (800) 268-6044.

Guatemala's Folk Saints: Maximon/San Simon, Rey Pascual, Judas, Lucifer, and Others

By Jim Pieper

Guatemala's Folk Saints

Contains observations, interviews, and vivid color photographs to present a belief system deeply rooted in the ancient Mayan religion of Guatemala and a thriving part of Guatemalan culture.

2002. 246 pgs. ISBN 0-8263-2996-9. $39.95 paper. University of New Mexico Press. (800) 249-7737.

The Grandeur of Viceregal Mexico: Treasures from the Museo Franz Mayer

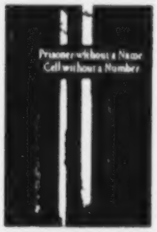
By Héctor Rivero Borrell M., Gustavo Curiel, Antonio Rubial García, Juana Gutiérrez Haces, and David B. Warren

Written in Spanish and English, this book features fine arts from the Mexican viceregal period (1521-1821) and challenges the assumption that the Mexican colonial period was a dark period in the arts. Expert commentary introduces readers to the collection of various mediums housed in Mexico City's Museo Franz Mayer. Foreword by Héctor Rivero Borrell M. and Peter C. Marzio.

2002. 379 pgs. ISBN 0-89090-107-4. $40.00 paper. University of Texas Press. (800) 252-3206.

Prisoner Without a Name, Cell Without a Number

By Jacobo Timerman



Tells the real-life account of Jacobo Timerman's 30-month imprisonment and torture by the Argentine military in the late 1970s. Foreword by Arthur Miller. Introduction by Ilan Stavans.

2002. 164 pgs. ISBN 0-299-18244-4. $17.95 paper. University of Wisconsin Press. (800) 621-2736.

What Liberal Media? The Truth About Bias and the News

By Eric Alterman

What Liberal Media?
ERIC ALTERMAN

Eric Alterman, media columnist for the *Nation* and MSNBC.com, debates accusations that an established liberal bias exists in major American media networks. He insists that it is the corporate news structure, an inherently conservative force, that determines what the public sees and reads.

2003. 300 pgs. ISBN 0-465-00176-9. $26.00 cloth. Basic Books. (800) 386-5656.

The No-Nonsense Guide to Indigenous People

By Lotte Hughes

INDIGENOUS PEOPLES

A thought-provoking look beyond the exotic images often associated with indigenous people. This book explores the real problems indigenous cultures face, from their first contact with explorers and colonizers to the present day.

2003. 144 pgs. ISBN 1-85984-438-3. $10.00 paper. Verso. (800) 233-4830.

Many publications featured in this section are available through amazon.com.

CONFERENCES

74th Annual LULAC National Convention & Exposition

June 16-21, Orlando, Fla.

The League of United Latin American Citizens, founded in 1929, invites you to one of the premier Hispanic conventions. This year's theme is "Latinos Unidos: Realizing the Promise." Among the many offerings, be sure to check out the College Fair on June 20, with more than 30 representatives from top colleges and universities. At the Wyndham Palace Resort, Walt Disney World, Orlando, Fla.

Contact: (877) LULAC-01; Web site, www.LULAC.org

AAUP Annual Meeting

June 22-25, St. Louis, Mo.

This gathering of the Association of American University Presses is for anyone involved in scholarly publishing. At Hyatt Regency Union Station, St. Louis, Mo.

Contact: AAUP, (212) 989-1010; e-mail, annualmeeting@aaupnet.org; Web site, www.aaupnet.org

NACADA Academic Advising Summer Institute

June 22-27, San Diego, Calif.

July 27-August 1, St. Charles, Ill.

The most comprehensive consideration of academic advising available, the National Academic Advising Association Summer Institutes provide administrators, faculty advisors, and advisors, as teams or individuals, the opportunity to develop specific strategies for the enhancement of academic advising. The west institute will be at the Town & Country Resort, San Diego, Calif.; the east institute, at the Pheasant Run Resort, St. Charles, Ill.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NAHJ 21st Annual Convention

June 26-28, New York, N.Y.

The National Association of Hispanic Journalists, dedicated to the recognition and professional advancement of Hispanics in the news industry, holds its annual convention, with the theme "Un Verano en Nueva York: Feel the Rhythm of Change." In New York, N.Y.

Contact: (202) 662-7460; e-mail, regist@nahj.org; Web site, www.nahj.org/convention/2003/index.html

16th International Conference on The First-Year Experience

July 7-10, Vancouver, B.C., Canada

This event is sponsored by the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina. In Vancouver, British Columbia, Canada.

Contact: (803) 777-6229; Web site, www.sc.edu/fye

2003 NCLR Annual Conference

July 12-15, Austin, Texas

The National Council of La Raza Annual Conference is one of the largest gatherings of the Hispanic community, serving as the meeting ground for more than 15,000 community organization leaders, activists, and volunteers; elected and appointed officials; members of the corporate, philanthropic, and academic communities; senior citizens; college students; and youth. In Austin, Texas.

Web site: www.nclr.org

The 2003 Taos Summer Writers' Conference

July 12-18, Taos, N.M.

Celebrate the fifth year of the Taos Summer Writers' Conference by exploring an expanded community of writers. Develop your voice in workshops such as: Vantage Points–The Use of Landscape in Poetry; Publishing and Editing–The Writing Goes Public; and Fiction–Shapeliness in the Short Story. In Taos, N.M.

Contact: (505) 277-6248; e-mail, taosconf@unm.edu; Web site, www.unm.edu/~taosconf

23rd Stevens Institute for Senior Student Affairs Officers

July 20-25, Breckenridge, Colo.

The theme of this event is "Evolution, Transformation & Elevation: Responding to the Changing Landscape of Student Affairs Leadership," sponsored by NASPA. In Breckenridge, Colo.

Contact: Bill Arnold, (419) 372-2147; e-mail, arnoldw@bgnet.bgsu.edu; Web site, www.naspa.org

ACT's 18th Annual Enrollment Planners Conference

July 23-25, Chicago, Ill.

This conference is designed for educators involved in planning, managing, and enhancing enrollment services. Topics include: enrollment management issues, marketing strategies, direct mail, Web-based tactics, e-mail management, retention models, publications, territory management, advising/course placement, and staff development. At Chicago Marriott Downtown, Chicago, Ill.

Contact: (419) 352-5317; Web site, www.act.org

ASPIRA's Youth Leadership Convocation

July 24-27, Ellenville, N.Y.

Join ASPIRA at its 2003 Youth Leadership Convocation. At Nevele Grande Hotel and Resort, Ellenville, N.Y.

Web site: www.aspira.org

The NACUBO 2003 Annual Meeting

July 26-29, Nashville, Tenn.

The National Association of College and University Business Officers' Annual Meeting will showcase the following topics: accounting and finance, business operations, policy issues in higher education, institutional effectiveness, and technology. The Honorable Al Gore will be one of the three keynote speakers. At the Gaylord Opryland Hotel and Convention Center, Nashville, Tenn.

Contact: (425) 636-1634; fax, (425) 636-1630; e-mail, sraman@mra-services.com

9th Annual CUMU International Conference

September 20-23, Ypsilanti, Mich.

The theme of this Coalition of Urban and Metropolitan Universities conference is "Metropolitan Universities: Partners in the Urban Agenda." At the Eagle Crest Conference Resort, Ypsilanti, Mich.

Contact: (734) 487-2211; fax, (734) 487-9100; e-mail, Martha.Tack@emich.edu

NACADA National Conference

October 2-5, Dallas, Texas

The theme for the 27th annual meeting of the National Academic Advising Association is "Teach, Encourage, eXcel, Advise, Support: Building Stronger Networks for Student Success." More than 300 concurrent sessions will address all aspects of advising for administrators, academic advisors, and faculty advisors. At the Adam's Mark Hotel, Dallas, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

HACU's 17th Annual Conference

October 18-21, Anaheim, Calif.

The Hispanic Association of Colleges and Universities' Annual Conference provides a unique forum for the sharing of information and ideas for the best and most promising practices in the education of Hispanics. This year's theme is "Hispanic Higher Education Success: America's Path to the Future." At Hyatt Regency Orange County, Anaheim, Calif.

Contact: (210) 692-3805; fax, (210) 692-0823; e-mail, hacu@hacu.net; Web site, www.hacu.net

ACE's Educating All of One Nation Conference

October 23-25, Atlanta, Ga.

"Educating All of One Nation: Addressing a National Imperative–Why We Can't Wait" is an important conference on diversity and improving minority participation in postsecondary education. Sponsored by the Office of Minorities in Higher Education of the American Council on Education, it provides a unique opportunity to take part in a national conversation about diversity and American pluralism with more than 1,300 college and university professionals. At the Hilton Atlanta, in Georgia.

Contact: (202) 939-9395; fax, (202) 833-5696; e-mail, allonenation@ace.nche.edu; Web site, www.acenet.edu/programs/omhe

The College Board Forum 2003

November 2-4, New York, N.Y.

The College Board's Forum is an annual gathering of education professionals from many areas of responsibility, from presidents and principals to financial aid officers and superintendents to college faculty and admissions officers. In New York, N.Y.

Web site: www.collegeboard.com/forum

CIEE Annual Conference 2003

November 5-8, Budapest, Hungary

For more than 55 years, CIEE: Council on International Educational Exchange has gathered people together to explore the methods and challenges of bringing language and culture to students. This year's conference theme is "Speaking Up: Language Learning at Home and Abroad." In Budapest, Hungary.

Contact: E-mail, conference2003@ciee.org; Web site, www.ciee.org/conference

NSHMBA 2003 National Conference & Career Expo

November 6-8, Ft. Lauderdale, Fla.

The National Society of Hispanic MBAs holds its 14th Annual National Conference and Career Expo. In Ft. Lauderdale, Fla.

Contact: NSHMBA, (214) 596-9338; fax, (214) 596-9325; Web site, www.nshmba.org

11th National Quality Education Conference

November 7-9, Albuquerque, N.M.

For 10 years, the NQEC (National Quality Education Conference) has provided education leaders continuous improvement principles and tools to meet the requirements of policies such as P.L. 107-110–the "No Child Left Behind" act. This year's conference theme is "Doorways to Performance Excellence–Standards, Assessment, and Accountability." In Albuquerque, N.M.

Contact: (800) 248-1946 or (414) 272-8575; Web site, http://nqec.asq.org/

NCTE Annual Convention

November 20-23, San Francisco, Calif.

Thousands of English language arts professionals are expected to attend the National Council of Teachers of English's 93rd Annual Convention, with the theme "Partners in Learning," where they will share best practices, gain new knowledge, listen to top-notch speakers, and more. In San Francisco, Calif.

Web site: http://www.ncte.org/convention/2003/index.shtml

NAICU 2004 Annual Meeting

February 2-4, 2004, Washington, D.C.

The National Association of Independent Colleges and Universities, serving as the unified voice of independent higher education, holds its Annual Meeting. At Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Deborah Reilly, (202) 785-8866; e-mail, Deborah@naicu.edu; Web site, www.naicu.edu

Book Review

By Mark Saad Saka

***Culture Across Borders: Mexican Immigration & Popular Culture*, edited by David R. Maciel & María Herrera-Sobek.** 268 pages (includes index). University of Arizona Press, 1998. ISBN 0-8165-1833-5. $19.95 paper.

Media portrayals of Mexican immigration to the United States overwhelmingly focus on political or economic issues and neglect many of the more subtle and subaltern manifestations of this transnational phenomenon. *Culture Across Borders: Mexican Immigration & Popular Culture* is the first book-length study of the role that popular culture of all stripes plays in the formation of identity and ethnic consciousness among Mexican immigrants to the United States and Mexican intellectuals and nationalists in the homeland.

CULTURE
ACROSS
BORDERS

The book is broad in the scope of its treatment of culture and its multiple formats, which include literature, art, *corridos*, humor, and cinema. David Maciel and María Herrera-Sobek have collected a series of important essays in a work that is suitable for undergraduate as well as graduate courses dealing with multicultural issues, film, literary criticism, Chicano studies, art history, folklore, political science, or anthropology.

The book begins with a strong theoretical framework for conceptualizing Chicano and Mexican cultural production, both of which demonstrate strong sympathy to the trials, tribulations, and triumphs of Mexican immigrants to the United States. Defense of immigrant rights is a bond that links Mexican and Chicano intellectuals and artists and their multiple interpretations of cultures as a field of serious academic inquiry and scholarship. The following two essays provide an example of the book's overall direction.

Through short stories, dramas, and novels, Alberto Ledesma examines multiple narratives of the experiences of Mexican immigrants to the U.S. "Undocumented Crossings" utilizes early Spanish accounts such as *Las Aventuras de don chipote o cuando los perricos mamen* by Mexican journalist Daniel Venegas, a novel that Nicolás Kanellos refers to as the first Chicano novel. Ledesma creates a comparative framework in which to analyze the major differences between Mexican and Chicana/o narratives of undocumented workers. His enlightening work reveals two major paradigms centering around interpretations of nationalism. For Ledesma, Mexican perspectives demonstrate a high level of nationalist discourse, a romanticization of the homeland, class consciousness, and a strong negative portrayal of both the United States and acculturated Mexican immigrants and their children, *los pochos*.

A second interpretative paradigm is produced by Chicana and Chicano narratives that tend to portray the immigrant experience as positive. Reviewing such works as Ernesto Galarza's *Barrio Boy*, Estela Portilla Trambley's *Trini*, Victor Villaseñor's *Rain of Gold*, and Sandra Cisneros' *Woman Hollering Creek*, Ledesma demonstrates how Chicana/o writers neither romanticize Mexico nor the United States, downplay class consciousness and Mexican nationalism, and place a greater emphasis on gender stratification and ethnic consciousness. Ledesma's comparison of Mexican and Chicano narratives illuminates critical differences between the two but also reveals a common bond in their quest for social justice and the defense of immigrant rights.

Maciel and María Rosa García-Acevedo analyze the treatment of immigration through cinema, extensively reviewing three distinct perspectives and their formats–Mexican, Hollywood, and Chicano. Until the late 1960s, Mexican films tended to portray the immigrant experience in very negative terms: only heartache and pain await you in America, and *los pochos* have lost their true Mexican identity. In the past three decades, most Mexican films have neglected deeper themes of identity and have included gratuitous sex and violence. Immigration films produced in Hollywood have followed recurring trends, including a clear message of the need to control "our" southern border, and a modified version of the action hero of western lore. In recent years, Chicana/o narratives have produced more creative films that present the immigrant experience from a realistic and more humane perspective. Popular comedies, such as Cheech Marín's *Born in East L.A.*, are reviewed that provide parody and social satire on various U.S. and Mexican institutions and national attitudes. Other Chicana/o films, such as *El Norte* or *My family/Mi familia*, incorporate important socioeconomic causes and "push and pull" factors as to why people immigrate. These are the critical themes and issues that current Mexican and Hollywood films neglect. The future of quality immigration cinema might well lie with Chicana/o producers, and the last section of the article leaves a ray of hope in that direction.

Last summer, I used this book in an upper-level Chicano studies course and found it well received. For a student new to Chicano studies, it is an excellent introduction to Mexican and Chicano literary and artistic culture, folklore, and more. For the advanced scholar, it provides a wonderful synthesis of the role of popular culture in the struggle for a democratic and humane society. The book fills a critical vacuum in immigrant studies by demonstrating the role that popular culture plays in the rediscovery of one's identity and the intersection of culture, politics, and economics with the common struggle for social and national justice.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

PRESIDENT

DUKE UNIVERSITY

The Board of Trustees of Duke University invites nominations and expressions of interest for President. The successful candidate is expected to be a person of high academic distinction and demonstrated leadership qualities. Screening of candidates will begin on June 30, 2003 and will continue until an appointment is made. Inquiries, applications and recommendations may be directed in confidence to:

Robert K. Steel, Chair
Presidential Search Committee
Duke University
Box 90871
Durham, NC 27708-0871
pres-search@duke.edu

Duke University

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The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and Southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 31,500 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus. Riverside Community College District is seeking outstanding candidates for the position of:

Acquisitions/Reference Librarian

Deadline: July 3, 2003

A completed District application form, a cover letter, a current resume or vita, three current professional reference letters, legible copies of transcripts verifying college work and degrees, must be submitted to Human Resources by the deadline listed above – *Postmarks Not Accepted!*

Additional information and a required District application form can be downloaded from our Website:
http://www.rccd.cc.ca.us
or obtained by contacting

Riverside Community College District, H.R.
3845 Market Street, Riverside, CA 92501
Phone: (909) 222-8588.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(6 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(Chief Radiation)*-	Interdisciplinary Oncology Prg-	OPEN
Associate Professor/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate Professor *(15 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Full Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Chair & Associate Vice President)*-	Interdisciplinary Oncology Prg-	OPEN
Professor *(Associate Center Director)*-	Interdisciplinary Oncology Prg-	OPEN
Postdoctoral Fellow *(2 positions)*-	Interdisciplinary Oncology Prg-	OPEN
Associate/Assistant in Research *(3 positions)*-	Environmental & Occupational Hlth	OPEN
Associate In Leadership-	Environmental & Occupational Hlth	OPEN
Associate In Research-	Environmental & Occupational Hlth	OPEN
Program Director *(2 positions)*- *(Environmental & Occupational Health)*	Public Health-	OPEN
Professor/Chairman-	Computer Science & Engineering -	OPEN
Professor/Chairman-	Electrical Engineering-	OPEN
Professor/Associate Professor-	Psychiatry & Behavioral-	OPEN
Instructor *(2 positions)*-	Nursing-	OPEN
Assistant/Associate Librarian *(AHEC Librarian)*-	College of Medicine-	OPEN
Assistant In Research *(ITS Researcher) (2positions)*-	Ctr. Urban Transportation-	OPEN
Assistant In Research *(Public Transportation Rsch)*-	Ctr. Urban Transportation-	OPEN
Assistant In Research-	Ctr. Urban Transportation-	OPEN
Instructor/Assistant/Associate Professor *(6 positions)*-	Anesthesiology-	OPEN
Assistant/Associate Librarian (AHEC Librarian)-	College of Medicine-	OPEN
Associate Professor/Professor (Juan Bolivar Endowed Chair)	Surgery-	OPEN
Professor/Associate Professor-	Psychiatry & Behavioral Medicine-	OPEN
Assistant/Associate Professor-	Internal Medicine-	OPEN
Assistant Professor-	History-	06/16/03
Assistant/Associate Professor-	Physics-	06/18/03
Rsch Prof/Rsch Assoc Prof/Center Director-	Child and Family Studies-	07/28/03

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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LORAS COLLEGE

Educating Principled Thinkers.

DIRECTOR OF INTERCULTURAL PROGRAMS

Loras College invites applications for the position of Director of Intercultural Programs. The successful candidate will maintain existing programs and develop new programs that promote the persistence and graduation of students from diverse backgrounds. Bachelor's degree required, master's in college student personnel or related field is preferred. A minimum of three years of professional experience in a higher educational setting is desirable. Complete job description available at **http://www.loras.edu/~HR/**. Loras is a Catholic, four-year, coeducational, liberal arts institution of approximately 1,800 students. Candidates will be expected to support the mission of the College and to respect the College's Catholic tradition. Review of applications begins immediately and continues until position is filled. Send, fax or e-mail: letter of application, resume and three references to: **Director of Intercultural Programs Search, c/o Department of Human Resources, Loras College, 1450 Alta Vista, Dubuque, Iowa 52004-0178.** Fax: 563.588.7964, e-mail: **hr@loras.edu**. *AA/EOE. Women and minorities encouraged to apply.*

LUMINA

FOUNDATION FOR EDUCATION

Senior Research Officer

The Senior Research Officer assists the overall efforts of the Foundation by conducting original and on-going research into selected topics about higher education that are consistent with the Foundation's mission and strategy; Assisting in the maintenance and analysis of *selected databases that will enable continuing research projects;* Commissioning research projects undertaken by external researchers and research organizations; Participating as a program officer, supporting and managing grants to Foundation partners to improve postsecondary access; Collaborating with policy, research, evaluation, program and communications staff members on multi-disciplinary projects; Sharing research results with professional, policy, and higher education audiences through presentations, publications and testimony; Sharing content expertise internally as part of a learning organization.

An earned doctoral degree in a field related to the purposes of the Foundation. Successful candidates will possess knowledge and skills in research design and management, the application of research results to solving practical problems associated with improving postsecondary access, and the ability to communicate complex subjects to general audiences, all evidenced by a publications and presentations record.

Requirements include excellent people skills, five or more years of relevant experience in a university, foundation, government or association setting, and other professional experiences and attributes. Extensive knowledge of postsecondary education is required. Candidates will bring excellent communication skills, both written and oral; interpersonal, organizational and analytical skills; and a demonstrated ability to work effectively and collaboratively in teams.

More information about Lumina Foundation can be obtained from its Web site, **www.luminafoundation.org.** Send résumé and cover letter to: **Lumina Foundation for Education, 30 South Meridian Street, Suite 700, Indianapolis, IN 46204, Attn: HR Department; E-mail: jmcbride@luminafoundation.org; Fax: 317-951-5063**

Northeastern

UNIVERSITY

Assistant Director of Admissions

Design, plan & implement an effective recruitment strategy to attract & enroll freshman students. Counsel & advise students & families regarding the admissions process; conduct presentations; evaluate student credentials and make admissions decisions. Bachelor's degree and 3-5 years of experience in admissions required. Admission counseling experience including recruitment, travel scheduling, student counseling, and group presentations preferred. Some travel required.

Curry Student Center afterHOURS Manager

Manager for late night restaurant/night club/entertainment facility in the Curry Student Center, overseeing entertainment programs, guest services, security and other operation practices. Bachelor's degree required, two years of professional work experience, experiences working with students/young adults, restaurant/entertainment industry. Master's degree and working experience in a higher education environment preferred. Ability to work nights and weekends.

Please send cover letter and resume to: Joan Collins, 150 Richards Hall, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity/Affirmative Action Title IX Employer. Women and minorities are particularly encouraged to apply.

For more information see
www.hrm.neu.edu/jobs.html

Roger Williams University

Learning to Bridge the World

DIRECTOR, CONFERENCES & SPECIAL PROGRAM DEVELOPMENT

Roger Williams University is seeking a qualified individual to fill the full-time Director for Conferences and Special Program Development position. The Director is responsible to oversee, develop, promote and manage all conference and program activities for the University and to operate the University's hotel facility during the summer months.

The successful candidate should have the following qualifications and experiences:

- Bachelor's degree required; Master's degree preferred;
- A minimum of 3-5 years' relative conference coordination, marketing, promotion and program development experience; hotel management experience desirable;
- Knowledge of health and safety rules and regulations;
- Outstanding organizational and collaborative skills;
- Excellent interpersonal, oral and written communication skills; and,
- Ability to work in a team-oriented, fast-paced environment.

Qualified applicants should send cover letter, resume and a list of three professional references (e-mail addresses and telephone numbers) to: **Roger Williams University, Ref #HO29, Director for Conferences and Special Program Development, Office of Human Resources, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

Provost and Vice President for Academic Affairs

COPPIN STATE COLLEGE

Coppin State College seeks applications for the above position. Application review process will begin July 1, 2003 and continue until the position is filled.

Coppin State College is a public, urban, historically black college with approximately 3,800 students and is composed of five divisions: Arts and Sciences, Education, Nursing, Graduate Studies and Honors. For additional information about the College, visit our website at **www.coppin.edu.**

The Provost and Vice President for Academic Affairs serves as the chief academic officer for the College and reports directly to the President. The Provost and Vice President for Academic Affairs supervises the Deans of the five divisions, the Director of Institutional Research and the Director of the Library; is responsible for the oversight and development of all academic programs; and serves as chief operating officer of the campus in the absence of the President.

Required qualifications include: Earned doctorate; record of teaching and scholarship meriting tenure appointment at a professorial rank; successful administration experience above the department level; a record of successful teaching experience in higher education; and a significant record of scholarly activities. (A complete list of qualifications may be viewed on the above website by clicking on **Careers@Coppin.**)

A letter of application or nomination; current resume; graduate transcripts; statement of educational philosophy; and the names, addresses and telephone numbers of three professional references should be sent to:

Provost & Vice President for Academic Affairs Search Committee
Coppin State College
c/o Human Resources Office
2500 West North Avenue
Baltimore, MD 21216

CSC is an equal opportunity employer.

VOLUNTEER STATE COMMUNITY COLLEGE
INSTRUCTOR OF SPANISH
(Tenure Track)
HUMANITIES DIVISION
Full-Time Academic Year

A Master's degree with minimum of 18 graduate hours in Spanish required. Prefer two or more years' experience working in a community college or related setting. Candidates need to be student-oriented, self-motivated, and good at working in a diverse department. Prefer candidates with the ability to develop new courses and/or new delivery systems, to help develop extra-curricular activities for students, and flexibility in scheduling.

Responsibilities to include teaching fifteen hours per semester of Spanish, serving on college committees, advising, attending department/faculty meetings, and developing and refining the curriculum. Evening, off-campus and possible distance-based teaching required.

SALARY:	Commensurate with experience.
APPLICATION DEADLINE:	Open until filled. Review and selection process to begin June 9, 2003

APPLY TO:
HUMAN RESOURCES OFFICE
Volunteer State Community College
1480 Nashville Pike
Gallatin, TN 37066
(615) 230-3592 or (615) 452-8600, ext. 3592
TDD (615) 230-3488
1-888-335-VSCC (outside Nashville)

Volunteer State Community College, a Tennessee Board of Regents institution, is an equal opportunity institution and ensures equal opportunity for all persons without regard to race, color, religion, sex, national origin, disability status, age, sexual orientation or status as a qualified veteran with a disability or veteran of the Vietnam era.

Environmental Engineering
Tenure Track Faculty Position at UC Davis

The Department of Civil and Environmental Engineering at the University of California, Davis invites applications and nominations for a tenure-track position in environmental engineering. The position is open at all levels. Requirements include a Ph.D. in engineering or a related field and demonstrated success or potential for success in teaching and research.

The successful candidate will be expected to develop a significant independent research program linking environmental engineering to public or environmental health. Areas of special interest include, but are not limited to, prominent environmental problems such as water treatment and reuse, non-point source pollution, ecologic systems, and air pollution. Strengths in the areas of risk assessment, statistics, modeling, or computational methods are desirable. The candidate must have the ability to contribute significantly to the undergraduate and graduate teaching missions of the Department of Civil and Environmental Engineering.

Review of applications will begin October 15, 2003. Applicants should submit a complete CV, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the name, mailing address, telephone number, and e-mail address of three references to:

Environmental Engineering Search Committee, Chair
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to Professor Jeannie Darby at **jdarby@ucdavis.edu**
Information about the department can be found at **http://cee.engr.ucdavis.edu/**

UC Davis and the Department of Civil and Environmental Engineering are committed to building a diverse faculty, staff, and student body in response to the changing population and educational needs of California and the nation. *The University of California is an affirmative action/equal opportunity employer.*

Presidential Search

NCC

The Board of Trustees invites nominations and applications for the Chief Executive Officer position at Norwalk Community College, the largest of the twelve colleges within the Connecticut system of two-year, comprehensive community colleges.

Founded in 1961 as a community initiative to expand public higher education in southwestern Connecticut, Norwalk Community College now serves approximately 6,000 full-time and part-time learners in credit programs each semester and thousands more in non-credit workforce development programs. The college plays a recognized role in the economic and community development of Fairfield County through partnerships with area businesses, industries, colleges and universities, and community organizations. Norwalk Community College has become well-known for its information technology, liberal arts, and childhood education programs. The college is an active partner in the Academy for Information Technology, an innovative venture with area schools and employers that offers the region's high school students the opportunity to explore education opportunities and careers in information technology, a major employment field in southwestern Connecticut.

To advance the college's established position as a valued resource, the Trustees are most interested in candidates with a strong record of academic and administrative leadership to continue the college's notable record of educational excellence and innovative programming. A Doctoral degree as well as a successful record in the areas of resource development, community involvement, and constituent relations will be preferred.

Position announcements may be obtained from, and letters of application addressed to: Marc S. Herzog, Chancellor,
Connecticut Community Colleges,
61 Woodland Street, Hartford, CT 06015.

The Connecticut Community Colleges are equal opportunity affirmative action employers, m/f. Closing date: August 1, 2003.

Connecticut
Community
Colleges

Education That Works For A Lifetime

New York City College of Technology/CUNY announces anticipated tenure track faculty and college laboratory positions in the following areas:

FACULTY POSITIONS

School of Professional Studies
Dental Hygiene
Radiologic Technology & Medical Imaging
Occupational/Technology Education

School of Technology & Design
Advertising Design & Graphic Arts
Computer Engineering Technology
Computer Systems Technology

School of Arts and Sciences
English
Mathematics
Speech

Student Affairs
Counselor (Spanish/English)
Crisis Counselor

COLLEGE LABORATORY TECHNICIANS
Mechanical Engineering Technology
Hospitality Management

ANTICIPATED ADMINISTRATIVE POSITIONS
Dean - School of Technology & Design
Director of Athletics & Recreation

ADJUNCT POSITIONS: New York City College of Technology/CUNY is also seeking to establish a pool of available candidates for adjunct part-time teaching positions.

Qualifications and detailed information can be found on our web site at www.citytech.cuny.edu; go to ABOUT US under Educational Opportunities. Resumes to: **Michelle Harris, Human Resources New York City College of Technology, 300 Jay Street, Namm 321, Brooklyn, New York 11201.**

NEW YORK CITY
COLLEGE OF TECHNOLOGY
The City University of New York

1399

DIRECTOR OF INSTITUTIONAL RESEARCH

Boston College invites applications for the newly created position of Director of Institutional Research which supports Boston College's executive decision-making, institutional planning, assessment and policy development through the collection, analysis and interpretation of data relating to the University's performance environment.

Reporting to the Executive Vice President, the Director of Institutional Research supports the information needs of the senior administration, including the offices of the President, the Academic Vice President, the Vice Presidents and the Deans. The Director responds to additional administrative and academic offices as time and resources permit or as determined by the Executive Vice President.

Specific Responsibilities Include:

- Coordination and preparation of and serve as a clearinghouse for all required reports for state, federal and external agencies.
- Maintain an accurate and comprehensive inventory of data collection points, data systems and data storage locations within and among the University's academic and administrative offices.
- Develop and recommend standards and procedures for the storage and retrieval of institutional data.
- Monitor data from peer institutions; maintain benchmark data and distribute relevant information to appropriate departments and offices.
- Provide department-level supervision to a staff of professional, support and student personnel (3 to 5 individuals). The Director may also select and oversee consultants and independent contractors on a project-by-project basis.

Education and Experience:

An earned doctorate or equivalent combination of education and experience is required. Candidates should possess a minimum of five years of management experience in institutional research, planning and higher education. Experience in managing and training diverse constituencies preferred.

Boston College is a leading Jesuit, Catholic university, enrolling 9,000 undergraduates and 4,600 graduate and professional students. Located six miles from downtown Boston, the university has 660 full-time faculty, 2,200 employees, an operating budget of $480 million, and an endowment of $1 billion.

We offer an excellent compensation and benefits package. For complete details and to apply online, please visit our website at **www.bc.edu/bcjobs** and note *Reference #79*.

To apply by mail, please forward two copies of your resume to: **Boston College, Human Resources, Reference #79, More Hall 315, 140 Commonwealth Ave., Chestnut Hill, MA 02467.**

Boston College is an Affirmative Action/Equal Opportunity Employer.

diversity
a winning tradition @ BC

BOSTON COLLEGE

A Jesuit, Catholic university

A Successful Tradition: www.bc.edu/bcjobs

Waukesha County Technical College

WCTC

Vice President for Enrollment Management

Waukesha County Technical College located in Pewaukee, WI (a suburb of Milwaukee) is seeking a dynamic individual to join our team. This position is responsible for all learner support services including advising, assessment, counseling, admissions, financial aid, registration & records, retention, student development, career planning & placement, and marketing & communication. Requirements include master's degree in Education, Counseling, Student Personnel, Student Development or Administration or related fields, 5 yrs experience as a college administrator in a field related to Enrollment Management, two yrs teaching experience, 2 yrs occupational experience outside the field of education and must be eligible for Wisconsin Technical College System Administrator certification.

To apply, call our Jobline at 262-691-5022 or visit our Web site at **www.wctc.edu.** Apply before July 15, 2003.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER/EDUCATOR

WESTERN CONNECTICUT STATE UNIVERSITY

COUNSELOR

COUNSELING CENTER

WCSU is seeking to fill an entry level, full-time, 12-month counselor position beginning the Fall 2003 semester. Responsibilities include: individual and group counseling, crisis intervention, assessment, career testing & feedback, consultation and psycho-educational outreach to a diverse student population. The position requires strong clinical skills, flexibility and a good team player. The WCSU Counseling Center is dedicated to excellence in client service and to ongoing learning among all our professional and student-intern staff. Case conferences are among the regular activities of our staff.

Qualifications: A doctorate in Psychology from an APA accredited program in Clinical or Counseling Psychology (Ph.D., Psy.D.) is preferred. ABD will be considered, as will other licensed mental health professionals in psychology, social work, or counseling (e.g., LCSW, LPC). Experience in a college mental health setting, and counseling with clients who fit a broad range of DSM-IV classifications is highly desirable.

Application Process: Interested applicants should send a letter of application, curriculum vitae, and names of three professional references with phone numbers to: Dr. Fredrica R. Halligan, Director of the Counseling Center, WCSU, 181 White Street, Danbury, CT 06810. Fax: 203-837-8416. Applications will be accepted and candidates will be considered until the position is filled.

WCSU is an AA/EEO Educator/Employer.

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit

www.fgcu.edu

or call the 24-hr jobline @

239-590-1111.

FGCU is an EO/EA/AAI

INDIANA UNIVERSITY

Assistant Professor, Physiology

Tenure-track position available January 1, 2004. Teaching responsibilities include Human Anatomy and Physiology for nursing and allied health students. Ph.D required. For full details and required application materials see:

www.iun.edu/jobsnw

AA/EEO Employer with commitment to recruiting and retaining a diverse faculty and staff.

George Mason University

Diversity Programs and Services Assistant Director

Summary: The Assistant Director of Diversity Programs and Services (ODPS) is responsible for educating the University community regarding issues of diversity, Hispanic/Latino student affairs, and multiculturalism. He/She will assist in providing vision for ODPS and leadership of a wide range of diversity programs and services for Hispanic students to advance the University's mission for reconciliation in the areas of cultural, ethnic, and social diversity. He/She cultivates close working relationships with students, student organizations/faculty, and staff in order to build community and promote the services of the department.

Qualifications: A Master's degree in student personnel, counseling, multicultural studies, or equivalent required, with one or two years experience working in a college setting. Diversity education, leadership training skills, and the ability to speak Spanish are preferred. Excellent written and verbal communication skills are a must. Experience working with Hispanic/Latino communities is a plus. Minimum salary is $32,000 annually.

University Information: GMU is a public university located in the greater Washington, DC area. Enrollment is approximately 25,000. The Office of Diversity Programs and Services is a department within the Unit of University Life. The Assistant Director is one of five Administrative Faculty members in the department and reports to the Director of Diversity Programs and Services.

Application Deadline: For best consideration, please submit cover letter and resume with three references by June 30, 2003 to: **Ms. Kimberly Saunders, Office of Diversity Programs and Services, (Hispanic Student Affair Search), George Mason University, 4400 University Drive, MSN 2F6, Fairfax, VA 22030**

AA/EOE

Colby

Director of Annual Giving

Colby College, located in central Maine, is one of the nation's oldest private and highly selective liberal arts colleges, with a student body of 1800 representing nearly every state and more than 60 foreign countries. Its annual giving programs have gained national recognition for their effectiveness, and enjoy a high profile among its internal and external constituents. Currently in the quiet phase of a comprehensive capital campaign, Colby seeks an experienced, strategic, growth oriented Annual Giving professional to manage, lead, and continue to grow these programs and the cadre of alumni/parent volunteers, as well as overseeing all supporting promotional materials and technology infrastructures. Supported by a staff of 8, s/he will maintain a prospect portfolio that requires extensive travel and will be a role model for the annual giving officers.

An undergraduate degree, a minimum of seven years development experience, a track record of successfully building and managing a strong annual giving program, and a solid understanding of supporting technology are required. Also required is experience in solicitation at the annual leadership level, building and growing volunteer participation, and the willingness and ability to travel.

Address confidential inquiries to: **Susan Galler, President, The Galler Group, 52 Page Road, Newton, MA 02460; Fax (617) 969-5862; E-mail: GallerExecSearch@usa.net**

Colby is an Equal Opportunity / Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under represented groups.

For more information about the College, please visit the Colby web site:

www.colby.edu

Northwestern Connecticut Community College

Position: CCP 19 (Director of Financial Aid Services)
12-month, Tenure-Track Position

Anticipated Start Date: July 25, 2003

Minimum Qualifications: Master's degree in Business Administration, Student Development, or related degree; two (2) years' experience, including supervisory, in management of student financial assistance program; strong information technology skills and knowledge of Banner system preferred; familiarity with funding sources, regulations, and policies; experience in personal financial advisement; good oral, written and interpersonal communications skills; demonstrated ability to respond to and work with multiple constituencies.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

Responsibilities: Under the supervision of the Dean, the Director manages a comprehensive program of financial assistance that attracts and retains students; administers program development; is responsible for management of financial resources; prepares fiscally sound budgets for operations and financial assistance; trains and supervises staff; interacts extensively with students, parents, staff and the public, among others.

Minimum Salary: $52,950 approximate annual; excellent health benefits.

To Apply: Interested persons may apply by sending a cover letter and resume, including the names of at least three (3) references to: Margot G. Krimmel, Director of Human Resources, Northwestern CT Community College, Park Place East, Winsted, CT 06098

Application Deadline: Application to be on file by July 1, 2003

NCCC is an Affirmative Action/Equal Employment Opportunity Employer. M/F. Protected group members are strongly encouraged to apply.

www.nwctc.commnet.edu

Southern Methodist University

DIRECTOR III
(DIRECTOR OF STRATEGIC MARKETING)
Cox School of Business/Strategic Marketing

This position reports to the dean and is responsible for directing the strategic marketing objectives for the Cox School of Business. Primary responsibilities include, but are not limited to: focusing on managing strategic marketing initiatives across three key constituencies: peer groups (Deans, program directors), corporate leaders and recruiters with a view toward building a strong Cox brand. Managing public perceptions. Manage relationship with Business Week, US News & World Report, Forbes, Wall Street Journal, Financial Times and Economist. A Bachelors degree is required. A MBA or graduate degree is preferred. A minimum of five years sales, marketing or strategic marketing experience is desired. Higher education experience is a plus. Candidates must demonstrate a proven ability to apply creative thinking to business solutions in a fast-paced environment. Strong organizational, interpersonal, analytical, leadership and presentation skills with the ability to handle multiple, high priority projects with a keen attention to detail. Must have strong communication and management skills a professional demeanor. Candidates must have the ability to interface with internal/external partners at all levels, team player orientation, ability to perform duties with minimal supervision. (Salary Commensurate with experience) Application review will begin immediately. Letters of application and nominations must include each candidate's interest, qualifications, contact information, and resume to: *Director of Strategic Marketing Search, SMU, P.O. Box 750232, Dallas, Texas 75275-0232*. Position is open until filled.

SMU offers a comprehensive benefits package including retirement plan with immediate vesting and tuition benefits for employees and their families.

SMU is an AA/EOE/Title IX Employer

The Florida Center for Reading Research
Part of the Learning Systems Institute
at Florida State University

The Florida Center for Reading Research's mission as a Research Center is to produce basic knowledge about reading, reading development, reading assessment, and reading instruction utilizing high quality research methods to address problems in policy and practice that will have a direct impact on reading outcomes for children in Florida.

Assistant Professor of Educational Psychology
(Tenure Earning - Starting Salary $44,000 - $51,175)

The Florida State University (FSU) invites applications for a tenure earning position at the Assistant Professor Level within the Department of Educational Psychology and Learning Systems at the newly established Florida Center for Reading Research (FCRR). Applicants with expertise in Developmental, Educational, or Cognitive Psychology, with a special research interest in instructional expertise and instructional methods in reading are encouraged to apply. The position will involve teaching, research, and service with the Department of Educational Psychology and Learning Systems as well as a commitment to the on-going mission of the Florida Center for Reading Research in the Learning Systems Institute.

Candidates for this position should demonstrate a strong commitment to undergraduate and graduate teaching. They should also demonstrate a strong potential for developing a funded independent research program. Send curriculum vitae, a statement of research goals, and three letters of reference to: Educational Psychology Search Committee, Department of Educational Psychology and Learning Systems, Florida State University, Tallahassee, FL 32306-4453. Review of applications will begin immediately and continue until the position if filled. For information about the Department, see http://www.epls.fsu.edu, for information on LSI see **http://www.lsi.fsu.edu/**, and for information of FCRR see http://www.fcrr.org/.

Qualifications include an earned doctoral degree from an accredited university in the area of Developmental Psychology or Educational Psychology. Starting Salary will be between $44,000 and $51, 175 commensurate with experience and qualifications. For further information contact Dr. Joseph K. Torgesen, FCRR at (850) 644-0194, (850) 644-9085 Fax, or email torgesen@fcrr.org or Dr. Marcy P. Driscoll, Educational Psychology, (850) 644-4592, Fax (850) 644-8776 or email at mdriscoll@mailer.fsu.edu.

Applications for this position will close on July 7, 2003. ***The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.***

The
UNIVERSITY
of VERMONT

Engaging minds that change the world

VICE PROVOST FOR OUTREACH
Burlington, Vermont

The University of Vermont is seeking a dynamic Vice Provost for Outreach who welcomes the challenge and opportunity of providing vision and leadership for a newly-coordinated outreach function, which brings together the administrative and operational functions of Continuing Education and Extension under one umbrella organization. This individual will also fill the role of Director of Extension. As Vermont's proud land grant institution, the University of Vermont and State Agricultural College has a strong commitment to its educational outreach mission. Within the University, Extension and Continuing Education have major responsibilities to provide access to University research, knowledge, and resources in order to meet the educational needs of Vermont's citizens. The Vice Provost for Outreach will actively seek partnership opportunities with other University units, higher education institutions, state and federal agencies, businesses, organizations, and Vermont communities to promote the development and delivery of high quality credit and non-credit programming, as well as to develop new educational audiences, and to enlarge opportunities for University faculty and students to access expanded research, internship, and learning opportunities within Vermont. In support of these endeavors, the Vice Provost will actively pursue additional outside funding for University outreach and service projects. Reporting to the Provost, the Vice Provost for Outreach will be responsible for all fiscal, programmatic, and personnel activities of both Extension and Continuing Education.

Qualifications, Experience and Attributes: An earned doctorate preferred. At least 5 years of progressively responsible administrative experience in outreach education, with a strong commitment to the missions of both Extension and Continuing Education. Demonstrated skills in the effective leadership of people and programs, reflecting experience in successfully facilitating organizational change. Strong communication skills, and the ability to achieve rapport with a wide variety of constituencies. A clear understanding of institutional, state, and federal funding models, including the ability to manage income/expense and grant-based budgets, and demonstrated success in securing external funding for outreach-related programs. A background and interest in the application of technology, including distance learning, to outreach programming. A demonstrated commitment to cultural diversity. Personal qualities that include energy, strong communication and listening skills, openness and integrity.

Review of applications will begin June 15, and the position will remain open until filled. Applications should include a cover letter addressing a vision for outreach that integrates Extension and Continuing Education; a current resume; and the names, addresses (including email), and telephone numbers of 5 references. Please send all materials to: **Dean Mara R. Saule, Chair, Vice Provost for Outreach Search Committee, c/o Candy Battey, 109 South Prospect St., University of Vermont, Burlington, VT 05405. Inquiries regarding the search may be directed to Dean Saule at Mara.Saule@uvm.edu.**

The University of Vermont is an Affirmative Action and Equal Opportunity employer
and strongly encourages qualified women and minorities to apply.

NORTHERN ARIZONA UNIVERSITY

Northern Arizona University, College of Business Administration, Flagstaff, AZ invites applications for tenure-track positions in Management and Marketing to begin August 2004.

MIMIMUM QUALIFICATIONS:

- Doctorate in home discipline or closely related field; however, ABDs will be considered, but must be degree-complete by the projected hiring date, August, 2004.
- Active research agenda targeting refereed journals.
- Business degree at the bachelor's level or higher and/or managerial or consulting experience.

Job descriptions and application procedures can be found on our web site: **www.cba.nau.edu/faculty/positions.asp**. The application process will remain open until the positions are filled. However, the Screening Committee will begin reviewing applications for both positions on July 1, 2003.

MANCHESTER
COMMUNITY
COLLEGE

MCC, a dynamic institution with state-of-the-art facilities, outstanding educational programs, and a strong commitment to diversity, is seeking candidates to fill the anticipated openings for:

Associate Registrar
Director of Child Development Center
Director of Non-Credit Programs

For a copy of the vacancy announcements, including minimum qualifications and salary, please visit our website at **www.mcc.commnet.edu**, or call (860) 512-3610.

Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson
Director of Human Resources
Manchester Community College
Great Path, P.O. Box 1046
Manchester, CT 06045-1046

Must be postmarked no later than
June 30, 2003

EOE/AA/M/F

SAVE THE DATES

MIAMI BEACH

February 28 to
March 2, 2004

For More Information Contact:

American Council on Education
One Dupont Circle NW
Washington, DC 20036
(202) 939-9410
Fax: (202) 833-4760
E-mail: annualmeeting@ace.nche.edu

American Council on Education

Aims Community College

DIRECTOR OF HUMAN RESOURCES

Full-time 12-month position, beginning on or about July 1, 2003. No less than $56,045 annually, plus employer-supported fringe benefits. Bachelor's degree from regionally accredited institution. Direct the planning, development, organization, and implementation of a comprehensive HR Program. Three years relevant human resource experience, including management and supervision of employees. Applications will be accepted until the position is filled

Human Resources Office, 5401 W. 20th St.
Greeley, CO 80634
(970) 330-8008 Ext. 6319
EEO/AA Employer
www.aims.edu

DePaul University
Director of Financial Aid

THE SPELMAN & JOHNSON GROUP

The Institution

DePaul University, the nation's largest Catholic university, seeks a professional for the position of Director of Financial Aid. Based in the cosmopolitan city of Chicago, DePaul enrolls more than 14,000 undergraduates and nearly 9,000 graduate and professional students in nine schools on two urban and five suburban campuses. Founded in 1898, DePaul's history is rooted in providing access to first-generation and low-income students, a mission still as critical in the 21st century as it was in the 19th. DePaul boasts state-of-the-art facilities downtown and in the Lincoln Park neighborhood of Chicago and has strong business and alumni networks in the six-county metro area. DePaul points proudly to its diversity, its sense of values, and its character as a risk-taking, innovative, and pragmatic institution, key qualities that have contributed to its unprecedented enrollment growth of 40 percent over the past ten years. DePaul's current Director of Financial Aid, John Schoultz, is retiring in December after 13 years of service.

The Position

Reporting to the Associate Vice President for Enrollment Management, the Director is responsible for the formulation and implementation of an undergraduate and graduate financial aid program that focuses on the strategic use of institutional resources to make DePaul most accessible to a diverse student population while continuing to support the University's competitive position. The Director manages the daily operations of the financial aid office, which includes a staff of 28, assesses and analyzes financial aid strategies, ensures compliance with all applicable rules and guidelines, and coordinates the research necessary to ensure effective financial aid practices. The Director is responsible for the management of $178 million in federal and state funds, grants, scholarships, and loans, serves as an informed resource to the University community regarding financial aid policies and procedures, and ensures the most effective and efficient delivery of services to all constituents. DePaul is a direct loan institution.

Qualifications

The successful candidate will possess a bachelor's degree, a master's degree is preferred, and approximately ten years of progressive experience in the field of student financial aid. The successful candidate will have a demonstrated understanding of the strategic deployment of financial aid in support of the enrollment effort, experience in implementing successful service delivery models, and an entrepreneurial and innovative vision of financial aid in a competitive and growing institution. An appreciation of diversity and an understanding of the intellectual and social mission of the University is essential.

Application and Nomination

To ensure full consideration, applications should be received by June 30, 2003. A resume with an accompanying cover letter, or a nomination of an individual for this position, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com**. If you are unable to submit materials electronically, please call Martha Smiles at 413-584-7089.

The Spelman & Johnson Group
DePaul – Financial Aid (HISP)
Martha H. Smiles, Senior Associate

Visit DePaul University's website at www.depaul.edu or www.depaul.edu/em

DePaul University does not discriminate on the basis of race, sex, age, color, religion, disability, or national origin.

THE COLLEGE OF WOOSTER

Chemistry
Sociology

1189 Beall Avenue • Wooster, OH 44691-2363

1-year visiting positions beginning August 2003

See full description at:
http://www.wooster.edu/oncampus/empopp.html

Choose *"Job Postings from the Five Colleges of Ohio"* to locate the description or call or e-mail

Linda Farmer
330-263-2133 or vpaa@wooster.edu

The College of Wooster is an Equal Opportunity, Affirmative Action Employer

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Employment Opportunities

Postings

HispanicOutlook.com

Call for information
201-587-8800 ext. 102/106

BEST COPY AVAILABLE

INDIANA UNIVERSITY LIBRARIES BLOOMINGTON

Librarian for Latin American, Iberian, Latino, and Chicano-Riqueno Studies

The Indiana University Bloomington Libraries are seeking a creative and enthusiastic individual for the position of Librarian for Latin American, Iberian, Latino, and Chicano-Riqueno Studies. **Responsibilities:** The Librarian in this position serves as the collections and public services specialist for Latin American Studies, Spanish and Portuguese, Latino Studies, and Chicano-Riqueno Studies and is a member of the Subject and Area Librarians Council (SALC) **http://www.indiana.edu/~libsalc/.** **Qualifications:** Required: ALA-accredited master's degree in library or information science, with advanced degree in a subject area relevant to the responsibilities listed above, or equivalent combination of education and experience in an academic setting. Understanding of the information needs of scholars and the application of digital and information technologies within the research environment. Experience in collection development and teaching or bibliographic instruction. Excellent oral and written communication skills. Proven ability to work independently and collegially in a complex, rapidly changing environment. Ability to meet the requirements of a tenure-track appointment. Preferred: Ability to apply new technologies to library services. **Salary and Benefits:** Salary and rank are negotiable and competitive, depending upon qualifications and experience. This is a tenure-track academic appointment that includes eligibility for sabbatical leaves. Benefits include a university health care plan, TIAA/CREF retirement/annuity plan, group life insurance, and liberal vacation and sick leave. **To Apply:** Review of applications will begin on **June 30, 2003.** The position will remain open until filled. Please send letter of application, professional vita, and the names, addresses, and phone numbers of four references to: Yolanda Cooper, Libraries Human Resources Officer, Indiana University Libraries, Main Library 201A, Bloomington, IN 47405, (812)-855-8196, Fax: (812)-855-2576, e-mail: **libpers@indiana.edu.** For a full description of this position, go to the Indiana University Libraries Human Resource page at **http://www.indiana.edu/~libpers/libjobs.html.** For more information about Indiana University Libraries see: **http://www.libraries.iub.edu/**, or for information about Indiana University see: **http://www.indiana.edu.**

Indiana University is an affirmative action/equal opportunity employer strongly committed to achieving excellence through cultural diversity. The university actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other underrepresented groups. Individuals with disabilities desiring accommodations in the application process should contact Yolanda Cooper, Libraries Human Resources at (812) 855-8165 or **ycooperb@indiana.edu.**

George Mason
University

Equal Opportunity Specialist and ADA Coordinator (#1237)

George Mason University is seeking Equal Opportunity Specialist for its University Equity Office (Affirmative Action/Equal Opportunity) operation to assist in the development and monitoring of GMU's continuing compliance program for the Americans with Disabilities Act. ***Requires*** a thorough working knowledge of the ADA as well as demonstrated hands-on experience implementing the ADA in a complex organization; a working knowledge of the enforcement agencies responsible for monitoring the ADA in state and local agencies is highly desired. The successful candidate will work with departments and employees on campus implementing the ADA in the Mason community; train the university community regarding the requirements of the legislation; assist and provide expert advice to the university on resolving programmatic issues associated with ADA as well as investigating and resolving allegations of discrimination based upon disability. Current relevant demonstrated experience implementing the ADA and other EEO legislation in an organization required. Master's degree in special education, psychology, counseling, human services or public policy. Ph.D. in same or related fields is preferred. Law degree considered with demonstrated experience implementing ADA in complex organization.

For this position listed, a completed application package should include a cover letter, resume, the names and addresses of at least (3) current references. Please include position number on the envelope and in your cover letter to: **ADA Search Committee Chair, University Equity Office, D105 Mason Hall - MSN 2C2, George Mason University, Fairfax, VA 22030-4444.** OR send the complete application package via e-mail to **equity@gmu.edu**. A review of all applications will begin on July 1, 2003 and will continue until the position is filled.

AA/EOE

Assistant/Associate Professor of Child Studies, Human Services Professions and Social Sciences Division

Lesley College, the women's undergraduate college of Lesley University, located in Cambridge, Massachusetts, is searching for a full-time Assistant or Associate Professor of Child Studies to begin September 2003. Qualified candidate should have an earned doctorate in Sociology, Psychology or related field; teaching experience, preferably with undergraduate students; and the ability to teach in an interdisciplinary professional program in Child Studies, including some of the following courses: Introduction to Child Studies, Sociology of Family; Childhood in Contemporary Cultures; Research Methods; Child Psychology; Characteristics of Children with Special Needs; Internship in Child Studies.

Assistant or Associate Professor, Social Studies ELEMENTARY/MIDDLE LEVEL

The Graduate Elementary Education Program seeks applicants for 9-month faculty position beginning August 2003; salary commensurate with qualifications and experience. Applicants must have a doctoral or other terminal degree from an accredited institution preferably in history, social science, or education; a record of effective teaching including 3+ years' experience in social studies education K-8; evidence of attention to multicultural/multilingual students; evidence of integrating technology in teaching; higher education teaching experience preferred. The position includes intensive weekend teaching in Massachusetts as well as traditional, semester-long, on-campus classes. *Applications postmarked by June 13, 2003 will receive full consideration.*

To apply: Review of applicants will begin immediately and continue until position is filled. Applicants should submit a letter of interest, curriculum vita, and list of references via our on-line applicant tracking system at **http://www.lesley.edu/hr/postings.html** *or by mail to:*

Lesley University,
29 Everett Street,
Cambridge, MA 02138.

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www.lesley.edu

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Rice University

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The next president of Rice University must be someone with a history of leadership and an ability to inspire others, a collegial and consultative style, a belief in the power of teamwork, and a commitment to reaping the benefits of diversity. The successful candidate will, in all likelihood, have a strong academic background. A doctorate or terminal professional degree is preferred.

Nominations and applications that are received by September 15, 2003, will receive earliest consideration, but the search will remain open until the position is filled. For confidential consideration, please submit your materials to:

James W. Crownover
Chair, Presidential Search Committee
Rice University
2 Houston Center
909 Fannin Street
Suite 3628
Houston, TX 77010
ricesearch@sbcglobal.net
713-658-1993 (fax)

We are being assisted in this search by Shelly Weiss Storbeck, Managing Director, A.T. Kearney Education Practice, 333 John Carlyle Street, Alexandria, VA 22314; phone: 703/739-4613; fax: 703/518-1702; email: shelly.storbeck@atkearney.com

For more information about the University, please consult its website: **www.rice.edu.**

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Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

VICE PRESIDENT FOR BUSINESS AFFAIRS

Virginia Polytechnic Institute and State University invites expressions of interest in, and nominations for, the position of Vice President for Business Affairs of the University.

The Vice President for Business Affairs reports directly to the Executive Vice President and Chief Operating Officer and serves as a member of the Finance and Administration leadership team. The position is responsible for a budget of $70 million and a full time staff of approximately 700.

The successful candidate will be a highly motivated and dedicated professional with demonstrated commitment to service, support of the academic mission, and continued enhancement of Virginia Tech. This individual will be able to:

- provide vision, leadership, planning, administration, and evaluation of all aspects of policy and operations for this office, while staying consistent with the University mission;
- foster a climate of collegiality, working closely with officers of the University in providing superior service;
- represent the University with peer institutions, the local community, federal and state agencies, and corporate representatives to meet long-range objectives and to position the University to meet emerging demands;
- provide leadership, direction, and vision for programs that meet the diverse needs of the community and promote student, faculty and staff satisfaction; and
- assist in implementing policy, strategic planning, and budget development

This individual should have had progressively responsible full-time administrative supervisory experience with auxiliary services and/or facility management in a higher education setting. The successful candidate must ensure compliance with relevant laws and regulations related to facilities management, capital project management, transportation and parking, human resources, police, and environmental health and safety services. The Vice President should have a master's degree and extensive related experience. This individual will have demonstrated sound financial management practices and knowledge and experience with higher education accounting procedures.

Interested individuals should send a letter of interest that addresses the responsibilities and qualifications stated above, current curriculum vita, and the names of three references.

All correspondence should be directed to the University's executive recruitment team:

Baker-Parker, Inc.
Five Concourse Parkway, Suite 2440, Atlanta, GA 30328-6111
www.bpasearch.com

Jerry H. Baker, Partner jbaker@bpasearch.com
Martin M. Baker, Principal, mbaker@bpasearch.com

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should contact the search consultant at the address above.

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BROWN UNIVERSITY

Senior Search for Director, Center for Environmental Studies and Environmental Change Initiative

Brown University seeks a distinguished senior scientist with broad interests in environmental issues to lead a major new academic initiative in Environmental Change and to serve as Director of the Center for Environmental Studies (CES). The goal of the Environmental Change Initiative (ECI) is to forge intellectual connections among academic units in the natural and social sciences to address the most compelling scientific and policy issues facing humanity today. Brown is making major investments in this Initiative, including additional faculty appointments, new resources for interdisciplinary undergraduate and graduate training, and a proposed new cooperative graduate program with the Marine Biological Laboratory at Woods Hole (MBL). The ECI will build on several existing strengths, including an established record of interdisciplinary environmental education in the CES, outstanding environmental science research groups in Geological Sciences and Ecology and Evolutionary Biology as well as at MBL, and environmentally relevant social science research spanning Economics, Sociology, and the Watson Institute for International Studies. The potential also exists to create new environmental research connections with other units in the natural and health sciences. The ECI will integrate and build on these multidisciplinary strengths to create new interdisciplinary research and training interactions and opportunities.

The Director will report directly to the Provost, and will receive the resources to build the ECI while leading and strengthening existing programs in the CES. S/he will coordinate recruitment of new faculty, build links among existing graduate programs to create interdisciplinary doctoral training opportunities, obtain external funding for environmental programs, maintain an active research and teaching program, and play a visible leadership role in addressing important environmental issues. The Director will also be responsible for overseeing CES faculty and programs, building on the CES' record of innovative environmental education, promoting outreach and interaction between the CES and other units, and maintaining its active presence in the community.

Requirements include an outstanding record of externally funded research and peer reviewed publication meriting a tenured appointment at the rank of Professor; commitment to excellence in graduate and undergraduate teaching, demonstrated leadership, vision, and communication skills in environmentally related areas; and potential for scholarly interaction with faculty in the CES and cooperating departments.

To apply, please send a letter of interest, a current CV, and names of 5 references, to: Search Committee, Environmental Change Initiative/CES Director, Office of the Provost, Box 1862, Brown University, Providence, RI 02912. For further inquiries, please contact Patti_Caton@brown.edu. Applications will be reviewed starting September 1, 2003 and accepted until the position is filled.

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¡PUNTO FINAL!

HARNESSING THE POWER OF THE SPOKEN WORD

Dr. José B. González, associate professor of English at the United States Coast Guard Academy in New London, Conn., teaches composition, speech, creative writing, and Latino literature courses. He has published poetry and nonfiction in such journals as Colere, Calabash, Nantucket: A Collection, College Literature, The Teaching Professor, *and the* New England Quarterly.

With a fist raised so violently high it could have scared off clouds, he urged the audience to join him in the boycott. Many of us, seeing the images of handicapped babies, some with extra fingers, others with no fingers, all of them with serious ailments, were convinced that we should take a stand and do as this man asked. It was, I assumed, one of his many stops on the cross-country crusade taking him to farms and fields where pesticides were still being used.

That day, however, he was not speaking amid fruit trees and grapevines, but at a campus lecture hall where only a handful of students knew that his name was to be revered as a hero's. It was the first time I saw a Latino, in this case, César Chávez, speak to a college crowd.

Beyond making me an amateur activist, yanking table grapes from my father's mouth a couple of weeks later, Chávez's visit convinced me that the anemic presence of Latinos in higher education settings was a problem that needed fixing. Just as I was awed on reading my first book by a Latino author, having an epiphany that such writers even existed, so too was I astonished that a Latino figure would have such national prominence. None of the authors I had been exposed to in my high school years had such surnames as Arenas, Rivera, or Cisneros; aside from Chávez, no speakers at that college had shared that distinction. Was this a societal problem–a reflection of the dearth of authors and Latinos in leadership positions across America, or was it institutional–a product of arguably deliberate practices that placed podiums in front of the "haves," but not the "have-nots"?

The number of prominent Latino figures has risen sharply in the last 20 years. Their speaking engagements in academia have not. While we criticize Hollywood for turning its back on our culture, we have not launched enough efforts to recruit Latino speakers. How can we fix this?

The optimistic academician might suggest that we lobby for Gates-sized endowments that could guarantee that colleges and universities celebrate Hispanic heritage every month. Big names ask for big money. A best-selling Latino author could demand more than $10,000 for a one-hour lecture. But priority for funding something like this ranks up there with new shoes for the school mascot. Convincing administrators that such a need exists is by no means easy.

The best solution lies not in the pocketbooks of others but within our own academic and geographic communities. Local Latino celebrities have many stories to tell–not necessarily about culture but about their own professions. Our willingness to invite them into our classrooms and auditoriums says as much about our multidisciplinary approach to teaching as it does about our acknowledgment that Latinos do not have to be cultural artifacts and that they have intellectually gratifying ideas to share. Our academic communities and faculty and staff at institutions across the street or on the other end of the state, also have much to offer–inside information. Rarely do we pick up the phone or send an e-mail to let another know about a speaker who might be of mutual interest. This reflection of institutional competition allows us to boast of our achievements and abilities to attract prominent names–but smothers the flame that could inspire many impressionable students. Instead of providing an opportunity for students to travel to another campus to see someone who could change their lives, such lack of communication invariably keeps us isolated, miles away from progress. It keeps us from contacting such speakers and negotiating dual visits; it keeps us from sharing resources; and worse, it keeps Latino speakers away from our institutions.

Words have tremendous power, but only if they are heard. To this day, I hesitate when I pick up table grapes at the supermarket–the words of César Chávez echoing in my mind. Through our efforts, we can ensure that the echoes of words spoken by Latino speakers in colleges and universities reverberate, not because the classrooms and auditoriums are empty, but because their messages have such strong meanings.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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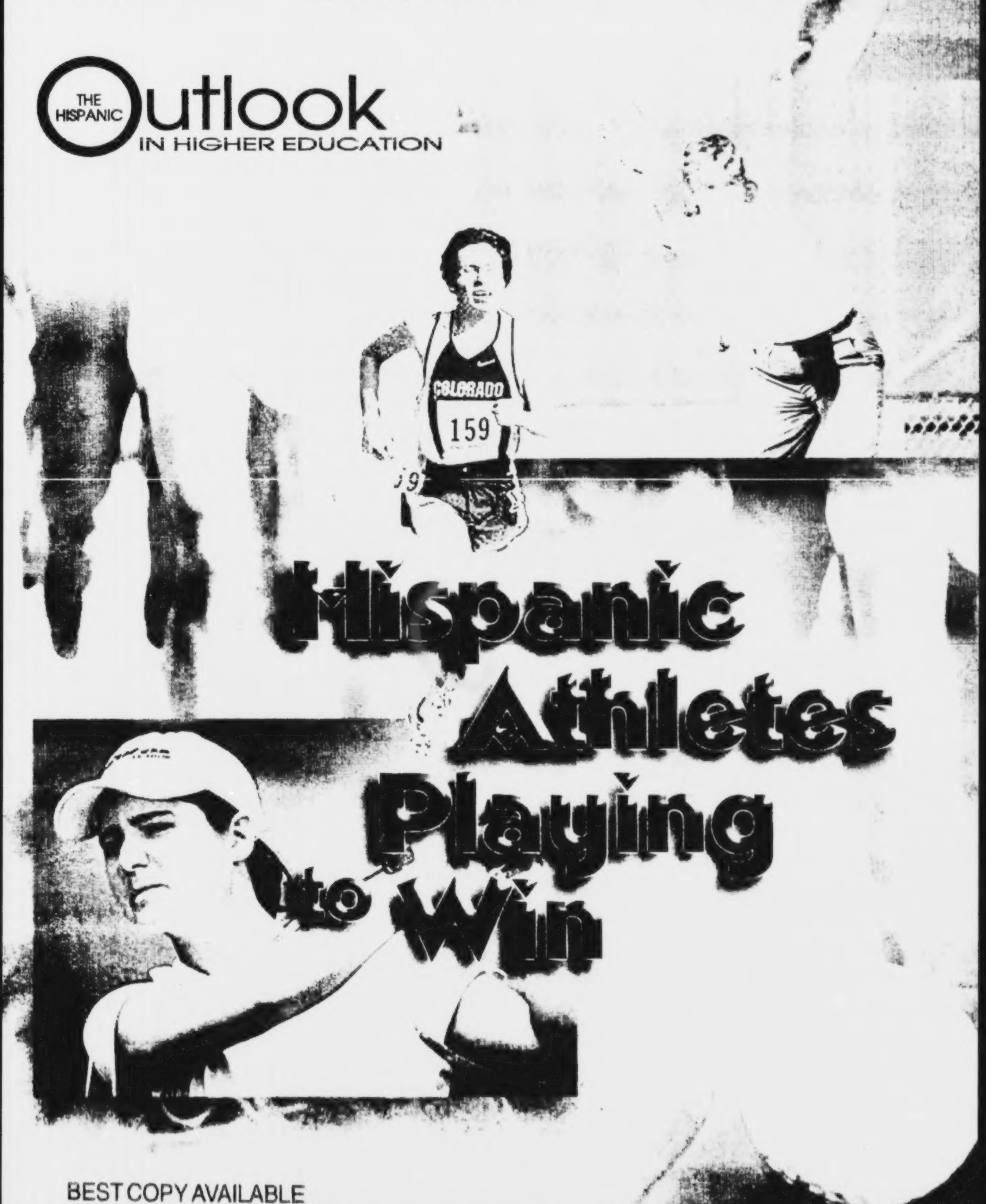

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210 Route 4 East, Suite 310
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All correspondence should include author's full name, address, and phone number.

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From time to time, The Hispanic Outlook in Higher Education Magazine will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education Magazine neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education Magazine.

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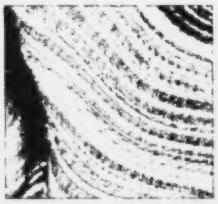

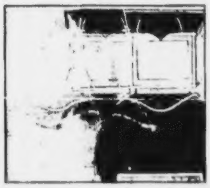

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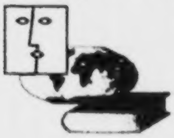

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Esquina Editorial

Graduate school is a good place to be when the economy is weak, ***verdad?*** Not this time around, says Robert Reich, professor of social and economic policy at Brandeis, speaking in mid-May on the NPR show "Marketplace." Reich says actual job experience is more important to employers these days, even if you're a gofer or an unpaid intern.

If you have a passion for a particular field, stick with your dream, he says, but warns that if high earnings are the goal, the financial payoffs of graduate degrees right now may be less than expected. Earnings in medicine and law were dropping, he says, even before today's economic turndown.

Also on Marketplace, "The Ivory Tower in the Real World," a weeklong series, predicted a sea change ahead in the ways in which colleges and universities do business, marked by declining affordability, erosion of tenure, and rising privatization.

These changes do not bode well for Latino students or any students whose funds are limited.

Cuál es la Buena noticia? There is some, and it comes from NAICU, which reports that private colleges "have kept increases in net tuition (students' out-of-pocket tuition costs after grants and scholarships) under the inflation rate during the last decade." Scant comfort for many Latinos, but still commendable.

Commendable, too, are the gifted Hispanic athletes profiled in this, our Sports Issue.

And coming up in our next issue–a look at percent plans, legacy preference, border enrollments, Hispanic attitudes about finances and *la vida* in the USA, and a pilot program that's getting mid-level Latino students prepared for and accepted by four-year institutions.

Enjoy your summer!

Suzanne López-Isa
Managing Editor

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Olympic Gold Coach, Gigi Fernández Aims High

by Tony P. Matínez and Alison P. Matínez

"We feel like we've won a Grand Slam event ourselves in attracting Gigi Fernández to take over our women's tennis program," says Lee Roy Selmon, director of athletics at the University of South Florida (USF). "Gigi's passion for tennis and her desire to teach the game in a college setting are tremendous assets that she brings to our program."

Born in Puerto Rico, Fernández attended South Carolina's Clemson University for one year before leaving school to play tennis professionally. "I thought, I have to play tennis now, but I can always get my degree later," she recalls.

As the island's first female professional athlete, Fernández was named Puerto Rican Female Athlete of the Twentieth Century. In 14 years on the Women's Tennis Association Tour, she won 17 Grand Slam doubles crowns. She won Doubles Team of the Year Award in 1991 with partner Jana Novotna, and with partner Natasha Zvereva in 1993, 1994, and 1995. With partner Mary Joe Fernández (no relation) she won gold medals in women's tennis doubles at the 1992 Barcelona Olympic Games and the 1996 Sydney Olympic Games.

Although most famous for her triumphs in doubles, Fernández enjoyed additional success as a singles player, reaching the semifinals at Wimbledon in 1994 and ranking as high as 17th in the world in singles. She retired from professional tennis in 1997.

Now Fernández coaches the Puerto Rican National Team and also Australian pro Rennae Stubbs, who has been rated as high as No. 1 in doubles rankings.

Fernández also manages the Gigi Fernández Charitable Foundation, which has supported significant Hispanic and Puerto Rican organizations with more than half a million dollars to date.

Back to School

Fulfilling her youthful promise to herself, in fall 2001, Fernández went back to college at USF. "I'm majoring in psychology," she says. "I earned 39 credits last year, and I'm taking 18 credits this semester while coaching full time.

"When I graduate, I'm considering getting a master's in sports psychology," Fernández continues. "Sometimes I laugh at coaches because I really believe–and I believed this when I was playing–that the coach cannot understand what the player goes through on the court–never in a million years. Your coach is telling you: I know, I know, it's pressure, I know how you feel. But I don't care what coaches say. They have no clue unless they've been there. They can't know because they haven't been there. If you've never been a pro, if you've never been in the public eye, if you've never had to perform under pressure with people watching–cameras, fans–how are you going to understand what it feels like?

"The major difference I've found between playing and coaching is that when you play, it's all about you, and when you coach, it's not about you," Fernández explains. "That's fine. That's where I wanted to go with my life. But you really have to keep that in mind. Some coaches aren't very good at that. They continue to make it about them, and it's not really about them."

"One of the main reasons I retired was because I got tired of the travel," says Fernández. "On the WTA tour, we traveled 40 weeks out of the year. I could tell you in January where I was scheduled to be every week until December. I got tired of living in hotel rooms and sleeping in a different bed every night.

"Now we are pretty busy in February and March," the coach reports. "We travel in Florida by motor coach, and outside of Florida, we fly. But basically, we're done in April," she notes with satisfaction.

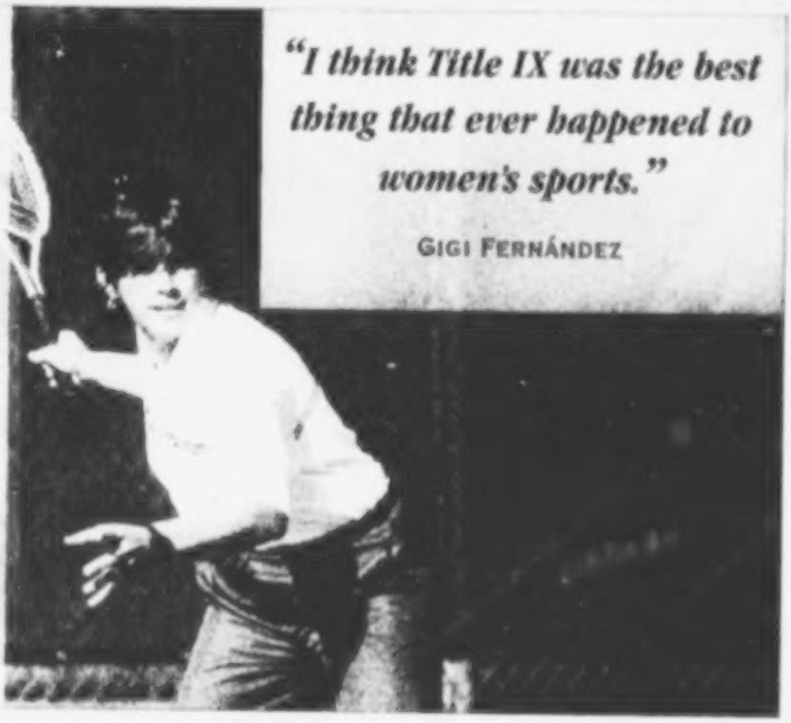
Compared to the relentless schedule of the women's professional tennis circuit, Fernández finds the university schedule quite livable and, like many mature students, she has achieved top grades (GPA 3.8) even with a heavy course load and a full-time job. Nevertheless, she describes the demands on young student athletes with empathy.

"The biggest challenge for college tennis players, male or female, is to focus on the game while they are on the tennis court," the coach avers. "It is very difficult for the students because they have a lot of demands on their time–a full schedule of classes, then tutoring and advising and exams. They have a lot of things that aren't just tennis."

Director Selmon points with pride to USF's longstanding commitment to academic achievement for members of the women's tennis team. "Gigi Fernández is committed to that principle, as evidenced by her aggressive approach to seeking her own degree," he says. "Coach Fernández will serve as an outstanding role model for our student-athletes, both as a student and as a successful player."

"The major difference I've found between playing and coaching is that when you play, it's all about you, and when you coach, it's not about you."

GIGI FERNÁNDEZ



"I think Title IX was the best thing that ever happened to women's sports."

GIGI FERNÁNDEZ

USF and Title IX

The University of South Florida opened in 1960, intending to serve the expanding population of the Tampa area. In just 43 years, it has grown to be one of the nation's 20 largest teaching institutions. Four campuses serve approximately 40,000 students, including 6,700 graduate students. One in ten students is Hispanic.

At the same time, with unusual speed, USF grew into a major research institution. It now anchors the Florida High Technology Corridor, making Tampa the South's second-leading center of high technology. USF is also a regional center of medicine, biotechnology, and bioscience, and a national center of brain repair research.

At first, although tennis was a popular sport with USF students, the ambitions of the women's program were modest. In the low-budget days before Title IX, the women's athletic program at USF centered on tennis because year-round sunny weather in Florida has favored the development of the sport. The coordinator of women's athletics stored rackets and balls in her office, and for competition, the college athletes arranged matches at nearby country clubs.

In 1972, Title IX, the federal law calling for parity in men's and women's college athletic programs, took effect. That same year, USF inaugurated intercollegiate athletics for women.

"I think Title IX was the best thing that ever happened to women's sports," Fernández declares. "Sometimes, I think, it gets taken to the extreme, which is not good. But without Title IX, a lot of us would not have had the opportunities that we have had, and we would not be where we are now.

"Right now, this University is at a crossroads," Fernández observes. "We've had a small athletic program, but the athletic department as a whole is coming into its own and facing the challenge to step up to the next level.

USF plays in Conference USA. Only the top two teams are ranked (Texas Christian and Tulane.) USF stands somewhere in the conference's second tier, the coach estimates.

In Fall 2002, USF competed in the Lady Seminole Tournament, the Lady

Gator Fall Classic, and the ITA South Regionals. "Over break, I gave the team a whole list of things to do to keep their tone and fitness," the coach recalls. "I was disappointed when they came back in January after three weeks' break because some of them did what I said, and some didn't, and in the first week of practice in January, they had regressed two months. It was almost as if they hadn't had the fall semester. But I think they understood. They hadn't ever been through that before, and now they have, and they learned."

January 2003 started off with losses, but from February onwards the team won its share of victories, matched against universities all over the South and East. The coach looks forward to a California trip "when the team gets a little better."

"One of the things I've really focused on this year was making sure the players didn't get hurt," the coach continues. "We have only seven players on our team, so if we lost even one, we'd be in trouble. There are a lot of things you can do to keep a player from being injured, and my experience of playing on tour and keeping myself injury-free for 15 years has come in handy because we have not had one injury this year."

Four of USF's players this year are Hispanic or South American. For the coming year, Fernández is recruiting around the U.S. and Canada and expects to line up a roster with an even more international flavor.

"My name does help in recruiting, especially with the parents," the coach says. "Depending on what kind of recruiting class I can pull in, I think we could be a good team next year. Right now, we're unranked, so it's hard to get good players, but once this program is in the top 30–which I hope to achieve this coming year–kids that are looking for a good coach will have to look at USF. There are some good tennis programs out there with some good coaches, but not very many, just a handful. So if you're a good player and you want to develop your game, you'll have to look at USF."

Building for the future, Fernández directs a tennis summer camp on the USF campus. The camp, open to boys and girls age 6 through 18, develops participants' tennis skills while emphasizing the element of fun, and, of course, lets talented young players see and appreciate what the University has to offer. (For details and application forms in Spanish and English, visit www.gigifernández.com.)

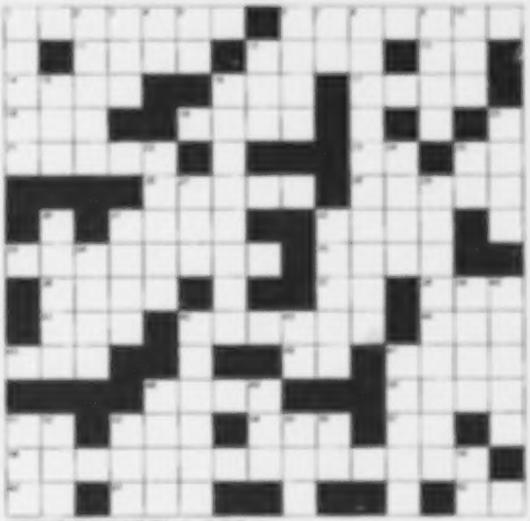
"I really enjoy working with young adults," Fernández declares. As she talks about her own development and that of the players under her guidance, Fernández reveals a realistic assessment of the gifts she brings, eagerness to grow in her teaching role, and a sense of balance and humor that will serve her well in working with young people.

"My vision, as I grow this program, is to have people who want to go pro come here and use me as a tool to help them make the transition," Fernández explains. "When you coach somebody in college for two, three, or four years, your relationship does not end when they graduate. You become a mentor, and the relationship may last for the rest of your lives.

"So for somebody that is aspiring to be a pro, to have me as a mentor and to use me as a tool to help her become a better player could be very valuable," the coach notes. "Not very many college athletes get the chance to learn from a pro."

"I'm very passionate about what I do," the coach concludes. "I'm a perfectionist. I strive for excellence." With Fernández at the helm, tennis fans may confidently expect the best achievement their talents allow from the new USF women's tennis team.

Tony and Alison Martinez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.



Across

1 Hispanic baseball hall of famer
6 Hispanic boxing hall of famer
11 Level
12 Each, hispanically
13 Computer realm
14 Coffee place
16 Hispanic golf hall of famer (goes with 12 down and 30 down)
17 Cream, hispanically
18 Aesthetics
19 Move quickly from one thing to the next
21 Sacramento basketball players, hispanically
23 Year
25 Gold
26 More leg trouble?
28 Spanish Civil War poet
31 Player penalty
32 Spanish soldier nickname against Bolivar
33 Diego ___
35 Editorial opinion
36 Spark of inspiration
37 Myself
38 St Louis football player
41 Baseball glove
42 Scored Equador's winner against Croatia in the 2002 World Cup
44 Anger
45 W followers
46 Easy?
47 Self images
48 ___ a brac
50 Doubt, hispanically
51 Me?
53 Basketball target
54 Employ
57 Compass point
58 Hispanic boxing hall of famer
60 Saint
61 Top score?
62 Western state

Down

1 Olympic Gold boxer
2 Hispanic baseball hall of famer (goes with 32 down)
3 Street
4 Compass point
5 Down
6 Fishing lure
7 Magazine controller
8 Hispanic tennis great
9 Felix ___ Trinidad
10 Arrival time
12 Hispanic golf hall of famer (goes with 12 down and 30 down)
15 Exist
16 Hispanic baseball hall of famer
20 Hispanic baseball hall of famer
22 Tackle type
24 Controlled
25 Electric current type
27 Year, hispanically
29 See 16 across
30 Hispanic All-star slugger
31 Quick
32 See 2 down
34 "The Quietman"
39 Hispanic All-star shortstop
40 Plateaus
42 Hispanic Baseball hall of famer
43 East coast state
47 Pele's first name
48 Drinks hispanically
49 Soccer prize
51 Agreed
52 Gone from the game
53 Basketball target
55 Tennis segment
56 Magazine controller
59 Electric current type

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At University of Colorado, Twins Peak

Cross Country Runners Jorge and Ed Torres Reach New Heights

by Ed Brennen

If fans gathered at the finish line of November's NCAA Cross Country Championships thought they were seeing double, they were. That's because moments after University of Colorado senior Jorge Torres broke the tape as the national champion, his twin brother Ed came trotting across in 10th place.

Not a bad way for the 22-year-old identical twins to cap remarkably identical cross country careers.

Ed Torres

"The feeling is something you could only describe by experiencing it," says Jorge of his national championship, which he accomplished in a course-record time of 29 minutes, 4.7 seconds on the Terre Haute, Ind., course. "It's something that you work so hard to try to get, and when you finally get it, it's just an achievement that you're proud of... all the effort that you've put in to become a champion... It was just a wonderful feeling. I came away proud of myself and the career I've had so far here at Colorado."

Ed, who took 10th in 29:47.7, says the championship race was the culmination of months of preparation.

"Going into the season, I made a pact with myself," he says. "My goal was to get top 10. I trained hard all summer long for it, and that's the only thing I had on my mind all season. And the day of the race, I knew I was ready for it. The season had gone well and I had prepared myself well enough to be focused and ready for it."

Like their height (5 feet 7inches), their eye color, and just about every other physical characteristic, focus and preparation are traits the brothers share. They have been running cross country together ever since their junior high days in Wheeling, Ill., topping the standings throughout high school and then on into college in Boulder, Colo. Their individual talents are no doubt a major reason for their respective success, but the brothers readily admit that by combining forces, be it in training or in competition, they have been able to achieve even greater things.

If it weren't for them having one another through the years, "it would have been a lot more difficult to go through," Ed says. "It definitely made it easier, and I think training together has helped us improve every year. I think that was a very key factor to it, the support. If he was tired and he would see me going out the door with my shoes on, he would be like–what the heck, I have to join him. He has to catch up to me. Being able to motivate each other has helped us out."

"We're twins, and we've done the same things over the years, so right off the bat we realized we work well together, and it paid off in the long run," agrees Jorge, who actually got a jump-start on his brother in the sport. When the brothers were about to begin the sixth grade, Jorge asked one of his three older brothers, Daniel, which sports he should try in junior high.

"He told me cross country was a cool sport that he tried out for and he did all three years," Jorge recalls. "I was like–that's running, I don't know if that's a sport. But I gave it a shot."

Ed wasn't as easily sold.

"I saw that Jorge was doing it, and I was like, ah, I don't know why you're running. It's not a sport that I like," says Ed, who was more partial to basketball and football.

Jorge says he didn't take the sport too seriously at first ("I would just kind of take it as a joke and goof around at practice"), but once the season started, he began to savor the competitive nature of the races. At the conclusion of his first fall season, however, his coach dropped him off the team that competed at the state championships. That snub lit a fire under Jorge.

"I was disappointed I got cut off the team, so just to prove the coach wrong and that I was capable of being on the team, I tried out for the winter cross country sport," Jorge says. "I made the club team, and that winter I was getting in great shape, developing myself as a runner, and this was all just to prove to my coach that I should have been on that team. When the national race came around, I told my coach I was going to win it, and he just kind of looked at me and said, 'Uh, you better just shoot for the top 10,' and I went out and won it, and that's when my career took off. I won the midget division in Mobile, Ala. in 1992, and from then on I realized I had a huge talent, and I was going to put that to work."

Jorge Torres

Jorge's victory also got the attention of his twin, who decided to give cross country another look. "When he won that race I was like, whoa, that's pretty cool. Right there I thought, I probably have the same ability that Jorge does, so I decided to join the running scene as well."

The brothers excelled on that scene in high school. After finishing second at the Illinois Class AA state championships as a freshman, Jorge went on to win a state-record three straight titles. As a senior, Jorge won the 1998 FootLocker national championship, improving on his runner-up finish the previous year. In 1998, Jorge competed with the Junior National Team at the World Cross Country Championships, finishing 37th in Marrekech, Morocco. In 1999, he traveled to Belfast, Ireland, for the same competition and finished 64th overall, sixth among Americans.

Ed, meanwhile, culminated his prep career with a third-place finish at the state championships, helping Wheeling High clinch its first-ever team crown. At the 1998 FootLocker race, Ed finished eighth, advancing him to the national championships in Orlando, where he finished sixth.

The twins' success was attracting the attention of the nation's top college programs, including Oregon and Montana, but the brothers didn't even consider striking out on their own after high school. "I think by the time we were sophomores and juniors in high school, we realized that we're pretty good partners working together," Jorge says. "We pretty much figured it out that we were going to go as a package deal."

And Colorado, a place where they had trained briefly with their high school team, seemed like the ideal place to continue their careers. "Boulder is just a cool place," Jorge says. "The community itself is into the running, they support their runners, and there are so many trails you can run on, that you can enjoy and have a good time. It's nothing like Chicago. So I was like, man, this place is heaven for runners.

"When I came out here for my official collegiate visit, I was pretty much sold on the team. They were very team-oriented, they acted like a family, they were friendly, they were kind, and then there was the reputation of Mark Wetmore....He had the reputation of being such a great coach. So there was no better place to go. You've got the great city, the people that support you, the great team, and a great coach. Why look any further?"

The Buffaloes are certainly glad the Torres twins made that decision. Their finishes at last fall's NCAA championships led the Colorado men to a fourth-place overall finish, and they consistently topped the leader board throughout their four-year careers. As sophomores, Jorge finished third at the NCAAs, Ed 27th; as juniors Jorge finished second; Ed 15th. After finishing second as a freshman, Jorge won three straight Big 12 championships; Ed finished eighth as a freshman, third as a sophomore and junior and second as a senior.

While their genetic makeup is identical, their finishes are not. Jorge almost always finishes ahead of Ed in races, which may be only natural considering he was born 10 minutes before his twin. But running in his brother's shadow is something that Ed uses to push him even harder.

"I've always been the one catching up," Ed says. "The way I play it is, for example, he won a national title this year, so I see it as a way of motivating myself to become a better runner...because I know that my own blood can be No. 1. If he can do it, why can't I do it? Basically, as he sets higher goals and accomplishes them, I want to do the same thing."

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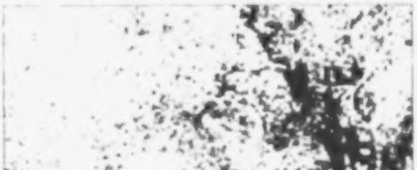
Ed Torres



Jorge Torres

Ed did beat his brother in one competition, a FootLocker regional race while qualifying for nationals. And did he let Jorge know about it afterward? "Uh... yes I did," Ed says with a laugh.

Not surprisingly, the brothers have the same major–economics. And not surprisingly, they have both achieved in the classroom, being named First Team Academic All-Big 12 in 2000. They both say that the discipline required to run cross country extends to their studies.

"It takes a tremendous amount of discipline to go out there every day and run the mileage, get your sleep, and not lead the normal college life of going out there and partying," Jorge says with a laugh. "So as a runner, you develop this discipline, and you bring it into other parts of your life, as in education and social life....You do the work that you have to do to stay eligible and to do well academically, and you just keep that discipline."

Adds Ed: "I think without my running, I wouldn't have as much motivation to be studying. If I want to be eligible, I've got to study. It gives me something to do, and I actually enjoy it."

While their college careers are winding down (they also compete in indoor and outdoor track), the twins are not about to stop running. In February, Ed finished second at the USATF National Cross Country Championships in Houston, qualifying him for his first World Cross Country Championships, held in Lausanne, Switzerland. And both brothers have their eyes set on the distance events at the 2004 Summer Olympics.

"That's the whole reason we've been running since we started, to make the Olympic team," Ed says. "And that would be great, if both of us were on the team."

Jorge, who hopes to pick up a professional contract and to compete on the European circuit this summer, believes injury would be the only thing that will stop him from competing in the Olympics. "It's a sport that I love to do," he says, "and I want to continue doing it for a long time."

And when the day comes when the twins must finally hang up their running shoes, they see themselves going into business–together, of course. Their father, José, a native of Mexico, immigrated to Chicago and established his own jewelry business. The twins can see themselves falling back on their family's business, but first they think they'd like to strike out on their own. "Maybe a running store or something," Ed says.

And if you think the brothers will ever grow weary of each other's company, think again. Their unique bond as twins has withstood the rigors of intense competition, and they know it will see them through their future.

"If you walked around with us on a typical day, you'd see that we're together all the time," Ed says. "As a twin, you always have a companion, and Jorge and I, we get along very well. We never get sick of each other, and we're always hanging out together. It's basically like having a best friend right next to you all the time. Identical."

Lorena Ochoa in Full Swing

Talented Rookie Turning Heads on LPGA Tour

by Ed Brennen

Lorena Ochoa had played in the Ladies Professional Golf Association's Kraft Nabisco Championship twice before, but under a little more stressful circumstances. In 2002, as a sophomore at the University of Arizona, Ochoa took part in the LPGA's first major of the season as an amateur. She found herself in a good position heading into the weekend's final rounds, but she also found herself working on a final paper for school. "It was a tough one," she recalls of the paper. "I remember I was reading that night. It was a long one."

Ochoa doesn't recall what grade she received on the paper, but she'll never forget how she finished in that tournament–an impressive eighth place. It was the kind of performance that helped convince the native of Guadalajara, Mexico, that she was ready to leave school early and embark on a professional career in golf.

This year, at the same Kraft Nabisco Championship in Rancho Mirage, Calif., Ochoa didn't have the distractions of homework to contend with. And she made her decision to leave school early and turn pro look as perfect as one of her fairway-splitting drives. The LPGA rookie finished her first professional major in third place, two strokes behind winner Patricia Meunier-Lebouc of France, and one stroke behind LPGA star Annika Sorenstam of Sweden.

Ochoa's 5-under-par performance in late March may have been a surprise to some of the Tour veterans, but it was to be expected from the 21-year-old phenom, who has quickly taken the world of women's golf by storm.

"I'm not surprised because I knew most of the players, and I knew a lot of the golf courses, and I felt very comfortable last year," says Ochoa, who was coming off a sixth-place finish at the Safeway PING tournament in Phoenix, Ariz., heading into this year's Kraft Nabisco. As for competing as a pro, "I'm doing great so far. I'm just trying to learn, get a lot of experience, and have fun."

Finishing in the top 10 week in and week out against the top players in the world can make the game of golf seem plenty of fun. But what's the secret behind Ochoa's instant LPGA success?

As with most athletic phenoms, the roots can be traced back to childhood. Like Tiger Woods, who began swinging a golf club almost as soon as he could walk, Lorena Ochoa developed her skills on the links at an early age. Ochoa grew up within a five-minute walk of a golf course in her native Guadalajara, and several of her family members enjoyed playing the game on the weekends.

Initially, Ochoa was happy to simply ride on the course's motorized golf carts, but at the age of 5 she asked her father, Javier, if she could take lessons. The following year, at the tender age of 6, Ochoa was playing in tournaments.

"Growing up near a golf course was a big advantage for me," says Ochoa, who instantly fell in love with the game.

"From the time she first swung a club, it was her passion," her father says.

"What I most enjoy is the competition," Ochoa adds. But finding competition as a 6-year-old female golfer in Mexico proved to be difficult. "When I was little, there were maybe two or three girls who used to play with me, and I used to play against boys, the older ages," recalls Ochoa, who at age 10 joined forces with another outstanding golfer from Guadalajara, former PGA Tour player Rafael Alarcón.

With Alarcón as her coach, Ochoa began to take the game more seriously than ever. Not only would she push herself to try and beat Alarcon, but she began coming up with other creative practice methods.

"I used to have imaginary opponents," Ochoa says, "and I was always trying to beat my relatives or boys older than me so I could have good competition."

The intense work ethic paid off. As a junior amateur, she became an eight-time national champion in Mexico, won three tournaments in Colombia, two tournaments in Japan, and was a five-time U.S. 8-12 Junior World Championship winner (Tiger Woods only won four). With all that success, Ochoa's path in life became fairly obvious.

"I think I knew when I was fairly young, maybe 11 or 12," she says. "I knew that the way to go was playing junior in Mexico, then playing college in the United States, and then after that turning professional." She calls that decision easy "because I knew what I wanted to do since I was pretty young."

Ochoa Goes to College

Home-schooled until the age of 17, Ochoa decided to matriculate at Arizona in the fall of 2000, a decision made in part because childhood friend and Colombia native Cristina Baena was a junior on the Wildcats squad at the time. Baena helped Ochoa make the somewhat challenging social transition her freshman year (something Ochoa would later do for PGA star Sergio García's younger sister, Mar), but no such help was needed on the golf course.

Just as in her junior career, Ochoa was an unstoppable force. In 2001, she was selected NCAA Player of the Year and NCAA Freshman of the Year. She finished second in the 2001 NCAA Championships after losing to fellow LPGA rookie Candy Hannemann in a playoff. That year Ochoa also competed in the LPGA's Welch's/Circle K Championship as an amateur, finishing tied for seventh.

In November of 2001, Ochoa was honored in her home country when she was presented the National Sports Award by Mexico President Vicente Fox. Ochoa was the youngest to ever receive the nation's highest athletic accolade, and the first golfer. In Mexico City a parade was held in her honor.

Her sophomore season at Arizona proved to be even more impressive. She won eight of 10 events that year (giving her 12 overall in two seasons), garnering another NCAA Player of the Year nod and First-Team All-American status after another second-place finish at the NCAA Championships. After her dominant sophomore season, however, Ochoa had a decision to make. She had proved she could compete against the Tour pros, and she was running out of challenges in the college game. So after her sophomore season with the Wildcats, Ochoa decided to join the 2002 Futures Tour in hope of qualifying for the 2003 LPGA season.

Going Pro

"I could tell that my golf was already good enough that I could start playing against the top players in the LPGA, so I decided that it was the right moment for me," Ochoa says. "And it was my decision, but all my family and the people who have always been helping–my coach–they supported me very much with my decision. And I think we made the right decision, and I'm very happy with how I am doing right now."

Lorena Ochoa getting award

Which is not to say that Ochoa hasn't had to make adjustments from the college to pro game. "It's a big change. In college you take care of school and everything else is taken care of for you. When youre on the road playing in tournaments, your coach takes care of everything. And right now, you have to deal with everything. It can be hard sometimes, but it's something that you need to get used to, and I'm doing OK so far," says Ochoa, who travels from event to event with her brother Alejandro (who also serves as her caddie), as well as other family members. "My dad usually travels with me," she says, and her older brother was at Kraft Nabisco. "It is nice to have someone to travel with and to spend time with away from the game. It definitely makes it easier.

"I'm happy with what I'm doing, and I think the most important thing on the tour is just to learn to do the things that make you play well, rest when you need to rest, and things like that," she adds. "It's been hard because the competition is so good and just maybe one or two strokes is the difference, it's amazing. You could be tied for third and just one stroke and you are tied for 15th."

But it's the need for that kind of competition which has lifted Ochoa to where she is at this point in her young career.

How high can she go?

"My long-term goal is to be the No. 1 player in the world," she says. "I know that is going to take a long time, but I'm very excited, and I think I am doing things in the right way so I can achieve it. And right now, just being Rookie of the Year would be something that is very nice. And I think if I play well, I don't want to put pressure on myself or anything, but I think I can finish in the top 10 in the LPGA (this season). It's going to take a lot of good finishes, a lot of good tournaments, but I think I can do it if I play well."

The experts tend to agree. Witness, for example, this excerpt from *Sports Illustrated Golf Plus*: "Ochoa's game is an awesome combination of power and finesse. On the course, she wears a game face that would make Ben Hogan proud. Ochoa may wind up as the LPGA's next Nancy López."

The corporate world certainly thinks so. Businesses have already taken notice of Ochoa, a multisport athlete who also enjoys taking part in half-marathons, mountain climbing, basketball, tennis, and swimming. In January, she signed an endorsement deal with Nike Golf, and in February she added Aeromexico, Audi, Office Depot, and Upper Deck to the list. Ochoa the corporation was up and running before Ochoa the player teed off in her first LPGA event of her rookie season.

While the financial incentives are nice, Ochoa says the real reward is knowing that she is giving a face to the game of golf in her native Mexico.

"I have a really good opportunity to get a good image here in the United States and all around the world," she said after the second round of the Kraft Nabisco. "I think my name, the way I look, is just a little bit different. My last name, my name, my language, my culture, and everything, I think that gets a little bit more attention. It's really positive for me. I can really do something for my country. I like that very much."

Ochoa knows that she may be paving the road for little girls like her growing up in Mexico today. Ochoa may not have had many other playing partners on the golf course as a child, but with her influence, she can see that changing.

"It's amazing," she says. "Right now the different categories are full of girls, and that is very nice."

Tiger Woods is often credited with the same influence on young minorities in the United States, but Ochoa can only laugh off the comparison.

"I'm just trying to do the things so little kids can follow me," she says. "When I was little, I had no one that I could follow really closely in Mexico, so it's nice that I have the chance. I feel very fortunate to have the opportunity to do that, and I hope that I can do things in the right way so that many kids will start playing."

Pioneering Coach Elevates Athletics

BARRY UNIVERSITY
60
SIXTY YEARS IN FLORIDA · ONE STUDENT AT A TIME
Est. 1940

Builds Championship Teams, Increases Enrollment

by Karen E. Thuermer

Greg Villareal's family, especially his grandmother, did not want Greg to attend a college so far away from home. "But I really wanted to experience something outside of New Mexico," he recalls. Now they are glad he did.

And he is glad that he took the courses that Barry University offered in emergency training. One day his grandmother, since deceased, blacked out, losing consciousness, while trying to get out of a car. Villareal knew from the training how to check her vital signs and, with the help of a nurse who happened to be passing by, was able to stabilize her until Emergency Medical Technicians could arrive.

Villareal, a second-semester junior, plans to make athletic training his career. He sees opportunities to use this training not only in working for companies, but by giving back to his community by teaching sports at the high school level.

Villareal will soon have first-hand experience. "I plan to go to my grade school for an internship program during my senior year," Villareal says.

He describes his hometown of Espanola, N.M., as being extremely rough and tough. "This town, between Santa Fe and Taos, has one of the highest rates of drug use in the United States," he says. "My county is rated No. 1 for heroin use."

Villareal describes his vastly Hispanic hometown as one that does not display a lot of hope for its young people. "Most kids there feel a great deal of disappointment," he says. Consequently, Villareal enjoys visiting the high schools and elementary schools there to serve as a role model. Talking to the students, he stresses the importance of getting a higher education.

When Villareal began considering colleges for his own education, he found Barry University particularly attractive. "It offered athletic training for the workplace and higher education." A large number of Barry's 8,500 students are Hispanic. One-third of its students are in undergraduate programs; one-third, graduate, and one-third in adult and continuing education courses.

Dr. G. Jean Cerra, dean of Barry's School of Human Performance and Leisure Services

Dr. G. Jean Cerra, dean of Barry's School of Human Performance and Leisure Sciences, holds Villareal in high regard, and the feeling is mutual, for she has been a role model for him.

Dr. Cerra, also Hispanic, is the lifeblood of Barry's intercollegiate athletics program. Thanks to her, the University is recognized as offering one of the most rapidly ascending programs in intercollegiate athletics in the United States today.

Cerra's Early Days

Cerra grew up in a Hispanic-Italian neighborhood outside of Miami, first spreading her wings when her parents sent her to Our Lady of Perpetual Help Academy in Tampa. From there, she went on to Florida State University, earning a bachelor's degree in physical education in 1967.

After a year of teaching junior high school in Dade County, Fla., she entered the University of Iowa, where she obtained a master's degree in 1969, also in physical education.

"When I started out with my career, there weren't many women in sports," she recalls. "It was unusual for a woman to pursue a degree in physical education. It was basically frowned upon."

After receiving her master's at Iowa, she remained on the faculty as an instructor in the physical education program and as the women's golf coach. In 1971, she moved to Stephens College, in Columbia, Mo., where she coordinated the professional program in physical education and supervised student teachers. She also coached the Stephens College volleyball team to two state championship titles.

But Cerra pressed on and found her first opportunity to distinguish herself in intercollegiate athletics at the University of Missouri-Columbia. As assistant athletic director/director of women's athletics, a position she obtained in 1976, Cerra was charged with smoothly integrating the women's athletics program into the existing men's athletics department and guiding the University through a planned timetable for compliance with Title IX. Her ability to accomplish these tasks led Cerra to become that University's associate athletic director for internal operations.

Cerra had been long involved nationally with advancing women in sports, an effort that began in the 1970s and 1980s as part of her struggle to implement Title IX on campuses and to create opportunities for women within the NCAA. Prior to 1981, the NCAA only offered championships for men.

Cerra was one of 10 women who, in 1979, founded the Council of Collegiate Women

Athletic Administrators (CCWAA), now the National Association of Collegiate Women Athletic Administrators (NACWAA), a booming organization with over 1,000 members. The same 10 women also played a key role during the late 1970s and early 1980s in the acceptance of women into the NCAA governance structure and the establishment of NCAA Championships and scholarships for women as we know them today.

In 1985, Cerra earned a Ph.D. in education administration from the University of Missouri-Columbia. In writing her dissertation and articles for national magazines, she emphasized higher education and personnel management, and drew on her experience and observations as a woman coach. A frequent presenter at national conferences and seminars, many awards and honors have come her way, as well as requests to serve on the boards of business and nonprofit groups.

Cerra and six other notable women received the "Women in Sport Achievement Award" from St. Leo University in February 2002. In 2000, she joined a select group of former athletic directors to be elected to the NACDA Hall of Fame.

Cerra at Barry

At Barry, Cerra has supervised more than 140 faculty, coaches, and professional staff. As dean, she was instrumental in creating the Division of Sports and Leisure Sciences in 1991, which became the School of HPLS in 1994 when the master's degree in sport management was added to the undergraduate offerings in athletic training, exercise science, physical education, and sport management.

Graduate concentrations in athletic training, biomechanics, exercise science, and sport and exercise psychology have been added as part of a master's degree in movement science, contributing to the significant enrollment increase realized by HPLS under her leadership.

The Department of Intercollegiate Athletics, one of three departments within the School of HPLS, offers 12 sports (seven for women and five for men). The Office of Campus Recreation completes the units within the School of HPLS. While associate vice provost and then vice provost for enrollment and academic services, Cerra oversaw the Division of Enrollment Services (which includes the admissions and financial aid functions), the Registrar's Office, and the Office of Academic Publications, Marketing and Advertising.

Between 1997, when she assumed administrative responsibility for these areas, and 2001, University enrollment increased from 6,865 students to 8,691.

Cerra can lay claim to a great many firsts and historic landmarks, most of them related to her pioneering efforts for women in athletics. Among them:

- First women's golf coach at the University of Iowa
- First women's volleyball coach at Stephens College
- First SWA at the University of Missouri-Columbia and at Barry University
- One of the first women in D-IA athletics in the late 1970s to assume department-wide administrative responsibilities for both men and women.
- One of 10 founders of the CCWAA (now known as NACWAA); later, its charter board of directors.

Greg Villareal, Barry University's athletic training undergraduate student

- One of the charter group of women appointed to the NCAA Council, D-I Steering Committee, and other NCAA committees, in 1980.
- One of the first women athletic administrators to teach within NACDA's Level II Management Seminars.
- One of the first few women to be offered (but subsequently declined) the position of director of athletics in the early 1980s (i.e., 1982) at a D-I school with a football program.
- Several national first place finishes for "TCBY" YOGURT sales among stores in her franchise.
- First woman appointed to the board of directors for Regent Bank.
- First female athletic director at Barry University, first in the Sunshine State Conference (SSC), and first female A.D. inducted into the SSC Hall of Fame.
- First dean of Barry University's School of Human Performance & Leisure Sciences.
- First A.D. at Barry University to have teams earn three NCAA Championship titles in a four-year period and four national championships over 10 years (women's soccer in 1992 and 1993; women's volleyball in 1995 and 2001).

Never Say Never

Recognizing interest in forming a men's rowing team, Cerra approached retired Miami city manager César Odio Sr., father of the University's basketball coach, to coach such a club.

The rowing club is not currently in existence, but during its first year, it won five out of seven regattas. Most impressive, it beat such notable Division I participants as Yale and the University of North Carolina.

Because of Title IX restrictions, the club received no University funding, including no support from the sports information office. Nevertheless, the team was referred to as Barry's greatest overachieving student club. Its winning spirit inspired then senior Francisco de Borbon, quoted as follows in Barry's alumni magazine: "The feeling of winning a championship against Division I schools kept us going."

De Borbon, who has since returned to his native Spain, has something in common with Villareal. A bad automobile accident had left him with injuries so severe that his doctors told him he would never play any sport again.

The "can-do" attitude at Barry inspired de Borbon. After more than a year of physical therapy, de Borbon began to play intramural football and soccer at Barry. Then he learned about the men's rowing club.

Though nearly all the men in the club had never rowed before, had no uniforms, and old equipment, the winning spirit caught the team. Coach Odio was able to find a corporate sponsor to support the group–Bacardi. From there the team learned what rowing was all about. And from Barry, these Hispanic students, under the guidance on Cerra, continue to learn the value of pursing one's goals and a higher education.

"Racial Conscience of Sport" Talks to HO

Lapchick Heading Sports/Ethics/Diversity Center at UCF

by Michelle Adam

Richard Lapchick was only 5 years old when he looked out the window of his family's Yonkers apartment in New York City and saw an effigy of his father hanging from a tree. It was the 1950s, and his father, Joe Lapchick, was the first in the history of the NBA to take on an African American player as coach of the Knickerbockers–an act that, in those days, clearly carried consequences.

"My father had a tremendous impact on me," said Lapchick. Not only did his father set an example in terms of breaking new ground and bringing diversity to sports, but Joe Lapchick also became famous as the original center of Boston's Celtic basketball team, and the legendary coach for St. John's and the Knicks.

"In the 1960s, I totally believed that I was going to play in the NBA because my father was not only a famous coach, but a famous player. Everyone thought I would inherit the genes."

Richard Lapchick's fate has been different from his father's, yet similar in some respects–he has become an advocate for human rights and ethics in sports. In 1978, when Lapchick was leading an international campaign to boycott South Africa in sports, he, too, faced a consequence of speaking out on racial injustice. While an associate professor of political science at Virginia Wesleyan College, he was in his office late one night when he was attacked by two men wearing stockings over their heads, and ended up with the word "nigger" carved in his stomach.

"Today there are 57 colleges and universities that haven't graduated a single Black student-athlete in six years."

RICHARD LAPCHICK, INSTITUTE FOR DIVERSITY AND ETHICS IN SPORT, UCF

"I am much more of an activist than an academic," said Lapchick, who wrote his doctoral dissertation on how South Africa used sports as part of its foreign policy, comparing it to the uses of sports by Nazi Germany in the 1930s. He was the first student in the first graduate program in this country on international race relations.

Most recently, Lapchick spoke to us from his new offices at the University of Central Florida (UCF)in Orlando. Last year he was brought to the University to begin a sports management program and to create an institute.

With more than 30 years in the field of sports studies and management, and the honor of being named "the racial conscience of sport," Lapchick opened the Institute for Diversity and Ethics in Sport on Dec. 16, 2002. The Institute is part of the DeVos Sport Business Management Program at the University of Central Florida, a program started this past year.

Dr. Tom Keon, dean of UCF's College of Business Administration, was instrumental in hiring Lapchick to launch the Institute and program. Prior to this, Lapchick spent 17 years as founder and director of the Center for the Study of Sport in Society at Northeastern University. The Center attracted national attention because of its work in ensuring the education of athletes from junior high school through the professional ranks.

"There is no other Richard Lapchick. He is so unique. The ethics program that he brings and the sense of diversity he brings would be hard for others to achieve. He lives it. He doesn't just talk about it," said Keon. "The Institute will bring yet another dimension that can be an added benefit to Lapchick, to the National Consortium for Academics and Sport, and to our students. The DeVos program has a uniqueness that other programs wouldn't be able to achieve."

While times may have changed since Lapchick was a boy in Yonkers, he is still addressing issues and ethics of concern within sports as director of the Institute and DeVos program.

"Twenty-five years ago we were protesting the Davis Cup team because of South African politics," he said. "We were talking about the exclusion of Blacks in coaching in 1977. We were talking about the exclusion of women in sports. We were talking about the academic exploitation of athletes," he said. "Today there are 57 colleges and universities that haven't graduated a single Black student-athlete in six years. We were talking about drugs in sports, mainly recreational then. Now we are talking more about performance-enhancing drugs.

"A lot of the issues that were there 25 years ago are perhaps in a slightly changed form, but are still prevalent today. Those are the things we want to have published as part of the Institute."

Physically located within the School of Business Administration, the Institute is partnered with the National Consortium for Academics and Sport. The Consortium has already conducted such diversity management training for sports organizations, major league soccer, and more than 80 athletic departments.

Keon initially brought on Lapchick to start up and run the DeVos Sport Business Management program. He wanted to build a unique program. There are only six to eight sports management programs in the nation that are housed within business administration departments. Very few, if any, include much on the issue of sports ethics and diversity within their curricula.

Said Keon, "I was looking for that extra something that wasn't in other programs. I wanted to build a world-class program."

In some sense, the Institute will serve as an extension to the DeVos program, providing research, published material, and public venues on the issue of ethics and diversity in sports.

In the area of diversity, the Institute will publish the critically acclaimed Racial and Gender Report Card, long produced by Lapchick while at Northeastern. The Report Card is an annual study of the racial and gender hiring practices of major professional sports, Olympic sport, and college sports in the United States. It shows long-term trends over a decade and highlights organizations known for their diversity in coaching and management staffs.

"Somebody needs to have the information available so that people who really want to bring about change can. The Report Card is a tool that can be used in this way," said Lapchick, who has been putting out the Report Card since the mid-1980s. "People, I think, are paying attention. We are trying to keep professional and college sports actively involved in trying to change what they look like, in terms of who runs sports in America."

According to Lapchick, there has been "some movement" of African Americans in terms of front office and coaching positions, but in terms of Latinos it is almost nonexistent. "The general public has traditionally looked at a lot of the racial issues as Black and White issues. As the diversity of our country and our sports has changed, I think our sports' public and our sports' leaders are very slow to recognize the tremendous impact that international players, and particularly Latino players, have had on our sports. Baseball and major league soccer are the only places where you see any real impact in the front offices."

Lapchick also expressed concern for the low numbers of Latinas who have access to sports. "There has been at least discussion about men, but in terms of Latinas, it is something that has barely been touched upon, in terms of trying to get them involved in youth sport programs, and then giving them the opportunity to rise through the ranks," he said. While those girls growing up in the suburbs may have more opportunity to play in sports–about 85 percent–girls in the cities have only a 15 percent opportunity to play in sports.

In the Institute's partnership with the National Consortium, it will also provide diversity training to sports organizations, including athletic departments and professional leagues

> ***"There is no other Richard Lapchick. He lives it. He doesn't just talk about it."***
>
> DR. TOM KEON, DEAN OF UCF'S,
> COLLEGE OF BUSINESS ADMINISTRATION

and teams. In addition, the center will conduct studies on racial attitudes in sports, will hold a biannual national conference to address diversity issues in sports, and intends to monitor some of the critical ethical issues in college and professional sports. These areas include the potential exploitation of student-athletes, gambling, performance-enhancing drugs, and violence.

"We would like to look at the gambling issue," said Lapchick. "It is one of the most explosive issues on college campuses."

Lapchick explained that one of the biggest concerns facing college teams is that bookies who take bets from students often involve college athletes in changing the outcome of a game to suit their needs. "Forty-six institutions have had athletes charged with fixing the game," he said.

Another issue of importance that the Institute will study and publish on is the use of performance-enhancing drugs among athletes. Looking into this use also involves seeing how college athletes may mirror what is happening in the larger society. "Sometimes we use what is going on in sports as a reflection of what is going on in our society," said Lapchick, who indicated that the biggest users of steroids are teenage boys, 16 and younger, as well as teenage girls.

Lapchick will also continue his work on violence of athletes against women as part of the Institute. At Northeastern, he headed the Center's Project TEAMWORK, which was called "America's most successful violence prevention program" by public opinion analyst Lou Harris. The Center's MVP gender violence prevention program was so successful with college and high school athletes that the United States Marine Corps adopted it in 1997.

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Graduation Rates

One of the key areas of research and publishing that the Institute has already embarked on is its work on graduation rates of college athletes. The Institute will publish annual studies on graduation rates for all teams in college football games, comparing graduation rates for football players to rates for overall student-athletes, including a breakdown by race.

> ***"Our hope is to send graduates out of here who will be leaders and change agents."***
>
> RICHARD LAPCHICK, INSTITUTE FOR DIVERSITY AND ETHICS IN SPORT, UCF

The Institute intends to publish the graduation rates of the Final 16 women's and men's basketball teams as March Madness approaches. In addition, it will publish the Bottom 50 list–the 50 schools with the worst graduation rates for student-athletes in general and African American student-athletes in particular, in men's and women's college basketball, men's and women's track and field, and college football.

"The data we will produce, such as the Racial and Gender Report Card and the graduation rate report, will be important work for scholars and news media as they evaluate and report on current social issues and ethical challenges in sport," said Lapchick. "I think it is information that is missing out there. It is easy to forget that a lot of those playing with our universities will be leaving those universities without a degree."

While many of us have our eyes glued on the outcomes and scores of college games and televised collegiate sports, Lapchick is eager to address the issues that get hidden behind the scenes. One such issue is the fact that many teams, while maintaining strong and effective players, fail to address the academic needs of their players, and especially those of minority athletes.

Already released by the Institute is a report on the 2002-03 Bowl-bound College football teams. *Keeping Score When It Counts: Graduation Rates for 2002-03 Bowl-bound College Football Teams* reveals that many Bowl teams fail to make the grade in college.

Graduation rates were analyzed for 55 college and university teams playing 28 bowl games. The results of the study were as follows: 25 (45 percent) of the 55 teams had student-athlete graduation rates that were 10 to 20 percentage points lower than the school's overall student-athlete graduation rate. Thirty-eight (69 percent) of the schools had graduation rates for African American football student-athletes that were 10 to 30 percentage points lower than the school's overall student-athlete graduation rate; at 19 schools (35 percent), the rates for African American team members were 20 to 30 percentage points lower than the overall student-athlete rate. Only 16 (29 percent) of the universities graduated at least one-half of their African American student-athletes; 25 (45 percent) graduated at least one-half of all football student-athletes.

The study revealed that at a majority of the schools, African American football student-athletes had lower graduation rates than their teammates, with significant decreases in many instances.

"It is obvious that too many universities do not fulfill their promises, especially to African American student-athletes who play football," said Lapchick. "It is a scandal that has been waiting to be fixed for generations of student-athletes playing revenue sports."

For Lapchick, the Institute offers him, as well as UCF and its students, an opportunity to look much deeper into the ethics and diversity within the field of sports, which is likely to reflect issues common to all arenas of our society. Not only will the Institute play a key role in uncovering the darker side of sports, but it will also train sports management in diversity and help sports become a venue through which we can all learn a little bit about working together in a diverse society.

"People listen to athletes talk. If they are prepared to talk about issues of race, they have an opportunity to impact the larger community," said Lapchick. "Our hope is to send graduates out of here who will be leaders and change agents."

POINT/COUNTERPOINT: TITLE IX

Battle of the Sexes Continues

by Mary Ann Cooper

Thirty years after its creation, the future of Title IX is the subject of heated debate. While the statute is best known for increasing the number of female athletes and sports teams, it actually is a federal law that prohibits sex discrimination in education. Here is the actual language of the statute:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Since its passage, the prohibition against being "excluded from participation" in "any education program or activity" has opened the door to many educational opportunities for females, but an increase in sports programs for women has attracted the most controversy. When the Commission on Opportunity in Athletics raised the possibility of reforming the act–a move embraced by the Bush administration–the war of words began. Here are some of the key arguments for and against revising Title IX as it currently exists.

Title IX Is Only About Sports Programs

Both sides agree that Title IX is broad-based and deals with outlawing discrimination in educational opportunity. Title IX opponents believe that it has been co-opted by feminists with a political agenda to secure more scholarship money for women at the expense of men. Proponents assert that Title IX merely attempts to level the playing field throughout the education experience without harming male opportunities. According to the Department of Education, in 1999 to 2000, women were awarded 43 percent of the degrees in medicine and 46 percent of the law degrees. As a comparison, in 1972 to 1973 those percentages were 9 and 8 percent.

Title IX Penalizes Male Athletes and Universities

Opponents point to the fact that since passage of Title IX, 171 college wrestling teams have been cut (according to the National Wrestling Coaches Association), representing 40 percent of the national total. Proponents contend that the Government Accounting Office report issued in March 2001 at the behest of House Speaker Dennis Hastert showed that, indeed, some men's sports programs had been slashed, but were replaced with new programs. In all, men's sports programs actually increased between 1982 and 1999, a net gain of 36 new men's teams. Despite some high profile exceptions, most men's football and basketball programs run at a deficit. College and university athletic programs don't generate enough income to pay for themselves. They certainly don't generate enough revenue to fund other sports. The GAO also reports that for every two sports initiatives launched for women, men were afforded 1.5 additional sports opportunities. Proponents also argue that nothing in the Title IX guidelines dictates that schools shut down male sports programs in favor of women's programs. However, opponents insist that the allocation of funds between women's programs and men's programs makes the elimination of programs a fact of life.

Title IX Is Nothing But A Sexual Quota Program

Use of the word "proportionality" infuriates opponents of Title IX as it currently exists. This term is used to describe one of the tests of compliance, which dictates that the number of female athletes should be in direct proportion to the number of females in an institution. If the female student population numbers 60 percent, then 60 percent of the student-athletes at that school should be female. Proponents say that "proportionality" is only one of three tests for compliance. Another test is of the institution's history of expanding athletic programs for women and a plan to continue that practice. The third test is evidence that the school is taking a special interest in addressing the needs and abilities of its female athletes. Opponents concede this is true, but insist that the Department of Education has singled out proportionality and used it as its sole criterion for compliance. Proponents refute that claim by pointing to the records of the Office of Civil Rights, which show that of the 74 cases it handled between 1994 and 1998 involving disputes over Title IX's implementation, only 21 schools were using proportionality as their method of compliance.

Title IX Proves Men Play Sports More Than Women Do

Proponents contend that women athletes are every bit as much a part of the sports scenes as men athletes are; opponents says there is no reasonable way to measure that claim. They instead point to their own anecdotal reasoning to support their position. Conservative columnist Phyllis Schlafly opined in one of her recent columns, "It's a fact of human nature that female college students do not seek to play on athletic teams in anywhere near the percentage that male students do. Furthermore, a significant percentage of the female college population is made up of 're-entry' women. They are older women who return to college after their children are grown or after divorce, and they surely aren't going to college to play basketball or soccer." Proponents of Title IX point to Department of Education statistics which point to fewer than 32,000 women being involved in collegiate sports prior to the passage of Title IX. Today that number is more than 150,000, proving, they say, that "If you build it, they will come" (to paraphrase "Field of Dreams").

Title IX Is Not Needed Any Longer

Opponents insist that while Title IX has afforded women many educational opportunities, we are living in a different world than that of 1972 when the law was first passed. Proponents point to the fact that women still receive $133 million less in athletic scholarships than men do, proving that there is still a long way to go. Opponents applaud the January 2003 report to Education Secretary Rod Paige recommending changes in the interpretation of Title IX compliance tests and procedures to allow schools more "flexibility" in implementing Title IX at their institutions. Proponents see changing Title IX's regulations as a way to take the teeth out of this 30-year-old program to make it ineffective. The ball is in Secretary Paige's court as the Bush administration weighs its options.

Textile Industry Needs BILINGUAL MANAGERS

Southern Poly Programs Requiring Español

by Inés Pinto Alicea

Though many of our apparel and textile companies have moved their operations outside the United States in recent years, the demand for apparel and textile engineers, particularly for those who speak Spanish, remains high in the United States, said a professor of Southern Polytechnic State University (SPSU) in Marietta, Ga.

"I don't have a demand problem because every week I get calls from companies' recruiters looking to hire my graduates," said Walter Thomas, chair of SPSU's department of apparel and textile engineering technology. "I have a supply problem. I could place five or six times more students than what I graduate."

A number of U.S. companies closed down U.S. plants and moved them to Mexico under the North American Free Trade Agreement, yet many of those same companies still hire U.S. recruits to help them run operations in Mexico. Moreover, many of the carpet companies, which continue to be big employers in the United States because of the difficulties of importing heavy carpeting, have hired a work force that is more than 50 percent Latino, with a sizable number of employees lacking proficiency in English, and those companies need Spanish-speaking managers, said Thomas.

"People going into the apparel sector need to be bilingual," said Thomas. "Even if you don't go to work in the global environment and you go to work for a carpet company in Georgia, you will have a large Hispanic population to manage so you need to know Spanish."

SPSU has taken steps to strengthen the Spanish skills of its graduates so they are better able to meet the demands of companies seeking Spanish speakers. The University requires that students take at least one semester of Spanish, though many take more classes.

The Apparel and Textile Engineering Technology Department was the first on the SPSU campus to require majors to enroll in Spanish classes; other departments are following suit. Southern Polytechnic established a minor in Spanish in the fall of 2000 that emphasizes activities and vocabulary associated with technology and business. Thomas said he expects that Chinese will eventually have to be taught at his university because so many U.S. companies have developed ties with China and have operations in China. He said his graduates will need to know some Chinese to meet the demand arising from that development.

"Having our students know Spanish prepares them to work effectively and comfortably in an increasingly global market," said SPSU President Lisa A. Rossbacher.

The University has developed an exchange program with a Mexican university so that students from both universities can experience living, studying, and working in a different environment.

SPSU also developed a state-of-the-art language lab with a $750,000 grant from the Atlanta-based Goizueta Foundation, named after the late CEO and chairman of the board of directors of The Coca-Cola Company, Roberto C. Goizueta. The funds helped equip and staff the language lab, which supplements basic Spanish classes. Those classes have been filled to capacity and the demand has continued to grow, particularly with the development of the Spanish minor and the Spanish requirement for all majors, said Rossbacher. The Foundation also established and endowed a Scholars Fund, with a part of that grant to provide scholarships to needy students in an effort to attract more Latinos to SPSU, said Ann S. Watson, SPSU's director of public relations.

"The support of The Goizueta Foundation is a tremendous boost to Southern Polytechnic's existing efforts and to an accelerated fulfillment of our long-term hopes for serving the Hispanic population, and for increasing the global skills and knowledge of all our students," said Rossbacher.

Georgia's Hispanic population of 475,000 is expected to increase to about one million by 2010, according to the Center for Applied Research in Anthropology at Georgia State University. The population's growth rate throughout the '90s was some 300 percent. While this significant growth has not yet resulted in major increases in the Hispanic student population at SPSU, the numbers have slowly but steadily increased each year since 1995. In the fall of 2001, the University had 123 Hispanic students enrolled out of 3,300 students.

Rossbacher said the University is currently engaged in several activities to attract additional Hispanic students.

"These include mentoring programs for Hispanic students at local high schools, and recruiting students in parts of the state with strong Hispanic populations," she said, adding that a chapter of Delta Pi, the national Spanish Honorary Society, has been established on the SPSU campus. "We are involved in a collaborative education program with Girls, Inc. to increase awareness of educational options among young Hispanic girls and their families."

The University is also increasing student participation in study-abroad programs in Spanish-speaking countries, including an expansion of its exchange program between the school and Universidad Iberoamericana-Laguna (UIA) in Torreon, Coahuila, in northern Mexico. Students at SPSU and UIA register for courses on their home campus and complete them on the campus of the other university.

The program was launched during the summer term of 1999 when nine SPSU students attended classes in Torreon, lived in the homes of Mexican families, and completed laboratory assignments in large, modern USA apparel and textile production facilities. The summer program lasted five weeks and included visits and tours of several Mexican cultural areas. Many of the students received substantial scholarship funds to participate. The following year, 19 students participated.

"As with all exchanges, for our students, the program has brought a broadening of their cultural and personal experiences," said Richard Bennett, an SPSU associate professor in social and international studies who organizes and manages the exchange program at SPSU. "Learning a new language helps create new channels of thinking which will influence students' ability to think creatively about many other topics as well. Experiencing another culture helps students better understand and assess their own culture and to develop a greater global awareness and perspective."

During the exchange, students take two courses–beginning Spanish and the history and culture of Mexico/the Hispanic culture. In addition, apparel/textile engineering technology students work at a factory one day a week doing time and work measurements or similar studies. The student who fully participates in all of these courses/activities receives nine credits. However, no student is required to participate in order to graduate. The students from Mexico study in the United States for an entire semester, taking courses related to their major at UIA, and which emphasize English. They sometimes take courses not offered on their campus which are of personal interest.

"In the student's future, he/she will likely work next to people from many other cultures, and these study abroad experiences help develop both sensitivity to other cultures and methods of relating to people from other cultures in a beneficial and uplifting manner," said Bennett. "Depending on the field, sometimes methods of doing a job are better developed by another culture than our own, and these methods can be imported by students. The study experience also helps students prepare for their careers by having international exposure, something which is becoming increasingly important in the job market."

All SPSU students, and especially apparel/textile students, are encouraged to consider an international education experience as part of their college program. Bennett said the two universities are hoping to conduct faculty exchanges as well in the future. SPSU also offers exchange programs in Germany and France.

Rossbacher noted that the need for language skills begins at home.

"Georgia is attracting increasing numbers of Latin American-based companies," she said.

Fabrics that protect against the elements, replace life-giving arteries, shield space vehicles, absorb oil spills, and resist bacteria are just some of the new frontiers that U.S. textile manufacturers are exploring.

"Collectively, Latin America represents the greatest single source in the region for international business investment in Georgia."

As the most efficient producer of textiles in the world today, the U.S. textile industry is poised for global leadership. With computer-driven robots and lasers operating in the plants, and computers linking the mills with their suppliers and customers, the textile industry's ongoing investment in new technology has made it globally competitive. The high technology is not limited. It extends to a diverse range of new products that benefit customers in government, industry, and the consumer markets. Fabrics that protect against the elements, replace life-giving arteries, shield space vehicles, absorb oil spills, and resist bacteria are just some of the new frontiers that U.S. textile manufacturers are exploring.

The placement of graduates from the apparel and textile engineering technology department has been strong during the past five years. All of the students graduated with a B.S. in apparel/textile engineering technology and a concentration in either apparel systems or textile engineering technology. Most have accepted employment in the textile/apparel/carpet industry complex. Among the major employers who have hired SPSU graduates are Shaw Industries, Aramark, Avondale Mills, Collins & Aikman, Investronics, Vanity Fair, Milliken & Company, Jemricke Carpet, Inc., Noural Plastics, Southern Mills, Scroll Fabrics, and Sara Lee. Three recent graduates obtained employment with non-textile related companies–Lockeed/Martin, BellSouth, and Mindspring.

The average salary for a graduate of the program is $43,500, and Thomas said the salary has increased about $3000 per year in recent years because the supply of graduates from programs such as his are limited.

Founded in 1948 as a two-year division of Georgia Institute of Technology (Georgia Tech), SPSU was established at the request of Georgia business and industry. It first opened its doors as the Technical Institute in Chamblee, Georgia, with 116 students, all but 10 being World War II veterans, and a staff of 12. In 1949, SPSU became the Southern Technical Institute and was recognized as a college-level school by the U.S. Department of Education. Less than a decade later, the college migrated to its present campus in Marietta, Ga. Over the years, the University has expanded to more than 230 acres and 35 buildings.

SPSU became accredited as a four-year college in 1970, and was one of the first colleges in the nation to offer the Bachelor of Engineering Technology degree. Around this time, it also separated ties with Georgia Tech. In the summer of 1980, SPSU officially became the 14th senior college and the 33rd independent unit of the University System of Georgia.

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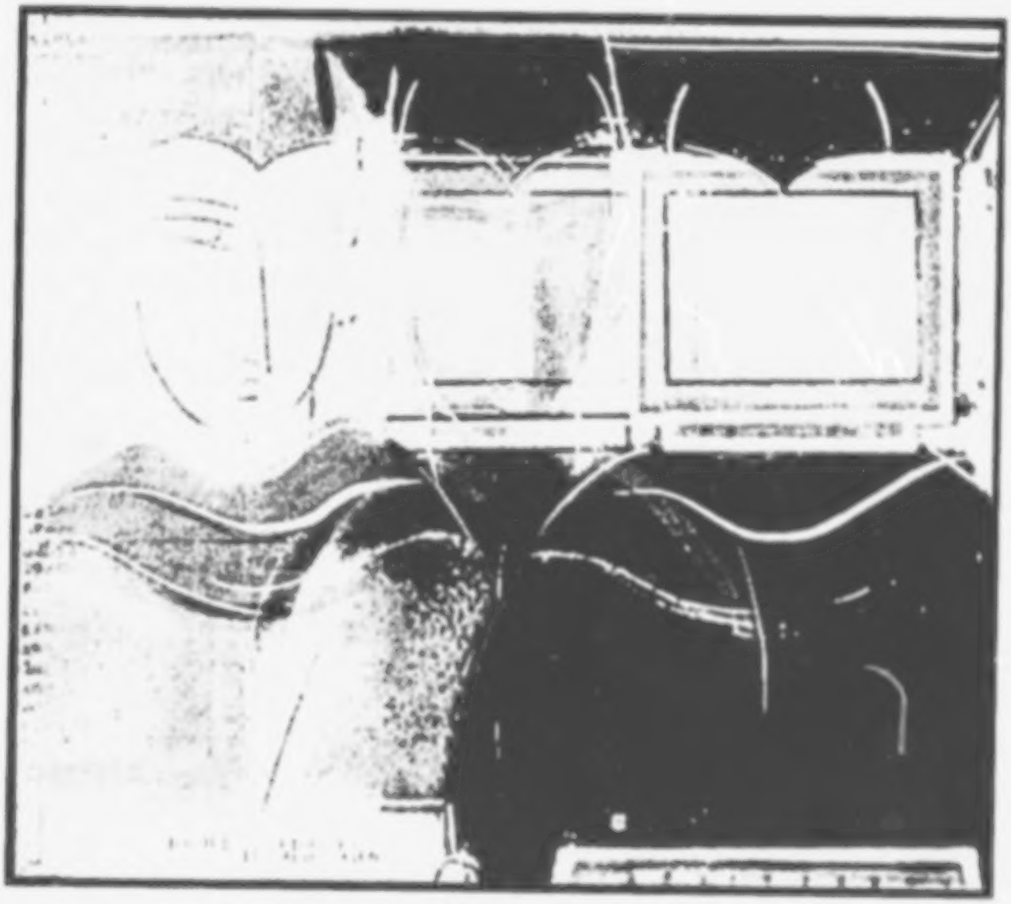
Nontenure-Track Hiring on the Rise

Less Stress, More Time for Teaching

by Marilyn Gilroy



The number of full-time faculty members working without tenure-track status is on the rise. In the last 10 years, full-time faculty employed as "contracted" professors outside the tenure system has risen overall to 15 percent. This trend includes a variety of nontenure-track positions at institutions that award tenure as well as those that no longer offer tenure. Whether they are called "contingent," "temporary," "lecturers," or "teaching professors," the result is the same–the percentage of nontraditional full-time faculty is growing.

According to a study by the American Council on Education (ACE), the presence of full-time nontenure-track faculty on college campuses has occurred in order to meet the needs of a burgeoning student population while giving the institution maximum flexibility. Although the ACE study examined the years 1992-1998, the trend shows no signs of stopping.

This year, the Georgia Board of Regents voted to allow state universities to hire more full-time lecturers as a means of dealing with increasing enrollments and tight budgets. Under a new policy, non-tenured lecturers are allowed to constitute 10 percent of full-time faculty jobs, a sharp increase from the previous two percent.

The decision to hire more nontraditional faculty is often reactionary, occurring outside of the realm of institutional mission and strategic planning. While the policy change in Georgia was deliberate and public, many institutions have increased the number of full-time nontenure-track faculty in a more serendipitous fashion. Few college administrators can explain how they determine the extent to which they will rely on full-time nontenure-track faculty. Nor can they describe how the acceptable percentage of nontenure-track full-time faculty is calculated.

Status of Recently Hired Faculty, by Sector: 1992 and 1998

	Percentage Part-time		Percentage Full-time					
			Tenured/tenure-track		Non-tenure-track		No Tenure System at Institution	
	1992	1998	1992	1998	1992	1998	1992	1998
Public Four year	46.9	52.6	38.4	30.7	11.5	16.4	3.2	0.4
Private Four year	55.9	63.8	27.7	19.0	8.5	10.2	7.9	7.0
Public Two-year	76.2	80.1	14.2	12.5	2.1	2.3	7.4	5.1
All institutions	**61.2**	**65.4**	**25.5**	**20.7**	**8.9**	**9.5**	**6.3**	**4.3**

Source: U.S. Department of Education, National Study of Postsecondary Faculty, 1993 and 1999.

"This one is almost a complete mystery because the 'decision' more often than not happens by accretion," said Cathy Trower, senior researcher at the Project on Faculty Appointments at Harvard University. "Some institutions may place an upper limit on the number of courses that may be taught by faculty outside of the tenure stream, but it's not always clear where, when, and how those decisions are made."

Although administrators might not be able to explain the math behind their decision, they can explain the rationale. With budgets staying tight, the use of full-time nontenured faculty makes practical and pedagogical sense. After all, these professors have more contact with students because their workload consists entirely of teaching, not research or special projects.

According to the ACE study, the largest increase in full-time nontenure-track faculty occurred at public four-year institutions, which recorded a jump to 16.4 percent from 11.5 percent. The use of such faculty is highest in the fine arts, humanities, and social sciences. The breakdown in race/ethnicity reveals that overall, Hispanics make up 7.9 percent of nontenure-track full-time appointments. The ACE findings also compared salaries and found that nontenure-track full-timers earned an average of $41,500 compared to the average of $59,000 for their tenured colleagues. Perhaps one of the most surprising findings is that full-time nontenure-track faculty are as satisfied with the job as tenured faculty.

These findings did not surprise the researchers at the Project on Faculty Appointments. Two years ago, they conducted a study of 2,000 doctoral students at 65 top-tier universities that showed approximately 25 percent of graduate students would accept a nontenure-track offer over a tenure-track offer.

That's because there are advantages to not being tenured. Many academicians say they are happy to be out of the race for tenure with its institutional politics and overwhelming workload. They watch as other colleagues scramble to teach, do research, write and publish, serve on committees, and kowtow to senior colleagues. Why should they join the academic rat race when they can have some of the perks of the tenure-track life, such as health care and retirement benefits, without the high price of stress and obligations that come with the pursuit of tenure?

"The tenure process is completely screwed up as far as I'm concerned," said one scholar in the Harvard study. "I've seen what it does to people. Too many of my colleagues on the tenure track are miserable. I chose the nontenure-track, and I'm so happy that I did."

Those who choose the nontenure route can often have the best of both worlds. For example, Stanford University has a category called "teaching professors" that can carry reappointment for five-year periods. Teaching professors teach small seminars as well as large lectures but are generally free from the research pressures at Stanford. Some even work part time at other jobs in their respective fields of interest. Their professional life may in fact be more invigorating than that of many faculty who feel "trapped" by tenure, teaching the same courses over and over while struggling to stay current in their discipline.

There can be more than psychological benefits. Those who study the full-time nontenure-track trend say that faculty who choose this option may be able to negotiate better deals. It is not uncommon for some nontenure-track positions to offer salaries that are 10 to 12 percent higher than tenure-track rates. Some institutions allow nontenure hires to focus on teaching, research, or both; others offer promotions outside of the cumbersome collegial process. At research universities, scholars have been able to negotiate more start-up money for projects and more graduate student laboratory assistance.

Negotiating a contract is one of the important parts of the nontenure-track process. It is critical for both sides to understand the terms and conditions of the job, especially since there have been legal challenges by long-term full-time faculty who claim the right to tenure status.

"This is most often a problem where contract language is ambiguous about what faculty rights are and are not," said Trower.

To avoid lawsuits, universities try to issue contracts that clearly delineate a time period of employment, stating that years of service do not and shall not count toward tenure.

"Otherwise, you've got tenure, ipso facto," said Trower. Another problem occurs, says Trower, when an institution has a great faculty member whom they want to keep, but the old policy language, often developed by faculty groups such as the American Association of University Professors (AAUP), says that no one should be around for six to seven years without the opportunity for tenure.

But even when the contract details are ironed out, questions remain about the role of nontenured full-time faculty on campus, especially when it comes to governance and departmental decision-making.

"The best places fully integrate these faculty into the mainstream rather than treating them like second-class citizens," said Trower. "But it's a Catch-22–the senior faculty don't want to teach the classes that the nontenure-track faculty will teach because they prefer the upper-level 'boutique' classes."

Demographics of Faculty: 1998

	Percentage Part-time	Percentage Full-time		
		Tenured/tenure-track	Non–tenure-track	No Tenure System at Institution
Total	**49.0**	**38.0**	**7.0**	**6.0**
Gender				
Male	45.1	43.8	5.9	5.3
Female	55.1	30.1	8.6	6.3
Race/Ethnicity				
American Indian	50.2	32.1	11.8	6.2
Asian American	37.6	52.9	6.6	2.9
African American	45.1	41.6	8.2	5.1
Hispanic	53.5	35.1	7.8	3.6
White	50.0	37.2	6.9	5.9

Source: U.S. Department of Education, National Study of Postsecondary Faculty, 1999.

"But then they balk when so many nontenured faculty are teaching at their institutions and the institution decides to give them a voice in governance. You can't have it both ways."

However, while some colleges and universities offer generous compensation packages to nontraditional faculty, these conditions vary from institution to institution. The reality is that at most public two-year and four-year colleges, contract faculty earn less than tenure track. They also have little control over their teaching schedule and end up teaching in the afternoon and evening. They rarely serve on committees and have no input into departmental decisions. Needless to say, they're at the bottom of the priority list when it comes to office space, telephones, mailboxes, or updated computers.

Critics of the increase in full-time nontenure-track faculty also worry about issues such as academic freedom and high rates of turnover. The Project on Faculty Appointments considered these issues in its faculty recruitment study. The researchers were especially interested in how faculty in Great Britain adjusted after the British Parliament adopted the Education Reform Act, which abandoned tenure. When the act was passed in 1988, the forecasters of doom predicted the end of Academic Freedom within a few years. But doomsday did not occur, as the Harvard researchers discovered.

"In Great Britain, everything was pretty much 'business as usual,'" said Trower. "We never did a true follow-up study because there was no story there. Faculty's academic freedom and longevity really didn't change, we were told. There was no great outcry or turnover of faculty. And things pretty much have gone along unchanged."

On the other hand, says Trower, there have been some issues at Florida Gulf Coast University (FGCU), an institution founded in 1997 as a nontenure university, with all faculty and administrators signing renewable multiyear contracts. In December 2002, a Faculty Equity Salary Study commissioned by FGCU's provost showed that 56 of 206 regular faculty members were earning salaries below those of comparison peer groups. The University is trying to find the $175,000 total funds needed to bring those salaries within 5 percent of comparable market averages. University administrators have appealed their case to the Florida State Legislature, citing FGCU's rapid student growth and a concern about faculty turnover. But Trower says that faculty turnover may not be related to money and is not entirely unexpected.

"Many of the faculty who were attracted to positions at FGCU were attracted to its newness. They wanted to be part of something totally new and different, and once the newness wore off and things started to look pretty much like every other institution, they left," she said. "In fact, FGC eventually went to five-year rolling contracts that end up being quite similar to tenure in practice."

In general, says Trower, institutions with contracts do not appear to produce any more turnover than institutions with tenure.

"Faculty do the work, get adequate reviews, and stay," she said. "The status quo rules at institutions of higher education, which leaves critics asking–if faculty are going to be employed for 20-year periods, what are the advantages of not offering tenure?" Some say that tenure even keeps costs down because faculty accept lower salaries in exchange for job security and academic freedom. Many universities realize that these are important incentives for retaining quality faculty, especially in the fields of science, mathematics, and engineering where they can command higher salaries by obtaining jobs in business or government. As a result, no one is predicting the demise of tenure.

On the other hand, it does appear that the full-time nontenure-track position is here to stay. Two academicians, Roger Baldwin and Jay Chronister, jumped into the fray when they published *Teaching Without Tenure*, (Johns Hopkins Press, 2001). They noted that "the traditional full-time tenure-track faculty model is no longer meeting the educational needs of a complex dynamic society," but they also expressed concern that a "two-class faculty system has emerged." Their book presented suggestions and models for how full-time nontenure-track faculty can be integrated into the American higher education system.

Trower says that the whole situation needs to be studied more closely. While she applauds the ACE study for doing a commendable job of displaying and discussing the data about nontenure-track full-time faculty, she also noted that much more information is needed.

She says, for example, we know nothing from this report about the impact of nontraditional faculty members on student learning, achievement, or outcomes. The ACE study poses its own questions for institutions by asking them to engage in a self-study process to determine answers to the following:

What are the background characteristics of nontraditional faculty? In what ways are they different or similar to traditional faculty on campus?

How does the growth in nontraditional faculty vary by discipline and what are the reasons for the variation?

And, perhaps most compelling, how can colleges and universities employ these individuals in a way that is fair to all faculty and that strengthens institutional capacity to serve students and advance knowledge?

The Saga of Miguel Estrada

by Carlos D. Conde

Earlier this year, a Cabinet member about to be jettisoned by the Bush administration was described by Washington wags as "dead man walking." Miguel Estrada inherits the caricature simply because, politically speaking, he could wind up being worth as much dead as alive to the Bushies.

The saga of Miguel Estrada, the Bush administration's nominee for a federal judgeship, took some unusual twists in the confirmation process that turned out dwarfing the principal when placed against all the issues it created.

It got to a point where it was no longer about having selected the best man for the job. It was about infringing on the president's prerogative to select who he thought best fit the job description.

It was about accusations of trampling on the U.S. Constitution by meddlesome legislators wanting to usurp the separation of powers. It was about supposedly politically incorrect senators intent on creating mischief for the president through filibustering tactics.

It was about pitting Latinos against Latinos with one side claiming that Estrada was not sufficiently Latino to merit the post and the others arguing that his detractors were clueless about the genesis of being Latino or what constituted a qualified Latino barrister.

In the middle of all this maelstrom stood Estrada, a meek-looking Mr. Peepers, known mostly by the ubiquitous media photos showing him attired in dark, ill-fitting suits, who opted to say as little as possible about himself. He obviously has the smarts but prefers to let his background speak for his qualifications to be a federal judge.

Not many people, either for or against Estrada, really know him or what he's about. As with all public personalities swirling in controversy, the facts and the myth tend to intertwine, depending on who is doing the talking.

Like most onlookers, I am guided only by what I know about him since he came into recent public prominence and by the image that his handlers in the Bush White House have created for him. To me, the veneer that the Bushies splashed on Estrada seems a bit thick.

The question persists as to whether Estrada was nominated by the Bush administration for a federal judgeship because he was a talented jurist or because he was the right fit for the type of Latino that Republicans look for. It's probably more of the latter, but a lot of political currency was expended for the returns he's expected to bring.

LATINO
KALEIDOSCOPE

There's no question about his academic brilliance. Estrada graduated Phi Beta Kappa from Columbia and magna cum laude from Harvard Law School, where he was editor of the ***Harvard Law Review***.

Estrada also performed well as a clerk for Supreme Court Justice Anthony M. Kennedy and as a Justice Department lawyer. With that kind of résumé, it's only fitting that he land at a high-voltage Washington law firm, where the Bush administration tapped him for the judiciary position.

Where the Bushies erred was in trying to peddle Estrada as "one-of-us" to Latinos without really vetting his background or understanding the ethnic disconnect and then further exacerbating the issue by using a bogus appeal to sell him to the Latino constituency.

Foremost, he's not, as the Bush administration depicted him, "a Honduran Horatio Alger character who achieved the American dream." Estrada was not a poverty-stricken urchin who darted clandestinely across the border one dark night and peddled flowers on wintry days in city streets chasing his dream.

He is from a prominent Tegucigalpa family and studied in elite private schools until he came to the U.S. with his mother after his parents divorced. In Latin America, if you're from the presumed aristocracy–even if from Tegucigalpa–you carry the badge with you wherever you go, which Estrada apparently has done, much to his undoing among Latino egalitarians.

When a member of the Puerto Rican Legal Defense & Education Fund, trying to find some common ground, asked him to comment on the stateside Latino affinity he had cultivated, he called the question "bone-headed." Bad move, Miguel.

Although Estrada has languished for almost two years awaiting confirmation and has been thwarted repeatedly by Democratic senators' filibusters, the Bush administration sees Estrada's judicial quest, dead or alive, as an investment that should pay dividends in the 2004 presidential elections.

Bush has the best of the two alternatives. He can claim he appointed a Latino to a high judicial post that's considered a pathway to a seat on the Supreme Court, a first for a Latino. If Estrada's nomination dies, Bush can politic it as the fault of a two-faced Democratic Party stiffing Latinos on ranking diversity opportunities.

All this translates to the reaping of the ever-growing Latino vote in the presidential elections through the heralding of either a "Viva Estrada" or a "Remember Estrada" campaign among the Latino constituency.

What the Bush administration has failed to recognize, and understand, is that many Latinos don't know Estrada, have never heard of him until now, and really don't care much how all this plays out for a post that has no direct effect on their everyday realities.

One clue is that the Latinos leaders didn't exactly storm the palace gates clamoring for fair play for Estrada. In the scheme of things, Hondurans may be brilliant and they may also be Latino, but, frankly, they don't rally the spirits the same as for the likes of a Mexican-American, Puerto Rican, or Cuban.

The Latino legislators in Congress had the predictable skirmishes over Estrada, but many of the large and influential Latino advocacy groups, such as the National Council of La Raza, preferred to remain unobtrusive on the issue. Frankly, most wish that Bush could have picked someone better known and more compatible with the Latino community.

That doesn't seem to bother the Bushies. What matters more is that the Estrada stand shows the president as the champion of Latino causes as he gears up for his re-election. Come what may, Republicans will use Estrada as their poster boy and consider any setbacks as an opportunity not to be ignored.

Carlos D. Conde, award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House, and worked on the political campaigns of George Bush Sr.

FYI...

HACU Appoints Health Sciences Advisory Council

SAN ANTONIO, Texas

The Hispanic Association of Colleges and Universities (HACU) announced the formation of the HACU Health Sciences Advisory Council to address the underrepresentation of Hispanics in the nation's health sciences arena.

The new council will contribute its expertise to HACU's efforts to increase health science education and research opportunities for those colleges and universities serving the largest concentrations of Hispanic higher education students. Ultimately, the goal is to increase the ranks of underrepresented Hispanics in the health science professions.

"As the nation's leading voice for Hispanic higher education, we welcome the nationally renowned leadership of this important new council, which will help establish priorities and a practical plan of action to help close the Hispanic health sciences career gap," said HACU President and CEO Antonio R. Flores.

"The timing is critical, considering the fast-expanding needs of a health sciences field serving a rapidly aging general population, and the immense potential for the nation's youngest and fastest-growing ethnic population to contribute to meeting these critical needs," Flores said. "We applaud the U.S. Department of Health and Human Services (DHHS) for supporting the important work ahead for this new council."

The new advisory council was formed as part of the DHHS/HACU Professions Capacity Building Project, which is funded by the National Center for Minority Health and Health Disparities and administered through the DHHS Office of Minority Health.

According to a recent report by the National Center for Education Statistics of the U.S. Department of Education, for the 1999-2000 school year, doctoral degrees in the sciences and other advanced fields of study accounted for less than 1 percent of all degrees awarded by HSIs.

The DHHS/HACU Professions Capacity Building Project is directed at increasing the capacity of HSIs and selected faculty members to participate in federal, state, and private-sector scientific and health-related research activities. Dr. Ray Garza, director of the Hispanic Research Center at the University of Texas-San Antonio, is the principal investigator for the project.

The HACU Health Sciences Advisory Council will contribute specialized expertise to develop strategies to increase Hispanic health science education and training and research initiatives, to enhance health sciences partnerships between the federal government and HSIs, and to enhance advocacy efforts in support of closing the Hispanic health sciences gap.

Co-chairs appointed to the HACU Health Sciences Advisory Council are: Dr. John Alderete, professor and director of viral pathogenesis training programs in the Department of Microbiology at the University of Texas Health Science Center at San Antonio, and Dr. Elma González, a professor in the Department of Organismic Biology, Ecology and Evolution at the University of California-Los Angeles.

Powell Calls for Free Trade, at Council of the Americas Conference

WASHINGTON, D.C.

For the third consecutive year, U.S. Secretary of State Colin Powell met with prominent government and business leaders at the U.S. State Department for the Council of the Americas annual Washington Conference. Powell called for a strengthening of free markets, democracy, and rule of law throughout the Western Hemisphere, stating, "progress [in the Americas] relies on partnerships between different governments, between governments and their citizens, and between governments and business."

The Council of the Americas is a business organization whose members share a common commitment to free trade and open markets throughout the Americas. The Council participated in the passage of the North American Free Trade Agreement (NAFTA), Trade Promotion Authority for the President in 2002, and continues to work in support of the U.S. commitment to free trade.

The Council's 33rd annual Washington Conference, "Crisis and Opportunity: Realizing the Hopes of a Hemisphere," was held in late April at the U.S. Department of State. Leaders of the hemisphere–including John Snow, U.S. secretary of the treasury; John Ashcroft, U.S. attorney general; and Ricardo Maduro, president of Honduras–convened to discuss the region's weak economic performance and the political uncertainties faced by many of its countries, as well as opportunities for investment and sustainable growth, and the necessary steps for the completion of a Free Trade Area of the Americas (FTAA).

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ACT: America's Engineering Leadership in Jeopardy

IOWA CITY, Iowa

A declining pool of qualified engineering students may threaten America's position as a world leader in engineering, according to a new study by ACT. The study points to a large drop over the past 12 years in the number of high school graduates who plan to study engineering in college, as well as to lower levels of preparation and achievement among these students.

The future of engineering in the U.S. may be in jeopardy," said Richard J. Noeth, director of ACT's Office of Policy Research and a co-author of the report. "We don't have the numbers of prospective students, and many of those students aren't prepared."

Among the more than 1.1 million seniors in the class of 2002 who took the ACT Assessment college entrance and placement exam, fewer than 6 percent planned to study engineering in college, down from a high of nearly 9 percent in 1992. In addition, these students are less certain of their major than those in the past, with more than 40 percent indicating they need help deciding their educational and career plans.

Potential engineering majors of today are less likely than those of the past to take rigorous high school courses that prepare them for a college engineering program. Over the past 12 years, the percentage of these students who have taken a college preparatory program in high school has decreased. Among potential engineering majors in the class of 2002, one out of 10 had taken no more than basic mathematics courses in high school, and just over half had taken calculus. In addition, the number of potential engineering majors in the top quarter of their high school graduating class has been on the decline, as has the average ACT composite score earned by these students.

The study suggests the diversity of the future U.S. engineering work force is also in question. A decline in the number of females and racial/ethnic minority students interested in the field has accompanied the decrease in the overall number of students planning an engineering career.

The study points to a big gap between aspirations and preparation. Although many of these minority students were very sure they wanted to enter an engineering program in college, an alarming number had not completed any advanced coursework in high school, taking only basic math and science classes. They had significantly lower overall GPAs, were less likely to rank in the top quarter of their class, and had significantly lower ACT scores than their Caucasian counterparts.

"In general, it appears that many minority students who aspire to an engineering career are not adequately prepared to enter an undergraduate engineering program from an academic standpoint," said Noeth. "These students need guidance from teachers and counselors early on to help them plan for their future and select the right courses."

The Wall Street Journal's CollegeJournal.com Offers Free Advice to Students Graduating Without a Job

PRINCETON, N.J.

Recent college graduates will have more to compete with than a poor economy: they'll be vying for jobs against graduates from the classes of 2001 and 2002, according to CollegeJournal.com, *The Wall Street Journal*'s free site for career-minded college students.

"During the recession, many recent graduates have been forced to accept lower-level jobs for which they're overqualified–just to pay the bills," says Tony Lee, editor in chief of CollegeJournal.com. "So as this year's graduating class starts interviewing for jobs, they'll likely find they're competing against candidates with a year or two of experience who are willing to work for the same entry-level salary."

This year's students who face the prospect of graduating without a job offer should start preparing now, says Lee. The key is to understand employment trends, accept that job hunting may be harder than you think, and start now to sharpen your search.

Lee advises discouraged job seekers not to give up.

"You may receive countless rejections, but it takes only one acceptance from a targeted employer to end your job search successfully."

For more career guidance and advice, visit www.CollegeJournal.com.

People-Places-Publications-Conferences

PEOPLE & PLACES

HACU President Receives Honors

Dr. Antonio R. Flores, president and CEO of the Hispanic Association of Colleges and Universities (HACU), received the 2003 Distinguished Alumni Award from the Western Michigan University Alumni Association. The annual award honors graduates who have distinguished themselves in their respective professions. Flores has presided, since 1996, over HACU, a national association representing 340 colleges and universities serving more than three-fourths of Hispanic college students in the United States.

Flores was also recently chosen one of the "50 Most Important Hispanics in Business and Technology" by the editors of *Hispanic Engineer & Information Technology* magazine. His selection was based on his "progressive leadership, achievements in helping to advance access to technology, demonstrated effectiveness in engaging technology within the global market economy, and his contributions to further technical literacy within the Hispanic community."

Manhattan Community to Train Underemployed

The U.S. Department of Labor awarded the Borough of Manhattan Community College (BMCC) and Thirteen/WNET New York a grant of almost $2.9 million. The funds will be used to provide information technology skills to unemployed and underemployed adults living in New York, and to those who lost their jobs after the terrorist attacks on the World Trade Center.

Program participants will receive advanced technical skills training and career guidance and counseling that focuses on personal and professional development. Older people, disabled people, and residents of low-income housing projects also will be eligible to participate.

BMCC President Antonio Pérez called the program "a fantastic opportunity" for people to train for different professions and to receive high-level technical training.

Georgia Opens Center for Latino Achievement

In January 2003, the University of Georgia created the Center for Latino Achievement and Success in Education (CLASE), funded by a $3.5 million grant from The Goizueta Foundation, and intended to improve the education of Latinos in Georgia.

CLASE is charged with creating professional development opportunities for educators to increase Latino student achievement. The Center awards assistantships to graduate students and need-based scholarships to undergraduate students who are fluent in Spanish. CLASE also offers weeklong summer programs on Latino cultural issues in education, first- and second-language acquisition, and professional needs related to working with Latino students.

Michael J. Padilla is CLASE director; Bernadette Musetti and Paul Matthews, co-directors; and Heather Edelblute, project manager. The Center is conducting an international search for The Goizueta Foundation Chair for Hispanic Teacher Education, to be filled by fall 2004.

Florida State Researcher Studies Method to Read English Faster

Patrick Kennell, director of Florida State University's Center for Intensive English Studies, claims he has found a successful method to help foreign students read English faster.

Kennell explains that average college students read 300 words per minute whereas those learning a new language read between 100-120 words per minute, even though they comprehend what they read. Kennell's research shows that by allowing students to read along with a corresponding tape recording that is gradually sped up, students' ears will push their eyes to read faster.

Kennell found that students who read along with tapes can experience a 30 percent increase over their initial reading level.

Taurasi Leads UConn Huskies to National Championship

Diana Taurasi, winner of the 2003 Naismith Award for Women's College Basketball Player of the Year, led the University of Connecticut Huskies with 28 points in a 73-68 triumph over the University of Tennessee Volunteers in the NCAA Division I Women's Basketball Championship in Atlanta, Ga.

Taurasi, a 6-foot junior guard, was also named national player of the year by the United States Basketball Writers Association, 2002-2003 Big East Player of the Year, and outstanding player of the Final Four. A native of Chino, Calif., Taurasi, nicknamed "Dee," was born to mom Lily, a native Argentinean, and father Mario, who was born in Italy but raised in Argentina.

The Huskies (37-1) successfully defended its national title, its third in four years, and remains undefeated (4-0) in NCAA championship games.

NCAA Hosts 12th Title IX Seminar

The National Collegiate Athletic Association (NCAA) presented a panel of experts to discuss Title IX, a federal statute created to prohibit sex discrimination in federally funded education programs, at the 12th NCAA Title IX Seminar.

The seminar, held in late April, featured educational sessions to help college and university administrators comply with the statute. The panel discussed proposals recommended by the Commission on Opportunity in Athletics and the 1996 interpretation of the Title IX three-prong test of compliance.

Among this year's speakers: Myles Brand, NCAA president; Judy Sweet, NCAA vice president of championships and senior woman administrator; and Ted Leland, Stanford University director of athletics and co-chair of the Commission on Opportunity in Athletics.

De La Cruz-Guzmán Is Named Marquette Dean

Marquette University (Wis.) appointed Marlene De La Cruz-Guzmán the new assistant dean for multicultural programs.

De La Cruz-Guzmán will be in charge of building a diverse community of active students interested in multicultural learning and programs, providing campus-wide diversity training, overseeing the Multicultural Center, and working with local community organizations.

De La Cruz-Guzmán, born in Guatemala, holds a bachelor's degree from Barry University and a master's from Michigan State University.

In the News at UT-Austin

- Spanish Judge Baltasar Garzón, prominent for bringing human rights violations charges against Gen. Augusto Pinochet in Chile, delivered the keynote address at a University of Texas (UT)-Austin conference on violence and culture in the Americas. The conference, hosted by the Teresa Lozano Long Institute of Latin American Studies in the College of Liberal Arts, examined the different kinds of violence that plague the Americas, including crime, state violence, and conflicts between nations, classes, and ethnicities. Garzón's lecture focused on freedom and terrorist violence.
- Many of the world's foremost scholars in Maya studies–archaeologists, epigraphers, art historians, and anthropologists–gathered in March at UT-Austin for the annual Maya Meetings. Organized by the Center for the History of Ancient American Art and Culture in the College of Fine Arts, the Meetings were created in 1977 as the Maya Hieroglyphic Workshops by the late Linda Schele, a professor in the Department of Art and Art History, who until her death in 1998 was considered one of the greatest Maya scholars in the world. This year's Meetings focused on the ruins of Chichén Itzá.
- UT-Austin donated a Cray T3E supercomputer to the Institute for Scientific and Technological Research in San Luis Potosi, Mexico, to be used to develop an advanced national computational infrastructure in Mexico.

CSU-Sacramento Chooses New President

The California State University board of trustees recently appointed Alexander González the new president of California State University (CSU)-Sacramento. González had been president of CSU-San Marcos since 1997.

González has worked in the CSU system for more than two decades, starting out as an assistant psychology professor at CSU-Fresno and becoming provost and vice president for academic affairs. He was the second president of CSU-San Marcos.

González has a bachelor's degree from Pomona College and a master's and doctorate from the University of California-Santa Cruz. He did postgraduate work at Stanford University as a postdoctoral fellow of the Ford Foundation and National Research Council. He also attended Harvard Law School.

Domínguez Hills Names Guerrero Alumnus of the Year

California State University-Domínguez Hills (CSUDH) honored Dan Guerrero as its 2003 Alumnus of the Year. Guerrero is the director of athletics at the University of California-Los Angeles (UCLA).

Guerrero was CSUDH's director of athletics for five years from 1988 to 1992. In 1999, the Institute for International Sport named him a Sports Ethics Fellow. He officially became UCLA's director of athletics in 2002. He served in the same capacity at the University of California-Irvine for nearly 10 years.

Guerrero received his bachelor's degree from UCLA, where he played second base on its baseball team and was later inducted into the UCLA Baseball Hall of Fame. He earned a master's degree in public administration at CSUDH and was named to the Pi Alpha Alpha Honor Society for Public Affairs.

UNC-Charlotte Partners with Latin American Business School

UNC CHARLOTTE

The Belk College of Business Administration at the University of North Carolina-Charlotte partnered with EGADE, the graduate business school of Tec de Monterrey, Mexico, in a move that will allow graduate students the opportunity for cultural exchange and study.

The two universities will offer simultaneous team-taught classes in which lectures are broadcast over the Internet, enabling students to work together on projects and business cases through e-mail. At the end of the courses, students will participate in a two-week international exchange involving joint projects in both cities.

Belk and EGADE will also begin faculty exchanges this fall. Business executives from Charlotte and Monterrey will be invited to participate.

M-DCC Basketball Players Win Scholar-Athlete Awards

Vivian Caballero and Martín Osimani, basketball players at Miami-Dade Community College (M-DCC), won Florida Community College Scholar-Athlete Awards for the 2002-2003 season.

Caballero, who won the "Sandy Miller" Scholar-Athlete Award, is a sophomore with a 3.6 GPA. She was a post player on M-DCC's women's basketball team, which won the Southern Conference Championship.

Osimani, originally from Uruguay, won the "Hal Chasey" Scholar-Athlete Award. Also a sophomore, he holds a 3.5 GPA. He was named to the All-Southern Conference Team.

BYU Researches Cultural Perceptions of Pain

Brigham Young University (Utah) nursing professor Lynn C. Callister believes nurses need to be aware of cultural background to best assess and treat acute and chronic pain.

Recent work by Callister analyzed studies that show how different cultures view pain. The work explains that Mexican-Americans view pain as an expected and accepted part of life, Indian patients living in East India have a higher pain tolerance than those in the U.S., and Filipino patients may never mention pain, based on the culture's tradition of stoicism.

Callister recommends that nurses establish a common vocabulary of exploring issues of pain and comfort, one that integrates culturally sensitive assessment.

New Hispanic Digital Network

Hispanic PR Wire and the National Association of Hispanic Publications (NAHP) allied to form the Hispanic Digital Network.

Hispanic PR Wire will provide NAHP member publications with free, customized news sites that feature Web posting systems for stories, advertisements, classifieds, community calendars, and Hispanic-related news content. In addition, members receive free Web hosting, training, and technical support.

"The establishment of the Hispanic Digital Network marks a quantum technological leap for Hispanic print that impacts the fields of publishing, advertising, and public relations," said Hispanic PR Wire President Manny Ruiz (pictured).

LSU Engineer Studies Mexico Earthquake

Emir Macari, a Louisiana State University (LSU) civil engineer, recently returned from a trip to Mexico as part of a scientific team investigating the January 2003 earthquake near the city of Colima.

Macari, who studied the soil liquefaction and ground motion amplification, helped assuage the fears of many Colima residents. He explained that the quake had released a great deal of energy, which had built up beneath the earth over time. Had it not occurred, the energy would have continued to build up and could have led to a worse quake.

Macari was the Bingham C. Stewart Distinguished Professor and chair of the Department of Civil and Environmental Engineering at LSU from 1999 to 2001.

Ortiz Becomes Cal Poly Pomona President

The California State University (CSU) board of trustees named J. Michael Ortiz the fifth president of California State Polytechnic University-Pomona. Ortiz had been provost and vice president for academic affairs at CSU-Fresno, which he joined in 1996.

Ortiz has held academic and administrative positions at the University of Southern Colorado and Appalachian State University and was a special education teacher in Albuquerque, N.M.

The first in his family to attend college, he earned a bachelor's and master's degree from the University of New Mexico and a doctorate from the University of North Carolina-Chapel Hill.

New Mexico Lobos Break Academic Record

The grade point averages of student-athletes at the University of New Mexico (UNM) have steadily increased over the last few years, but the Lobos broke a record in the 2002 fall semester when their GPA exceeded 3.0.

The overall GPA for the 2002 fall semester was a historic 3.03. Of the 470 student-athletes included in the tabulation; 130 had a GPA of 3.5 or better; 31 student-athletes, a perfect 4.0.

"Reaching a 3.0 has been a goal of the department," said Rudy Davalos, UNM athletics director. "We have been improving every semester for the past four years. The achievement is a tribute to the student-athletes who are attending UNM, and to our coaching staff and the type of kids they are recruiting."

Baylor Researches Methods to Aid Low-Literacy Breast Cancer Patients

At Baylor College of Medicine (Texas), Dr. Maria Jibaja-Weiss and a team of other doctors are researching ways to inform low-literacy women about breast cancer through clinical trials at two urban community hospitals.

"We designed interactive, multimedia computer software, which patients of low-literacy skills can use to learn about breast cancer treatment options," said Jibaja-Weiss, an assistant professor in the family and community medicine department.

The program tailors to different ethnic backgrounds–African American, Caucasian, and Hispanic. As they start the computer session, patients are asked to select ethnicity and to choose English or Spanish, allowing them to see and hear actors to whom they can relate.

Hispanic Broadcasting Corp. in the News

- The Hispanic Broadcasting Corporation (HBC), during a 27-hour Centro de Rehabilitacion Infantil Teleton in Mexico City, helped raise $626,000 for children suffering from life-threatening diseases and debilitating conditions such as cerebral palsy, bone marrow disease, amputations, and spinal injuries.
- HBC shareholders approved a company merger with Univision Communications Inc.
- HBC launched a one-hour financial advice program, "Tu Dinero Con Julie Stav," initially airing on HBC Spanish-language radio stations in 10 markets. The show, hosted by best-selling author Julie Stav, features interviews with prominent Latino leaders who share success stories and offer financial solutions.
- HBC has announced a definitive agreement to acquire the stock of El Mundo Broadcasting Corporation for $32 million in cash. El Mundo owns and operates four radio stations.

HBC is one of the largest Spanish-language radio broadcasting companies in the United States. For more information, go to www.hispanicbroadcasting.com.

Cuesta Educator Receives Rhodes Award

The San Luis Obispo County League of Women Voters honored Glenda Moscoso, a Cuesta College (Calif.) educator, with the Rhodes Award for community leadership and activism.

Moscoso, a native of Guatemala, established the first Spanish computer class at Cuesta. She has led Arroyo Grande's Cinco de Mayo celebration and is a grant reader for the United Way.

The Rhodes Award is named in memory of Mary Rhodes, a San Luis Obispo High School English teacher with a passion for ethnic and cultural diversity.

Wake Forest Presents Spanish Renaissance Music

The Wake Forest University (N.C.) Collegium Musicum recently presented a performance titled "Renaissance Music of Spain and New Spain," featuring religious and secular works written by leading late 16th- and early 17th-century Spanish composers.

The vocal ensemble sang selections by Tomás Luis da Victoria, Mateo Flecha, Juan Vásquez, and Juan de Anchieta. Instrumentalists performed works by Juan del Encina, Johannes Urrede, Cristóbal de Morales, and Francisco Guerrero. The instrumentalists performed on reproductions of period instruments including shawms, sackbuts, recorders, and violas de gamba.

Collegium Musicum is a student ensemble that performs music from the Middle Ages and the Renaissance and Baroque periods.

Ruiz Named Principal of Arizona Charter School

Leticia Ruiz was named principal of the Teacher Preparation Charter High School of the Maricopa Community College District in Arizona. The school, set to open in August 2003, is designed for students who plan to become teachers and enroll in college teacher-education programs. The District's Phoenix College and South Mountain Community College will oversee the innovative high school.

Ruiz was previously an assistant principal of the Ed and Verma Pastor Elementary School and principal of the NFL Youth Education Town College Prep Academy. She is an active member of the National Council of La Raza and former president of the National Hispanic Caucus of the National Association of School Board Members.

UIW Awarded Fulbright Grant Funding

The University of the Incarnate Word (UIW) in Texas was awarded two Fulbright-Hays Group Projects Abroad Program grants.

The one-year grants fund two faculty research projects involving China's emerging global force and changes faced in Mexico. Each grant, worth $63,000, will allow faculty members to travel to China and Mexico to meet with community leaders, government officials, university administrators, scholars, and researchers.

"It is more important right now than at perhaps any other point in our history that faculty at UIW and other universities with an international development goal put themselves inside the cultures of other countries to better understand how to achieve peace and understanding in the world," said Dr. Patricia LeMay Burr, vice president for international programs at UIW.

Lizt Alfonso Dance Cuba at Cal Poly

California Polytechnic State University-San Luis Obispo recently hosted a World Arts Inc. production of Lizt Alfonso Dance Cuba.

In 1991, at the age of 23, rising Cuban choreographer Lizt Alfonso created the dance troupe, which has been a resident company at the Havana Great Theater since October 2000 and is presented as one of the most talented Cuban performing arts groups.

The company combines flamenco, ballet, and Spanish classical dance with Afro-Cuban and Cuban rhythms, backed by a lively salsa band.

South Carolina Study Examines Healthcare for Minority Seniors

A report compiled by researchers at the University of South Carolina's Arnold School of Public Health found that minorities were about half as likely as White seniors to have supplemental private insurance to cover healthcare costs.

According to the study, three of every four rural White seniors have private insurance to supplement Medicare, but only one of every three African Americans or Hispanics seeks additional health insurance.

The study found that lower education and income levels also affected the healthcare decisions of minority seniors in rural areas. More than three-fourths of rural minority seniors have less than a high school education and household incomes of less than $20,000, the report states.

South Florida Student Receives NCAA Postgrad Scholarship

The National Collegiate Athletic Association awarded a $6,900 postgraduate scholarship to Alessandra Domingos, a senior setter for the University of South Florida volleyball team.

NCAA postgraduate scholarships are awarded to students who maintain an overall GPA of 3.2 or better, perform with distinction on the varsity sports team from which they were nominated, and intend to continue their education as graduate students.

Brazilian-born Domingos finished out her career at South Florida in December. A two-time selection to the Conference USA First Team and a two-time Conference USA Setter of the Year award-winner, she was named to the American Volleyball Coaches Association All-Region Team the past two seasons and to the Verizon Academic All-District Second Team this past season.

NEIU Named Midwest's Most Diverse University

Since 1997, when *U.S. News & World Report* started ranking colleges and universities by diversity in its best colleges edition, Northeastern Illinois University (NEIU) has held the No. 1 spot in the Midwest. This year was no exception.

NEIU reported its undergraduate student body in the 2001-2002 academic year to be 43 percent White, 28 percent Hispanic, 12 percent Asian American, and 13 percent African American.

According to *U.S. News & World Report*, the group categories tallied for diversity ranking included Native Americans, Asian Americans, African Americans who are non-Hispanic, Whites who are non-Hispanic, and Hispanics.

Princeton Students Awarded Gates Cambridge Scholarship

Princeton University (N.J.) Senior Nicole Basta was awarded the Gates Cambridge Scholarship to study at the University of Cambridge in England next year.

Basta, who has studied in Panama with the Smithsonian Tropical Research Institute and the Princeton Field Study Program, has been pursuing a bachelor's degree in ecology and evolutionary biology. She plans to study epidemiology at Cambridge and hopes to pursue a doctorate in pathology or zoology. She is interested in a career as a field epidemiologist at the Centers for Disease Control or the World Health Organization.

Three other Princeton seniors, Louis Ballezzi, Ryan Brandau, and Adam Nebesar, and alumnus Nathan Arrington also received Gates Cambridge Scholarships.

New Jersey SHCC Holds First Scholarship Fund-raiser

The Statewide Hispanic Chamber of Commerce (SHCC) of New Jersey recently held its First Annual Scholarship Gala.

The event assembled representatives from the academic, business, and political sectors and focused on key issues of improving education and employment for the state's Hispanic youth. A committee of members from the higher education community chose scholarship recipients.

"By increasing the number of Hispanics who obtain a higher education, we are not only providing a benefit to the Hispanic community but also making a tremendous investment in the country's future," said Daniel H. Jara (pictured), SHCC president and CEO.

HHS Celebrates 50th Anniversary

The U.S. Department of Health and Human Services (HHS) recently marked its 50th anniversary, a half century in which HHS provided health care to generations of families, took the lead in scientific discoveries that brought the miracles of modern science to every corner of the globe, and strengthened and improved the services and protections provided to all Americans.

HHS is the largest Cabinet department in terms of budget and number of programs. Its Medicare program is the nation's largest health insurer, providing coverage to more than 40 million Americans and handling more than 900 million claims per year; its Food and Drug Administration regulates products that represent 25 cents of every dollar in U.S. consumer spending; and its Administration on Aging has provided almost six billion meals to at-risk older Americans since the inception of its nutrition programs.

California Wellness Foundation Names New VP

The California Wellness Foundation (TCWF) appointed Cristina M. Regalado to the position of vice president of programs. Regalado has worked at TCWF for two years, her most recent position being that of program director for Special Projects Fund.

Photo © Robert Pacheco

Regalado, in the past, has recruited activists and scholars to examine the impact of globalization in poor women's lives in Los Angeles. She was a delegate to the Non-Governmental Organization Forum of the United Nations' Fourth World Conference on Women in Beijing, China.

In September 2002, she was honored with Libreria Del Pueblo's Fiesta De La Mujer, which recognizes women for their outstanding service to and efforts in the San Bernardino community.

FIU Graduate Student Earns National Grant

The National Institute of Mental Health awarded Lissette M. Saavedra, a graduate student at Florida International University (FIU), a one-year $25,000 Minority Dissertation Research Grant in Mental Health.

Saavedra plans to use the grant to study the long-term effects of a cognitive behavioral treatment for anxiety disorders in children six to eight years old who have been treated at the Child Anxiety and Phobia program at FIU.

Saavedra is Colombian-American and a native of Miami. She completed her bachelor's degree at FIU in 1997. She is currently pursuing a doctorate in developmental psychology.

Iré at Albright College

ALBRIGHT COLLEGE

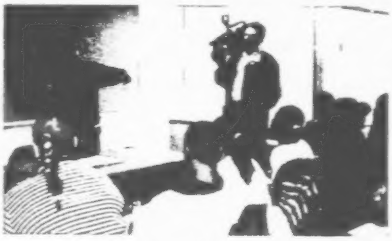
Albright College (Pa.) recently sponsored a free performance and dance workshop by Iré, an Afro-Cuban drum, song, and dance troupe.

Iré specializes in Afro-Cuban folklore and the rhythms, songs, and dances of the "orishas," African spirits uprooted to Cuba during the Atlantic slave trade.

Some of Iré's principals are experts with more than 20 years experience in the art form. Others are religious initiates or relative newcomers. All share a passion for the complexities of the Afro-Cuban performing arts and a desire to express its unique form.

Bronx Community Hosts Hip-Hop Job Fair

More than 150 high school and college students attended Bronx Community College's (BCC) hip-hop job information fair in New York.



Industry experts, such as rap promotion and mix-show radio managers from Atlantic Music Recording Corporation, discussed hip-hop career options in graphic arts, photography, journalism, video production, entertainment, law, music entrepreneurship, and production.

BCC and the New York City Department of Education's College Now sponsored the job fair to acquaint high school students with college life and the work world. (Pictured: filmmaker Roderick Giles speaking to students.)

LLEGO Supports Florida Rally for Gay Adoption

The Washington, D.C.-based National Latina/o Lesbian, Gay, Bisexual, and Transgender Organization (LLEGO) joined forces with the Unity Coalition of Miami-Dade to present a petition to Florida legislators and rally in support of adoption by same-sex couples in the state.

The Unity Coalition also lobbied for increased state funding for HIV/AIDS prevention and treatment, a law against bias-related harassment in Florida schools, and more higher education funding for minorities.

"The Unity Coalition of Miami-Dade is doing great work," said Martín Ornelas-Quintero, LLEGO executive director. "We are happy to participate in the group's efforts to help Florida children."

Saint Peter's VP Receives Achievement Award

Dr. Eileen L. Poiani, vice president for student affairs at Saint Peter's College in New Jersey, was honored at the 22nd Annual Women of Achievement awards presentation at the New Jersey governor's residence.

Poiani is the first woman to become a vice president at Saint Peter's. An active member of the Mathematical Association of America (MAA), Poiani has recently served on the Education Council and was the founding director of MAA's Women and Mathematics Program. Previously she chaired the U.S. Commission on Mathematical Instruction for the National Academy of Sciences and was the first woman elected president of Pi Mu Epsilon, the national honorary mathematics society.

Poiani holds a doctorate from Rutgers University and is on its board of trustees. In 2002, she was the first recipient of the Magis Award for outstanding service to Saint Peter's students.

Rensselaer Offers Advice on Choosing the Right College

Many high school students across the country debate where to go to college. At Rensselaer Polytechnic Institute (N.Y.), experts recently offered some advice about what to look for.

Bernard Drobnicki, director of public safety, suggested checking a school's crisis policies and procedures to get an indication of campus safety. Tom Tarantelli, Rensselaer's Career Development Center director, recommended examining a college's career development Web site for placement and employment statistics.

Jim Stevenson, director of financial aid, advised students to make sure a school accepts outside scholarships without reducing their total scholarship package. And Teresa Duffy, dean of enrollment management, advocated taking campus tours and speaking with students and counselors, whether in person or on virtual tours and chat room discussions.

PUBLICATIONS

Charreada: Mexican Rodeo in Texas

Photographs by Al Rendon

Essays by Julia Hambric, Bryan Woolley, and Francis Edward Abernethy

El Charro, or man on horseback, represents the spirit of independent Mexico since the 1821 revolution. The *charreada* is his rodeo–his opportunity to show off. Photographer Al Rendon has created a collection of 73 splendid sepia photographs of *charros*, *charras*, and their horses, accompanied by essays describing the history of the *charreada*.

2002. 128 pgs. ISBN 1-57441-155-1. $24.95 cloth. University of North Texas Press. (800) 826-8911.

Havana: A Cultural and Literary Companion

By Claudia Lightfoot

An in-depth cultural and historical guide to the city of Havana, where architectural treasures survive alongside crumbling tenements, a vibrant street life exists amid poverty, and revolutionary politics and a black market coexists against a background of salsa and baseball. Foreword by Simon Calder

2002. 288 pgs. ISBN 1-56656-419-0. $15.00 paper. Interlink Publishing. (800) 238-5465.

Extra Bases: Reflections on Jackie Robinson, Race, & Baseball History

By Jules Tygiel

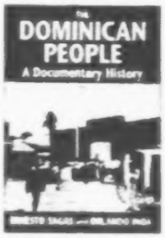
EXTRA
BASES

Extra Bases is a collection of articles that highlight significant events in the history of baseball and analyze what baseball history has to offer, how it should be written, and the current state of the game.

2002. 192 pgs. ISBN 0-8032-9447-6. $17.95 paper. Bison Books. (888) 417-9597.

The Dominican People: A Documentary History

Ernesto Sagás and Orlando Inoa, ed.



A 500-year history of the people of the Dominican Republic, including the extermination of the Taíno Indians, sugar and African slavery, the establishment of French Saint Dominique, independence from Haiti and Spain, caudillo politics, U.S. interventionism, the Trujillo dictatorship, and contemporary politics.

2003. 320 pgs. ISBN 1-55876-297-3. $24.95 paper. Markus Wiener Publishers. (609) 921-1140.

Get With It, Girls!: Life Is Competition

By Teri Clemens with Tom Wheatley

GET WITH IT GIRLS!

NCAA volleyball coach Teri Clemens and sportswriter Tom Wheatley team up in *Get With It, Girls!* to offer student-athletes advice on how to be an effective competitor in all aspects of life.

2001. 127 pgs. ISBN 1-888698-37-3. $16.95 cloth. Diamond Communications. (800) 462-6420.

The Inca World: The Development of Pre-Columbian Peru, A.D. 1000-1534

Laura Laurencich Minelli, ed.

THE INCA WORLD

Based on extensive archaeological research and Spanish colonial documentation, *The Inca World* examines the social, economic, political, and religious systems that characterized the Inca empire from A.D. 1000-1534.

2000. 239 pgs. ISBN 0-8061-3221-3. $55.00 cloth. University of Oklahoma Press. (800) 627-7377.

Winningest Pitchers: Baseball's 300-Game Winners

By Rich Westcott

Winningest Pitchers
Baseball's 300-Game Winners
Rich Westcott

Since the beginning of major league baseball, more than 12,000 pitchers have thrown from the mound. But at the start of the 2003 MLB season, only 20 had reached the ultimate goal of their profession: to be a 300-game winner. This book offers profiles of each of those 20 pitchers.

2002. 208 pgs. ISBN 1-56639-949-1. $14.95 paper. Temple University Press. (800) 447-1656.

Eyewitness: A Filmmaker's Memoir of the Chicano Movement

By Jesús Salvador Treviño

Jesús Salvador Treviño documents the Mexican-American civil rights movements of the late 1960s and early 1970s through the farmworkers' strikes, the Los Angeles school walkouts, the Chicano Youth Conference in Denver, the New Mexico land grant movement, the Chicano moratorium against the Vietnam War, the founding of La Raza Unida Party, and the first incursion of Latinos into the media.

2001. 320 pgs. ISBN 1-55885-349-9. $15.95 paper. Arte Público Press. (800) 633-ARTE.

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Las Misiones Antiguas: The Spanish Missions of Baja California

By Edward W. Vernon

Features 288 color and 35 black-and-white photographs of the Jesuit, Franciscan, and Dominican missions of the Spanish colonial era in Baja California. A history of the area is also included.

2002. 303 pgs. ISBN 0-8263-3110-6. $44.95 cloth. University of New Mexico Press. (800) 249-7737.

Many publications featured in this section are available through amazon.com.

CONFERENCES

16th International Conference on The First-Year Experience

July 7-10, Vancouver, B.C., Canada

This event is sponsored by the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina. In Vancouver, British Columbia, Canada.

Contact: (803) 777-6229; Web site, www.sc.edu/fye

2003 NCLR Annual Conference

July 12-15, Austin, Texas

The National Council of La Raza Annual Conference is one of the largest gatherings of the Hispanic community, serving as the meeting ground for more than 15,000 community organization leaders, activists, and volunteers; elected and appointed officials; members of the corporate, philanthropic, and academic communities; senior citizens; college students; and youth. In Austin, Texas.

Web site: www.nclr.org

The 2003 Taos Summer Writers' Conference

July 12-18, Taos, N.M.

Celebrate the fifth year of the Taos Summer Writers' Conference by exploring an expanded community of writers. Develop your voice in workshops such as: Vantage Points–The Use of Landscape in Poetry; Publishing and Editing–The Writing Goes Public; and Fiction–Shapeliness in the Short Story. In Taos, N.M.

Contact: (505) 277-6248; e-mail, taosconf@unm.edu; Web site, www.unm.edu/~taosconf

23rd Stevens Institute for Senior Student Affairs Officers

July 20-25, Breckenridge, Colo.

The theme of this event is "Evolution, Transformation & Elevation: Responding to the Changing Landscape of Student Affairs Leadership," sponsored by NASPA. In Breckenridge, Colo.

Contact: Bill Arnold, (419) 372-2147; e-mail, arnoldw@bgnet.bgsu.edu; Web site, www.naspa.org

ACT's 18th Annual Enrollment Planners Conference

July 23-25, Chicago, Ill.

This conference is designed for educators involved in planning, managing, and enhancing enrollment services. Topics include: enrollment management issues, marketing strategies, direct mail, Web-based tactics, e-mail management, retention models, publications, territory management, advising/course placement, and staff development. At Chicago Marriott Downtown, Chicago, Ill.

Contact: (419) 352-5317; Web site, www.act.org

ASPIRA's Youth Leadership Convocation

July 24-27, Ellenville, N.Y.

Join ASPIRA at its 2003 Youth Leadership Convocation. At Nevele Grande Hotel and Resort, Ellenville, N.Y.

Web site: www.aspira.org

The NACUBO 2003 Annual Meeting

July 26-29, Nashville, Tenn.

The National Association of College and University Business Officers' Annual Meeting will showcase the following topics: accounting and finance, business operations, policy issues in higher education, institutional effectiveness, and technology. The Honorable Al Gore will be one of the three keynote speakers. At the Gaylord Opryland Hotel and Convention Center, Nashville, Tenn.

Contact: (425) 636-1634; fax, (425) 636-1630; e-mail, sraman@mra-services.com

NACADA Academic Advising Summer Institute

July 27-August 1, St. Charles, Ill.

The most comprehensive consideration of academic advising available, the National Academic Advising Association Summer Institutes provide administrators, faculty advisors, and advisors, as teams or individuals, the opportunity to develop specific strategies for the enhancement of academic advising. At the Pheasant Run Resort, St. Charles, Ill.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

9th Annual CUMU International Conference

September 20-23, Ypsilanti, Mich.

The theme of this Coalition of Urban and Metropolitan Universities conference is "Metropolitan Universities: Partners in the Urban Agenda." At the Eagle Crest Conference Resort, Ypsilanti, Mich.

Contact: (734) 487-2211; fax, (734) 487-9800; e-mail, Martha.Tack@emich.edu

NACADA National Conference

October 2-5, Dallas, Texas

The theme for the 27th annual meeting of the National Academic Advising Association is "Teach, Encourage, eXcel, Advise, Support: Building Stronger Networks for Student Success." More than 300 concurrent sessions will address all aspects of advising for administrators, academic advisors, and faculty advisors. At the Adam's Mark Hotel, Dallas, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

HACU's 17th Annual Conference

October 18-21, Anaheim, Calif.

The Hispanic Association of Colleges and Universities' Annual Conference provides a unique forum for the sharing of information and ideas for the best and most promising practices in the education of Hispanics. This year's theme is "Hispanic Higher Education Success: America's Path to the Future." At Hyatt Regency Orange County, Anaheim, Calif.

Contact: (210) 692-3805; fax, (210) 692-0823; e-mail, hacu@hacu.net; Web site, www.hacu.net

ACE's Educating All of One Nation Conference

October 23-25, Atlanta, Ga.

"Educating All of One Nation: Addressing a National Imperative–Why We Can't Wait" is an important conference on diversity and improving minority participation in postsecondary education. Sponsored by the Office of Minorities in Higher Education of the American Council on Education, it provides a unique opportunity to take part in a national conversation about diversity and American pluralism, with more than 1,300 college and university professionals. At the Hilton Atlanta, in Georgia.

Contact: (202) 939-9395; fax, (202) 833-5696; e-mail, allonenation@ace.nche.edu; Web site, www.acenet.edu/programs/omhe

The College Board Forum 2003

November 2-4, New York, N.Y.

The College Board's Forum is an annual gathering of education professionals from many areas of responsibility, from presidents and principals to financial aid officers and superintendents to college faculty and admissions officers. In New York, N.Y.

Web site: www.collegeboard.com/forum

CIEE Annual Conference 2003

November 5-8, Budapest, Hungary

For more than 55 years, CIEE: Council on International Educational Exchange has gathered people together to explore the methods and challenges of bringing language and culture to students. This year's conference theme is "Speaking Up: Language Learning at Home and Abroad." In Budapest, Hungary.

Contact: e-mail, conference2003@ciee.org; Web site, www.ciee.org/conference

NSHMBA 2003 National Conference & Career Expo

November 6-8, Ft. Lauderdale, Fla.

The National Society of Hispanic MBAs holds its 14th Annual National Conference and Career Expo. In Ft. Lauderdale, Fla.

Contact: NSHMBA, (214) 596-9338; fax, (214) 596-9325; Web site, www.nshmba.org

11th National Quality Education Conference

November 7-9, Albuquerque, N.M.

For 10 years, the NQEC (National Quality Education Conference) has provided education leaders continuous improvement principles and tools to meet the requirements of policies such as P.L. 107-110–the "No Child Left Behind" act. This year's conference theme is "Doorways to Performance Excellence–Standards, Assessment, and Accountability." In Albuquerque, N.M.

Contact: (800) 248-1946 or (414) 272-8575; Web site, http://nqec.asq.org/

NCTE Annual Convention

November 20-23, San Francisco, Calif.

Thousands of English language arts professionals are expected to attend the National Council of Teachers of English's 93rd Annual Convention, with the theme "Partners in Learning," where they will share best practices, gain new knowledge, listen to top notch speakers, and more. In San Francisco, Calif.

Web site: http://www.ncte.org/convention/2003/index.shtml

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Book Review

By José Adames

***The Latino Male: A Radical Redefinition*, by Dr. David T. Abalos.** 221 pages. Boulder, CO: Lynne Rienner, 2002. ISBN 1-55587-906-3. $19.95 paper.

What is patriarchy? What is the source of its powerful hold on the Latino culture in the United States? Why is the Latino male so angry? What are the politics of sexuality in the Latino/Latina relationship? And most critically, "What does it mean to be a Latino male in the United States today?" David T. Abalos addresses these and other issues in his groundbreaking new book, *The Latino Male: A Radical Redefinition*.

Abalos tells us that all cultures contain powerful stories or dramas handed down from generation to generation. These stories help shape who we are, what we value, how we relate to each other, and what our perspective of the world is. Some, however, are destructive and serve to repress and control us. Abalos focuses on the story of patriarchy, a dominant form of relation in our community, exhibited in the male family member, usually the father, exercising chief authority over other household members, in particular, the females.

THE LATINO MALE
A Radical Redefinition
David T. Abalos

Abalos takes the reader through the historical, political, economic, and social factors that have brought about Latino male domination in *la comunidad Latina*. He describes in detail the theory of transformation, a guide for analyzing the Latino male in this society.

The book begins with the author, a Mexican/Chicano/Latino male, asking, "*¿Quién soy? ¿Quiénes somos?*" He writes of growing up male in a traditional Mexican/Chicano family in Detroit and as a Chicano in a culture dominated by other ethnic groups. He tells of the shooting of his father by a White policeman when Abalos was 2, of his mother's struggle as the family matriarch, of an older sister's lost childhood, of the need to be accepted into the dominant society, and ultimately of his introduction to the theory of transformation while a graduate student at Princeton University.

I think the most significant message in the book is that we (Latinos and Latinas, for the change cannot occur, according to Abalos, without the major role played by the feminine) have the power to transform our lives and to eliminate those forms of relating that are destructive. He does not suggest that we destroy machismo, rather he speaks of "re-visioning" and transforming it into positive energy for *la comunidad Latina*.

The book has taught me to appreciate the Latino male's survival in a society dominated by the stories of tribalism and capitalism, which, much too often, marginalize and deform us into objects. Often, we internalize this victimization and, unable to lash out at the source of our frustration and anger, we lash out at loved ones. Many Latino males are not ready to grasp the reality that the patriarchy grounded in many of our native societies is fracturing. Latinas have come to recognize the destructive nature of these stories and are not willing to continue living in them. Latinas seek to educate themselves, to find rewarding jobs, and to better their lives, and in this way they help liberate the Latino male. Ultimately the book is more than a criticism of the Latino male; rather it seeks to redefine his role in the family and in the community and provide us with alternatives. For example, an alternative to the ***mujeriego*** (the womanizer) is a Latino "freed from the narcissism of the story of the *mujeriego*....[T]he Latino male now learns how to love his deeper self and his inner mystery so he can love others as himself," and "He frees his wife through his love and affection to be fully who she is." This is a radical alternative to the *mujeriego* I grew up believing in. Some might say that this description of the Latino male, the patriarch and the *mujeriego*, for example, no longer applies because we live in the culture of the United States. However, I firmly believe two things: many of us continue to carry these stories with us and they manifest themselves in our relationships; and, the United States culture has its own destructive stories, including tribalism and capitalism.

The book speaks to my own experiences as a Latino male, and it challenges me to look critically at my role as a husband and a father. The theory of transformation has given me the language to define and to describe what I have for so long experienced, and the vehicle to change destructive relationships in my life.

As a linguist, I recognize the powerful images that words convey. Abalos uses terms often associated with things spiritual, such as "sacred" and "the god of transformation." I find a strong affinity with such language, perhaps because of my Catholic upbringing.

Ultimately the book is a celebration of the new Latino man and his critical role in our society. It is a frank look at his traditional role, the sundering of that role in today's society, and a re-visioning of a future transforming Latino male.

Dr. José Adames is provost/assistant vice president for academic affairs at Union County College in New Jersey.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

EXCELSIOR COLLEGE.

DIRECTOR
OF LEARNING SERVICES

Excelsior College, a world leader in distance education, is seeking candidates for the position of Director of Learning Services. The Director is the chief administrator of the Office of Learning Services which coordinates the design, development, and maintenance of learning resources for Excelsior College students.

The Director is responsible for developing and carrying out the mission and goals of the unit and managing the activities and performance of Learning Services staff. The Director is an integral part of the leadership team of the college and participates in college-wide strategic long-term planning.

Responsibilities include:

- Continually develops, interprets, and refines a vision statement for building a learning infrastructure to support on-line course offerings at the college and takes action to make that vision a reality.
- Creates and oversees the development of new and innovative products and services that advance the progress of students in all degree programs.
- Works collaboratively with other units to identify and select guided learning projects and services that will advance the college's mission.
- Develops and maintains existing services and products including the DistanceLearn database, the virtual library, the bookstore, the Electronic Peer Network, on-line study services, Guided Learning study packages, and multimedia products.
- Develops and nurtures collaborative relationships with business, government, and universities.
- Participates in grant writing and other activities designed to obtain financial support for educational activities and programs of the college.

Requirements:
Demonstrated experience in an administrative position of leadership in a distance learning unit in a higher education or corporate setting with on-line course development experience. Five years of experience teaching adults and developing materials and services for them. A Master's degree is required in educational administration, instructional design, distance learning or a related field.

A comprehensive position description is available on the college web site - **www.excelsior.edu**. Go to home page and click on the "Employment" link to access additional information.

Interested individuals should submit a letter of application, resume, and three professional references. The college offers competitive compensation and a generous benefit program. For confidential consideration, please send requested material to:

Excelsior College
Director of Learning Services Search - HO
Office of Human Resources
7 Columbia Circle
Albany, NY 12205-5159

AA/EOE/ADA

AMHERST COLLEGE

Amherst College invites nominations and applications for the following positions in the Office of Alumni and Parent Programs:

DIRECTOR OF 25th REUNION PROGRAMS

Reporting to the Executive Director of Alumni and Parent Programs, the Director is responsible for fundraising and program activity for classes in the five year 25th Reunion cycle. Responsibilities include: management of the Annual Fund for assigned classes: recruiting, training and communicating with class volunteers, gift acknowledgement, stewardship of donors and volunteers, and participation in all Fund activities; working with the class leadership and Development Officers to identify and solicit major gift prospects for comprehensive gifts; and management of an assigned group of leadership gift prospects; supporting the Reunion volunteer team through strategic planning, class communications, the production of a class book and the motivation of the volunteer team; general class management: editing class notes for the magazine, managing annual class events and coordination/communication with class officers and class members.

QUALIFICATIONS: a minimum of five years experience in alumni or institutional relations/programs or relevant area is required. Experience as an Annual Fund/Major/Planned Gifts Officer is highly desirable. The successful candidate will have a strong commitment to the goals of a liberal arts education and to the importance of the College's relationship with its constituencies, be energetic and able to speak and write clearly and persuasively, and have exceptional organizational, motivational, and interpersonal skills. Evening and weekend work as well as travel required.

ASSOCIATE DIRECTOR OF ALUMNI & PARENT PROGRAMS

Reporting to the Director of the Annual Fund, the Associate Director of Alumni and Parent Programs will oversee the Parents' Fund and decisions pertaining thereto; manage fund-raising and programming activities for several alumni classes; and coordinate other projects as assigned. Support of the Parents' Fund involves the management of annual campaigns in the four undergraduate classes and in the parents of graduates group: recruiting, supporting, and training volunteers. Related programming responsibilities include Family Weekend, off campus receptions, and other new initiatives that foster closer connections between parents and Amherst College. Identifying, cultivating, and soliciting upper-level parent prospects is an integral component of the position.

Program responsibilities for classes include oversight of class notes and In Memory submissions for Amherst magazine, class events, volunteer training sessions, and reunion planning. Fundraising responsibilities consist of implementing annual fund strategies for classes to reach dollar and participation goals, selecting and motivating an extraordinarily active volunteer class agent structure, and organizing leadership gifts efforts.

QUALIFICATIONS: Bachelor's degree required; alumni or institutional relations/programs experience preferred as well as experience with direct solicitations. The successful candidate will have a strong commitment to the goals of a liberal arts education and to the importance of the College's relationship with its constituencies. He/she should be energetic, able to speak and write clearly and persuasively, and have exceptional organizational, motivational, and interpersonal skills. Outstanding written and verbal communication skills are essential. Attention to detail is important as is considerable initiative and imagination for innovation. Evening and weekend work as well as travel through the year are necessary.

Interested candidates should submit a letter of interest, resume and three references to:
Amherst College, Office of Human Resources, PO Box 5000, Amherst, MA 01002-5000.
Review of all applications will begin on August 6, 2003 and continue until the positions are filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

HOSTOS COMMUNITY COLLEGE
The City University of New York

CALL FOR PAPERS: HOSTOS AND MARTI IN NEW YORK

Researchers and scholars are invited to participate in the "Hostos and Marti in New York City" Conference, which will take place at Hostos Community College, from Wednesday, November 19th to Friday, November 21st, 2003. The conference will examine the historical presence of these two authors in New York City and in the United States, and evaluate their manifold contributions to the political and cultural development of the Americas. Papers can be presented in Spanish, English or French and must be 8-12 pages in length, double spaced. A selection of the proceedings will be published by Latin American Writers Institute at Hostos Community College. The abstract and a curriculum vitae should be submitted by August 15th, and the paper, by September 15th, to the following address:

Encuentro Hostos y Marti en Nueva York - 2003,
Hostos Community College - CUNY,
Office of Academic Affairs,
500 Grand Concourse Bronx, NY 10451,
Tel. (718) 518-6660 / Fax. (718) 518-6829
E-mail address: HostosMarti2003@hostos.cuny.edu

Georgetown University Law Center

Georgetown University seeks candidates for the position of

DEAN OF THE LAW CENTER AND UNIVERSITY EXECUTIVE VICE PRESIDENT FOR LAW CENTER AFFAIRS

effective July 1, 2004

The Search Committee invites applications for the position of the Dean of Georgetown University Law Center and University Executive Vice President for Law Center Affairs. Georgetown University is the oldest Catholic and Jesuit university in the United States.

The Law Center Dean is the chief academic and administrative officer of a law school with a full time faculty of 99 and J.D. student body of 1,880, together with candidates for the master of laws in general legal studies, international legal studies, taxation and securities. The Dean provides leadership and management of the Law Center's academic and research programs and supervises the daily operations of a highly qualified professional staff. The Dean is a key participant in the Law Center's recruiting and fundraising efforts.

The Dean also serves as the University Executive Vice President for Law Center Affairs and reports directly to the President of the University. In that capacity the Dean shares equal responsibility with the Provost of the Main Campus and the Executive Vice President of the Medical Campus for contributing to the vision and accomplishments of the entire university community.

The Search Committee seeks candidates who are distinguished scholars and teachers who are able to support and further the Law Center's vision for intellectual and cultural diversity, scholarly achievement, academic excellence and public service.

Applications should include a detailed curriculum vitae and the names, addresses, and telephone numbers of three references. Consistent with the Law Center's long tradition of building a culturally diverse community, candidates from underrepresented groups are encouraged to apply.

Applications should be sent no later than September 30, 2003, to:

Law Dean Search Committee
c/o Assistant Dean Carol O'Neil
Georgetown University Law Center
600 New Jersey Avenue, N.W., Washington, D.C. 20001-2075

E-mail submissions should be sent to: **lawdeansearch@law.georgetown.edu**

Georgetown University is an Equal Opportunity, Affirmative Action Employer.

WESTERN CONNECTICUT STATE UNIVERSITY

Communications & Theatre Arts Department

Assistant Professor

Western Connecticut State University seeks an Assistant Professor of Theatre for a one-year, special appointment beginning in the Fall 2003. The theatre program is a growing, collaborative undergraduate program with over 50 majors and four full-time faculty. Faculty teach four courses per semester (all levels of acting, directing, and other theatre courses) and be actively involved in advising, committee work and campus life. Additional specialties desired in areas such as voice and speech, dialects, Shakespeare and classical acting styles, musical theatre, stage combat, and text analysis for actors. There are opportunities to direct musical and straight productions in the main stage season.

Qualifications: Background in one or more recognized acting approaches (Meisner, Stanislavsky, Grotowski, Suzuki, etc.) and an MFA and teaching/directing experience.

Application Process: Interested candidates should send a letter of application that addresses the position, current vitae, transcripts, a statement of teaching philosophy, and three letters of reference. Please include whatever supporting material may be appropriate (teaching evaluation summaries, writing, etc.) Send to **Professor Sal Trapani, Chair of the Theatre Search Committee, Dept. of Communications & Theatre Arts, WCSU, 181 White St., Danbury, CT 06810.** Consideration will begin immediately and continue until the position is filled.

Western is an AA/EEO Educator/Employer.

Salisbury
UNIVERSITY

VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Salisbury University is seeking an accomplished, energetic, collaborative senior professional for the position of Vice President of Administration and Finance. The Vice President is the Chief Financial Officer, reporting directly to the President. The successful candidate will join a dynamic, progressive leadership team.

Salisbury University is a selective, comprehensive institution of 6,900 students, part of the University System of Maryland, and located on Maryland's scenic Eastern Shore. The University is close to ocean beaches and the Chesapeake Bay and 2-3 hours from the metropolitan areas of Washington, Baltimore, Philadelphia, and Norfolk. Salisbury University has earned significant national attention for its academic programs in recent years, including recognition in U.S. News & World Report as a top tier regional university in the North and inclusion in The Princeton Review's Best 351 Colleges.

The new Vice President of Administration and Finance will oversee a strong institution with total operating budgets of approximately $87 million. He or she will provide executive-level vision, leadership, planning and direction, and review of major administrative functions on a campus that strives to be ever more student-centered. Responsibilities include management of administrative and financial services, as well as human resources. The Vice President has a leadership role in the development and tailoring of institutional resources to support the University's mission, strategic plan, and facilities master plan; develops long-term cost-effective financing strategies to fund and manage enrollment; oversees facilities maintenance and operations; determines the impact on institutional resources of state budget allocations and legislative funding initiatives; and prepares assessments and develops recommendations which represent the University's interests to constituent groups, the Board of Regents for the University System of Maryland, taxpayers, lawmakers and other state and local officials.

The ideal candidate will be an accomplished and successful administrator with experience that demonstrates the ability to lead and manage the financial and physical resources of a mid-sized university. Candidates should have at least seven years of progressively responsible financial and administrative experience preferably in higher education; a healthy sense of humor; and the ability to work collaboratively with the President, senior administrators, foundation volunteer leaders, students, staff, and faculty in a shared governance model of decision-making. The successful candidate will have superior analytical, interpersonal, communication and management skills. The position demands an open, collegial style of leadership. A bachelor's degree is required; an M.B.A. or C.P.A. is strongly preferred. Salary range begins at $125,000.

The anticipated start date is January 1, 2004. Review of applications will begin on August 15, 2003, and will continue until the position is filled. Send a cover letter, résumé, and a list of four references (with phone numbers and email addresses) to:

Search Committee for Vice President of Administration and Finance
c/o Office of Human Resources
1101 Camden Avenue
Salisbury University
Salisbury, Maryland 21801

Salisbury University has a strong institutional commitment to diversity and is an Equal Opportunity/Affirmative Action employer, providing equal employment and educational opportunities to all those qualified, without regard to race, color, religion, national origin, sex, age, marital status, disability or sexual orientation.

For a full job announcement you may visit our web site at:
http://www.salisbury.edu/hr/Jobs/default.asp?asearch=staff

KEAN
UNIVERSITY
www.kean.edu

Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

Kean University invites nominations and applications for the position of Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs is the chief academic officer, second-ranking campus officer and who works closely with the President. Administrative responsibilities include providing academic leadership, budgeting, planning, development, review and coordination of all academic programs and services.

Qualifications: Candidates for the position must have an earned doctorate or equivalent terminal degree and a record of distinguished university/college teaching, research and public service to qualify for the rank of full professor. The qualifications include: (a) at least five years of significant and successful administrative experience in a comprehensive university with a diverse student population; (b) demonstrated ability to provide sustained leadership in a dynamic and rapidly changing academic environment; (c) commitment to excellence in teaching, research, service and shared governance; (d) expertise in academic planning and program development; academic personnel and faculty development; and research and creative activity; and (e) an ability to maintain collegial relationships and work as a team player. The candidate should have demonstrated competencies in: (a) budget administration; (b) faculty development and personnel management; (c) program planning, development, evaluation and resource allocation; (d) decision-making and policy development; and (e) written, oral and interpersonal communications.

Kean University is a comprehensive, public university with an enrollment of approximately 13,000 students in 42 undergraduate and 24 graduate programs in the five colleges including: The College of Arts, Humanities and Social Sciences, the College of Education, the College of Business and Public Administration, the College of Natural, Applied and Health Sciences and the Nathan Weiss Graduate College. The University has approximately 1400 employees, including full and part time faculty, professional staff and administrators. The campus has a highly diverse student body including a significant number of non-traditional working adult students. The university, two miles from Newark Liberty Airport and 30 minutes from New York City, sits on two adjoining campus sites covering 155 acres.

Starting Date: The position is available January 1, 2004. Salary is competitive.

Nomination and/or Application: Nominations and applications should be submitted no later than **September 15, 2003**. Consideration of applications will begin on October 1, 2003. Applications should include a cover letter, a current resume, and the names, addresses and telephone numbers of at least five current references. References will not be contacted without the permission of the candidate.

Please submit nominations and applications to: **Provost/Vice President Search Committee, c/o Office of the President, Kean University, 1000 Morris Avenue, Union, New Jersey 07083.**

Kean University is an EEO/AA Employer
Applications from women, minority persons, disabled workers and/or Vietnam Era veterans are especially welcome.

The Culinary Institute of America
Director of Admissions

THE SPELMAN & JOHNSON GROUP

The Institution

The Culinary Institute of America, the world's leading culinary college, seeks a professional for the position of Director of Admissions. Founded in 1946, The Culinary Institute of America enrolls approximately 2,000 students and is located in Hyde Park, New York on 150 acres overlooking the Hudson River. The campus is approximately 75 miles north of New York City. Additionally, approximately 6,000 professionals attend the Institute's continuing education programs in Hyde Park and at the branch campus for continuing education located in St. Helena, California.

The Position

Reporting to the Dean of Enrollment Planning, the Director of Admissions is responsible for the daily operations and management of the Office of Admissions. Responsibilities include managing a staff of 30 and working with the Dean to develop and implement a comprehensive recruitment and admissions plan to increase the size of the applicant pool and improve yield. The Director is also responsible for meeting targeted enrollment goals for each of the multiple entry date cycles, coordinating the admission and financial aid responses to admitted students, and utilizing information technology to support the admissions effort. Additionally, the Director will serve as the primary public presence for the Institute at all on-campus admissions events.

Qualifications

The successful candidate will possess a bachelor's degree, a master's degree is preferred, and at least eight years of progressive experience in admissions and enrollment including at least three years of supervisory experience. Demonstrated success in meeting enrollment goals is essential and experience in managing multiple entry-date cycles is helpful. Strong management skills, a high level of energy, and excellent oral and written communication skills are expected.

Application and Nomination

To ensure full consideration, applications should be received by July 18, 2003. A resume with an accompanying cover letter, or a nomination of an individual for this position, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com**. If you are unable to submit materials electronically, please call Martha Smiles at 413-584-7089.

The Spelman & Johnson Group
Culinary Institute of America - Admissions (HISP)
Martha H. Smiles, Senior Associate

Visit The Culinary Institute of America's website at www.ciachef.edu

The Culinary Institute of America is an Equal Opportunity, Affirmative Action Employer
and encourages the applications of women and minorities.

The UNIVERSITY of VERMONT

Engaging minds that change the world

Executive Director of Affirmative Action and Equal Opportunity

The University of Vermont (UVM) seeks a dynamic individual for a challenging position, as Executive Director of Affirmative Action and Equal Opportunity. UVM is a comprehensive research university with approximately 10,300 students and 3,300 faculty/staff. The University is located in Burlington, the state's largest city, and one of the nation's "most livable" and beautiful cities.

Reporting to the University's President, the successful applicant will provide leadership and counsel for the recruitment, retention, and professional advancement of individuals from historically under-represented groups, in all areas and at all levels of the University.

Additional responsibilities include the following:

- Oversee the data collection, compliance analysis, and reporting of data and quality review for the University's compliance activities in the area of Affirmative Action and Equal Opportunity.
- Oversee the development and implementation of policies and procedures designed to facilitate compliance with federal, state, local and university policy and procedures on non-discrimination and harassment.
- Create and oversee University-wide training programs on issues of affirmative action, equal opportunity, non-discrimination and harassment.
- Adjudicate allegations of discrimination including sexual harassment.
- Serve as university liaison with federal and state agencies related to Affirmative Action and Equal Opportunity.
- Serve as university coordinator for Americans with Disabilities Act (ADA).

Ideal candidates will have five years of progressive experience administering AA/EO programs in a higher education setting and an understanding of issues associated with a public employment. Candidates must have a strong commitment to AA/EO, a proven record of creative leadership in this area, and the ability to work effectively with varied constituencies and viewpoints. The ability to identify and implement innovative approaches to diversifying the University's workforce and strong communications, supervisory and leadership skills are essential. A Master's degree in Human Resources, Human Relations or related field required.

Apply with a cover letter explaining interest and qualifications for the position, resume and the names of three references to: **President's Office, University of Vermont, 349 Waterman Building, 85 S. Prospect St., Burlington, VT 05405.** Preference will be given to resumes received by July 8, 2003.

The University of Vermont is an Equal Opportunity, Affirmative Action Employer
Applications from women and minorities are encouraged.

Broward
Community
College

President

Fort Lauderdale, FL

The Board of Trustees of Broward Community College invites nominations and applications of qualified and interested candidates for the position of President. The current President, Dr. Willis Holcombe, plans to retire on January 31, 2004, after 17 years of outstanding service. The President is the chief executive officer of Broward Community College and reports to and works closely with the Board of Trustees. The President is charged with leading the College academically, administratively, and financially, guided by the College's mission and values. He/she works with the Board and Senior Management leaders of the College to formulate and advance the vision of the institution, as well as implement the specific initiatives and policies adopted to achieve that vision.

Broward Community College is a public, comprehensive two-year college that is fully accredited by the Southern Association of Colleges and Schools. It is a large, three-campus, three-center, urban institution serving 52,140 credit/non-credit students plus 14,826 students served by the Center for Economic Development, with a full-time equivalent student count in excess of 22,000.

Located in Southeast Florida, BCC opened in 1960 as the first public higher education institution in Broward County. BCC functions as the principal provider of undergraduate higher education for the residents of Broward County. The population of Broward County is approximately 1.7 million currently and is expected to grow to 2.4 million within 10 years. Both the community and the College are ethnically diverse and will become more so as the growth continues.

Through a wide variety of degree/certificate programs and continuing education courses, the college attracts a very diverse student population, including individuals planning to: achieve a Bachelor's Degree, receive a technical degree or certificate, acquire a new job skill, and seek education for personal enrichment. In addition, the college is also a center for cultural activity; a resource for business development; and an avenue for continued skill upgrading and retraining. As a public comprehensive community college, the college strives to fulfill its role as a significant part of America's higher education effort.

Professional qualifications include:

- Master's Degree required, an earned Doctorate from an accredited institution highly preferred
- At least five years experience of senior management in educational leadership or in an equivalent leadership capacity

The successful candidate will be an accomplished, energetic leader who can demonstrate the ability to:

- Understand and articulate the mission of Broward Community College, as well as the community college mission at the state and national level
- Understand and respect the teaching/learning process in a two-year college
- Demonstrate successful experiences in issues of diversity and in the ability to lead a college that values diversity
- Work with faculty and other constituents in a collaborative manner, recognizing union status and the collective bargaining process
- Form partnerships with business/industry, educational and other agencies in the community for the purposes of educational and economic development
- Support and promote the use of existing and emerging technologies in teaching and in general college operations
- Exhibit good oral, written, listening, communication and motivational skills in both public and informal settings
- Lead a college that expects growth through the next decade
- Be visionary, creative and open to people and new ideas
- Be visible and accessible to the college and community
- Support professional development for all employees
- Solve problems
- Show evidence of ethical, honest, and forthright leadership
- Understand the relationship between a President and an appointed Board of Trustees
- Understand the relationship between the college and BCC Foundation Board in fundraising and grant procurement
- Understand the fiscal issues of higher education and have demonstrated skills in budgetary management
- Understand the importance of global education at the community college and communicate it at the local, state and national levels

Persons meeting these requirements are encouraged to submit the following application materials: a BCC application, a letter addressing how the candidate's experiences match the professional and profile requirements outlined, a resume or curriculum vita, and the names, titles, addresses, home and work telephone numbers, and e-mail addresses of at least five references. The materials should be forwarded to the **Presidential Search Committee, c/o Personnel Operations, 111 East Las Olas Blvd., Ft. Lauderdale, Florida 33301.** Questions concerning forms or requests for a brochure can be addressed to Lesley Higgins or Kim Brodsky, Personnel Operations at (954) 201-7583, (954) 201-7332, (toll free) 1-800-682-3646, or e-mailed to lhiggins@broward.edu. Confidential questions about the position should be addressed to Dr. Jeff Hockaday, Search Consultant, 919-461-0509, e-mail jhockaday@mindspring.com.

Submissions are encouraged by July 28, 2003. The Search Committee will begin reviewing applications after that date. Applications will be accepted and reviewed until the position is filled. Please visit our website at **www.broward.edu**.

BCC is committed to the principle of diversity. We are interested in receiving applications from a broad spectrum of people including women, minorities, veterans, & disabled individuals.

WESTERN CONNECTICUT STATE UNIVERSITY

Communications & Theatre Arts Department

Assistant Professor

Western Connecticut State University is seeking Assistant Professors of Communications for one-year, special appointments beginning in the Fall 2003. We seek generalists in communication studies for courses in interpersonal, group communication, and some experience or interest in any of the following: intercultural, nonverbal, family, organizational communication, public speaking or argumentation and debate. Ability to teach in mass communication/media studies a plus, in courses involving media criticism, history of communication, critical theory, cultural studies or rhetorical criticism. Our faculty teach four courses per semester and are actively involved in advising, committee work and campus life.

Qualifications: Minimum requirements are teaching experience in communication and an advanced degree in communication or media studies. Additional consideration will be given to candidates with evidence of scholarly activity, and a dedication to service activities appropriate to a teaching university and a Ph.D. or near completion ABD.

Application Process: Interested candidates should send a letter of application that addresses the position, current vitae, and the names and contact information of three references. Please include whatever supporting material may be appropriate (teaching evaluation summaries, writing, etc.) **Send to Professor Katy Wiss, Chair, Communication Search Committee, Dept. of Communications & Theatre Arts, WCSU, 181 White St., Danbury, CT 06810.** Material may be emailed as an MS Word attachment to: **wissk@wcsu.edu.** Consideration will begin immediately and continue until the position is filled.

WCSU is an AA/EEO Educator/Employer.

ST. MARY'S UNIVERSITY

Vice President for Enrollment Management

The President and the Vice Presidential Search Committee of St. Mary's University invite applications and nominations for the position of Vice President for Enrollment Management. The Vice President reports directly to the President and on the recommendation of the President, is appointed by the Board of Trustees for a renewable term of three years. The Vice President leads the offices of undergraduate admissions, admissions marketing, and financial assistance; the successful candidate should have significant experience in all three of these critical areas. Of particular importance is the Vice President's knowledge of and ability to work with other executives and staff members in implementing an integrated marketing plan. The Vice President must provide leadership in the use of technology for internal analysis and reporting of enrollment and financial aid information, and in the use of the Internet and web-based enrollment strategies.

The Vice President coordinates campus activities with regard to retention efforts, external programs and agencies related to college preparation and enrollment funding. The Vice President will be the primary executive responsible for coordinating the university's strategic efforts in meeting undergraduate enrollment objectives proposed in the university's Strategic Plan, Vision 2006. In addition, the university expects to evaluate its graduate and non-traditional enrollment management activities over the next year and the Vice President will play a leadership role in this evaluation. With the Academic Deans, the Vice President serves on the University's Academic Council.

St. Mary's University is an urban university located in San Antonio, Texas. Founded in 1852 by Marianist Brothers and Priests, it is the oldest Catholic university in the southwest. Rooted in the Catholic intellectual tradition, the University strives to contribute to the urgent task of extending justice, freedom and dignity to all people. While there is no requirement that the successful applicant must be Catholic, he or she should share values consistent with the mission of the University. St. Mary's is one of three institutions of higher education in the United States owned by the Society of Mary.

As a Catholic university in the Marianist tradition, St. Mary's is committed to educating our students in a setting that provides both liberal arts and professional preparation, and most importantly links these two educational perspectives. A strong core curriculum ensures that all of our graduates will possess the values, knowledge, and technical skills that will enable them to contribute to society in meaningful and helpful ways. St. Mary's is also committed to service to our society, as evidenced by the involvement of many of our students, faculty members, administration, and staff in service learning projects and activities both inside and outside the classroom.

With a total enrollment of more than 4,100 students and a 54% Hispanic student body, St. Mary's prides itself on its 151 years of service to the nation, Texas, and South Texas in particular.

Due to the importance of providing appropriate leadership regarding our academic mission, it is preferred that the successful candidate demonstrate appropriate experience in the areas of admissions, financial assistance, admissions marketing, and enrollment management technology. As an institution that prides itself on its diversity, we welcome applications from men, women, minority and majority group members who feel that they can strongly support our mission.

To apply, please send a letter of application, curriculum vitae, and the names, addresses, and phone numbers of three individuals who can provide recommendations, postmarked by **June 30, 2003.** *AA/EOE*

Vice Presidential Search Committee
c/o David P. Manuel, Ph.D
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78228-8501
Web Site: www.stmarytx.edu/outreach/employment

R·I·T

Registrar

Rochester Institute of Technology invites nominations and applications for the position of Registrar. RIT is a privately endowed, coeducational, technological university located on a 1300-acre campus in suburban Rochester, NY. The Institute enrolls approximately 15,000 full and part-time undergraduate and graduate students preparing for technical and professional careers. Its eight colleges include Applied Science and Technology, Business, B. Thomas Golisano College of Computing and Information Sciences, Kate Gleason College of Engineering, Imaging Arts and Sciences, Liberal Arts, Science, and the National Technical Institute for the Deaf.

General Summary: The Registrar is responsible for the leadership and management of all programs, services, operations and personnel of the Registrar's Office. Responsibilities include the management and security of student academic records; provision of registration and scheduling services; collaboration with constituencies to implement and monitor applicable academic policies, academic services, reporting requirements and various publications and services; ensuring compliance with state and federal regulations; identification and implementation of emerging technologies and data management processes. The Registrar is responsible for maintaining and advancing RIT as a leader in delivering technology to enhance student service. The Registrar reports to the Associate Provost for Academic Programs.

Minimum Requirements: The successful candidate will possess, at minimum, a Masters Degree in a related field, and at least 8 years of progressive management experience in managing student academic records services in higher education. Demonstrated knowledge of student data management systems and associated technology is required.

Other Requirements: Other requirements include a proven record of providing excellent service to all constituencies, innovation and problem solving; excellent management skills in the areas of fiscal and human resources and the functional management of complex information systems; and outstanding communication skills. It is highly desirable that the successful candidate will possess and maintain a sense of humor in demanding situations. Additional information may be obtained at **http://www.rit.edu/~605www/**.

To Apply: Review of applications will begin immediately, but applications will be accepted until the position is filled. Anticipated start date for this position is fall 2003. Resume, with cover letter and three references, should be submitted electronically to: **Linda Lagree-033 (ljlapo@rit.edu)**. Please reference Job #033.

RIT is an EEO/AA employer. RIT values diversity and encourages minorities and women to apply.

The University of Michigan
Ann Arbor

Dean,
College of Pharmacy

The University of Michigan invites nominations and applications for the position of Dean of the College of Pharmacy. The College of Pharmacy is a research-intensive unit committed to excellence in professional and graduate education. The College offers programs leading to the Pharm.D. degree in the professional curriculum and the Ph.D. degrees in Medicinal Chemistry, Pharmaceutical Sciences, and Social and Administrative Sciences.

The Dean is responsible for providing academic, administrative, and fiscal leadership to the College and reports directly to the Provost and Executive Vice President for Academic Affairs. The Dean is expected to be a passionate advocate for the College in its relations with internal and external constituencies. In order to continue the overall excellence of the College, the Search Advisory Committee is seeking candidates with the following attributes: an earned doctorate or equivalent experience in a discipline related to the overall mission of the College, a distinguished scholarly record in research and education appropriate for a tenured appointment in the University at the rank of Professor, demonstrated leadership and administrative abilities, an understanding of current issues in pharmacy and health care, a dedication to the goals of affirmative action and to developing a fully diverse faculty and student community, and a commitment to resource development.

Nominations and applications will be reviewed beginning August 2003 and will be accepted until the position is filled. Individuals from under-represented groups are encouraged to apply. Correspondence should be addressed to:

Professor Henry I. Mosberg
Chair, College of Pharmacy Dean Search Advisory Committee
Associate Dean for Research and Graduate Education
and Professor of Medicinal Chemistry
3074 Fleming Administration Building
Ann Arbor, MI 48109-1340
Email inquiries may be addressed to Professor Mosberg at
pharm.search.chair@umich.edu

For more information about the College of Pharmacy, see
http://www.umich.edu/~pharmacy/

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner.

The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane, Spokane Community College invites applications for the following tenure track positions:

Position	**Review Begins**
Culinary Arts Instructor	July 10, 2003
Electronics Instructor	July 9, 2003
Horticulture Instructor	July 8, 2003
Nursing Instructors (2 positions)	September 17, 2003

Salary $39,730-$56,658. For official application, position details and qualification requirements contact **Human Resources Office, Community Colleges of Spokane, 501 North Riverpoint Blvd., Suite 125, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000, hro@ccs.spokane.edu** or access our website at **www.ccs.spokane.edu.** (509) 434-5040, TTY (509) 434-5059. *EOE/WMA*

LIBRARIAN/HEAD, ACCESS SERVICES
Instructor/Assistant or Associate Professor

Under the direction of the Assoc. Librarian for Public Services, provides leadership, organization and management of all operational aspects of Main Library Circulation, Reserves, Stacks, Microforms, and Interlibrary Loan/Document Delivery; responsible for planning, coordinating, developing, interpreting, and implementing systemwide policies and procedures; coordinates Access Services with branch libraries; supervises, trains, and evaluates five full-time staff; allocates and manages the student assistant budget; collects and analyzes user statistics and makes recommendations about space utilization; plans and implements electronic reserves; participates in reference, instruction and collection development. **Qualifications:** M.L.S., or its equivalent from an ALA-accredited library school; an additional Master's degree or PhD necessary for appointment at Assistant or Associate Professor. **Highly desirable:** Increasingly responsible managerial and supervisory experience in a library setting; strong interpersonal and excellent written and oral communication skills; demonstrated knowledge and experience with current and emerging trends and technologies related to circulation, reserves, interlibrary loan, document delivery systems; experience with Ariel and integrated library systems, preferably Ex Libris Aleph; strong commitment to customer relations and ability to establish and maintain effective relationships in a culturally diverse community of faculty, students and staff, initiative, self-direction and ability to work independently and in collaboration with others; ability to meet tenure and promotion requirements.

Salary: Instructor: $32,133 - $52,123; **Assistant Professor:** $35,031 - $61,111; **Associate Professor:** $45,651 - $73,028, commensurate with qualifications and experience. Excellent fringe benefits. 35-hour, 5-day work week.

Position is available July 1, 2003. Review of applications will begin immediately and will continue until the position is filled. Send resume and names (with addresses, telephone, fax numbers, email addresses) of at least three current references to:

Dr. Louise S. Sherby, Chief Librarian, Hunter College
Libraries, 695 Park Avenue, New York, N.Y. 10021
Louise.Sherby@hunter.cuny.edu

HUNTER
THE CITY UNIVERSITY OF NEW YORK

Hunter College is an Equal Opportunity/Affirmative Action/IRCA/Americans with Disabilities Act Employer. Females, minority group members, disabled persons and veterans are encouraged to apply for this position.

SEARCH EXTENDED
INSTRUCTIONAL COORDINATOR (ESL)
Division of Adult & Family Services

(Subject to grant conditions and funding)

Master's Degree in English As A Second Language, Linguistics, Speech Pathology, Foreign Language or related field. Minimum five years related experience teaching, administration of ESL and adult education programs and services at community colleges and universities. Strong bi-lingual speaking and writing skills preferred. Requires frequent evenings and some weekend work. Salary range $38,593-$42,728. Application deadline July 11, 2003. Application and inquiries should be directed to:

JOLIET Junior College

Human Resources Center
JOLIET JUNIOR COLLEGE
1215 Houbolt Rd. • Joliet, IL 60431
Fax: 815-729-3331
www.jjc.edu/hr

An equal opportunity/affirmative action college supporting diversity

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Mansfield University

is a small rural campus with 70 degree programs and 3,368 students. It's located in north Central Pa, 45 minutes north of Williamsport, PA and a half hour south of Corning and Elmira NY. Mansfield is a wonderful combination of a collegial family atmosphere, scholarly activity, close working relationships with students and cutting edge technology in both communication and the classroom.

Check our website for career opportunities at

www.mansfield.edu

MANSFIELD UNIVERSITY

Dean of Students

Drake University seeks an energetic, innovative, entrepreneurial leader committed to academic excellence and student advocacy who can articulate a clear vision for student affairs and who will work jointly with students, faculty, and staff throughout the entire university.

Drake University is a private, comprehensive university of approximately 5,000 students located in Des Moines, the capital city of Iowa. Drake University is committed to the continued development of a diverse learning community integrating liberal arts and five professional schools with a broad range of educational programs and experiences.

Responsibilities: The Dean of Students initiates and provides strategic direction on policies, programs and responses related to a broad range of student life issues. The dean supervises all student life programs and coordinates the personnel services and programs related to the university's student development efforts, including: Residential Life, Student Activities, Counseling Services, Greek Life, Campus Ministry, Drug and Alcohol policies, Student Government, Health Services, and Leadership Development. The dean sets the strategic direction for student life programs, makes recommendations on related policies, and serves as a member of the Deans Council and the President's Senior Advisory Council and works closely with the Board of Trustees Student Life Committee. For a full job description, see employment opportunities at *http://www.drake.edu/hr/employment.html.*

Minimum requirements: A master's degree in college student personnel or another appropriate field of graduate study, extensive experience in higher education with at least three of those years providing leadership to people and programs; a record of increasingly complex work responsibility; demonstrated understanding of student learning and development; commitment to diversity and multiculturalism; and excellent interpersonal, communication, crisis response, and conflict management skills.

Preferred qualifications: Doctoral degree in an appropriate field of study; increasingly complex work experiences in higher education with substantive work experience in a student affairs organization; demonstrated accomplishments related to student success and retention, and commitment to affect a strong sense of community.

To apply, send letter of interest, résumé, and names/contact information of three references to Provost Ronald Troyer, Drake University, 2507 University, Des Moines, IA 50311. Electronic applications may be sent to *ronald.troyer@drake.edu*. Review of applications will begin June 13 and continue until the position is filled.

DRAKE UNIVERSITY

Drake University is an affirmative action, equal opportunity employer and actively seeks applications from women and minority candidates.

1448

WINSTON SALEM STATE UNIVERSITY

SEARCH FOR
ASSISTANT VICE CHANCELLOR FOR UNIVERSITY RELATIONS

Winston-Salem State University, a historically black, regional, comprehensive, liberal arts university, is one of the 16 constituent institutions in the University of North Carolina. Located in the Piedmont Triad, the university enrolls approximately 3,500 students and employs approximately 200 full-time faculty. The university has been targeted for significant growth over the next 8 years.

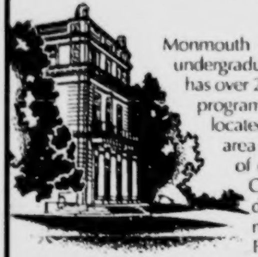
QUALIFICATIONS: Minimum requirements include: Bachelor's degree from an accredited institution of higher education; advanced degree preferred. Five or more years direct experience as a senior-level public relations manager in a university setting or related experience; must have demonstrated skills in strategic planning of public relations. Strong communication skills, written, verbal and listening. Demonstrate strong organizational planning and problem-solving skills. Work experience in at least two of the following areas: media relations, strategic planning for public relations, marketing or publications. Experience with and commitment to the land-grant tradition.

DUTIES: The successful candidate will lead, direct and provide oversight for programs and policies of the department of Media Relations, which includes public relations, publications and university-wide marketing and communications. Responsibilities include: directing a comprehensive communications program; leading internal and external marketing efforts, overseeing photography and video production, media relations and serving on a university-wide marketing and promotions committee.

APPLICATION: Applicants should send a letter of application describing their qualifications for the position; a comprehensive resume; and the names, mailing and e-mail addresses, and telephone numbers of at least three references to: **Mr. Lee Weaver Richardson, Chair, Search Committee, Winston-Salem State University, Campus Box 19537, Winston-Salem, NC 27110**. Position is available immediately. For more information about the university, visit our Web site at **http://www.wssu.edu**

Winston-Salem State University is an equal opportunity, affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply.

Communication Instructor (2003-2004)



Monmouth University is an independent, nonsectarian undergraduate and graduate institution. The University has over 200 full-time faculty and more than 50 degree programs serving 6,000 students. Monmouth is located in the media rich central New Jersey coastal area within 1 hour of New York City and 2 hours of downtown Philadelphia. The Department of Communications is a dynamic growing department that serves 550 undergraduate majors and offers an MA in Corporate and Public Communication.

Teach four core courses per semester most likely selected from the following: Introduction to Communication, Interpersonal Communication or Nonverbal Communication, and Critical Discourse (a hybrid course that includes elements of group and public communication with critical thinking, argumentation and debate.

Candidate must have student centered teaching experience, a Master's degree in Communications. Preference will be given to candidates with successful teaching experience with basic communication courses.

Applicants should send a letter of application, vitae and three references, to: Dr. Don R. Swanson, Chair, Dept., of Communication, Monmouth University, West Long Branch, NJ 07764 or e-mail: dswanson@mondcc.monmouth.edu Review of application files will begin June 9, 2003.

MONMOUTH UNIVERSITY

An Equal Oppty/Affirmative Action Employer

Colgate

Hamilton, NY

Assistant Dean for Administrative Advising

Colgate University is accepting nominations and applications for an Assistant Dean for Administrative Advising. The Assistant Dean serves as one of five administrative advisers providing broad personal and academic counsel and support to undergraduate students. The Assistant Dean oversees international student support and advising programs including international student orientation, and is adviser to transfer students. As a member of the student affairs management team, the Assistant Dean assists with crisis response efforts and plays an active role in policy development and strategic implementation of division-wide initiatives.

Master's degree preferred; BA required. The successful candidate should have a minimum of three years professional experience in higher education or related field. Must have strong written and oral communication skills; experience with quantitative and qualitative research methods a plus. Should have solid understanding of the liberal arts.

Send letter, resume and references to:

Colgate University
Human Resources Department
Attn: Assistant Dean Search
13 Oak Drive
Hamilton, NY 13346
315-228-7565

Review of resumes will begin immediately and continue until position is filled.

Colgate is an Affirmative Action/Equal Opportunity Employer. Developing and sustaining a diverse faculty and staff further the University's educational mission. Women and minority candidates are encouraged to apply.

HILLSBOROUGH
Community College

Located in the Tampa Bay area on Florida's sunny Gulf coast, Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. HCC offers competitive pay and benefits in a diverse, multicultural environment dedicated to serving our students and our community.

Vice President of Information Technology (Position Number TBA) Requires Master's Degree (prefer Doctorate in Education or Technology) and at least 5 years administrative experience in a higher education setting with teaching experience desired. Cabinet-level college officer responsible for the administration and leadership of all technology. Overseas all areas of networking, computing, instructional and distance learning support, telecommunications, training and Web development.

Vice President for Administration/Chief Financial Officer (Position Number AFCC0010). Requires Master's Degree (preferably Business, Finance, Public or Educational Administration or closely-related field) and at least 10 years prior related work experience. Prefer active license to practice as CPA. The ideal candidate will possess both public and private sector experience. Directs, plans, coordinates, and oversees the College's financial and administrative functions. Manages Auxiliary Services (district printing, mail, telephone and security operations), Physical Facilities, Construction, and Records Management.

Review complete job descriptions at the College's website
www.hccfl.edu/jobs/jobs.html

Submit (1) completed HCC Application for Employment (online applications accepted) and (2) copy of diploma/academic transcript from regionally accredited institution of higher education. For Information Technology, if applicants hold an active CPA license, submit a copy of their license at the time of application. Applicants encouraged to submit resume/other supporting documents. All documents must be received in Employment on or before closing date of Wednesday, July 16th, 2003.

PRESIDENT/CEO

ILLINOIS COMMUNITY COLLEGE BOARD

SPRINGFIELD, ILLINOIS

With the successful conclusion and pending retirement of our President/CEO's career, the Illinois Community College Board (ICCB) invites applications and nominations for the position of President/CEO. The ICCB is the state coordinating board for community colleges. The President/CEO reports to the Board whose eleven members are appointed by the Governor with Senate confirmation and one student advisory member. The President/CEO of the ICCB works in close consultations with members of the Board and various advisory groups to provide overall leadership and direction for the ICCB and the colleges. Leading candidates for the position of President/CEO will have demonstrated knowledge and/or experience with the Illinois community college system, its rules, regulations, funding formulas and issues, and its colleges. A doctorate degree is preferred. Consideration will be given for other degree achievements and a history of successful executive management experience preferably in the education arena.

Application Information:

The "Profile" brochure which contains details on the ICCB, and the application instructions can be viewed on our website: **http://www.iccb.state.il.us/HTML/pdf/ceoprofile.pdf** or may be requested by contacting: **Sarah Aughenbaugh, Director of Human Resources, 401 E. Capitol Ave., Springfield, IL 62701**. Telephone: 217-785-0212, email: **saughenbaugh@iccb.state.il.us**. The deadline for applications is **July 30, 2003**.

All inquiries, nominations, and applications will be held in strictest confidence.

The Illinois Community College Board is an equal opportunity employer/affirmative action employer and actively seeks nominations of, and expressions of interest from, minority and female candidates.

California State University
Northridge

PROVOST AND VICE PRESIDENT ACADEMIC AFFAIRS

California State University, Northridge, one of the largest of the 23 campuses of The California State University system, is located twenty-five miles northwest of central Los Angeles in the San Fernando Valley, a dynamic and diverse community of over one million people. The university enrolls approximately 32,000 students whose backgrounds and interests mirror those of the greater Los Angeles area. The students are supported by approximately 4,000 faculty and staff. Eight colleges offer baccalaureate degrees in 58 disciplines, Master's degrees in 50 fields, and 27 credentials in the field of education. The university is recognized as one of the leading institutions in teacher preparation in California and the nation, and was one of four institutions selected by the Carnegie Corporation of New York to participate in the Teachers for a New Era Initiative. **Responsibilities:** The Provost and Vice President for Academic Affairs is the primary advisor to the President on all matters affecting the academic programs of the university and is a key member of the President's Cabinet. Key academic issues requiring the leadership of the Provost include: overseeing the campus effort to improve teacher education and the launch of the Teachers for a New Era Initiative; implementing the campus effort to improve retention and graduation rates; and documenting the effectiveness of the university's academic programs. **Qualifications:** Earned doctorate from an accredited institution and have achieved full professor status. Must have substantial experience and demonstrated successful leadership and achievement in higher education academic administration for at least three years as an administrator at or above the level of Dean. Experience as Provost preferred. **Salary/Benefits:** Salary is dependent upon qualifications. The university offers excellent fringe benefits. Effective Date of Appointment: **January 2004. Applications:** Candidates must submit a cover letter and a current resume including the names of five professional references and salary history for the last five years. Review of applications begins **August 1, 2003.** We are being assisted in this search by Jean Dowdall, Ph.D., of EMN/Witt/Kieffer. Submission of all materials as attachments in MS Word is strongly encouraged; please address them to **CSUNorthridge@wittkieffer.com**. Items that cannot be sent by email may be mailed to our consultant at **EMN/Witt/Kieffer; 98 Old South Rd.; Nantucket, MA 02554**. See our Web site at **http://www-hrs.csun.edu/employment** for a complete description of the position and qualifications.

An equal opportunity employer.

WESTERN CONNECTICUT STATE UNIVERSITY
DIRECTOR OF HOUSING & RESIDENCE LIFE

Western Connecticut State University seeks a dynamic, team-oriented, high-energy and seasoned individual to direct the University Housing & Residence Life Operations. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System. WCSU has six residence halls with approximately 1,425 residential students. Five residence halls are located on two separate campuses, a sixth temporary facility is located at a local hotel, and a seventh residence hall facility is in the planning stages. The residence facilities are used during the academic year for the traditional residence students and during the summer months for outside groups.

Duties and Responsibilities: Reporting directly to the Dean of Student Affairs, the Director of Housing & Residence Life duties include but are not limited to:

1. Overall supervision of eight professional, one clerical, and 13 maintenance employees.
2. Assignment of students to on-campus housing. Assisting students and faculty in finding off-campus housing.
3. Development and implementation of policies for effective day-to-day operation of the Housing Office and Residence Halls.
4. Development of orientation and in-service training programs for residence hall staff.
5. Coordinate maintenance and repair of residence halls with the Superintendent of Buildings and Grounds.
6. Ordering and maintaining proper inventory of supplies, equipment and services required by the residence halls.
7. Serve as advisor and resource person for the Inter-Residence Hall Council.
8. Coordinate disciplinary aspects of residence life.
9. Assist in planning and designing of new residence halls, including selection and requisitioning of moveable equipment.
10. Coordinate use of residence halls by outside groups during the summer and other "off-peak" periods.

Minimum Qualifications:

- Master's degree is required.
- Five years of experience in University administration, including three years in Housing/Residence Life.
- Demonstrating ability to formulate and implement Housing/Residence Life Policy and to supervise staff.
- Familiarity with Banner Student Record System or another Integrated Student Record System is desirable.

Application Process: Application package should include 1) A cover letter; 2) Current curriculum vitae; 3) Names, addresses, and telephone numbers of three professional references to: **Dr. Paul Bryant, Dean of Student Affairs WCSU, 181 White St., Danbury, CT 06810.** *Salary:* Negotiable, excellent benefit package. *Deadline:* Applications must be received by July 25, 2003. *Anticipated Starting Date:* August 2003. For more information about Western visit our Web Site at **www.wcsu.edu**.

WCSU is an AA/EEO Educator/Employer.

COMMUNITY COLLEGES OF SPOKANE

Chief Operations Officer

Community Colleges of Spokane (CCS), a multi-institution system serving six counties in eastern Washington, invites applications and nominations for the position of Chief Operations Officer (COO).

The Chief Operations Officer reports directly to the Chancellor/Chief Executive Officer and is responsible for assigned operational and general services, programs and unit administration for the community college district including facility management, information technology, telecommunication and related services. Serves as a chief operations adviser and executive team member to the Chancellor/CEO, and performs related duties as assigned.

Minimum Qualifications: Masters in Business Administration, Information Systems, Public Administration, Facilities Management or a strongly related field of study from an accredited institution of higher education. Five (5) years of progressive responsibility as a manager of general support or operational services/functions related to this position. Salary is $99,550.

Applications and nominations will be accepted until the position is filled. However, the CCS Chief Operations Officer screening committee will begin reviewing applications July 18, 2003. Submissions are encouraged prior to that time to ensure consideration. **For application information visit our website at www.ccs.spokane.edu, e-mail hro@ccs.spokane.edu or call (509) 434-5037.**

Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the district's diversity are welcome.

For TTY service, call (509) 434-5059.

FRIENDS
UNIVERSITY

Friends University is seeking applications for full-time, tenure track faculty positions located on our Wichita, Kansas campus. Salary and rank are dependent upon qualifications.

Sociology (SP03-321/HI)
The successful candidate will represent the sociological perspective in a six person division of Social and Behavioral Sciences in our College of Arts & Sciences. Duties will include teaching introductory and advanced courses, advising majors and program planning for an interdisciplinary Human Services/Sociology Major. This candidate will also be expected to engage students in community services, experiential learning and urban awareness. An earned doctorate and teaching experience in higher education are required.

Education (SP03-322/HI)
This position will support our Education division in the College of Arts & Sciences through teaching in the teacher credentialing program (educational foundation or methodology courses), participating in faculty meetings, committees, advising and college and credentialing activities (including program review). The successful candidate will have knowledge of NCATE and/or state education department accreditation processes; successful K-12 teaching experience and experience in supervision of field experiences; hold the ability to develop and maintain strong public relations with personnel from area schools; strong facilitation and collaboration skills, focus on diversity and integration of technology in coursework; knowledge of teaching standards and outcomes assessment and professional development. The candidate with a current teaching license, earned doctorate or Ed.D. and teaching experience in higher education is preferred.

Business (SPO3-320/HI)
This position will support our Business division in the College of Arts & Sciences. The successful candidate will teach undergraduate classes in business with emphasis on strategic management, business policy and marketing. Classes may be offered days and evenings. A doctorate in field is preferred; a master's degree and teaching experience are required.

Friends University offers a complement of traditional undergraduate majors, non-traditional adult degree-completion programs, and professional graduate programs to more than 3,000 students. Founded in 1898, the main campus is located in a well-maintained, park-like setting in the heart of Wichita, KS, an urban complex of 400,000+ persons that is rich in arts, education, leisure and commercial resources. Known for its quality and innovative programs, Friends University also serves students at three additional permanent sites in Kansas and Missouri. The Friends University mission is to provide a high-quality undergraduate and graduate education that incorporates liberal arts instruction and professional studies within the context of the Christian faith.

Email/Mail/Fax cover letter referencing job number above, resume, names/phone numbers of three professional references to: **Dr. John Yoder, Vice President, Academic Affairs, Friends University, 2100 W. University St., Wichita, KS 67213**. Fax: (316) 295-5665. E-mail **brimager@friends.edu** Application materials should be submitted by **7/9/03** . *EOE*

REGISTRATION & INTAKE SPECIALIST

PART-TIME

Division of Adult & Family Services

(Subject to grant conditions and funding)
High school diploma or equivalent required. Some college preferred. Strong computer/data entry skills. Bilingual (Spanish) helpful. Minimum salary $11.21 per hour. Application deadline July 11, 2003. Applications and inquiries should be directed to:

JOLIET
Junior College

Human Resources Center
JOLIET JUNIOR COLLEGE
1215 Houbolt Rd. • Joliet, IL 60431
Fax: 815-729-3331
www.jjc.edu/hr

An equal opportunity/affirmative action college supporting diversity

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University of
Wisconsin Parkside

Lecturer in Spanish/Lab Director

Lecturer in Spanish (half-time teaching, half-time Language/Multi-Media Lab Director), beg. **August 2003**. *AA/EEO EMPLOYER D/M/V/W*. For further information, please see the UW-Parkside employment opportunities web site:
http://www.uwp.edu/employment/

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

WINSTON
SALEM
STATE
UNIVERSITY

Search for

Associate Vice Chancellor for Finance and Administration

Winston-Salem State University, a historically black, regional, comprehensive, liberal arts university, is one of the 16 constituent institutions in the University of North Carolina. Located in the Piedmont Triad, the university enrolls approximately 3,500 students and employs approximately 200 full-time faculty. The university has been targeted for significant growth over the next 8 years.

WSSU seeks an energetic, committed, and visionary leader for the position of Associate Vice Chancellor for Finance and Administration. This individual reports directly to the Vice Chancellor for Finance and Administration and provides direction and administrative leadership for the following areas: Accounting, Billings and Receivables, Budget and Analysis, Business Services, Contracts and Grants, and Purchasing. In addition, this position reviews and approves reports and responds to requests from the Office of State Budget, Office of State Comptroller, Office of the President, and University administrators relating to tuition and fees, budget, expenditures, financing and debt issues, cost effectiveness, and resource planning. Conducts analyses of departmental operations/costs and submits recommendations to improve efficiency and reduce costs. Develops, monitors, and evaluates the university's budgeting and analysis procedures and the cash management plan to ensure compliance with state guidelines and university priorities.

QUALIFICATIONS: Position requires a Bachelor's degree in Business, Finance, Accounting or related field from an accredited college/university; a CPA, CMA or master's degree is preferred. Eight years of progressively responsible experience in financial management, accounting, financial information systems/analysis/reporting, capital financing, supervision, GAAP, preferably in a North Carolina state government setting. Working knowledge of college and university business practices, state of the art systems and techniques, and data processing applications for business. Ability to effectively present financial and statistical information. Strong analytical, leadership, team-building and communication skills. Commitment to building positive relationships with diverse publics.

APPLICATION: Applicants should send a letter of application, a comprehensive curriculum vitae and the names, mailing and e-mail addresses, and telephone numbers of three professional references to:

Mr. Lee Richardson, Chair of Search Committee
Associate Vice Chancellor
for Finance & Administration
Winston-Salem State University
Campus Box 19537
Winston-Salem, NC 27110

For more information about the university, visit our Web site at **http://www.wssu.edu.**

Winston-Salem State University is an equal opportunity, affirmative action employer.
Women, minorities, and persons with disabilities are encouraged to apply.

SEARCH EXTENDED
ADMINISTRATIVE ASSISTANT
Division of Adult & Family Services

Bachelor's Degree in Business, Human Resources, Computers or related field preferred. Five years experience as executive secretary, administrative assistant, and/or administrative secretary. Bilingual skills desirable. Requires frequent evenings and some weekend work. Salary range $30,766-$34,062. Application deadline July 11, 2003. Application and inquiries should be directed to:

JOLIET
Junior College

Human Resources Center
JOLIET JUNIOR COLLEGE
1215 Houbolt Rd. • Joliet, IL 60431
Fax: 815-729-3331
www.jjc.edu/hr

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Position open until filled, however, applications received after **July 3, 2003** may not receive full consideration. **(All correspondence must include Position title and Position#)**.

Apply to:
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WESTERN CONNECTICUT STATE UNIVERSITY
REGISTRAR

Western Connecticut State University seeks a dynamic, team-oriented, high-energy and seasoned individual to handle the University's Registrar's Office. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

Duties and Responsibilities: Reporting directly to the Vice President for Academic Affairs, the Registrar is responsible for the direction and administration of all phases of registration, scheduling, academic record keeping, and generation of academic data. Specific duties include, but are not limited to:

1. ***Supervise*** the Registrar's staff of five professionals and five support staff.
2. ***Registration*** - In consultation with deans and department chairs, prepares registration schedule, plans and organizes registration of all students, and arranges for the preparation and publication of registration booklets.
3. ***Student Record System*** - Develops and incorporates computerized integrated student database systems, including on-line and remote registration procedures.
4. ***Scheduling*** - Plans and develops a master schedule for all courses and final examinations; assigns all instructional activity, and maintains classroom utilization information.
5. ***Student Records*** - Effectively manages student records, including determination of class roster, recording of grades, commencement lists. Also responsible for security, safe storage and preservations of student records. Maintains and updates electronic course catalog, consisting of current and historical course records.
6. ***Academic Policy:*** Serves to implement, explain, and enforce University's academic and related policies.

Minimum Qualifications:
- Master's degree is required.
- Five years experience in college administration, including three years in a records office, with a demonstrated record of successful managerial leadership and collegial management skills.
- Strong computers skills are essential.
- Knowledge of academic advisement.
- Familiarity with Banner Student Record System or another Integrated Student Record System is desirable.

Application Process: Application package should include 1) A cover letter; 2) Current curriculum vitae; 3) Names, addresses, and telephone numbers of three professional references to: **Dr. Eugene Buccini, VP for Academic Affairs, WCSU, 181 White St., Danbury, CT 06810**. *Salary:* Negotiable, excellent benefit package. *Deadline:* Applications must be received by July 25, 2003. *Anticipated Starting Date:* August 2003. For more information about Western visit our Web Site at **www.wcsu.edu**.

WCSU is an AA/EEO Educator/Employer.

San José State
UNIVERSITY

Director, Planning, Design & Construction
011090

Seeking applicants for the Director, Planning, Design & Construction. Responsible for the operation of the Department of Planning, Design & Construction, providing the vision and leadership to successfully plan and further develop the University's campus. This includes responsibility and oversight of functions and activities assigned to the department. Bachelors degree in planning, architecture, or a related field and ten years management experience in pertinent areas of responsibility, demonstrated knowledge and skills in budget management, planning, design, and construction. Excellent MPP benefits.

For complete description/application call
(408) 924-2266 or visit SJSU's website at
www.sjsu.edu/hr/jobopps/
EO/AA Employer

WAGNER COLLEGE

Visiting Assistant Professor of Education (can lead to a tenure-track position) in Middle/Secondary with an interest in Math/Science for Inclusive Classrooms.

The successful candidate should have an earned doctorate in education (ABD considered) and possess the ability to teach courses at the middle/secondary school levels in an inclusive setting. Candidates with elementary and middle or middle experiences will be considered. The candidate should provide evidence of solid teaching experience, and a strong potential for success in teaching, service, and research. In addition, the candidate should be familiar with national standards in mathematics and science. Send letter of interest, vitae, and a list of at least 3 references to **Dr. Jeffrey Glanz, c/o Wagner College, One Campus Rd., Staten Island, NY 10301**. Review of applications will begin immediately and continue until position is filled. Wagner College is committed to cultural diversity and is an equal opportunity institution that encourages applications from women and candidates from under-represented groups.

Bates | College

PROGRAM COORDINATOR
MULTICULTURAL AFFAIRS/MULTICULTURAL CENTER

Bates College invites applications for the full-time position of Program Coordinator in the Multicultural Center.

Primary duties consists of implementing program logistics, drafting contracts for the Director's review, maintaining office calendar, assisting with the supervision of work- study students, drafting program announcements, correspondence and filing.

REQUIREMENTS: Bachelor's Degree in cultural studies, history, political science or related area, minimum of two years prior experience in cultural program development, strong knowledge of African American, Asian American, Native American and Latina/ o cultures within US context, knowledge of the latter two areas is particularly relevant, work experience with issues related to race and diversity, strong oral and written skills, knowledge and work experience with international student populations. Bi-lingual or multi-lingual ability is desired; experience with mentoring students is preferred. Must be available evenings and weekends.

Review of resumes will begin IMMEDIATELY and the position will remain open until filled. Please send a cover letter, resume and three current references to:

PROGRAM COORDINATOR SEARCH COMMITTEE
BATES COLLEGE
HUMAN RESOURCES
215 COLLEGE STREET
LEWISTON, ME 04240

Visit our Web site at **http://www.bates.edu** or call our job line at **207-753-6959**.

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action program.

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Visiting Professor
Visual & Interactive Communications Department
S.I. Newhouse School of Public Communications

The S.I. Newhouse School of Public Communications at Syracuse University announces a full-time Visiting Professor position beginning August 2003 to teach visual communications. Appointment is for the academic year 2003-04 with the possibility of renewal.

Candidates must be capable of teaching general and specialized courses in graphics and imagery in a communications context to undergraduate and graduate students. A master's degree in communications or related field and/or significant professional experience is required. Prior experience teaching at the college level is preferred.

Knowledge of the use of typography, images and design in the media is required. Area of specialization is open to any media field such as news design, advertising art direction, corporate communications or interactive media. Skills needed, but not limited to, professional experience producing visuals for the media. Candidate should be prepared to present a portfolio of his or her visual communications work or work produced under his or her supervision.

Application reviews begin immediately with the appointment made no later than Aug. 4, 2003. To apply, please send a letter of interest, resume and the names, title and telephone numbers and / or e-mail addresses of three references to: **Dr. Anthony R. Golden, Chair Visual & Interactive Communications Department, S.I. Newhouse School of Public Communications, Syracuse University, 215 University Place, Syracuse, NY 13244-2100.**

Syracuse University is an Affirmative Action/ Equal Opportunity Employer.

MIAMI UNIVERSITY

CURATOR of EDUCATION
Art Museum

Plan and oversee all educational initiatives at the Miami University Art Museum, including museum tours, community outreach programs, as well as regular educational programming and interpretive materials associated with current exhibitions; serve as a member of the planning and implementation team; develop exhibition proposals to fulfill education objectives; develop collaborative relationships to promote the museum as an education resource; participate in grant writing, fund raising and marketing of the Institution's educational activities; create educational programs for youth, University students and the general community; and hire, train and evaluate docents and student volunteers. Requirements include a Master's degree in Art History or Museum Education; 3-5 years experience in museum education, including curriculum development, teaching and program design; strong knowledge of a collections-related field; and excellent writing, speaking, organizational, interpersonal, word processing and data management computer skills. Desired is a Ph.D. in Art History and university museum education experience.

Send letter of application, resume and a list of three references with phone numbers to: **Dr. Robert S. Wicks, Director, Art Museum, Miami University, Oxford, OH 45056, Ph: (513) 529-2238.** *Screening of applications begins immediately and will continue until the position is filled.*

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Miami University's report, *Campus Crime and Safety*, is available at **www.muohio.edu/righttoknow**
A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at:
www.MUOhio.edu

BAYLOR
UNIVERSITY

VICE PRESIDENT FOR UNIVERSITY RELATIONS

Baylor University invites expressions of interest in, and nominations for, the position of Vice President for University Relations.

Baylor was chartered by the Republic of Texas in 1845. It is the oldest university in the state and is a Christian university in the Baptist tradition. It enrolls 14,000 students in its 10 colleges and professional schools. The University is known for its academic excellence and ranks among the nation's top one percent in the number of freshmen National Merit Scholars enrolled. The 432 acre main campus is located in Waco, a community of 200,000 people, midway between Dallas and Austin. Within the course of the next decade, Baylor intends to enter the top tier of American universities while reaffirming and deepening its distinctive Christian mission.

The Vice President for University Relations reports to the President of the University and serves as a member of the Executive Council. This Vice President is the University's chief communication strategist with responsibility for the enhancement of external and internal knowledge and support of its mission and 10-year vision, known as Baylor 2012 (see www.baylor.edu). This person will advise the President and other senior administrators on issues management and strategic constituency opportunities. The primary responsibilities will include the development and execution of communication strategies which will increase the University's reputation for academic and community excellence. This individual has direct supervision for public relations (media relations, the Baylor Magazine, publications and creative services, photography, public TV/radio stations, and special events), alumni services, conference services, continuing education, and youth programs.

This Vice President should have a distinguished record of accomplishment in the areas of public relations, marketing, and communications. The person should have enjoyed success in the development of proactive and aggressive strategic communications programs, preferably in a significant non profit organization. The person appointed to this position must have a commitment to Baylor's historic Christian mission that will allow continuity in maintaining strong relationships with its many constituencies.

The University wishes to appoint this Vice President as soon as possible. All correspondence should arrive no later than July 7, 2003 to the University's executive search consultant:

Jerry H. Baker
Baker-Parker, Inc.
Five Concourse Parkway, Suite 2440
Atlanta, GA 30328-6111
jbaker@bpasearch.com

Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas. As an Affirmative Action, Equal Opportunity Employer, Baylor encourages minorities, women, and persons with disabilities to apply.

UNIVERSITY of VIRGINIA

EXECUTIVE DIRECTOR
THE CURRY SCHOOL OF EDUCATION FOUNDATION

The University of Virginia invites letters of application, curriculum vitae, and nominations for the position of Executive Director of the Curry School of Education Foundation (ED/CSF).

The Curry School of Education; The Curry School of Education is committed to excellence in teacher education, research, and public outreach to K-12 programs in Virginia, the Southeast, and the nation. To accomplish this, its leadership has focused its strategic efforts on expanding its programs and physical facilities to a position of preeminence among education schools (public or private) in the nation. The ED/CSF will focus on the management of resources to enable the Curry School to achieve these goals through philanthropy.

The Position; The Executive Director of the Curry School of Education Foundation oversees and directs fundraising and other advancement activities for all units of the Curry School of Education at the University of Virginia. The ED/CSF is accountable to the Dean of the Curry School of Education, as well as to key volunteer leaders of the Curry School Foundation. The successful candidate will coordinate her/his development strategies with the Senior Vice President for Development and Public Affairs. The ED/CSF has overall responsibility for all fundraising programs and alumni affairs and communications initiatives, and for the relationship management and growth of all constituencies. Additionally, she/he will be responsible for planning and executing a broad-based capital campaign, projected to be in the $50 million range.

Qualifications; A seasoned, polished fundraising professional who knows and understands higher education and who possesses the leadership skills to enhance a fundraising organization. A mature, charismatic personality able to marshal the full fundraising potential of the Curry School of Education. Leading candidates will have: Significant development, marketing or sales experience; Background in a sophisticated non-profit environment or prominent university setting (preferred); Strong personal work ethic, self-motivated and results-oriented; Ability to build and lead complex organizations through effective management and team-building; Demonstrated achievement in a major capital campaign (preferred); Success in major gift cultivation and solicitation ($100,000 and above); Willingness to travel, at times extensively; Advanced degree (preferred); bachelor's degree (required).

For a complete job description visit http://curry.edschool.virginia.edu/positions/. Application letters, curriculum vitae, and names and addresses of five references should be addressed to:

Robert D. Sweeney, Senior Vice President for Development and Public Affairs
University of Virginia, c/o University Recruitment & Staffing
P.O. Box 400127, Charlottesville, VA 22904-4127
Or email to: executivesearch@virginia.edu, Attn: ED/CSF

Applications will be considered until the position is filled, however responses by July 15, 2003, are encouraged. For more information contact University Recruitment & Staffing at: executivesearch@virginia.edu. All inquiries, applications and nominations will be held in the strictest of confidence.

The University of Virginia is an Equal Opportunity/Affirmative Action Employer
Women and members of minority groups are strongly encouraged to apply

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SAVE THE DATES

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For More Information Contact:

American Council on Education
One Dupont Circle NW
Washington, DC 20036
(202) 939-9410
Fax: (202) 833-4760
E-mail: annualmeeting@ace.nche.edu

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July 22

Volume 13 Editorial Index
September 22
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Sept. 2

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Dean of the School of Business and Technology

Fashion Institute of Technology

The Fashion Institute of Technology (FIT) seeks nominations and applications for Dean of Business and Technology. FIT is a comprehensive college accredited by the Middle States Association of Colleges and Schools, the National Association of Schools of Art and Design, and the Foundation for Interior Design Education Research. Enrollment is 5,750 full-time and 6,000 part-time students. There are 1,500 full-time and part-time faculty and staff.

Reporting to the Vice President for Academic Affairs, the Dean serves as principal administrator for the School of Business and Technology with responsibility for fostering the development of a wide range of curricular offerings; maintains and enhances academic standards; represents the School in a wide range of academic, professional and industry committees and communities; initiates and coordinates activities to secure resources and fundraising; oversees the budgetary process; coordinates and supervises the administrative actions of department chairs; and serves on the Academic Cabinet, Enrollment Management Committee and Council of Deans. The successful candidate will be a leader with strong industry experience who supports faculty initiatives, fosters collaboration among disciplines, and works with faculty to achieve a shared vision for the college.

Located in New York City, FIT has gained an international reputation for its unparalleled success in preparing students for cutting-edge careers. Internships in the United States and abroad are an integral part of the Associate's, Bachelor's, and Master's degree programs, ensuring that both traditional and returning students make professional connections while they learn. The School of Business and Technology offers A.A.S. and B.S. degrees in programs including Advertising and Marketing Communications, Cosmetic and Fragrance Marketing, Direct Marketing, Fashion Merchandising Management, Home Products Development, International Trade and Marketing for the Fashion Industries, Patternmaking Technology, Product Management - Textiles, Production Management - Fashion and Related Industries, and Textile Development and Marketing.

Qualifications: Candidates should have a broad knowledge of the fashion-related industries and a Master's degree (Ph.D. preferred) in a discipline appropriate to the School, demonstrated effectiveness as an academic administrator or executive management experience in business; excellent communications skills and ability to work with diverse constituencies in a collective bargaining environment; and a commitment to shared governance, cultural diversity, and global awareness.

Please forward nominations and applications to: Business and Technology Dean Search Committee, c/o Office of Personnel Administration, Fashion Institute of Technology, 7th Avenue at 27th Street, New York, NY 10001-5992. Applicants should submit a letter and résumé addressing the stated qualifications. The application process will remain open until the position is filled.

FIT is an Equal Opportunity and Affirmative Action Employer

[illegible]

The
UNIVERSITY
of VERMONT

School of Business Administration

The School of Business Administration at the University of Vermont is seeking applicants for four tenure-track faculty positions at various levels. Applicants must have evidence of excellent teaching skills and a research program that is clearly defined and targeted toward publication in high quality journals. Applicants for Assistant Professor positions should expect to complete doctoral degree requirements before the start of the appointment.

Responsibilities include teaching undergraduate and graduate courses, conducting an active research program, and participating in service activities, including collaborating with faculty members in curriculum design. The normal teaching load is five course sections per year.

Accounting: Ph.D. or DBA in Accounting required. Primary teaching responsibilities are in the area of financial and managerial accounting. Assistant, Associate and Full Professor level.

Marketing: Ph.D. or DBA in Marketing required. Primary teaching responsibilities are in the areas of marketing management, product management and/or international marketing. Assistant Professor level.

Management Information Systems: Ph.D. or DBA in MIS required. Applicants should be able to teach in at least two of the following core MIS areas: business networks & telecommunications, systems analysis and design with structured and object modeling, website architectures and development or other related course. Applicants for the Assistant Professor level are preferred.

Management/Organization Behavior: Ph.D. or DBA in Organization Behavior or related Management areas required. Candidates need to demonstrate a proven competence in teaching. Skills-based classroom applications of social psychological concepts would be welcomed. Assistant or Associate Professor level.

Send letter of application, resume and names and contact information of three references to:

The University of Vermont, Office of the Dean, School of Business Administration, 212 Kalkin Hall, 55 Colchester Avenue, Burlington, VT 05405-0157.

The University of Vermont is an affirmative action/equal opportunity employer.

THE COLLEGE AT
OLD WESTBURY
STATE UNIVERSITY OF NEW YORK

VICE PRESIDENT FOR STUDENT AFFAIRS

The State University of New York College at Old Westbury invites applications and nominations for the position of Vice President for Student Affairs. The College at Old Westbury is a diverse four year public suburban institution with a student population of 3,100 of which 800 live on campus. The campus is situated on 604 acres on Long Island's North Shore, 20 miles from New York City, and its recent additions include the completion of a multi-purpose student union and a five building dormitory complex.

The Vice President for Student Affairs is a senior management position reporting directly to the President. The Vice President is responsible for planning, developing, coordinating and reviewing all student activities. In this capacity, the Vice President administers, monitors and evaluates Student Affairs' programs, formulates and implements student policies, develops innovative strategies for providing student services, engages in budgeting and strategic planning, and employs practices that foster recruitment, retention and enhance the overall quality of the student's college experience.

The Vice President for Student Affairs provides vision, leadership and supervision for staff in the following areas: student activities, counseling services, career planning, residential life and housing, student health services, student disability resources, the physical education and recreational center, and student judiciary services. The Vice President also serves as a liaison to the student government association.

Qualifications: A Master's degree in Student Personnel or related discipline is required. An earned Doctorate is preferred. Candidates should have a minimum of eight years of progressively responsible administrative experience, preferably in a college or university and in the student affairs area. Candidates should exhibit strong leadership ability, be experienced in innovative programming, budgeting, possess excellent communication skills and have the ability to identify, articulate and serve the needs of a growing, diverse student population. Salary is negotiable.

The search committee will begin reviewing applications on August 14, 2003 and will continue until a successful candidate is selected. Send your letter of application, resume, and the names, addresses and telephone numbers of three references to:

SUNY College at Old Westbury
Office of Human Resources
Search Committee: VPSA-HOHE
P.O. Box 210
Old Westbury, NY 11568

Affirmative Action, Equal Opportunity Employer · http://www.oldwestbury.edu

Brandeis University

Boston, Massachusetts

TENURE TRACK FACULTY POSITIONS

Begining Fall 2004

Assistant Professor of Anthropological Archaeology

Applications are invited from individuals with research and teaching interests in state formation and complex societies; geographical area and topical specialization are open.

Assistant Professor of Organic Chemistry

(this position may begin as early as July 2003)

Applications are invited from individuals with interests in organometallic, bioorganic, materials, and synthetic chemistry. Candidates must provide evidence of potential distinction in innovative research and undergraduate and graduate teaching.

Assistant Professor of Sociology of Gender

The Department of Sociology, in conjunction with the Women's Studies Program, invites applications for a position in the Sociology of Gender. Secondary areas are open, but we are especially interested in candidates whose teaching and research interests also include race and ethnic relations, sexuality, or social theory.

Chair of the Department of Theater Arts

The University seeks a chair for the Department of Theater Arts at the tenurable associate or full professor level. Candidates must have a terminal degree and recognized experience in a relevant field of Theater Arts, a record of administrative leadership, experience in teaching, and professional creative activity and/or publications. Responsibilities include administrative oversight of all department activities including curriculum, productions, budgets, advising, appointments, and promotions.

For more information on the above appointments please contact the individual departments at: 781-736-2000. As an EEO/AA employer, Brandeis University is committed to building a diverse faculty and encourages applications from women and minorities.

www.brandeis.edu

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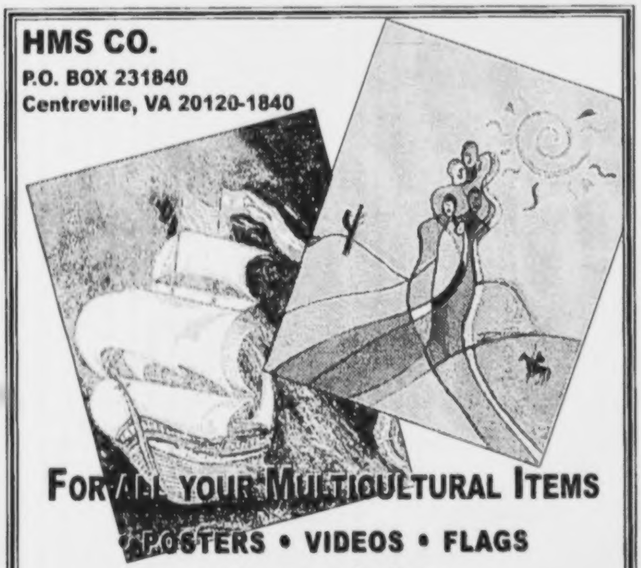

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¡PUNTO FINAL!

POLITICS AND PEDAGOGY

Currently Edgar Miranda is the director of the Xerox Multicultural Center at the State University of New York at Geneseo. A bilingual teacher, director of bilingual programs, and elementary principal for 25 years, he received the Outstanding Bilingual Administrator award from the New York State Association for Bilingual Education.

Many people have never taken a course in educational pedagogy, linguistics, language acquisition, or culture yet proclaim their views on bilingual and multicultural education with great authority. They think they possess sufficient expertise to arrogantly espouse their often erroneous and dangerous views on instruction.

We encounter letters and editorials from these self-styled experts. The discussion has little to do with pedagogy–and everything to do with a particular political agenda, an agenda that historically has contributed to the failure of schools to meet the needs of all students.

This is an English-speaking country, they argue, and therefore it is the responsibility of parents to make sure their children speak English before they can begin schools. In their world, there is no place for instruction in a second language. And they hold that since we live in America, we should teach only American history–that those who wish to learn of another culture and history need to do it on their own.

These views are grounded in the politics of exclusion, which hold that homogeneity and sameness are superior to heterogeneity and diversity, that "one size fits all." But anyone who has spent any significant amount of time in a school, with real children, will quickly see that one size does *not* fit all.

In every classroom, you will find multiple learning styles, children with learning problems, different personalities, some well prepared, others lacking in critical areas. An effective and caring teacher must understand these issues and create a learning environment in which all of these students can succeed. That's the genius of teaching and the challenge of teaching.

No one who understands the needs of English language learners will ever advocate for programs in which English as a Second Language is not a key component. However, for students to succeed academically, they need more than just proficiency in the English language. If English proficiency is all students require to succeed academically, as some English Only advocates preach, why are so many monolingual English-speaking students failing and dropping out? Students need to develop knowledge and skills in other subject areas: math, science, social studies, etc. If as a teacher I can deliver this instruction in a language students understand, why wouldn't I do it? Why not maximize the development of their academic skills while they are in the process of developing proficiency in English?

What exactly is American history? I agree that our students need to know about George Washington, the early settlers in the West, and the Industrial Revolution. They need to learn about the people who shaped the development of this country. So why are so many other Americans excluded from this history? Was it only Europeans and their descendants who played a major role? How did Asians get here and why? Is the institution of slavery the only place where African Americans played a major role? What about Native Americans and Hispanics?

We need to make American history the history of all of us. We need to include many different voices and paint a picture that shows the true beauty and strength of this country–its diversity. Opponents of multicultural education often choose to dismiss it as revisionist history, instruction in political correctness, or, worse yet, ethnic cheerleading.

I've always wanted to believe that in education we put a great deal of value on the pursuit of truth. Teaching history should be about truth, not the creation of false myths and images, but sadly that is what we have been doing for a long time. For example, Andrew Jackson is portrayed as a great president and hero and yet he advocated for and supported policies that led directly to the destruction and death of Native peoples in this country. Do we really want to hold up as a hero someone who advocated for genocide? We do, apparently, and we do so by excluding that aspect of his presidency. Isn't that revisionist history? Teaching children the truth of our common history–the good, the bad, and the ugly–is what multicultural education is all about. It's about truth and not image.

Let's discuss our approaches and strategies from a pedagogical perspective and not from one based simply on political ideology.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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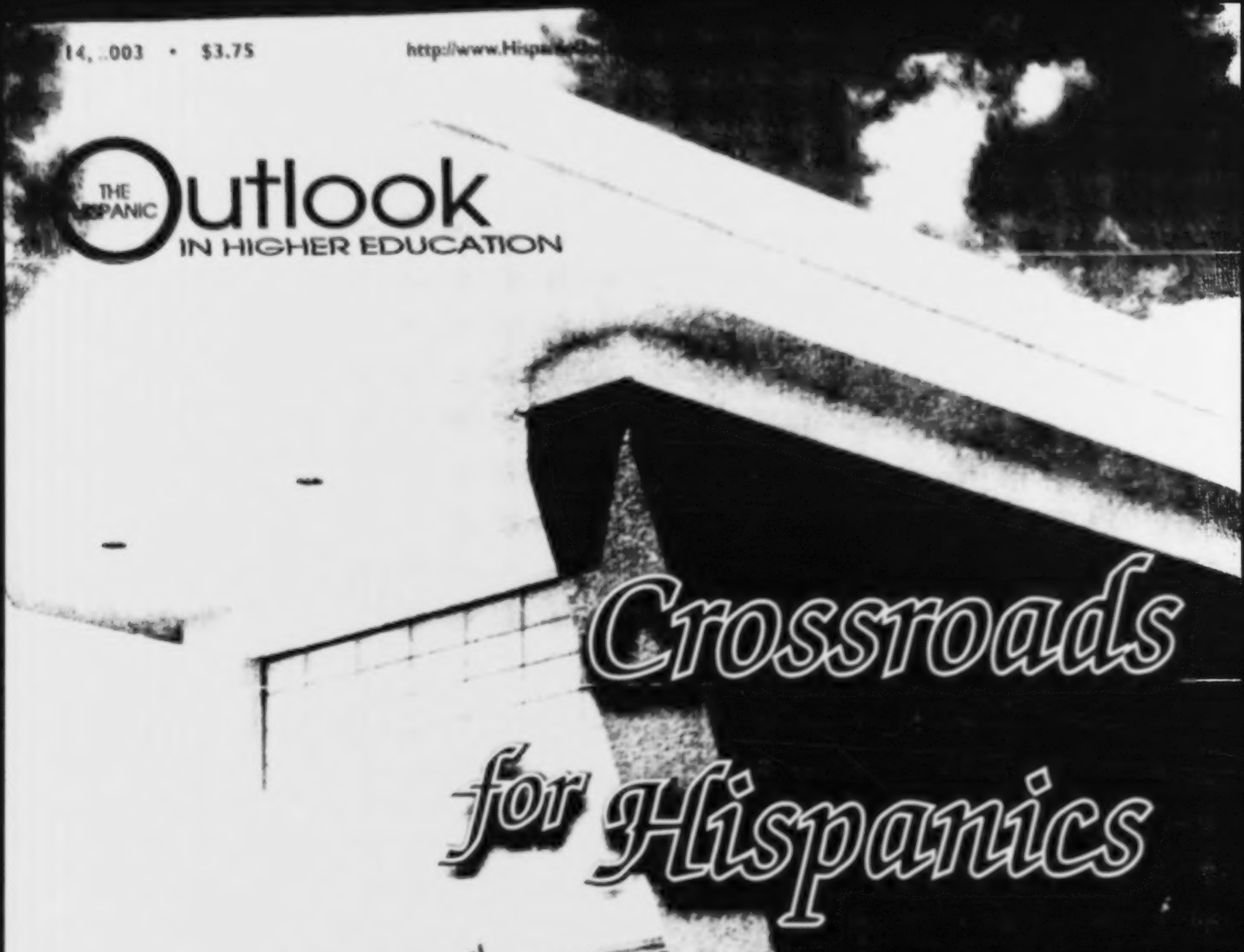

Crossroads for Hispanics in Education

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By Joe R. Feagin, Graduate Research Professor, University of Florida

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- Explore strategies to facilitate diversity in all sectors of society and encourage greater collaboration among higher education, K–12 education, and business.
- Help institutions analyze and strengthen their diversity and affirmative action policies and practices.

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From time to time, The Hispanic Outlook in Higher Education Magazine will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education Magazine neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education Magazine.

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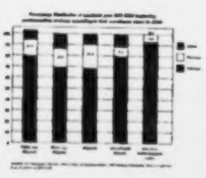

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AVID
Decades of College Dreams

Pew Hispanic Center
THE HENRY J. KAISER FAMILY FOUNDATION

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Hispanics are more optimistic about finances, despite their difficulties, and more willing to pay extra taxes for increased government services than are Whites and African Americans.

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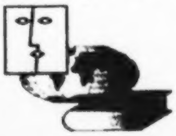

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PUNTO FINAL
back cover

Do Latinos Dream of the Good Life?

Cover Photo Courtesy of Cochise College, Sierra Vista Campus

Esquina Editorial

At this year's National Puerto Rican Day Parade in N.Y.C., Mayor Michael Bloomberg elicited some boos believed to have come in part from angry smokers protesting his recent ban on smoking even in saloons. The city's move against smoking harks back to 1789, when a N.Y. theater asked men to refrain from smoking "segars" during the performance, due to their offensiveness to the Ladies and danger to the house. Now smoking is banned in many public places in Florida, California, New York, and points in between.

How about on campus? The American Legacy Foundation says about one in four college students is a smoker–slightly more than the general population, fewer than H.S. seniors, and well below those who don't go on to college.

Hispanics in general have an even better record. Fewer than one in five Hispanic adults lights up. And among Hispanic women, just 13 percent. Family values? Superior resistance to peer pressure? ***Quien sabe***. But it's a good thing.

There's more good news in our next issue as Roy Sunada, Region 8 Teacher of the Year, tells *HO*, "We identified Black and Hispanic kids viewed as 'cool' by their peers and convinced them to give AP a try. Now I have C students with low test scores saying, "I want to try,' and we don't refuse them." The number passing at Sunada's school went from 37 in 1997 to 190 last year. And the number of grads going on to UC or Cal State universities went from 19 to 56.

The next issue also takes you to the Hispanic Caucus events at this year's AAHE conference from D.C., to Harvard, to UNC, Mott Community College, and more.

Until then, exult in the joys of summer,
Suzanne López-Isa
Managing Editor

Clovis Community College

CCC announces search for

Instructor in Nursing

Position to begin August 25, 2003
Salary Range: $34,290 (Master's Degree Level)

Job Duties: As a member of a nursing faculty team, the instructor will provide instruction leading to LPN certification, Certificate of Completion, RN certification, and an Associate Degree. Provide theory instruction and supervise students in clinical settings. Participate in orientations, committee functions, in-service, and professional development activities. Perform other duties as assigned.

Essential Functions: Prepare and present classroom instructional units, supervise student clinical rotations, and evaluate student performance. Participate with members of the nursing faculty in curriculum development and revision, coordinating an advisory committee program, and general operations of the nursing program. Fulfill all functions of a faculty member, including those related to teaching, faculty service, student academic achievement assessment, and professional development.

Minimum Qualifications: A Bachelor's degree in Nursing and two years recent professional experience as a licensed RN is required. A Master of Science in Nursing degree is preferred. Teaching experience in a community college or technical school is also preferred.

A candidate employed without the Master of Science in Nursing degree will be required to demonstrate progress toward attainment of the degree, as arranged with the Department Chair and Vice President for Educational Services.

This is a 9-month faculty contract. Compensation is issued over a 12-month period.

Application deadline is July 21, 2003. Interested applicants should view the college website: www.clovis.edu to view and download job descriptions and application materials. CCC is an equal employment opportunity institution & adheres to the ADA guidelines. For more information, contact the Personnel Office at 505-769-4033 or personnel@clovis.edu

Application Process: Applicants should submit a cover letter, resume, transcripts, at least three letters of reference, and CCC application to: Personnel Office, Clovis Community College, 417 Schepps Blvd., Clovis, NM 88101-8381.

The College

Clovis Community College is a modern comprehensive community college offering lower division courses, occupational-technical education, adult and continuing education and community services.

Cleveland State University

Chair, Department of Accounting

James J. Nance College of Business Administration invites applications for the position of Chair, Department of Accounting. Employment will begin January 2004 or negotiable date. Initial appointment is a four-year term with a three-year reappointment possibility. Salary is AACSB competitive.

MINIMUM QUALIFICATIONS: Terminal degree in Accounting or closely related discipline; eligibility for appointment at the rank of associate or full professor; a record of recent and continuing scholarship, and publications in refereed journals; evidence of successful teaching; effective interpersonal and written communication skills; demonstrated ability to work with and provide leadership for a broad range of stakeholders both on and off campus.

PREFERRED QUALIFICATIONS: Preference will be given to candidates with a sustained record of scholarly accomplishments in an area of expertise that complements existing expertise in the department; demonstrated commitment to enhancing graduate and undergraduate education; experience in administrative, financial, and faculty governance; demonstrated ability in fostering positive partnerships on campus and in the community; experience with AACSB accreditation.

Interested applicants should send letter of application summarizing qualifications, current curriculum vitae, and the names of three references (with addresses, e-mail, and telephone numbers) familiar with the candidate's professional performance to: **Dr. Larry Kreiser, Chair, Accounting Search Committee, James J. Nance College of Business Administration, Cleveland State University, 2121 Euclid Avenue, Cleveland, OH 44115-2214.**

Application review will begin on August 29, 2003 and will continue until the position is filled. A full description of the college, accounting department, and its faculty can be found at www.csuohio.edu/cba/. Questions may be addressed to Dr. Kreiser at 216-687-4723, l.kreiser@csuohio.edu. Preliminary interviews will also be conducted by Dr. Kreiser at the 2003 American Accounting Association Annual Meeting in Honolulu, Hawaii, August 3-6, 2003.

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged. **Visit our Web site at www.csuohio.edu.**

First Impression

by Mary Ann Cooper

GHOST TOWN SOUGHT BY NEW MEXICO UNIVERSITIES

The New Mexico ghost town of Playas, located 20 miles from the Mexican border, has become prime real estate for two New Mexico universities hoping to call the abandoned company town their home. Playas was once owned by the Phelps Dodge Corporation, which ran a copper-smelting operation there. But the town has been virtually abandoned since 1999. New Mexico Institute of Mining and Technology and the New Mexico State University (NMSU) system want to use earmarked federal funds to turn Playas into a training ground for anti-terrorism research and training. The universities hope to use Playas' existing structures and 1,200 acre grounds to stage training exercises for first-responders, emergency personnel who are first on the scene to deal with natural disasters and terrorist attacks. While Playas could be used for this purpose, the universities cannot technically purchase the town, put up for sale by the Phelps Dodge Corporation for $3.2 million. The federal government must make the purchase and then grant permission to NMSU to operate it.

QUOTABLE: TITLE IX TALK HEATS UP

From Ms. Magazine comes this comment from Eleanor Smeal, president of the Feminist Majority Foundation, lashing back at critics of Title IX who don't deny that female students on scholarships, particularly sports scholarships, have successfully become doctors and lawyers in unprecedented numbers, but use the issue of gender discrimination against male athletes as a way to seek to make major changes in the implementation of the Title IX law:

"The very fact that they must praise it before they kill it is a testament to the popularity of women's sports. They can't oppose it on academic grounds...there are too many female doctors and lawyers. They can't win in the courts. They've tried that and lost. So their only chance is to change the regulations."

HISPANICS DECOMMISSIONED

The end of April saw the demise of the President's Advisory Commission on Educational Excellence for Hispanic Americans. It was not a sudden death. The commission had been scheduled for dissolution by an executive order issued by President George W. Bush in October of 2001. Alfred Ramirez, former executive director of the White House Initiative on Educational Excellence for Hispanic Americans, deemed the commission's dissolution "a great loss," explaining to the Hispanic Link Weekly Report that the commission and the initiative were the only two federal programs tasked to close the educational gap between Hispanic and White students. National Council of La Raza senior vice president Charles Kamasaki disagreed, telling the same publication, "Compared to its potential, it's a big loss. Compared to its reality and practice, it's not a big loss." While critics assailed the commission as ineffective, it remains to be seen what if anything will fill the void.

Title: Spanish 2
College: Westmont College, Santa Barbara, California
Department(s): Modern Languages
Professor: Aleta Anderson
Conducted in: English

Don't let the vanilla title fool you. Professor Anderson promises that this is not a class where students are put through the "drill & kill" method, memorizing lists of tenses and grammar rules. This class plunges students into communicating in Spanish from day one in everyday real life situations. She sometimes divides her students into groups, assigning a topic for them to discuss in Spanish. She also requires her students to spend an hour per week in the school's language lab equipped with Mac G4 and iMac computers to hone their Spanish skills, using software programs designed to reinforce class participation. Students of Spanish 2 should be prepared to speak Spanish as much as possible in class. It is a course designed to develop all four language skills–listening, speaking, reading, and writing.

Every month, this section will profile a notable course pertaining to Hispanics, drawn from a wide range of departments in colleges and universities across the country.

If you would like to submit a "First Class" course, please e-mail the details or syllabus to **macoutlook@aol.com**

Pending Oregon Legislation

The Oregon Legislature is considering a bill that would allow undocumented immigrants to pay in-state tuition at a state school if they graduated from an Oregon high school and have resided in Oregon for at least three consecutive years. They also have to show that they are actively pursuing legal residency. The bill has passed the Senate and is working its way through the House, where opponents say the bill will encourage illegal immigration. Supporters say that the bill is a logical next step for Oregon, whose state population is becoming increasingly diverse. Currently, Oregon's Hispanic population is 275,000 out of Oregon's 3.4 million. It has doubled in the past 10 years. Washington state, California, New York, Illinois, Oklahoma, Texas, and Utah have passed similar legislation. More than a dozen other states are currently considering legislation to reduce in-state college tuition rates to undocumented immigrants.

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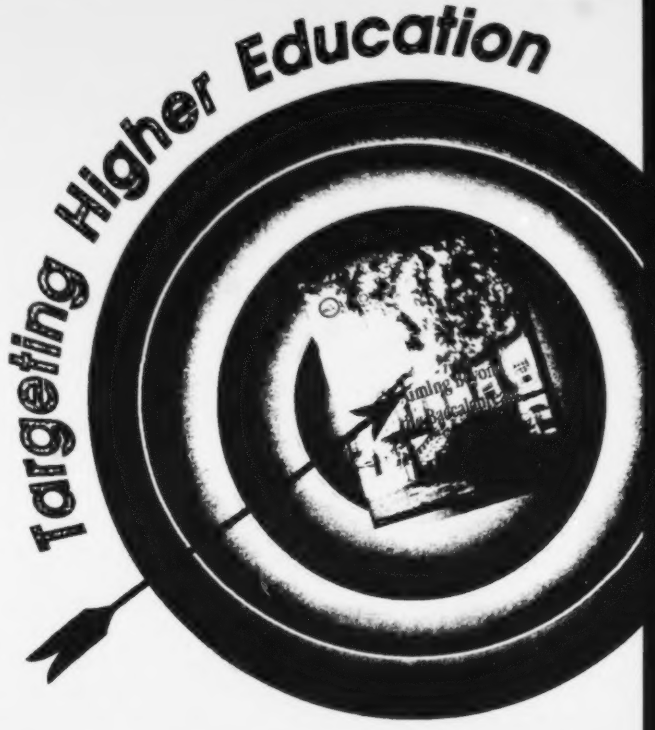


Achieving Equality in Our Colleges

by Gustavo A. Mellander

We have seen the future of college enrollments and it is encouraging. Encouraging, although not necessarily equal for Hispanics.

That surge of babies, dubbed the Boomlets, born to post-World War II baby boom parent, is already stretching the nation's K-12 systems beyond capacity. Heavily influenced by their upwardly bound and determined parents, the Boomlets intend to go to college at percentages greater than ever before.

These youngsters, also christened "Generation Y," are in many ways privileged. Far more technologically savvy than any other generation, clearly appreciative of the benefits of higher education, they are poised to invade our campuses with a vengeance over the next decade. Not since their parents attended college have we seen such an expansion in undergraduate enrollments.

Projections are that this large cohort of students–born between 1982 and 1995–will expand undergraduate enrollments up to 16 million by 2015.

This reflects an increase of roughly 2.6 million students–up from 13.4 million in 1995. A staggering 88 percent of the added enrollment at our colleges will be from minorities–Blacks, Hispanics, and Asian/Pacific Islanders–a striking sign of America's growing diversity.

There is reason to believe that few states are prepared for these significant increases that are coming to their campuses. Unfortunately, given the financial straits of many states, higher education may be a lower priority than in years past.

Hispanic Students In Higher Education

Reliable data indicate that the number of Hispanic undergraduates in higher education is destined to leap dramatically by the year 2015. In that year, Hispanics will account for a full 2.5 million of a total of 16 million college students. That will reflect a 73 percent increase, up from 1.4 million Hispanic students in 1995.

Hispanic Americans will distinguish themselves by becoming the country's largest minority group going to college. California, Texas, and Florida, with their indigenous populations and probably with continuing immigration, albeit diminished, will gain more Hispanic undergraduates than the other 47 states.

ETS Data

The Educational Testing Service (ETS), the nation's largest not-for-profit research and assessment institution, has published "Crossing the Great Divide." It provides detailed demographic data that complement recent Census Bureau projections of state and national undergraduate enrollments as far out as the year 2015.

This documented road map of this future will be of interest to college planners. Prepared by two senior researchers, Anthony P. Carnevale and Richard Fry, the study also finds that through 2015, most states will enroll a more racially and ethnically diverse mix of students.

The downside is that the minority groups included in this aggregation–Blacks, Hispanics, and Asian/Pacific Islanders–will not be enrolled at anywhere near their share of the overall population of 18-to 24-year-olds.

Advantages of Higher Education

Clearly, a higher national priority must be accorded the goal of closing the gap in minority undergraduate enrollment. Not only because unequal access to mainstream institutions is a cause for concern but also because the fruits of such access can be turned to significant national advantage.

For one thing, poverty nationwide would be reduced if more minorities finished college. Highly trained professionals would be available to fill positions the country needs filled, teachers and allied health professionals, to name a few. Many of these jobs currently go unfilled due to shortages of qualified workers with the requisite credentials and skills.

Data continues to pour forth that education is one of the best investments individuals can make in their futures. Every single step, high school graduation, college graduation, and completing graduate education, provides greater financial rewards, stability, and satisfaction.

Stimulating Results

An added boon to integrating minorities in the workplace at all levels, especially at the highest, is that diversity in work group situations stimulates innovation and enhances the problem-solving capabilities of work teams. According to recent studies, this would also strengthen the United States' ability to compete in the global economy.

Finally, more diverse viewpoints at the nation's colleges and universities sharpen intellectual pursuits and better prepare students to be good world neighbors and citizens.

Unfortunately, widespread negative attitudes toward affirmative action since the 1990s have raised questions about the benefits of a racially diverse student population. Those attitudes, barely hidden in many segments of our society, continue to influence others. If the Supreme Court finds against affirmative action programs, these and other forward thinking plans will be dashed. Nonetheless, the nation, for very selfish reasons, will have to find a constructive way to address the reality of our diversity. It is no longer an academic theory; it is a demonstrable fact.

Student Distribution

Even though Whites will continue to be the largest group in absolute numbers, as a percentage of all undergraduates, the actual number of White students will decline in the next decade. It will fall 7.8 percent (from 70.6 percent in 1995 to 62.8 in 2015). Minority undergraduates will outnumber White students on campuses in the District of Columbia and in three states–California, Hawaii, and New Mexico.

Within a few short years, minorities as a group will be the majority group on Texas campuses. Texas will be split almost evenly between White and minority students, mostly Chicano and Black, by 2015. Further, five states–California, Texas, Florida, New York, and Arizona–will account for more than 50 percent of the nation's overall enrollment gains.

Aside from Florida, with its substantial Hispanic population, the historic Southern states will have less diverse campuses than the rest of the country in 2015. In fact, some are worried about a resegregation of Southern colleges and universities. Most other states will have a substantial minority contingent on campus with no single racial/ethnic group accounting for a greater portion.

Most Minority Gains Will Be Minimal

Black enrollments will grow modestly, by about 400,000 between 1995-2015, accounting for 2.1 million of the 16 million college students. Notably, Blacks went to college in 1996 at triple their rate in 1973. At the same time, studies reveal that many Black and Hispanic students qualified to attend college still do not enroll for a wide number of societal and personal reasons.

Many attend two-year programs at community colleges, but even there a significant number either drop out or stop upon graduation. The failure to continue their education at four-year institutions has had a significant impact on the goal to diversify America at the upper middle-class ranks.

Asians

Around 600,000 of the 2.6 million additional students on campus in 2015 will be Asians. They will account for 1.3 million of the projected 16 million students, compared to 700,000 in 1995. This is a percentage increase of 86 percent–the largest of any minority. California is expected to gain more than 300,000 additional Asian undergraduates, half the national increase of 600,000. Only Asian youth will be attending college in numbers proportionate to their share of youth in the traditional college-age bracket.

Other Factors

Other factors driving the current growth in undergraduate enrollments include: rising immigration; pressure on older workers to add to their skills; better academic preparation and heightened ambition among high school students; changing characteristics of families; a continuing trend for women to be able to enter professions that in years past were closed to them.

Further, because today's parents are more educated, have higher family incomes, and fewer children per household, it is more likely their children will go on to college.

Counterindications

But some variables may impact these optimistic projections. A big factor is tuition costs; they continue to rise far beyond inflationary rates. One study found that a $1,000 increase in tuition at public community colleges produced a 6 percent enrollment drop.

The positive parental setting noted earlier, better-educated parents, has been shattered in states with large Hispanic immigration where these parents did not complete high school. Unless public policy is substantially changed, their children's probability of going to college will be vastly diminished.

Another factor is the financial return for a college degree–the college-wage premium. If the college-wage premium drops, enrollment may as well. Studies show that young people born during periods of high birth numbers are less likely to attend college because the financial payoff of a college degree is not as great.

The rationale has to do with employers' ability to substitute workers by age and education level. Younger workers with a high school education can easily replace older workers with a high school diploma.

The entrance of large birth cohorts into the labor market may depress wages of recent college graduates to a greater extent than it depresses the wages of recent high school graduates. This, in turn, would reduce the financial payoff of a college degree.

Uneven Playing Field

Many studies document the fact that the playing field for minorities still isn't level. A wide disparity persists between minority and White students in the number and percentage of college enrollments and college graduates.

Black youth, who are projected to comprise 14.5 percent of all 18- to 24-year-olds by 2015, will account for only 11.9 percent of undergraduates.

Hispanic Americans will account for 13.1 percent, even though they will make up 18.9 percent of 18- to 24-year-olds. In effect, college campuses will be missing 250,000 African Americans and 550,000 Hispanic Americans. Of concern as well is the fact that Hispanic men lag the farthest behind in college graduation rates.

Low-Paying Jobs

The number of low-wage jobs minorities frequently secure that require no postsecondary education are stagnating. These jobs remain at 20 percent of all jobs–the same as in the 1950s. Growth is projected for office jobs along with the knowledge-based professions, such as health care and education. In spite of the hype during the 1990s, high technology jobs are not growing as fast as those in health care and education. Those existing shortages are expected to continue.

As a consequence, at the urging of the business community, Congress authorized 142,000 additional visas to enable companies to recruit foreign workers in 1998. Said reliance on foreign workers has chilled since 9/11.

Interestingly and unfortunately, it may well be that many minority job seekers already possess the high-level general skills–leadership, problem solving, and communication–that white-collar jobs require, although they lack formal education.

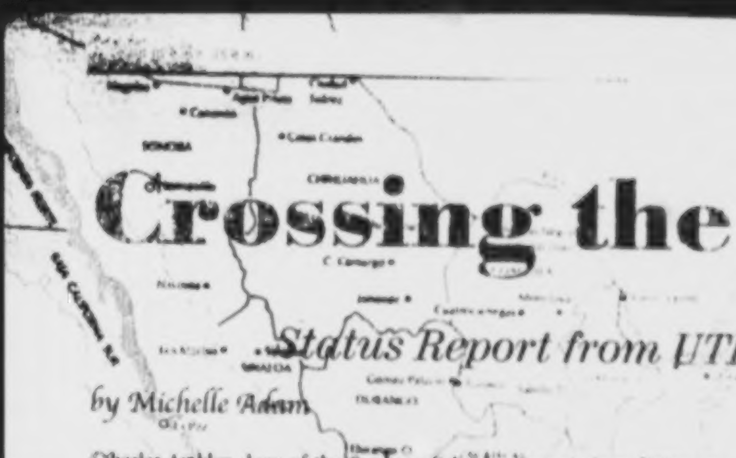
The problem is that in the face of existing linguistic, racial, and class biases (as well as the primitive ability of employers to assess these general skills), employers rely on educational attainments of the job applicant. Thus, without formal education, people with the sought-after skills are penalized.

Value of Diversity

Diversity pays high dividends in today's workplace. A growing body of research consistently shows that diverse working groups reflecting real differences in expertise, values, and habits produce more creative solutions to the tasks they confront.

Diverse groups tend to be more open-minded and flexible due to their exposure to different knowledge bases and the cross fertilization of ideas. Studies show that merely having small numbers of people with opinions that differ from the larger group stimulates creativity. Homogeneity, on the other hand, often leads to "groupthink," i.e., the tendency to adopt the views of the majority even when one really thinks otherwise.

Scholars have found that minority views, even when they are wrong, foster the kinds of attention and thought processes that, on balance, permit the detection of new truths and raise the quality of group decisionmaking and performance. More concretely, a racially and ethnically diverse work force is especially important for companies that engage in international business. Sensitivity to diversity inside the organization, understanding how others think and function, translates into greater sophistication and tolerance for differences in global trade.



Crossing the Río Grande

Status Report from UTEP, EPCC, and Cochise

by Michelle Adam

Charles Ambler, dean of the Graduate School of the University of Texas-El Paso (UTEP), looks out of his window at Mexico. Merely one hundred yards away, and separated only by the dry Río Grande and border patrol, Ciudad Juárez, Mexico–with shanties grown from roots of poverty–and El Paso, Texas–an entryway to the land of opportunity–have long been considered one and the same city by their inhabitants.

"We used to think nothing of going to dinner in Juárez," said Ambler, who described commuting between his city and Juárez as no different than traveling from Washington, D.C., to neighboring towns in Virginia or Maryland. Or at least, that's the argument he and so many other educators, politicians, and organizations gave to explain the importance of maintaining the fluidity of border traffic since Sept. 11, 2001.

"Now we have to think twice about visiting Juárez for dinner," said Ambler. Many border residents such as Ambler travel back and forth between cities to visit family, to shop, and to attend school. "The commute has been getting worse [one to 1.5 hours to cross the border] as the border population has grown. The federal government has been trying to keep pace."

As dean of UTEP's graduate school, Ambler was especially concerned when, after Sept. 11, the Immigration and Naturalization Service (INS) tightened border laws impacting part-time students attending UTEP.

"After Sept. 11, we had heightened security on our international bridges. Before, part-time students didn't exist in the 'legal' world of the INS. They would come over the border under a category of visa that is available for people who live in the border communities to come over and shop and visit friends for a maximum of 48 hours," said Ambler.

Since the framers of border legislation had not taken into consideration the needs of part-time students [international students from overseas have traditionally studied and resided in Texas as full-time students under an F-1 visa], these Mexican part-time students were being admitted into the country under visas for business or pleasure [B-category visas], explained Ambler. "The INS turned a blind eye."

Karen Nicodemus, president of Arizona's Cochise College

After Sept. 11, all that changed. With tightening along the border, part-time students no longer had a legal right to cross it. Under the original laws, which INS began to adhere to more strictly in April 2002, foreign students were required to enroll in full-time academic or vocational studies–and to show proof that they could afford a year of education and housing–in order to study in the United States. For those students who resided full time in Mexico and Canada, but studied part time in the United States, the doors to U.S. education were suddenly closed.

The only alternative for border students would have been to enroll full time under an F-1 visa–an option that for many was impossible. A large number of these part-timers work full time and wouldn't be able to come up with the funding–thousands of dollars each year–required to convince the U.S. Consular Officer that they can afford to study and live full time in the U.S.

At another Texas border school, El Paso Community College (EPCC), about 2,500 students were impacted by the rules newly enforced after 9/11.

"We felt the loss in the summer semester, and then definitely in the fall semester of 2002. I figure we lost about $700,000 in tuition," said Admissions Director Daryle Hendry. "We had to disenroll students. It was pretty complicated and upset the students," he said.

As Hendry explained, first EPCC disenrolled students, but then the INS decided to give an extension to those students remaining. The extension was given until July, but then extended to August, and then to December of 2002. "Some students opted to become F-1 (full-time) students, while some students never came back. They didn't want to take a chance," said Hendry.

In response to an actual or potential loss of students at schools such as EPCC, Arizona Congressman Jim Kolbe–with the support and help of numerous border schools and organizations–introduced federal legislation that would create a specific category of visa for part-time border students. With INS extensions, and the final passing of his Border Commuter Student Act on Nov. 2, 2002, the long-term negative impact of INS restrictions on part-time border students was averted. Instead, a new category of visa–F-3 visa (academic) or M-3 (non-academic or vocational)—was created specifically for part time border students.

"It is a relief. Those students who wanted to come are starting to come again," said Hendry.

Although UTEP didn't feel the same loss of students as EPCC did after Sept. 11 (they have actually had an increase in Mexican students lately), members of the school are also relieved by the passing of the Border Commuter Student Act. Ambler had to hold back from fully implementing a graduate engineering program during the past year of political uncertainty. Now, the school is receiving Mexican nationalists, who often work for U.S. companies along the border and are seeking to improve their engineering skills.

"We were very grateful for those who helped pass the Act in order to create a new visa category. It did make a real difference for us," said Ambler. "It relates to the whole issue of the tension that exists between the binational border communities on the U.S./Mexico border, and the notion of national security on the other hand. From the point of view of maintaining our community and economic base, it is crucial that movement back and forth be as smooth as possible, and that the link between the communities be built upon and reinforced."

For Hendry of EPCC, attending to the needs of Mexican students is absolutely crucial as well. "If these Mexican students aren't getting better jobs, they can't contribute to the economy well. This impacts Mexico and us. They don't come across the border and purchase items as much," he said. "Most of them are trying to take ESL classes and maybe get into some of our technology courses. There are a lot of twin border plants that exist in Juárez and El Paso through the NAFTA agreement. We are all one big city."

The Border Commuter Student Act was passed on Nov. 2, with little opposition. Kolbe decided to pursue the initiative after receiving numerous phone calls from border schools and communities concerned about the repercussions of tighter border laws post 9/11. Kolbe received tremendous support from school administrators and organizations such as the Hispanic Association of Colleges and Universities and the NAFSA Association of International Educators during the process of preparing and introducing the legislation in Congress.

"It was difficult at first to get people in Washington, D.C., to understand the situation from our perspective. It was like having Virginians not being able to take classes at George Washington University," said Ambler. "Contributing to the advanced education of people in Mexico makes huge sense. We see them as part of this region. We regard them as our natural customers."

> ***"We have, over the past two years, explored with the federal government the possibility of a discount for students and an express lane. This has been slow going."***
>
> JON AMASTAE, DIRECTOR, CENTER FOR INTER-AMERICAN AND BORDER STUDIES, UTEP

Karen Nicodemus, president of Arizona's Cochise College, was one of many who stood firmly behind Kolbe's legislation. Cochise College has two campuses in Southeastern Arizona, one of which is close to Douglass, Ariz., a city that borders Mexico. "We do believe strongly that the citizens of our border should be able to cross and take advantage of educational opportunities. Much of our economic well-being is connected to people crossing," said Nicodemus.

Soon after 9/11, Nicodemus decided to cancel classes serving part time Mexican students. "We were perhaps being too conservative," she said in retrospect. She hadn't foreseen that the INS would extend law enforcement deadlines. "In introducing the Border Commuter Student Act, it gave us an opportunity to educate people," she said. "The border can be so politicized. This act demonstrated some understanding of the situation, and proved that education is the true leveler and does not discriminate."

Since the passing of the Act in November, the INS has developed a more sophisticated Internet-based system for tracking international students, exchange visitors, and their dependents. This system is called SEVIS (Student and Exchange Visitor Information System). SEVIS will track F students and J status holders from the time they receive their immigration documents until they complete their programs. It will also require that universities and colleges report any students to the INS who do not maintain lawful status.

As part of this process, those part time border students entering the U.S. to study are required to reapply for a visa every semester that they attend a college or university. While tighter restrictions and a more streamlined border-crossing process will allow the federal government and schools to keep better track of foreign students attending U.S. schools, part-time students may also face greater costs and time required to study only miles across their own border.

Already, a growing number of Mexican students have taken to walking or bicycling across the border, doing homework on the bridges, or crossing early in the morning to avoid the heavy traffic that is a direct result of larger groups of people commuting between Mexico and the U.S. For those attending U.S. classes for ESL or continuing education, the cost and time involved in reapplying for a visa every semester may further hinder their enrollment in U.S. classes.

Jon Amastae, director of the Center for Inter-American and Border Studies at UTEP, described what the border has been like recently. "The process of tightening the borders has been happening over the years. We are seeing the last of the process. People don't shop the way they did before. People do not go across to see families as often as they did. More people than ever have a special express pass. We have, over the past two years, explored with the federal government the possibility of a discount for students and an express lane. This has been slow going."

Meanwhile, the federal government has yet to issue F-3 visas for part-time students (as designated by the Border Commuter Student Act) and instead is allowing border students to attend

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schools part time under the F-1 visa status (which is normally assigned to full time students only). These part time students, however, must adhere to the rules set by the F-3 visa. These rules specifically restrict part-time students from working or living in the U.S., unlike foreign full-time students, who are allowed to find off-campus work within the U.S. while attending school.

"Our F-1 students have almost doubled, from 300 to 600, since 9/11. Most are not full-time students. They are Mexicans who come over here to go to school," said Hendry of EPCC. "Under the new Act, students can apply for an F-1. A school official can authorize them to go less than full time and then this is tracked by the INS. They reside and work outside the United States and go to schools within 75 miles of the border."

As the federal government works out the kinks in its new tracking system, and creates an official place within border laws for part-time students, schools such as EPCC also have to learn and pay for a whole new way of doing business.

"There is a lot more work involved in managing all these new regulations," said UTEP's Amastae. "But to this point we are pleased that neither the visa or bridge situation has resulted in a real decline in the numbers of students."

Amastae isn't the only one glad that the Act has held off what could have been a true border nightmare for colleges and universities. Educators and politicians responded quickly to the situation at hand, and hopefully, as other border challenges grow, schools can find new ways in which to create safe yet fluid and vibrant binational educational communities.

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UIC

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Percent Plans– Affirmative Action Mirage?

Simple Solution Simply Doesn't Work, Say Harvard Researchers

by Gary M. Stern

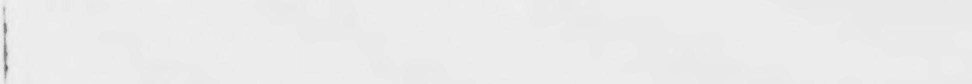
Affirmative action opponents contend that if public colleges accept the top students from high schools across a state, universities will be diversified and affirmative action programs won't be needed. But a February 2003 study by the Civil Rights Project at Harvard University has demonstrated that percentage plans that accept the top students in high schools are not diversifying college enrollment.

Unless affirmative action programs are restored, minority enrollment in American colleges will diminish and damage minority, and especially Latino, educational and career opportunities in this country for generations to come.

Focusing on programs in Texas, California, and Florida that accept a designated percentage of the top students at each high school, the study revealed that they have had minimal effects on diversity, and in some cases, have diminished diversity efforts. Professor Gary Orfield, co-director of the Civil Rights Project, noted: "Many claim that integrated colleges can be achieved without affirmative action by admitting a certain percent of students from every high school. Our studies show that this is not true."

"Latinos are particularly at risk," he said, "because two-thirds are in states that have lost affirmative action and none of their other plans are making up for the loss." Since many states have eliminated bilingual education, and the No Child Left Behind Act mandates English-language testing, Latinos will face the "most devastating losses from these policies," he said.

"The impetus for launching this research study was to see if percent plans were effective in establishing racial diversity after each state (Texas, California, and Florida) abolished its affirmative action plans," said Patricia Marín, a research associate at the Civil Rights Project, a joint program between Harvard Law School and the Harvard Graduate Education Department. The study was started a year and a half before the Supreme Court decided to review



Gary Orfield and Chris Edley, co-directors of the Civil Rights Project at Harvard University the University of Michigan affirmative action cases, which are still being decided. Since so many public high schools are segregated, having either mostly White or minority populations, states presumed that accepting the top percentage in every high school would result in diversifying their public universities.

Each state accepts a different percentage of top students, but none has succeeded in raising minority enrollment. In Texas, it's the 10 percent plan, which affects 35 public universities accepting the top 10 percent of each high school class. In California, only the top 4 percent of each high school class is guaranteed entrance into the nine state universities. In Florida, the plan is referred to as the "talented 20" because the top 20 percent of each high school class is offered enrollment in 11 public state universities.

In the Texas plan, students are guaranteed the university of their choice, but in Florida and California, students are assigned the university based on enrollment numbers and test scores. Since many Hispanic students prefer to stay close to home, being forced to attend a college hundreds of miles across the state can be untenable for some.

One problem has been that states have established qualifiers in their percentage plans that are limiting minority students from gaining access to public universities. In Florida, students must pass 19 required courses.

"Since most minority students in Florida attend 'failing' high schools, not the top high schools, they often receive little guidance. Counselors are overworked, and often can't direct them to take college-level courses. The result is they don't have sufficient credit and can't fulfill state requirements," noted Marín, a New York native with a doctorate in education from the University of Maryland. "Since more Blacks and Hispanics are not meeting those 19 credit requirements, it undermines the intent of the plan," she added.

In California and Texas, restrictions are less severe. In California, students must complete 11 specific units and have a 2.8 grade in the University of California's high school requirements, including three units of college prep English, three units of math, one unit of science, language, and history. In Texas, students are required to complete designated courses meeting "minimum graduation criteria."

Ironically, some percentage plans are helping White and Asian students, not minority students. In 1998, when the Florida percent plan went into effect, 61 percent of its high school graduates were White, but almost 75 percent of students who qualified for the top 20 were White. Hence, the Florida plan was disproportionately benefiting White students over minority students. Hispanic students in Florida are being hurt by percentage plans. Though Latinos number 14 percent of all high school graduates in Florida, only 10 percent of the talented 20 is Hispanic. Asians who number 3 percent of all high school graduates in Florida compose 6 percent of the talented 20 or double their population.

"Florida representatives are saying the proportion of students entering the public university system is approximately at par with proportions preceding the talented 20 program," said Marín. The Civil Rights Project contends that in a state where the Black and especially Hispanic college enrollment population is increasing and the number of Whites decreasing, maintaining the previous enrollment numbers isn't keeping pace with a growing minority population. "This program shouldn't be considered a success. Based on demographics, there's no equal access," Marín declared.

"Percent plans don't work because we still have an unequal K-12 program. They don't work because we don't have targeted outreach, financial aid, and support plans in any college admission process," Marín added.

Different motivations have led to percentage plans, suggested Stella Flores, a research associate at the Civil Rights Project who is a Houston, Texas, native, working at Harvard on her doctorate in education. After the courts in Texas abolished affirmative action, a group of legislators, professors, and attorneys implemented its percentage plan to ensure that some diversity would be maintained. In Florida, where the governor abolished affirmative action, the talented 20 was a response to maintain some semblance of diversity. In California, where the governor and regents abolished affirmative action, educators established the 4 percent plan. At first, the plan was to admit the top 12.5 percent of students, but there was concern that academic standards would be lowered, Flores suggested. "It was a band-aid approach to promoting diversity in response to the effect of Proposition 209 and the regents ending affirmative action," she noted.

When Marín studied the newly eligible students who entered the talented 20 in Florida in 2000, what she discovered was eye-opening. Of the 22,515 talented 20 students who entered in 2000, 22,375 met the minimum eligibility requirements for entry into a Florida public university. They had a GPA above 3.0 and had 19 credits of the required courses. "We found that only 150 newly eligible students in 2000 and 177 in 2001 were accepted due to the talented 20 program," Marín noted. "Hence, this plan helps less than 1 percent of students. It has had minimal to no effect," she added.

Florida, though, has one key advantage over California and Texas in diversifying its public colleges. Race can't be used as a factor for admissions in Florida, but it can be used for recruiting, financial aid, and outreach. Marín reports that college officials say these factors "help counter the effects of not being able to use race in admissions."

In Texas, the Civil Rights Project noted that some public universities were employing strategies that were helping attract minorities and overcoming the limitations of percentage plans. The University of Texas (UT)-Austin, for example, created a special scholarship program that was tied to segregated high schools, which greatly helped minority students. In 1995, the last year in Texas before affirmative action was abolished, UT-Austin had 14.1 percent Hispanics enrolled. That number essentially remained the same in 1996, plunged to 12.2 percent Hispanics in 1997 and 12.7 percent in 1998, and then leveled off at 13.7 percent in 1999 and 13.4 percent in 2000.

"The University of Texas awarded scholarships to top achievers in 70 high schools whose family incomes did not exceed $35,000 a year–in Dallas, El Paso, San Antonio, and Houston, which happen to have large Hispanic populations. It was moderately successful in attracting Hispanics due to its complete institutional commitment and establishing financial aid," Flores said.

But at Texas A&M, which did not establish a separate scholarship program, the number of Hispanic students plummeted after affirmative action was abolished. Though 14.3 percent of its students were Hispanics in 1995, that number had dropped to 10.4 percent by 2001, meaning that Texas A&M had more than 25 percent fewer Latinos entering despite the percent plan.

The more selective a college, the more percentage plans are damaging the chances of minority students gaining entrance. For example, the University of California-Berkeley had 17 percent Hispanics in 1995, before affirmative action was abolished, and by 2002, Hispanic enrollment had dropped to 9.6 percent. At the University of California-Los Angeles, Hispanic enrollment registered at 22 percent in 1995 and fell to 13 percent in 2002. "In California, where colleges are very selective and many out-of-state students attend, we see dramatic decline in minority enrollment," Flores noted.

Percentage plans also limit the

factors that are considered for college admission. Entrance solely depends on rank in high school, but overlooks leadership, background, and extracurricular involvement. "Percent plans reduce everything to a number," Marin asserted. "These plans try to mass produce college enrollment. What works in Texas may not work in Iowa," Flores added.

How could the percentage plan be improved to raise the number of minority students entering public colleges? Flores would like to see more commitment to needs-based financial aid, though most colleges are gravitating to merit-based scholarships, hurting poorer students. And having minority students enter colleges is only a first step. Retention programs are sorely needed to help African Americans and Latinos make the transition, particularly when they're attending colleges that are predominantly White.

Reaction to the Civil Rights Project report has been strong. "Percentage plans don't work effectively," remarked Dr. Robert Ethridge, vice president for Equal Opportunity Programs at Emory University in Atlanta, Ga. and president of the nonprofit American Association for Affirmative Action. Were he a university administrator in California, Texas, or Florida, he would "be alarmed. The report shows that a simple-minded approach can't address the complex problems of decreasing enrollment of African Americans and Hispanics." He envisions that minority students will flee public universities and gravitate toward affordable private colleges or out-of-state schools that accept and welcome them, weakening public universities in those three states.

Some experts think that percentage plans force Latinos into second-tier schools. "Percentage plans only grant admission into the system and not the school," noted Victor Viramontes, a staff attorney at the Mexican American Legal Defense and Educational Fund, based in Los Angeles. "As a result, the majority of Latino students are concentrated in the lower-tier schools. We have students frozen out of the most prestigious universities. Flagships schools no longer represent a state's diversity and handicap Latinos for entry into graduate and professional schools," he said.

Based on the conclusions of the Civil Rights Project study, "minority access will decline, most drastically in some of the professional schools. Unless there are other major compensating efforts, minority enrollment will drop sharply at all highly competitive undergrad campuses," noted Orfield.

"Unless Latino students and other minority students take the right courses that meet percent plan requirements, fewer students will be eligible. If you offer no financial aid and no support programs to entice them, they won't go," Flores said. Furthermore, Marin noted that these percent plans overlook the masses. What happens to the students who are ranked 5 percent, 11 percent, and 21 percent in those three states–students who miss the cut, Marin wonders.

"Too many students fall through the cracks in these percent plans," she added.

According to the study, percentage plans fail to overcome the abolition of affirmative action programs. Instead of seeing an increasing number of African Americans and Latinos graduating from college in Texas, California, and Florida, you can expect to see a continuing decline in minority graduates. That has dire implications for creating a diverse educated society that includes Hispanics, in particular, the fastest growing population in America.

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President's Advisory Commission Challenges the Nation in Final Report

by Tony P. Martinez and Alison P. Martinez

"The greatness of this nation rests squarely on our efforts to preserve freedoms, protect against persecution and oppression and ensure equality of opportunity. The measure of our success will be determined by the level of opportunity we afford the most vulnerable members of our society–our children. The key to our future success as a nation is an excellent education for every child–today."

With these eloquent words, cochairs Enedelia Scholfield and Frank Hanna introduce the work of the President's Advisory Commission on Educational Excellence for Hispanic Americans. The Commission's final report, released this spring, continues, "The members of our Commission share a deep and heartfelt urgency regarding the closing of the educational achievement gap for Hispanic Americans."

The Commission, disbanded in April, comprised 20 Hispanic educators and opinion leaders. Between being sworn in on Feb. 27, 2002, and issuing its final report on March 30, 2003, the Commission visited two exemplary schools, held three town hall meetings (in Milwaukee, Atlanta, and Huntington Park, California) and met five times as a body. Additionally, working groups held six meetings.

In 13 months, the Commission heard from more than 1,600 educators, experts, parents, students, and people involved in community organizations nationwide. "The one topic that consistently drew the most concern...was the staggering dropout problem plaguing Hispanic students," it reports. All along the educational pipeline, Hispanic students are leaking out.

Commission member Alexander González, new president, California State University Sacramento

Challenge to Higher Education

The Hispanic Outlook spoke with the members of the Commission who represent higher education. Alexander González was president of California State University-San Marcos until July 1, when he became president of California State University-Sacramento. Van Romero is a professor of physics and vice president for research and economic development at New Mexico Institute of Technology in Socorro, N.M.

The Commission challenged colleges and universities to graduate 10 percent more Hispanics each year, and thereby double today's graduation rate by 2014. This would be an average of three additional Hispanic graduates per year at each of the nation's 2,300 baccalaureate institutions. Can it be done?

"It's an ambitious goal," González admits.

"It's a stretch," says Romero. "Commissioners were adamant about not setting the bar too low. We want to raise the standard."

For 30 years, although up to 60 percent of Hispanic students graduate from high school and more than 40 percent immediately enroll in college, only about 10 percent have been graduating from four-year colleges and universities. (Close to 30 percent of non-Hispanic Whites earn four-year degrees.)

"Whether this goal is realistic or not doesn't matter, because we need to set goals and work to achieve them," González declares. "If we don't have any goals, we'll be caught on the same treadmill."

"Retention is the issue," González explains. "If you look at the statistics, the numbers of Latinos entering higher education are pretty good. But the

Educational Attainment by Hispanic Subgroup Aged 25 Years and Older (by percent)

Educational Attainment/ Hispanic Subgroup	Mexican American	Mexican Immigrant	Puerto Rican	Cuban	Central or South American	Other Spanish	Non-Hispanic White
High School Dropout	30.96	61.14	35.18	28.79	35.71	27.47	11.30
Completed High School	33.72	21.30	27.89	36.35	29.27	30.70	33.31
Some College – No Degree	17.68	8.47	15.82	10.20	12.62	16.08	18.18
Associate Degree	6.81	3.07	7.25	6.50	5.11	7.29	8.63
Bachelor or Higher Degree	10.83	6.01	13.87	18.17	17.29	18.45	28.58
Total Percent	100%	100%	100%	100%	100%	100%	100%
Total Number	4,188,116	6,863,681	1,625,237	932,482	2,873,837	1,171,389	131,228,564

SOURCE: NCES: March 2001

Associate and Baccalaureate degrees awarded to Hispanic students, 2000–01

	Degrees awarded to Hispanic students	Degrees awarded to all students	Percent of degrees to Hispanic students
Associate	61,444	599,812	10.2%
Baccalaureate	93,387	1,316,601	7.1%

SOURCE: Integrated Postsecondary Education Data Surveys, Completion File, 2001.

Income distribution of dependent undergraduates in college by race/ethnicity: AY2000

	Less than $20,000	$20,000-$39,999	$40,000-$69,999	$70,000 or more
All	13.3	20.7	31.4	34.5
White, non-Hispanic	8.2	18.2	34.0	39.6
Black, non-Hispanic	27.0	31.4	23.2	18.4
Hispanic or Latino	28.3	26.4	25.5	19.8
Asian	21.9	21.9	27.3	29.0
American Indian/Alaska Native	18.9	25.4	26.9	28.8
Native Hawaiian/other Pacific Islander	14.5	28.9	27.0	29.6
Other	15.1	20.2	29.1	35.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–00 National Postsecondary Student Aid Study (NPSAS:2000), Undergraduate Data Analysis System

real issue is the vast majority enter a two-year institution, and the transfer rate into a four-year institution isn't what it should be."

For instance, González says, in California "the higher educational system is built on the premise that the community colleges provide the first two years of undergraduate education. If students take the prescribed courses in the correct sequence, he says "then they can transfer to California State University system or the University of California system with 60 credits. But a lot of Latinos get sidetracked."

Romero observes that the states relying most heavily on junior colleges as gateways to higher education include some of the states with the highest Hispanic population: California, and also Arizona, New Mexico, Texas, and Florida. Unfortunately, nationwide, "statistics show that junior colleges are not really conducive to people getting four-year degrees. I don't think as universities we work closely enough with the junior colleges, and vice versa. We need to do a better job of articulation from one part of this system to the next."

The Commission outlined efforts that many institutions are already undertaking to make transfer policies and procedures easier for students to understand and satisfy. In some cases, students are simultaneously admitted, registered, and enrolled at both allied institutions. In others, the institutions agree on a curriculum that is automatically accepted for transfer. Some institutions offer upper-division courses at the community college, or even create a satellite campus there. "Anything we do to improve the articulation is going to make it easier for the students," Romero concludes.

Once students are in a baccalaureate program, the Commission points out, there are tactics colleges and universities can employ to retain Hispanic students, if institutions decide to make a deliberate effort. Successful retention programs include:

- Academic support, including small classes, supplemental instruction, a skills-building course, regular faculty meetings, and a team of college advisors;
- Individualized support, including peer mentoring and advising, academic and personal advising, free tutoring, and building alumni relationships;
- Social and cultural support, including diversity celebrations and community service projects.

Commission member Van Romero, physics professor and a vice president for research and economic development at New Mexico Institute of Technology

Using Funds Wisely

Success will mean increased Hispanic enrollment, and increased Hispanic enrollment will require increased capacity–faculty, staff, facilities. Since federal funding is sagging and state funding is plunging, the Commission calls for "creative alternatives."

The report mentions one possible creative alternative: distance learning–if "corporate and community partnerships" could be created to give Hispanic youth equal access to computers. The report does not discuss how its recommended retention/support programs would work in a distance-learning environment.

To make best use of existing funding, Romero suggests, "we have to evaluate which programs are working and which are not. We are doing a disservice to the youth of this country if we continue to fund programs that don't work. We want to determine what's working and support that, and stop supporting what doesn't work. With that approach, you can move forward with not a significant amount of new funding."

"I don't think that expecting the federal government to do everything for you is the answer," González comments. The major thrust of the Commission, he said, was "to raise the awareness of the American people on the issues involved in the education of Latinos and Hispanics in this country. It's a call to action not only at the federal level but also at each one of the local levels that will be involved. Everybody should be thinking about it at their own level in each school district."

Teaching K-12

Because so few Hispanic students graduate from high school qualified and prepared for college, most of the Commission's recommendations for putting Hispanic students on the road to a college diploma center on K-12 education. González puts it in a nutshell: "Kids need to learn to read and write before they're in the third grade. That's where we really need to make the impact, because after that, if they can't read, it's always catch-up."

The Commission echoed the emphasis of the No Child Left Behind Act on using research-based teaching methods, but reported that most of the research that has been done on the education of Hispanic children does not actually show what teaching methods are effective with Hispanic populations. In the first place, all Hispanic groups are usually lumped together–Mexican, Puerto Rican, Cuban, etc. In the second place, new immigrants are lumped together with second and later generations. "To consider Hispanics in the United States as a homogenous population ignores the real demographics (and) distorts...strategies and plans," the Commission observes.

The Commission called for research to identify what works. "Very little of the research on Hispanic students was designed so as to provide evidence of what works toward their success," it reported, especially not "what works for which students." What works with newly arrived Mexicans in Georgia may not work with third-generation Mexicans in Los Angeles, for example. We must abandon one-size-fits-all thinking and adopt strategies that "reflect the great diversity within the Hispanic population."

Readers of the report may conclude that opportunity beckons for Hispanic-serving universities to design sophisticated research strategies that can yield the knowledge educators need.

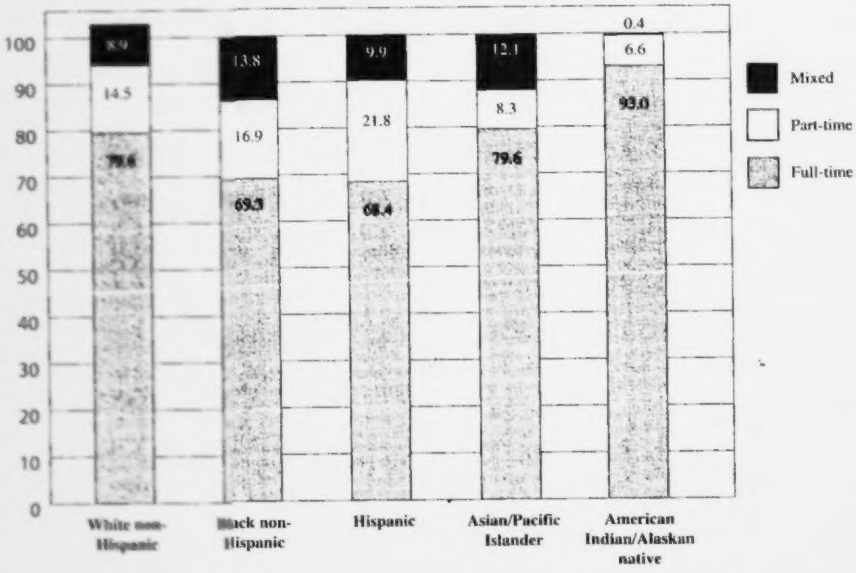
Readers of the report may also see that opportunity beckons for

Hispanic-serving institutions to train K-12 teachers.

"When you look at K-12 education, the most important factor is the teacher," González declares. "The Commission report focuses on developing teachers who are prepared and committed to working with Latino and Hispanic kids all across the country. That's really what will make the change, when you have teachers who are trained, committed, and know what to expect when working with different populations of Latino kids."

Romero adds that "We in higher education need to do a better job of giving subject-matter expertise to K-12 teachers. They've chosen this profession. They certainly didn't go into it for the money. They have fire in the belly, and before that fire goes out, we have to give them the knowledge to prepare students for university education."

Percentage distribution of academic year (AY) 1996 beginning postsecondary students according to their enrollment status in AY98



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS 96/98)

Financial Aid

Aspiring to higher education goes hand in hand with understanding its benefits and understanding the financial aid system.

"One of the recommendations that the Commission made was a 'pathways to success' campaign," says González, "to raise the aspiration levels of Hispanic kids, and to give them the information they need. I work in higher education, and I see it all the time–not knowing the requirements for admission, not knowing the proper sequence of courses, not knowing about financial aid. All these things have probably the biggest impact on both students and families."

Skyrocketing tuition, with financial aid packages that do not meet financial need, make it hard for low-income students to stay in college. Hispanic youth are the most likely to come from families earning under $20,000 per year.

The Commission's proposal to deal with problems in college funding and financial aid is an information-outreach campaign "to educate parents about the options available for financing a college education and the process every individual must complete in order to be awarded a financial aid package." The campaign would be part of a general public-awareness effort to "put college on the radar screen" for Hispanic families.

DREAM Act

"At nearly every town hall meeting," the report states, "the Commission heard about the need for the states to consider providing in-state tuition to undocumented students. In many cases, these particular students were brought to the United States by their parents at a very young age. They consider themselves to be American and are graduates of U.S. high schools. Lack of documentation regarding their legal status currently inhibits their ability to secure in-state tuition. The Commission encourages the states to review this issue."

California's González is pleased with his state's action on the issue. "In California [and also in Texas and Illinois] we've already passed a law that if a student was brought here by his parents and went to high school in this state, then when they go to either the University of California or California State University, they pay in-state tuition." Without the law, they would pay out-of-state tuition, as do foreign students, and the cost would be out of reach.

The federal Development, Relief, and Education for Alien Minors (DREAM) Act, once again under consideration by Congress, would eliminate legal questions that have made other states hesitate to follow the example of California, Texas, and Illinois. It would also open federal financial aid to undocumented students.

Public Awareness

Does the general public care about the education of Hispanic youth?

"If the general public doesn't care, they had better **start** caring," González exclaims. "Look at the demographics. In California, half of all the children being born are Latino. This country has moved from a manufacturing-based economy to a more service- and information-oriented economy. We need people who can fill those jobs. It is in our best interest as a nation to make sure that everyone is prepared to fulfill the potential that they have."

Romero observes that a major purpose of the Commission's work was to increase public awareness of the issues. He believes that the general public is ready to pay attention.

"I deal with corporate entities in the research world," Romero says, "and I am beginning to see growing appreciation for diversity. People all around are seeing the benefit of diversity.

"Have we solved all the problems? No, we haven't. There is work to be done.

"Statistics show that the more your parents have higher education, the more likely you are to succeed at higher education. Hispanic Americans haven't broken through that barrier yet. I'm convinced that once they break through that barrier, they will be successful. It's up to us to get that first generation through the barrier, and then the others will follow."

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

HO

A Powerful Vision Transforms The Forgotten Middle

AVID Students a Success in California and New Mexico

by
Tony P. Martinez and
Alison P. Martinez

AVID
Decades of College Dreams

Of Latino AVID students, 43 percent enroll in four-year colleges. The national average is 29 percent.

"Ninety-five percent of our students go on to college," brags Mary Catherine Swanson." These kids are changing the world."

Is Swanson speaking of prep school graduates? Students of a franchise tutoring chain?

No, this award-winning educator is speaking of average students, predominantly poor and minority, in public high schools, typically the first in their families to attend college.

"We work with students who want to try, but simply don't know how to be A and B students," she explains. "We put them in the toughest classes. We give them rigorous curriculum, and we give them the support to do well."

Classroom Revolution

In 1980, Swanson was an experienced English teacher at San Diego's elite Clairemont High School, when suddenly court-ordered busing and the construction of a newer, more elite high school nearby brought in hundreds of low-achieving minority students and took away half of the college-bound, affluent students. "Most of the teachers bailed out," she remembers. "But I said, these kids have got to be equally as intelligent as the kids we've always taught here. It's got to be a difference in experience and background. So maybe we can give them enough support during their four years of high school to get them ready for college.

Mary Catherine Swanson, AVID founder

"Isn't it our job as teachers to take students wherever they are when they come to us, and to teach them and improve them?"

From Swanson's first year of work with 30 students has evolved a program that in 2001-2002 served more than 85,000 students at 1,500 schools in 22 states, plus U.S. Department of Defense Dependents schools overseas. Alumni exceed 20,000, and their numbers are growing exponentially as more and more schools sign on.

Advancement Via Individual Determination (AVID) is a structured, replicable school-wide program of effective teaching methods and collaborative culture to support student success with rigorous curriculum. At the same time, it is intensive, small-group support for motivated students, cluing them in to the "hidden curriculum" and providing each young learner a powerful faculty advocate.

AVID implementation begins with a year of planning and professional development. A district or regional administrator and site coordinators are chosen, and along with principals and teachers, they attend intensive summer institutes where they learn AVID methods and philosophy. Once the program is underway in classrooms, AVID continues to provide training, expertise, and curriculum materials.

John DeVore is principal of Southwest High School in San Diego, Calif., which maximizes use of AVID. "We teach reading, writing, and critical thinking skills with course content as the vehicle," he explains. "Our belief system is that all kids can learn and achieve at high levels; the question is what support they need."

The AVID curriculum emphasizes writing, inquiry, reading, and collaboration. Each lesson's learning objective is posted. Explicit, direct instruction and Socratic dialogue alternate and intertwine. "Write Path" curriculum materials, based on writing as the means of learning, support all academic courses, even math and science.

Classroom teachers become enthusiastic, encouraged, and invigorated by the success students achieve with AVID. The faculty's sense of teamwork grows.

AVID targets the middle–the "forgotten" students–with intensive support through an elective course during the regular school day. In the AVID course, students learn Cornell note-taking skills, organizational skills, and study skills. They keep assignment binders. They learn about the educational system and career paths. One tutor for every seven students (local college students trained by AVID and paid the going rate) helps participants develop independent research, collaboration, and critical thinking skills.

"We all applaud high standards," Swanson says. "But you can't take kids who have been in a remedial curriculum and put them in tough classes or give them tough tests without any support and think they're going to succeed. They're going to fail.

"We punish kids all the time because they don't live up to teachers' arbitrary expectations," Swanson continues. "If they come into our classroom not meeting our standard, we automatically flunk them rather than saying, I'm the teacher; it's my responsibility to bring that student along.

"We educators don't build the support structure," she says. "Now AVID provides the support structure. We find barriers within the school–all the reasons why certain kids can't get into certain classes. AVID forms site teams that have the power to break down those barriers. And I'm going to tell you, it's really controversial."

Amazing Results

The research results quell the controversy. AVID recruits underperforming, disadvantaged students, yet their achievement soon exceeds all expectations.

In middle school, 48 percent of AVID students enroll in algebra. The national average is 24 percent. In high school, 84 percent of AVID students complete requirements for admission to four-year colleges. The national average is 34.8 percent. In high school, AVID students maintain a B average, in college, an average GPA of 2.94.

Of Latino AVID students, 43 percent enroll in four-year colleges. The national average is 29 percent. AVID students from the lowest socioeconomic groups enroll in college in the same or higher proportion as their middle-class peers. The program wipes out the academic disadvantage associated with socioeconomic disadvantage.

By bringing up the middle, AVID brings up the whole school. In San Diego County, Calif., the program is now available at all high schools and middle schools. From 1990 to 2000, the district's percentage of minority students increased from 46 percent to 51 percent, and the percentage receiving free or reduced-price lunch more than doubled, from 27 percent to 60 percent. Nevertheless, during the decade, the percentage of all graduates completing requirements for admission to four-year colleges increased from 25 percent to 37 percent, the percentage taking the SAT increased from 33 percent to 46 percent, and the percentage scoring 1000 or more increased from 21.4 percent to 23.4 percent.

In California, during academic year 2001-2002, a statewide Advanced Placement® challenge grant, with The College Board and AVID working together, increased the total number of students taking AP® exams by 18 percent.

Hispanic students made even greater gains. Mexican-American students took 18 percent more AP® exams. Puerto Rican students took 39 percent more AP® exams.

AVID's Newest State

Marcia Brenden is Northern New Mexico AVID regional director and ENLACE coordinator (see *HO* April 22, 2002). Three small-town high schools (Española, Las Vegas, and Taos) and one pueblo high school (Laguna) are pioneering AVID in New Mexico.

The town populations are overwhelmingly Hispanic, and the town schools serve many students from centuries-old Hispanic mountain villages as well. Pueblo students are all Native American. "We find that these kids have a lot of pride in their language and culture, so we infuse our AVID classes with cultural content and culturally relevant exercises," Brenden says.

"We recruit in eighth grade," the director continues. "We're looking for kids in the middle that have a spark. We get recommendations from English teachers and counselors. Students and parents may self-select also.

"All parents and students go through interviews. We talk about the responsibility, that it's going to be a lot of work, and if they still want to be in AVID, students and parents sign a little contract."

Brenden speaks with warmth of "great kids that have historically been underserved. There's resistance to believing in yourself and trusting your abilities, and resistance to learning the techniques and working hard. After all, these are kids who've been hanging out, just getting by. But they are staying in the college prep classes. When they find they are being recognized for the capacity that they do have, many who wanted to drop out become engaged with school again. They all want to be in AVID next year.

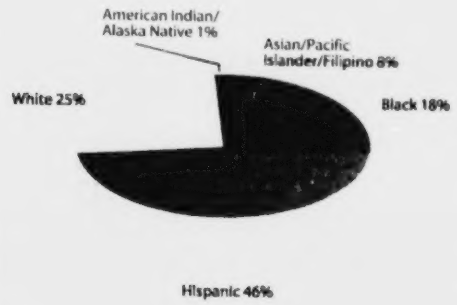
"We'll have both freshman and sophomore AVID classes in 2003-4. In three years we can become demonstration schools, and then New Mexico educators can come and see these AVID sections in action, and the program will grow faster."

Southwest High School

"The system of education that we have right now is perfect–if you are satisfied with the results we are getting right now," says Principal DeVore. He is intense, lion-hearted, and not at all satisfied with the status quo. "What I want at Southwest High School is a breakthrough in student achievement. I don't have time for incremental improvement."

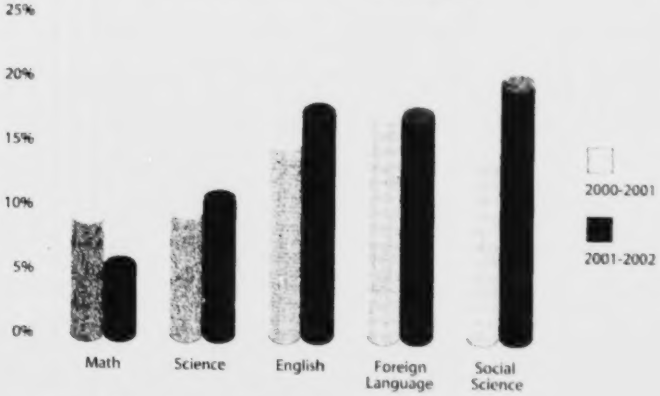
DeVore speaks with passion. "We educators are in the business of helping kids prepare for their futures. Our kids wake up every

AVID Student Ethnic Breakdown 2001-2002



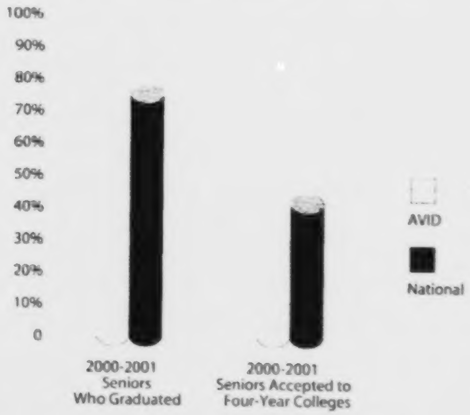
"Declined to state" and multiple responses total 3%.
Totals to more than 100 due to rounding of percentages.

AVID Students Taking More AP Courses 2000-2002



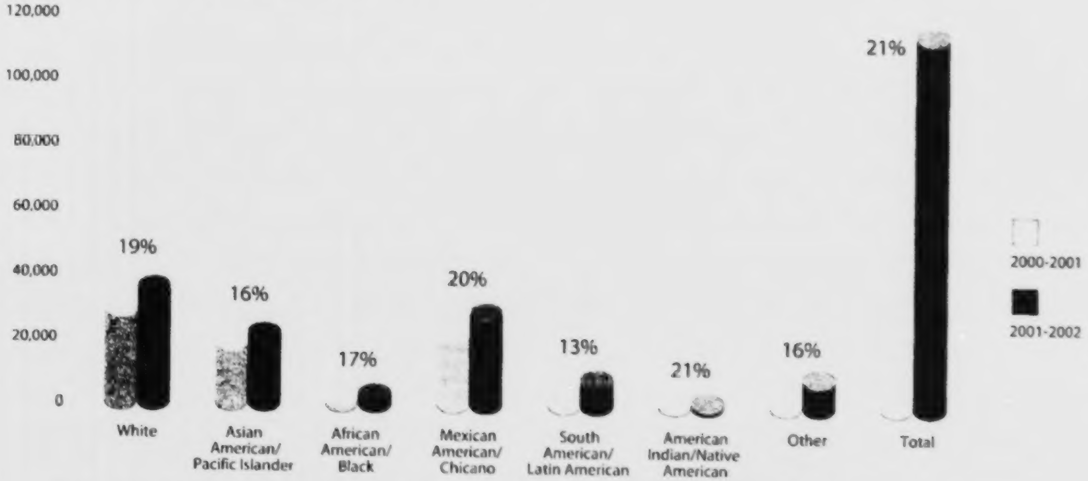
The number of AP courses taken by AVID students has increased in most subject areas over the past year.

AVID vs National Performance



AVID seniors in 2001 outperformed non-AVID students nationally.

Increase in AP Exams Taken in California 2000-2002



There were increases in the number of AP exams taken in California in each of the ethnicity categories.
These increases are due in large part to the California AP Challenge Grant.
The percentage increases are presented above each category.

single day and go to our school believing that the school will help them, but our school systems are failing many students.

"We've created systems that have inherent barriers. The adults have figured out how to sort kids and push some of them out of the system. Educators work with the ones they call our kids, and ignore the ones they call those kids.

"They are all our kids!" the principal declares. "We need to find the barriers in our systems and eliminate them.

"At Southwest High School, we have every reason not to predict success, given our demographics, but our job is to create results that are different from what our demographics would predict."

Southwest High School stands just three miles north of the Mexican border. Half the student body is new every year. Eighty-four percent of the school's 2,247 students are Latino. Two hundred and seventy-five students (12 percent) do not speak English, and 800 (36 percent) have limited English proficiency. Sixty-five percent of the students get free or reduced-price lunches.

Southwest High School boldly proclaims its mission: that all students graduate with qualifications for a four-year university. "They don't all have to go to a four-year college," the principal explains, "but they should have the option to do so. It's about qualifying them so that they have choices and opportunities. This expectation is enormously higher than just high school graduation."

When DeVore found out that the University of California admissions process seeks freshmen with Advanced Placement® credits, he realized that Southwest's mission would require greatly expanded AP® enrollment. He uses expanded AVID enrollment to make this possible.

Now Southwest encourages every student with at least a C average to take at least one AP® class, with concurrent AVID enrollment. This means 36 AP® sections and 12 AVID sections in 2003-4, including bilingual AVID—400 AVID students.

If the student has difficulty, a conference of student, teachers, and parents works out solutions. Once placed in AP®, very few students drop out, as the principal's personal permission is required, and this principal does not readily indulge quitters. Even with mass AP® enrollment, rather than the former highly selective AP® placement, Southwest has moved from last in the district to second in AP® pass rates. "Although our demographics are among the lowest of 65-70 high schools in San Diego County," DeVore reports, "we're in the top 10 percent of AP® pass rates."

Mexican-American students took 18 percent more AP® exams. Puerto Rican students took 39 percent more.

Most schools provide individual teachers great autonomy. Most schools are comfortable for the adults and ineffective for the students. DeVore tears down the conventional, congenial school culture and builds a collaborative educational culture in its place.

"Culture is critical," says DeVore. "You have to get everyone passionate about the vision. My job is not to keep teachers happy. My job is to get student results, and that's going to make teachers happy. If I have to make teachers uncomfortable to get student results, I will. Mastering high achievement is for all students."

Ideals, Commitment

"No one else holds schools accountable the way we do," AVID's Swanson declares. "We collect data, and give it back to schools so they can make comparisons. We certify schools every single year, making sure that they are following the program's essential principles. Schools must be working with low-income kids in the middle. They must have trained tutors working with the students in a rigorous, college-prep curriculum. I have no power to make schools do anything, but if they are not following the AVID essentials, they may not call it AVID, because it doesn't serve students the way AVID does."

Implementing AVID requires a commitment of time, people, and money. Swanson estimates the total cost at about $20,000 the first year, $15,000 the second year, and much less in later years. Costs per student per day vary between 81 cents and $1.15, depending on enrollment.

"It's not much per student," says New Mexico's Brenden, "but it can be a lot to our schools." New Mexico is a poor state. With ingenuity and cooperation, resources come together. The Kellogg Foundation's ENLACE grant helps with the regional director's salary. GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) provides tutors. "They believe in the program," the director concludes.

"A powerful vision does not start by changing your circumstances," says DeVore. "That approach will never work because you will get bogged down trying to get the resources you need.

"A powerful vision starts with a declaration of what you are going to be in the future. Don't try to articulate exactly how you are going to get from here to there–if you can see the steps, your vision isn't grand enough! And don't ask permission. Just start doing the things that the school you want to be would do."

We cannot make a difference in the lives of underachieving students, writes Swanson, with just a short support period added onto the school day; students need more than that. We cannot focus on basic skills; they can and must achieve more than that. We cannot make a difference by asking teachers to do more with less. Teachers need more than that.

"As we stand at the crossroads of the educational change that society demands, I ask educators to recognize their influence on the future and to summon new energy to make this dream a reality. Fill your hearts with the idealism that made you choose to be an educator.

"What would your school look like if you could wave a magic wand and make it the best school it could possibly be–a school where every child succeeds?

"AVID is about having a dream and sharing the vision. It is about developing a plan and then working together to make the necessary changes, step by step. AVID is an invitation to dream not the impossible, but the possible."

For more information, visit the Web site www. avidcenter.org

Tony and Alison Martinez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

Pew Hispanic Center

THE HENRY J. KAISER FAMILY FOUNDATION

Survey Reveals Hispanic Attitudes

Identity, Finances, Discrimination, and Views of U.S.

by Sandra Gardner

If you're a Hispanic in school, in the workplace, or just going about your everyday routine, chances are that you'll face discrimination. Not only that, but the discrimination may even come from other Hispanics.

According to the Pew Hispanic Center and the Kaiser Family Foundation's 2002 National Survey of Latinos, 82 percent of Hispanics say that discrimination keeps Hispanics from succeeding in general, 78 percent believe it is a problem in the workplace, and 75 percent, in schools. And eight in 10 report that Hispanics discriminating against other Hispanics is a problem, including almost half who say it's a major problem.

In addition to discrimination, the survey focused on how Hispanics view themselves and their identity, their views of the U.S., and their financial and healthcare experiences.

The survey, the first that the Kaiser Family Foundation has partnered with Pew, involved a nationally representative sample of 4,213 adults, 18 years and older, selected at random, in the 48 contiguous states. Of those interviewed, 2,929 identified themselves as being of Hispanic origin. Interviews were also conducted with 1,008 non-Hispanic Whites and 171 non-Hispanic African Americans.

Dr. Mollyann Brodie, vice president for public opinion and media research at the Kaiser Family Foundation and co-author of the survey

One of the major findings was that though there are similarities among Hispanics in their views of the importance of family, religion, and moral values, there are appreciable differences among those from different countries of origin, among those who were foreign born and those who were native born; and among those who primarily speak Spanish and those who primarily speak English.

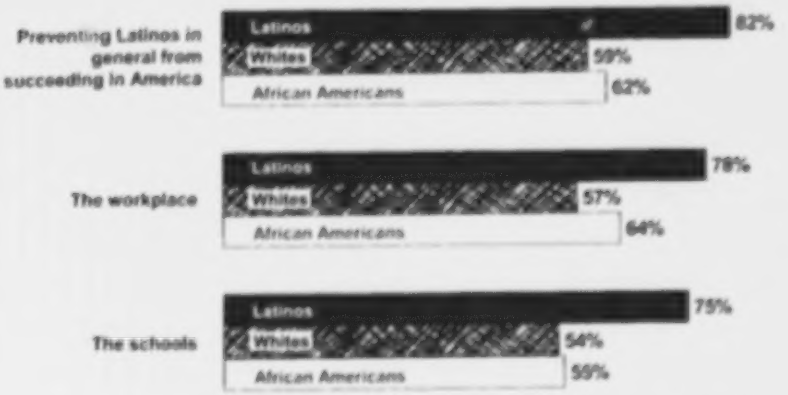
"People should be wary about generalizing too much about Latinos in the U.S.," says Dr. Mollyann Brodie, vice president for public opinion and media research at the Kaiser Family Foundation and co-author of the survey. "There's a vast diversity in views and experience."

Hispanics hold different attitudes on abortion and what it takes to get ahead in the U.S., depending on whether they are foreign born or U.S. born, the age at which they immigrated to the U.S. if they are foreign born, and whether their primary language is English or Spanish. Native born and English-speaking Hispanics share more attitudes with non-Hispanic Whites and African Americans, whereas non-native and Spanish-speaking Hispanics share different views. Puerto Ricans born on the island, for example, are more apt to share views of Hispanics of other countries of origin; those born in the U.S. are more similar to other Americans.

Roberto Suro, director of the Pew Hispanic Center and co-author of the survey, delineated

Is Discrimination Against Latinos a Problem?

Percent who think discrimination against Latinos is a major or minor problem in...



Source: Pew Hispanic Center/Kaiser Family Foundation National Survey of Latinos, December 2002 (conducted April - June 2002)

the major findings of the survey: "The children of immigrants are absorbing English and American ways at a very quick pace, so quickly, indeed, there's a generation gap in immigrant households between foreign-born parents and their very Americanized children. Second, despite a significant degree of assimilation, there are several beliefs and attitudes that almost all Latinos share in common that are different from non-Hispanic Whites and African-Americans. Thirdly, Latinos do not see themselves as forming a single culture."

The majority of Hispanics identify themselves with their country of origin, whether it's their birthplace, their parents' birthplace, or whether the immigration took place generations ago. However, most Hispanics, especially those who are Spanish speaking, feel very strongly that learning to speak English is critical to achieving success in the U.S. Even immigrant parents say that their children primarily speak English with their friends. Most Hispanic parents feel that living in the U.S. will give their children more advantages, but they worry about whether their children will lose their sense of family values.

Though Hispanics are generally more optimistic about their personal financial situations than Whites and African Americans, 28 percent had problems paying their rent or mortgage, 30 percent were laid off or lost their job this past year, and 66 percent were unable to save money for the future.

Hispanics are more likely than Whites or African Americans to be without health coverage. More than one-third of Hispanic adults report having no health coverage, as compared with 21 percent of African Americans and 16 percent of Whites. Of Hispanics without coverage, approximately two-thirds are employed while the rest are either homemakers, unemployed, retired, or students. Experience varies widely, though, with those who are foreign born or Spanish dominant more likely to report being uninsured. Three in 10 Hispanics report problems communicating with healthcare providers, and two in 10 say they've had difficulty getting care because of their race or ethnicity. Here again, many more foreign-born and Spanish-dominant individuals have had these experiences.

Whether foreign or native born, English or Spanish speaking, Hispanics share views on the importance of family and the value of government that set them apart from non-Hispanics. For example, a strong attachment to family is still evident among Hispanics whose families have lived in the U.S. for generations.

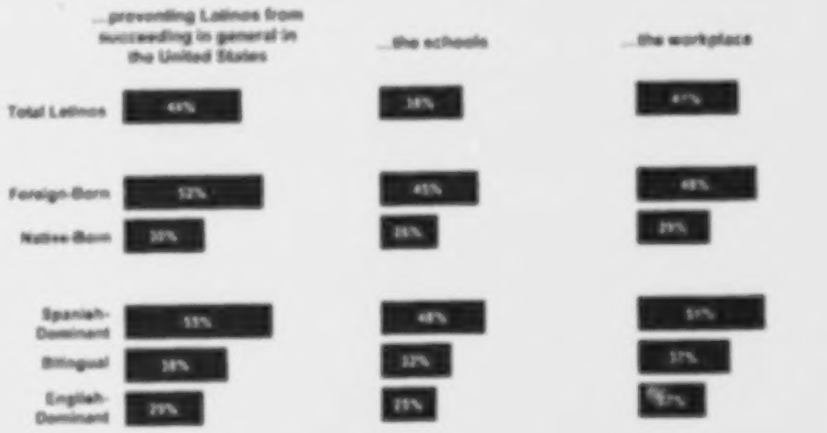
Hispanics are generally more conservative in social values than Whites and closer to those of African Americans in their views on abortion, homosexuality, and divorce. They are much more likely to agree that it is better for children to live in their parents' home until they get married than are Whites and African Americans and more likely than Whites to feel that elderly parents should live with their adult children. Though foreign-born Hispanics are more apt to hold these views, even those whose families have been in the U.S. for many years are more likely to agree than non-Hispanics.

Both foreign-born and native-born Hispanics favor a larger government that provides more services. Sixty-two percent of foreign-born and 56 percent of native-born Hispanics say they are willing to pay more taxes to support a larger government and more government services compared with only 35 percent of Whites and 43 percent of African Americans.

Whether foreign born or native born, many

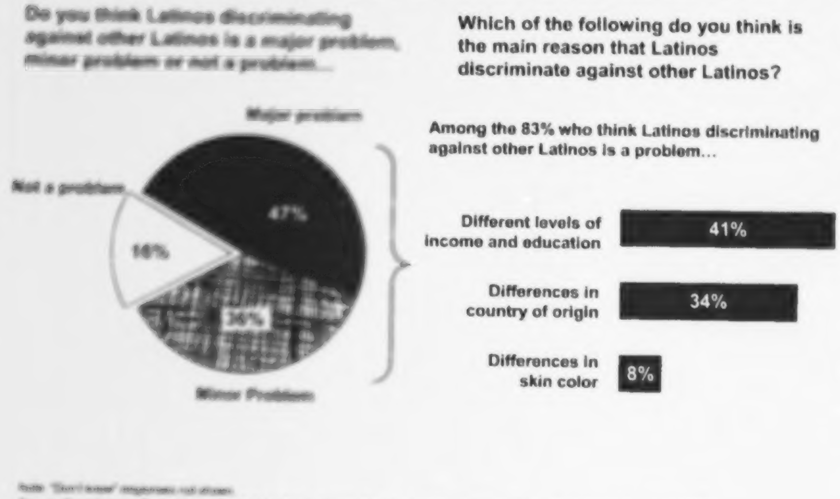
Latinos' Views on Discrimination Against Latinos

Percent of Latinos who say discrimination against Latinos is a "major problem" in...



Source: Pew Hispanic Center/Kaiser Family Foundation National Survey of Latinos, December 2002 (conducted April - June 2002)

Latinos' Views on Discriminating Against Other Latinos



Note: "Don't know" responses not shown.
Source: Pew Hispanic Center/Kaiser Family Foundation National Survey of Latinos, December 2002 (conducted April – June 2002)

Hispanics face discrimination from non-Hispanics and Hispanics alike. In addition to job- and school-related discrimination, many also experience more subtle forms of discrimination because of their race or ethnicity. Nearly half of Hispanics say they've been treated with less respect than other people, 41 percent report receiving poorer service than others, and three in 10 say they've been insulted because of their race or ethnicity. In this case, being foreign born or native born doesn't appear to matter.

Sixty-two percent say that they or someone close to them has been discriminated against, not been promoted or hired, or experienced a subtler form of unfair treatment because of their race or ethnicity. Foreign-born Hispanics report language as the main reason, whereas native-born Hispanics attribute it to physical appearance.

Of those who report discrimination from other Hispanics, most–four in 10–report that their socioeconomic status is the key to the discrimination.

"The perception is that it's because of income and education, the sense that one group is poorer than another, and less educated," says Brodie.

Hispanics from Mexico and Central and South America are more apt to feel that differences in levels of income and education are the reasons for this type of discrimination. Forty-four percent of Mexican-Americans, for example, cite socioeconomic status as the cause of discrimination.

"One hypothesis for this is perhaps because so much of the Latino group is Mexican, about 64 percent of Latino adults," says Brodie.

One-third of all those surveyed cite their country of origin as the reason for discrimination by other Hispanic groups. Hispanics from Puerto Rico, Cuba, and the Dominican Republic are more likely to report that the main reason for discrimination from other Hispanics has to do with differences in countries of origin.

Eight percent say that other Hispanics hold their skin color against them. Dominicans, who have a higher proportion of Afro-Latinos in their population, report the highest rates of discrimination based on skin color–16 percent.

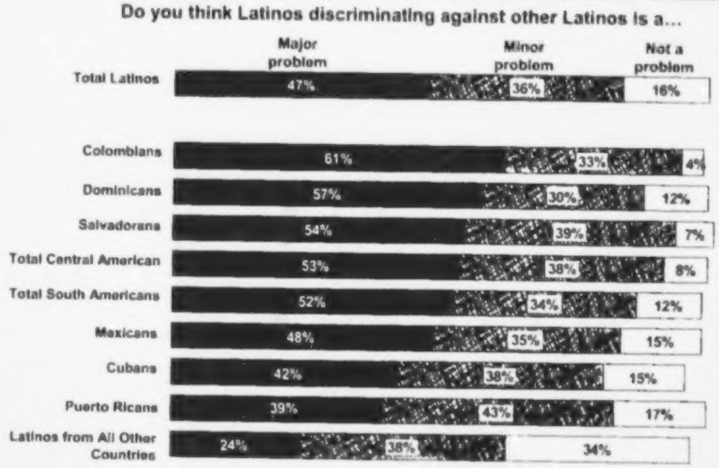
"One of the puzzling things is that to some extent, the friction takes place when newly arrived Latinos are dealing with Latinos in the police, in schools," says Suro. He thinks this may reflect a structural relationship; that is, a new immigrant's expectation that someone in authority who speaks Spanish should be naturally sympathetic, which may not be the case.

The survey did not delineate which Hispanic groups were doing the discriminating against which other groups. However, says Suro, "One thing we did note in the focus groups, that among immigrant Latinos from L.A., they particularly identified native-born English-speaking Latinos as the source of the problem."

Language, that is, if a person is Spanish dominant or English dominant, is a big factor in discrimination, whether by other Hispanics or non-Hispanics. Nearly half of foreign-born and more than half of Spanish-dominant Hispanics report language alone as the cause of the discrimination they experienced, compared with 14 percent of native-born and 10 percent of English-dominant Hispanics.

Though the survey did not indicate whether those who spoke "accented" English experienced discrimination, a 2002 report from the National Fair Housing Alliance (NFHA) showed that "testers" with accents were routed to housing units available in ethnic neighborhoods based

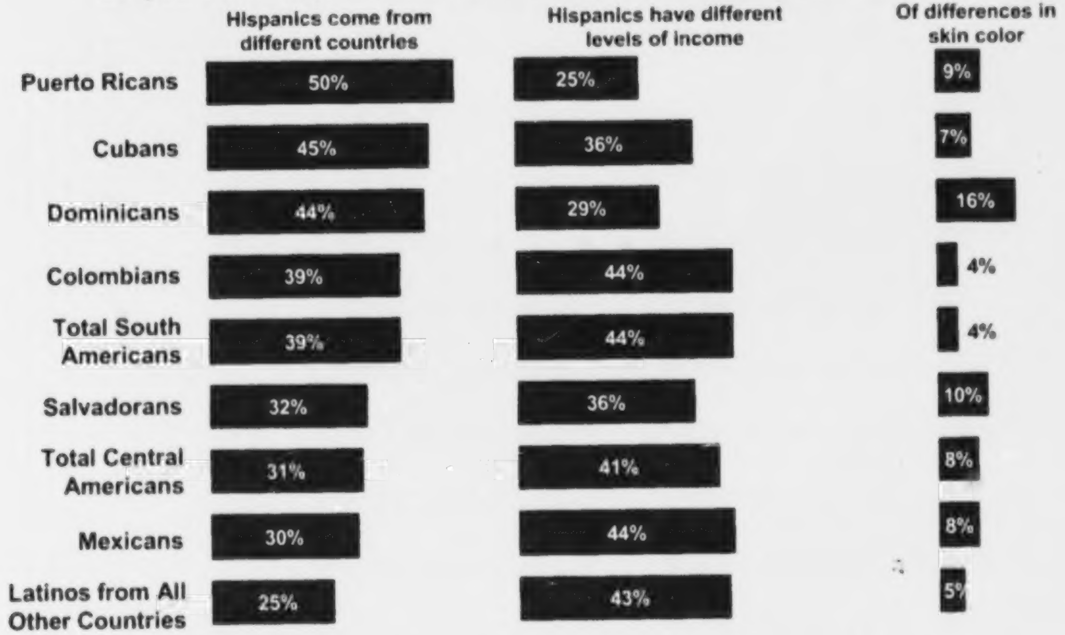
Latino Views on Latinos Discriminating Against Other Latinos, by Country of Origin



Note: "Don't know" responses not shown.
Source: Pew Hispanic Center/Kaiser Family Foundation National Survey of Latinos, December 2002 (conducted April – June 2002)

Reported Reasons Latinos Discriminate Against Other Latinos Among Those Who Think It is a Problem, by Country of Origin

Do you think Hispanics discriminate against each other mainly because...



Source: Pew Hispanic Center/Kaiser Family Foundation *National Survey of Latinos*. December 2002 (conducted April – June 2002)

on the presumed national origin of the caller. And a report from the U.S. Department of Housing and Urban Development (HUD), *Discrimination in Metropolitan Housing Markets 1989-2000*, showed that housing discrimination is now more pronounced against Hispanics than African Americans. One of the problems, according to the NFHA, is that Hispanics, like Asians, file relatively few complaints about housing discrimination.

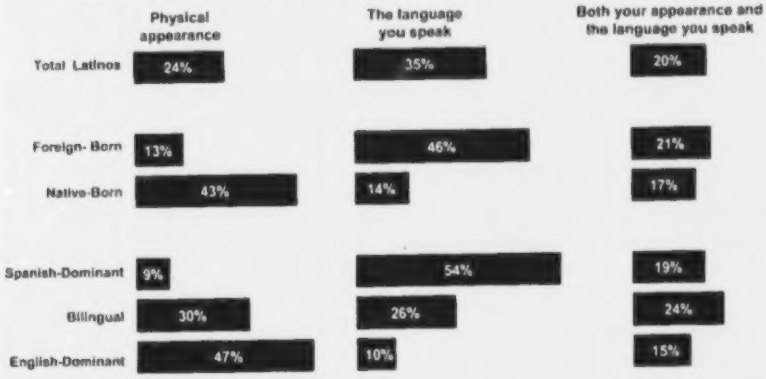
Are Hispanics becoming part of the melting pot? Or are they holding on to their ethnic ways and language? The answer: yes and yes.

More than half of all adult Hispanics living in the U.S. today are immigrants and another fifth are the U.S.-born children of immigrants. Immigration and assimilation are occurring simultaneously. Perhaps the best way to describe Hispanic culture in the U.S. is as a fluid group, constantly shifting, always "becoming."

Latinos' Reported Reasons for Discrimination and Unfair Treatment

Thinking in general about when you have been treated unfairly or discriminated against, which of the following explains why you were treated unfairly. Was it MAINLY because of your...

Among the 62% who report having experienced discrimination or unfair treatment...



Note: "None" and "All other reasons" not shown
Source: Pew Hispanic Center/Kaiser Family Foundation *National Survey of Latinos*. December 2002 (conducted April – June 2002)

The Legacy Preference

Perspectives Within and Without Academia

by Isis Artze

Preference for alumni children in college admissions, known as the legacy preference, was probably initiated soon after the first generation of college graduates realized that its own sons would go to college someday. So why is it garnering so much media coverage lately, including appearances in *The Wall Street Journal*, *Time*, and *The New York Times*?

Mostly because affirmative action supporters are asking–if it's unfair to give preferential treatment in admissions based on race, how can it be fair to use legacy status as a criterion? Defenders of the racial policy also reason that affirmative action compensates for the legacy edge, as well as for preferences such as those given to residents of underrepresented regions, many or perhaps most of whom are White.

Use of the legacy factor by colleges varies greatly, but for the most part, admissions officers award a few extra points to students whose parents are alumni. For instance, if the selection index is 150 points, based on students' test scores, high school grades, extracurricular activities, etc., a college might award five points because of legacy status.

Supporters of the legacy preference are quick to claim that the edge this policy gives students is almost never as large as that conveyed by affirmative action policies. The University of Michigan, whose admissions procedure is central to lawsuits now before the Supreme Court, gives Blacks, Hispanics, and Native Americans (but not Asian Americans) an extra 20 points. Michigan also awards a four-point bonus to children and stepchildren of alumni, or one point to grandchildren, spouses, or siblings.

"If the Supreme Court were to end affirmative action, colleges would be under tremendous pressure to reconsider whether they give preference to alumni children, of whom the vast majority are White and privileged," Gary Orfield, a Harvard University professor of education and social policy, told *The Wall Street Journal*.

State universities in both Georgia and California dropped legacy preference after being forced to end racial preferences.

Sen. John Edwards of North Carolina

Reporters seized the opportunity to mention the irony of President George W. Bush declaring he is against the use of race in admissions, given the widely conjectured notion that without his third-generation legacy status, he might have never gotten into Yale.

Another elected official, Sen. John Edwards of North Carolina, also generated some preference headlines when, in the closing statements of his education policy address at the University of Maryland in College Park last November, he expressed his firm disapproval of policies that perpetuate inequities in higher education. "If we truly are serious about providing a ladder to success that all Americans have the chance to climb," he said, "then we cannot wink at each other when we see special privileges for the most fortunate that serve to pull the ladder away."

"More than 200 colleges today give students a leg up in the admissions process in exchange for a very early commitment to attend," the senator continued. "Applying early is worth the equivalent of 100 extra points on the SAT, yet as a practical matter it is available only to the most motivated students who come from the most educated and fortunate families. Students can't apply early if they don't know about the program or can't afford to lock themselves into a particular school because they need to compare financial aid packages."

Edwards noted that early decision helped his own daughter, because their family could afford to use it. "But for thousands of families who can't," he affirmed, "early decision is fundamentally unfair."

"Unlike affirmative action, which I support," he added, "the legacy preference does not reward overcoming barriers based on race or adding diversity to the classroom. [It] rewards students who had the most advantages to begin with. It is a birthright out of the 18th-century British aristocracy, not 21st-century American democracy. It is wrong."

Debra Thomas, director of public relations at the Jesse H. Jones School of Management at Rice University, and Terry Shepard, Rice vice president for public affairs, defended legacy preference in a March 14 piece in *The Chronicle Review*. They begin with the assertion that the media's attention would be better spent "discussing issues with far greater impact and importance–like the sorry state of government support for elementary and secondary education."

"Simply put," they state, "legacy admissions are defensible and, in any event, affect such a tiny portion of the nation's college applicants as to be negligible." The authors included a transcript of their combined years of experience to lend credence to this view.

"If most people agree that colleges should charge lower tuition to in-state students, because their families have contributed funds to the state," they contend, "then that establishes that preference is permissible for those who financially support the university–especially if their support contributes to a better education for all of the students enrolled."

They present four other arguments to demonstrate that legacy preference is justifiable: it is a nonissue for most college applicants; legacies aren't guaranteed admission; upward mobility does not depend on being in the top colleges, the only places, they say, where legacy status even matters; and, in the future, minority students will benefit from this policy too.

Thomas and Shepard take the position that colleges should stop claiming that their admissions process is fair. "What we have learned is that objective merit and fairness are attractive concepts with no basis in reality," they write. Instead, colleges "should strive to describe our admissions processes as what they are: not fair, but rational." And legacy preferences are thus, according to their theory, a rational admissions consideration.

Michael Olivas, William B. Bates Professor of Law at the University of Houston, questions Thomas and Shepard's assertions.

Olivas, founder and director of the University's Institute for Higher Education, Law, and Government, has investigated legacy preferences, testified against this practice in college admissions, and is now working on a related article.

Michael Olivas, William B. Bates Professor of Law, University of Houston

In 2001, his testimony was used by Rep. Lon Burman of Texas to support H.B. 954, a bill that would terminate the use of students' legacy status in determining admission to the state's two main centers of higher learning, the University of Texas and Texas A&M. It was never passed.

"The best qualified students are not necessarily those who were privileged to come from White households with college degrees," said Burman. "Such an admissions policy hearkens back to the Jim Crow laws of the Old South. It's the symbolism of institutionalized racism that still exists in our two most famous institutions."

Olivas cites findings of his research into the admissions practices of A&M which challenge Thomas and Shepard's claim that legacy preferences affect a minimal number of students and are thus insignificant. For the 1999-2000 term, between *2,000 and 3,000* students were admitted to the University because of legacy points, says Olivas, who adds that A&M's definition of legacy is broader than that of most colleges, and includes parents, grandparents, and siblings.

The Wall Street Journal reports that sons and daughters of graduates make up 10 to 15 percent of students at Ivy League schools and have considerably higher rates of acceptance. Harvard accepts 40 percent of legacy applicants, compared with an overall acceptance rate of 11 percent. Princeton took 35 percent of alumni children last year, compared to an 11 percent overall rate. At Notre Dame, nearly a quarter of all students are children of graduates.

Burnam's aforementioned bill also hoped to suspend the consideration of families' financial contributions to a university. A recent *Newsday* article refers to these students as "developmental" admissions, or students whose parents, while not alumni, have the wealth and willingness to give money to colleges that accept their children.

Gayle Pollock, who has been the dean of admissions at two Pennsylvania liberal arts colleges, told *Newsday*, "I've been shocked at how low an admissions office will go for a developmental interest, or a legacy. You might find SATs 100 or 150 points lower than the regular class. And when you look at the big football powerhouses, you're dealing with student athletes that are well below the mean."

Why have attempts to end legacy preferences been unsuccessful? The main reason is money. For many colleges, it's a lot of money. Alumni provide 28 percent of the private donations to higher education–$6.83 billion in 2000-2001. And colleges tell stories of alumni going as far as ceasing to donate when their children are rejected.

University of Virginia Admissions Dean John Blackburn told *The Wall Street Journal* that, "in light of very deep budget cuts from the state, our private support, particularly from alumni, is crucial to maintaining the quality of the instruction."

"The legacy preference helps ensure that support by recognizing their financial contributions and their service on university committees and task forces," he said. Out-of-state alumni contributed the majority of $1.4 billion raised in a recent university fund drive.

But *The Wall Street Journal* also pointed out that, much as in other colleges, the legacy preference equates to the exclusion of certain groups at

Legacy Figures for Middlebury College

Percentage admitted from each group of applicants

Class entering in 1990		Class entering in 2002	
Overall:	39.9%	Overall:	27.0
Legacies:	70.4	Legacies:	45.0
Hispanics:	68.6	Hispanics:	58.3
African Americans:	58.7	African Americans:	58.7

These figures appeared in the February 13, 2003, edition of *The New York Times*.
SOURCE: Middlebury College.

the University of Virginia. Of the legacy applicants accepted on an early-decision basis for next fall, 91 percent are White; 1.6 percent are Black; 0.5 percent are Hispanic, and 1.6 percent are Asian. Among applicants with no alumni parents, the pool of those accepted is more diverse: 73 percent White, 5.6 percent Black, 9.3 percent Asian, and 3.5 percent Hispanic.

Harvard Admissions Dean William Fitzsimmons offers another justification for legacy preferences: Legacies "often bring a special kind of loyalty and enthusiasm for life at the college that makes a real difference in the college climate…and makes Harvard a happier place."

He adds that the average SAT scores of legacies admitted is just two points below the school's overall average, and that it works mostly as a tie-breaker. Although Fitzsimmons notes that Harvard's legacy students are becoming more diverse, only 7.6 percent of legacies accepted last year were Black, Hispanic, or Native American, while students from these groups comprised 17.8 percent of all successful applicants.

Olivas identifies another important component of the legacy preference debate that the media has completely overlooked and that affects the policy's legality. "The problem with most of the coverage of legacy preferences," he says, "is that they don't make a distinction between public and private universities." As public institutions, he explains, "public colleges and universities are bound by the Constitution," so that these preferences can be deemed unlawful, while private universities are free to determine their own admissions policies.

Michael Lind, a former lecturer at Harvard Law School, now a senior fellow at the New America Foundation, told *The New York Times* that even private colleges have no excuse: "Even if it's a private institution, a college is a nonprofit organization subject to civil rights laws. Legacies are a relic of White supremacy and Northeastern establishment dominance."

In 1990, when Bob Dole was Senate Minority Leader, he called legacy preferences an "unfair advantage" for children of "wealthy contributors" and urged the federal Office for Civil Rights to examine whether it was legal under the 1964 Civil Rights Act. The group concluded that legacy preferences are legal, and found that a college had "legitimate institutional goals" for favoring alumni children.

Six years later, in the *Hopwood* ruling, the 5th U.S. Circuit Court of Appeals said that while it was forbidding any consideration of race in admissions, other factors, including the applicant's "relationship to school alumni," could be used.

At the time, University of Texas President Larry Faulkner said he didn't have a problem with Burnam's proposal, but said he worried that such a law could invite more lawsuits over admissions, such as *Hopwood*.

Deborah Perlman, a psychologist at Georgetown University, brings yet another concern to the table. When counseling legacies at Georgetown, she found that many students question whether they are academically qualified to be there. "There's a self-doubt that creeps in," she says. "You find a parallel feeling among minorities." For this and other reasons, Perlman and her father, both legacies at the University, wrote a letter published in an alumni weekly advocating an end to legacy preference. "The greater good is to be found in equality of treatment," they wrote.

And, Olivas adds, inextricably tied to the legacy preference are a number of other factors: "Legacy means the applicant comes from a well-educated family, and therefore already inherits many economic, educational, and other psycho-social benefits."

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Alas Wings

a Study of Postpartum Depression in Latinas, a First

New Research at UNC is Promising

by Pat Hanson

On the hit HBO series *Six Feet Under*, Rico's wife sits staring at the television blankly, ignoring her two toddlers in a playpen in the background. For months Vanessa has been crying for no apparent reason, sleeping until mid-afternoon, has had no libido, is generally neglecting housework, buying food for dinner, and even her own appearance. We learn her mother died four months ago. Rico, a Mexican-American undertaker, gently and persistently helps this young mother to realize that the time to get over it or get help has long past.

Is this typical of most young Hispanic parents? Probably not, but when topics such as depression in young mothers appear on cutting edge television, one expects that there must be some factual basis. And indeed there is. Fifty to 80 percent of mothers experience Baby Blues, and 15 to 20 percent experience postpartum depression (Bennett, 2003), 9-14 percent of them with symptoms so severe they meet the criteria for formal diagnosis of major depression (Llewellyn, 1997). At one year after birth, rates of depression are 25 percent and even higher among low-income mothers (Brown & Moran, 1997; Beeber, 2001).

Is PPD, as nurses call postpartum depression, any different for Latinas?

Dr. Linda Beeber, professor and researcher, University of North Carolina at Chapel Hill, developed the program

Studies differ in this arena, most finding slightly elevated rates for Hispanic and African American women over their Caucasian counterparts, but note that rates may have more to do with lower income and less social support than race (Yonkers, et. al. 2001). Latinas are also more likely to be silent about their suffering; thus depressive symptoms might be under-reported.

Dr. Linda Beeber, professor and researcher at the University of North Carolina at Chapel Hill (UNC) believes that factors such as socioeconomic status, language barriers, and difficulties that accompany acculturation, combined with lack of health insurance,. place Hispanic mothers among those least likely to receive treatment for depression that may have existed long before the baby was born. That hunch, and considerable experience as an outreach psychiatric nurse in urban and rural settings, prompted Beeber to develop a promising new program and model research protocol for Latina moms who suffer from depression.

Funded by an $800,000 research grant from the U.S. Department of Health and Human Services, this four-year study known as "ALAS," Spanish for "wings," is the first ever in-home program to deal with depression in early motherhood specifically for Latinas. ALAS, which has just launched its first year, is linked directly to Early Head Start (EHS), the age zero-three counterpart to Head Start, the national preschool program for low-income families, recently shown after decades of implementation to improve children's functioning both in school and socially.

What are the symptoms of depression and why is it so important?

Depression exists if a combination of three or more of the following symptoms persists for two to five weeks or more, and may even be severe enough to meet the criteria for clinical assessment with the project's screening questionnaire: The Center for Epidemiological Studies Depression (CES-D) Scale. In it, mothers are asked in Spanish to respond to 20 short statements, such as "I felt sad," about how often (most of the time, occasionally, some of the time, or rarely/none of the time) they experience the following:

- the absence of laughter or play with an infant;
- a depressed mood lasting most of every day;
- downcast blank facial expression;
- persistent guilt or sadness;
- lack of joy in mothering;
- indecisiveness regarding ordinary matters;
- noticeable irritation;
- withdrawal from family and friends;
- disturbance in eating and sleeping patterns; and
- unrelenting fatigue.

The adage 'happy mother, happy baby' holds true. Lack of attention mother-to-baby can result in little developmental stimulation and can bring about long-term speech and attention disorders, as well as mental health problems, in early childhood and beyond.

"Depression robs mothers of their laughter, affectionate play, attentiveness, and verbal interactions–these are critical stimuli that help infants and toddlers develop healthy cognitive emotional and social capabilities," Beeber said. This is particularly important right now and will continue to be in light of the Hispanic baby boom documented by the 2003 census. In North Carolina, where ALAS is being conducted, the Hispanic population grew 393 percent in the last decade.

Lack of attention mother to baby can result in little developmental stimulation and bring about long-term speech and attention disorders, as well as mental health problems, in early childhood and beyond.

ALAS teams, however, won't wait until a mom who scores mid-range gets a formal diagnosis to enroll that young mother in their program and begin offering assistance. When a mother is depressed and doesn't interact with her infant, typically, quality of life goes downhill for the entire family. An estimated seven to 15 other family members and friends may be affected.

The ALAS Program: Hope for the Future

The impetus for ALAS began five years ago at a UNC conference which addressed the diversity illiteracy of health professionals by bringing in panels of representatives from various communities: the disabled, Hispanic, African American, etc. When one Latina holding a baby broke down in tears during her panel presentation, Beeber and co-investigators for this study, Drs. Diane Holditch-Davis, and Michael Belyea of the School of Nursing, and Krista Perreira, assistant professor of public policy, saw the dire need to offer mental health services to North Carolina's Hispanic community.

They realized, however, that health workers who deal with Latinas around mental health issues have to be exquisitely sensitive not only to language, but also stigma and cultural values surrounding "being crazy" and seeking help. María Guriato, health policy and government relations administrator for the Department of Social Services in Monterey County, Calif., concurred. "Most Hispanics are, not surprisingly, close to the chest when it comes to mental health issues and depression."

In 2001, in order to strategically plan for the emerging needs of a major migration pattern of farmworkers to Salinas Valley, Calif., 870 farmworkers randomly selected by census district were interviewed by trained peer farmworkers to determine their unmet needs in health and housing. Only 180 of the farmworkers answered a question that asked if they or a family member had any of a list of health problems and wanted more assistance or information about them. Of those who did respond, 40 percent said they'd like assistance with mental health issues, 50 percent said the same about substance abuse, and 42 percent about domestic violence.

ALAS project staff had to be trained to be very careful to assure that patients are not perceived as having need of psychiatric care.

Beeber reported that many Latinas offered mental health interventions turn them down for fear of one more label being added to the others of "welfare woman," "lazy," "poor," or "immigrant." They also might not want to be on medication.

Beeber described conducting a home visit in a densely populated area where many neighbors notice who comes and goes from every household. A knock interrupted her postnatal assessment of a new client. Luckily the client responded to the nosy neighbor's question of "who's visiting?" with "my nurse." Any association with therapy or being mentally distressed, i.e., depressed, would have been unacceptable.

All ALAS materials went through a process of "de-centering," taking a concept and re-conceptualizing it to fit the culture. When first piloting its Spanish materials, ALAS had to drop the expression "beating the baby blues," because it translated into the meaningless "hitting the colors." ALAS held focus groups with Latina moms and fathers to test and develop culturally sensitive interventions and materials in Spanish. All activities used in its home team visits were run by the community before they were deemed acceptable.

A pilot for this study was conducted with 16 mothers at two EHS sites in North Carolina and New York City, randomized for treatment and control issues. When the first level of data collected showed improved parent-infant interaction and proved to be statistically significant, UNC applied for and received the four-year EHS grant to formally implement, test, and then replicate this innovative intervention.

The central aspect of this program consists of in-home visits conducted by a bilingual bicultural team: a psychiatric mental nurse, and an EHS home visitor or family advocate. The team is sent into homes once a week for 16 weeks, with follow-up visits every month for six months.

Medication can be and is offered when indicated, but, more importantly, a comprehensive curriculum is instituted around:

- Managing depressive symptoms;
- Being able to function as a parent;
- Getting better social supports;
- Handling life issues breeding the depression;
- Parenting, including a module for fathers; and
- Conflict resolution.

Initial results found that by teaching moms to have quality interactions with their babies once a day, by actually coaching them with a checklist to show their feelings, that the infant experiences joy, and then, spontaneously, moms experience more joy.

During the pilot, a module for fathers was added to address how they can help manage mom's symptoms. UNC teams worked with couples for a year to try to help them with straightforward communications exercises, and found participants had no problem translating things like "I need you to do this." It worked. By being very sensitive to being in another culture, this in-home team intervention improved young parents' mental health and parenting skills, without their losing any sense of identity.

The just-launched formal study by ALAS will involve 80 families who will receive weekly visits over a five-month period, and then be cycled out of the one-on-one interventions, but followed once a month for six months. $800,000 for 80 families may sound expensive; but if the results continue to be as successful as they appear, the curriculum for the intervention will be offered to Early Head Start sites nationally.

The implications are profound. Healthier babies and improved family interactions might just lead to better classroom performance and help more young Hispanics realize their greater yet to be.

It will be interesting to follow Rico and Vanessa in future episodes of *Six Feet Under*, and even more so if they introduce new characters in the form of outreach workers who help this struggling young family face and overcome its depression. That would be prophetic.

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California Postpartum Health Alliance http://www.postpartumhealthalliance.org/

About Postpartum Depression

At least 10-20 percent of new mothers develop a moderate to severe depression or "postpartum" depression (PPD) that can occur anytime during the first year of postpartum. Many women experience PPD sometime during the 3rd and 9th month postpartum, and not only during the first "six weeks" immediately after childbirth.

Symptoms may include sadness and weepiness for no apparent reason, unexpected highs and lows, anxiety, sleep and appetite disturbances, scary thoughts, and a general feeling that something isn't right. PPD can happen to anyone and can be experienced by women with no prior history of psychiatric illness. It is important that a mother experiencing PPD understand that it's not her fault or a "character defect."

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com July 14, 2003

The U.S. House of Representatives Committee on Education and the Workforce: House Committees Discuss State of Higher Education

WASHINGTON, D.C.

The U.S. House Committee on Education and the Workforce held a hearing on "The State of American Higher Education: What Are Parents, Students, and Taxpayers Getting for Their Money?" The hearing marked the beginning of the Committee's efforts to reauthorize the Higher Education Act, the nation's higher education law.

The hearing examined topics critical to that reauthorization: accountability, accessibility, affordability, and quality for postsecondary education. Parents, students, and taxpayers are investing billions in higher education each year, and this hearing sought to find out what they are getting in return for their investment.

According to the U.S. House Committee on Education and the Workforce, Congress has been inundated in recent years by "horror stories" that point to a lack of accountability in higher education. Among the allegations made by legislators:

- College graduates are entering the workforce and being forced to take remedial courses in subjects such as basic memo writing.
- Teacher colleges are graduating teachers who are not prepared to teach, contributing to the shortage of qualified teachers in America's K-12 schools.
- U.S. employers are having difficulty finding American college graduates with the skills they need to compete.

The U.S. House Subcommittee on 21st Century Competitiveness held a hearing on "America's Teacher Colleges: Are They Making the Grade?" which examined the state of teacher colleges and other teacher preparation programs in the U.S. Two pieces of legislation, the Ready to Teach Act (H.R. 2211) and the Teacher Recruitment and Retention Act (H.R. 438) were approved by voice vote.

According to the U.S. House Committee on Education and the Workforce, the bills approved by the subcommittee mark the beginning of an effort to reauthorize the Higher Education Act. Members of the Education and the Workforce Committee say they have outlined a plan to reauthorize the Higher Education Act by moving several pieces of legislation to address the variety of issues administered through the law.

The Ready to Teach Act (H.R. 2211) would align teacher training programs under Title II of the Higher Education Act with the same standards for accountability found in the No Child Left Behind Act. The bill aims to ensure that teacher training programs are providing prospective teachers with the skills they need to be highly qualified and ready to teach when they enter the classroom.

The Teacher Recruitment and Retention Act (H.R. 438) would increase student loan forgiveness from $5,000 to $17,500 for teachers in high-need schools teaching the high-demand subject areas of math, science, and special education.

ACT: Colleges Seeking Racial Diversity Must Work Beyond Admissions to Ensure Student Success

IOWA CITY, Iowa

Colleges that seek racial diversity in their student population must take steps to help their African American and Hispanic students succeed, according to the results of a new study by ACT. The research suggests that these minority students are less likely to succeed in college than Caucasians who earned the same high school GPA and, to a lesser degree, the same ACT composite scores.

These finding are supported by statistics on college persistence, which indicate that African American and Hispanic college students are less likely to earn a degree than their Caucasian peers.

"Diversity in admissions is important, but colleges can't stop there," said Jon Erickson, ACT's vice president for educational services. "The ultimate goal of diversity should be to help all students succeed and graduate."

The study found several factors that may impact the lower graduation rate for African American and Hispanic students:

- Statistics show that African American and Hispanic students are more likely than Caucasian students to be first-generation college-goers, who have been shown to be at a disadvantage in terms of staying in school and earning a degree.
- African American and Hispanic high school students might not be getting the information they need to adequately prepare for college, which can result in missed opportunities and unrealistic expectations.
- Some researchers claim that U.S. colleges and universities tend to be geared primarily toward the Caucasian culture, making it more difficult for minority students to fit in and feel comfortable in their surroundings.

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U.S. Department of Education Drops Loan Rates

WASHINGTON, D.C.

U.S. Education Secretary Rod Paige promised financial relief to millions of students and borrowers struggling to pay college tuition bills when he announced that federal student loan interest rates were to be dropped to a historic low of 3.42 percent as of the beginning of this month (July 1).

"Record low loan interest rates may make the difference for many students considering whether to pursue postsecondary education. These new loan rates will mean significant savings for borrowers and will help make higher education more affordable for all students," Paige said in late May.

Borrowers with $10,000 in student loan debt and a 10-year standard repayment plan can save approximately $362 in interest over the life of the loan. The new rate for borrowers repaying Stafford loans issued beginning July 1998 is 3.42 percent, down from 4.06 percent. The rate is 2.82 percent for students who are in school, within the six-month grace period, or in deferment. PLUS loans for parents are set at a new rate of 4.22 percent.

Paige announced in May that in order to provide borrowers with the lowest possible interest rates, the Department would hold applications to consolidate loans through the William D. Ford Federal Direct Loan Program until new rates were announced.

Interest rates on most student loans are calculated based on a statutory formula of the 91-day Treasury bill plus 1.7 percent for in-school, grace or deferment, and 91-day Treasury bill plus 2.3 percent for loans in repayment. Rates for Stafford and PLUS loans disbursed prior to July 1998 are calculated using different statutory formulas. The interest rate on consolidated loans is the weighted average of loans being combined rounded up to the nearest one-eighth of a percent.

Paige emphasized the Bush administration's commitment to helping students from disadvantaged and working families have access to affordable, quality postsecondary education. "The president's budget request for the 2004 fiscal year provides more than $62.3 billion in new grants, loans, and work-study opportunities–an increase of $2.7 billion or 5 percent–to serve 9.2 million students," said Paige.

ETS: Hispanics Advancing in Science and Engineering, but Many Obstacles Remain

HOUSTON, Texas

A new study from Educational Testing Service (ETS) examines the prospects for increasing the proportion of Hispanic and other minority students in science and engineering and calls that task "as daunting as it is necessary."

The good news is that the proportion of degrees awarded to Hispanics has been increasing over the decade, although Hispanics are still underrepresented in higher education as a whole. At the same time, however, the young Hispanic population has been growing at a faster rate than the general U.S. population, and this trend is expected to continue. The net effect of these trends is that to maintain proportional representation, large increases in the number of Hispanics earning degrees will be needed. This progress comes at a time of potentially increasing employment opportunities in these fields as the economy expands and many baby-boomers retire.

The report aims to inform and guide efforts to find ways and means of raising the numbers of Hispanic students who are prepared to pursue college and graduate degrees and ultimately careers in science and engineering.

The report looks at the gains made by U.S. Hispanics in science and engineering education between 1991 and 2000, such as increases in bachelor's degrees ranging from 33 percent in mathematics to 89 percent in physical science. The study also:

- Presents an optimistic outlook for overall employment in these occupations through 2010.
- Reviews the nation's steady progress in increasing the number of students in the pipeline who are qualified to enter college and graduate education in science and engineering.
- Discusses some challenges for further progress, from strengthening early childhood education and the school curriculum, to increasing the proportion of high-achieving Hispanics and other people of color in the education pipeline, to increasing the proportion of Hispanic and other minority college entrants who persist and graduate.
- Provides information in greater depth and detail for those directly involved in education policy and practice, in programs to increase Hispanic representation, and in counseling and other programs that serve Hispanic youth.

People-Places-Publications-Conferences

PEOPLE & PLACES

Georgia Dean Receives National Award

Dr. Michael J. Padilla, associate dean for educator partnerships at the University of Georgia's (UGA) College of Education, received the 2003 Distinguished Service to Science Education Award from the National Science Teachers Association.

Padilla was the primary writer of both the teaching and professional development components of the National Science Education Standards, sponsored by the National Academy of Sciences, and he obtained more external funding than had any other education faculty member in UGA's history. With Padilla's help, UGA received more than $29 million in science, math, and teacher education grants supporting the Business to Teaching program, the Georgia Systemic Teacher Education Program, and the UGA Center for Hispanic Educational Advancement.

Marquette Creates Cultural Residence Hall

This fall, Marquette University (Wis.) will introduce the McCormick Hall Inclusive Leadership CommUNITY, a cross-cultural living and learning initiative within the University's largest residence hall. The goal of the program is to enrich students' understanding of cross-cultural issues and promote diversity.

Sixty-six undergraduate students from different backgrounds will participate in the program, living and working together on a specialized floor of the residence hall.

Students taking part in the CommUNITY are required to enroll in The Dynamics of Cross-Cultural Engagement, a pass/fail course focused on social and educational theories and on promoting diversity engagements on campus. CommUNITY members also have the opportunity to attend various off-campus cultural performances and exhibitions.

CUNY Honors Students Receive Scholarships

Twenty second-year City University of New York (CUNY) Honors College students were named the first Horace W. Goldsmith Scholars.

Funded by a $500,000 grant from the Horace W. Goldsmith Foundation, recipients will attend a program in their junior and senior years to prepare them for graduate study and academic achievement and to help them become contenders for major national awards and scholarships. The program includes coaching in writing, advice on application procedures for fellowships, and hands-on instruction from former prestigious scholarship competitors.

The Horace W. Goldsmith Scholars are Irina Chaikhoutdinov, Edgardo Molina, Helen Basyuk, Deanna Bitetti, Liliana Chang, Asad Chaudhary, Diana Espósito, Emil Foss, Susan Fraymovich, Mabel Fu, Crystal Hill, Nicole Iny, Jiayi Jiang, Alex Kaysin, Kenneth Klein, Shantae McGee, Russel Neiss, Priya Shah, Rebecca Steiner, and Roberta Winters.

South Carolina Leaders Participate in Mexico Exchange Program

The University of South Carolina's (USC) Latin American Studies Program organized a trip to Mexico for South Carolina leaders to better understand the state's growing number of Mexican immigrants.

The U.S. Department of State's Bureau of Educational and Cultural Affairs funded USC's project with a $166,000 grant that created an exchange program for Mexican and South Carolina government and community leaders. The USC-directed project was created so that Mexican leaders could explore ways to improve local government, living standards, and the economy and South Carolina leaders could learn ways to respond to Mexican citizens who relocate to the state.

Sorensen Speaks at LSU on Latin American Novel

Diana Sorensen, professor of romance languages and literature at Harvard University and author of several books and articles on Latin American authors and topics, spoke at Louisiana State University on the boom of the Latin American novel.

Photo © Rose Lincoln/Harvard News Office

Sorensen is interested in 19th- and 20th-century Latin American studies, history, and memory, and in particular, reader response to literary texts and interpretative strategies. She is currently working on a book about Latin American culture and society in the 1960s.

Sorensen has received research funding from the Rockefeller Foundation, Fulbright Foundation, and Center for the Humanities at Wesleyan University.

Rutgers Celebrates Launch of Cuban Encyclopedia

Rutgers University's New Brunswick campus in New Jersey recently celebrated the launch of the *Encyclopedia of Cuba: People, History, Culture*.

More than 15 faculty members and alumni from the University played a leading role in the research and preparation of the encyclopedia, one of the very few of its kind to be published (in English) in a long time.

The launch included a multimedia presentation, book exhibit, and reception and was sponsored by Rutgers' department of Puerto Rican and Hispanic Caribbean Studies, the Center for Latino Arts and Culture, and Greenwood Publishing Group.

BYU Appoints New President

Brigham Young University (BYU) in Utah appointed Dr. Cecil O. Samuelson Jr. its 12th president.

Samuelson is a Salt Lake City native who has served at the University of Utah as professor of medicine, dean of the School of Medicine, and vice president of health sciences. Prior to his call as a full-time general authority of The Church of Jesus Christ of Latter-day Saints, he was senior vice president of Intermountain Health Care.

Samuelson holds a Bachelor of Science degree, a master's degree in educational psychology, and a medical degree from the University of Utah.

NAHJ Update

- The National Association of Hispanic Journalists' (NAHJ) Parity Project, the centerpiece of its goal to double the percentage of Latinos in the nation's news rooms within five years, announced a new partnership with the Scripps newspaper chain. The two organizations will work together to improve Latino hiring and coverage, beginning with the *Rocky Mountain News*, the *Ventura County Star*, and the *Naples Daily News*.
- NAHJ adopted a resolution calling on the Federal Communications Commission to hold more public hearings and slow down its rule-making regarding the agency's pending decision to relax several major media-ownership rules. UNITY and the California Chicano News Media Association have united with NAHJ in their cause and many more media organizations are considering taking public stands, according to NAHJ.
- The NAHJ Scholarship Banquet grossed more than $200,000 this year, an all-time record. Robert Kaiser, former managing editor at the *Washington Post*, was the keynote speaker, lecturing on growing threats to quality journalism.
- NAHJ membership exceeded 1,900 this year, a record, and is projected to exceed 2,000 by the end of the year.
- NAHJ's Region 4 recently held a Spanish Language Conference at the University of Miami School of Communications. Approximately 40 students and journalists attended. Marcela Sánchez, the new Washington Post Writers Group columnist, was a speaker.
- NAHJ announced a five-year, $12.6 million fund-raising campaign, which will not only rely on support from media companies and non-media corporations, but on individuals and its members. Two fund-raising programs already underway include NAHJ's lifetime membership program and the raffle of a General Motors SUV at its New York convention.
- A highlight of the NAHJ "Feel the Rhythm of Change" convention in New York was the broadcast luncheon featuring participation from all of the major networks' broadcast presidents.

Domínguez Hills Showcases Posada Exhibit

California State University Dominguez Hills

The California State University-Dominguez Hills (CSUDH) Art Gallery recently exhibited 110 prints by José Guadalupe Posada, one of Mexico's most popular artists.

Posada's works graced hundreds of single, printed sheets that combined image, headline, and text to create a broadsheet or broadside. The work illustrated political events, crimes, disasters, miracles, popular heroes, and dictators.

During the opening reception, Dr. Miguel Domínguez, chair of CSUDH's foreign languages department and an expert on Mexican folk art and culture, led a tour of the exhibit.

West Chester Awards Avila

The Frederick Douglass Institute at West Chester University (Pa.) awarded Juan Avila, composer, musician, and storyteller, the Patricia Grasty Gaines Multicultural Leadership Award for multicultural achievements.

Avila co-founded the Loaves and Fishes Soup Kitchen in Philadelphia. He has developed a local following playing guitar and singing a mix of jazz, reggae, and pop at college concerts and clubs. He has been recognized for his ability to transcend cultural boundaries, conveying a message of peace and good will.

Avila performed during the awards ceremony and gave a free performance for students the same day.

Spertus Exhibit Explores South American Jewish Life

SPERTUS

The Spertus Museum (Ill.) recently presented a photo exhibit of the Jewish communities of South America by world-renowned photographer Zion Ozeri.

"Southern Exposure: Photographs of South American Jewish Life by Zion Ozeri," focused on the Jewish communities of Argentina, Brazil, Chile, and Uruguay and featured images of villagers, urban dwellers, gauchos, physicians, artists, musicians, teachers, and schoolchildren as well as Spanish and Portuguese signs embellished with Jewish symbols.

Ozeri, whose life's work is documenting Jewish communities around the world, made a special presentation at the opening of the exhibition.

Marx Becomes Amherst President

The Amherst College (Mass.) board of trustees appointed Anthony W. Marx the College's 18th president as of July 1.

Photo © Frank Ward/UMASS

Marx, a former professor and director of undergraduate studies of political science at Columbia University, is widely recognized as a scholar. He is the author of a dozen substantive articles and three books, *Lessons of Struggle: South African Internal Opposition, 1960-1990* (Oxford University Press), *Making Race and Nation: A Comparison of the United States, South Africa and Brazil* (Cambridge University Press), and *Faith in Nation: Bound by Hatred* (Oxford University Press).

Marx received a bachelor's degree from Yale University in 1981, an M.P.A. degree from the Woodrow Wilson School at Princeton University in 1986, and a master's and doctorate from Princeton in 1987 and 1990.

USC's STAR Program Highly Successful

The University of Southern California's (USC) Science, Technology, and Research (STAR) program, which allows local high school students to gain laboratory experience by joining a USC research team, has inspired many to go to college.

More than 400 students, most from minority families, have taken part in the program and every single one has gone on to college. Of those who completed undergraduate studies, 81 percent went on to graduate study in either medicine or science.

"Through the STAR program, we are able to provide an exceptional science education," said Roberta Díaz-Brinton (pictured), director of the STAR program and professor of molecular pharmacology, toxicology, biology, and neurobiology.

Fresno State Hosts Mariachi Workshops

California State University-Fresno and Radio Bilingüe teamed up this year to host the annual Radio Bilingüe Mariachi Workshops.

Fresno State, through the efforts of J. Michael Ortiz (pictured), the provost and vice president of academic affairs (he has since become president of Cal Poly Pomona), held Saturday classes with lessons by masters in Mariachi music, voice, and charro roping. Open to all ages and levels, the classes offered instruction on traditional instruments such as violin and guitar, and also on the art of roping.

Performers included Nati Cano y Mariachi Los Camperos, Juan Valentín, Mariachi Mexico de Pepe Villa, Mariachi Mujer 2000, Mariachi Garibaldi, Los Cenzontles, and Los Hermanos Escamilla. The Viva El Mariachi Festival's grand finale in downtown Fresno saw participants demonstrating their new talents.

Nebraska Issues Study on Latino Families

Nebraska Lincoln

Researchers at the University of Nebraska-Lincoln (UNL) released the results of a comprehensive study of Latino families living in Lincoln.

The Quality of Life of Latino Parents in Lincoln, NE, prepared by María Rosario T. de Guzmán and Marcela Raffaelli, with Rodrigo Cantarero, Gustavo Carlo, Miguel Carranza, and Gloria González-Kruger, assessed a broad range of factors affecting the quality of life of Latino families, through interviews with Latino parents with children under the age of 18 and with an adolescent living in the home. The researchers collected data in the families' homes over a 15-month period ending in August 2001.

"One key finding was the significance of language in shaping the experiences of Latinos in this predominantly White, European American community in the northern Great Plains," said Raffaelli, UNL associate professor of psychology and ethnic studies.

Multicultural Education Scholar Lectures at NC State

NC STATE UNIVERSITY

Dr. Gloria Ladson-Billings delivered the keynote address at North Carolina State University's Peter H. Martorella Colloquium.

Ladson-Billings, a noted teacher education scholar from the University of Wisconsin-Madison, gave a speech, "Lies My Teachers Keep Telling Me: Developing Critical Citizenship through the Social Studies."

Ladson-Billings is the author of *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms* and many other publications on multiculturalism in the classroom.

Bronx Alum Displays Work

César Rodríguez, a Bronx Community College (BCC) and New York City College of Technology graphic arts graduate, recently displayed his advertising work at BCC's Hall of Fame Gallery.

The artist's featured work included a playful and humorous design for a fictional personal advice counselor, an illustration for a children's book, and a suggested cover for an association booklet. An Andy Warhol representation of Rodríguez's face was used as a border for his biography.

Rodríguez has shown work at the Whitney Museum in New York. In 2001, he was awarded the Art Director Club Scholarship Award, which considers works of students from the leading New York art schools.

Texas Woman's Holds Diversity Days

TEXAS WOMAN'S UNIVERSITY

During the spring semester, the Office of Intercultural Affairs at Texas Woman's University (TWU) sponsored Diversity Days, a weeklong celebration of cultural differences. Programs included PRIDE Fest, an outdoor music festival celebrating gay rights; a Latina Film Festival, featuring films, exhibits, storytelling, and live representations of Latina culture; and an affirmative action rally, facilitating discussion of affirmative actions pros and cons.

Central Michigan Holds Hispanic Appreciation Celebration

CMU CENTRAL MICHIGAN UNIVERSITY

Central Michigan University (CMU) recently held a Hispanic Appreciation Celebration featuring music, poetry, and documentary.

Inti-Illimani, a traditional Latin American band, gave a performance and presented a documentary on the late Chilean composer Victor Jara and his musical movement for human rights.

Miguel Algarín, CMU's Martin Luther King Jr./César Chávez/Rosa Parks Visiting Professor and founder of the Nuyorican Poets Café in New York City, discussed "slam poetry."

Rodney Kirk, a CMU sociology, anthropology, and social work faculty member, gave a talk entitled "Then and Now: Latino Student Organizations on Campus."

UIC Establishes Special Education Center

Photo © Roberta Dupuis-Devlin/UIC

Thanks to a five-year, $8.2 million grant from the U.S. Department of Education, the University of Illinois-Chicago (UIC) opened the Monarch Center, designed to train minority special-education professionals nationwide.

The Monarch Center supports higher education faculty in developing practices to better equip teachers in training and related personnel who serve children with disabilities, according to Norma López-Reyna (pictured), associate professor of education and principal investigator on the project. López-Reyna hopes the program will attract more African Americans, Latinos, and Native Americans to fill special education positions in urban communities--areas where teacher shortages are perhaps the most apparent and minorities are especially in demand.

Wellesley Discusses Race in Education

Wellesley College (Mass.) recently held a two-day lecture series, "Race, Language, and Politics in Education," to address racial dynamics, bilingual education, and public policy in U.S. schools.

Pedro Noguera, professor of communities and schools at Harvard Graduate School of Education and a leading scholar on youth violence, race relations within schools, and educational equity issues, spoke about measures to counter racial inequality in American schools. María Brisk, professor of teacher education/special education and curriculum and instruction at Boston College, discussed bilingual education in the United States.

Muhlenberg Names New President

Muhlenberg College (Pa.) selected Peyton R. Helm, a professor of classical studies, to be the institution's 11th president. Helm had been vice president for college relations at Colby College.

Helm graduated magna cum laude from Yale University and received a doctorate in ancient history at the University of Pennsylvania. After graduating, he was coordinator of Penn's College House Program and worked in the development office in the School of Arts and Sciences. At Colby he was vice president for development and alumni relations, then vice president for college relations.

News from M-DCC

- Ten students from Miami-Dade Community College (M-DCC) in Florida were chosen for the 2003 All Florida Academic Team. Students are nominated for participation in honors programs, membership in academic organizations, awards received, internships, knowledge skills, and cultural enrichment. Honorees are Haydee Avila, Sonila Cami, Patrique Denize, Elizabeth González, Muhammed Halim, Jerry Huson, Vincent Lau Chan, Claudia Ramirez, Janet Villarreal, and Alia Ward-Greo.
- M-DCC's Florida Center for the Literary Arts recently hosted a discussion with author Eduardo G. Noguer concerning his book *The History of Cuban Film: 100 years from 1897-1988*. The discussion was presented in Spanish and featured filmclips and images regarding Cuba's film industry.
- *Florida Leader* magazine recently named M-DCC at the top of five categories on its 2003 Best of Florida Schools list. M-DCC's One Book, One Community program, which strives to get the entire Miami community to read the same book in order to elicit discussion on the work, won the magazine's Best Community Reading Program Award. M-DCC's Wolfson campus newspaper, *The Metropolis*, was recognized as the Best Newspaper in the Community College category. The Student Government Association at M-DCC's North Campus was awarded honorable mention and the InterAmerican campus won awards in the Best College Holiday category and Best Karaoke Event.
- M-DCC and the Rubén Dario International Foundation showcased works by famous Nicaraguan artists as part of a tribute to journalist Ernesto Rivas, who died in 2002. Rivas used journalism and the press to support the exile community of Nicaragua. Featured in the exhibit were works of César Caracas, Rosario Chamorro, Ricardo González, Mariadillia Martinez, Liliana Neret, Marcos Rivers, and Eduardo Vilchez.
- M-DCC's Social Science Lecture Series provided an opportunity for faculty and visiting professors to share their most recent research with students and guests. Dr. Rolando Alvarez discussed intimate partner violence, and Raúl de la Cruz outlined his research on new approaches to the psychology of addiction. Both are psychology professors. History professor Dr. Roberto Hernández spoke of the myths and realities of religious tolerance in Moorish Spain, and Dr. German Muñoz, professor of international relations, spoke on U.S. foreign policy changes in Africa, Asia, Europe, and the Americas.

ACPA Honors Puget Sound Employee

The American College Personnel Association (ACPA) awarded the Dr. John C. Hernández Leadership Award to Maritza Baida, a residential area coordinator at the University of Puget Sound (Wash.), for her citizenship and active participation in ACPA's Latin@ Network.

Baida actively promotes the advancement of Latinos in higher education at the Latin@ Network. She has been a member of Conexion Latina, a professional network assisting needy Latino families, and has volunteered as a conference mentor for new professionals in the student affairs field for the past three years.

"All the students who have enjoyed salsa lessons, massage workshops, and other fun retreats and programs know the terrific benefits of Maritza's creative energy," said Kris Bartanen, Puget Sound dean of students.

"Mexico Illuminated/Iluminado" Exhibition Opens in September

"Mexico Illuminated/Iluminado," a major exhibition and celebration of contemporary Mexican art, is coming to three of Pennsylvania's higher education institutions in September 2003. The exhibit will feature the work of Rubén Ortiz-Torres, Marcos Ramírez "Erre," Carlos Aguirre, Laura Anderson Barbata, and about 18 other artists.

The exhibition, which focuses on Mexican myths and folklore, will be featured at Albright College's Freedman Gallery, Penn State Berks-Lehigh Valley College's Freyberger Gallery, and the Kutztown University Sharadin Gallery. It will also be shown at the Berks County Hispanic Center's downtown exhibition space and the Reading Public Museum.

Eastern Michigan Recognizes Social Worker

Eastern Michigan University (EMU) celebrated graduate student Norma Viola Cantú's lifetime commitment to community work.

The 52-year-old single mother of two worked as a migrant farmer from her childhood until age 24. Since then, Cantú has worked with ESL students, volunteered with the Red Cross at a veteran's hospital, and worked with community groups advocating underrepresented and impoverished people.

Cantú holds a bachelor's degree from EMU. She is a graduate assistant in EMU's social work department and is affiliated with the Latino Alumni Chapter, Organization of Latino Social Workers, and the Stoic Society, and the president of Welfare Rights at EMU. She was recently elected to a two-year seat on the National Association of Social Workers.

Brito Lectures at UT-Permian Basin

The University of Texas of the Permian Basin Spanish Literary Club sponsored two lectures by Dr. Aristeo Brito, Mexican American author and Pima Community College professor.

Brito's first lecture, "Aztlán: The Eternal Present," discussed the original home of the Aztec people, believed to be located in northwest Mexico and named Aztlán.

Brito's second discussion, held at a local Barnes & Noble bookstore and presented in Spanish, focused on his novel *El Diablo en Texas*.

Princeton Student Receives Dale Fellowship

Princeton University (N.J.) senior Daniel Pastor is this year's Martin Dale '53 Fellowship winner, which will allow him to devote one year to an independent research project.

The $25,000 award enables Pastor to examine what he calls a "fundamental paradox of contemporary Chilean democracy: popularly elected governments operating under a constitution crafted by a military dictatorship." Pastor plans to interview members of Pinochet's Advisory Commission on Constitutional Laws and other key political figures in the military government who designed Chile's 1980 constitution.

Pastor is majoring in politics with a certificate in Latin American studies. After the Dale fellowship, he plans to pursue a graduate degree in political science.

Chase & MasterCard Sponsor Youth Awards for Fifth Year

CHASE &

Chase and MasterCard International sponsored the Hispanic Heritage Youth Awards for Academic Excellence for the fifth consecutive year.

The Hispanic Heritage Awards Foundation honors Hispanic high school students with two Regional Youth Awards in six different categories. Winners receive a gold or silver medallion and educational grants for $2,000 and $1,000, respectively. Subsequently, one national winner representing each category is chosen from the pool of Regional Youth Award winners and receives an additional $5,000 educational grant and a laptop computer.

"With 35 percent of our entire population under 18 years, our future truly lies in the hands of our youth," said José Antonio Tijerino, president and CEO of the Hispanic Heritage Awards Foundation.

Joseph Lectures at Pomona

Yale University Professor Gilbert M. Joseph presented two lectures as part of the Ena Thompson Lecture Series at Pomona College (Calif.).

The first lecture, "Transnational Encounters, the State, and the Politics of Culture in Mexico Since the Revolution," focused on Mexican history; and the second, "Bringing Latin America into a New Global History of the Cold War," discussed the U.S. presence in Latin America.

Joseph is the Farnam Professor of History, a director of Latin American and Iberian studies at Yale, and the University's representative on the New England Consortium of Latin American Studies–a four-campus arrangement that includes Yale, Brown, the University of Connecticut, and the University of Massachusetts. He is a Yale graduate with a doctorate in Latin American history.

Saint Peter's Students Win Accounting Scholarships

The New Jersey Society of Certified Public Accountants (NJSCPA) presented two Saint Peter's College (N.J.) students with accounting scholarships at the 43rd Annual NJSCPA Scholarship Awards Ceremony.

Heidi Bolick, originally from Bulgaria, and Mariana Genova, a native of Ecuador, each received $3,000. Both scholarship recipients are top accounting majors, and best friends.

The scholarships are part of NJSCPA's annual scholarship program that awarded more than $275,000 to 80 New Jersey high school and college students.

News from BMCC

- Microsoft Corp., the American Association of Community Colleges, and Bellevue Community College's National Workforce Center for Emerging Technologies selected Borough of Manhattan Community College (BMCC) in New York as the only college in the Northeastern U.S. to offer cutting-edge information technology training for community college faculty and staff. The Working Connections Information Technology Faculty Development Institutes host information technology courses for community college faculty and technical staff in the latest emerging technology.
- BMCC recently opened a state-of-the-art Center for Workforce Development. The center provides assessment, career guidance, training, and industry recognized certification to individuals and employees. Training ranges from management seminars to English as a Second Language to information technology certification.

Florida Law School Mentor Program Is Unique

The University of Florida (UF) Levin College of Law is the only school in the state with an interactive student-mentor program, according to The Florida Bar.

The program, which matches up first-year law students with professionals, has a database of more than 300 lawyer-mentors who volunteer their time to acquaint students with the legal profession.

"Being a mentor is extremely fulfilling," says UF graduate Oscar Sánchez, president of the Law Alumni Council and partner at the law firm of Akerman Senterfitt. "For the mentor it is a great way to give back a little and to stay in touch with the wonderful enthusiasm of the students." (Pictured: third-year law student Gisela Then with her mentor, Oscar Sánchez.)

Roosevelt Holds Forum on Changing Latino Landscape

Roosevelt University (Ill.) recently held a panel discussion on Latino political power, its prospects for the future, and limitations of the current political climate.

John Barry, a professor of Spanish, discussed his work with the region's Latino writers; Mariano Magalhães, assistant professor of political science, examined gains and difficulties faced by grassroots movements; María Inés Martínez, assistant professor of Spanish, discussed political experiences and human rights violations in Colombia; Steven Bachelor, assistant professor of history, discussed reformulation of working-class politics, culture, and consciousness in Mexico; and Judith Boruchoff, assistant professor of anthropology, discussed recent configurations and political implications of Mexican migration to Chicago.

UTSA Helps in Honduras Water Project

Louis Manz, a research associate at the University of Texas-San Antonio (UTSA) Center for Water Research, recently returned from Honduras where he dug three wells to provide clean water for 200 people.

Manz enlisted the help of Living Water International, a Houston-based company that

provides training in drilling and maintaining water wells in undeveloped areas. When Manz first went to Honduras to test water sources, he found that nine out of 10 wells contained E. coli bacteria.

"We worked for almost three years to find the equipment, train volunteers, and get the financial support to construct three water wells," said Manz. "We expect to complete about 17 more wells in different villages."

PUBLICATIONS

Encyclopedia of Cuba: People, History, Culture

Volume 1 and 2

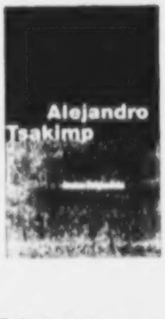
Luis Martínez-Fernández, D.H. Figueredo, Louis A. Pérez Jr., and Luis González, eds.

Presenting an objective, balanced view of Cuba, 80 distinguished scholars and researchers survey the country's tempestuous history from past to present.

2003. Vol. 1: 376 pgs. ISBN 1-57356-572-5. Vol. 2: 311 pgs. ISBN 1-57356-573-3. $174.95. cloth. Greenwood Press. (800) 225-5800.

Alejandro Tsakimp: A Shuar Healer in the Margins of History

By Steven Rubenstein

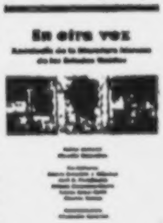


For Alejandro Tsakimp, being a healer has long been both a burden and a resource, for the power to cure is also the power to kill. In his own words, Tsakimp, a Shuar shaman from Ecuador, tells of his life and relationships, the practice of shamanism, and the many challenges and triumphs he experienced since childhood. Anthropologist Steven Rubenstein, who began working with Tsakimp in 1989, edited Tsakimp's stories and provides essential background information.

2002. 385 pgs. ISBN 0-8032-8988-X. $24.95 paper. University of Nebraska Press. (800) 755-1105.

En otra voz: Antología de la literatura hispana de los Estados Unidos

Nicolás Kanellos, ed. (Spanish)



One of the first Spanish-language anthologies to bring together literature from the entire history of the Hispanic writings in the United States, from the age of exploration to the present. The product of hundreds of scholars working with the Recovering the U.S. Hispanic Literary Heritage program for more than 10 years.

2002. 500 pgs. ISBN 1-55885-346-4. $27.95. Arte Público Press. (800) 633-ARTE.

Latin America in the 21st Century: Challenges and Solutions

Gregory Knapp, ed.

LATIN AMERICA

Showcases the achievements of geographers in helping understand and solve major problems facing Latin America. Chapters cover a variety of topics, from conservation to transportation to gender.

2002. 205 pgs. ISBN 0-292-74347-5. $25.00 paper. University of Texas Press. (800) 252-3206.

Foods of the Maya: A Taste of the Yucatán

By Nancy Gerlach and Jeffrey Gerlach

FOODS OF THE

Ninety-one clear and easy-to-understand recipes bring the flavors of Mexico's Yucatán Peninsula to tables north of the border. Also provides background and travel information about the region and some of its ruins.

2002. 128 pgs. ISBN 0-8263-2876-8. $13.95 paper. University of New Mexico Press. (800) 249-7737.

Notebooks of a Chile Verde Smuggler

By Juan Felipe Herrera

Notebooks of a Chile Verde Smuggler

A memoir containing poetry, prose, journal entries, and a screenplay by Zen Chicano "desperado" Juan Felipe Herrera.

2002. 210 pgs. ISBN 0-8165-2215-4. $17.95 paper. University of Arizona Press. (800) 426-3797.

The Paraguayan War: Volume 1, Causes and Early Conduct

By Thomas L. Whigham

The Paraguayan War

The Paraguayan War (1864-70) was the deadliest and most extensive interstate war ever fought in Latin America. In this first of two volumes, Thomas L. Whigham provides an engrossing and comprehensive account of the war's origins and early campaigns, guiding the reader through the complexities of South American nationalism, military development, and political intrigue.

2002. 512 pgs. ISBN 0-8032-4786-9. $75.00 cloth. University of Nebraska Press. (800) 755-1105.

The U.S. Army War College: Military Education in a Democracy

By Judith Hicks Stiehm

Takes readers inside the U.S. Army War College—the institution to which Army's elite career officers go for advanced training in strategy, national security policy, and military-government policy-making—to learn about its faculty, staff, administration and curriculum.

2002. 296 pgs. ISBN 1-56639-960-2. $22.95 paper. Temple University Press. (800) 447-1656.

Book Review

By María J. Estrada

***Dando poder a Latinas: Que rompen barreras para ser libres (Spanish),* by Yasmin Davidds-Garrido.** 244 pages. Granite Bay, CA: Penmarin Books, 2001. ISBN 1-883955-25-4. $14.95 paper.

Written by Yasmin Davidds-Garrido, this text promises to accomplish a number of ambitions, such as increasing the self-esteem of Latinas and helping them fulfill their potential. It is a cross between a self-help book and an attempt at Latino cultural critique.

Although the book offers important points and information, it falls short of conducting a critical analysis of culture and offering viable options for Latinas who must contend with systemic racism, poverty, and sexism in the U.S. In fact, the author does not go beyond arguing for a warped bootstraps mentality that ignores the constructions and functions of capitalism and how capitalism relates to White supremacy.

Dando Poder A
Latinas

Davidds-Garrido, in the preface, asserts, "*Es bora de que dejemos de culpar al sistema...*" for the conditions Latinas find themselves in; instead, they must shed and replace the detrimental aspects of their culture. I will touch on what these issues are with brief summaries of key points and selected chapters and further criticism of this work.

In the first chapter, the author tells a rags-to-riches-to-rags-story of her *machita* father and her powerless mother. Although this, like many other narratives in the book, is touching, it sets the foundation for a prevalent simplistic binary. The men and Latino traditions are *machistas* while women are victims. This also sets the stage for portraying couples as heterosexual throughout the entire book and presumably the only ones fit to parent. She goes on to discuss constraints that Latino culture imposes on women, such as the self-sacrificial role of caretakers and detrimental loyalty to family and others. As solutions, the author offers numerous exercises, guidelines, and personal advice. These exercises are valuable, but again, the focus on individual strength and fulfillment in order to liberate Latinas completely ignores systemic barriers that cause depression and lack of fulfillment.

In one of the more interesting chapters, Davidds-Garrido offers an alternative relationship of God to women, one that is based on love and spirituality, not patriarchy. The Virgen de Guadalupe is illustrated in interesting manners: as a graduate of USC, as a professional, and as a self-defense instructor. This chapter is compelling because the author offers examples and alternatives to submissive representations. Another insightful chapter is one in which the author correlates Latino culture to the NFL. Here, Davidds-Garrido offers a window to the elite wives of the NFL and the traditional roles they must fulfill.

The author also focuses on sexuality and the taboo this and related topics have in families, as well as on sexual abuse and ways of approaching the subject to empower little girls to respond in case of this terrible possibility. The text offers some wonderful advice, such as enrolling little girls in karate classes as opposed to ballet, or having egalitarian relationships.

Women need to take responsibility for their lives, be self-confident, and self-fulfilled, but how feasible is it for women of color to control their lives when they are living with systemic racism, poverty, and the legacies of White supremacy?

Encouraging words and a select list of resources are not enough to empower Latinas. In fact, being *a good example* and focusing on individual fulfillment, although good ideas, do not offer systemic changes that would empower women at the scale the author hopes to enable.

The binary between machismo and Latinas is also too simplistic; there are almost no positive interactions between men and women in this book. The cultural aspects she focuses on are *all* negative. Rarely does the author offer any positive aspects of Latino culture from which Latinas could build to construct a positive alternative. There are plenty of strong Latina role models women could learn from, such as Rigoberta Menchú, noted Guatemalan revolutionary, or Dolores Huerta, a crucial farmworker activist, who is mentioned briefly.

I am also very concerned about her capitalist examples and the rare Latina millionaires she chose as *reinas Latinas*. A successful Latina, to my mind, doesn't have to be a millionaire or a CEO, a personal goal of the author. Although these women are admirable, under our current competitive economic system, how feasible would it be for all Latinas who dreamed of becoming millionaires to do so? I also question her ethnographic research, which to my mind was tainted. During interviews, she claims, her reluctant interviewees would follow her example and share their triumphs and tragedies after she offered hers. I found this to be troubling, even more so than the focus on heterosexual parenting and relationships.

Although Yasmin Davidds-Garrido has taken upon herself a difficult and commendable task, I think the book falls short of being a well-rounded criticism of Latino culture. There is more to Latino culture than the static, stereotypical roles she depicts, such as mothers being unable to show Latinas how to be strong and fathers not wanting to. Latino culture is far more complex than this book indicates, and more is needed than individual fulfillment to promote equal rights for Latinas.

María J. Estrada is completing her Ph.D. in rhetoric and composition at Washington State University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

MARICOPA COMMUNITY COLLEGES

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Dean, Administrative Services
Posting No. 02030396-1

Glendale Community College, located in the rapidly growing metropolitan Phoenix area, seeks applications for the position of Dean, Administrative Services. This position, reporting to the College President, serves as the chief operational officer, providing leadership to the areas of Fiscal and Business Services, Capital Development and Master Planning, Technology Support, Human Resources, Maintenance, Facilities Management, and College Safety.

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Apply by August 15, 2003 by 5 p.m. Applications are required.
Employment Opportunities are posted online at
www.dist.maricopa.edu/hrweb, and for public view at the District Office, Room 226, 2411 West 14th Street, Tempe, AZ 85281.

To learn more about Glendale Community College and this position, visit us on the Web at **www.gc.maricopa.edu/deanadmin**

MCCCD is an AA/EEO Institution.

GRINNELL COLLEGE
Assistant Dean/Associate Dean of Admission-Coordinator of Multicultural Admission

Responsibilities: Develops, implements, and monitors a comprehensive recruitment plan designed to attract and retain an academically talented and diverse student body. Advises the Dean, serves as liaison to the Office of Multicultural Affairs and student multicultural groups, and works closely with admission colleagues as well as student, faculty, and alumni volunteers.

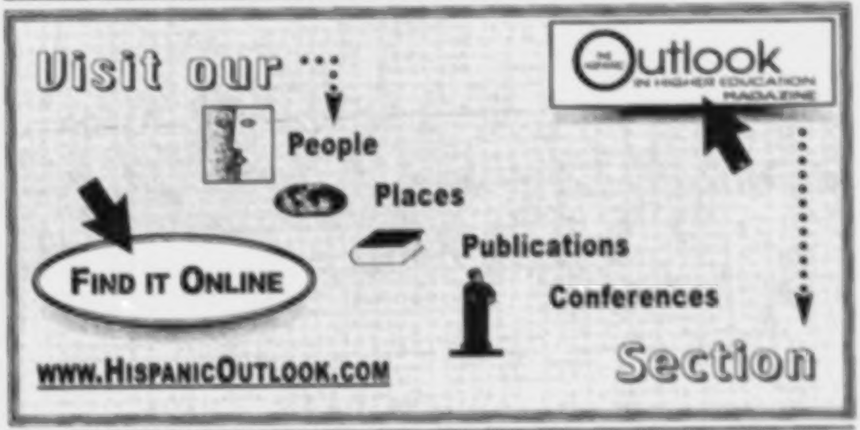
Specific responsibilities include: Traveling to high schools and college fairs, corresponding with and interviewing prospective students, reviewing applications for admission, and other projects as assigned. Travel includes outreach to community based organizations and agencies.

Qualifications: Requires a bachelor's degree and three or more years of experience in extending educational opportunities to U.S. students of color. Experience in admission, graduate work in higher education, and proficiency in Spanish are preferred. The ideal candidate should possess well-developed communication and organizational skills, and the ability to articulate the value of a liberal arts and science education. The Office seeks candidates with enthusiasm, energy, creativity, humor, and the commitment to working cooperatively. A valid driver's license is required.

College Profile: Founded in 1846, Grinnell College enrolls approximately 1,425 undergraduate students from every state, including the District of Columbia, and 50 foreign countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that fosters professional success, personal growth, and social responsibility. Grinnell offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience, which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell is consistently ranked among the top national, selective liberal arts colleges. Grinnell's endowment and alumni giving rank among the top 5 and top 20, respectively, of all colleges and universities in the nation.

Application Process: To be assured of maximum consideration, please submit a letter of application, a resume, and a list of three employment references to: Office of Human Resources, Grinnell College, Grinnell, IA 50112-1690, or send e-mail to HR@grinnell.edu or fax to 641-269-4885. The position will remain open until filled. Additional information can be found at the college's web site <**www.grinnell.edu**>.

Grinnell College is an equal opportunity/affirmative action employer committed to attracting and retaining highly qualified individuals who collectively reflect the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability.



University of Minnesota
Department Head
Department of Food Science and Nutrition

The College of Agricultural, Food and Environmental Sciences and the College of Human Ecology, University of Minnesota, are pleased to announce the search for a Department Head with Faculty Rank for the Department of Food Science and Nutrition. We are searching for candidates with vision, energy and enthusiasm to provide dynamic, innovative leadership to the department's teaching, research, outreach and service, bringing together the strengths of the department to advance human health through nutrition and food science.

Review of applications will begin October 1, 2003 and continue until the position is filled. For complete position description and application procedures please visit www.che.umn.edu/fscn or call 612-625-3137.

The University of Minnesota is an equal opportunity educator and employer

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WESTERN CONNECTICUT STATE UNIVERSITY
CAREER COUNSELING CENTER
ASSISTANT DIRECTOR FOR CAREER PLANNING AND PLACEMENT

WCSU is seeking an Assistant Director for Career Planning and Placement. Will be primarily responsible for planning, initiating, directing and maintaining placement services for enrolled students, and when appropriate, alumni. The position involves the creation of varied programs to help students explore the relationships between academic and career choices, as well as the utilization of computer technology to support the delivery of career services. Extensive and frequent business community and employer contact are a required placement service responsibility.

Qualifications: Two to three years of experience in career planning and placement or related work demonstrating ability to work effectively with employers, students, alumni, and staff. Excellent communication skills, along with proficiency in use of computer technology to support delivery of career services. A Bachelor's degree is required; a Master's degree is preferred.

Application Process: Interested applicants should send a letter of application, resume and names, addresses and telephone numbers of three professional references to: **Ms. Maureen Carey Gernert, Director, Career Development Center, Western Connecticut State University, 181 White Street, Danbury CT 06810.** Applications must be received by August 8, 2003.

WCSU is an AA/EEO Educator/Employer.

TEXAS LUTHERAN UNIVERSITY

Tenure track position, Political Science, beginning January 2004 or August 2004. Complete position announcement at **http://www.tlu.edu**. Submit applications to:

Dean Bob Hiner
Texas Lutheran University
1000 West Court Street
Seguin, TX 78155

Texas Lutheran University is an Equal Opportunity Employer

Carnegie Mellon

Associate Vice President for Alumni Relations

Carnegie Mellon University, one of the nation's top private research universities, seeks an associate vice president for alumni relations to lead its program into a new era. With internationally renowned programs in disciplines as diverse as computer science and drama, Carnegie Mellon has over the past two years implemented a truly integrated advancement program to leverage its assets and to build the university's visibility to match its considerable intellectual achievements. The associate vice president will become a key player in this process and will be charged with serving and maximizing university service on the part of its distinguished alumni body.

The associate vice president reports to the vice president for university advancement and serves as a member of her leadership team. He or she will also benefit from the active support and effort of a dedicated alumni board and, most significantly, of a university president who has publicly stated that he wishes a state-of-the-art alumni program to be one of the hallmarks of his administration. Above all, the associate vice president will become a part of a team of colleagues dedicated to a collaborative, collegial approach to advancement.

The new associate vice president will be a visionary and creative leader with the skills, abilities, and experience necessary to be an agent of change. He or she will have the imprimatur necessary to implement new programs and approaches that bring Carnegie Mellon to the state-of-the-art in alumni relations. This will necessitate a person with great passion, the ability to advocate, a willingness to travel and to serve as a primary public face of the university, and the fortitude to make and to stand by difficult decisions. A bachelor's degree is required.

The associate vice president for alumni relations will have the opportunity to design and to implement an alumni relations program with the potential to impact significantly the future success of Carnegie Mellon University. The search process is currently underway and will continue until the position is filled. Questions and confidential inquiries may be directed to the consultant supporting this search, Dennis M. Barden, at (630) 575-6167, or via email at cmuavp@wittkieffer.com. Nominations, applications, and letters of interest should be submitted in confidence to:

Associate Vice President for Alumni Relations
Carnegie Mellon University
c/o EMN/Witt/Kieffer
Attention: Dennis M. Barden
2015 Spring Road – Suite 510
Oak Brook, Illinois 60523-0207

Carnegie Mellon University is an EEO/AA/ADA employer.

EMN/Witt/Kieffer

2003 Annual Biomedical Research Conference for Minority Students (ABRCMS)

October 15-18, 2003

The program will be comprised of scientific sessions, professional development workshops, student oral and poster presentations, and a strong exhibitor program. Speakers include: Drs. Elias Zerhouni, (National Institutes of Health), Carlos Bustamante, (University of California, Berkeley), Claude Steele, Stanford University), Frank Talamantes, (University of California, Santa Cruz.) Marilyn Hughes Gaston, (Former U.S. Assistant Surgeon General), Authors of best-seller, The Pact (Sampson Davis, George Jenkins, and Rameck Hunt).

Please visit the conference Web site, **www.abrcms.org**, for additional information.

Abstracts deadline is September 5, 2003 and advanced registration deadline is September 26, 2003.

Contact: Ronica Rogalski, 202-942-9228 or rrogalski@asmusa.org.

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EEO

NEW MEXICO STATE UNIVERSITY

Dean, College of Engineering

Search Reopened
New Mexico State University

New Mexico State University (NMSU) invites applications and nominations for the position of Dean of the College of Engineering. The College consists of seven departments and 1600 students. NMSU is the State's land-grant institution, serving a total student population of 23,000 on its main campus and four branch campuses. The Carnegie Foundations lists NMSU as a Doctoral/Research-Extensive University with research expenditures exceeding $140 million in FY 2002. Candidates must have an earned doctoral degree from an accredited institution and combined experience sufficient for tenure at the rank of professor in an appropriate department of the college. A detailed position announcement is available at: http://www.nmsu.edu/~personel/postings/professional/. Screening of applications will begin **September 1, 2003** and continue until the position is filled. Please submit a letter of interest, curriculum vita, and the names and contact information for at least three references. Application materials must be submitted electronically (e-mailed) to **moultonr@nmsu.edu (Dr. Robert Moulton, Chair, College of Engineering Dean Search Committee, MSC 3AC, Box 30001, New Mexico State University, Las Cruces, NM 88003).**

New Mexico State University is an equal opportunity/affirmative action employer.

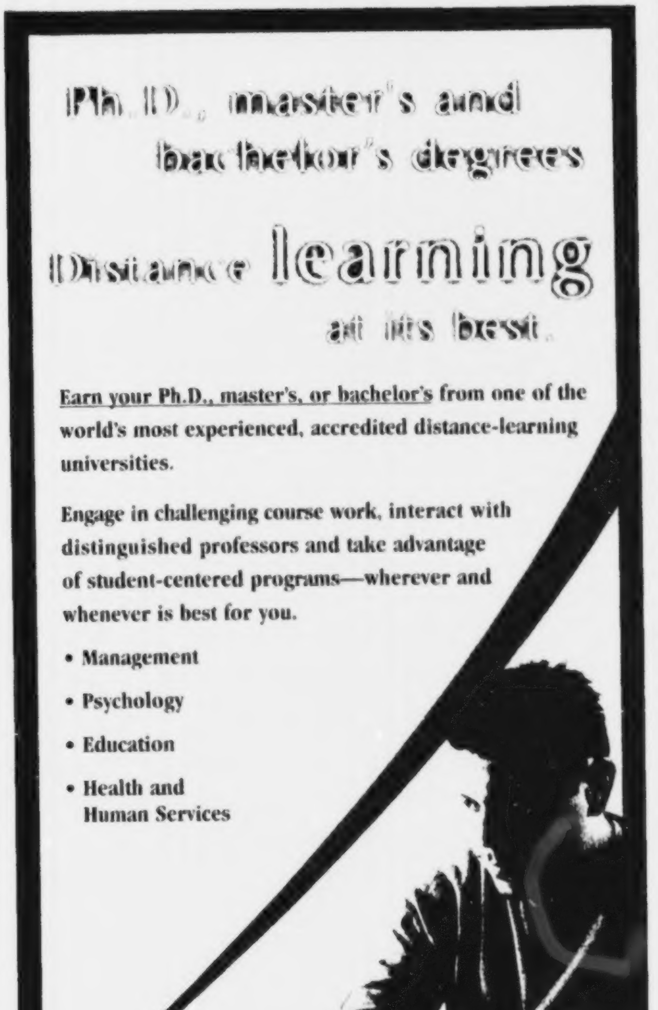
GANNON
UNIVERSITY

Athletic Director

Gannon University, a Catholic University located in Erie, Pennsylvania, and an NCAA II institution competing in the Great Lakes Intercollegiate Athletic Conference (GLIAC), invites applications for the position of Athletic Director. Reporting directly to the Provost and Vice President for Academic Affairs, this position is responsible for advancing the success of the student athletes in their academic, athletic, and personal development. The Athletic Director will assure that each of Gannon's 18 intercollegiate sports is a successful operation. The Athletic Director will assure that all programs support Gannon's Mission and comply with NCAA standards.

Requirements include a Bachelor's degree (Master's preferred) and five years' progressive managerial experience in intercollegiate sports administration as well as a demonstrated commitment to gender equity, diversity, and NCAA compliance. It is preferred that the successful candidate have experience in coaching, managing, fund-raising, policy development, marketing, public speaking, and community relations.

Gannon University is an Equal Opportunity Employer that invites women and members of underrepresented groups to apply. Submit a cover letter, curriculum vitae and the names of three professional references to: **Gannon University, Athletic Director Search, Attn: Robert J. Cline, 109 University Square, Erie, PA 16541-0001;** Fax to: **(814) 871-7514;** or Email to: **hrdept@gannon.edu.** Review of applications will begin immediately and this position will remain open until the vacancy has been filled. For more information about Gannon visit **www.gannon.edu.**



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ST. MARY'S UNIVERSITY

DEAN
SCHOOL OF BUSINESS AND ADMINISTRATION

The University: St. Mary's University, founded in 1852 as an independent Catholic university in the Marianist tradition, seeks a Dean of the School of Business and Administration. Located in San Antonio, Texas, the University has an enrollment of more than 4,000 students. There are three undergraduate schools, a graduate school, and a school of law. The St. Mary's undergraduate student enrollment is 69% Hispanic and 60% female, mirroring the demographics of the region; the University strives for a diverse academic community of faculty, staff, and students of varying religious and cultural backgrounds.

The School: Business and Administration is one of three undergraduate schools and holds thirty percent of the undergraduate enrollment. The School consists of three academic departments with majors in Accounting, Finance, Corporate Finance, General Business, Information Systems Management, Financial Services, Financial Management, Entrepreneurial Studies, Marketing, Human Resources, International Business, and Management. Innovation in effective teaching and student learning are central to the School's mission. Commitment to expand the knowledge base and to encourage life-long learning that is empowering and consistent with the Marianist traditions of faith, integrity, community, scholarship, and service to society. Recognizing that effective education requires the development of the whole person, development is accomplished through a partnership between students and dedicated and innovative faculty to provide and support programs and activities at both the undergraduate and graduate levels that prepare students for post-graduate and professional positions in which they can assume leadership roles in a rapidly changing global and technological environment.

Dean's Leadership Roles: The Dean is the School's chief academic and administrative officer. As such, the Dean has overall responsibility for leadership and administration of the School. The Dean reports to the Vice President for Academic Affairs and is a member of the Academic Council. Leadership responsibilities include encouraging and facilitating excellence in faculty teaching, research and publication, student success, and service within the University and the community at-large. The Dean is also responsible for strategic planning, continuing a comprehensive assessment of academic programs, formulating/recommending the adoption of the School's budget, promoting the recruitment/retention of a diverse and talented faculty and student body, furthering educational innovations, including instructional technologies within the School, working with the faculty and administration to foster faculty development, and building and maintaining relations between the School and the University, the local community, and the alumni; the Dean shares the responsibility for raising funds for the School.

Qualifications: St. Mary's University is strongly committed to diversity and encourages applications and nominations from all interested persons. Candidates must possess an earned doctorate. Candidates also must evidence a record of teaching effectiveness and scholarly achievements appropriate for appointment with tenure to the rank of associate or full professor. Substantial administrative experience at the departmental level or above is preferred. Evidence of an ability to foster faculty development in teaching, research scholarship, and service is required. The successful candidate will possess a collegial and collaborative administrative style which encourages faculty participation in recommendations and decisions. Applicants must be committed to the University's mission and must be supportive of Roman Catholic educational traditions, but need not be of Catholic faith. Salary will be commensurate with the selected candidate's experience and qualifications.

APPLICATION PROCEDURE: Applicants must provide a letter of interest, a curriculum vitae, and names of no more than three references. All applications and nominations will be dealt with confidentially. Applicants will be consulted before contacting references. All applications must be received no later than August 15, 2003. The starting date for the successful applicant will be June 1, 2004.

Applications and nominations should be sent to:

Dean Bill Piatt, School of Law
Chair
School of Business and Administration Dean Search
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78228

AA/EOE

Visit the St. Mary's University website at

www.stmarytx.edu.

THE UNIVERSITY OF

ARIZONA®

TUCSON ARIZONA

A dynamic new department head and energetic multicultural faculty group want to recruit an MD/DO/PhD colleague to spearhead the expansion of research activity in the Department of Family and Community Medicine at the University of Arizona. We are looking for a senior level leader Associate Professor or Full Professor, with an established track record in funded research, who will continue their own research and mentor our junior faculty to become successful independent researchers. Research interests in the Department include diabetes, obesity, tobacco/substance abuse and health disparities particularly as these problems are relevant to medically underserved populations. Salary is competitive based on experience. Those who are interested in joining us in the tri-cultural southwestern city of Tucson may access the position description at www.hr.arizona.edu and send a letter of interest referencing job 992092 and a CV to:

Janet H. Senf, PhD
chair of the search committee
at 1450 N. Cherry Ave.
Tucson AZ 85719

As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives and backgrounds. M/W/D/V.

Review of applications begins **July 16** and continues until position is filled.

SALEM COLLEGE

SPANISH. Salem College, a liberal arts college for women in Winston-Salem, NC, invites applications for a **visiting instructor/assistant professor in Spanish** beginning Fall 2003. Teaching responsibilities include lower level language courses; possibly some upper level language, literature, and business Spanish. MA required, PhD preferred. Send letter of interest, statement of teaching philosophy, and names of three references to **Dr. Gary Ljungquist, Chair Modern Foreign Languages, Salem College, P.O. Box 10548, Winston-Salem, NC 27108-0548.** Screening will begin immediately; applications will be accepted until position is filled.

EOE

Director of Public Safety

The University of San Francisco, Department of Public Safety seeks a Director to plan, organize and direct the day-to-day operations for the Department of Public Safety. REQ's: Bachelor's Degree in criminal justice, law enforcement or related field, seven years of law enforcement experience required, including at least three years in a supervisory position.

For complete job description and requirements, please visit our web site @ **www.usfca.edu/hr/employment**. To apply, submit a resume and cover letter to: **University of San Francisco, Office of Human Resources, 2130 Fulton Street, San Francisco, CA 94117 or email to resumes@usfca.edu.**

AA/EEO/ADA employer

Many viewpoints, *one goal.*

State Center Community College District serves one million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory. Located in Fresno, the gateway to California's National Parks and a city offering a wealth of cultural and recreational options, as well as an affordable cost of living, SCCCD has the following positions available:

Reedley College
- Dean of Instruction
(Chief Instructional Officer)

Fresno City College
One-Year Temporary Positions
- Psychology Instructor
- Political Science Instructor
- Information Systems Instructor
- Biology/Anatomy Instructor

Reedley College
Tenure Track Positions
- Aviation Maintenance Technology Instructor
- Natural Resources Instructor

To apply, visit the District Web site at **scccd.com** for a complete job description and information contact: **State Center Community College District, 1525 E. Weldon Avenue, Fresno, CA 93704-6398; Phone: (559) 226-0720; Fax: (559) 229-7039.**

Equal Opportunity Employer

CHANCELLOR AND PRESIDENT

SYRACUSE UNIVERSITY

After 13 years of exemplary accomplishment-filled leadership as Chancellor and President of Syracuse University, Kenneth A. "Buzz" Shaw will step down from these posts in August 2004. As a result, the Syracuse University Board of Trustees announces a nationwide search to recruit a successor to Dr. Shaw who will be only the 11th President in the University's history.

Founded in 1870 and rich in tradition, Syracuse University is a private major research university (a Carnegie Foundation 'Research Extensive' institution) and Association of American Universities (AAU) member. Located in the geographic center of the State of New York, the University enrolls a total of approximately 14,800 students, employs nearly 860 full-time faculty members and 3,500 staff, and has an annual operating budget of approximately $500 million. Syracuse has more than 220,000 living alumni, an endowment in excess of $700 million, and a vision to be the nation's leading student-centered research university. [Additional information about the University and the Chancellor/President search can be obtained on its website: **www.syr.edu**].

This is one of the most attractive leadership opportunities in higher education today and the Board seeks an appropriate leader of national stature and strategic vision. Candidates should possess unquestioned integrity and outstanding communication and interpersonal skills. The next Chancellor and President will understand the role of a private major research university in the 21st Century and will have the ability to energize all of the University's constituencies. The selected individual will be committed to academic excellence and will have a passion for the education and development of students. Strong administrative and fund-raising abilities, high energy, political astuteness, financial savvy, and everyday common sense are all important attributes for the next Chancellor and President.

While applications and nominations will be accepted until a new Chancellor and President is selected, interested persons are encouraged to submit their materials to the following by August 15 to assure optimal consideration:

Joseph O. Lampe, Chair, Chancellor Search Committee
Syracuse University, 300 Tolley Administration Building
Office of Leslie Neal, Syracuse, NY 13244-1100

[R. William (Bill) Funk, National Managing Director of Korn/Ferry International's Education Practice, has been retained to consult with the Search Committee and Board on this important assignment.]

Syracuse University is an Affirmative Action/Equal Opportunity Employer.

PACIFIC OAKS
College and Children's School

Pacific Oaks College and Children's School
Dean of Student Services

Pacific Oaks College and Children's School seeks nominations and applications for the position of Dean of Student Services. This position, reporting directly to the Provost, includes oversight of financial aid services, academic records, student support services, marketing and admissions. Pacific Oaks, in the beginning phase of a plan for growth in the student body, seeks a Dean who will become a leader in growing the institution. The Dean will also be responsible for facilitating, in a collaborative manner, changes needed in serving an increasing number of students and in implementing a new information technology system. Requirements for the position include a master's degree or above, administrative experience in student services in higher education, and success in working with staff and administrators in a collaborative manner. Experience in information technology implementation in student services is desirable.

Pacific Oaks College and Children's School, founded in 1945, is nationally recognized for the preparation of professionals for work with children and families. With a primary campus in Pasadena, CA, including a children's school, and branches in Oakland and on-line, it offers credential programs in Teacher Education, master's programs in Human Development and in Marriage, Family, and Child Counseling, and a bachelor's degree in Human Development. Pacific Oaks has a strong commitment to diversity and to social justice.

Nominations and applications should be sent electronically to **derickson@pacificoaks.edu (Diane Erickson, Human Resources Director),** who can also be contacted for further information about the position. Only those applications that have a cover letter, current resume, and a list of five references with addresses and telephone numbers will be screened. Screening of applications will begin on **July 24, 2003.**

THE UNIVERSITY OF IOWA

PROVOST

The University of Iowa invites nominations and applications for the position of Provost. Founded in 1847, The University of Iowa is an internationally prominent public research university, offering a wealth of undergraduate, graduate, and professional degrees. The University places a major emphasis on research, scholarship, creative activity, and public service and fosters a culture of participatory governance. The institution comprises the Colleges of Business, Education, Engineering, Dentistry, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, Public Health, the Graduate College, and the Division of Continuing Education. The University features strengths ranging from a strong tradition in arts and letters to one of the nation's largest university-owned teaching hospitals. With over 14,000 full-time faculty and staff and 30,000 students, the University is a major force for education, research, and service in Iowa and the Midwest, as well as in the nation and the world.

The Provost is the institution's chief academic officer, reporting directly to the President. The Provost is responsible for oversight of all academic endeavors of the University, including all academic departments, colleges, and programs. Promotion, tenure, unit reviews, academic strategic planning, University libraries, the Museum of Art, Office of International Programs, and the campus-wide office of Information Technology Services are all under the charge of the Provost. Working with the Vice President for Finance and Operations, the Provost initiates the annual University-wide budgetary process and approves the budgets of all colleges and the libraries. As a member of the University's central administration, the Provost is a principal member of the President's cabinet, participating in the spectrum of campus-wide decisions. The Provost is the chief representative of the institution to the Committee on Institutional Cooperation (CIC) consisting of the Big Ten Universities and the University of Chicago. The Provost represents the entire University in the President's absence.

The successful candidate for this position must be an intellectual leader, teacher, and scholar of recognized accomplishment and therefore eligible for appointment at the rank of Professor with tenure. The individual must be familiar with financial planning and budgetary aspects of public higher education, as well as aspects of information technology relevant to the academic mission of a large public research university. Previous successful administrative experience in public higher education is highly desirable.

Screening of applications will begin immediately and will continue until the position is filled. The expectation is that the new Provost will be named during calendar year 2003 and will assume duties early in calendar year 2004. Because of the University's long legacy in diversity efforts, the search committee is particularly interested in identifying qualified women and candidates who are from underrepresented groups. Nominations should include qualifications. Applications should include curriculum vitae, cover letter, and names, addresses, and telephone numbers of three to five references. We also request a two-three page statement that summarizes your observations regarding the primary educational challenges facing public research universities today and that details your own philosophy regarding the role of the public research university in today's society. Applicants are also invited to submit additional documents such as policy papers, speeches, journal articles, news items that illustrate their prior administrative and scholarly experiences or philosophical positions. All such information will be kept in strictest confidence until finalists are announced for on-campus interviews. Nominations or applications for this position should be sent to: **carolyn-frisbie@uiowa.edu; electronic submission is encouraged.** Paper versions may be sent to Carolyn Frisbie, Search Committee for the Provost, The University of Iowa, 201 Gilmore Hall, Iowa City, IA 52242-1320. **Additional information is available at the Provost** search Web site: **http://www.uiowa.edu/provostsearch.**

The University of Iowa is an affirmative action/equal opportunity employer. Women and minorities are encouraged to apply.

BRIDGEWATER

STATE COLLEGE

Assistant Professor, American Politics

The Political Science Department invites applicants for a one-year full-time temporary faculty position in American Politics beginning the fall semester 2003 at the level of Assistant Professor. The department is seeking candidates to teach the introductory course in American Politics and at least one of the following courses: Research Methods, Public Opinion and Mass Political Behavior, Racial Politics and Western Political Thought. Ph.D. preferred; minimum ABD. Candidates with a commitment to excellence will be given preference. Salary will be dependent upon qualifications and experience. Applicants must submit a letter of application, curriculum vitae, and the names, addresses and telephone numbers of three (3) professional references to: **Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325.** Review of complete files will begin immediately and continue until filled. *Bridgewater State College is an AA/EO employer that actively seeks to increase the diversity of its workforce.*

BSC
BRIDGEWATER STATE COLLEGE

www.bridgew.edu

Staff Therapist Syracuse University Counseling Center

The Syracuse University Counseling Center is recruiting one, full-time, 11-month staff therapist to provide services to a large, diverse undergraduate and graduate population. Responsibilities include: providing short-term individual and group therapy, diagnostic assessment and triage, crisis intervention, outreach, consultation and after-hours on-call services. Also responsible for initiating and implementing special projects and will act as a liaison with other University services and academic departments. Experience/expertise working with a diverse population is desired. Requirements include a Doctorate in clinical/counseling psychology or a Master's degree in social work from a duly accredited program. New York State licensure/state certification or license eligibility in respective profession is required. Three years post-graduate clinical experience is desired. Salary is commensurate with education and experience. Anticipated start date is August 15, 2003.

For a detailed position description and online application instructions for the Staff Therapist (020693), go to **www.sujobopps.com**. A cover letter, resume, and list of three professional references must be attached. Priority consideration will be given to applications received by July 18, 2003 and the search will remain open until the position is filled.

Syracuse University is an Affirmative Action/ Equal Opportunity Employer.

Two Graduate Faculty Positions Indiana University The School of Library and Information Science - Indianapolis

www.slis.iupui.edu

Either position may be appointed at the tenure-track rank of Assistant or Associate Professor, depending on the candidate's credentials. The successful candidates will provide evidence of excellence in teaching and promise in scholarly production in one or more of the following areas pertaining to graduate studies in library and information science:

- management of information technologies in library environments
- bibliographic access, control, and organization of resources
- digital libraries and multimedia resources
- administration of public, academic and/or special libraries
- information sources for business, government, science, technology, or humanities

Basic qualifications include: Ph.D. or equivalent and successful professional practice in library and information management. Candidates should be willing and have the ability to adapt to new instructional delivery systems through interactive television and online communications. The Indianapolis campus provides faculty support for innovations in instructional delivery with the advanced networking capabilities comparable to any in the nation. A proven record in use of instructional telecommunications is preferred. Both positions are ten-month, tenure-track appointments with the option to teach up to two summer courses at 20% of base salary. **The successful candidates should be prepared to join the current eight full-time faculty by August 1, 2004.**

Review of applications will begin November 1, 2003 and will continue until the positions are filled. Applicants should send a letter of interest in which they describe teaching experiences as well as other qualifications. A complete curriculum vita and names and addresses for three references should be included. Questions and applications should be addressed to **Dr. Daniel Callison, Executive Associate Dean, Indiana University School of Library and Information Science - Indianapolis, 755 W. Michigan, Indianapolis, IN 46202. callison@iupui.edu 317-278-2376.**

The Master's of Library Science program at Indiana University is accredited by the American Library Association. A full curriculum of courses leading to the MLS is provided at Indianapolis as well as Bloomington. Students may take courses on either campus. Indiana University has been nationally ranked among the top schools in library science, information systems, youth services and school library media.

Indiana University is committed to the principle of diversity and is actively seeking to increase the racial diversity of its faculty.

The Indianapolis Campus - www.iupui.edu

Indiana University Purdue University at Indianapolis is a leading urban campus of over 27,000 students. As a part of the recently renovated central convention and business areas of the capital city, the campus is adjacent to new structures housing government, museum, athletic and cultural institutions. The expanding metropolitan Indianapolis campus offers the largest range of academic programs in the state combining the best from Indiana University and Purdue University. In addition to library science, IUPUI is a center for professional schools in medicine, law, nursing, education, philanthropic studies, and informatics.

DEAN
Division of Humanities
College of Letters & Science

The University of California, Los Angeles, one the nation's most prestigious and comprehensive research universities, will be accepting applications and nominations (beginning July 1, 2004) for the position of Dean in the Division of Humanities in the College of Letters and Science. In this highly visible position, the successful candidate will provide the leadership and vision essential to maintaining and enhancing its academic achievement and distinction. The College of Letters and Science, which is the core of UCLA's academic organization, is the largest and most comprehensive academic organization in the University of California system. Eleven of the College's academic departments are nationally ranked among the top 10 in their fields, and 27 College departments are ranked in the top 20 nationally. The Division of Humanities has approximately 230 ladder faculty, 2,800 undergraduates, 760 graduate students and annual operating expenditures of $48 million.

In consultation with the Department chairs and faculty, the Dean has responsibility for setting academic priorities, the allocation of resources, the academic personnel process, the recruitment and retention of faculty, the development and enhancement of educational and research programs, and the implementation of the development programs in the area of humanities.

Additionally, the Dean reports to the Executive Dean of the College of Letters and Science and is responsible for the academic and administrative operations of 17 departments, which include: Applied Linguistics, Art History, Classics, Comparative Literature, East Asian Languages and Cultures, English, French and Francophone Studies, Germanic Languages, Italian, Linguistics, Musicology, Near Eastern Languages and Cultures, Philosophy, Scandinavian Section, Slavic Languages and Literature, Spanish & Portuguese, and Writing Programs.

The Dean also has responsibility for two Organized Research Units (ORU): the Center for 17th & 18th Century Studies and the Medieval & Renaissance Studies Center, as well as responsibility for four Focused Research Units (FRU): Center for Jewish Studies, Center for Modern & Contemporary Studies, Center for the Study of Religion, and the Center for Digital Humanities. Moreover, there are four Interdepartmental Degree Programs (IDP): History/Art History, Indo-European Studies, Romance Linguistics and Literature, and the Study of Religion.

Candidates should have qualifications appropriate to the rank of full professor. Salary will be commensurate with background and expertise. For additional information, please go to: **http://www.apo.ucla.edu/dean-humanities/**

To be ensured full consideration, nominations and applications should be sent by September 15, 2003 to: **Humanities Dean Search Committee, c/o Ms. Rene Dennis, Office of the Chancellor-APO, University of California, 3109 Murphy Hall -140701, Los Angeles, CA 90095-1407. Fax: (310) 206-9643. E-mail: Execsearch@conet.ucla.edu.** AA/EOE.

UCLA

NORTH CAROLINA CENTRAL UNIVERSITY
Durham, North Carolina 27707

Dean, College of Arts and Sciences

North Carolina Central University (NCCU) invites applications and nominations for the position of Dean, College of Arts and Sciences. The College of Arts and Sciences is the principal academic unit of North Carolina Central University. Through its departments, the College provides the Critical Foundations in the Arts and Sciences Curriculum (General Core), the degree programs in the liberal arts and sciences, and other special and professional programs, both graduate and undergraduate. As part of the senior administration, the Dean reports to the Provost and Vice Chancellor for Academic Affairs and works with her management team to support the University's objectives of equity and excellence in research and teaching.

North Carolina Central University is a comprehensive University that offers programs at the undergraduate, graduate, and first-professional degree levels, with an enrollment of nearly 7,000 undergraduate, graduate, and professional students. Over the next several years, the University expects to enhance the quantity of its master's degree offerings and to establish a number of selected doctoral programs. North Carolina Central University is one sixteen constitute institutions of the University of North Carolina System. It is the nation's first public liberal arts institution founded for African-Americans.

The ideal candidate will have an earned doctorate and academic record to substantiate appointment to senior faculty rank in one of the academic program areas or a discipline within the liberal arts core. This person will provide dynamic academic leadership and will mobilize the strength within the faculty in order to realize the aspirations of North Carolina Central University's next academic plan.

The preferred starting date is August 1, 2003. Applications and nominations will be accepted until the position is filled; review and screening will commence immediately. Applications with a resume, statement of interest, or nominations along with names, addresses, and telephone numbers of three professional references should be mailed to: Search Committee, Dean College of Arts and Sciences; c/o Atty. Audrey Crawford-Turner.

Dean, School of Library & Information Sciences

North Carolina Central University (NCCU) invites applications and nominations for the position of Dean, School of Library & Information Sciences. The School of Library & Information Sciences was established as an African-American Resources program in 1991 and includes the William Tucker Collection of African-American authors and illustrators of children's materials, and the North Carolina Center for the Study of Black History. The School of Library and Information Sciences offers a curriculum that leads to two separate degrees - the Master of Library Science and the Master of Information Science. As part of the senior administration, the Dean reports to the Provost and Vice Chancellor for Academic Affairs and works with her management team to support the University's objectives of access and excellence in research, teaching, and service.

The ideal candidate will have an earned doctorate and academic record to substantiate appointment to senior faculty rank in one of the academic programs within the School of Library and Information Sciences. This person will provide dynamic academic leadership and will mobilize the strength within the faculty in order to realize the aspirations of North Carolina Central University's ambitious academic agenda.

The preferred starting date is August 1, 2003. Applications and nominations will be accepted until the position is filled; review and screening will commence immediately. Applications with a resume, statement of interest, or nominations along with names, addresses, and telephone numbers of three professional references should be mailed to: Search Committee, Dean School of Library and Information Sciences; c/o Atty. Audrey Crawford-Turner.

Audrey Crawford-Turner
EEO/AA Officer
North Carolina Central University
1801 Fayetteville Street
Durham, North Carolina 27707
acturner@wpo.nccu.edu

NCCU, an EEO/AA employer, complies with the Immigration Reform and Control Act of 1986. All new employees must provide original documents verifying identity and employability within the first three days of employment with the University. Accommodations for applicants who qualify under the Americans with Disabilities Act or Section 503 of the Rehabilitation Act of 1973, as amended, are available upon request.

Colby

ENGLISH DEPARTMENT

TENURE-TRACK, ASSISTANT PROFESSOR IN CREATIVE WRITING

Colby College's Department of English announces a tenure-track, assistant professor position in creative writing, beginning September 1, 2004. The candidate should be a poet with strong literary interests and a facility in at least one other genre (fiction, creative nonfiction, screenwriting or playwriting). M.F.A. and appropriate publications required. Demonstrable teaching experience and excellence are priorities. Send cover letter describing relevant creative work and teaching experience, C.V., short writing sample, and 3 letters of recommendation, to **Debra Spark, Chair, CW Search Committee, Colby College, Department of English, Waterville, ME 04901. Review of applications will begin on November 17, 2003** and will continue until the position is filled. Preliminary interviewing will take place at MLA in December.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site: **www.colby.edu.**

UNION COLLEGE

Union College, New York. The Department of Sociology invites applications for a two year visiting assistant professor in the area of Hispanic studies, deviance and political sociology. The applicant must have a PhD in Sociology. The position requires a dedication to teaching as well as an active research program. Union College offers an exceptional benefits package. Send letter of application, curriculum vitae, 3 letters of recommendation, and evidence of teaching to **Search Committee, Dept. of Sociology, Union College, Schenectady, New York 12308.** Application review will begin October 1. Union College, a private liberal arts institution in the capital district of New York State, is committed to a program of equal employment opportunity. *Women and minorities are strongly encouraged to apply.*

FLORIDA GULFCOAST UNIVERSITY

All information on vacancies & how to apply, visit

www.fgcu.edu

or call the 24-hr jobline @

239-590-1111.

FGCU is an EO/EA/AAI

Broward Community College

Opening doors to a brighter future

President

Fort Lauderdale, FL

The Board of Trustees of Broward Community College invites nominations and applications of qualified and interested candidates for the position of President. The current President, Dr. Willis Holcombe, plans to retire on January 31, 2004, after 17 years of outstanding service. The President is the chief executive officer of Broward Community College and reports to and works closely with the Board of Trustees. The President is charged with leading the College academically, administratively, and financially, guided by the College's mission and values. He/she works with the Board and Senior Management leaders of the College to formulate and advance the vision of the institution, as well as implement the specific initiatives and policies adopted to achieve that vision.

Broward Community College is a public, comprehensive two-year college that is fully accredited by the Southern Association of Colleges and Schools. It is a large, three-campus, three-center, urban institution serving 52,140 credit/non-credit students plus 14,826 students served by the Center for Economic Development, with a full-time equivalent student count in excess of 22,000.

Located in Southeast Florida, BCC opened in 1960 as the first public higher education institution in Broward County. BCC functions as the principal provider of undergraduate higher education for the residents of Broward County. The population of Broward County is approximately 1.7 million currently and is expected to grow to 2.4 million within 10 years. Both the community and the College are ethnically diverse and will become more so as the growth continues.

Through a wide variety of degree/certificate programs and continuing education courses, the college attracts a very diverse student population, including individuals planning to: achieve a Bachelor's Degree, receive a technical degree or certificate, acquire a new job skill, and seek education for personal enrichment. In addition, the college is also a center for cultural activity; a resource for business development; and an avenue for continued skill upgrading and retraining. As a public comprehensive community college, the college strives to fulfill its role as a significant part of America's higher education effort.

Professional qualifications include:

- Master's Degree required, an earned Doctorate from an accredited institution highly preferred
- At least five years experience of senior management in educational leadership or in an equivalent leadership capacity

The successful candidate will be an accomplished, energetic leader who can demonstrate the ability to:

- Understand and articulate the mission of Broward Community College, as well as the community college mission at the state and national level
- Understand and respect the teaching/learning process in a two-year college
- Demonstrate successful experiences in issues of diversity and in the ability to lead a college that values diversity
- Work with faculty and other constituents in a collaborative manner, recognizing union status and the collective bargaining process
- Form partnerships with business/industry, educational and other agencies in the community for the purposes of educational and economic development
- Support and promote the use of existing and emerging technologies in teaching and in general college operations
- Exhibit good oral, written, listening, communication and motivational skills in both public and informal settings
- Lead a college that expects growth through the next decade
- Be visionary, creative and open to people and new ideas
- Be visible and accessible to the college and community
- Support professional development for all employees
- Solve problems
- Show evidence of ethical, honest, and forthright leadership
- Understand the relationship between a President and an appointed Board of Trustees
- Understand the relationship between the college and BCC Foundation Board in fundraising and grant procurement
- Understand the fiscal issues of higher education and have demonstrated skills in budgetary management
- Understand the importance of global education at the community college and communicate it at the local, state and national levels

Persons meeting these requirements are encouraged to submit the following application materials: a BCC application, a letter addressing how the candidate's experiences match the professional and profile requirements outlined, a resume or curriculum vita, and the names, titles, addresses, home and work telephone numbers, and e-mail addresses of at least five references. The materials should be forwarded to the **Presidential Search Committee, c/o Personnel Operations, 111 East Las Olas Blvd., Ft. Lauderdale, Florida 33301.** Questions concerning forms or requests for a brochure can be addressed to Lesley Higgins or Kim Brodsky, Personnel Operations at (954) 201-7583, (954) 201-7332, (toll free) 1-800-682-3646, or e-mailed to lhiggins@broward.edu. Confidential questions about the position should be addressed to Dr. Jeff Hockaday, Search Consultant, 919-461-0509, e-mail jfhockaday@mindspring.com.

Submissions are encouraged by July 28, 2003. The Search Committee will begin reviewing applications after that date. Applications will be accepted and reviewed until the position is filled. Please visit our website at **www.broward.edu**.

BCC is committed to the principle of diversity. We are interested in receiving applications from a broad spectrum of people including women, minorities, veterans, & disabled individuals.

Bethany College

ADMISSIONS OFFICER

ETHNIC STUDENT RECRUITMENT

BETHANY COLLEGE invites applications for an Admissions Officer for Ethnic Student Recruitment, the primary purpose of which is to develop and carry out a minority student recruitment plan. This is a full-time, twelve-month, exempt position. The successful applicant will be a goal-oriented, self-starter with exceptional multi-level interpersonal, communication, and customer service skills, plus an awareness and appreciation for a liberal arts education. Applicant must be willing and able to do extensive travel as well as work evening and weekend hours. A bachelor's degree is required; previous admissions experience is desirable. Preferential consideration will be given to Bi-lingual (English/Spanish) candidates. Please submit a letter of application, resume, and names of three references by e-mail to **jobs@bethanylb.edu or by mail to Human Resources, Bethany College, 421 N. First St., Lindsborg, KS 67456.**

The evaluation of candidates begins immediately and continues until the position is filled.

AA/EOE

DIRECTOR

American Indian Studies Center

UCLA

The University of California at Los Angeles seeks a new Director for the American Indian Studies Center (AISC). Qualifications for success are a strong scholarly research and publication record; experience developing interdisciplinary research and instructional programs in Native American Studies; the ability to administer budgetary and personnel processes; and proven experience in obtaining and managing extramural funding in the form of research grants and development activity. Above all, we are looking for a dynamic individual to provide intellectual and programmatic leadership for the Center. This is a tenured appointment in the appropriate department or school with an anticipated starting date of July 1, 2004.

Established in 1969 as one of the first ethnic studies centers, the American Indian Studies Center is an Organized Research Unit whose mission is to promote research, education and community service within an academic framework. The AISC maintains a reference library, publishes books and the American Indian Culture and Research Journal. The Center provides academic counseling and support to students, and administers postdoctoral and predoctoral fellowships and research awards through the Institute of American Cultures. Over the past three decades, the Center has become nationally and internationally recognized as one of the foremost American Indian Studies programs.

For additional information, please visit:
http://www.apo.ucla.edu/aisc

For full consideration, nominations and applications should be sent by September 15, 2003 to:

AISC Director Search Committee
c/o Ms. Rene Dennis, Administrator
Office of the Chancellor—APO
University of California Los Angeles
3109 Murphy Hall, 140701
Los Angeles, CA 90095-1407

Fax: (310) 206-9643.

E-mail: Execsearch@conet.ucla.edu

UCLA is an Equal Opportunity/Affirmative Action Employer.

UCLA

TEMPLE UNIVERSITY

College of Health Professions

DEAN

Temple University invites applications and nominations for the position of the Dean of its College of Health Professions.

Temple University, a Carnegie Research Extensive University and located in Philadelphia, Pennsylvania, is part of the Pennsylvania Commonwealth System of Higher Education and serves more than 32,000 students. Temple has eight campuses and sites in Pennsylvania, international campuses in Rome and Tokyo, and programs in China, Korea, Greece, Israel, and other locations throughout the world. The College of Health Professions is one of the sixteen academic schools and colleges of Temple University. It is located on two campuses, the health sciences center and the main campus, and has 1,200 undergraduate, graduate and professional students, 120 faculty and staff, and 7 departments (Communication Sciences, Health Information Management, Nursing, Occupational Therapy, Physical Therapy, Public Health, and Therapeutic Recreation).

The Dean is the academic leader and chief administrative officer of the college who reports to the Provost and works closely with the Provost, President, and other senior officers to advance the university. The Dean has delegated responsibility for the overall direction and administration of the College, including reinforcing academic standards and results, providing leadership for the college's program of research, advocating and implementing progressive initiatives and programs, accreditation standards, criteria and policies across all academic programs. The Dean will play a leadership role in development and fundraising efforts, seeking opportunities in a variety of venues to expand the College's resource base (e.g., endowed chairs, research support, innovative program initiatives, capital improvements). Additionally, the Dean is responsible for the following: strategic annual and long-range planning for the College in consultation with the various college constituencies and ensuring that plans are aligned with University priorities and strategic plans; fostering excellence in the college's research, education and clinical programs; corporate outreach and fundraising; promoting diversity; strengthening faculty development and recruitment; managing the college's finances and budget; leading the college's development initiatives; remaining current in the various professions; and serving as an advocate for curricular evolution that contributes to advanced education and practice.

QUALIFICATIONS: We seek an individual who has achieved national prominence with an outstanding record of scholarly and/or professional achievement that is appropriate for appointment as a full professor with tenure at Temple University. We are particularly interested in candidates who will strongly energize and grow the research enterprise by providing focus to initiate grant support from governmental and private sources. A terminal degree or equivalent is required. As a senior administrator at the University's highest academic level, the Dean engages in regular communication with all levels of the University, hence the candidate must demonstrate excellent written and verbal communication skills which are equally effective with large and small audiences and on a one-to-one level. Exceptional interpersonal, organizational and leadership skills are required, as well as the ability to represent the college effectively and build strong relationships with internal and external constituents. The candidate must have a willingness to speak with and listen to students and department administrators, as well as with faculty, committee members and senior officials and University officers.

TO APPLY: All inquiries, nominations and applications will be considered in strictest confidence. Application materials should include a letter describing how the candidate's qualifications match the position requirements, a curriculum vita, and the names, e-mails, phone numbers and business addresses of at least five references. Applications and nominations will be received until the position has been filled. However, the screening process will begin August 15, 2003. Nominations and applications should be sent to:

Search Committee
Dean of the College of Health Professions
Temple University
PO Box: 2069, Mailstop: 03-2337
Dept.: HOHE7-14, Phila., PA 19103.
E-mail: searchcommittee@davisadv.com

For further information, please contact Vicki McGarvey, Office of the Provost, at 215-204-4775 or visit http://www.temple.edu/provost/CHPDeanSearch.html

Temple University is an equal opportunity/affirmative action employer. Applications from women and members of underrepresented minorities are encouraged.

MT. HOOD
COMMUNITY COLLEGE

DEAN VACANCIES

Mt. Hood Community College is located in Gresham, Oregon, a quick 15 miles from downtown Portland. In addition to a picture-postcard view of Mt. Hood, the main campus boasts vistas of other Cascade mountain peaks, beautiful valleys and rolling farmlands. The College district comprises an area of approximately 950 square miles with a population of more than 300,000. The College provides a rich array of programs and services at its 200-acre main campus, two satellite facilities and high schools throughout the district.

Please visit our website to learn more about Mt. Hood Community College at **www.mhcc.edu**

DEAN OF ALLIED HEALTH, JOB #1006 - Responsibilities include providing leadership in planning, organizing, evaluating and supervising Allied Health instructional programs and support services including dental hygiene, medical office, mental health and human services, nursing and nursing assistant, physical therapist assistant, respiratory care and surgical technology.

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¡PUNTO FINAL!

DO LATINOS DREAM OF THE GOOD LIFE?

Francisco Fernández, M.D., is chair of the Department of Psychiatry and Behavioral Medicine at the University of South Florida's College of Medicine in Tampa, Fla.

Sure, Latinos dream of the good life, but they had better guard the dream with their LIFE!

FACT: Latinos in the U.S.A. account for nearly 20 percent of total AIDS cases.

FACT: AIDS is the fourth largest cause of death in the U.S.A. for Latino men and women.

FACT: AIDS incidence rate among Latinos is four times the rate for Whites.

FACT: At the same time that AIDS diagnoses declined slightly among African Americans and Whites, it increased in Latino men and women.

FACT: Fourty-seven percent of AIDS cases among Latino men are attributed to sex with men, 35 percent to injection drug use, and 14 percent to sex with women.

FACT: Sixty-five percent of AIDS cases among Latina women are attributed to sex with men; and 32 percent, to injection drug use.

These facts are not just a New York, Miami, or San Francisco "thing". It's a fact of life.... It's our lives no matter what the geography or culture.

HIV/AIDS is a major health threat for Latinos in the U.S.A. We continue to rack the numbers up, but "more" of a bad thing is clearly not "better." We are a people of many diverse cultures, but we all share one thing: Denial.

We are in denial about our vulnerability to HIV and the information available to us to prevent it in our families and communities. We are in denial about the extent of substance abuse in our communities. We are in denial about sexual diversity and gender roles in our families and our communities. We are in denial about prevention–because it requires that we address the intersection in our lives, known as *verguenza* (shame), where drugs and sex affect our everyday lives.

We also share a set of negative views or attitudes that can impede our progress in this battle. For example, as a group, we might be fearful of discrimination, racism, deportation, and poverty. But we must recognize that our population is disproportionately affected and that we need to prevent further spread of HIV in our communities.

We also share cultural values that interfere with our ability to combat the spread of the infection. The inability to talk about unsavory issues and the practice of *silencio* are problems.

If we don't allow for open discussion of sexuality and sexual practices, we will be facing the same consequences in our communities as those in the world where the practice and politics of silence are in place.

If we continue to have negative attitudes about condoms, we will continue to have increased rates of new infection in our youth while other groups' rates continue to decline.

If we continue the practice of *silencio*, we will continue to instill and condone low self-esteem and *verguenza* with our men and women going undercover for sex and drugs.

If we place value on *marianismo*, our women will not be able to succeed in negotiating sexual advances with men. In many cases, women who reinforce the need to use condoms are accused of promiscuity and/or are physically abused.

If we place value on *machismo*, our men will not learn to make the best choices and be comfortable with their sexuality. Again, going undercover without precautions will increase their risk for HIV/AIDS.

Without open dialogue, we will discourage HIV testing, counseling, and precautions being taken (whether via access to condoms or clean needles and drug treatment). These difficult steps are necessary in order to allow individuals choices, comfort, and success in negotiating their needs with others while reducing their risk for acquiring and transmitting HIV/AIDS.

Traditional Latino commitments to the well-being of *la familia* are central to our efforts at prevention. Creating an environment in which people are not pressured or forced to go undercover and separate their identity from their family life is critical to our success.

How do we succeed in the fight against HIV/AIDS in Latino communities? We have to adopt the attitude that ALL infections are preventable, and we must embrace all efforts at addressing the social and economic conditions that might increase the risk for infection in Latino communities.

Yes, the dream of the good life is most definitely achievable... but only if we wake up NOW to the danger of HIV/AIDS spreading throughout our communities.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at houtlook@aol.com for guidelines.

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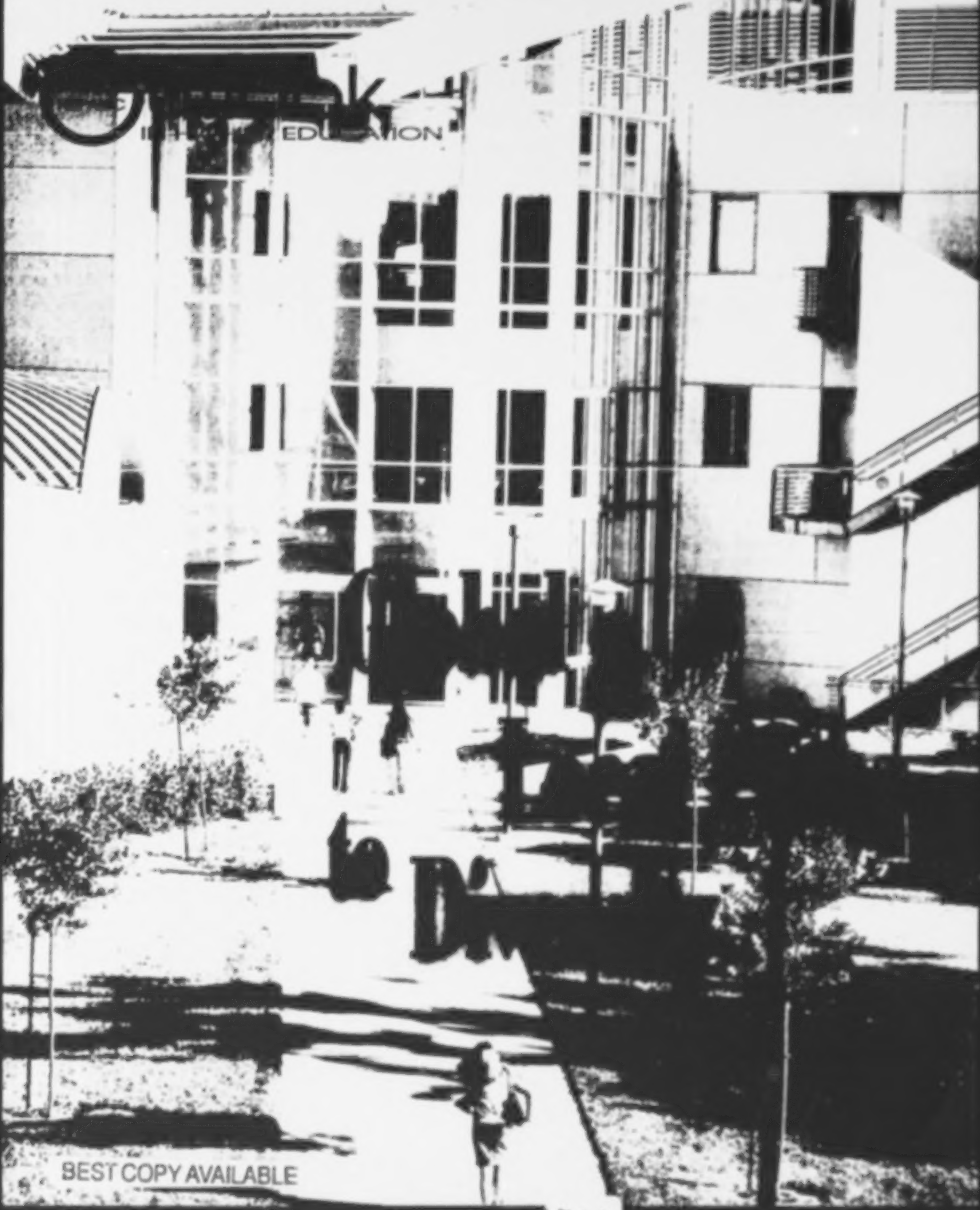

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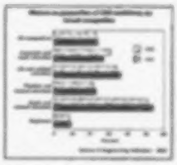

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Esquina Editorial

Harvard Professor Ronald Ferguson, who surveyed 34,000 students grades 7-11 in 15 wealthy, racially mixed U.S. suburbs, found a hefty achievement gap even in towns described by *New York Times* reporter Michael Winerup, June 4, as "green and tree-lined" and looking like "the quintessential level playing field."

Whites averaged a B-plus while Blacks averaged a C-plus. Among the richest, "Blacks average a B-plus, Whites, an A-minus." Ferguson found that half the gap tied in with economics, and looked for other factors to explain the remainder. His findings most likely apply to Hispanics, too.

Black students in these wealthy suburbs were read to far less by their parents as preschoolers, were far less likely to have a computer at home, to own 100 or more books, to live with one or more parents. And far more likely to rate encouragement by teachers as crucial to their success.

Three of these negative factors could be reduced or eliminated. That's good news, of which there is more in this issue, including the news that affirmative action has "dodged a bullet" for now. A special "Bravo" to our Supreme Court justices for listening to America's educators!

In March, at an AAHE meeting in Washington, it was our privilege to present an award honoring the late Dr. Roberto Cruz, a Stanford graduate who became president of the National Hispanic University. You'll read about it in this issue....In our next issue, along with stories of Hispanics in the visual and performing arts, we bring you interviews with HUD Secretary Mel Martínez and the president of NACME, and a professor's tribute to his class of Latina farmworkers.

Until then, we hope that all of you have cool and tranquil places to visit to restore mind and body.

Suzanne López-Isa
Managing Editor

Letters To HO

A Note of Thanks…

Thank you for sending me the Jan. 28, 2002, issue of *The Hispanic Outlook*. Your quick response is greatly appreciated.

As a Latina, I am grateful that such a culturally rich publication exists, particularly one that highlights important issues in higher education.

As a Kean alumna and current University Relations specialist, I am proud to have graduated from this University and happy to continue my affiliation with this diverse school.

Sincerely,
Milagros "Millie" González
Kean University
Office of University Relations

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Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

Olivia Cadaval

Smithsonian Folklife Specialist

by Roger Deitz

The Smithsonian Institution's Center for Folklife and Cultural Heritage promotes the understanding and continuity of contemporary grassroots cultures in the United States. Dr. Olivia Cadaval is a folklorist serving as a Folklife Specialist and Chair of Cultural Research and Education at the Center. She is helping to carry out the Center's mission using the lessons she has learned in her American studies education, observations from her own background, and examples she gleans from living in her predominantly Hispanic, diverse Washington, D.C., neighborhood.

The Center produces the annual Smithsonian Folklife Festival in Washington. The Festival is an exposition of diverse cultures and creations–a kind of block party for the presentation of United States diversity, except that this particular block party is held on the National Mall in the nation's capital.

The Center also runs Smithsonian Folkways Recordings and creates exhibitions, documentary films and videos, symposia, and educational materials. Another aspect of the Center's work is its research, its maintenance of important archives, and the provision of educational and research opportunities.

Cadaval has worked extensively on documentation, public programs, and education projects in the Latino community for the greater Washington area since the early 1980s. Her book, *Creating a Latino Identity in the Nation's Capital*, accompanies her many articles on research and cultural representation. Among Cadaval's contributions is her work helping to establish and help curate the Latino Cultural Heritage Center (LCHC) in Washington, D.C. Today she collaborates with LCHC, coordinating fieldwork training and exhibition development workshops for young people in the community. In these efforts, Cadaval is a hands-on expert in bringing the richness of cultural diversity to the general public, while also working to promote understanding among young Hispanics searching for their heritage, their identity, and their place in contemporary society.

Over the years, Cadaval curated a number of popular Smithsonian Folklife Festival programs and traveling exhibitions with titles such as, The Caribbean: Cultural Encounters in the New World; The U.S. Virgin Islands; Knowledge and Power–Land in Native American Cultures; and the U.S.-Mexico Borderlands. She also curated Culture and Development in Latin America and the Caribbean and Culture and Environment in the Río Grande/Río Bravo Basin.

Cadaval begins, "I do wear different hats. One of them is working with the Smithsonian. I work with what you might call a stepchild of the Smithsonian, The Center for FolkLife and Cultural Heritage. It has been a sort of place of cultural rights, paralleling the civil rights movement of way back when.

"We are mission driven. We look at 'everyday' cultures...the people who usually don't get heard or represented by the museum. We were very lucky with our Smithsonian Folklife Festival. That has always been a case of taking the instruments out of their boxes and reconnecting them with the people. The National Mall is our forum. Our staff brings to the table the expertise we have.

"I like to connect this job with my other hat (I don't like to connect it too tightly, because I don't like to be penned in to be 'The Latino Specialist' or 'The Mexican'–it doesn't work that way). I live in Washington, D.C., in one of the most diverse neighborhoods, and it's a Latino neighborhood. Also there are Serbians living here and Ethiopians and people from the Caribbean. For a long time, this has very much been part of creating what

'Latino' is here. Most of us come from different parts of Latin America.

"We are all very different. I think because we have never been too many of us from any one country, there's this 'New American' identity here that we have called 'Latino.' We have forged what Latino is in Washington, D.C. To me, that is like defining myself. I have always wanted to draw on that strength and draw on that knowledge base...to connect all of these people with the museum. The festival is our contribution, engaging the different communities to participate, or to work with us in our programs. For example, I am Mexican. I could never spend so much time out of Mexico and go back to Mexico and pretend to be a professional there...but I certainly can go back to Mexico and say, 'Would you like to collaborate on a project? Just to connect you back with the Latinos in Washington, D.C.'

"I have helped to develop a heritage center. And part of it is to tell the community, 'This is your heritage center.' We can help you get going, and share our experience.' It is not this business of being a Smithsonian-run project. It comes from the community."

Latino American Heritage Center

Cadaval says that the Smithsonian has maintained a relationship with this other focus of hers–her other hat, the Latin American Youth Center and associated Latino American Heritage Center, where training and assistance are offered. She continues, "Three years ago we were involved to help develop the Latino American Heritage Center. This is where the story of the Latino community would be told by the people who live here themselves, for the Greater Washington area. It was a chance to capitalize a little bit on the cultural tourism. The centers collaborated with the Smithsonian on the folklife aspect, which is a more research-based aspect, but they also collaborated with the Office of Exhibit Central, which is the office that builds things.

"We had this project of training the kids to go out and talk to their parents, talk to the shopkeepers and such about their lives, then put that into their museum. So–this was not a finished museum, not a closed piece, but something that they build on their own. We do workshops about work. We look at the labor unions. How do people organize? The janitors' unions here are predominantly Latino. We have workshops so the young people can continue doing oral histories. It's up to them. What kind of exhibit do **they** want to do? Not what do **we** want them to do.

"A lot of the kids that come to the Center are at-risk kids. They are older. They wonder why they have to go to school. We are trying to help them find the hook...what is the investment, so they can begin to feel that their identity is connected to what they are looking at. Another part that is very interesting is you now have kids that are born here. Their parents are very much immigrants...living in two worlds, back home someplace in Latin America and now making a home here. But these kids say, 'Hey, we're American' while in school someone else says, 'Wait a minute, you're not American.' It is confusing. Ultimately, these kids teach us a lot; they teach us what being an American really is."

The Common People Are the Stars

As to the Smithsonian Folklife Festival, Cadaval says it is not a festival of stars, but of people. She stresses that the diverse cultures become the stars, and the common people are the stars. "I do a lot of programs that are driven by a theme," she says. "For example, for the Borderlands program in 1994, NAFTA was coming along and everyone was talking about trade and the economy and contamination by the factories...and I thought, well, 'What about the people who live there? Do they even exist in the discussion? Does anybody care? Do they themselves have anything to say in this?' So, we are always going to the locals. The question was, 'Isn't there any culture in the border?' In traveling the border, you speak to people. How to select what to portray becomes the issue. I myself select randomly. People that I meet, I develop relationships. I also work with fieldworkers and scholars in the region who give me tips and leads. I really shy away from 'the most excellent.' I am looking at something bigger. I am looking for somebody who is grounded in the community, people who can address many aspects of what they are doing. I may not get the best weavers, but I get ordinary people who are extraordinary. I may not get the biggest star, I may not get Flaco Jiménez to perform, although I respect him, he is wonderful, and he has great influence. [Flaco Jiménez is a pioneer of Texas-Mexico border Conjunto and Tejano music, a five-time Grammy winner and accordion master.] I get a player who might never have come to a festival, or a major program of any kind. Maybe someone very tied in with teaching the kids, perhaps a barber or shopkeeper who plays for local dances. He may be a cowboy too, and he would fill another role. We don't have a lot of money, so we are also looking for somebody who will play many roles. But we are bringing diversity and real people, their lives and activities, their music, their crafts to the festival."

Diversity in the U.S.

In conclusion, Olivia Cadaval offers this observation regarding diversity in the United States. She states, "I come from Mexico...I am a Mexican, and I never thought of myself as a Mexican. There, in Mexico, nobody asks you, 'What are you?' Yet, Mexico is diverse in its own way. So...you come here and you are accosted with this tagged on, 'You must be the Mexican because you have holes in your ears,' or something outrageous. In being part of the diversity, you start finding out that what you're really doing is creating different identities. And that what we have is a very core relationship of what we are that we don't even think about, that is very related to 'place.' And these places for all of us are different.

"Maybe my place was growing up in Mexico City. Maybe the place for many of the kids I work with is growing up in Washington, D.C. That is a little core experience, the safe place that you go to. Ultimately, we live diversity in ourselves. My experience in D.C. taught me that we are daily encountering somebody else who may speak the same language, but they come from South America and may have a different word for every vegetable you have ever known. What you start doing here is developing an inter-ethnic identity; you start negotiating with these other people who speak Spanish with you, but we're all different. We have these little different identities. That's when we start understanding our diversity–in the most intimate place, where we think we are all alike. It is still safe there. In this country is where you really get that experience."

Periodically

by Mary Ann Cooper

"Sports as the University's 'Front Porch?' The Public Is Skeptical."

The Chronicle of Higher Education; 5/2/2003, Vol. 49 Issue 34, pA17, 1p by Welch Suggs, Douglas Lederman, and Jeffrey Selingo

As the debate rages over Title IX and the impact it will have on college sports, *The Chronicle of Higher Education* has released its own poll to take the pulse of the nation. The results, interpreted by authors Welch Suggs, Douglas Lederman, and Jeffrey Selingo and used as a springboard to solicit the reactions of college officials, seem to suggest that the American public is becoming increasingly disillusioned and pessimistic about the integrity of college sports. According to the authors, most Americans believe, "colleges are compromising themselves for the sake of their sports teams." They base their conclusion on *The Chronicle*'s Survey of Public Opinion on Higher Education and quote more than three-fourths of those responding to the questionnaire as stating that athletes "are not held to the same academic performance standards as other students." Suggs, Lederman, and Selingo also point out that two-thirds of the same respondents believe that "four-year colleges and universities place too much emphasis on athletics."

The authors repeat the often-stated rationale for collegiate athletic programs, noting that college and the National Collegiate Athletic Association (NCAA) officials espouse sports as a solid public relations vehicle to promote colleges and universities. They say these same officials often cite men's football and basketball teams as "the front porch of the university." However, the authors say the survey shows a wide divide between the academic world and the general public on the importance of sports for that or any other purpose. Suggs, Lederman, and Selingo explain that of the 21 goals colleges aspire to, "playing athletics for the entertainment of the community" ranks dead last, and only about a third of the survey respondents indicated that college sports programs were "somewhat or very important."

The authors then spoke to those promoting college athletic programs and those who are critical of the administration of such programs. Kermit L. Hall, president of Utah State University, called the survey results "sobering" for those involved in college athletic programs. The authors quote Hall as saying, "The results seem to indicate that the base of support for athletics tends to be driven more by dollar value and perceived image and development than by any underlying commitment by the public."

Syracuse University Chancellor Kenneth A. Shaw offered Suggs, Lederman, and Selingo a different take on the public's negative view of athletic programs on the college campuses. He held that media saturation of sports may have the effect of jading the public. The authors quote Shaw as saying, "Sports are so heavily covered on television and in newspapers that it would be impossible for many people not to find them overemphasized." But, says Shaw: "It isn't that we're overemphasizing sports. It's that people like it, they watch it, and the NCAA and the networks give them what they want."

The authors pointed out to Shaw that the media also give the public what they don't want, i.e., reports of grade scandals, low success rates in terms of graduating athletes, and high-profile athletes receiving "perks" to participate in universities' sports programs. Shaw insisted that the public makes a mistake when they "confuse graduation rates with special academic privileges." The statistics on student athletes don't tell the whole story, according to Shaw, who explained that athletes who do not go on to graduate may have simply transferred elsewhere or turned pro.

Murray A. Sperber, professor of English at Indiana University and a critic of college sports programs, found the survey results "unsurprising." Sperber hoped that the results were a wake-up call to the NCAA and college presidents. These same officials, said Sperber, are "off chasing the Flutie factor," defined by the authors as "the belief that sports success increases alumni giving and admissions applications, as was the case at Boston College after Doug Flutie won the Heisman Trophy."

Drake Group founder Jon Ericson told the authors that some good may come of the negative public perception of student athletics, that "the survey results might give presidents enough cover to begin cleaning up college sports."

They quoted Ericson further: "Faculty senates and university presidents might find it less difficult than they imagine–and much more rewarding–to heed the silent voices of the many rather than the clamoring of the few."

The remainder of the article offers specific details of the survey and some surprising demographic differences found in the overall totals. Age was found to be a significant factor in attitudes of the respondents, with nearly twice as many respondents age 33 and younger viewing sports as community entertainment as "very important for colleges" compared with all other age groups. Race and ethnicity also were factors in shaping opinion.

According to Suggs, Lederman, and Selingo, the survey showed, "A quarter of African American respondents and 31 percent of Hispanic Americans felt that athletics are very important as a mission for colleges, while only 10 percent of White Americans and 9 percent of Asian American respondents did." They further indicated, "A quarter of both Black and White respondents strongly believed that athletes are not held to the same level of academic achievement as other students, while only 9 percent of Hispanics and Asians did. A fifth of Black respondents and 17 percent of White ones strongly believed that colleges place too much emphasis on sports, compared with only 11 percent of Hispanics and 5 percent of Asians."

The authors quoted Richard E. Lapchick, director of the sport-business-management program at the University of Central Florida, who seemed to sum up the "general disconnect between the public and the people who are immersed in intercollegiate athletics every day" that was evident from the results of the survey.

Lapchick said, "When we're inside the world of college sports and higher education, we frequently aren't able to see what's right in front of us in our homes, and what's perceived by the general public to be the reality of what we're dealing with."

Global Learning a Must for All Students

Eight Institutions in ACE Project

by Michelle Adam

Pictured l. to r.: Linda Bunney-Sarhad, director of the global affairs at California State University-Stanislaus and Armin Schulz, project co-coordinator

For decades, international or global education has meant mostly study abroad programs or majors in which international relations is an area of study. While these approaches are highly effective, colleges and universities are increasingly seeking to do more, and to make global education accessible not only to an elite group, but to all students.

But how can they provide an international education to part-time students, who often juggle work and family and can't afford the time or money to travel abroad for an "international experience?" What about minority students, who may be first generation and struggling with financial and family responsibilities? How do schools open their minds to the world beyond if they can't afford to study abroad? How do colleges and universities prepare these students for our increasingly interconnected global community?

These are the kinds of questions that universities and colleges are asking themselves as part of the American Council on Education's (ACE) new project, Global Learning for All. Eight institutions with high numbers of adult part-time learners and minority students were selected to participate out of the 1,800 institutions invited to apply.

These eight schools–California State University-Stanislaus, Cleveland State University, Kennesaw State University, Montgomery College, College of Notre Dame of Maryland, Portland State University, San Diego Community College, and St. Louis Community College at Forest Park–were selected not only because they serve large numbers of "new majority" students, but because of their commitment to internationalizing education for all students.

"Through our prior work with institutions, we came to understand that institutions frequently think about study abroad as key to internationalizing their programs. But institutions with large minority populations have a hard time using study abroad programs," said Christa Olson, project director of Global Learning for All and assistant director for international initiatives at ACE.

Each participating school has been given $5,000, a small sum to help offset the cost of transportation to gatherings that will take place among all the schools. Team leaders from all eight colleges and universities had their first meeting in Washington, D.C., in April. ACE provided support and direction to jumpstart the project, and the schools' project leaders shared their successes and struggles.

College of Notre Dame of Maryland

"It was very exciting. We got to see where all the schools were within this process," said Fern Babkes, associate professor and chair of the department of classical and modern languages at the College of Notre Dame of Maryland. "This project provides the expertise of ACE, which is priceless. Being directed in the right ways will save us time in the long run. This project also gives us an opportunity to form a network with other institutions."

The College of Notre Dame was a likely candidate to participate in Global Learning for All, given its long history of providing an international outlook, and the fact that 29 percent of its students is minorities; 60 percent, adults; and 61 percent, part-timers. "From the beginning, this school has had a global presence. It was founded by the Sisters of Notre Dame, German sisters," said Babkes.

Notre Dame has also worked hard to ensure that all of its students receive a more comprehensive international education. This has translated into short-term programs abroad and internationalization of curriculum, starting with faculty receiving special training abroad so that they can bring this experience back with them and incorporate it into curriculum.

Some part-time Notre Dame students are looking forward to participating in a new program in Cuernevaca Mexico, immersing themselves in a two-week Spanish as a Second Language program designed specifically with weekend students in mind. "I am finding that students are very excited that this program was designed for students like them. That is something unusual–a program directed at the nontraditional student," said Babkes. "This is the first time that we are taking a long, hard look at just this population, and figuring out how we can make international education more accessible to them."

Babkes' hope is to "end up with an action plan that will involve an ongoing process of changes in curriculum, and programs becoming more and more accessible to nontraditional students."

"We want to get our faculty to develop international courses at the lower levels."

JOHN HOLM, EXECUTIVE DIRECTOR FOR INTERNATIONAL SERVICES AND PROGRAMS, CLEVELAND STATE UNIVERSITY

Cleveland State Bringing World to Students

John Holm, executive director for international services and programs at Cleveland State University, is as excited as Babkes about participating in Global Learning for All.

"What I like about this project is that we are trying to reach all students. Most international education has been made up of elitist exchange programs," he said.

Holm recalled how, during and prior to the Cold War, his university, as well as so many others, put little importance on providing a global education. "We led a pretty isolated environment," he said. Holm has been working to internationalize curriculum, but admits that "the older generation of faculty needs pushing." It is a "slow process," he said, "although, the younger generation of faculty is ready to go" to bring international perspectives to curriculum.

"When you are talking about internationalizing curriculum, you are talking interdisciplinary," said Holm. "We want to get our faculty to develop international courses at the lower levels."

At Cleveland State University, 31 percent of students is minorities; 37 percent, adults; and 27 percent, part-timers. Given that many can't afford the time or the expense of traveling abroad, Holm wants to bring the world to the students. Examples of this may include incorporating Mongolian music into a music class, or moving beyond basic Western Literature to include writing from cultures so often left out of introductory literary classes.

"Being a part of this project helps get our faculty's attention, especially with a national organization and our university backing this effort," concluded Holm.

Good Progress at Montgomery College

"I think we are quite far along. Our curriculum is quite internationalized," said Gail Forman, director of the international education program and professor in the department of English at Montgomery College in Maryland. "I have been working on internationalizing curriculum for four to five years now, with the help of grants. And last year the college added an initiative to further internationalize curriculum."

As part of past efforts to bring global perspectives across curriculum, at least 24 members of faculty participated in each of the school's Title VI grant programs, attending weekly seminars on topics related to changing courses. Recently, the school also added Korean and Chinese to its foreign language studies. "At Montgomery College, there has been a lot of support for globalizing our education," said Forman. "Everyone has been required to change one of their courses, but many have added to this."

At Montgomery, 57 percent of students is minorities; 41 percent, adults; and 64 percent, part-timers. "A lot of the attitude toward internationalizing curriculum depends on where the schools are, and who the students and teachers are. We have diverse students and faculty–an outstanding faculty for a community college," said Forman. "I think the average school has had a certain amount of resistance to internationalizing curriculum. But, I think most people now have a much greater awareness of the rest of the world. Things have changed enormously during the past 25 years."

College of Notre Dame of Maryland

Portland State Eyes Asia

Portland State University–where minorities make up 23 percent of the student body; adults, 50 percent; and part-time students, 37 percent–has recently placed great attention on addressing the global needs of this underrepresented population. "What attracted us to the Global Learning for All project was the emphasis on the new majority students," said Mary Kay Tetreault, provost and vice president of academic affairs at Portland State University.

"What is causing this push is an increased recognition that Portland sits in a unique position on the Pacific Rim. We have had a growing number of international communities in Portland. And we want to be able to concentrate more on Asia and build connections there," she said.

Looking ahead two years, Tetreault hopes that Global Learning for All will help propel "a larger number of students to be able to travel abroad, more global infusion across curriculum, and many more seniors, who are required to work on real world problems and initiatives, and create with greater international focus."

These eight schools–CSU-Stanislaus, Cleveland State, Kennesaw State, Montgomery, College of Notre Dame of Maryland, Portland State, San Diego CC, and St. Louis CC at Forest Park–were selected for their large numbers of "new majority" students and their commitment to internationalizing education for all students.

San Diego CC Emphasizes Faculty

Kenneth Fawson, assistant chancellor of instructional services and economic development for the San Diego Community College District, is also participating, and with good reason. As Fawson said, "As we look at the way the U.S. is perceived around the world, we can't say we have a good understanding of other cultures. If we do not equip our students with the skills to live in a global economy, they are going to have a hard time."

Six years ago, the San Diego Community College District, which is made up of 52 percent minority, 36 percent adult, and 66 percent part-time students of a total of 130,000 students, didn't even have a study abroad program. Since then, the district has made internationalizing curriculum one of its top priorities.

"We determined that if we were really going to set a goal of internationalizing curriculum, that we had to internationalize our faculty," said Fawson.

The district began pursuing grants to help its professors collaborate with other faculty across the globe on expanding course offerings. It has since entered into agreements with 198 institutions in Mexico (among other countries), where faculty have helped certify Mexican teachers with technology skills.

"I think we have a lot of infrastructure in place. This project will help us focus some targeted activities and provide directions that we need to pursue more aggressively in order to help identify gaps," said Fawson. "Change is hard. But I think we are making a big deal of progress in getting faculty to see the importance of international cultural competence."

CSU-Stanislaus Aims for Total Inclusion

Linda Bunney-Sarhad, director of the office of global affairs at California State University (CSU)-Stanislaus, expressed excitement after returning from the April meeting in Washington.

"I was very impressed and enthusiastic about the focus that ACE is bringing to the issue. This project gives visibility to our campus on this effort, and provides a chance for us to collaborate with other institutions that have the same challenges that we have, and to learn from them."

With a population of 50 percent minority, 46 percent adult, and 38 percent part-time students, "access is a huge word at CSU," said Bunney-Sarhad. "We serve a lot of students who didn't think they needed an education, but then learned they did after entering the working world."

"We have started to ask ourselves, 'how can we provide access to all our students in terms of an international education?' It seems doing so through our curriculum is the only way we can be absolutely sure it is going to touch every student," she added. "We have made major efforts to train faculty on how to infuse global issues into their coursework. We also had a grant from the Department of Education to give stipends to faculty who would be willing to rewrite their syllabi in order to globalize curriculum."

To provide further international education, CSU-Stanislaus has also created short-term study abroad programs and is working on a new program, "Study Abroad in Stanislaus County." Said Bunney-Sarhad, "We have 40 different languages spoken in homes of students. We want to set up opportunities to immerse students in these cultures."

The school is also involved in international development projects, one of which has been to help a group of investors create Arab American University, Jenin, the first private Arab American university in Palestine. "We need to feed this back into faculty development, with teachers helping create curriculum for these programs. We want it all to impact the actual educational experience here on campus," she said.

Through the Global Learning project, Bunney-Sarhad will focus more closely on where the school can further internationalize programs. "We have already done a lot, but it is all over the place," she said. "I hope to have a clear assessment of exactly where we are in global learning–with real data–and then have a clear plan about what to do next. We want to be able to measure where we are and what it is we are lacking."

With eight schools looking for ways to further global learning, ACE hopes to provide models and feedback that would help other schools internationalize their campuses.

"In the past, international education was elitist, for privileged students," said Bunney-Sarhad. "In the kind of world climate we are living in, it's not optional. If we are going to adequately prepare our students to succeed and to understand the world, everybody is going to have to receive international or global learning."

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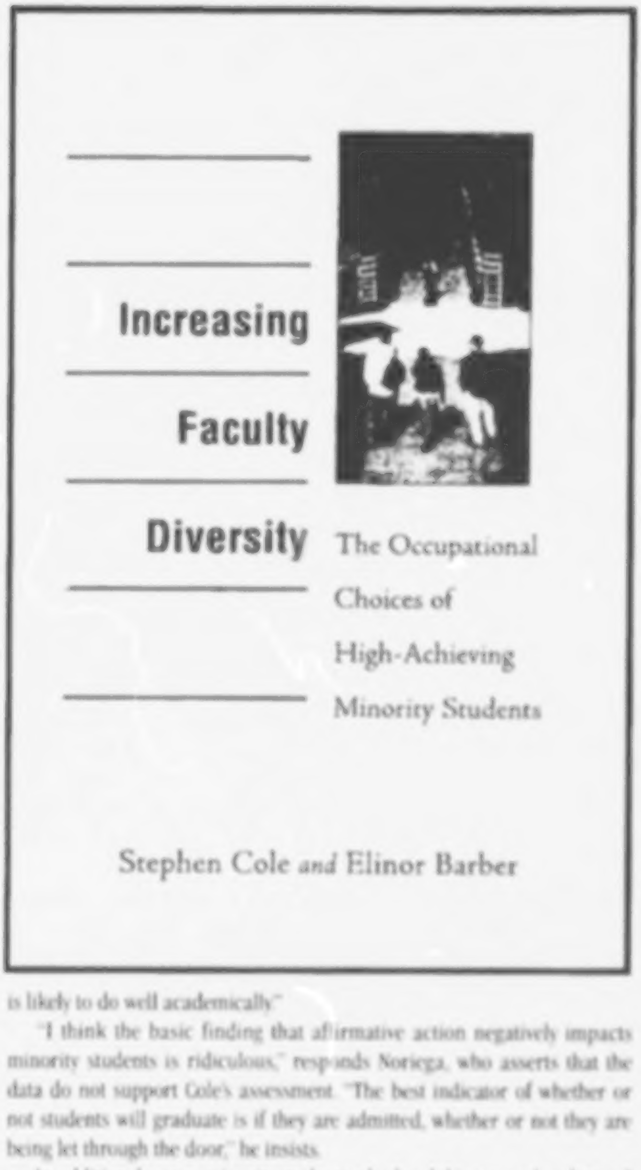
Book on Faculty Diversity Drawing Fire

by Isis Artze



Increasing Faculty Diversity

The Occupational Choices of High-Achieving Minority Students

Stephen Cole *and* Elinor Barber

The controversy surrounding Stephen Cole's recently published book, *Increasing Faculty Diversity: The Occupational Choices of High-Achieving Minority Students* (Harvard University Press), stems from several of its findings and policy recommendations. For one, it states that universities are not responsible for the lack of diversity in their faculties and can do nothing to immediately improve faculty diversity.

After examining data from the Census and the National Center for Educational Statistics (NCES), as well as from his own survey, to analyze the pipeline of minorities and White students into academia, Cole concludes that "the main reason why there is a shortage of minority faculty members is that not enough of them are earning Ph.D.s in the arts and sciences and deciding to work in academia. Given these findings, we must reject the assertions made by some members of the academy that greater faculty racial and ethnic diversity could be obtained if educational institutions were more committed to pursuing this goal. In fact, we are led to the opposite conclusion: that unless more minority students select academia as their occupation and earn a Ph.D, it is impossible to increase the racial and ethnic diversity of higher education–with or without the use of racial preferences."

Chon Noriega, director of the Chicano Studies Research Center and professor of film studies at the University of California-Los Angeles (UCLA), considers Cole's text extremely irresponsible in letting colleges and universities off the hook. The study "fails to engage the fact that the institution is not accessible to minorities as faculty or students," he states, and students are "mirroring the work force they're encountering, which is comprised mostly of White men." In this way, universities are indirectly telling students this is what a college professor looks like, he adds.

Cole's text seems to conclude that affirmative action does a disservice to minority students in that they would achieve greater academic success at schools better matched with their grades and test scores. Cole's policy suggestion: "Instead of recommending that minority students go to the most prestigious schools they can get into, high school guidance counselors should recommend that each student go to a school where he or she is likely to do well academically."

"I think the basic finding that affirmative action negatively impacts minority students is ridiculous," responds Noriega, who asserts that the data do not support Cole's assessment. "The best indicator of whether or not students will graduate is if they are admitted, whether or not they are being let through the door," he insists.

In addition, he says, minority students who heed this counsel and attend less prestigious schools will suffer when they apply for positions in top-tier colleges and universities. No one ever asked him his GPA, recalls Noriega; they were only concerned that he had a Ph.D from Stanford. It's a fact of the nation's best colleges, he says, that the individual with a Ph.D from Harvard will get the job over the candidate with a Ph.D from North Dakota.

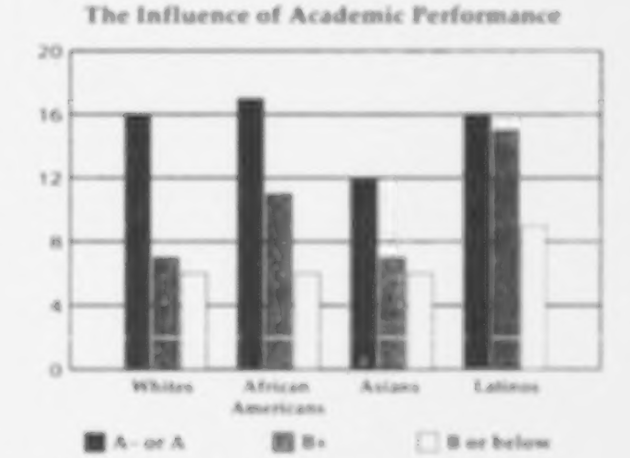
Cole, a professor of sociology at the State University of New York at Stony Brook, told the *Chronicle of Higher Education*, as reported by Robin Wilson, that he knows his findings won't be popular. "I was trained at a time before social science became so politicized. I believe that social science should be objective and value-free, and you should design a study to answer a question and whatever the answer is, that's what it is."

Nonetheless, the Andrew W. Mellon Foundation, which contributed the majority of the funding for the five-year study, tried to dissociate itself from the findings even before the book was released, as did the Council for Ivy

Group Presidents, the group that conceived the study and sponsored it, according to the *Chronicle*. Their original intention, writes Cole in the book's acknowledgements, was to find ways to increase the ethnic and racial diversity of college faculties.

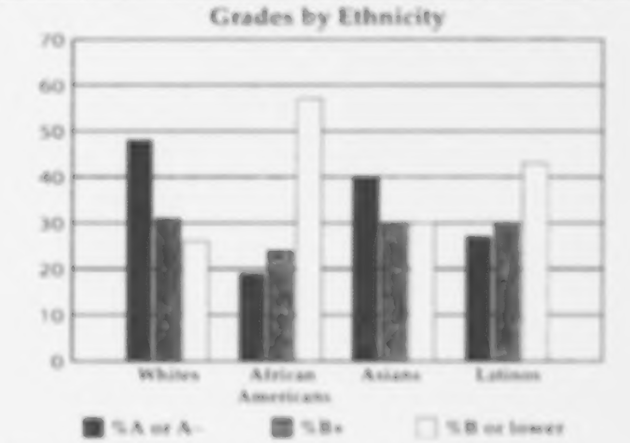
According to the National Science Foundation, Black Americans earned only 6 percent of the 40,744 doctorates nationwide in 2001; Hispanic Americans earned 4.4 percent, and American Indians, just 0.5 percent. Hispanic Americans represent less than 3 percent of all full-time professors.

Cole's study examined the ways in which college students choose potential careers, looking at such categories as financial gain, how interesting a job is, the chances of securing a position in that profession, etc. The data were collected from 7,642 graduating seniors at 34 colleges and universities, and participation was limited to high-achieving students, or those with a GPA of 2.8 or better, based on the established finding that these students are the most likely to express interest in a career in academia.



Percentage of students selecting college professor as most likely, by college GPA and by ethnicity.

Note: Effect of GPA is significant (p<.001) for all four ethnic groups.



Note: For African Americans and Latinos, distribution significantly different from whites at p<.001.

None of the Ivy League presidents agreed to comment for the *Chronicle* article, wrote Wilson, but Jeffery H. Orleans, executive director of the president's council, commented: "There are a whole lot of data in here, and if one started with an ideological position–whatever it was–you could find a whole lot to support that."

On page 4 of Cole's book, he states that there is a way in which universities could achieve a racially and ethnically diverse faculty "without resorting to the use of racial preferences in hiring."

"This alternative route to diversity would be to increase the number of high-achieving African American, Latino, and Native American college graduates who are equivalent in academic skills to White and Asian college graduates and who decide to select academia as their career," he continues.

"The aim of the research reported in this book is to find what factors influence highly talented minority students to select academia as a career and to suggest policy that might increase the number going into academia."

This statement of intent suggests that from the onset, Cole was seeking alternatives to racial preferences that could diversify college faculties.

Cole asserts that until we increase the number of minorities with Ph.D.s, hiring a minority professor at one college increases its faculty diversity but decreases that of the institution where this individual had been teaching, so that no progress is achieved.

Noriega admits that there's a bit of truth in this assessment. "The pool gets smaller as you go up," he says, explaining that the pool of minority students is most representative of the country's demographics through sophomore year of high school, and that toward the end of high school, dropout rates rise. This persists so that minority representation in college is considerably lower than the general population distribution, even lower in graduate school, and lower still in college faculties.

But many in academia insist that there are a number of qualified minority candidates who are kept out of the academic world by highly political hiring methods and conservative department needs. James Turner, Cornell University professor of Africana studies, mentioned that one way in which departments work against diversity efforts is what is often termed the "superstar syndrome." Although all departments have faculty members of varying quality, he explained, "they think somehow that women and minorities can't just be good."

Another issue is the trend of minority faculty candidates interested in research "at the cutting edge" rather than in more traditional areas, he noted. "I think we have to have a willingness to look in different places to find more diverse faculty members," Turner added.

Noriega mentions that the methodology of faculty hiring itself excludes minorities. Many methodologies, he says, "are structured in such a way that it's really impossible to hire someone who isn't White." For instance, UCLA's economics department recently had 13 hiring positions available, Noriega reveals, but not even one position was given to a minority scholar.

In 1995 Virginia Tech established rules that transformed the faculty hiring process, taking hiring decisions away from the faculty and into the hands of the dean. In the last three years, the College of Arts and Sciences has hired eight Black and four Hispanic professors, and 25 women. Two years before the rules took effect at Virginia Tech, 35 percent of the hires in arts and sciences were female or minority; this spring, 88 percent.

Another of the contentious findings of Cole's study is that minority students do not significantly benefit from contact with minority faculty members. But just this January, a survey of business school deans at more than 890 U.S. colleges and universities revealed their belief that hiring minority professors is the key to attracting minority students. The study was conducted by the KPMG Foundation as part of The PhD Project, a multimillion dollar corporate and academic led effort to increase minority representation among business professors. It also found that 91.4 percent of deans report that minority professors positively impact the education of minority students, and that 87.5 percent say that minority professors are having a positive impact on career mentoring for minority students.

Table 6.1 **Percentage of students indicating which of ten aspects would make the career of university professor appealing, by ethnicity**

Factor	Whites	African Americans	Asians	Latinos
The opportunity to teach undergraduates	63	**56**	63	63
To live and work in the world of ideas	69	**56**	66	65
Academic knowledge can be used to improve public policy	49	54	46	59
The opportunity to mentor minority students	28	**84**	**47**	**67**
Academia is relatively liberal and tolerant	44	37	37	41
Professors are under less pressure than doctors or lawyers	24	23	24	25
Living in an academic community would be attractive	58	33	**52**	**52**
I got really involved in the subject of my major	56	56	53	**60**
I would get a lot of satisfaction from doing research	42	37	40	47
Professors have a lot of time off	44	**38**	35	38

Note: Significantly different from whites at $p < .05$ indicated by boldface.

Fruitful Findings

Cole's study did result in a "whole lot of data," to borrow Orfield's words. The demand for professors of different ethnicities is perhaps higher than for Whites, given the strong interest of a large number of institutions in increasing the racial and ethnic diversity of their faculty members, Cole suggests.

"Given this likely higher level of demand," he adds, "it might be possible to implement policies that would increase the proportion of high-achieving minority college graduates who are interested in academic careers to a level significantly above the proportion of high-achieving White college graduates who decide to go into academia. An important question is the extent to which minorities are aware of the relatively high demand for underrepresented minority members in academia."

Cole indicates that three categories of variables influence the occupational choices made by college students: 1. Their individual characteristics when they enter college, including their race, class, gender, performance in high school, and standardized test scores, called "input" factors, 2. "Institutional characteristics," including the level of selectivity, size, location, public/private, and student body diversity of the college attended, 3. And, lastly, the college experience, as indicated by grades, contact with faculty members, major, research conducted, advisory programs, etc.

"Virtually all of the research done on occupational choice comes to the conclusion that the first or second most important influence on the occupational choice of college seniors is their occupational choice when they entered as a college freshman," Cole states, and the study revealed the significant finding that all three minority groups had the same level of interest in academia as White students. Cole adds that students who have excelled academically are more likely to select "high-prestige careers"–including academia–as college freshmen.

As to what factor influence freshmen's career choices, Cole reports that SAT scores are the single most important consideration, because they affect self confidence, and that grades in college affect this initial interest because they too influence self confidence. Based on his findings, Cole reasons that if minorities had the same grade distribution and same academic self-confidence as Whites, more of them would want to be college professors, which leads to his aforementioned stance on affirmative action.

Cole also found that students are primarily drawn to two aspects of academia, namely teaching and research, and that the most unappealing characteristics of this line of work are the perceived difficulty in getting a job, in attaining tenure, and the excessive competition.

In chapter 7, Cole posits that the ethnicity of role models has little influence on students' decision to want to become professors, but that contact with faculty in general, as well as with graduate students, has a strong effect.

Cornell's Turner concurs with the finding that there's a connection between diversifying faculty and diversifying graduate students because, as he explains, the latter seek mentoring and connections with professors who might be on their advisory committees.

Another of Cole's conclusions is that "the data on U.S.-born Latinos indicates that their level of educational attainment is higher than that of African Americans. Therefore, as we have more second- and third-generation Latinos moving through the educational system, the shortage of Latinos may be somewhat alleviated." The greatest problem is with African Americans, he writes.

In chapter 10, Cole presents a series of policy recommendations and indicates that these are not pieces of advice for diversifying the faculties of individual institutions, but are meant to increase the whole pool of minority candidates. "Thus, we recommend that schools, especially those with rel-

In 1999, Virginia Tech established rules that transformed the faculty hiring process, taking hiring decisions away from the faculty and into the hands of the dean.

atively large enrollments of high-achieving minority students, participate in a communal effort, which may not directly benefit them but will benefit other institutions of higher education," he states.

One suggestion is that colleges should increase minority student interest in becoming professors "to a level substantially above that of Whites." When possible, colleges should ask students, in their application, to indicate their career interests, and then give preference in admissions to minority students interested in careers in academia. If this is not feasible, colleges may opt to use a first-year student survey to obtain the same information, identify students with this interest, and then mentor them to encourage this interest. Since so many college freshmen express a desire to study medicine, Cole writes, those with an interest in academia instead of medicine can be favored in admissions.

Once enrolled, these students should receive support and advice from a "faculty advisor," a staff member for each college, who should also establish pre-academia advisory programs similar to effective existing ones, such as the Mellon Minority Undergraduate Fellowship. Because many minority students and their parents have a limited understanding of careers in academia, colleges may depict the life of a professor in a brochure or video, displaying both the advantages and the disadvantages of the job.

Since the study found that contact with faculty members is important, Cole recommends that colleges schedule meetings and social gatherings for interested students, graduate students, and faculty members, where the latter can discuss why they became academics.

Based on the notion that many minority students feel like the "token" minority, or that they have been accepted to their college or university because of their race or ethnicity, Cole writes, colleges should try to reduce this misconception and stress to these students that they deserve and are qualified to be there.

As mentioned earlier, the study found that students are most interested in the teaching and research aspects of academia, so Cole suggests that colleges create opportunities for interested students to teach, mentor, and participate in research.

Diversity Efforts Going Strong

Colleges seem firmly committed to diversifying their faculties and student bodies and unlikely to use any of Cole's text as an excuse to abandon their efforts. In February, for example, UCLA's four ethnic studies centers made a public plea to boost faculty diversity and expand courses and research, proposing to double their own faculty overall to 48 full-time professors who would work in the research centers and in academic departments around campus.

Efforts are also underway at Cornell, where Robert L. Harris, Jr. vice provost for diversity and faculty development, has been meeting with college deans to facilitate new initiatives. And Cornell calls its English department the "model department," with the largest number of faculty of color of any major English department in the country. At least 10 percent are minorities, and at least half are women. Professor Kenneth McClane, Jr., the W.E.B. DuBois Professor of Literature, says they've worked hard for the diversity and says he's noticed a trend between the increased faculty diversity and the national rankings. "The department's rating has gone up in tandem with our becoming more and more diverse," he said. "It's the ideal argument for diversity."

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UNIVERSITY OF Cincinnati

Affirmative Action

Early Reactions Range from Elation to Indignation on the Affirmative Action Decision

by Adalyn Hixson

Those on all sides of the controversy over affirmative action in academia, specifically, at the University of Michigan and at its law school, are laying claim to at least partial victory.

Following are excerpts from statements made by interested parties and by the media within 48 hours of the U.S. Supreme Court's decisions in Grutter v. Bollinger [5-4, opinion by Justice Sandra Day O'Connor, dissenting opinions by Chief Justice William H. Rehnquist and by Justice Clarence Thomas] and Gratz v. Bollinger [6-3, opinion by Rehnquist, concurring opinion by O'Connor, dissent by Justice Ruth Bader Ginsburg].

Not many surprises to be found here, but, for believers in affirmative action, more than a little confirmation that its foes are not throwing in the towel.

Statement of Wade Henderson, Executive Director, Leadership Conference on Civil Rights (LCCR), June 23, 2003

“Today, in a great victory for the cause of civil rights and equal opportunity, the Supreme Court has affirmed that diversity is a compelling national interest and that race can be used as a factor to achieve that goal in university admissions decisions.

“With their decisions today, the Supreme Court has made it clear what many of us have always known: that diversity and excellence are not mutually exclusive. Rather, affirmative action is a critical tool that can help universities and other institutions in our society achieve a work force and a student body that is diverse, racially integrated, capable and multitalented.”

“The Court has sent a clear message–racism, ongoing discrimination, and other barriers to equal opportunity can be addressed by specific affirmative action programs that take race into consideration.”

“The Court rejected arguments that would have turned the clock back on 50 years of civil rights progress.”

LCCR claims to be the nation's oldest, largest, and most diverse civil rights coalition.

Mary Sue Coleman, President, University of Michigan

“Today we received the decisions of the Supreme Court regarding our admissions cases. This is a day of enormous pride for the University of Michigan.

“A majority of the Court has strongly reaffirmed the principle of diversity articulated by Justice Powell in the Bakke decision. The Court said that it 'endorses Justice Powell's view that student body diversity is a compelling state interest.' Universities can continue to use race as one of many factors in an individualized admissions process.

“From the outset, this has been a debate about the principles to which we are dedicated at this great University, not merely about our policies. These decisions are a wonderful victory for the University of Michigan, for all of higher education, and for the hundreds of groups and thousands of individuals who supported us.

“The court has provided two important signals. The first is a green light to pursue racial and ethnic diversity in the college classroom. The second is a pathway to get us there...I believe these rulings will go down in history as landmark decisions of the Court. And I am proud of the role of the University of Michigan in this important debate. We argued for fair and equal access. Now, we will do whatever it takes to recruit the finest, most diverse student body possible, within the provisions of today's decisions.

“We must look to the future and affirm our institutional commitment to diversity in every aspect of our community: our student body, our faculty, and our staff.

“These decisions affect not only our own university, but universities, public and private, throughout the nation...”

From Joint Statement by 30 Higher Education Leaders, including Antonio Flores, HACU

“In both cases, the Court not only upheld racial and ethnic diversity as a compelling state interest, but also reaffirmed the importance of giving colleges and universities leeway in the admissions process.

“In the amicus briefs that we and some 50 other higher education associations filed with the Supreme Court in February, we argued that the Court should not impede colleges' and universities' pursuit of diversity, based on the following logic: Our nation's long tradition of government giving colleges and universities wide latitude in academic matters has been critical to the preeminence of American higher education; leaders of every type of college and university hold student diversity to be educationally valuable, and there is ample evidence supporting that belief; and the government has a compelling interest in maintaining the student diversity needed to sustain the quality of American higher education.

“[A]ll of the majority and concurring opinions of the justices hold to the same three principles set forth above. We applaud the University of Michigan for so vigorously defending them.”

President George W. Bush

“There are innovative and proven ways for colleges and universities to

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reflect our diversity without using racial quotas. The Court has made clear that colleges and universities must engage in a serious, good-faith consideration of workable race-neutral alternatives. I agree that we must look first to these race-neutral approaches to make campuses more welcoming for all students."

U.S. Secretary of Education, Roderick Paige

"The Court's decisions today reaffirm the president's and my position that diversity in our public institutions is an important value, and that institutions of higher education must engage in a good-faith assessment of workable race-neutral, nondiscriminatory ways to achieve diversity on our nation's campuses.

"We agree that not all applicants to college and graduate school start from the same place–too many students in this country have been left behind by schools that have failed to prepare them to meet the competition of college and graduate school admission. But there are many effective, race-neutral options available to promote broader access and diversity in higher education today."

National Council of La Raza (NCLR), Raúl Yzaguirre, President

"The Supreme Court's decision in the University of Michigan case, Grutter v. Bollinger, is a resounding victory for affirmative action and for diversity on our college campuses and in American society.

"This is an important day for the Latino community. ... With this ruling, the door to higher education will remain open until Hispanic students are present on college campuses in the numbers they rightfully should be.

"Despite the good news in today's decision, we are still outraged by the Bush administration's role in this process. The Supreme Court believes that diversity and excellence go hand in hand: why doesn't the Bush administration? Their support of the plaintiffs in these cases is one more example of an administration whose support of improved educational opportunities for Hispanic Americans is more rhetoric than reality.

"We hope today's decision spurs the administration not only to end its effort to dismantle affirmative action but to enact policies that truly help Latino students."

The National Council of La Raza is the largest national Hispanic civil rights organization.

Center for Individual Rights (CIR), Terrence Pell, President

"The Court's mixed decision strikes a blow against one form of race-based preferences. It openly addressed the dirty little secret of this case: the use of segregated admissions tracks, bonus points, grids and other quota-like devices for college admissions.

"California, Florida, Georgia, Texas, and Washington have kept minority enrollment above Michigan's stated goal of at least 10 percent. They've managed to do this in most community colleges, flagship universities, and professional schools without resorting to discrimination against applicants on the basis of race.

"Today's mixed verdict is the beginning of the end of race preferences.

"The Supreme Court doesn't have the last word. It doesn't mean that states on their own can't decide affirmative action runs counter to their education policy or public opinion."

Pell's firm represented three of the plaintiffs in the Michigan cases and in 1996 was involved in the Hopwood case. CIR has sued EEOC as well.

NAICU President David L. Warren

"We are very pleased...The court's rulings affirm that colleges and universities may take race into account in order to achieve diversity on our campuses. This is consistent with the standard established in the Bakke decision, and upholds the view advocated by NAICU and more than 50 other higher education associations in our amicus brief to the court."

NAICU serves as the unified national voice of independent higher education. With nearly 1,000 member institutions and associations nationwide. NAICU members enroll 85 percent of all students attending private institutions.

Vibiana Andrade,VP of Public Policy, MALDEF

"The decision recognizes the special role of educators in rooting out discrimination. Now people interested in rooting out flaws in university admissions should concentrate on longstanding and continuing criteria with little or no connection to merit or potential, such as legacy preferences, standardized test scores and other unfair measures. In addition, California and Texas, states with the largest Latino populations in the country, which have previously dismantled affirmative action at public universities, must re-examine and reform their policies and practices in light of new Supreme Court guidance. Percent plans alone are not a viable alternative to affirmative action.

"The Court's close decision highlights the importance of selecting justices who will recognize and understand the serious concerns of the Latino and other communities regarding discrimination and civil rights issues."

MALDEF, the Mexican American Legal Defense and Educational Fund, is a longstanding national nonprofit organization.

Robert Schaeffer, FairTest's Public Education Director

"Test scores do not measure merit, as our Supreme Court Amicus brief in these cases clearly demonstrates. Reliance on exams such as the LSAT and SAT contributes to racially discriminatory admissions practices but does not improve academic quality. The Supreme Court rulings mean that more colleges which want to promote both equity and excellence will implement 'holistic' procedures, which reduce the role of test scores and focus on richer sources of data." FairTest describes holistic admissions practices as involving a comprehensive review of each applicant's full portfolio including such factors as high school academic performance, extracurricular activities, community service, and family background.

Loui Olivas, President, American Association for Hispanics in Higher Education

"The recent Affirmative Action ruling by the U.S. Supreme Court is a partial victory for those who believe in the philosophy and value of diversity. The court permits institutions of higher education to use race as one of many factors when considering admissions. The ruling falls short to trying to support a long-standing principle of many minority and other population groups who endorse race as a major factor for university admissions...a stronger and equal balance of diverse student population groups addresses the heart, spirit and value of what makes America a stronger country."

NACME, President and CEO, John Brooks Slaughter

"It is now imperative that universities think strategically and creatively to ensure that they admit and graduate a student body reflective of the larger society. Employers–the ultimate beneficiaries of the university's work–can play an important role in helping institutions produce the diversity of race, gender, socioeconomic status and global perspective needed in the workforce."

ACE Joint Statement with Higher Education Leaders

"In the amicus briefs that we and some 50 other higher education associations filed with the Supreme Court in February, we argued that the Court should not impede colleges' and universities' pursuit of diversity, based on the following logic:

- "Our nation's long tradition of government giving colleges and universities wide latitude in academic matters has been critical to the preeminence of American higher education;
- "Leaders of every type of college and university hold student diversity to be educationally valuable, and there is ample evidence supporting that belief; and
- "The government has a compelling interest in maintaining the student diversity needed to sustain the quality of American higher education.

"The Court specifically upheld the law school admissions policy as narrowly tailored and constitutional, and while the Court struck down the particular means employed by the University of Michigan to achieve diversity in the undergraduate case, we are extremely pleased to see that all of the majority and concurring opinions of the justices hold to the same three principles set forth above. We applaud the University of Michigan for so vigorously defending them.

"Now comes the hard work of scrutinizing and implementing the details of these important decisions. We are confident that colleges and universities, gratified that they can move forward on the basis of a decision by the nation's highest court, will seek out the most effective paths to diversity and thus fulfill their role in the nation's historic quest for equal opportunity for all."

Nancy M. Pfotenhauer, President, Independent Women's Forum (IWF)

"As a result of these rulings, schools will continue to employ racial preferences, but now each and every rejected applicant will have a legal basis to challenge the rejection. In other words, each and every affirmative action plan will be subject to fact-specific scrutiny by the courts. This will of course create a cottage industry of lawyers who specialize in these cases, saddle universities with enormous legal bills, and ultimately result in increased tuition for the students."

IWF's Web site describes it as a nonprofit, nonpartisan educational organization founded in 1992, "supporting free markets without burdensome government," disputing the existence of a "glass ceiling" or "wage gap." Its leaders are affiliated with conservative entities such as the American Enterprise Institute and the National Review, and include Bush-appointed Labor Secretary Elaine Chao and Linda Chávez, President of the Center for Equal Opportunity.

Lawrence S. Bacow, President, Tufts University

"I am pleased that the Court has now created a roadmap that will enable Tufts University and other schools across the country to continue to enroll students who enrich the educational environment for all students on campus. As you know, Tufts values diversity–in every dimension–as a critical element in adequately preparing students for a rapidly changing world.

"We are also pleased that yesterday's Supreme Court decision recognizes, in the words of Justice Sandra Day O'Connor, that colleges and universities have a 'compelling interest in attaining a diverse student body,' and that race may be considered as one factor in furthering this interest. Tufts played a modest but important role in helping to shape this landmark decision."

Richard Atkinson, President, University of California

"As a supporter of affirmative action, I am gratified by the Supreme Court's decision today in the University of Michigan law school admissions case. The Court's action to uphold the principles of affirmative action sends an important message that diversity can be one of many compelling considerations in admitting students to our nation's most selective universities. As president of the University of California, I also respect the decision of the California voters, who in 1996 eliminated consideration of race and ethnicity in state university admissions. The University of California will continue to comply with Proposition 209, and we will continue to work through other, legal means to achieve excellence and diversity on our campuses."

Michigan Attorney General Mike Cox

"Diversity is a goal worth pursuing in our colleges, universities and workplace. However, policies that use quotas or reward and punish solely on the basis of race are not only unconstitutional, but divide Americans and thwart real progress.

"Today, the United States Supreme Court affirmed one of the bedrock principles of our Constitution: each person is equal under the law. The Court made it clear that each individual must be considered on his or her own merit. No one should get ahead or fall behind simply based on being a man or a woman, Black or White, Christian or Muslim. When that simple principle is broken, no one wins."

Linda Chávez, CNSNews.com Commentary

"Make no mistake, the underlying assumption in the Court's argument, especially in Grutter, is that Blacks and Latinos cannot be held to the same high standards we expect of Whites and Asians. The justices have sent a very clear message to Black and Latino students: We don't expect you to measure up.

"Melanin, their argument implies, will be treated as a measurable 'plus factor' in order to make up for intellectual or academic deficiencies. It is a view that is racist at its core." Chávez is president of the Center for Equal Opportunity.

Justice Clarence Thomas

"Like Douglass, I believe Blacks can achieve in every avenue of American life without the meddling of university administrators." Thomas refers to African American abolitionist Frederick Douglass.

John Noonan, President Emeritus, Bloomfield College and Chair of the AAC&U Board of Directors

"The Association of American Colleges and Universities, which spearheaded this effort, believes deeply that multiracial, multicultural classrooms provide faculty the best environment for teaching students what it means to be human in a troubled and complex world. We are delighted that both Court decisions recognize diversity on campus as a compelling state interest."

NAACP, Detroit Branch, The Rev. Wendell Anthony, President

"While this decision is a local (University of Michigan) victory, it truly is a victory for America. It goes against the notion asserted by President George W. Bush, who used the occasion of Martin Luther King, Jr.'s birthday (Jan. 15, 2003) to call the University of Michigan's admissions policy a quota program. It pulls the cover off the deceit and the falsity of those who assert this notion.

"The University of Michigan still has intact special programs that consider social, economic status, athletic ability, music ability, provost discretion for admissions, heritage of applying students, and the 'good ole boy' network, that has never worked for minority applicants.

"This decision also springboards an opportunity for states like Florida, Texas and California who have reversed affirmative action and equal opportunity to go back and re-shape their policies. The Supreme Court has also cleared the way for other states who are contemplating reversing affirmative action to stay the course."

Justice Ruth Bader Ginsburg

"We are not far from an overtly discriminatory past, and the effects of centuries of law-sanctioned inequality remain painfully evident in our communities and schools."

***The New York Times* Editorial, June 24**

"The fact that the key decision was five to four was cause for concern…One resignation on the Court could produce the opposite result in a few years…But over all, affirmative action has dodged a bullet.

"Scores of Fortune 500 companies submitted 'friend of the Court' briefs in support of the University. The Court seemed particularly impressed by a brief submitted by former military leaders attesting to how important affirmative action is to the armed forces."

***The Wall Street Journal Europe*, June 24**

"President Bush had asked the Court to declare the universities' policies unconstitutional....

"The ruling affects tax-supported schools that have looked for ways to boost minority enrollment without violating the Constitution's guarantee against discrimination. Private schools and other institutions will look to the ruling in developing their policies….The Court's decision sends the signal that any corporate advancement or hiring program that resembles a quota system won't be legally defensible.

"Only a few hundred of the 4,182 U.S. colleges and universities get so many applications that they must choose among students; the others take almost everyone who applies. What is at stake at all schools are scholarships that are targeted or even limited to minorities.

"Almost half of all public colleges and 43 percent of private ones use race in deciding to which candidates to give scholarships, says the National Association of Student Financial Aid Administrators. Public colleges use 5 percent of their scholarship money to target minorities exclusively, the group adds." Story by June Kronholz and Michael Schroeder.

***Chicago Tribune* Editorial, June 24**

"There's no doubt that the nation's campuses are more diverse now–and better for it–than they were 25 years ago…

"The Court offered no concrete answers. But found a careful balance…"

***Detroit Free Press* Editorial, June 24**

"Race still matters. That's reality, recognized Monday in the U.S. Supreme Court's rulings…At their heart, the two seemingly conflicting rulings reaffirmed the Bakke decision 25 years ago.

"The inequities that still pervade this society…would have been better offset by a slam-dunk for affirmative action. The rulings leave too much room for more lawsuits against individual programs."

***Washington Post* Columnist George F. Will**

"Future cases will probably require courts to split and resplit hairs about what the Constitution supposedly says."

***The Guardian* [London], June 25**

"A win for affirmative action is also a defeat for neo-conservatism, especially for the militants who long for Bush to appoint an even more rightward-leaning Supreme Court that can take the lead in annihilating America's pro-diversity laws and pro-abortion laws. Nor would such activists stop there.

"Colleges with affirmative action programs, as most of them have, have been given a thumbs-up to continue with them. Colleges that had been forced to abandon them, by lower level appeals courts, as happened to the University of Texas during George Bush's governorship in 1996, may now reinstate them.

"Colleges across the United States have given a collective sigh of relief, summed up in the view of Lee Bollinger…that the judgments are 'as clear as constitutional law gets.'" By Columnist Martin Kettle.

***Los Angeles Times* Jim Sleeper**

"The Court has diverted us all from two basic truths. For conservatives, the more important one is that damage caused by racism is severe enough to require transitional but far reaching public investments in early childhood rearing and primary education. That kind of heavy lifting requires civic unity...

"But for liberals, the important truth is that some racist damage can be repaired only by the damaged themselves, with clear moral signals from a cohesive and, yes, demanding society. That's a different kind of heavy lifting. To shirk it is to discount the dignity of racism's victims.

"When low expectations demoralize and demobilize the poor, conservatives have an excuse for providing virtually no public investments at all."

USA Today

"The Supreme Court's ruling Monday that colleges can favor minority students in admissions represents a historic endorsement of affirmative action at a time when critics had hoped the justices were about to declare that such policies had run their course." [By Joan Biskupic and Mary Beth Marklein]

"But the narrowness of the Court's vote, the conditions set by the justices, and the promises by foes of affirmative action to keep fighting seem to ensure that the divisive debate over racial preferences will continue across the nation and in the courts. [By Charles Dharapak, AP]

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Hispanics in High Tech

Is There a Significant Trend?

by Thomas G. Dolan

The answer to the first question is easy, for that question is: Are more and more Hispanic college students studying high tech with an eye toward a career in that arena? The answer is yes.

The second question is harder to answer: Is this fact significant? After all, if more Hispanic students are studying high tech than before, that in itself represents a trend. Yet the answer is clouded.

The number of CIS degrees (computer information science), baccalaureate and master's, awarded to minority students has increased 195 percent since 1992-93, according to annual rankings reported in *Black Issues In Higher Education*, June 20, 2002. Specifically, the number awarded to African Americans has increased 87 percent, and, to Hispanics, 138 percent.

At first glance, it might appear that young Hispanics are dropping everything else and rushing into high tech. But Victor Borden, Ph.D., associate vice chancellor, information management and institutional research, Indiana University-Purdue University Indianapolis, who compiled that data, says that the actual ranking in terms of the number of Hispanics studying different fields is as follows: Business comes in first; followed by the social sciences, second; education, third; psychology, fourth; health care, fifth; biology/life sciences, sixth; engineering, seventh; and so on.

Ricardo Romo, president, University of Texas-San Antonio

"On the overall list, computer and information science comes in about 11th, and, for Hispanics, 16th," Borden says.

In other words, a 138 percent increase of Hispanics in CIS is not so significant, as the numbers were so small to begin with.

When Borden is asked whether engineering, which utilizes computerization extensively, might change the picture, his answer clouds it even more. "It's pretty much impossible to say what's high tech... Health care, for example, is very dependent on high-tech equipment as well as information science for administration. And you might not think of history or English being high tech, but those disciplines use computers for archival and other research."

A couple of generations ago, if you were interested in technology, you took engineering. If not, you studied the humanities, education, law, or something else. Now, however, information technology pervades just about every field. Moreover, engineering has a tightly defined curriculum. But now you can get CIS degrees in community colleges, as well as undergraduate, master's, and Ph.D. degrees.

Is CIS a subset of engineering, or something different, or sometimes both?

"The boundaries between these different fields are not as defined as they once were," says Julio Torres, president of the DeVry University of South Florida Campus, which offers associate's, bachelor's, and master's degrees. "You can be a com-

Top Institutions Granting Baccalaureate Computer Information Science Degrees to Minorities

Excerpted from "Top 100 Degree Producers" in *Black Issues in Higher Education,* June 20, 2002

School	Number of Degrees Granted in 2000-2001			
	African American	Asian American	Hispanic	Total
DeVry University				
DeVry, Decatur	116	NA	NA	
DeVry, Chicago	44	59	32	
DeVry, Columbus	31	NA	NA	
DeVry, Irving	29	NA	14	
DeVry, Alpharetta	24	NA	NA	
DeVry, Pomona	NA	80	27	
DeVry, Long Beach	NA	55	21	
DeVry, Addison	NA	42	13	
DeVry, Phoenix	NA	NA	23	
DeVry University Total	**244**	**236**	**130**	**610**
CUNY				
CUNY, Bernard	76	170	69	
CUNY, Lehman	52	NA	58	
CUNY, Queens College	NA	57	NA	
CUNY, City College	NA	30	10	
CUNY, Brooklyn College	18	29	NA	
CUNY, Hunter College	NA	28	10	
CUNY, John Jay College Criminal Justice	NA	NA	12	
CUNY Total	**146**	**314**	**159**	**619**
California State University				
San José State University	NA	127	NA	
Calif. State, Los Angeles	NA	90	27	
Calif. State, Polytechnic	NA	83	NA	
Calif. State, Fullerton	NA	54	NA	
Calif. State, Hayward	NA	53	NA	
Calif. State, Long Beach	NA	51	11	
Calif. State, Stanislaus	NA	NA	8	
San Francisco State University	NA	35	NA	
San Diego State University	NA	35	NA	
California State University Total	**NA**	**528**	**46**	**574**
Strayer University				
Washington Campus	298	114	34	
Strayer University Total	**298**	**114**	**34**	**446**
University of California				
U. of Calif., Irvine	NA	117	NA	
U. of Calif., San Diego	NA	113	NA	
U. of Calif., Berkeley	NA	69	NA	
U. of Calif., Los Angeles	NA	49	NA	
U. of Calif., Davis	NA	44	NA	
University of California Total	**NA**	**392**	**NA**	**392**
Rutgers University	NA	192	NA	**192**
University of Texas	NA	188	NA	**188**
Florida International University	NA	NA	113	**113**
SUNY				
Stony Brook	NA	105	NA	**105**
University of Maryland				
Baltimore County	NA	102	NA	**102**
NJ Institute of Technology	NA	100	NA	**100**

"Some computer sciences are offshoots of mathematics, some of engineering. Nobody has a clear answer as to just where the boundaries lie."

JULIO TORRES, PRESIDENT, DEVRY UNIVERSITY, SOUTH FLORIDA

puter engineer, be a programmer, focus on telecommunications, or get a business degree with computing. Some computer sciences are offshoots of mathematics; some, of engineering. Nobody has a clear answer as to just where the boundaries lie."

Looked at in this light, the ranking of Hispanic students studying high tech as a central aspect of their career goals is probably much higher than 16th place, if only because it is now difficult for students in almost any field to expect to get very far without some computer proficiency.

Despite the popping of the dot-com bubble, and the fact that unemployment is currently about 7 percent in Silicon Valley, as opposed to 2 percent two years ago, computerization is here to stay.

"I think many of the minorities may be the first generation in their families to pursue college or advanced degrees," Torres says. "By studying high tech they create opportunities to reach for the better quality jobs."

In addition to serving a wide mix that comes out of high school, DeVry, Torres says, especially caters to older students who are working and often have families. These students come to DeVry, with its flexible schedules, to study high tech, both to move up in their present job situations, or to move on to a better job.

Sonya Udler, vice president/corporate communications, Strayer Education, Washington, D.C., sees a similar trend at her school, which also offers flexible programs leading to associate's, bachelor's, and master's degrees. "We cater to the working student, whose average age is 34," she says. "He already has a job, and is balancing school, work, and family. He's come back to school to get more training for better pay in his current job, or to have the qualifications to get a better new job."

Udler reports that between fall of 2001 and fall of 2002, her school saw an 18 percent increase in Hispanics (in an overall student population of 16,500) and of that 18 percent, 7 percent came for computer science.

Horacio Alfaro, director of the mathematics, engineering, and science achievement (MESA) program at San José State University (California), reports a 57 percent increase in Latino students into his program from 1997 to 2001.

Alfaro attributes this growth both to the large Hispanic population in the area and to the school's proximity to Silicon Valley, which has been very supportive with outreach programs to the community, scholarship, and internship programs. "Students with different backgrounds come here to study high tech, for there are many benefits available," Alfaro says.

Ricardo Romo, president, University of Texas-San Antonio, which ranks seventh among all U.S. universities in number of bachelor's degrees granted to Hispanic students, reports that of his some 22,000 students, 47 percent are Hispanic. "About half of the general student population is in high tech, and over half the Hispanic student population," says Romo.

No longer is San Antonio known simply for its tourism amd military presence, for those areas have been surpassed by the $11 billion biomedical industry. Also new at the University is its Center for Infrastructure Assurance and Security, created to bolster research and educational initiatives in that field. "Two decades ago, there were just a handful of Hispanic engineers, but now, thanks in large part to leading Hispanics in the field who are serving as role models, that number is rapidly increasing," says Romo.

Horacio Alfaro, director of the mathematics, engineering, and science achievement (MESA) program at San José State University

In summary, an ever increasing number of Hispanic students are studying high tech in ever increasing numbers. Yet, given that Hispanics are the most rapidly growing minority, that they are moving from an agricultural worker to middle-class level, and that high tech is a key qualification for the better jobs, this trend is not at all remarkable.

TWO HIGH-TECH STUDENTS AIMING HIGH

Juan Carlos Saborio was born and raised in Costa Rica. His father is a farmer; his mother, a housewife; and he has two sisters. After graduating from high school, he went to work for the National Institute of Biological Diversity researching plants. About five years ago he moved to this country and is currently an undergraduate at Lehman College, a part of the City University of New York (CUNY). He has maintained his basic interest in plants, but they have taken on a high-tech dimension since he is studying geographic information systems (GIS).

"Basically I'm learning how to integrate satellite images into computer software to create maps of natural resources," Saborio explains. "GIS is an incredible tool, and can be used in many different fields. You can focus on managing natural resources, mapping plant populations and forest covers, learning to pinpoint different species. The work can be especially relevant in the tropics and rain forests, and underdeveloped countries."

Saborio, who is 34, arrived in the U.S. when he was 29. "This country has a lot of resources and opportunities to get involved," he says. "Sometimes if you come from a different country, and you have to speak a different language, you have to work harder and sacrifice more."

Saborio certainly understands the values of hard work and sacrifice. He works 14-21 hours a week as a lab technician at the New York Botanical Garden, and about 18 hours a week on his intern project at school, in addition to classes. But he still has time for his one-and-a-half-hour jujitsu classes three times a week, and for his wife, Andreana, a Californian he met at the National Institute of Biological Diversity in Costa Rica, and currently a Ph.D. candidate in biology.

"The opportunities are here for an education in high technology, and they are here for anybody, but you have to ask," Saboi says. "Right now, I am taking it one step at a time," he says, "but, eventually, I'm thinking about a Ph.D."

Ingrid Montealegre, in the Ph.D. program for computer science at the Graduate Center of CUNY, is still in the midst of a long hard journey to achieve her dream of a high-tech career.

Born in Santiago, Chile, she came to New York City while she was still in elementary school. Her father, who had one year of college, earns his living as a photojournalist. Her mother, over time, earned a master's and ran her own nursery school, and now teaches in one. One of her younger twin sisters is applying to medical school, the other is an artist. The younger brother is still in school.

"My two interests in high school were art and mathematics," she says. "One of my teachers introduced me to a personal computer and taught me how to use it. That led to an interest in computer art."

Montealegre graduated from Oberlin College in Ohio with a B.A. and in 1991 earned a master's in computer science from the New York Institute of Technology.

She started doing some volunteer work in New York's inner-city public schools, was offered a job, taught from 1992 to 1997, then got still another master's, this one in childhood and elementary education, from New York University in 1997. She started her own firm as an outside consultant, teaching schools how to integrate technology into their curriculums. She was also teaching a course in mathematics at La Guardia Community College.

But, as she says, "I realized I was not really happy with what I was doing. My life got derailed. I started volunteering, went into teaching, got caught in practical matters, paying bills. It took me 10 years to get from my master's in computer science to get into a Ph.D. program, but I decided that's what I wanted to do, so I just had to find a way to do it."

Now in her second year of a five-year program, Montealegre, 36, says, "My work is designed for biologists and involves the use of.computer science to reconstruct the evolution of different flower species. I've always been interested in math, biology, and computers, and this work involves the visualization I've enjoyed in art." She adds that her intent is to work in research, but whether in academia or the corporate area she does not yet know.

In reaching for the top of the high-tech field, has Montealegre experienced any prejudice as either a Hispanic or a woman? She replies, "Both. Most of my teachers in both undergraduate and graduate schools have been men. But there are positives as well, such as the magnet program I am now enrolled in. You just have to take your situation and make it work for you in achieving your goals."

Employment Opportunities

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HispanicOutlook
.com

Call for information
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Hard work, High Ideals, and Great Steps Forward

College Board Inspiration Awards Honor High Schools

by Tony P. Martinez and Alison P. Martinez

"Some people don't understand how difficult it is when a school has a really large population below the poverty line and a lot of immigrant kids, and how thrilling it is that they can succeed and achieve at the same level as the most prestigious prep school," says Patricia Kavanagh, advanced placement English teacher at Marshall Fundamental Secondary School in Pasadena, Calif. "That's why it's so great to win a College Board Inspiration Award.

"To see success year in and year out, to know that success can be created in situations where all you hear about is despair and failure–to know that success can come out of that–it's the most thrilling experience in the world."

The College Board Inspiration Awards honor the most improved secondary schools in the United States, particularly those serving economically disadvantaged students. Winning schools demonstrate increased participation in rigorous, college-preparatory curricula by students, and increased college admission of graduates.

The College Board funds three top prizes of $25,000 each plus four Honorable Mention awards of $1,000 each.

Marshall Fundamental Secondary School

John Marshall Fundamental Secondary School in Pasadena, Calif., serves grades 6-12. The student body is 53 percent Hispanic, 21 percent White, and 19 percent

Inspira
Award
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Photo © Shelley Katz

Seniors James Chávez and Tracey Crawford of W.T. White High School in Dallas, Texas, pose with College Board President Gaston Caperton and the 2003 Inspiration Award, which James and Tracey accepted on behalf of their school.

Marshall senior and student body president Allison Ford holds up the Inspiration Award Trophy as principal Steven Miller and fellow student James Wesley Meritt look on.

African American, with a few Filipinos and other Asians. The greatest number comes from the lowest socioeconomic group.

"We have a huge ceremony for 8th grade graduation," Kavanagh says. "It's amazing how many parents show up because we have a lot of parents who work two jobs, or both parents work, or both parents work two jobs. The parents make it an extraordinary occasion. The kids are proud that although mom and dad maybe only went to seventh grade, because they had to struggle, moving to a new country, or just not having enough money, or whatever, 'I'm going through high school, and I'm going through college.' The kids are a miracle.

"And Roy Sunada is a genius," Kavanagh declares. Sunada is coordinator of Marshall's advanced placement program. "He just won Region 8 Educator of the Year," Kavanagh adds, "so we're not the only ones who think he's great."

"Patricia Kavanagh is the soul of the program," says Sunada.

"In 1996-97 we started an AP®-prep program with one 9th-grade history class of 39 selected students, preparing them for advanced placement, molding their attitudes about academics, and working with them on skills," Sunada recalls.

"We identified Black and Hispanic kids who were viewed as 'cool' by their peers and convinced them to give AP® a try," Sunada continues. "Now I have C students with low test scores saying, 'I want to try,' and we don't refuse them. I tell parents, 'I can't want it, you can't want it; the child has to want it.' And that's what happened; these kids started to want it."

Denise Nelson Nash, director of the California Institute of Technology's Office of Public Events, often sees Marshall teachers and students at Cal Tech events, and observes "the dedication of the teachers to challenge the students academically and intellectually. Without the benefit of small classes and monetary resources, the students and teachers have worked together to improve the overall educational environment at Marshall. The rising number of successful AP® students is but one indicator of the depth and breadth of the educational experience at Marshall."

Vertical team teaching lets Marshall faculty coordinate and reinforce learning from year to year. They also coordinate across subjects with congruent readings and activities.

In addition, Marshall is one of 36 high schools participating in the University of California-Berkeley's Puente ("bridge") program. Puente targets average achievers with a rigorous, two-year English curriculum emphasizing Latin American and U.S. Hispanic authors, along with college and workplace visits, counseling, mentoring, and informational activities for parents.

Now, when compared to Pasadena's largest and most affluent public high school, Marshall has half the student body and twice the AP® participants (575). Ninety-five percent of Marshall's AP® students choose to take the AP® exam (though the choice carries no rewards or penalties). Most of them do not pass, but "we want kids to take a risk, take the exam, and find out what it's all about," Sunada explains. "If they pass, great. If they don't pass, they learn something from it." Actually, Marshall has gone from 57 passing AP® scores in 1997 to 100 in 2002.

Like many selective institutions, the California public universities prefer students with advanced placement credit, which provides evidence of the ambition and the ability to do college work. In 2002, 56 Marshall graduates went on to the University of California or California State universities (compared to only 19 in 1996.)

Larry Wilson, editor of the *Pasadena Star News*, writes, "I have witnessed the great joy Marshall students are taking in their studies at the highest levels." He calls the school's achievement "nothing short of amazing."

Tri-Cities High School

Tri-Cities High School in East Point, Ga., near Atlanta, serves 2,000 students. Ninety percent are African American. The mobility rate is 46 percent, the poverty rate is 42 percent, and 48 percent of students receive free or reduced-price lunches.

Yet 85 percent of Tri-Cities seniors are in the college preparatory program. Average SAT scores are going up year after year. Participation in AP® classes almost doubled last year, to 132 students, while the number of students scoring at least 3 on the AP® exam increased 5 percentage points.

"I think one of the main reasons for our success is that we have such a variety of activities," says Assistant Principal Georgia Haygood McSwain. Co-curricular and extra-curricular activities draw students into the life of the school. The Men of Tri-Cities and the Ladies of Distinction service clubs install habits and ideals of volunteerism. Future Business Leaders of America, Beta Club, Know Your History, yearbook, music, dance, sports–every student can find an activity of interest.

Twenty-five percent of the school's ninth graders arrive reading below grade level, so Tri-Cities has created massive, school-wide mentoring and tutorial programs. Each teacher schedules open tutorials for extra coaching in subject areas. Student athletes get tutorial sessions after school before practice. Tri-Cities boasts a very low rate of athletes declared ineligible to compete due to low grades.

"With our ZAP (Zeroes Aren't

Students Kristen Hill, Matthew Nichols, Jabari Jones, and Lauren Smith of Tri-Cities High in the Atlanta suburb of East Point, Ga., show off their school's award.

Permitted) program, if a kid comes to class today and didn't get a chance to do his homework or complete a project, rather than giving him a zero, the teacher will ZAP him," McSwain explains. "That means that on Friday afternoon he can come in and finish the assignment or complete the project and get some credit for it." Otherwise, it might not seem worthwhile to come in to school, and truancy is the beginning of dropout. Tri-Cities also provides disciplinary suspension within the school.

"Our Journey 25 program helps ninth graders set academic goals they can achieve," McSwain continues. "For instance, they may say 'I'm going to pass all my classes,' or 'I'm going to pass three out of four,' or if they know they've always done well, the goal might be to take an honors class." To help make plans come true, the school issues every student a shiny, red day planner.

Teachers set aside class time for counselors to give group guidance. Newsletters, assemblies, and Parents' Nights for each grade level inform students and parents about high school and college requirements. Tri-Cities offers SAT preparation classes during the school day and Kaplan tutoring (the proprietary SAT coaching system) after school.

For the county's annual College Fair, "We load the juniors and seniors onto buses, and it becomes a field trip," says McSwain. "They have the opportunity to talk face to face with college recruiters."

"I am on the School Advisory Council," says businesswoman Andrea Harris Wynn. "I'm in and out of the school constantly. They really are trying to make sure that none of the students are left behind. They have events going on all the time. And this school is not all fenced in like a jail. The campus is open, so people feel free to come.

"Every year at graduation I give away a couple of scholarships for books," Wynn concludes. "I'm just so impressed with that school."

Warren Travis White High School

"We have no restrictions at all for getting into a pre-AP® or advanced placement class," says Michael Watkins, advanced placement program coordinator at W. T. White High School in Dallas, Texas. "We do not look at any scores. We do not look at any past grades. We make the students aware of what they are going to be required to do in those classes, and we tell them that we believe success is 99 percent motivation.

"The failure rate in our AP® classes is almost zero," Watkins continues. "Almost every student in those classes succeeds. We have special education students in our AP® classes. We have English as a Second Language and Limited English Proficiency students in those classes.

"The reason it works is that our teachers and mentors will tutor them as much as necessary–before school, after school, Saturdays, we even have night tutoring sessions sometimes."

"It's an AP® extravaganza," smiles student Tracy Crawford. "The teachers volunteer, and the students like it because it helps us get a better understanding and more one-on-one time with the teachers," she tells *HO*.

Crawford's participation in the *Hispanic Outlook* interview exemplifies the new spirit at W. T. White, a spirit of respect for students. Since the appointment of principal Joy Barnhart, advanced placement classes have seen a huge increase in the number of minority participants and newer teachers. Now there is an open door policy, based on willingness to work hard.

W. T. White's 2,200 student body is 46 percent Hispanic, 27 percent White, and 20 percent African American, with a few Asians and others. Although 65 percent receive free or reduced-price lunch, the attendance area includes "some middle-class neighborhoods, and we also go into some very low economic areas," Watkins explains. "But you'd never know it by the way our students get along with each other. Visitors notice the good relationships among students, and with counselors, teachers, and administrators."

Student James Chávez agrees. "When I first came here, I struggled a lot with just getting on task. Mr. Williams and Mr. Watkins would always push me, even call me on my cell phone. So I persevered, and I am going to graduate."

James kept telling me, 'I just can't do it,'" Watkins remembers, "but I told him, 'You can do it. You're very smart.' So when he made 1270 on the SAT, he finally believed me."

"I had sent in my college application, and I hadn't heard from them in a month, so I was getting worried," Chávez recalls. "Mr. Watkins called them up, and they gave me my acceptance letter pretty much the next day."

"I find that sometimes a call from a counselor makes the difference," Watkins explains.

W.T. White students received a million dollars in college scholarships last year, and the total continues to rise.

"My slogan is: School should not be about how smart you are when you get there, but rather about how smart you are when you leave," Watkins declares. "We're supposed to take the students where they are and carry them where they want to be. A teacher doesn't last very long here if they don't have the belief that all students can learn."

Local businesswoman Lois Walters-Ruiz writes, "The entire staff at W. T. White is committed to encouraging all students to reach both their academic and social potential. We are proud of our graduation rate, low failure rates (especially in advanced courses), and the increase in the number of students who are attending and being successful in colleges and universities. A new standard of excellence which is fair and all-inclusive is spreading quickly...and every student is valued."

Inspiration Awards

At every school that wins an Inspiration Award, the principal's leadership has been extraordinary–insisting on excellence, overcoming obstacles, supporting improvement. At every school also, the faculty give far more than the required standard in time, effort, and spirit. Principal and faculty elicit warm support from parents and community.

Patricia Kavanagh of Marshall speaks for many teachers when she says, "Even under the best conditions, like private schools with 10 or 15 students in a class, where you teach only four classes a day, there's not the sense of awe that I experience every year with my students. It's certainly not easy, but it's worth it."

College Board President Gaston Caperton echoes Kavanaugh's reaction: "We stand in awe of these high schools. It is not just because of the success they have achieved. It is also for the spirit they have instilled in their students. These youngsters will go on through life, continuing to inspire the people they meet with the same kind of zeal and enthusiasm."

The College Board received more than 100 applications from 27 states, each telling a story of hard work, high ideals, and great steps forward.

The following schools earned Honorable Mention awards:

Edinburg North High School, Edinburg, Texas

Galena Park High School, Galena Park, Texas

George W. Fowler High School, Syracuse, N.Y.

Roff High School, Roff, Oklahoma

Santa María High School, Santa María, Calif.

The College Board welcomes applications for next year's Inspiration Awards until the Dec. 15, 2003, deadline. For details, please visit www.collegeboard.org.

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian. **HO**

The Silent Minority: Mexican-American Professionals

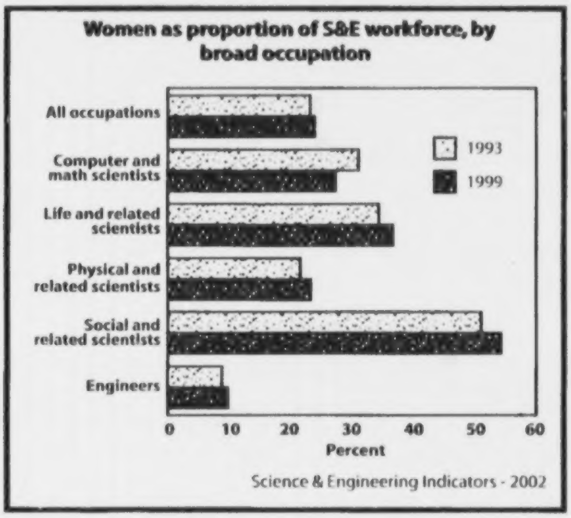
An Odyssey in Search of Elusive Data

by Humberto Gutierrez

My Oh My, How Things Have Changed!

On a recent trip to Ciudad Juárez, Mexico, I was very surprised to observe the differences in the city where I'd spent my high school and college years.

My memories of El Paso, Texas, and Juárez, Mexico, are negative. One reason is that what was then called Texas Western College and now is The University of Texas at El Paso (UTEP) was an institution where it was almost unknown for Mexican-Americans to join any fraternity. Now I find out that UTEP has a president who is Mexican-American. Similarly, my first cousin, who was voted out when she tried to join a sorority at Texas Western, is now the proud owner of a company and has received many local business honors.



Science & Engineering Indicators - 2002

There are many other dramatic changes in these two border cities since I lived there some 30 years ago. The minority back then–Mexican-Americans–is now the majority, yet there is so little research available on Mexican-Americans and how they are progressing. This is true in El Paso, Texas, and throughout the United States.

Most literature and research fails to segregate data on Mexican-Americans from that of all Latinos or Hispanics. Also, most literature and research describes only the poor segment of our Mexican-American community, though with good reason. They are most in need. According to the figures on California during the 1990s, "The income of a family of four in the lowest quarter of wage earners fell from $28,690 to $27,000 in constant dollars."

But it is important to know more about the group of Mexican-American professionals who are and will be more and more influential in shaping the future of our society.

In Search of Statistics

A U.S. Census Bureau report dated March 2001 stated that "Among Hispanics, 66 percent were of Mexican origin. The country's overall Latino population was close to 33,000,000 or 12 percent of our total population." Some scholars are saying that the census 2000 figures show the Hispanic population at 35.3 million, about 3 million more than that estimate.

Let me here remind the reader that the real human beings behind these numbers represent the entire spectrum of historical roots that one could imagine. At one end, you have the Mexican-American whose roots reach back to the arrival of Spanish explorers on this continent. A case in point is my stepfather's nephew, a lawyer turned teacher. His grandmother's last name was Flores. She was a native of Floresville, Texas, a small town near San Antonio named after her family during the early Spanish Exploration of North America. On the other end of the spectrum are the newly migrated Mexican-American professionals, about whom we know so little.

The chart shows numbers of employed Mexican-Americans and Cuban-Americans and the percentage of which are managers and professionals, as reported in the 1990 Census, by gender.

Employed Hispanic persons by occupation as percent of all employed Hispanic persons by sex, by type of Hispanic origin, 1990. The numbers represent thousands.

	Mexican	Cuban	Total Hispanic
All Employed Males	4,772	367	7,385
Managerial and Professional	9.6%	25.4%	12%
All Employed Females	2,801	245	4,877
Managerial and Professional	16.3%	24.0%	18.%

There are far fewer Cubans than Mexican-Americans, yet they are 25.4 percent of the Hispanic managers and professionals. It is also noteworthy that males outnumber females by a ratio of almost 2- to-1.

Similar data for 1985, for both sexes, shows Hispanics of Mexican origin as 5.1 percent of all Hispanics in "executive, administrative, and managerial occupations"; those of Cuban origin, 8.3 percent; Puerto Rican, 6.4 percent; and Other Hispanic, 7.0 percent.

We might conclude that 12 years ago, Mexican-Americans were the least likely to work in managerial or professional occupations, but with ground gained since 1985.

Some figures for the year 2000 Census are available, but thus far they refer to Hispanics and are not broken into subgroups. They show that "Hispanics

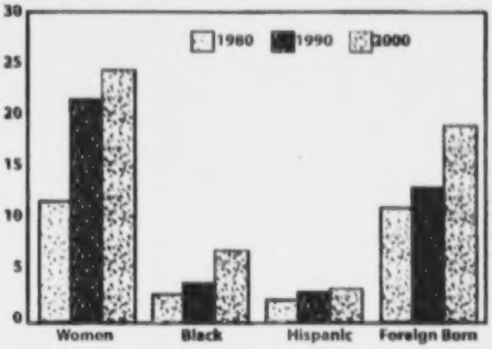
Growth of Representation of Women, Minorities, and the Foreign Born in the S&E Workforce

A longer view of the changes that have occurred in the sex and ethnic composition of the science and engineering (S&E) workforce can be achieved by examining data on college-educated individuals in non-academic S&E occupations from the 1980 census, the 1990 census, and the March 2000 Current Population Survey. (See figure 3-13.) In 2000, the percentages of historically underrepresented groups in S&E occupations were still lower than the percentages of those groups in the total college-educated workforce:

- Women were 24.7 percent of the S&E workforce but 48.6 percent of the college-degreed workforce.
- Blacks were 6.9 percent of the S&E workforce but 7.4 percent of the college-degreed workforce.
- Hispanics were 3.2 percent of the S&E workforce but 4.3 percent of the college-degreed workforce.

However, these percentages are more than double of the shares of S&E occupations since 1980 for Blacks (2.6 to 6.9 percent) and women (11.6 to 24.7 percent). Hispanic representation increased between 1980 and 2000, albeit at a lower rate (2.0 to 3.2 percent). Foreign-born college graduates also became a larger percentage of those in S&E jobs (11.2 percent in 1980 to 19.3 percent in 2000).

College graduates in nonacademic S&E occupations: women and minorities



SOURCE: U.S. Department of Commerce, Bureau of the Census, 1980 and 1990 U.S. Decennial Census Public Use Microdata Sample, and March 2000 Current Population Survey.

Science & Engineering Indicators - 2002

are less likely than Non-Hispanic Whites to work in high-paying managerial and professional specialty occupations. In 2000, 14 percent of Hispanics were in managerial or professional occupations compared to 33 percent of Non-Hispanic Whites. Eighteen percent of Hispanic women were in managerial or professional occupations, compared to 11 percent of Hispanic men."

The proportions for Hispanics overall are similar to the figures from the 1990 Census for Mexican-American professionals–96 percent for men versus 16.3 percent for women and, for Hispanics, 11 percent for men and 18 percent for women.

Data made available on March 6, 2001, tell us that "the proportion of the Hispanic population age 25 and over with at least a bachelor's degree ranged from 23 percent for those of Cuban origin to 7 percent for those of Mexican origin, according to survey data collected in 2000 and released… by the Commerce Department's Census Bureau." There is a note of caution by the Census Bureau, to wit, these are estimates, collected in the March 2000 current population survey (CPS), and should not be confused with the Census 2000 results, which are scheduled for release over the next three years.

Checking the educational attainment of the Hispanic population, 25 years old and over, by type of origin, for the years 1985 and 1989, I found that for the Cuban population, there has been a steady rise in the percentage that have completed four years of college or more. In 1985, 13.7 percent of Cubans had at least a bachelor's degree; in 1989, 19.8 percent; and in 2000, 23 percent. For Mexican-Americans, 5.5 percent in 1985, 6.1 percent in 1989, and 7 percent in 2000, a slower rise for Mexican-Americans, but one must consider that Mexican-Americans represent a larger population. For example, in 1989, there were 790 Cubans with at least a bachelor's degree, but at the same time, 5,931 Mexican-Americans with bachelor's degrees. This does not mean that we should be content with what is obviously low representation of Mexican-Americans.

Mexican Stereotypes Holding Firm

Reviewing a report in *The San Francisco Chronicle* on the 2000 Census for information on professionals from Mexico, I read the following: "…For immigrants who come from poor countries with scant educational opportunities, however, job prospects in the United States can be limited. Mexicans from rural areas, for example, lack an education that has kept up with changes in technology," said Abdiel Onate, a professor of Latin American History at San Francisco State University…"They do all the menial jobs, here," he said. "All the labor in the kitchens of the restaurants in the Bay area, installing telephones, landscaping, gardening, construction work. Without their labor, things would be much more expensive."

This quote speaks for itself. There is little or no mention of Mexican-American professionals. There is still the focus on the stereotypical image of the Mexican-American as being uneducated.

The article does mention that Terry Alderete, vice president of Alameda County's Hispanic Chamber of Commerce and chief of operations for the unity council, a community development agency, "has seen a wide range of new Mexican immigrants arriving in Alameda County over the past decade, from day laborers to business people with capital to invest…"

No mention was made of education levels that would indicate Mexican-American professionals.

But an article in the *Austin American Statesman*, July 12, 2001, quoting a relevant study, said: "Mexican immigrants in the U.S. are better educated than widely believed, more urban, and increasingly more likely to settle in Texas than in California… [I]t challenges long-held stereotypes and is raising concerns in Mexico about a brain-drain flowing north…. [T]he migration of highly educated Mexicans 'has a high cost for the development of Mexico, and their loss weakens all of society.' 'It implies the transfer of a valuable human resource, in which our country has made a substantial investment.' About 6 percent of all Mexicans older than 20 who have college or postgraduate (SIC) degrees now live in the United States…Mexican demographers said the study's findings confirm anecdotal indications that they have seen for years of migrant trends shifting from rural to urban and from unskilled to professional. They attributed the brain drain to Mexican oversupply meeting with U.S. demand."

A Phoenix/Tucson Study

Dr. Ramona Ortega-Liston published in Public Personnel Management a very interesting article entitled "Mexican-American Professionals in Municipal Administration: Do They Really Lag Behind in Terms of Education, Seniority, and On-The-Job Training?"

The related study took place in the cities of Phoenix and Tucson.

"Separation of data by ethnicity and nativity distinguishes this study from previous research that includes all Hispanics," she wrote. "First, Mexican nationals were separated from Mexican-Americans. Second, Mexican-American professionals were separated from all other Spanish-surnamed ethnic groups. The need for separating data by ethnicity and nativity has been recommended…because it may yield a more accurate profile of each ethnic group on specific variables examined." She should be applauded for this great insight but gives credit in her footnotes to others who have advanced this strategy. She also concluded that at least for that study group in Arizona, "Mexican-American managers do not appear to lag behind on important career variables such as seniority, education, and on-the-job training…"

Science and Engineering

The National Science Foundation, in its Science and Engineering Indicators 2002, Vol. 2, reports that in 1999 there were 31,700 foreign-born (Mexican) U.S. residents with science and engineering degrees. This number does not include individuals with only foreign degrees who were not in the U.S. in 1990. Although this sounds like a great many, the total number of U.S. scientists and engineers in 1999 was 13,003,900. The total of foreign-born scientists and engineers is less than 1 percent.

The number of recipients of doctorates from U.S. universities who plan to stay in the U.S. and were born in Mexico remained steady, varying from 10 in 1996 to 11 in 1999.

There is no separate number for Mexican-Americans, but the total number of Hispanic science and engineering grads with earned bachelor's degrees has grown from 9,268 in 1977 to 26,725 in 1999. Still a small fraction of the total science and engineering graduates.

By coincidence, Dr. Diana S. Natalicio, the president of my alma mater, the University of Texas at El Paso (UTEP), is a member of The National Science Board, which submits biennial science indicators and science and engineering indicators, in accordance with Sec.4(J) of the National Science Foundation Act of 1950, to the president and Congress.

It is gratifying to read that UTEP is involved in the training of engineers who work for the factories located in Ciudad Juárez, Mexico. This industry has grown to 3,500 plants along the 2,000-mile border that take advantage of cheaper labor in Mexico and the North American Free Trade Agreement (NAFTA). UTEP has started a weekend graduate engineering program for advanced-level factory employees. About 100 engineers are participating.

Breaking Stereotypes

Hector De Jesús Ruiz, CEO of Advanced Micro Devices, is a Mexican-American engineer who represents the continuing change in our Mexican-American community. He was born in Piedras Negras, Mexico, and has a degree in electrical engineering from the University of Texas at Austin. He tells us that what helps him get through tough times is a memory from when he was 14 years old. He recalls that "a politician was on the radio proclaiming that he represented the party of the poor and the destitute. My father said, 'Son, when you grow up, I don't want you to be a member of a party that caters to the oppressed and the poor. You have to aspire to be a member of a party that is happy, winning, and influential.'" Ruiz adds that the experience stuck with him and says that he does not want to be the underdog–he wants to try to figure out how he can win big.

Conversations Across the Border

During my last visit to Ciudad Juárez, Mexico, I had the opportunity to visit a private college and prep school where my niece, Cecilia Valdez, is a teacher and administrator.

The campus is very modern, with some of the newest advances in technology that money can buy. At this institution, students are prepared for the job market in Mexico and in the U.S. The curriculum reflects both markets.

The school's coordinator of international programs informed me that the school offers student exchange programs with Boston University, Purdue, University of British Columbia, and many other schools of higher learning throughout the world. The curriculum is accredited by the Southwestern Association of Colleges and Universities. The coordinator told me that as many as 42 students transfer to the University of Texas at El Paso, located just across the border. The reasons for their transfer vary and include curriculum and finances. Some career tracks are not offered at the college. Some students at the school are U. S. citizens and for them it is cheaper to attend UTEP.

I asked her about the factories along the border established through NAFTA, referred to in Mexico as "maquilas." She told me that maquilas bring in their own professionals, according to the needs of each company. Obviously, they are a great source for all types of jobs along the border with Mexico. She had knowledge of a number of graduates who felt that there still exists prejudice against the foreign-born when applying for work in the U.S. The visa process is lengthy and costly. Her own brother, now working in Kentucky as an engineer for a Mexican company, would like to relocate in Mexico, she said.

During my visit, I also had the good fortune to talk with the coordinator of science programs for the college, who spoke about her very successful sons, both of whom work in the U.S. Her oldest earned his master's degree from UTEP in engineering communications and studied his high school (preparatoria) in Mexico. He is now a successful design engineer in Newport Beach, Calif. Through his good academic record and teacher recommendations, he was able to qualify for a resident passport in the U.S. Her younger son was a business administration major at UTEP and earned an M.A. in accounting. He now works for El Paso Energy in Houston, Texas, and is married to a U.S. citizen, which allows him to file for his own U.S. residency.

In both situations, the quality of their lives in the U.S. far exceeds the one they would have experienced in Mexico, according to their mother. They are well adjusted to the competitive life in the U.S. and have proved that they can succeed in the U.S.

It is important to state that UTEP's enrollment includes 1,749 students from Mexico, a 4 percent increase over last year. According to Natalicio, "These students represent approximately 15 percent of all Mexican nationals enrolled in the U.S. colleges and universities…"

Epilogue

I would like to encourage social researchers to separate data that refer to Mexican-Americans. It will help us assess the progress or lack of it of our Mexican-American community. Also, the persons who report the news in the media need to be more sensitive to patronizing and stereotyping.

My thanks to Walter Gilmore for his ideas, and to all the reference librarians at Sánchez Library, Pacifica, San Francisco State, and Skyline College. To all of you, a big Mexican hug.

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About the Author

Humberto Gutiérrez holds a B.A. in philosophy from UTEP, an M.A. in administration and supervision of education from CSU-Northridge, and was a doctoral candidate in both romance linguistics and philosophy of education at UCLA. His career in education spans three decades and includes teaching people of all ages, elementary and high school through college. He has developed and taught bilingual and multicultural programs at Mendocino College and throughout the L.A. Unified School District. Publications include Spanish for Our Schools and Spanish Developmental Reading Program, both for the L.A. City Schools, and Mexican-American History, for the Hispanic Urban Center.

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DEAN

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LOYOLA MARYMOUNT
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Mott Community College

Center a Haven for Flint Hispanics

E-Mentors, Computer Training, and More for Clients 6 to 70

by Sharon D. Campbell

While the Center has a Latin focus and a bilingual staff, it serves a diverse population and is open to everyone.

No Chatting
Business Hours

Mott Community College Hispanic Technology and Community Center

Ismael Bermúdez is proud that the center he runs has become one of the success stories of the Flint, Mich., community. But he has a wish list. Topping that list is a hope that more people will volunteer to help the hundreds each month who use the resources of the Hispanic Technology & Community Center at Mott Community College.

Bermúdez, project coordinator, has witnessed first-hand the Center's phenomenal growth since it opened in May of last year. The Center is a haven for its diverse clients, who range from age 6 to 70. And it has become a mecca for neighborhood youth, who go to the Center "as an alternative to hanging out on the streets," Bermúdez said, adding that in the summer months, they are waiting at the door when the Center opens.

The Hispanic Center is one of three community technology centers operating under the auspices of Mott Community College (MCC), with the central purpose of bridging the "digital divide."

The Centers provide technology to underserved populations, free of charge, by introducing and enhancing computer skills, in an effort to help people develop job skills.

They result from a partnership

with local organizations, including the Faith Based Development Corporation, Disability Network, and The American G.I. Forum of Flint. (MCC's other centers are the Disability Community Technology Center, and the Great Lakes Baptist Technology Center, all located in Flint.)

The Hispanic Technology & Community Center is housed in a building owned by the American G.I. Forum, one of six Michigan chapters of the oldest Hispanic nonprofit organization in the country.

While the Center has a Latin focus and a bilingual staff, it serves a diverse population and is open to everyone. Added Bermúdez, "We have been drawing in people from as far away as 50 miles from the city of Flint."

The Center offers a wide array of services, programs, and activities. In addition to the computer classes, there are after-school programs that offer tutoring, youth-based initiatives, e-mentoring (students going online and receiving advice from instructors as well as professionals in various careers), and English as a Second Language classes. The Center also hosts special community presentations on a range of topics, for instance, a program on bio-terrorism by the County Health Department with a Spanish translator. Spanish translations are also offered to area businesses and to the community.

School supplies, clothing, and sundry items donated by churches, stores, and individuals are available for those in need. Bermúdez described the Center as a "revolving door."

The alliances the Center has formed with area churches, business leaders, and community organizations to help direct people to area resources have been reciprocal. When staff members created business cards, flyers, and other materials for various organizations, the Center in turn received donations from them. "I don't forget there are needs to be met," Bermúdez said. "We're fortunate that we've met people and connected with them."

As the Center continues to grow, Bermúdez envisions a need for more projects and activities to effectively cater to the community–the Spanish Club, for example.

The Hispanic Technology & Community Center is housed in a building owned by the American G.I. Forum, one of six Michigan chapters of the oldest Hispanic nonprofit organization in the country.

"We recently started the Spanish Club because a lot of people expressed an interest in learning about their Spanish roots, their culture and history, cooking and language, music and dance," Bermúdez said. "We're bringing some real identity here."

Additional programming means more volunteers will be needed. Currently there are nine. The Center serves between 75 to 100 people a week, mostly young people. On any given day, a visitor might find a high school student at one of the Center's 10 personal computers receiving advice from an "e-mentor," an MCC student getting information on MCC programs, available scholarships, or registration, or a preschooler with a mom, utilizing educational software programs and games offered.

The Center, open evenings and weekends, is located in one of Flint's toughest neighborhoods and struggling communities.

"Watching the kids get involved, watching them progress has been rewarding," said Bermúdez. The focus on youth initiatives and family programs appears to be a good working combination.

"We're called a safe haven," he said. " People who have concerns here, their families, their livelihood, can come in, and they're happy here. I've heard kids say they didn't think there were people who cared enough to put something like this here on Lewis Street."

Plans to add to the community center's programming include a youth night, seniors' day, a Chess Club, and more collaborations with community agencies, specifically Flint's Spanish-Speaking Information Center. But connecting technology to the community to enhance job skills will remain the primary focus of the Hispanic Technology & Community Center.

The Career Path Enhancement Project (CPE), another offering at the Center, was designed to build advanced computer skills to prepare participants with the skills necessary to compete for high-demand jobs with competitive starting wages. The one-year series of 16 mini-courses leads to a CPE Program Certificate, which helps to better equip participants who are exploring career opportunities or who wish to re-enter the workplace.

"We want to be part of the revitalization of Flint," Bermúdez said. "We want to see it grow, and we want to be part of the new Flint story."

About the author:

Sharon D. Campbell, staff writer with the Marketing and Public Relations Department at Charles Stewart Mott Community College, promotes the college and coordinates its special events, but is perhaps best known in the area for her work as director of communications for the city of Flint. She taught art and English at the International Academy of Flint, directed media relations at Oakland University in Rochester, and wrote and edited hometown news at The University of Mississippi, where she completed postgraduate work in journalism and public relations. Campbell earned a B.A. in journalism at Michigan State University and began her professional career as a news reporter with Capital Cities Communications.

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Fostering Academic Success through Community in the Classroom

Sense of Belonging Critical to Retention

by
Angela Provitera McGlynn

Among the top 10 complaints of teacher behaviors were: "being unhelpful and unapproachable" and "intellectual arrogance– talking down to or showing a lack of respect for students."

How can we faculty promote student success at the community college level? Perhaps we need to think more about how to establish a sense of community in our classes. A wealth of research supports the idea that classroom atmosphere and rapport with the teacher play vital roles in student success. I would like to address some of the research, and share some results of an academic convocation held at my institution that shed some light on classroom atmosphere and community college students' success.

Can the strategies that promote student success among community college students work for four-year college and university students? Absolutely! They work particularly well for commuter and urban four-year college students.

While these strategies may benefit four-year college and university students, they seem to be more of a requirement for the academic success of many community college students.

Ask any student or professor what the most important factors are for student success in college and you'll likely hear: student preparedness, student ability and motivation, attendance, and teacher effectiveness. I have put this question to both my students and my colleagues, and these responses have been the most frequent answers I've encountered.

I was surprised, therefore, to discover in the college student retention literature that one of the most important factors in whether students persist to earn a degree is whether or not they experience a sense of belonging at their institutions.

By now the evidence is irrefutable that student success has an affective dimension, that is, it is tied to how students feel in class and at the institution. Retention studies conducted over the last two decades in higher education suggest that one of the most crucial factors in helping students complete their studies is creating an atmosphere of community. Do students feel they belong at a particular institution? Do students have friends at the institution?

The bottom line for retention seems to have more to do with students' friendships than with their studies. So how can we as faculty promote that sense of belonging in our classes? In this article, we'll look at some of the important factors related to building classroom community.

If we want to motivate students to learn our course content and persist to earn a degree, we need to pay attention to more than how we can best present course material. We also need to manage the class dynamics in such a way as to foster bonding among students. Effective teachers create an atmosphere of trust and warmth between themselves and their students–and they cultivate that same atmosphere among the students themselves.

Certainly students' relationships with us as faculty play an important role in their sense of belonging. In 1998, Baron Perlman and Lee McCann published the results of a study in which they asked 700 undergraduates to write complaints about teaching behaviors they had observed in all the courses they'd taken. Among the top 10 complaints of teacher behaviors were: "being unhelpful and unapproachable" and "intellectual arrogance– talking down to or showing a lack of respect for students."

What interests me most about the Perlman and McCann results are the parallels I found in research I conducted during the fall 2000 semester with the majority of my 220 students in "Introduction to Psychology." Although I posed two very different questions in comparison to those Perlman and McCann used, students still identified similar factors as important to them. In my research, I asked two open-ended questions:

- In all of the college and high school courses you have taken, are there teaching methods, strategies, or techniques that are particularly helpful to the way(s) you learn?
- Are there teacher behaviors–in other words, are there things that teachers say or do–that motivate you to learn and to do well?

In my research, students not only wrote their responses privately on index cards, but I also had them work in focus groups of four students per group. Within the groups, students were asked to share their responses and to reach consensus on the five most important factors they had identified. I then reconvened the focus groups into the larger class and asked each group's recorder/reporter to state their top five factors. This large-group sharing allowed for some clarification and for a rich discussion.

If we really listen to our students, the retention literature that focuses on the importance of bonding and classroom atmosphere makes perfect sense. Although they may use different language, students overwhelmingly report that classroom atmosphere is a critical variable in what motivates them to come to class and do well. In response to my second research question regarding motivational qualities of instructors, students said over and over again how important it is to them to have an instructor who is approachable and who speaks to them at a level they understand. (Note the similarity to the Perlman and McCann results, despite the different angle their research took!)

In follow-up discussion with students, when I asked for specifics on what it means to be "approachable," students said things like the following:

- It's important to me that the instructor knows my name and a little bit about who I am.
- I want to feel as if the instructor cares whether I come to class, and that he or she is invested in me learning the material and doing well.
- I want the instructor to be "human." (Note: When I asked for further elaboration, students said they want their instructors to be personal–to not always be in the "teacher" role. They want us to share a little of who we are outside the teacher role.)
- I want the instructor to use humor in class.
- I want to feel as if the instructor respects me as a person, and respects my opinions.
- I want my instructor to show enthusiasm about the discipline and about teaching.

This last statement about teacher enthusiasm was the most frequently expressed comment of all. Given this finding, colleges and universities may need to rethink professional development and renewal opportunities for faculty members, particularly for those of us who have been teaching for decades. Clearly our students are telling us how to create a safe environment and giving us tips on how to build rapport with them.

At my own institution, we brought together hundreds of teaching faculty, using an academic convocation as a research and professional development tool. We asked our faculty, both full-timers and part-timers, to reach consensus (by means of collaborative learning small groups) on the characteristics of effective teaching. We then compiled all the group's work into a document that was printed for the entire college teaching community. Three categories of effective teaching emerged from the data: teacher characteristics, classroom environment variables, and teaching strategies.

Since this article focuses on the affective domain, namely classroom dynamics and atmosphere, I'd like to share with you what our faculty agreed were essential components of classroom environment. Implicit in these findings are teaching strategies that promote student success.

Classroom Atmosphere and Communications:

The teacher:

Enhances student solidarity by creating an inclusive, safe, and welcoming community classroom atmosphere by

- Treating students with respect and fairness;
- Using icebreakers (See McGlynn, 2001 *Successful Beginnings for College Teaching: Engaging your students from the first day*);
- Understanding the importance of the ability to relate to present day students.

Recognizes the importance of establishing positive teacher-student relationships, establishes rapport, and is motivated to learn students' names.

Acknowledges and celebrates diversity of being, of learning styles, and of life experiences.

Creates a student-centered and learning-focused classroom.

Creates an organized, structured, but flexible classroom environment.

Empowers students as learners.

Facilitates the learning process by monitoring classroom dynamics/communications/student understanding

- Using classroom Assessment Techniques (CATs) to monitor student understanding (See Angelo, T.A. and Cross, K.P., 1993. *Classroom Assessment Techniques: A Handbook for College Teachers*).

Obviously, classroom atmosphere variables are only one piece of a spectrum of factors that affect student success. Teaching methodologies such as promoting critical thinking, using writing in and outside of class, using collaborative learning approaches, and the effective use of technology for teaching are undoubtedly crucial factors in contributing to student success. As important as these latter factors are, I believe that the affective factors, that is, how students feel in class and at an institution, have been greatly underestimated. I'll conclude with what I believe to be a powerful quote by Wilkinson and Ansell, 1992, 4:

"The emotional climate of the classroom is directly related to the attainment of academic excellence, however defined. Students' feelings about what they experience in class–whether inclusion or exclusion, mastery or inadequacy, support or hostility–cannot be divorced from what and how well they learn."

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Angela Provitera McGlynn is a professor of psychology at Mercer County Community College, where she has been teaching for 31 years.

Her latest publication is entitled, Successful Beginning for College Teaching: Engaging your students from the first day, *published by Atwood Publishing, 2001.*

Prominent Academics Convene at Hispanic Caucus Event

Photo © Meredith Cooper

Alfredo de los Santos III

De los Santos Award to the Late Roberto Cruz

by Meredith Cooper

A nervous Washington, D.C., days before the start of war in Iraq, was the setting for this year's Hispanic Caucus Leadership Workshop, Luncheon, and Forum, which concluded with the Hispanic Caucus Awards Ceremony in March.

For many, the Hispanic Caucus is a way to recharge and return to the academic world with fresh resolve. For others, it is a means to bring to light ongoing obstacles and new dilemmas facing the Hispanic community.

Its events were part of the annual Washington conference of the American Association for Higher Education. This year's theme was "Learning To Change," a conference exploring the transforming landscape of higher education and how to adapt to it.

The all-day Hispanic Caucus Forum reached a new high in attendance, according to Caucus Chair William Aguilar, with more than 100 people participating in the three separate events held at Georgetown University.

At the morning session, panel members and participants discussed the promise of Hispanics as future leaders in academia, and the use of search firms in the marketing of potential Hispanic candidates. Panelists were Dr. Michael Olivas, William B. Bates Chair of Law and director of the Institute for Higher Education Law and Governance, at the University of Houston Law School; Alberto Pimentel, vice president, A.T. Kearney, Inc.; and Dr. Marlene Ross, director of the Fellows Program, American Council on Education (ACE). Dr. Juan González moderated.

The afternoon session brought together the CEOs of four national organizations–The College Board, ETS, AAHE, and ACE–to address the unique challenges Hispanics face in pursuing success in higher education. The panel moderator was Alfredo de los Santos, Hispanic Research Center, Arizona State University.

Gaston Caperton, president of The College Board, citing a recent study by the Tomás Rivera Policy Institute, noted that the Hispanic population has grown to 42 percent in New Mexico, 34 percent in California, 32 percent in Texas, 16 percent in Florida, and 15 percent in New York. "This Hispanic population is having a large effect in every community in America," he said. "It brings into every community people who are hard working, who have strong family values, who really believe in the American dream, and who have shown great entrepreneurial skills." But, he said, the Institute also found that 27 percent of Hispanics have not completed high school, and many Hispanic parents are unfamiliar with such basics as the SATs and the difference between two- and four-year colleges. "Our mission is a clear one," he said. "To prepare, inspire, and connect students to college and opportunity with a focus on equity and excellence."

ETS President Kurt Landgraf cited the May 2002 ETS report, *Meeting the Need for Scientists, Engineers, and an Educated Citizenry in our Technological Society,* which confirms the underrepresentation of Hispanics in graduate schools of science and engineering. Landgraf is former president of GEM, the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc., and noted that last year, only one of its 300 fellowships went to a person of Hispanic origin. He noted, too, that only three Hispanic students had applied for a fellowship.

Landgraf is working with groups such as HACU, ASPIRA, ACE, and NABE to establish the Hispanic Equity Network, targeting English-language learn-

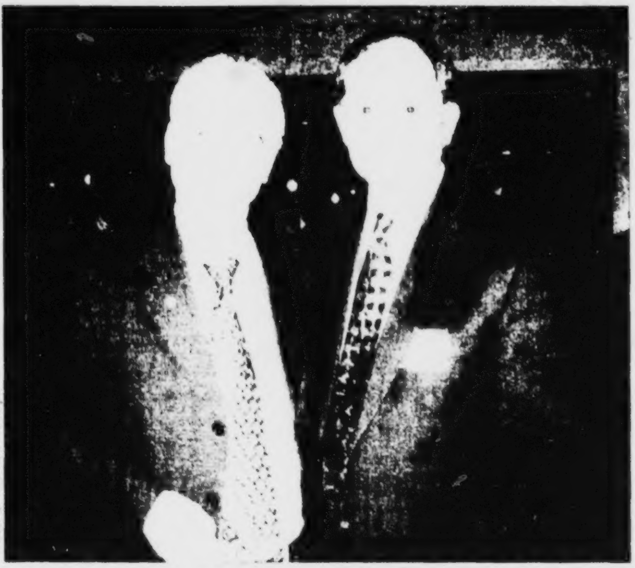

Photo © Meredith Cooper

Recipient of Latino/a Cultural Arts and Publications Award Rudolfo Anaya and Loui Olivas from Arizona State University

ers. "We are supporting four goals in this network," Landgraf explained, "An analysis of leading and lagging indicators from multiple urban districts to foster a common conversation about English-language learners, the development of a template for assessing effectiveness of programs for English-language assessment, the creation of a message that intensifies the focus on students' distance from the standard and closing the gap from the standard–not just looking at totally remedial activity, and a set of accountability tools that can be used along with the new pedagogy to deal with teaching new English-language learners." Landgraf aims to have these tools available by 2004.

Yolanda Moses, who is ending her tenure as AAHE president on July 31, spoke about two of its new projects: Building Engagement and Attainment of Minority Students (BEAMS); and the Engaged Campus for a Diverse Democracy, Student Learning and Faculty Work. BEAMS, a partnership with the National Survey of Student Engagement, is working with more than 150 four-year colleges to gather statistics on how each institution "commits to analyzing the scope and character of their students' engagement in their learning and implementing well-designed action plans for improvement of engagement of learning, of persistence, and of success." Moses spoke about Engaged Campus for Diverse Democracy, Student Learning, and Faculty Work, a Ford Foundation-funded planning grant that "will work with a set of institutions to pilot ways of transforming institutional commitment to civic participation in a diverse democracy."

Moses also introduced Dr. Ricardo Fernández, who just this month became chair of AAHE's board of directors.

ACE President David Ward noted that ACE has focused on four areas: "access, success, and equity and diversity; institutional effectiveness; lifelong learning; and internationalization." He spoke of the ACE role as a "convener" for other organizations with regard to Congress and the Supreme Court, but emphasized that his organization has its own identity. "That's really, in some ways, the most difficult position for ACE in terms of identity," Ward explained, "that is, that we have our own opinion, we feel strongly about our own opinion, and may well run out ahead of the pack with our own opinion…"

According to Ward, ACE has been instrumental at conventions in calling attention to issues of diversity and "worst pathologies" and has taken a direct interest in professional development programs such as fellowships. "I think the unique part of the ACE program," Ward stated, "is its ancestry, its success, its track record of placing many of the people who have been fellows, the bonding of those fellows, and finally, the idea that it is clinical in its nature; that is, it involves some very hands-on linkage with the practice of education."

Break-out sessions were held to discuss the workshop theme of change and to respond to the panel, with Dr. Estela López, vice chancellor, Connecticut State University System, and Professor Emeritus Roberto Haro, San Francisco State University, serving as reactors. De los Santos wrapped up the discussion.

After a cocktail hour of meeting and mingling, the 2003 Hispanic Caucus concluded with an awards ceremony convened by Hilda M. Colón Plumey, outgoing chair of the Hispanic Caucus and chancellor, University of Puerto Rico Humacao.

Honoring the Late Roberto Cruz

The Hispanic Caucus Awards Ceremony recognized those who have contributed significantly to the advancement of Hispanics in leadership, research, service, teaching, and cultural events. *HO* Executive Editor Mary Ann Cooper presented the Alfredo de los Santos Distinguished Leadership in Higher Education Award to the family of the late Dr. Roberto Cruz, president of the National Hispanic University. Cruz's three sons, Bernard Roberto II, Marco Antonio, and Fernando Rey, were on hand to accept the award, which was sponsored by *The Hispanic Outlook*. "It is not surprising that Dr. Cruz's family is so well represented this evening," said Cooper. "Everything about this man spoke of family. An entire generation of young people, is better off today because Dr. Cruz made the students part of his extended university family, and gave them a chance to fulfill their educational potential."

Cruz, who lost his battle with cancer in September of 2002, began his career as an education professor at Stanford University in 1976, and later became president of the National Hispanic University. Troubled by the low number of Hispanic college students, he established a partnership with NASA that allowed students to gain firsthand experience in the scientific community and brought scientists into the classroom to teach courses at

Photo © Meredith Cooper

Sons of the late Dr. Roberto Cruz accepting the Alfredo de los Santos Distinguished Leadership in Higher Education Award

Photo © Meredith Cooper

An award for Outstanding Support of Hispanic Issues in Higher Education, sponsored by State Farm Insurance, was presented to Rick Noriega, Texas House of Representatives

San José State University. Cruz continued to develop the National Hispanic University, launching a $25 million endowment fund, with one goal being construction of a proposed 60,000-square foot academic center. He is remembered for his determination and focus that reflected his university's motto of "Si se puede" or "yes we can."

"Probably no one who ever met him left the conversation without feeling magnetized or uplifted by the clarity of his vision for the community," said Gregory M. Scott, associate director of the National Hispanic University, of his late colleague.

Awards to Noriega, Saenz, González, Anaya

An award for Outstanding Support of Hispanic Issues in Higher Education, sponsored by State Farm Insurance, was presented to Rick Noriega, Texas House of Representatives. The Outstanding Latino/a Faculty Research Teaching in Higher Education Award, sponsored by Pepsico, was presented to Rogelio Saenz, chair and professor, department of sociology, Texas A&M University. The Outstanding Latino/a Faculty Service/Teaching in Higher Education Award, sponsored by Nordstrom's, was presented to Virginia González, professor, Northampton Community College.

Rudolfo Anaya, author and professor emeritus of English, University of New Mexico, was honored with the Latino/a Cultural Arts and Publications Award sponsored by United Parcel Service. Born in Pastura, N.M., Anaya was greatly influenced by his childhood and has made the Southwest the key setting for his novels, essays, children's books, poetry, and plays. *The New York Times* has proclaimed him the most widely read author in Hispanic communities, and he is known as the founder of modern Chicano literature. "I've always used the technique of the *cuento*," Anaya explained. "I am an oral storyteller, but now I do it on the printed page. I think if we were very wise, we would use that same tradition in video cassettes, in movies, and on radio."

As the Caucus events came to a close, there was a spirit of good will and camaraderie.

DEAN

College of Communication and Fine Arts

Loyola Marymount University invites applications for the position of Dean, College of Communications and Fine Arts.

Founded in 1911 and located in Los Angeles, a large metropolitan and diverse city, Loyola Marymount University has a student population of 8,262, an annual budget of over $190 million, and an endowment of $220 million. It takes its fundamental inspiration from the traditions of its sponsoring orders, the Jesuits and the Religious of the Sacred Heart of Mary. Loyola Marymount University includes the Bellarmine College of Liberal Arts, the College of Business Administration, the College of Communication and Fine Arts, the College of Science and Engineering, the School of Education, the School of Film and Television, and Loyola Law School.

The College of Communication and Fine Arts encompasses four departments: Art and Art History, Communication Studies, Music, and Theater Arts and Dance. It has 47 full-time tenured and tenure-track faculty and 786 undergraduate students.

As senior academic administrator for the College, the Dean is a member of the Deans' Council and reports directly to the Academic Vice-President. Candidates must have the proven ability to provide overall leadership for the College, be familiar with the issues and challenges of contemporary Catholic higher education, and support the University's mission which focuses on the encouragement of learning, the education of the whole person, the service of faith and the promotion of social justice and diversity. They should have an earned doctorate, or a terminal degree, or the equivalent of either, with credentials suitable for tenure in a department of the College. They should also have a distinguished record of teaching and scholarship or creative and artistic work, as well as the skill to balance artistic and intellectual life, and to represent effectively the College both internally and externally. Ability to earn the trust of faculty, staff and students in the College, a strong commitment to interdisciplinary endeavors, outstanding interpersonal skills, fundraising experience, and prior academic administrative success, are essential requirements for the position.

In accordance with University policy, the Dean will be responsible for planning, developing, and evaluating teaching, scholarship, and creativity, reviewing annual departmental budgets, fund raising for the implementation of the University strategic plan as it applies to the College, and overseeing the recruitment, admission and advising of students within the College.

The position will be available on June 1, 2004. The salary range will be competitive and dependent upon qualifications and experience. Applications will be accepted until the position is filled. Applicants should send the following materials:

1. a letter of application which includes a description of the applicant's vision and experience;
2. a curriculum vitae; and
3. names, addresses, and telephone numbers of five references.

Application materials should be sent to:

Joseph G. Jabbra, Ph.D.
Academic Vice-President
and Chair of the Search Committee
Loyola Marymount University
One LMU Drive, Suite 4820
Los Angeles, California 90045-2659

Loyola Marymount University is an equal opportunity employer.

For further information about Loyola Marymount University and the College of Communication and Fine Arts, please go to: ***www.lmu.edu***

LOYOLA MARYMOUNT
UNIVERSITY

The Untenured Presidentes

by Carlos D. Conde

By the time you read this, Alejandro Toledo may or may not be the president of Peru. His approval rating in May dropped to 13 percent, and in June it was in a free fall at 7 percent. If it gets any lower, he may have to plea with the military to do him a favor and overthrow him.

He can then go down in history as another aggrieved Latin American president booted by the military into happy exile. That's better than being the first chief executive to be run out of the palace before his time without a shot being fired. That would really be an indignity for any self-respecting Latino leader.

So what else is new in Latin America. If you have kept up with events, you'll find that from Argentina to Mexico, it's the same old story, albeit in varying degrees. Argentina had five presidents in the space of a few months. The latest one, Nestor Kirchner, was elected in May but in typically Byzantine fashion, started out by courting trouble with the military and the judiciary. Not smart.

LATINO
KALEIDOSCOPE

In Venezuela, President Hugo Chávez is in and then he seems on his way out. Then he's in again, much to the chagrin of his opponents. They tried economic strangulation but Chávez, a former Army general experienced in coups–he once tried one–outfoxed them and sent them scurrying for safer havens for regrouping.

They're back and with the help of outside agents–one is the Organization of American States–some kind of truce has been brokered. Chávez has agreed to a mid-term referendum after August, but the opposition must first convince the electorate through recall proceedings that Chávez really is a scoundrel, and he can redeem only through new elections.

Colombia has a freely elected democratic government but you wouldn't know it from the flourishing drug culture which makes it seem like the tail is always wagging the dog. The cumbia country has endured a 40-year civil war between drug lords, revolutionary groups, and paramilitary warriors that more often has the government refereeing the insurgency rather then quelling the violence.

Brazil is unquestionably the big dog in the region, geographically, economically, and politically, but it still can't seem to rid itself of that old saw that "Brazil is the country of the future and will always be."

Leftist labor leader Luiz Inacio Lula da Silva (who, in rock star fashion, prefers to be just Lula) took office in January, but like most politicians who run on a populist platform, he is finding out quickly that he overextended himself. He is asking impatient Brazilians for patience as he tackles the realities of the job that quickly toned down his liberal promises.

In the short-span political careers of Latin American presidents, Vicente Fox can probably be considered the dean of chief executives, even though he is only midway into his six-year term. Being U.S. President George Bush's pal gives him added cachet at home and abroad, but it has also been his albatross.

Both presidents have asked much of each other, like a helping hand on immigration, drug interdiction, trade and labor concessions, and support on terrorism and the Iraqi war. Fox has come out the worse, pilloried by his fellow Mexicans for kowtowing to Bush and for coming up mostly empty-handed and, on the other end, by failing Bush on expectations.

The consolation, or punishment, is that Mexicans no longer overthrow presidents, making them serve to the bitter end.

The rising star on the Latin horizon is Chile, a bantamweight country in population and geography, comparatively speaking, but currently the reigning heavyweight in economic punch. Its economy keeps adding muscle and in June, Chile became the first South American country to sign a free trade agreement with the United States.

It's been a long haul from 1973, when leftist president Salvador Allende and army Gen. Augusto Pinochet were trading bullets on the palace grounds in Santiago. Pinochet overthrew Allende's government and guided Chile to economic and financial solvency through the famed economic whiz team, "The (University of) Chicago Boys."

Pinochet is now an ailing, discredited old soldier hounded by victims' tribunals, but to his supporters, his alleged atrocities notwithstanding, he epitomizes President Franklin D. Roosevelt's guidance through the U.S. Depression as a leader "who saved the country and has never been forgiven for it."

Finally there's Peru, a beautiful, richly endowed country in topography, culture, and history and where I studied and worked for many years. I harbor a strong sentimentality for Peru and its people, and it was painful to see it in such a chaotic and despairing situation when I visited in May, after several years absence, to attend my son's wedding.

It's a literate nation of 27 million people where close to 90 percent of those 15 years and older can read and write , and life expectancy is nearly 71 years. It has what many would consider a manageable 9 percent unemployment rate. That's only because most of the people, more than half of whom live below the poverty line, work in the informal economic sector where many earn literally pennies a day, if they are not out begging or hustling ill-gotten wares.

In May, President Toledo had to invoke a state of emergency to pacify wage strikes by teachers, health workers, farmers, government bureaucrats, and the police who were supposed to be enforcing the edict.

They blame it all on Toledo, a lower class "cholo" who made good academically and professionally abroad but who has revealed troubling moral and dysfunctional characteristics at home. Personal weaknesses aside, Toledo gets a worse rap than he deserves, for the situation he faces was not exclusively of his making and, if honestly examined, is endemic throughout the history of Latin American leadership.

Perhaps political turpitude or ineptitude is too harsh an indictment because you have to accept that most leaders mean well or talk as though they mean well in the beginning. It's what come afterwards that is so troubling and what has been the bane of Latin America's progress.

Carlos D. Conde, award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House, and worked on the political campaigns of George Bush Sr.

Bridging the Issues on Diversity

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September 22

Ad Deadline:
September 2

Back to School Issue

October 6

Ad Deadline:
September 16

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E-mail: Outlook@sprintmail.com

F Y I . . .

Many More Women than Men Are Going to College and Getting Degrees

BOSTON, Mass. and WASHINGTON, D.C.

Women are considerably outpacing men in college attendance and degree attainment, according to a new research report commissioned by The Business Roundtable (BRT) and conducted by Northeastern University's Center for Labor Market Studies (CLMS).

The report shows that after lagging behind men in the 1960s and 1970s, women achieved equality in college attendance rates in 1978 and have done better ever since. Nearly two million more women are now attending college than men and are acquiring far more certificates, associate's, bachelor's, and master's degrees. The gaps prevail for all major race/ethnic groups, age groups, and states, and will widen over the current decade.

"The best route to a bright future is a good education," said Joseph M. Tucci, chairman of BRT's Education and the Workforce Task Force and president and CEO of EMC Corp. "If we want to ensure a brighter future for the next generation of Americans, then we need to encourage more of our young people to continue their education after they graduate from high school."

Andrew Slum, CLMS director and lead author of the study, said "The labor market is increasingly rewarding individuals with the skills acquired in college. Weaker educational achievement among men will lead to fewer skilled workers, lower labor productivity, and a reduction in the rate of improvement in our standard of living. The reduced presence of men in higher education is in no one's interest–women or men–and a host of economic, sociological, and labor market problems will ensue if they aren't better engaged in the process."

The findings show that nationally, for each year from 1993 to 2000, the number of full-time and part-time female college students exceeded the number of men, with the ratios ranging from 123 women per 100 men in 1993 to 128 women per 100 men in 2000. In the latter year, 1.87 million more women than men were enrolled. Projections by the U.S. Department of Education indicate that by 2010, the gender gap will grow to 138 women enrolled for every 100 men.

The report, *The Growing Gender Gaps in College Enrollment and Degree Attainment in the U.S. and Their Potential Economic and Social Consequences*, can be viewed online at www.brt.org.

Education Department Releases Annual Progress Report on Education

WASHINGTON, D.C.

Public funding for K-12 education has increased 20 percent over the last decade, according to the annual progress report on education, *The Condition of Education 2003*, recently released by the U.S. Department of Education's National Center for Education Statistics. Expenditures per student increased the most in rural areas and the central cities of mid-sized metropolitan areas, and least in the urban fringe of mid-sized metropolitan areas.

The congressionally mandated report provides a snapshot of 44 indicators on the conditions and trends in elementary, secondary, and postsecondary education. In addition, the report also measures the performance of U.S. students on national and international assessments; student performance in low- and high-poverty schools; the academic level of courses completed by high school graduates; the qualifications of teachers; and trends in school expenditures.

In the area of postsecondary education, the report found that the costs of attending a two- or four-year college have risen, but, for students from low-income families, the increases have been offset by increases in grants in aid. Both average tuition and fees and the total price of attending college were higher for undergraduates in 1999-2000 than in 1992-1993 in inflation-adjusted dollars. However, the net price (total price minus grants from institutions and the states and the federal government) did not change for students in the lowest income quartile.

Student progress in postsecondary education can be measured by the time required to earn a bachelor's degree. According to the report, 1999-2000 recipients of bachelor's degrees who had not left college for more than six months completed their degrees in an average of about 55 months. Those who attended more than one institution took longer to complete their degree than those who attended only one institution.

The full text of the report is available online at www.nces.ed.gov.

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Pew Hispanic Center Report Sheds New Light on the Nature and Size of the Hispanic Dropout Problem

WASHINGTON, D.C.

Although the number of Hispanic dropouts is increasing due to immigration and high birth rates, the high school dropout rate for Latinos who attend U.S. schools is gradually improving, according to a report issued by the Pew Hispanic Center.

The report shows that the dropout rate for Latino students who attended U.S. schools is alarmingly high at 15 percent– twice as high as for Whites–but still considerably lower than common calculations of a Hispanic dropout rate of 30 percent or more that include many thousands of immigrants who quit school before coming to this country.

The steady influx of young Latino immigrants who come here to work and have little or no contact with U.S. schools has complicated assessments of the Hispanic dropout problem. With a new analysis of Census Bureau data, the report provides a more nuanced picture of the Hispanic dropout problem as a reflection of the American educational system.

Hispanic Youth Dropping Out of U.S. Schools: Measuring the Challenge reveals that dramatic increases in the number of young Latinos counted as dropouts between 1990 and 2000 are more a measure of immigration trends than an indicator of how well U.S. schools are performing. Moreover, the report shows that Hispanic dropouts, native and immigrant, have distinctive characteristics that are substantially tied to economic status and work expectations.

"When you pick apart the numbers, you see that the Hispanic dropout problem has several different components that call for different policy responses," said the report's author, Richard Fry, a senior research associate at the Pew Hispanic Center. "For the teenage immigrants who come here to work rather than to finish their schooling, the challenges are to provide opportunities for workforce training and to learn English. For the Latinos who attend U.S. schools, the need is to ensure access to programs with a proven ability to improve retention."

The report shows that Hispanics who drop out of U.S. schools are much more likely to be employed and working full time than their White or African American counterparts. Nonetheless, about a third of these youth live in poverty. Among immigrant Latino dropouts who did not attend U.S. schools, employment and earnings are higher than for any other category of dropouts and their poverty rates are lower.

NCTE: Writing Is Key to Achievement

URBANA, Ill.

"Learning to write and write well is important for academic achievement and for success in business and the professions," says David Bloome, president of the National Council of Teachers of English (NCTE). "It is a crucial skill for participating in a democratic society such as ours." Research shows that writing develops higher-order thinking skills, and that, in the right context, increased writing means improved performance.

NCTE's Writing Initiative is a new public service campaign to support sound practices in the teaching of writing across all disciplines, to increase policy-makers' and the public's knowledge about the teaching of writing, and to make available professional development for schools and educators. This Initiative will help teachers, administrators, and policy-makers meet the National Writing Challenge issued by the National Commission on Writing.

"As part of its new Writing Initiative," says Bloome, "NCTE will help every school develop a policy for promoting high-quality writing instruction and will provide professional development for teachers to enhance their knowledge and confidence so that they can help every student become an outstanding writer."

According to NCTE, a good policy does the following:

- Allocates adequate time and resources to advance student learning by writing every day, in every subject.
- Helps administrators and teachers understand how to assess writing to enrich student learning.
- Supports teachers in gaining a sophisticated understanding of writing processes and in selecting appropriate strategies to advance every student as a writer.
- Provides insights and strategies to administrators, families, and community members to help them work together to advance student writing.
- Commits to building a "culture of writing" across a period of years that will sustain growth and achievement through a student's academic career and beyond.

People-Places-Publications-Conferences

PEOPLE & PLACES

Miami-Dade Alumnus Wins Pulitzer

Nilo Cruz, an alumnus of Miami-Dade Community College (M-DCC) in Florida and a Cuban refugee who directed his first plays at M-DCC, became the first Hispanic to win a Pulitzer Prize for drama.

The work that won Cruz the prestigious award, *Anna in the Tropics*, is based on a family of Cuban cigarmakers in 1929 Tampa. The production had its world premiere last fall at New Theater in Coral Gables, Fla.

Cruz, now 42, arrived in Miami with his family on a Freedom Flight in 1970. After enrolling at M-DCC, he found his love for stage in the school's Promethean Players Theatre Company. Cruz earned his master's degree at Brown University. He has taught at both Brown and Yale University.

HSF/Wells Fargo/Telemundo Awards Scholarships

The Hispanic Scholarship Fund (HSF), in conjunction with Wells Fargo and Telemundo, this year added six U.S. cities to a national promotion launched last fall that awards college scholarships to Latino students.

Students in Houston, Dallas, San Antonio, Albuquerque, Phoenix, and Las Vegas were included in the promotion that began as a pilot program in Los Angeles, San Francisco, and San Diego. An additional 117 Latino students from the newly added cities were selected as HSF/Wells Fargo/Telemundo scholars and received $1,000 scholarships.

Telemundo has featured stories of the scholarship recipients during local newscasts, to promote the project and to inspire and encourage Latino students to go to college.

Visit the HSF Web site, www.hsf.net, for more scholarship offers.

Miami Names Peragallo Nursing Dean

Nilda Peragallo was appointed dean of the School of Nursing at the University of Miami (Fla.), where she also will have a faculty appointment at the School of Medicine.

Peragallo, an internationally recognized researcher on HIV and AIDS among the Hispanic populations, is a member of the Fellow American Academy of Nursing, president of the National Association of Hispanic Nurses, and a former Robert Wood Johnson clinical nurse scholar.

Peragallo, a native of Chile, received her bachelor's degree in nursing from the University of Chile in Valparaiso, master's from West Virginia University, and doctorate from the University of Texas School of Public Health.

Southern Cal to Conduct Multiethnic Eye Disease Study

The National Eye Institute awarded the University of Southern California's (USC) Keck School of Medicine an $11 million grant to examine the relationship between eye disorders and children of different ethnic groups.

The study, the first of its kind in the nation and the beneficiary of the largest federal grant ever received by Keck, will continue until 2008.

About 12,000 African American, Caucasian, Latino, and Asian American children ages six months to 6 years will be recruited, in the Los Angeles area. Researchers will look for signs of refractive error–nearsightedness, farsightedness, and astigmatism, strabismus–wandering eye or crossed eyes, and amblyopia–a condition in which clear pictures cannot form on the retina.

UTEP Law School Prep Grad Accepted to Yale

Félix Valenzuela is the first graduate of the University of Texas-El Paso's (UTEP) Law School Preparation Institute to be accepted to Yale University's law school.

To prepare for law school and to improve his writing, Valenzuela devoted eight hours a day, five days a week, for two consecutive summers, to reading and analyzing the works of Socrates and Plato.

Valenzuela was on the dean's list for the last two years at UTEP. He worked 20 hours per week as a teaching assistant for the Center for Law and Border Studies, was an assistant district commissioner for the Boy Scouts of America Yucca Council, and secretary of the college chapter of the American Civil Liberties Union.

San Diego State Honored for "Exemplary Internationalization"

A report compiled by NAFSA: Association of International Educators and sponsored in part by the U.S. State Department's Bureau of Educational and Cultural Affairs named California's San Diego State University (SDSU) one of the nation's six leading colleges and universities for international programs and experiences.

According to the University, in the last five years the number of SDSU students studying abroad rose from 167 to 731, and from fall 1995 to fall 2002, the number of international students studying at SDSU jumped from 600 to 1,530.

SDSU also lays claim to the nation's first transnational triple-degree program, through which students earn bachelor's degrees from universities in U.S., Mexico, and Canada.

Santa Ana Professor and Graduate Get AACC Honors

The American Association of Community Colleges (AACC) awarded Gaddi Vásquez, a graduate of Santa Ana College (SAC) in California, the Outstanding Alumni Award, and Susan Gaer, associate professor of ESL at

SAC's Centennial Education Center, the David R. Pierce Faculty Technology Award.

Vásquez (pictured), class of '77, was honored for his extensive career and dedication to public service in California. He is currently the director of the Peace Corps.

Gaer was awarded jointly by AACC and Microsoft Corporation for her creative use of technology in the classroom. She utilizes a variety of media tools, including videos, CD-ROMs, and Web pages, to integrate technology into teaching English as a second language.

UNM Athletic Director Receives *Sports Illustrated* Honor

University of New Mexico (UNM) Athletic Director Rudy Davalos was named one of the 101 most influential minorities in sports in the May 5 issue of *Sports Illustrated*.

The article cited Davalos' oversight of 21 sports programs, $20 million budget, and fund-raising capabilities that bring in more than $6 million annually.

Davalos said that while he has never been one to use his minority status to his advantage, the recognition comes to UNM because of its diversity. "We provide a place that welcomes and acknowledges personal ability and experience," said Davalos.

New School and UCLA Release Day Labor Market Study

New School University's Milano Graduate School of Management and Urban Policy (N.Y.) and the University of California-Los Angeles' (UCLA) Center for the Study of Urban Poverty recently released the first-ever evaluation of the day labor market in the New York metropolitan area.

The study, guided by Dr. Edwin Meléndez (pictured l.) of Milano and Dr. Abel Valenzuela, Jr. (r.) of UCLA, found that day laborers are overwhelmingly Latino, about one-third are homeless, and that most earn more than minimum wage–an incentive for many. The report also said that most day laborers are routinely abused in the workplace. In fact, half of day laborers reported at least one instance of nonpayment. Day laborers are also abandoned at work sites, given bad checks, and robbed.

Louisiana State Professor Is Named APS Fellow

Jorge Pullin, the Horace Hearne Chair in Theoretical Physics at Louisiana State University (LSU), was elected a fellow of the American Physical Society (APS) for his outstanding contributions to black hole physics and quantum gravity.

Pullin, a past recipient of the Alfred P. Sloan, John Simon Guggenheim, and Fulbright fellowships, was named a fellow of the Institute of Physics and Chartered Physicists by the Council of the Institute of Physics in the United Kingdom and received the Edward Bouchet award from APS.

Pullin earned a doctorate in physics from the Instituto Alsiero in Argentina. He worked at Pennsylvania State University for eight years before joining LSU in 2001.

California-San Diego Holds Lecture on Latinos and Sept. 11

The University of California-San Diego recently held a lecture to discuss the effects of the U.S. government's response to Sept. 11 on the Latino immigrant community.

Kevin Johnson of the UC-Davis School of Law spoke on "9/11 and Latina/o Immigrants: Collateral Damage Comes Home." According to Johnson, the collateral damage of the domestic war on terrorism has been the civil rights of immigrants and certain groups of U.S. citizens.

Johnson is associate dean of the UC-Davis School of Law and has edited the *Harvard Law Review*. He received a bachelor's degree in economics from the University of California-Berkeley and a law degree from Harvard University.

Legendary Entertainer Speaks at UNC-Pembroke

Stage, film, and television star Rita Moreno spoke at the University of North Carolina (UNC)-Pembroke during its Distinguished Speaker Series.

Moreno talked about the history of film, television, and theater and recounted her own experiences in and opinions of the three media.

Moreno, whose groundbreaking role was that of Anita in "West Side Story," was able to break out of the mold of the stereotypical Latina. She has won an Emmy, Grammy, Tony, and Oscar, and most recently could be seen on the HBO-TV series "Oz," playing the part of a streetwise nun.

Fullerton Strives to Develop Leaders Who Embrace Diversity

Developing leaders who will understand and embrace diversity–and thus set an example for others to follow–is the mission of the Multicultural Leadership Center (MLC) at California State University-Fullerton.

Through leadership certificate programs such as EMBRACE (Educating Myself for Better Racial Awareness & Cultural Enrichment), MLC participants learn about themselves, as well as about current diversity issues, and are trained to educate their peers through workshops.

The program is "very unique, because learning is mutual," explains Catherine Tiah, an international student from Singapore and the director of EMBRACE. "We're not instructors, but basically facilitators. This challenges me to look at myself first, and challenges others to look at themselves."

CU-Boulder Teaching Assistant Wins National Award

The National Association for Chicana and Chicano Studies awarded Robert L. Hernández III (pictured), 2002 graduate and visiting teaching assistant in the ethnic studies program at the University of Colorado (CU)-Boulder, the Frederick A. Cervantes

National Premio for scholarly research in interdisciplinary study.

Hernández's paper "A Window Into a Life Uncloseted: Exploring U.S. Queer Latino Cultural Readership and Film Culture" examines how young, gay, Latino men interpret cultural texts and films.

"Hernández's research attempts to critically address the impact of mainstream Hollywood representation on queer men of color in some new and significant ways," said Angel David Nieves, Hernández's faculty mentor. "The work engages young queer Latinos through exhaustive ethnographic interviews as a way to restoring a sense of self-empowerment."

Ortega Assumes New Role at San Bernardino

California State University-San Bernardino named Lydia Ortega acting director of housing and residential life.

Ortega was director of records, registration, and evaluation at the University for the past four years; and from 1991-1999, director of admissions and records. She also worked as associate director of admissions at California State Polytechnic University-Pomona.

Ortega earned a bachelor's degree at Cal Poly Pomona and master's at the University of La Verne. She is a member of the Association of Latino Faculty and Staff, McDonald's Corporation Scholarship Committee, and American Association of College Registrars and Admissions Officers.

Camden Faculty Member Helps the Deaf

Víctor Collazo, program specialist at Camden County College's (CCC) South Jersey Evaluation and Employment Services for the Deaf, has made it a lifelong goal to improve education for deaf students.

Collazo, a Catholic Puerto Rican with perfect hearing, married a deaf Pakistani Muslim who attended the underfunded, undersupplied National Institute for the Deaf (NID) in Pakistan before coming to the U.S. After one year of marriage, Collazo lost his wife to a heart ailment. To honor her memory, he vowed to improve conditions at Pakistan's NID and learning opportunities for deaf American students.

Collazo has orchestrated ongoing equipment drives for NID, started an endowment scholarship, spoken to students, and created a Web site to explain his mission and seek donations.

CEOs Share Success Stories at NYU

The King Juan Carlos I of Spain at New York University hosted a panel discussion, "The Latin Venture: Personal Stories of Doing Business in the Spanish-Speaking World," featuring four top Hispanic CEOs: Manuel Bellod, CEO, Terra.com; Beatrice Rangel, vice president and senior advisor to the chairman, Cisneros Group of Companies; Violy McCausland, president and CEO, Violy, Byorum and Partners Holdings, LLC; and Javier Aguirre, president and CEO, Valores Bavaria, SA.

The four panelists discussed cross-cultural conflicts between the Latin and Anglo business culture, the differences between U.S. and Latin American markets, and differences among the Latin American countries. They also spoke about the future of business etiquette in a global economy and interdependent societies.

Student of the Year Finalist at Miami-Dade

Vincent Lau Chan, a sophomore at Miami-Dade Community College (M-DCC) in Florida, was among seven finalists vying for the title of 2003 Florida College Student of the Year. Lau Chan and 19 other students will share $55,000 in scholarships and prizes.

Although Lau Chan is ethnically Chinese, he considers himself Hispanic because he was born and raised in Colombia.

Lau Chan, as founder and president of the International Students Organization, facilitated interaction between international students and U.S.-born students; he made great strides in helping defray the cost of textbooks by creating a Web site through which students could exchange textbooks with one another; and he petitioned for the inclusion of textbook costs in a federal tax credit.

St. John's Hosts Agosín

World-renowned Chilean poet, essayist, and critic Dr. Marjorie Agosín participated in an evening of poetry at the Queens campus of St. John's University.

Agosín is a professor of creative writing and Hispanic letters at Wellesley College. She has received the Human Rights Leadership Award granted by the United Nations Association of Greater Boston and the 1995 Letras de Oro prize for her book *Noche Estrellada*. Agosín is the author of about 30 books on poetry, fiction, and memoirs.

Dr. Jorge J. Valenzuela, consul of Chile in New York, also spoke at the event. In addition, students read selections of their own poetry, published in the fourth issue of the St. John's literary journal *Entre rascacielos*. The event was conducted in Spanish.

Hijuelos and Tuten Speak at City College of New York

Oscar Hijuelos and Frederic Tuten, two acclaimed writers with ties to City College of the City University of New York, returned to their alma mater recently for a reading and a talk.

Hijuelos (pictured r.) is the son of Cuban immigrants and the first Hispanic American to win a Pulitzer Prize for fiction. During his visit, he read excerpts from a number of his books including *The Mambo Kings Play Songs of Love* and discussed his writing experiences with Tuten as college students.

Tuten (l.) is former director of the College's master's program in English. His latest novel, *The Green Hour*, was recently published to critical acclaim. He has mentored many notable writers like Hijuelos and best-selling mystery writer Walter Mosley.

UT-Permian Basin Begins Cross-Border Exchange

The first cross-border educational exchange program between the University of Texas-Permian Basin (UTPB) and the Universidad Autónoma de Chihuahua in Mexico (UACH) began earlier this month.

Approximately 12-15 UTPB students and 12-15 faculty members have joined with 30 of their counterparts in Mexico to undergo a four-week intensive Spanish as a Second Language program at UACH. All participants are lodging with a family in Chihuahua.

Dr. J. Tillapaugh, UTPB assistant vice president of graduate studies and sponsored research, said that leaders at both universities believe the collaboration will contribute to the future relations of the institutions across a common border.

Cal State Fullerton Honors Ruiz

Michele G. Ruiz, an alumnus of California State University (CSU)-Fullerton and co-anchor of KNBC-TV's Channel 4 News, was honored at CSU-Fullerton's 2003 Vision and Visionaries gala.

Ruiz, who graduated from CSU-Fullerton with a degree in communications, is a local Emmy Award- and Golden Mike Award-winner. She was recognized by the city of Los Angeles and Comision Feminil de Los Angeles as a Latina Woman of Achievement and by MOSTE (Motivating Our Students Through Education) for her work as a longtime mentor to young women.

Ruiz serves on the board of Para Los Niños and is a member of Investigative Reporters and Editors Inc., the Radio Television News Directors Association, and the National Association of Hispanic Journalists.

Notre Dame Awards Honorary Degrees

The University of Notre Dame recently offered honorary degrees to 10 leading figures at its 158th commencement exercises.

Evelyn Hu-DeHart (doctor of laws) is a Brown University history professor and director of Brown's Center for the Study of Race and Ethnicity in America. She has published several books on Latino-related issues. Cardinal Oscar Andrés Rodríguez Maradiaga (doctor of laws), archbishop of Tegucigalpa, Honduras, is widely admired for his campaign for human rights and the poor and is considered a leading papal candidate. Raúl Yzaguirre (doctor of laws) is president and CEO of the National Council of La Raza (NCLR) and one of the most highly regarded leaders in the U.S. civil rights community.

The other degree recipients are Sen. Richard Luger of Indiana, Kathleen W. Andrews, Molly Corbett Broad, Dr. Roland W. Chamblee, Allen Mandelbaum, Leslie E. Robertson, and Judge Anthony J. Scirica.

Former Bronx Ballplayer Drafted by Mariners

Bronx Community College (BCC) in New York announced that Theiborh Almanzar, age 19, was drafted by the Seattle Mariners baseball team. A catcher, Almanzar played on BCC's Broncos baseball team, winners of numerous City University of New York (CUNY) championships. He was recruited to play Class A "Rookie Ball" in Peoria, Ariz.

Almanzar had been scouted by the New York Yankees, Arizona Diamondbacks, Kansas City Royals, Detroit Tigers, and Anaheim Angels.

Indiana Program Prepares Students for College

For two weekends in a row, the IU Reach program at Indiana University's (IU) Bloomington campus introduced 15-30 area minority high school sophomores in the top 20 percent of their class to college life.

The IU Reach program gives visiting high school students an in-depth look at what it's like to be a college student by allowing them to stay overnight, dine in campus residence halls, engage in academic activities, attend lectures, and take campus tours.

IU Reach is one of many programs hosted by the Volunteers for Minority Recruitment student ambassador group to encourage minority high school students to attend IU.

Southwestern Students Receive NSF Fellowship

The National Science Foundation (NSF) awarded three-year graduate research fellowships to Southwestern University (Texas) chemistry students Ana Alcaraz and Janel Owens.

The awards carry a stipendof $27,500 for each fellow for a 12-month tenure and an annual cost-of-education allowance of $10,500, paid to the fellow's college of choice in lieu of tuition and fees.

Alcaraz (pictured r.) is interested in studying organic synthetic chemistry and will attend Emory University in the fall. Owens (l.) plans to pursue doctoral work in toxicology and has chosen to continue her studies at the University of California-Davis.

NEA Honors Bergen Faculty Members

The National Education Association (NEA) gave Dr. Philip C. Dolce and Dr. Rubil Morales-Vázquez, faculty members at Bergen Community College (BCC) in New Jersey, the Excellence in the Academy Art of Teaching Award for their article, "Teaching the Importance of Place in the World of Virtual Reality."

As part of history courses at BCC, students are required to write papers on a "sense of place," based on visits to local historical sites like the Lower East Side Tenement House Museum or the Vanderbilt Mansion in New York. Based on research and personal observations, students are asked to define the site's meaning, use, and impact on the community, including culture, hopes, aspirations, or conflicts of the American people.

Rhode Island Professor Published in *The Americas*

The Americas, a quarterly review featuring scholarly works of inter-American cultural history, recently published an article on Mexican society by David Espinosa, assistant history professor at Rhode Island College (RIC). "Rechristianizing Mexican Society: The Mexican Catholic Youth Association, 1913-1932" focuses on higher education and church-state relations in Mexico.

Espinosa teaches modern Latin American history, colonial Latin American history, Amerindians in Latin American history, western civilization, and history (historical methods). He has taught at RIC since 1997 and has been working on a manuscript, "Jesuit Higher Education in Post-Revolutionary Mexico."

Espinosa has a doctorate in Latin American history from the University of California-Santa Barbara.

Auburn Student Is Awarded Prestigious Fellowship

Juan J. Carmona is the first student from Auburn University (Ala.) to receive a 2003 Predoctoral Fellowship from the Howard Hughes Medical Institute.

The fellowship supports up to five years of Carmona's doctoral study. He will attend the Graduate School of Arts and Sciences at Harvard University and the Harvard Medical School, in the combined doctoral program in the biological and medical sciences.

Carmona maintained a 3.99 GPA, won first place in cellular biology for his poster and presentation at the Annual Biomedical Research Conference for Minority Students, and was named All-USA College Academic first team by *USA Today*. He was the president of the Golden Key and Tau Sigma National Honor societies and a violinist in the Auburn University-Community Orchestra.

Winfrey Matching $600,000-plus in Scholarships at Cuyahoga

Oprah Winfrey delivered an inspirational speech at a Cuyahoga Community College Presidential Scholarship Benefit Luncheon in Ohio and promised to match the scholarship funds raised at the event.

Winfrey stated, "All that I am or will ever become is because of my spiritual foundation and my educational foundation." She stunned the assembled crowd of approximately 1,100 by closing her remarks with the announcement that she would match the more than $600,000 raised for scholarships.

"This means so much. We had to turn away students who wanted to come in the fall because we didn't have enough scholarship money," said College President Dr. Jerry Sue Thornton.

Council of the Americas and Americas Society Host Fernández

COUNCIL OF The Americas

In New York, the Council of the Americas and the Americas Society hosted Juan Fernández, president of Gente del Petróleo of Venezuela, for a presentation and discussion on the political and economic crisis in Venezuela, the status of Venezuela's state-owned oil industry, and new strategies for the constitutional departure of President Hugo Chávez. Fernández is a former planning director of Petróleos de Venezuela, and the president of the national oil company's employers union, Gente de Petróleo.

The Council of the Americas is dedicated to encouraging and promoting free and integrated markets, democracy, and the rule of law throughout the Americas. The Council is affiliated with the Americas Society, an organization of individuals that promotes understanding of the political, economic, and cultural issues that define and challenge all the peoples of the Americas.

Rensselaer Awards Honorary Degree to Shalala

Rensselaer Polytechnic Institute (N.Y.) awarded an honorary doctorate of laws to University of Miami President Donna Shalala during its commencement ceremonies.

Shalala, former U.S. secretary of health and human services, served in the Clinton administration from 1993-2001–a record term for the post. She has held tenured professorships at Columbia University, the City University of New York, and the University of Wisconsin (UW)-Madison, was president of Hunter College from 1980 to 1987, and chancellor of UW-Madison from 1987 to 1993.

Shalala has been president of Miami since 2001. She earned an A.B. degree in history from Western College for Women and a doctorate from The Maxwell School of Citizenship and Public Affairs at Syracuse University.

Manhattan School of Music Presents Berlioz Opera

MANHATTAN SCHOOL OF MUSIC

Manhattan School of Music (N.Y.) recently held a performance of Hector Berlioz's comic opera "Béatrice et Bénédict," performed in French with English dialogue and subtitles provided.

Elaine Alvarez, a Cuban-American first-year master's degree candidate, sang the role of Hero, and Alvaro Vallejo, a tenor from Madrid in his second year in the master's degree program, sang the role of Bénédict.

"Béatrice et Bénédict" is based on William Shakespeare's *Much Ado About Nothing*. The opera was performed in conjunction with the 200th anniversary celebration of Berlioz that is taking place this year.

Dur Is Honored As Powerful Executive

Hispanic Engineer & Information Technology magazine named Philip A. Dur, corporate vice president and president of Northrop Grumman Corporation's Ship Systems sector, one of America's 50 most important Hispanic executives in technology and business.

Dur was chosen based on his leadership responsibilities, achievements in advancing technological access, and contributions to furthering technical literacy within the Hispanic community.

Dur is a former rear admiral of the U.S. Navy. He also was assistant deputy chief of naval operations, Navy Strategy Division director, commander of Battle Force United States Sixth Fleet, commander of Cruiser Destroyer Group Eight, and U.S. defense attaché accredited to the government of France. His numerous awards and decorations include the Defense and the Navy Distinguished Service medals.

Latina Dance Project in Residence at Texas Woman's

TEXAS WOMAN'S UNIVERSITY

The Latina Dance Project, a performance group dedicated to the artistic expression of Latina culture, conducted two public presentations during its weeklong residence at Texas Woman's University (TWU).

The first venue, a lecture and demonstration, examined the perspectives of the Latina artist and scholar with performances of original choreography. Immediately following was a studio performance and discussion of "Embodying Borders," featuring four solo dances created by the group.

As part of its residence, the Latina Dance Project taught classes in modern dance technique and composition, improvisation, and cultural studies, and shared research findings on Latina art and culture.

UTSA Tests GPS Equipment on Mexican Mountain

Stephen Brown, University of Texas-San Antonio (UTSA) assistant professor, led an expedition through blustering weather conditions to scale the 18,500-foot Pico de Orizaba, a mountain in southern Mexico. The team's mission was to test Global Positioning System (GPS) equipment to determine the exact size of a glacier that sits atop the mountain.

High mountain glaciers close to the equator are sensitive to minor changes in the environment, and conditions on the mountain's summit are thought to be similar to those on the planet Mars. Brown hopes to establish a long-term research program in global climate change on Orizaba.

Brown trained for the trip for three months, running with a 100-pound backpack and climbing Guadalupe Peak, the highest mountain in Texas.

LIU-Brooklyn Group Hosts Puerto Rican Bombazo

BROOKLYN CAMPUS Los Bomberos de Brooklyn, an Afro-Latin drum-dance ensemble at Long Island University (LIU)-Brooklyn in New York, hosted a unique performance based on a several-centuries-old Puerto Rican art form in which dancers and drummers face off, at the Fifth Annual Brooklyn Bombazo.

LIU-Brooklyn Anthropology Professor Halbert Barton describes bomba as a unique and active expression of communal joy in which audience participation is key and dancers challenge drummers to mark their improvised movements with drumbeats. "The bomba is a contemporary social dance enriched by 400 years of Afro-Caribbean culture in Puerto Rico," Barton said.

The festival welcomed musicians to bring drums, and public participation at all levels was encouraged. The event featured special guests Yerbabuena and Bombazo de New York.

Miami-Dade Holds First Annual Hall of Fame Ceremony

In Florida, the first annual Miami-Dade Community College (M-DCC) Hall of Fame Awards Ceremony honored M-DCC alumni who have made significant and exemplary contributions locally or nationally in their professional fields.

The honorees in 19 career-field categories include: architecture, Willy A. Bermello (pictured top); business, Hector D. Fortun; communications, Claudia Puig; education, Lawrence Abele; engineering, Adalberto Alfonso; entrepreneurship, Rafael A. Sánchez (center); faith, Dr. Walter T. Richardson; financial services, Angel Medina, Jr.; hospitality/tourism, Micky Arison; law, César L. Alvarez; medicine, Dr. Aurelio Mitjans; performing arts, Andy García (bottom); public relations, Seth Gordon; public safety, R. David Paulison; public service, Ileana Ros-Lehtinen; sports, Ernest Jones; technology, Manuel D. Medina; transportation, José Abreu; and a special leadership award, Carrie P. Meek.

PUBLICATIONS

The Dirty Girls Social Club

By Alisa Valdés-Rodríguez

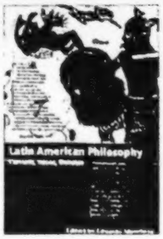
alisa valdes rodriguez
the dirty girls social club

This novel is a triumphant look at six assimilated, middle-class American women in their 20s who happen to be Latina. Adventures abound, as these women, who meet at Boston University as freshmen and, after graduating, come together every six months to dish, dine, and help each other over the bumpy road of life and love.

2003. 308 pgs. ISBN 0-312-31381-0. $24.95 cloth. St. Martin's Press. (888) 330 8477.

Latin American Philosophy: Currents, Issues, Debates

Eduardo Mendieta, ed.



Ten essays that move beyond a purely historical consideration of Latin American philosophy to cover recent developments in political and social philosophy as well as innovations in the reception of key philosophical figures from the European Continental tradition.

2003. 218 pgs. ISBN 0-253-21563-3. $22.95 paper. Indiana University Press. (800) 842-6796.

Border Women: Writing from La Frontera

By Debra A. Castillo and María Socorro Tabuenca Córdoba

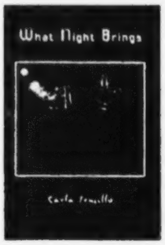
border women

Rethinks border theory by emphasizing women writers whose work—in Spanish, English, or a mixture of the two—calls into question accepted notions of border identities.

2003. 280 pgs. ISBN 0-8166-3958-2. $19.95 paper. University of Minnesota Press. (800) 621-2736.

What Night Brings

By Carla Trujillo



Marci Cruz wants God to do two things: change her into a boy, and get rid of her father. Winner of the 2003 Miguel Mármol Prize, this novel is an unforgettable story of a girl's struggle to maintain her identity in the face of a perilous home life, an incomprehensible church, and a largely indifferent world.

2003. 242 pgs. ISBN 1-880684-94-2. $15.95 paper. Curbstone Press. (800) 283-3572.

Emperors in the Jungle: The Hidden History of the U.S. in Panama

By John Lindsay-Poland

EMPERORS IN THE JUNGLE

Discusses the hidden history of decades of U.S. de-facto colonial rule over Panama. It includes the human and environmental toll in the building of the Panama Canal, secret chemical weapons tests, and plans developed in the 1960s to use nuclear blasts to create a second canal in Panama.

2003. 280 pgs. ISBN 0-8223-3098-9. $18.95 paper. Duke University Press. (888) 651-0122.

Argentina on the Couch: Psychiatry, State, and Society, 1880 to the Present

Mariano Plotkin, ed.

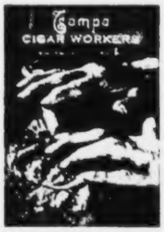
argentina
ON THE COUCH

Explores how Freud's theories took hold in Argentina, how psychiatry was used by the state as a tool of social control, and how psychiatry has influenced the political development of the country.

2003. 287 pgs. ISBN 0-8263-2265-4. $22.95 paper. University of New Mexico Press. (800) 249-7737.

Tampa Cigar Workers: A Pictorial History

By Robert P. Ingalls and Louis A. Pérez, Jr.

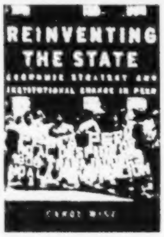


From the founding of Ybor City in 1886 to the dispersal of Tampa's Latin population in the years following World War II, this book documents the history of the Cuban, Spanish, and Italian immigrants who created the cigar industry in Tampa.

2003. 248 pgs. ISBN 0-8130-2602-4. $29.95 cloth. University Press of Florida. (800) 226-3822.

Reinventing the State: Economic Strategy and Institutional Change in Peru

By Carol Wise

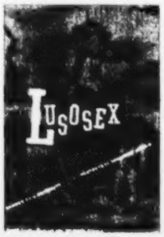


Exploring how state intervention has been both the cause of Latin America's economic downfall in the 1980s and the solution to its recovery over the past decade, this book analyzes three main phases of state intervention in Peru: developmentalism, retreat, and the streamlined state of the 1990s.

2003. 290 pgs. ISBN 0-472-11316-X. $54.50 cloth. University of Michigan Press. (734) 764-4392.

Lusosex: Gender and Sexuality in the Portuguese-Speaking World

Susan Canty Quinlan and Fernando Arenas, eds.

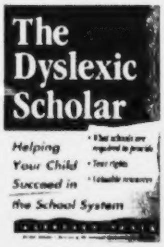


This volume contains a collection of essays by prominent scholars that offer a uniquely comprehensive perspective on the issues of sex and sexuality in Lusophone, or Portuguese-speaking literature and culture. It explores connections between nationhood, sex, and gender.

2003. 320 pgs. ISBN 0-8166-3921-3. $22.95 paper. University of Minnesota Press. (800) 621-2736.

The Dyslexic Scholar: Helping Your Child Succeed in the School System

By Kathleen Nosek



Veteran educator Kathleen Nosek tells parents the secrets to successfully navigating today's school system and ensuring that dyslexic children receive the quality education they are entitled to by law.

1995. 184 pgs. ISBN 0-87833-882-9. $12.95 paper. Taylor Publishing. (800) 462-6420.

CONFERENCES

The NACUBO 2003 Annual Meeting

July 26-29, Nashville, Tenn.

The National Association of College and University Business Officers' Annual Meeting will showcase the following topics: accounting and finance, business operations, policy issues in higher education, institutional effectiveness, and technology. The Honorable Al Gore will be one of the three keynote speakers. At the Gaylord Opryland Hotel and Convention Center, Nashville, Tenn.

Contact: (425) 636-1634; fax, (425) 636-1630; e-mail, sraman@mra-services.com

NACADA Academic Advising Summer Institute

July 27-August 1, St. Charles, Ill.

The most comprehensive consideration of academic advising available, the National Academic Advising Association Summer Institutes provide administrators, faculty advisors, and advisors, as teams or individuals, the opportunity to develop specific strategies for the enhancement of academic advising. At the Pheasant Run Resort, St. Charles, Ill.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

9th Annual CUMU International Conference

September 20-23, Ypsilanti, Mich.

The theme of this Coalition of Urban and Metropolitan Universities conference is "Metropolitan Universities: Partners in the Urban Agenda." At the Eagle Crest Conference Resort, Ypsilanti, Mich.

Contact: (734) 487-2211; fax, (734) 487-9100; e-mail, Martha.Tack@emich.edu

NACADA National Conference

October 2-5, Dallas, Texas

The theme for the 27th annual meeting of the National Academic Advising Association is "Teach, Encourage, eXcel, Advise, Support: Building Stronger Networks for Student Success." More than 300 concurrent sessions will address all aspects of advising for administrators, academic advisors, and faculty advisors. At the Adam's Mark Hotel, Dallas, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

HACU's 17th Annual Conference

October 18-21, Anaheim, Calif.

The Hispanic Association of Colleges and Universities' Annual Conference provides a unique forum for the sharing of information and ideas for the best and most promising practices in the education of Hispanics. This year's theme is "Hispanic Higher Education Success: America's Path to the Future." At Hyatt Regency Orange County, Anaheim, Calif.

Contact: (210) 692-3805; fax, (210) 692-0823; e-mail, hacu@hacu.net; Web site, www.hacu.net

ACE's Educating All of One Nation Conference

October 23-25, Atlanta, Ga.

"Educating All of One Nation: Addressing a National Imperative–Why We Can't Wait" is an important conference on diversity and improving minority participation in postsecondary education. Sponsored by the Office of Minorities in Higher Education of the American Council on Education, it provides a unique opportunity to take part in a national conversation about diversity and American pluralism, with more than 1,300 college and university professionals. At the Hilton Atlanta, in Georgia.

Contact: (202) 939-9395; fax, (202) 833-5696; e-mail, allonenation@ace.nche.edu; Web site, www.acenet.edu/programs/omhe

AAC&U Meeting

October 30-November 1, Cambridge, Mass.

"Technology, Learning, and Intellectual Development" is the theme of this meeting of the Association of American Colleges and Universities' Network for Academic Renewal. In Cambridge, Mass.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

The College Board Forum 2003

November 2-4, New York, N.Y.

The College Board's Forum is an annual gathering of education professionals from many areas of responsibility, from presidents and principals to financial aid officers and superintendents to college faculty and admissions officers. In New York, N.Y.

Web site: www.collegeboard.com/forum

CIEE Annual Conference 2003

November 5-8, Budapest, Hungary

For more than 55 years, CIEE: Council on International Educational Exchange has gathered people together to explore the methods and challenges of bringing language and culture to students. This year's conference theme is "Speaking Up: Language Learning at Home and Abroad." In Budapest, Hungary.

Contact: e-mail, conference2003@ciee.org; Web site, www.ciee.org/conference

NSHMBA 2003 National Conference & Career Expo

November 6-8, Ft. Lauderdale, Fla.

The National Society of Hispanic MBAs holds its 14th Annual National Conference and Career Expo. In Ft. Lauderdale, Fla.

Contact: NSHMBA, (214) 596-9338; fax, (214) 596-9325; Web site, www.nshmba.org

11th National Quality Education Conference

November 6-9, Albuquerque, N.M.

For 10 years, the NQEC (National Quality Education Conference) has provided education leaders continuous improvement principles and tools to meet the requirements of policies such as P.L. 107-110–the "No Child Left Behind" act. This year's conference theme is "Doorways to Performance Excellence– Standards, Assessment, and Accountability." In Albuquerque, N.M.

Contact: (800) 248-1946 or (414) 272-8575; Web site, http://nqec.asq.org/

NCTE Annual Convention

November 20-23, San Francisco, Calif.

Thousands of English language arts professionals are expected to attend the National Council of Teachers of English's 93rd Annual Convention, with the theme "Partners in Learning," where they will share best practices, gain new knowledge, listen to top-notch speakers and more. In San Francisco, Calif.

Web site: http://www.ncte.org/convention/2003/index.shtml

AAC&U 90th Annual Meeting

January 21-24, 2004, Washington, D.C.

The Association of American Colleges and Universities invites you to its 90th Annual Meeting, with the theme "Practicing Liberal Education: Deepening Knowledge, Pursuing Justice, Taking Action." In Washington, D.C.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

NAICU 2004 Annual Meeting

February 2-4, Washington, D.C.

The National Association of Independent Colleges and Universities, serving as the unified voice of independent higher education, holds its Annual Meeting. At Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Deborah Reilly, (202) 785-8866; e-mail, Deborah@naicu.edu; Web site, www.naicu.edu

ACE 86th Annual Meeting

February 28-March 2, Miami Beach, Fla.

The American Council on Education explores access, success, equity, and diversity; institutional effectiveness; lifelong learning; and internationalization. At Fontainebleau Hilton, Miami Beach, Fla.

Contact: ACE, (202) 939-9410; fax, (202) 833-4760; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

NCEA 2004 National Conference

July 29-August 1, Philadelphia, Pa.

"'With All Deliberate Speed'–Social Justice and the Future of Public Education" is the theme of the next national conference of the National Coalition of Education Activists. At the University of Pennsylvania, Philadelphia, Pa.

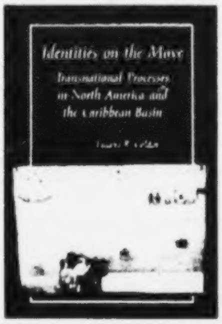
Contact: (215) 735-2418; e-mail, ncea@edactivists.org; Web site, www.nceaonline.org

Book Review

By Mark Saad Saka

***Identities on the Move: Transnational Processes in North America and the Caribbean Basin*, edited by Liliana R. Goldin.** 279 pages. Institute for Mesoamerican Studies, University at Albany (Distributed by the University of Texas Press), 1999. ISBN 0-942041-18-6. $24.95 paper.

This is a book for the 21st century. As a result of the globalization of the world economy, the internationalization of manufacturing, the growth of telecommunications, and the mobility of labor, transnational processes are giving rise to multiple identities among migrants and entire populations. It might be somewhat premature, but soon, simplistic immigration studies might give way to more sophisticated forms of political, social, and psychological analyses such as the ones presented in this important book.


Identities on the Move
Transnational Processes in North America and the Caribbean Basin

Since the 1970s, tens of millions of people have moved to countries other than their place of birth, and this is creating new, integrative networks throughout the world and, the main focus of this book, North America and the Caribbean basin. This process differs from 19th-century migratory patterns in some fundamental ways, the least of which includes globalization, telecommunications, and greater labor mobility. *Identities on the Move* addresses many of these historic changes in an interdisciplinary collection of 13 essays that explore the multidimensional processes of transnational identities. Four of the works are fairly representative of the flavor of the book.

In a 10-year case study of the Mayan diaspora in Indiantown, Fla., Allan Burns reveals the fluidity of transnational identities as the Mayan community worked within the American multiethnic mosaic, alongside Euro-Americans, African Americans, Haitians and other Caribbean peoples, Chicanos, and Mexicans and other Central Americans. A series of interviews demonstrates the ease with which the Maya slip in and out of different ethnic and national identities. For example, Burns found that many Maya, who had originated in Guatemala, often chose to pretend they were Mexican when necessary (one individual even played Mexican mariachi music in a Mexican band), Guatemalan when needed, all in order to become American. The porous nature of self-identity allowed the Guatemalan Maya to transcend boundaries and cultures while maintaining contact with their native homeland.

In a comprehensive essay that brings together history, literature, and anthropology, Edna Acosta-Belen traces the formation of a Latino pan-ethnic consciousness in the United States and a transnational hemispheric Latino consciousness within a historical and contemporary context. Rejecting the notion of "purist" national cultures (which arguably never existed), she reexamines the centuries-old idea of *Nuestra America*, a perception that emphasizes both commonalities in the hemispheric experience and, at the same time, the vast political, military, and economic differences between the United States and Latin America, and the racial, ethnic, and class differences within Latin American and Caribbean societies themselves. First developed during the 19th and early 20th centuries by such Cuban intellectuals as José Martí and Puerto Ricans Arturo Alfonso Schomburg, Jesús Colón, and Bernardo Vega, *Nuestra America* might well come to define 21st-century hemispheric realities. Acosta-Belen reviews a number of contemporary pan-Latino intellectuals, all of whom have transcended borders, cultural as well as personal. By grounding contemporary Latino writers, artists, and intellectuals in history, Acosta-Belen demonstrates an important analytical point: transnational identities are nothing new–they have always been with us.

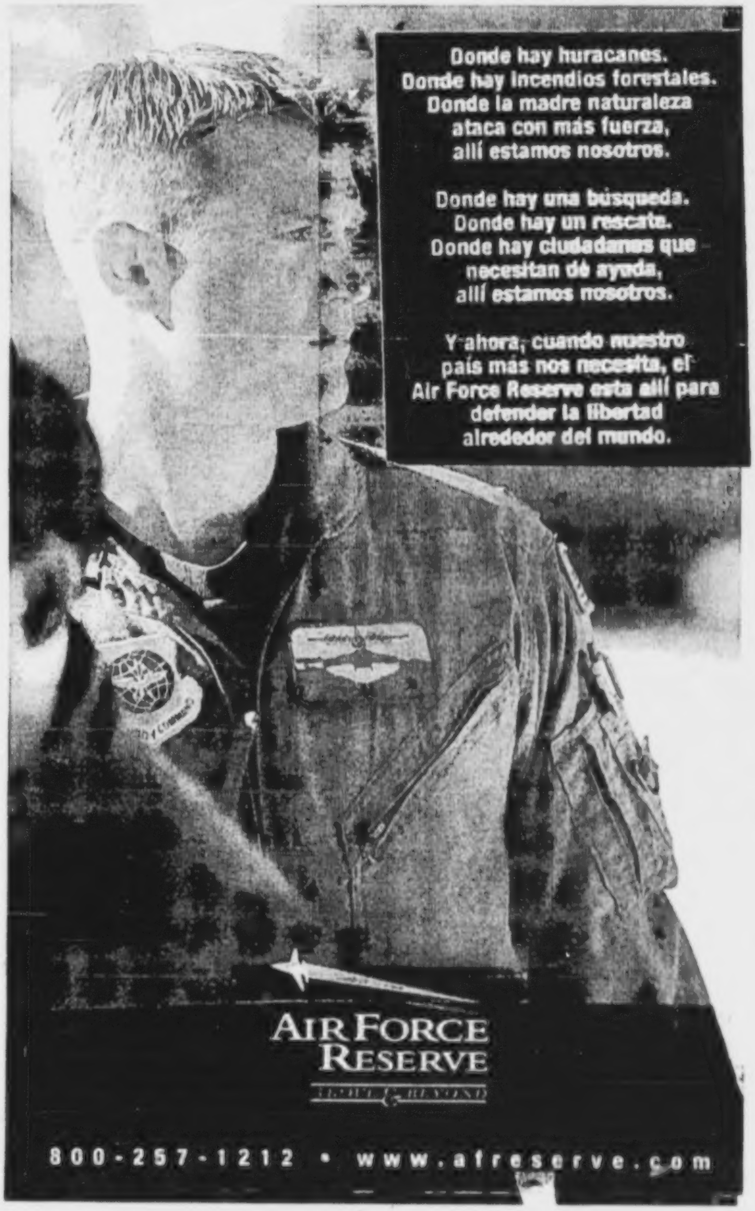
Presenting a somewhat opposite perspective, Juan Flores traces the seismic demographic shifts that have occurred in New York over the past decades and the growing diversity of the Latino population. The influx of Cuban, Dominican, Mexican, Salvadoran, and other Latino immigrants has added to the long-standing Puerto Rican presence in New York. Flores posits an important question as to the nature of a pan-Latino/trans-Latino identity and argues convincingly of the need to maintain a multiple-identities perspective for Puerto Ricans as opposed to simply placing all Latinos in a collective box. By examining the Puerto Rican experience in an historical context and the ambivalent colonial status of Puerto Ricans within American society, Flores makes a critical distinction that forces scholars to consider the unique historical circumstances and identities of America's burgeoning Latino population.

In a particularly personal essay and fitting epilogue, Ilan Stavans provides a first-person account of the multiple identities lived through ethnic marginalization and transnational migrations. Born and raised Jewish in Mexico, Stavans attended religious school in a near-suburban-like experience, remaining isolated from the broader national literary currents and culture. Educated in Spanish, Yiddish, Hebrew, and English, Stavans exemplified the fluidity of ethnic identity in a national context. Later, after migrating to the United States, he found himself perceived as Mexican but, because of his name, accent, and skin color, not fitting the Anglo stereotype of a "typical Mexican."

Broad in its scope and its interdisciplinary approach, *Identities on the Move* points scholars in new directions for historical, social, and cultural studies and demonstrates the international, national, and individual complexity of the American landscape in the coming decades.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



Many viewpoints, *one goal.*

State Center Community College District serves one million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory. Located in Fresno, the gateway to California's National Parks and a city offering a wealth of cultural and recreational options, as well as an affordable cost of living, SCCCD has the following position available:

Reedley College
Dean of Instruction
(Chief Instructional Officer)

Will set goals and maintain direction for academic and occupational departments. Requires a focused leader with a master's degree, record of successful post-secondary teaching and administrative experience, strong written/verbal communication skills, and ability to plan, organize and implement programs while fostering a collaborative collegial environment.

The deadline for completed applications is 5:00 p.m. (PDT), Friday, August 22, 2003. To apply, visit the District Web site at **sccd.com** for a complete job description and information or contact: **State Center Community College District, 1525 E. Weldon Avenue, Fresno, CA 93704-6398; Phone: (559) 226-0720; Fax: (559) 229-7039**

Equal Opportunity Employer

Two Graduate Faculty Positions
Indiana University
The School of Library and Information Science - Indianapolis

www.slis.iupui.edu

Either position may be appointed at the tenure track rank of Assistant or Associate Professor, depending on the candidate's credentials. The successful candidates will provide evidence of excellence in teaching and promise in scholarly production in one or more of the following areas pertaining to graduate studies in library and information science:

- management of information technologies in library environments
- bibliographic access, control, and organization of resources
- digital libraries and multimedia resources
- administration of public, academic and/or special libraries
- information sources for business, government, science, technology, or humanities

Basic qualifications include: Ph.D. or equivalent and successful professional practice in library and information management. Candidates should be willing and have the ability to adapt to new instructional delivery systems through interactive television and online communications. The Indianapolis campus provides faculty support for innovations in instructional delivery with the advanced networking capabilities comparable to any in the nation. A proven record in use of instructional telecommunications is preferred. Both positions are ten-month, tenure-track appointments with the option to teach up to two summer courses at 20% of base salary. **The successful candidates should be prepared to join the current eight full-time faculty by August 1, 2004.**

Review of applications will begin November 1, 2003 and will continue until the positions are filled. Applicants should send a letter of interest in which they describe teaching experiences as well as other qualifications. A complete curriculum vita and names and addresses for three references should be included. Questions and applications should be addressed to **Dr. Daniel Callison, Executive Associate Dean, Indiana University School of Library and Information Science - Indianapolis, 755 W. Michigan, Indianapolis, IN 46202. callison@iupui.edu 317-278-2376.**

The Master's of Library Science program at Indiana University is accredited by the American Library Association. A full curriculum of courses leading to the MLS is provided at Indianapolis as well as Bloomington. Students may take courses on either campus. Indiana University has been nationally ranked among the top schools in library science, information systems, youth services and school library media.

Indiana University is committed to the principle of diversity and is actively seeking to increase the racial diversity of its faculty.

The Indianapolis Campus - www.iupui.edu

Indiana University Purdue University at Indianapolis is a leading urban campus of over 27,000 students. As a part of the recently renovated central convention and business areas of the capital city, the campus is adjacent to new structures housing government, museum, athletic and cultural institutions. The expanding metropolitan Indianapolis campus offers the largest range of academic programs in the state combining the best from Indiana University and Purdue University. In addition to library science, IUPUI is a center for professional schools in medicine, law, nursing, education, philanthropic studies, and informatics.

VCU

Virginia Commonwealth University
Director of Financial Aid (FA660)

The Division of Student Affairs and Enrollment Services at Virginia Commonwealth University invites applications and nominations for Director of Financial Aid.

The Director of Financial Aid reports to the Associate Vice Provost for Student Affairs and Enrollment Services and has the overall responsibility to administer over $140 million of student financial aid funding from federal, state, local, institutional and private sources and to comply with applicable laws, regulations, and university policies and procedures.

The Director of Financial Aid provides leadership and supervision to a staff of 35 administrative faculty and classified staff at Virginia Commonwealth University, a Carnegie I Research university of 26,000 students. The Director facilitates positive customer relations through student-focused service delivery and ensures that the highest quality of service is provided to all University students.

Qualifications
The successful applicant will possess the following qualifications:
Required:

- Master's degree
- Minimum of five years progressively responsible financial aid administration experience
- Demonstrated experience working with diverse populations
- Organizational skills necessary to manage and delegate heavy workloads, and supervisory experience with a large diverse staff
- Demonstrated leadership, technical experience, and current regulatory knowledge in all aspects of Title IV and VII programs
- Evidence of excellent written and oral communication skills

Preferred:

- Experience in providing customer service in a large, direct loan, quality assurance institution
- Strong counseling and managerial experience in a highly automated environment

Salary
The salary for the Director of Financial Aid is competitive and will reflect the experience of the successful candidate.

Application Process
Application review will begin on August 29, 2003 and the position will remain open until filled. Applications must include a letter of intent, resume, and, names, addresses, and telephone numbers of at least three references. Submit to:

Ms. Carmen H. Bell
Division of Student Affairs & Enrollment Services
Virginia Commonwealth University
PO Box 843017
Richmond, VA 23284-3017
chbell@vcu.edu

For additional information about Virginia Commonwealth University, visit our Web site at **www.vcu.edu**

Virginia Commonwealth University is an equal employment/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

New York University

DEAN OF THE LEONARD N. STERN SCHOOL OF BUSINESS
UNDERGRADUATE COLLEGE

New York University invites applications and nominations for the position of Dean of the Leonard N. Stern School of Business Undergraduate College. The Undergraduate College, with 2,250 students, is one of New York University's seven undergraduate colleges and is consistently ranked among the nation's top schools of business administration for undergraduates. The Stern School includes both an undergraduate college and graduate school and offers B.S., M.B.A., and Ph.D. degrees, along with undergraduate certificates in several disciplines. This position also serves as Vice Dean of the Stern School of Business, and is an important and integral member of the Stern leadership team, which shapes the mission and goals for the entire School and is headed by the Dean of the Stern School of Business.

The undergraduate full-time program offers an innovative curriculum that intergrates liberal arts studies with business studies and exposes students in a distinctive manner to the international dimensions of business. It promotes strong interpersonal and team-building skills, professional ethics and responsibility, and cross-disciplinary work, while simultaneously providing an individualized component through elective courses. It takes advantage of the school's location in New York City, the world's business and financial capital.

To qualify, you must have an earned doctorate and credentials appropriate for appointment as a tenured full professor and a distinguished record of scholarship in fields related to the business arena. Administrative experience and commitment to fundraising are a plus. We seek individuals who are innovative, creative, willing to take risks, great team players, and who possess outstanding skills of leadership, advocacy, and interpersonal relations. The ideal applicant should be deeply committed to undergraduate education, inter-disciplinary approaches to education, administration of complex organizations, as well as skilled in communication with diverse audiences. Demonstrated excellence and the ability to advocate for the highest standards of undergraduate and professional education and research are essential. The qualified candidate will be capable of developing new ways of thinking about the field of business, undergraduate academic and student affairs, and business education more broadly.

New York University is a private research university located in the Greenwich Village neighborhood of New York City. Founded in 1831, the University comprises fourteen colleges and schools with over 2,800 full-time faculty members conducting research in a wide range of academic disciplines and providing instruction to 18,000 undergraduate students, 19,000 graduate and professional students, and 14,000 non-degree students. The University's programs consistently rank among the best in the country. NYU's programs have a strong international orientation with numerous study abroad and exchange programs and the University enrolls the greatest number of international students of any American university.

Applications will be accepted until **August 15, 2003**. Nominations and applications, including a cover letter and C.V., should be sent to: **Professor Bruce Buchanan, Chair, c/o Diane Yu, Stern Undergraduate College Dean Search Committee, New York University, 70 Washington Square South, #1214, New York, NY 10012.** E-mail: **diane.yu@nyu.edu** (Electronic applications preferred).

New York University is an Equal Opportunity employer and educational institution.
Candidates of all backgrounds are encouraged to apply.

ADMINISTRATOR, INFORMATION TECHNOLOGY
UNIVERSITY OF NEVADA COOPERATIVE EXTENSION

Seeking candidates for the position of Administrator, Information Technology. This position provides the overall leadership and direction to University of Nevada Cooperative Extension (UNCE) for all aspects of technology statewide. This includes setting and directing goals related to a network which includes 20 offices and approximately 250 individuals across the state and providing leadership and direction for numerous non-routine tasks that are crucial to the work of UNCE. This individual must work closely with campus information technology and system computing services, as well as state and federal agencies, USDA contacts and Cooperative Extension peers in other states. The individual provides leadership and personally handles the most advanced professional/technical work associated with running a complex system of technological resources for a broad range of developmental, implementation, technical and training issues and designs.

For complete position description and requirements, contact:

Penny Jenkins, Search Coordinator, jenkinsp@unce.unr.edu
or call (775) 784-7070 or view at http://jobs.unr.edu

Closing date is August 29, 2003

DIRECTOR OF LEARNING

The Instructional and Information Technology Division at California State Polytechnic University Pomona (Cal Poly Pomona) seeks a dynamic and knowledgeable leader with proven experience in managing and planning instructional technology , network-based education, and technology lab administration, and who understands the technological, pedagogical and learning changes emerging through the technology revolution, especially in an environment that serves diverse learners.

Reporting to the Associate Vice President for I&IT, the Director of Learning leads a team of instructional designers, graphic specialists, writers, web developers, content producers, lab supervisors and student employees to support faculty, staff and students in enhancing the teaching and learning process through the use of technology.

An earned doctorate in any discipline is strongly preferred, candidates with a master's degree in information or instructional technology, library science or other closely related area will be considered; minimum one-year equivalent of teaching experience at college or university, minimum one-year experience managing employees with technical or creative skills, minimum one-year experience creating and managing unit budgets, and minimum two years experience working with information or instructional technology. Salary is competitive.

Cal Poly Pomona is one of 23 campuses in The California State University. The 1400 acre university is located 30 miles east of downtown Los Angeles and has an ethnically diverse student population of 20,000 enrolled in 65 undergraduate and 20 master's degree programs.

1st review of applications: August 11, 2003. Call (909) 869-3731 to request application package for **Job #078-IT-03** or view
www.csupomona.edu/~hrs

Northeastern UNIVERSITY

Bouvé College of Health Sciences

Pharmacy Practice Faculty Positions

The School of Pharmacy in the Bouvé College of Health Sciences at Northeastern University has two full-time pharmacy practice faculty openings. These are non-tenure track positions, but tenure track appointment at the assistant or associate professor ranks will be considered for qualified candidates. **Responsibilities:** maintenance of clinical practice in ambulatory care or internal medicine in Boston area healthcare facility. Interests in psychiatry or cardiology are desirable. Participation in didactic and clinical teaching, scholarship and service-related activities are also expected. **Requirements:** PharmD, a pharmacy practice residency (an applicable specialty residency and/or fellowship for tenure track consideration is preferred), eligibility for pharmacy licensure in Massachusetts. Salary and rank will be commensurate with education, training and experience, and includes an outstanding benefits package.

Candidate screening will begin immediately and continue until the position is filled. To apply send a letter of interest, vitae, and contact information for three professional references to: John R. Reynolds, PharmD, Chair, Faculty Search Committee, Northeastern University, 234 MU, Boston, MA 02115, (Fax) 617-373-7655, (Voice) 617-373-5883, j.reynolds@neu.edu.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX University. Minorities, women, and persons with disabilities are strongly encouraged to apply. Northeastern University embraces the wealth of diversity represented in our community and seeks to enhance it at all levels.

For more information about Northeastern University School of Pharmacy, please visit:

http://www.bouve.neu.edu/pharma.html

Roger Williams University

Learning to Bridge the World

ASSOCIATE DEAN OF STUDENTS/DIRECTOR OF STUDENT LIFE

Roger Williams University, Division of Student Affairs, is conducting a search for a full time Associate Dean of Students/Director of Student Life. Reporting to the Dean of Students and Chief Student Affairs Officer, the Associate Dean will oversee a newly redesigned department of Student Life, including the supervision of the directors of Housing, Residence Life, Judicial Affairs and coordination of all department activities. Two new initiatives which the Associate Dean must design and implement are off-campus housing and the commuter center.

Roger Williams University has seen tremendous growth in the last eight years both in stature of the institution and student population. As the University continues on its path of excellence, it is necessary to create an office to serve the needs of our undergraduate, graduate and law students by offering both on and off-campus housing options.

The Associate Dean must have successful professional staff supervision as he/she will oversee a department of approximately thirteen full time professionals. RWU is a residential campus and therefore this position is an integral member of not only the Student Affairs senior staff, but will often work directly with the President, Provost and other senior university level officers. The ability to provide strategic planning for the Department of Student Life is crucial and prior experience is preferred.

Qualifications include: Master's degree required and a minimum of eight years' full time student affairs experience in higher education. Ability to develop positive town grown relations and seek out partnerships with community resources for off-campus housing. Excellent communication, computer and data management skills are required. Competitive salary.

Interested applicants should email resume to human_resources@rwu.edu. Please make sure to include **Ref #HO44** in the subject line and send resume as a Word attachment only.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

Wesley Theological Seminary

DIRECTOR OF THE LIBRARY

Wesley Theological Seminary announces an opening for Director of the Library to begin on January 1, 2004. Wesley is a graduate theological school of The United Methodist Church with over 600 students in M.Div., M.T.S., M.A. and D.Min. degree programs. The Director of the Library serves as an administrative faculty member and is compensated at a faculty rank depending on qualifications and experience. The Director supervises a professional staff of four persons, oversees the development and quality of collections and services, manages the financial and material resources of the library, coordinates the role of the library with the educational programs and faculty research needs of the seminary, and serves on pertinent faculty committees. The Seminary seeks applicants with graduate degrees in library science and theological studies and demonstrated competence as a library director or administrator with broad responsibilities in an academic library (preferably a theological library). The applicant must have broad knowledge and skills in all areas of library work. Familiarity with educational technology as it relates to the role of the library in theological education is necessary. Compensation at faculty rank depends on qualifications and experience. Wesley is an *Equal Opportunity Employer.* Send a resume, academic transcripts, letters of reference, and a statement of the applicant's understanding of the role of the library in a theological school today, to:

Dr. Bruce C. Birch, Dean
Wesley Theological Seminary
4500 Massachusetts Avenue, NW
Washington, DC 20016-5690
e-mail: bbirch@wesleysem.edu

Bridgewater State College
Vice President for Institutional Advancement

THE SPELMAN & JOHNSON GROUP

The Institution

Founded in 1840, Bridgewater State College (BSC) is the largest state college in Massachusetts and one of the oldest public colleges in America. Located in Bridgewater the college has three schools: the School of Education and Allied Studies, the School of Arts and Sciences, and the School of Management and Aviation Science. The college enrolls approximately 9,000 undergraduate and graduate students. Situated on 235 well-maintained acres, the college is located approximately 45 minutes from Boston, Providence and Cape Cod.

The Position

Reporting to the president, the Vice President for Institutional Advancement will serve as a member of the president's cabinet and as executive director of the BSC Foundation. The vice president will work closely with the foundation board, alumni association, senior administrators, faculty, and fund-raising volunteers to implement a comprehensive and effective strategy to meet Bridgewater State College's fund-raising goals. Responsibilities include providing strategic direction and leadership for all fund-raising efforts, and supporting, developing, and directing staff to meet goals and improve the processes and outreach.

Qualifications

The successful candidate will possess a master's degree with at least 10 years of progressive experience and demonstrated success in development. The successful candidate will be a proven leader, communicator and fund-raiser who can help shape and sell BSC's mission and priorities and expand the college's community of donors. Strong management and organizational skills, an understanding of public higher education, innovative program development and knowledge of information systems to support fund-raising activities are also required.

Application and Nomination

Review of applications will begin August 29, 2003. A resume with an accompanying cover letter, or a nomination of an individual for this position, may be submitted by e-mail attachment to mail@spelmanandjohnson.com. If you are unable to submit materials electronically, please call Martha Smiles at 413-566-7289.

The Spelman & Johnson Group
Bridgewater – Advancement (HISP)
Martha H. Smiles, Senior Associate

Visit Bridgewater State College's website at www.bridgew.edu

Bridgewater State College is an Equal Opportunity, Affirmative Action Employer with a longstanding commitment to increasing the diversity of the employee community.

Colby

HEAD MEN'S AND WOMEN'S TENNIS AND ASSISTANT MEN'S AND WOMEN'S SQUASH COACH

The Colby College Department of Athletics seeks a full-time, benefited head men's and women's tennis and assistant men's and women's squash coach beginning August 1, 2003. The head coach is responsible for the direction, instruction, supervision, coaching and development of the men's and women's tennis programs. Administrative duties include budget oversight, scheduling, and the recruitment of student-athletes. Assistant coaching responsibilities include teaching and on court practice with the squash teams and travel to and coaching in competitions.

Colby is a highly selective private liberal arts college of 1800 students located in central Maine. The college is an NCAA Division III institution and is a member of the New England Small College Athletic Conference (NESCAC). It is the responsibility of the head coach to conduct the program according to all NCAA III, NESCAC Conference, and Colby College rules and regulations.

Bachelor's degree required; master's degree preferred. The candidate should have successful experience as a head coach, substantial experience as an assistant coach or significant experience on the club level. Previous coaching and recruiting experience at the NCAA III level is desirable.

To apply, submit a cover letter, resume and three letters of professional reference to: **Marcella Zalot, Director, Department of Physical Education and Athletics, Colby College, 4900 Mayflower Hill Drive, Waterville, ME 04901.** Application review will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby web site: **www.colby.edu.**

YALE SCHOOL OF FORESTRY AND ENVIRONMENTAL STUDIES

THE HIXON CENTER FOR URBAN ECOLOGY

The Hixon Center for Urban Ecology at the Yale School of Forestry and Environmental Studies has an opening for an Urban Ecologist in Residence to be on campus for two semesters. We seek candidates who hold a PhD in the natural or social sciences, with an emphasis or scholarship in urban ecology. Candidates should be mid-career, have distinction and experience, and have a proven track record of research, as well as application of knowledge to problems. The Urban Ecologist-in-Residence will teach one course each semester (lecture or seminar) at the intermediate or advanced level, advise students, collaborate with Yale FES faculty, share expertise, and enhance our urban ecology program. Pay is commensurate with experience, rate of pay of approximately $70k for 9 mos. Parameters can be negotiated. Applications are due by August 15, 2003, and should include statement of interest, curriculum vitae, and three references, who can be contacted by the search committee. Yale University is an affirmative action/equal opportunity employer. Women and members of minority groups are especially encouraged to apply. Contact

Colleen Murphy-Dunning
Director, Hixon Center for Urban Ecology
203-432-6570
205 Prospect Street
New Haven, CT 06511
colleen.murphy-dunning@yale.edu

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

USF
UNIVERSITY of SAN FRANCISCO

BUDGET DIRECTOR

The Office of Planning and Budget at USF invites qualified applications for its Budget Director position. This position is responsible for the development, implementation, and review of the University's $200 million budget, including the skillful management of fiscal policies, regulations, and budgetary control procedures. For full details and job requirements, please visit our website at http://jobs.usfca.edu. To apply, send a resume to: resumes@usfca.edu, Human Resources, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

www.usfca.edu

MT. HOOD COMMUNITY COLLEGE

~Administrative Vacancies~

CHIEF OPERATING OFFICER JOB #1002

SPECIAL ASSISTANT TO THE PRESIDENT JOB # 1370

MHCC is located in beautiful Gresham, Oregon, a suburb of Portland – the city chosen as one of the best places to live and work. To learn more, visit us at **www.mhcc.edu** or contact us at (503) 491-7200, FAX (503) 491-7257, TDD (503) 491-7202, e-mail: **hr@mhcc.edu**

EEO/AA Employer

BEST COPY AVAILABLE

COLUMBIA

EXECUTIVE DIRECTOR

COLUMBIA COLLEGE CHICAGO seeks an Executive Director for the College's new Institute for the Study of Women and Gender in Arts and Media. Position reports to the Provost and V.P. for Academic Affairs.

Responsibilities include creating awareness of gender representation in arts and media and its role in creative work and scholarship; identifying resources and developing programming; managing budget and staff; collaborating with academic, arts and community organizations. Terminal degree in humanities, media or the arts; proven fundraising and extensive national/international experience related to gender issues required. Previous teaching and academic administrative experience preferred.

Columbia College Chicago is an urban, open admissions institution of more than 9,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Submit a cover letter, names, addresses and telephone numbers of three references and resume to:

Office of the Provost, ED-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605-1996
eoe m/f/d/v

CHIEF OF POLICE

California State Polytechnic University, Pomona is seeking an experienced, progressive, and community oriented law enforcement administrator with a background working with diverse communities. Under the general direction of the Vice President for Student Affairs, the Chief of Police is responsible for the development and administration of all University police and public safety functions and emergency management. Additional information on Cal Poly Pomona may be found at **www.csupomona.edu**.

Candidates for the Chief of Police position must have a Bachelor's degree from an accredited college or university and six years of a progressively responsible law enforcement background including four years of management experience. A Master's degree is highly desirable. Graduation from a California POST Certified Training Program or possession of a current California POST Basic Course Certificate is mandatory. Candidates who do not possess current California Post Certificate must demonstrate the ability to qualify for and complete the California Basic Course Waiver Process or re-qualification process within one year of hire. Candidates must exhibit the ability to lead a community policing oriented department on a large, diverse university campus and must be able to respond to emergencies 24 hours a day, 7 days a week.

The annual starting salary is $95,000 to $107,000, depending on qualifications. The position is open until filled, but first consideration will be given to complete application packages received no later than August 25, 2003. Early response is encouraged. Nominations are welcome and will be most helpful when they address the position qualifications and include the nominee's name, title, and contact information.

For application information and/or materials, visit our website at **http://www.csupomona.edu/~hrs** and refer to **Job #082-SA-03**; or call (909) 869-3733, or visit **Human Resource Services, California State Polytechnic University, CLA Building 98, Room B1-20, 3801 W. Temple Avenue, Pomona, CA 91768**. Please forward all completed application materials to the above address.

DEAN, PLANNING, RESEARCH AND REGIONAL EDUCATION

Provide vision and leadership for a diverse, dynamic and innovative community of faculty, staff and students.

Qualifications: Master's degree; three years full-time instructional, student and/or support services experience in an institution of higher education; one year experience in a lead role such as a department chair.

Salary range: *$98,210 - $113,134/annually* plus generous comprehensive benefit plan.

Application deadline: *September 12, 2003*

For more information contact:

San Joaquin Delta College
Office of Human Resources, 5151 Pacific Ave.
Stockton, CA 95207
Tel: 209-954-5056
http://www.deltacollege.edu
AA/EOE

Penn
UNIVERSITY *of* PENNSYLVANIA

PRESIDENT

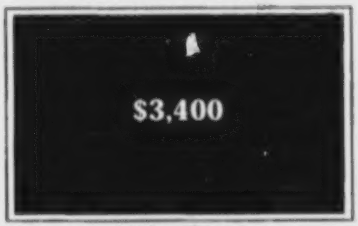
The Trustees of the University of Pennsylvania are conducting a nationwide search for a President to take office on July 1, 2004. The Consultative Committee for the Selection of the President invites nominations and expressions of interest for the position, which should be sent in confidence to:

James S. Riepe
Chairman, Board of Trustees and Consultative Committee
University of Pennsylvania
Office of the Secretary
Box "P" - 211 College Hall
Philadelphia, PA 19104-6303
or
Pres-search@UPenn.edu

The University of Pennsylvania is an equal opportunity/ affirmative action employer.

HISPANIC OUTLOOK 2003-2004 RATE CARD

SUGGESTED AD SIZES



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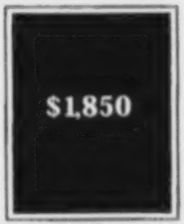

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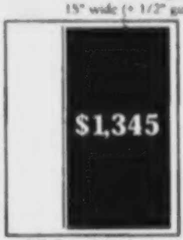

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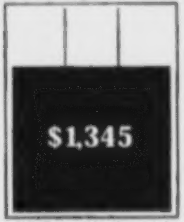

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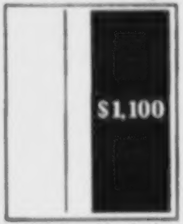

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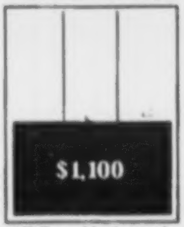

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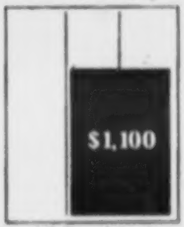

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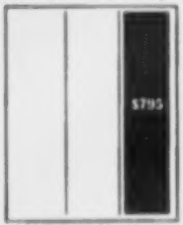

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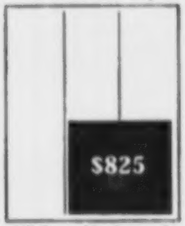

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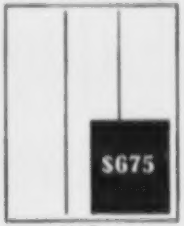

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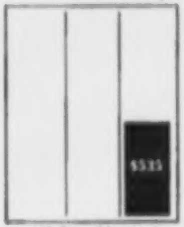

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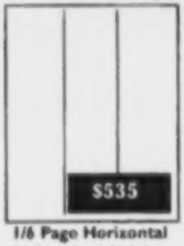

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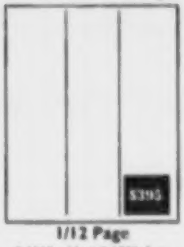

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September 8	Aug. 19	
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October 20	Sept. 30	*** Hispanic Heritage Month**
November 3	Oct. 14	**Law School Issue**
November 17	Oct. 28	*** Publisher's Picks Issue**
December 1	Nov. 11	
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January 5	Dec. 16	
January 26	Jan. 7	*** Financing a College Education**
February 9	Jan. 20	
February 23	Feb. 3	*** Women in Higher Education**
March 8	Feb. 17	*** Community College Issue**
March 22	March 2	
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April 19	March 30	
May 3	April 13	*** Top 100 Colleges for Hispanics**
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WORKING IN ACADEMIA

María Elvira Luna Escudero-Alie is a Ph.D. candidate in contemporary Latin American literature at Georgetown University and is currently teaching courses at Harvard University, where she was awarded a 2001-2002 certificate of distinction in teaching. She is a poet and short fiction writer.

Working in academia has many great compensations, and most of them are not of a monetary nature. It is intellectually refreshing and a true gift for the spirit to meet different and interesting people among faculty, staff, and, of course, students. It is a blessing to be able to create and teach a variety of amazing courses, do interesting research, and participate in conferences and symposiums. Should I mention all the marvelous academic experiences I have had, should I name all the great colleagues, wonderful students, and amicable staff I met over my decade of teaching experience in the States–in the Washington, D.C., area and now in Boston–the space of this column would not be sufficient.

Some of the compensations of working in academia come from topics well assimilated by motivated and hardworking students. Of the many courses I have taught in the few last years, I will never forget two that I had the pleasure to teach rather recently, one at USDA, Graduate School in Washington, D.C., and the other one at Harvard University in Massachusetts. During Spring 2001 at USDA, I taught Topics in Latin American Literature II: Gabriel García Márquez & Mario Vargas Llosa, and in Fall 2001 at Harvard University, I taught Spanish-35: Cuatro Países Latinoamericanos.

I created the García Márquez/Vargas Llosa course, and teaching it was a very challenging yet pleasant and enjoyable experience. My students were all clever, interesting adults, mostly Americans, but I also had some others who came from different cultural backgrounds–a bright Japanese student, a philosopher from Spain, a young Mexican-American very knowledgeable about politics, two other terrific and faithful students who had taken my courses before, just to mention some. The students contributed a great deal to the discussions and interpretations of the texts. They deeply appreciated the writing styles and the topics of both major Latino American writers. They discussed effectively the opposing political positions of these writers. They reflected on the violence of the worlds presented in the short stories, videos, plays, articles, and novels. Some preferred the style of García Márquez; others, that of Vargas Llosa; but most truly liked both.

The students felt that they learned a great deal about Latin America by reading and discussing the texts. They mentioned that now they enjoy literature more, that they were motivated to read more of each writer, and that their Spanish vocabulary had improved. Some of the students confessed that they were envious of me for the privilege I had to have Vargas Llosa as a professor, at Georgetown University. I could not ask for a better outcome of this course. It was a paramount experience for me!

The second course I loved teaching was created by two Harvard professors, Johanna D. Liander, senior preceptor, and Ernest Guerra, preceptor, and is an upper-level language-cultural course that includes literature, current newspaper articles, visual arts, music, and films. Most of the material focused on the poverty, violence, and political injustice in Guatemala, Colombia, Peru, and Argentina. We discussed, for instance, topics such as Rigoberta Menchú, Botero, García Márquez, Vargas Llosa, César Vallejo, Borges, Cortázar, and Jacobo Timerman. The movies the students liked most were *La boca del lobo* and *La historia oficial*.

In addition to its great organization and important topics, the main reason I enjoyed teaching this course was the sensibility of my students that came across during the daily discussions, debates, compositions, and exams. I knew that Harvard University students had the well-deserved reputation of being quite intelligent and studious, but I did not know that they were also amazingly creative and sensitive and willing to go the extra mile to make this world a better one! What an indescribable joy I felt when I received an e-mail message from one of my students telling me that he wants to work in human rights in Peru during the summer. How much we can accomplish by enabling an honest dialogue of cultures, by giving tools to the students to discover and conquer diverse worlds, by presenting language and literature courses in an updated, interesting, and fashionable way.

Oh, yes, working in academia is really a superb experience, and teaching Spanish is a perfect way to share the beauty of the language and the richness and variety of our terrific culture!

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DEAN

Division of Humanities College of Letters & Science

The University of California, Los Angeles, one the nation's most prestigious and comprehensive research universities, will be accepting applications and nominations (beginning July 1, 2004) for the position of Dean in the Division of Humanities in the College of Letters and Science. In this highly visible position, the successful candidate will provide the leadership and vision essential to maintaining and enhancing its academic achievement and distinction. The College of Letters and Science, which is the core of UCLA's academic organization, is the largest and most comprehensive academic organization in the University of California system. Eleven of the College's academic departments are nationally ranked among the top 10 in their fields, and 27 College departments are ranked in the top 20 nationally. The Division of Humanities has approximately 230 ladder faculty, 2,800 undergraduates, 760 graduate students and annual operating expenditures of $48 million.

In consultation with the Department chairs and faculty, the Dean has responsibility for setting academic priorities, the allocation of resources, the academic personnel process, the recruitment and retention of faculty, the development and enhancement of educational and research programs, and the implementation of the development programs in the area of humanities.

Additionally, the Dean reports to the Executive Dean of the College of Letters and Science and is responsible for the academic and administrative operations of 17 departments, which include: Applied Linguistics, Art History, Classics, Comparative Literature, East Asian Languages and Cultures, English, French and Francophone Studies, Germanic Languages, Italian, Linguistics, Musicology, Near Eastern Languages and Cultures, Philosophy, Scandinavian Section, Slavic Languages and Literature, Spanish & Portuguese, and Writing Programs.

The Dean also has responsibility for two Organized Research Units (ORU): the Center for 17th & 18th Century Studies and the Medieval & Renaissance Studies Center, as well as responsibility for four Focused Research Units (FRU): Center for Jewish Studies, Center for Modern & Contemporary Studies, Center for the Study of Religion, and the Center for Digital Humanities. Moreover, there are four Interdepartmental Degree Programs (IDP): History/Art History, Indo-European Studies, Romance Linguistics and Literature, and the Study of Religion.

Candidates should have qualifications appropriate to the rank of full professor. Salary will be commensurate with background and expertise. For additional information, please go to: **http://www.apo.ucla.edu/dean-humanities/**

To be ensured full consideration, nominations and applications should be sent by September 15, 2003 to: **Humanities Dean Search Committee, c/o Ms. Rene Dennis, Office of the Chancellor-APO, University of California, 3109 Murphy Hall -140701, Los Angeles, CA 90095-1407. Fax: (310) 206-9643. E-mail: Execsearch@conet.ucla.edu.** AA/EOE.

UCLA

DEAN

Bellarmine College of Liberal Arts

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The Bellarmine College of Liberal Arts comprises twelve departments: African American Studies, Chicano/Chicana Studies, Classics, Economics, English, History, Modern Languages, Philosophy, Political Science, Psychology, Sociology, and Theological Studies. It also offers rich and varied programs, including an Honors Program, Women's Studies, Urban Studies, Asian and Pacific Studies, and American Cultures. Graduate programs are offered in the Departments of English, Philosophy and Theological Studies. The College has 148 full-time tenured and tenure-track faculty and over 1700 graduate and undergraduate students.

As senior academic administrator for the College, the Dean is a member of the Deans' Council and reports directly to the Academic Vice-President. Candidates should have the proven ability to provide overall leadership for the College, be familiar with the issues and challenges of contemporary Catholic higher education, and support the University's mission which focuses on the encouragement of learning, the education of the whole person, the service of faith and the promotion of social justice and diversity. They should also have an earned doctorate with credentials suitable for tenure in a department of the College, a distinguished record of teaching and scholarship, and the skill to represent effectively the College both internally and externally. Ability to earn the trust of faculty, staff, and students, a strong commitment to interdisciplinary endeavors, outstanding interpersonal skills, fundraising experience, and prior academic administrative success, are essential requirements for the position.

In accordance with University policy, the Dean will be responsible for planning, developing, and evaluating all programs, assessing teaching, research and scholarship, strengthening student advising, overseeing the admission of students into the College, reviewing annual department and program budgets, and fund raising for the implementation of the University's strategic plan as it applies to the College.

The position will be available on June 1, 2004. The salary range will be competitive and dependent upon qualifications and experience. Applications will be accepted until the position is filled. Applicants should send the following materials:

1. a letter of application which includes a description of the applicant's vision and experience;
2. a curriculum vitae; and
3. the names, addresses, and telephone numbers of five references.

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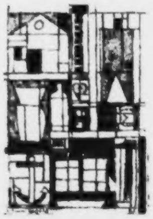

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NACME

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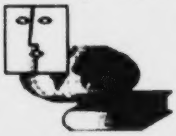

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A Place to Stand: The Making of a Poet

¡PUNTO FINAL! back cover

Migrant Students Need Access, Have Aspirations

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Esquina Editorial

Dear Colleagues

Talent in The Arts, including the art of self-promotion, has always been a potential springboard for the otherwise disadvantaged. This, our arts issue, spotlights some of the visual and performing artists who have achieved or are en route to distinction. Painter and sculptor Fernando Botero, actor Manny Pérez, and photographer Roy Llera.

Most of the few Latinos who've become household names in Middle America over its 200-some years have been in the arts–high or low, classic or pop. Segovia, Picasso, Casals, Dali, de Falla, Dolores Del Río, Ramón Navarro, Carlos Casteñeda, Chita Rivera, José Greco, Desi Arnaz, Pérez Prado, Celia Cruz, and Tito Puente. Today, Plácido Domingo, Jennifer López, Ricky Martin, Antonio Banderas, and Pedro Almadóvar.

They enrich us personally, and often teach elements of Latino culture. But as they rise, they rarely take us with them. That calls for a different kind of talent–the kind found in Mel Martínez, interviewed for this issue, and Raúl Yzaguirre, featured in the next.

Yzaguirre has spent his lifetime in an occupation that people who evaluate professions consider one of the very toughest–leading a nonprofit organization. A post of that kind often requires answering to a board of directors that rarely does all it should or could, motivating a staff often overworked and underpaid, and staying meaningful over the years–worthy enough, *tambien*, to compete successfully for funding.

But neither Raúl Yzaguirre nor the organization that he founded, the National Council of La Raza, is typical. He's earned a place in our history, and Carlos Conde, who knows the territory, tells us why.

Also featured next time are stories on the successful Ford Foundation minority scholars, publish or perish, faculty salaries, and the current phenomenon of college seniors avoiding the job search. Plus a look at two Latina playwrights.

Meanwhile, enjoy the remnants of summer!

Suzanne López-Isa
Managing Editor

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First Impression

by Mary Ann Cooper

PBS Picks Maya and Miguel

Scholastic Entertainment's new cartoon series, "The Misadventures of Maya and Miguel," designed in part to help Hispanic children learn English, has been picked up by the PBS Kids network to begin airing in 2004. The series is being funded to the tune of $14 million by Public Broadcasting and the U.S. Department of Education and follows the adventures of Maya and Miguel Santos, 10-year-old Latino twins, as they interact with their family and friends. The program is aimed at children just about to start school. The show will feature a Spanish audio track for homes with specially equipped televisions. Scholastic Entertainment also produces "Clifford the Big Red Dog" and "The Magic School Bus." Nickelodeon has had success with the series "Dora the Explorer," which features Spanish vocabulary interspersed with English and is aimed at preschool children.

Spanish Spoken Here

Working with Iowa State University, Marshalltown Community College, and Marshalltown Education Television, the Marshalltown, Iowa, police are researching and producing a Spanish-language informational video designed to help immigrants understand state and national laws. Police Chief Lon Walker developed the concept after a trip, funded by the University of Northern Iowa, to the area of Mexico that had been home to many Marshalltown immigrants. Topics covered in the video will include rules unique to the city as well as information on tornados and laws regarding alcoholic beverages. The video will address immigrant fears of police corruption and aim to foster community trust and a better understanding of community rules and law enforcement goals. When the video is completed, it will be distributed without charge to the citizens of Marshalltown.

ASU Unearths Local Artifacts

Archeologists on the construction site of Arizona State University's new Foundation offices recently unearthed the mystery of the Hispanic settlement of San Pablo, Ariz. Construction was halted to allow excavation to be conducted when artifacts were identified as remnants of a town set aside in 1873 by the Anglo townspeople (of what would become Tempe) for Hispanic settlers. Those separated settlers named their community San Pablo. Not much had been recorded about the nature of the community, and the population of San Pablo was absorbed by Tempe in the early 20th century.

Once the excavation began, the archeological crew also uncovered the remains of a Hohokam, a settlement dating back as much as 2,000 years. Construction resumed after most of the artifacts were recovered from the site.

First Class

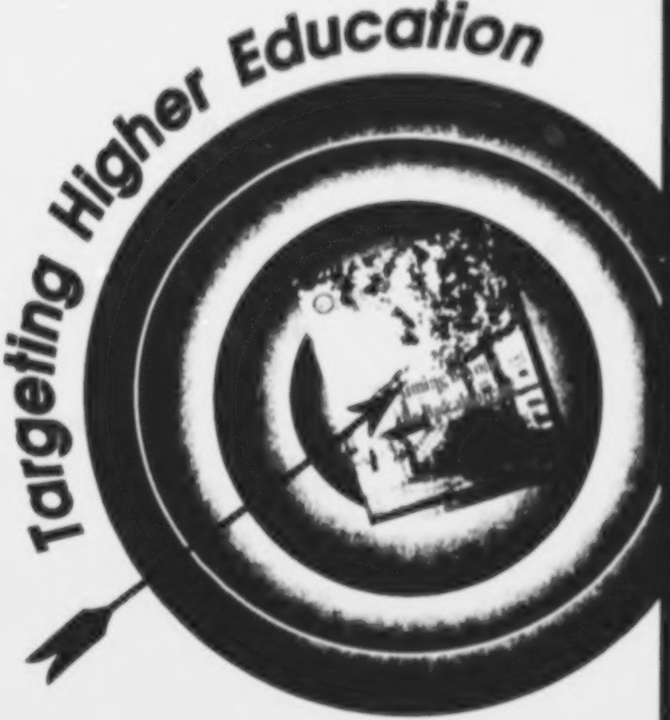
Title: Image and Identity:
Representation of Latin American
Women in Film and Fiction
College: Montclair State University
Department(s): Latin American & Latino Studies
Professor: D. Guemarez-Cruz
Conducted in: English

This course analyzes the portrayal of Latin American women in film and fiction and how those works have shaped the identity of women in the Americas. It also examines how these representations of women have been used, from pre-Columbian times, to perpetuate certain ideologies. This comprehensive overview of the social history of women in Latin America is a three-credit course and can be taken as an elective or as part of the Latin American and Latino Studies minor.

Every month, this section will profile a unique course pertaining to Hispanics, drawn from a wide range of departments in colleges and universities across the country. If you would like to submit a "1st Class" course, please e-mail the details or syllabus to **MACOutlook@aol.com.**

Minority Business Means Good Business

A study conducted by the University of Washington (UW) Business School reveals that the 20 largest minority-owned businesses in Eastern Washington produced at least $270 million in sales in 2001. The study also cites Spokane County as an example of a county that has 1,600 minority-owned businesses that employ about 17,000 people. Statewide, companies owned and operated by minorities generated more than $11 billion in annual sales and employed nearly 100,000 people, according to the latest U.S. Census Bureau figures. The Spokane companies range from high-tech businesses such as Neo-Tech Solutions and Web-based services such as citysource.com, to small newspapers and publications such as the Bilingual Press Publishing Co. "People don't always realize that minority-owned businesses are highly competitive," said Michael Verchot, director of UW's business and economic development program.



The Arts–Save Them!

by Gustavo A. Mellander

Money, it has been said, is the mother's milk of politics. Given the ever escalating costs of campaigns, that can hardly be disputed. A corollary could be that money is the life blood of higher education.

All of education is expensive and higher education even more so. Expensive for students and their families, for tuition keeps rising faster than the nation's inflation rate. Expensive for institutions of higher education. Students may not believe it, but they only pay 20 to 30 percent of what it costs to educate them.

Some curricula programs are less expensive than others. History and English are two that are really money makers and a number of liberal arts courses are relatively inexpensive to offer. One step further, some programs are quite profitable as well. Schools of education, for example, are frequently "cash cows." Nonetheless, they are still ignored and denigrated on most university campuses.

On the other hand, given equipment and faculty requirements, some fields, such as engineering and health education, are relatively expensive to offer. Luckily for our society those programs are usually well-subsidized or at least the public is willing to accept the additional expenditures they entail, for we appreciate the value of those professions.

The Arts

The arts, those disciplines that affect each and every one of us, are expensive programs as well. But society's support is a bit softer. As we all know, arts programs are among the first to be cut back in financially difficult times. Unfortunately, we are smack in the middle of a very difficult funding era for higher education.

Over the past 10 years, both political parties have cleverly moved the burden of higher education to the states. As all who read *Hispanic Outlook* know, the states are in serious financial difficulty. Higher education has been affected by a slumping economy. Budgets have been cut, salary raises have been shaved back, and tuition has increased dramatically at colleges throughout the nation.

Some believe this is a passing phase. It isn't. America's willingness to subsidize higher education has been seriously eroded. The good ole days are gone. America's generous support of higher education will not be fired up for a long time.

Colleges throughout the nation have been and will continue to be forced to shave their curricula offerings, even when times are better.

The arts have been the easy target. The logic is based on past history, the lack of strong constituencies, and the general belief that few people really earn a living in the arts. Education has always had a strong vocational bent in this and in many countries. Government has always been quicker to subsidize those college programs that lead to employment.

So the question is raised, "Why subsidize the arts?" Few graduates earn a good living with those majors. Given their propensity for being critics of society, they, arts students and faculty, are not always popular on campuses. Some even consider them to represent fringe elements on campus. At times interesting, but on the fringe nonetheless.

College administrators are frequently and pointedly asked, do we need to subsidize the arts in the face of our urgent needs for programs that will guarantee graduates an opportunity for employment? Politicians, government budget officials, and college boards of trustees have not distinguished themselves for their support of the arts.

Going to College

Let's be frank. And fair. Most students go to college to improve their chances of securing a good job after graduation and lead better lives than their parents did. That's not a sin, especially for those on the first slippery rung of the American dream. Unfortunately, too many Hispanics are in that situation. They want to succeed as soon as possible–and no one should blame them.

At one time, going to college was a leisurely experience for the nation's elite. The students, and most of them were males, knew that they had it made. Their families were privileged and well-positioned to help their sons succeed in life. College was a pleasant interregnum. A hiatus to enjoy, a period to polish social skills and develop contacts with other scions.

Times have changed. Nowadays young college students are in a hurry. Many have forgone the luxuries they might afford if they were in the workplace. Others are accumulating debt as tuition and fees continue to rise. Naturally they want to graduate as soon as possible and get on with their lives. Today, given our materialistic society's continuing love affair with making money, many students choose to major in professions that seemed geared to financial success. The last part of the 20th century saw an explosion of MBA programs–for men and for women. Even today, liberal arts programs aren't very popular; the arts even less so.

Few students see the advantage of spending time and effort in studying the arts. They are very pragmatic, harried, and resent many of their general education courses. Many don't want to take a single course unless they see it as directly benefiting their careers. They aren't going to demonstrate when the arts are cut in college after college nationwide.

Defenders

On the other hand, a few brave souls will defend the arts. They will point out, and rightfully so, that studying the arts is part and parcel of gaining insight into the mysteries of our world. Many scholars have long advocated that including the arts in an institution's core curriculum, that is, mandating them, is what makes the difference between a training school and an institution of higher education. They are essential if one wishes to educate and not merely train. One learns lessons by studying, by being introduced to the arts, that fashion our ability to both understand life and enjoy it more fully.

Why is that? Because the arts are not something remote from our very being or alien to our soul. Too many people think of the arts within very narrow and limited constraints. The term "arts" is a plural one. The arts actually encompasses the fine arts–painting, sculpture, literature, music–the applied arts, such as architecture and design, and the performing arts, such as opera, theater, dance, and film. And that is just a broad brush overview. Specialties, strands, and joyful variations, i.e., jazz, open unending possibilities.

Clearly, being introduced to a number of these endless avenues provides college students a foundation for understanding the human condition. Although students may not realize it, during their college days at least, one segment of the arts will probably touch their soul and change their insights for the rest of their lives.

Western Civilization

In the United States, many of our concepts of the arts are based on the history of what is widely called Western Civilization. That viewpoint provides an important but narrow perspective. It is heavily derivative of the ancient Greeks and their contributions; we have all studied those foundations. From that classical esthetic, we have historically, from time immemorial, derived our judgments about what is considered good or bad in art; what is ugly and what is beautiful.

It is a very subjective perspective and in a way pleasant because we are comfortable with it. Yet in college, through the study of the arts, we begin to realize that it is a narrow viewpoint.

I am not going to bash Western Civilization for being egocentric. It is not unique in that trait. All civilizations, as far as I can tell, see the world and glean their concepts from their particular historical point of view. That's not a misdeed; it's a very understandable human reaction. It may be a narrow outlook and one that at times may even be a prejudiced viewpoint, but it is very reasonable for all civilizations to utilize their particular prism to unravel their distinctive world experiences.

Appreciating Other Civilizations

The good news is that beginning in the mid part of the last century, the Western world and certainly the United States began to openly appreciate the contributions of other great civilizations. American academicians began to incorporate the arts and perspectives from other civilizations into how we study and judge our civilization. That decision was monumental and should not be minimized. Some other civilizations have yet to arrive at that point, that openness. They still fail to accept and appreciate the contributions of civilizations other than their own.

In America, by and large, our colleges and universities have liberated us. We are no longer slavishly wedded to our Western roots as our only legitimate mantra. We now accept that our Western roots were frequently nourished by other civilizations. Further, even if we do not always see a direct connection between another civilization and ours, we have learned, nonetheless, to respect its uniqueness and its specific contributions.

How did we accomplish that? In part, by being open to historical and political realities and by appreciating other cultures. It could also be argued that since we are a nation of so many immigrants from different cultures, their many historical contributions had to be ultimately recognized and accepted. Academic freedom, the ability to study other cultures freely and celebrate their contributions, undoubtedly played an important role as well. By studying the arts of other cultures in the broadest human sense, we have been afforded a window into our own civilization.

So we have addressed one of reasons why colleges should emphasize the arts, and not just those from our civilization, but those from all civilizations. Art is a window into human experience that helps each of us understand our unique renaissance spirit.

Art is not an alien experience remote from our very existence. We all "produce" art every time we ponder or apply our imagination to the circumstances of our existence. Every day, art influences us. It happens even if we are oblivious to its presence and power. To study it, to try and understand it, helps us cope with life's many frustrations and opportunities. It is a process that can help all humans cope with life.

The world has always been complex and life is a mystery. It is also inherently unfair. Some are born very privileged, blessed with good health and into well-adjusted families. Others are born horribly handicapped, with poor health and into dysfunctional families. A thinking person can not help but wonder why.

Since before recorded time, humans have yearned to record their version of the mysteries of everyday life. Early cavemen sans polished insight or education sketched versions of their triumphs and fears on cold bare cave walls. Then as now, those who saw those sketches had their particular personal interpretation of what the artist was trying to say. Art is a very personal experience and open to different interpretations.

Summary

Colleges and universities should support and protect the arts. They should be part and parcel of every student's education. The curriculum should not be limited to the fruits of Western civilization but should highlight the contributions of all civilizations. Relationships between works of art of all civilizations should be emphasized.

Studying the arts can provide all of us with an aperture to understanding the world and, as importantly, ourselves.

Academicians of the world–unite and support the arts.

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The Voluptuous Creations of Fernando Botero

by Diana Saenger

Fernando Botero

He's called Latin America's most famous living artist, and, at 71, Fernando Botero is still creating his distinctive style of smooth, inflated shapes and traveling the world to exhibit his paintings and sculptures.

From his massive metal sculptures and satirical portraits to his depictions of the dictatorship's assaults on the civilian population, paintings that have been called social commentaries with political overtones, Botero's work has wide appeal, and much of it is instantly recognizable.

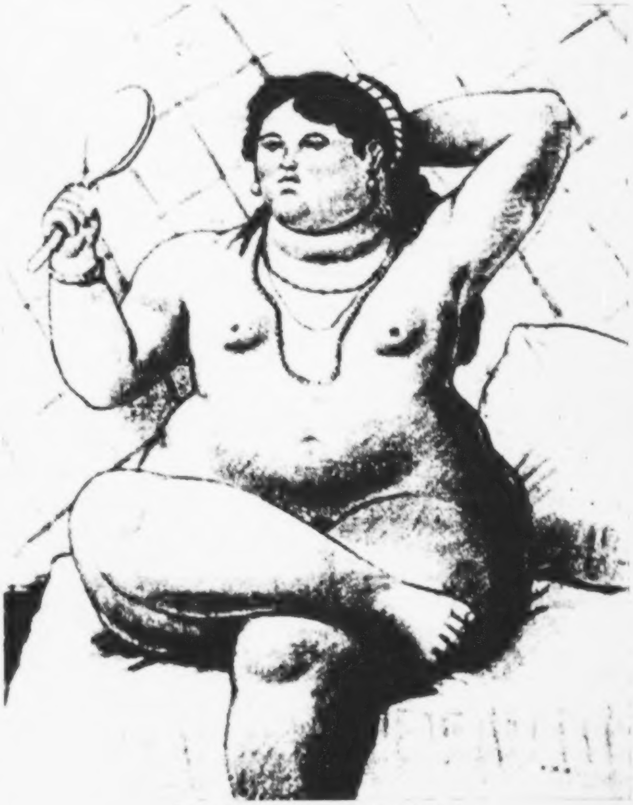
"If you see a Botero once, you will recognize it everywhere," said Enrique Michelsen, a private collector and exhibitor of Botero's work. "Botero is so popular because he is a people's artist. They love his paintings, and although some collectors hate his volumes, every person who sees a Botero will know what he is looking at."

Botero once said of his style, "You do not create beauty from classical canons. The problem consists of surprising and being surprised. You have to find something that yields peace and balance, despite the overwhelming and the disproportionate."

Born in Medellín, Colombia, in 1932, Fernando Botero had little in his small, mountain village to inspire him. But at age 15, he discovered a book of modern art–"Picasso and the Impressionists and the rest of those guys. I didn't even know this thing called art existed."

Botero was originally fond of colonial art, the type he found in churches during daily mass. "My interest in flat finish surfaces comes from colonial art, and part of that style of finish in my painting and sculpture is a reflection of the art that I was exposed to as a child," he once said. "I think that I got the idea that a smooth surface is linked to beauty in art."

Botero moved to Bogotá in 1951 and had his first exhibition there, then went on to study at the San Fernando Academy in Madrid and Florence. After mastering the fresco techniques of the Italian masters, a technique



Retraro, 1998 (Charcoal on canvas)

that continues to influence his style, Botero taught at the School of Fine Arts of the University of Bogotá, in 1956. The next year he exhibited at the Pan American Union in Washington.

In 1958, Botero was awarded first prize at Bogotá's National Salon for a work inspired by Mantegna's 1,474 frescoes and entitled "Bridal Chamber: Homage to Mantegna." From 1960 to 1970, Botero lived in New York, and it was during those years that he began experimenting with creating volume in his paintings by expanding the figures and compressing the space around them. Some say his satirical portraits take on the character of human still-life.

"That's the one thing that sets him apart from other artists," said Michelsen. "Often art buyers are not sure what they like about an artist's work. Is it the abstract painting, the compositions…? But they understand a Botero painting."

Although Botero hasn't lived in Colombia for many years, his work still reflects the influence of Latin American artistic movements. He remains true to his culture.

"All his work is Colombian, all Colombian, his landscapes, plants, still-life and every aspect of the Colombian people," added Michelsen, who became interested when a friend gave him a poster of Botero's work. "I realized how prominent his work was becoming so I bought a book and read about his exhibits all around the world."

In 1999, recognized among patrons of the arts, Botero received an honorary degree of Doctor of Fine Arts from the University of Miami for providing 20th-century art with a whole new language of expression with his unique, imaginative style.

Botero's work has been featured in important venues around the world. In 1969, his inflated images were exhibited at the Museum of Modern Art, in Manhattan. Several years later, he exhibited at the Marlborough Gallery in New York, Buchholz Gallery in Munich, and Galerie Claude Bernard in Paris.

Dancers, 1993 (Bronze)

In 1993, Botero's work was celebrated in Paris with an exhibition of his sculpture along the Champs Elysees. He was the first non-French artist to exhibit at this venue. A solo exhibition of his work was displayed at the Grand Palais in Paris.

From Sept. 20 of this year through Jan. 11, 2004, items from Michelsen's personal collection of Botero works will be shown at the Museum of Latin American Art, 628 Alamitos Ave., Long Beach, Calif. The show will feature drawings, paintings, and sculptures as well as rare original posters, never before exhibited, from the Michelsen collection. These posters were created to commemorate Botero exhibitions in galleries and museums around the world. They serve as a visual timeline, tracing the life and artistic career of Botero, "allowing viewers to understand the magnitude and importance of his work."

"This exhibition is going to be one of the most important shows in the history of The Museum of Latin American Art," said Idurre Alonso, curatorial assistant for the Botero exhibit. "As we know, Botero is probably the best-known Latin American artist alive nowadays. This exhibition is going to be the first museum show on Botero on the West Coast as well as the first worldwide museum exhibit of the Enrique Michelsen poster collection."

Botero's work is important to the Latin American culture because he shows his Latin American roots in all of his works and creates characters who embody an ironical critique of Latin American society.

"First of all, he depicts some aspects of the Latin American society–the upper class family, the militaries and politicians, the clergy, the prostitutes," explained Alonso. "He also shows the typical Latin American parties, with music and dancing, as well as the ambience in the Colombian streets."

Alonso enjoys Botero's stylistic application of bright light and colors that easily relates to the vivid colors of the Colombian landscape in particular and the Latin American in general, especially the Caribbean regions.

"And the voluptuousness of his figures can be related to some of Latin America's important artistic movements," Alonso added. "Like the gigantic pyramids or the massive Toltec heads from the pre-Columbian art. The Baroque style, with its curves and roundness, present in the colonial cities of Latin America, and the huge proportions of the figures of the works of the Mexican muralists could be also related to Botero's particular style."

Botero's women are not light handed or slender, but big, sumptuous ladies with ample thighs, broad hips, and voluptuous derrieres. Botero contends that he never paints fat women, but rather explores the voluminous with an eye to the picture's beauty. Or, in Spanish, ***bermosa***, which means both beautiful and fat.

For Botero, art is seeing or doing the same things in a different way and with a different form. "The artist's function is to exalt life, sometimes through sensuousness, and to communicate that to nature," he once stated in an interview. "Form is obviously the vision you have of nature. For me it is an exultation of volume, it is sensuousness. It is a vision that must always be different."

Because Botero's work has become so valuable, there is a market for artists who copy the masters. While some succeed in near duplication, Michelsen explained that collectors often buy the copies even though they know they are fakes.

Michelsen mentioned reading about a Frenchman who copies paintings, selling them "mostly to wealthy patrons who may not want to pay the price for an authentic Botero."

"Ten years ago," he said, "some signed posters averaged about $3,500, but I've seen a small drawing, 28 inches-by-14 inches, go for $45,000, and his oils can easily get over $160,000."

Botero himself has donated 200 paintings and sculptures, valued at more than $100 million, to museums in Bogotá and Medellín.

Curators and Collectors Talk About Art

Perspectives from the Blanton to El Museo del Barrio

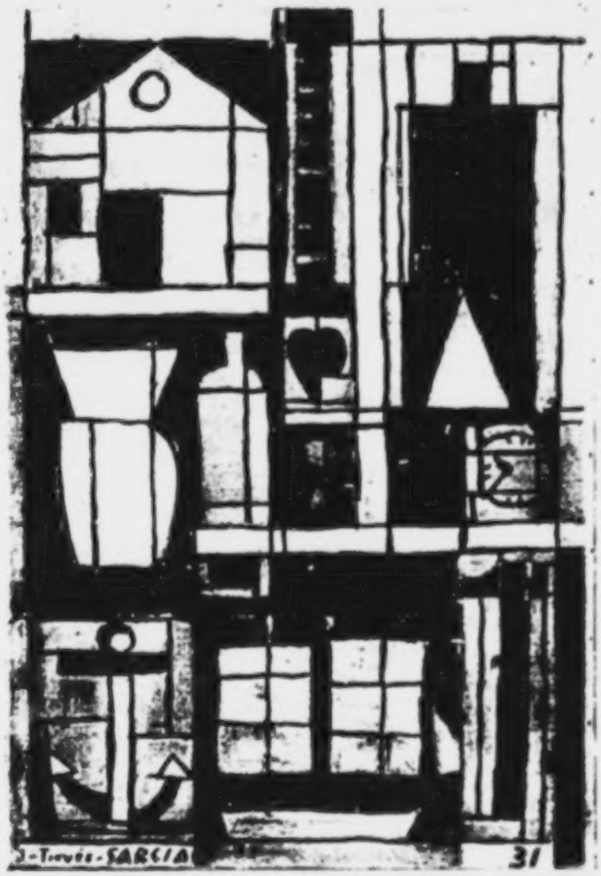
by Kerri Allen

A few years ago my mother found a picture in a silver-and-wood frame at a garage sale. Though she didn't like the scribble under the glass, she decided to spend $1.00 for the attractive frame and replace the sketch with something else. Back at home, she turned the item over to remove the picture, but stopped when she read "'Velázquez' by Salvador Dalí. Original etching, signed in the plate from the Spanish Immortals series."

As she ran her fingers over the raised seal from the Société de la Nouvelle Gravure Internationale of New York and Paris, her $1.00 suddenly seemed to multiply. Needless to say, she left the "scribble" in the frame.

Art collecting, appraising, and purchasing are enigmas for most. In the subjective world of visual art, how does a collector or curator find art? What makes something museum-quality and something else suitable for little else than the dorm room wall?

Curators and collectors throughout the country agree on the same general formula for appraisal and selection. For museums, either tax dollars or large grants keep their institutions alive, and those sources largely determine how each collection is created and maintained. For gallery owners who want to sell the works right off the walls, what is hot on the art scene dictates their inventory, while for the individual collector, it usually comes down to little else than personal taste and financial means.



Joaquin Torres-Garcia (Uruguayan, 1874-1949). Constructif en rouge et ocre [Construction in Red and Ochre], 1931. Oil on Canvas. Gift of the Eugene McDermott Foundation in honor of Barbara Duncan, 1981. Image courtesy of Jack S. Blanton Museum of Art, The University of Texas at Austin.

The Jack S. Blanton Museum of Art in Austin, Texas, affiliated with UT-Austin and a foremost university museum, has one of the largest Latin American art collections in the country, with more than 1,700 works representing over 500 artists from 18 countries. Gabriel Pérez-Barreiro, curator of Latin American art, explains how the Blanton gathers its impressive collection, which boasts various works by Latin America's "greats," including Diego Rivera, Fernando Botero, and Armando Morales.

"There are basically two ways that museums acquire work: they buy it themselves or it is given to them by private collectors," he explains. "In Latin American art, museums haven't traditionally worked with collectors, but a museum can guarantee its future by doing just that." The Blanton Museum has had the benefit of a partnership with and generosity of two such collectors, Fran Magee and Barbara Duncan.

Based in Austin, Fran Magee began to build a collection of contemporary Cuban art for her business, Gallery 106. While traveling in Cuba, Pérez and Magee happened upon a painting in an unremarkable rack at a little gallery. "It turned out to be an important painting–a piece by Flavio

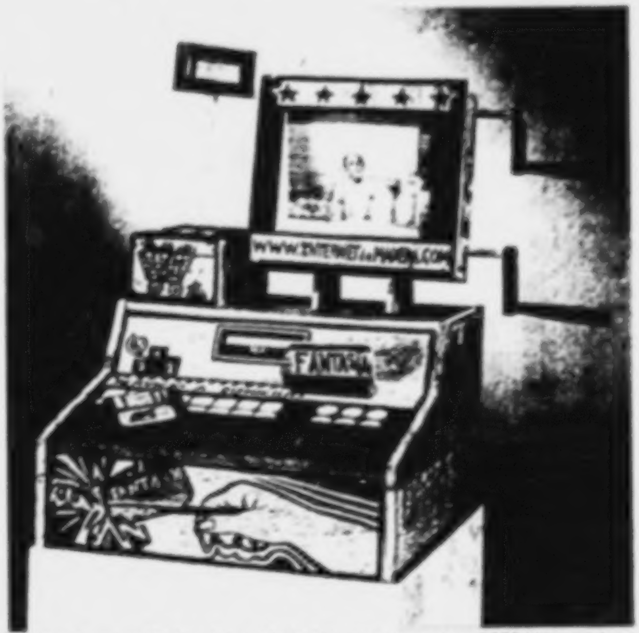
Garciandía from 1986," Pérez explained. "Because I have studied the field longer, I realized the style is hard to find, and Fran immediately bought it for us. There are things I couldn't afford to get for the museum, and this is a prime example of how a collection is built through someone's generosity."

The generosity of New York-based art historian Barbara Duncan is responsible for much of the Latin American collection at the Blanton Museum. A trip to Lima, Peru, sparked an interest in Latin American art for Duncan, and from 1948 to 1955 she and her husband John actively collected.

In 1971, a touring exhibition of works from the Duncan Collection came to the University of Texas. "We found at the University of Texas a deep interest in all aspects of Latin American history and culture," Duncan had said. The same year, with the Mari and James Michener Collection of 20th Century American Painting, the Duncans helped establish a comprehensive collection of the art of the Americas. Their first donation included more than 100 works.

The collaboration between museum and collector is invaluable to both parts of the artistic equation. "Curators and museums can do scholarship on a piece, find the complexity of relationships around it. That gives way to a particular artist's career. That's how art history gets written," according to Pérez. While an individual collector may simply have an interest in one artist and the bank account to acquire the desired pieces, a museum staff has years of art training and knowledge to evaluate and popularize the work by including it in their collection. "It's far better for an artist to be in a public collection than in someone's home," Pérez concludes.

In some cases, an artist ensures coveted placement in a museum collection with his or her own gift. Such was the case at El Museo del Barrio, the only museum in New York City that specializes in Caribbean and Latin American art and culture, and a major stop on Manhattan's Museum Mile on Fifth Avenue throughout its 34 years. El Museo's chief curator, Fatima Bercht, remembers receiving one of its most treasured gifts directly from an artist. "Pablo el Guerra, a young Mexican-American artist, gave us a sculptural piece. He had shown some pieces at El Museo before, and since we like his work very much, we accepted the gift. This is a very young artist who is beginning to be recognized and his work is valued. In two years, it will be hard for him to be so generous."



Abel Barroso (Cuban, born 1971). Internet de madera, 2000. Wood, ink, and pager assemblage. Gift of Fran Magee, 2002. Image courtesy of Jack S. Blanton Museum of Art, The University of Texas at Austin.

Like most state-funded or not-for-profit organizations, museums have missions that must stay in the forefront of each curator's mind when launching or expanding a collection. "Our museum has a mission and that defines the broad objectives of the museum. We receive grants for acquisition, while other money comes from the government and the taxpayers, so I can't just buy things that I like. We are always looking to our mission and priorities as guides."

Pérez, of the Blanton Museum, adds, "It is the work of the curator to decide what to include. We ask ourselves, does it fit into our collecting priorities?"

But what are the priorities of the people attending the exhibitions? What will make someone go to a Rivera exhibition over a Vermeer show? As the awareness of and excitement about Latin American art grow, so do the attendance numbers at the museums and galleries that house such works.

Latin American and Caribbean art has unquestionably gained prominence in recent decades, as the recognition of the growth of Latinos in the United States has increased. Bercht explains, "Latin American artists were not being recognized in the United States unless they were lucky and consistent. It is a very good moment right now—the talents of Latin American artists are being recognized. I only see it growing, I don't see it abating. In the 1940s the interest grew, in the '50s it shrunk, then in the '60s it rose again. I think the curators in mainstream museums have faith and believe that talents are out there who are worthwhile investigating."

Indeed, one of the most renowned museums in the world, the Museum of Modern Art (MoMA) in New York, is collaborating with the lesser-known Museo del Barrio to highlight MoMA's outstanding collection of Caribbean and Latin American art. MoMA @ El Museo, opening later this year, will present a selection of more than 100 paintings, sculptures, and works on paper created between 1920 and 2002. The exhibition will be organized chronologically, reflecting the history of acquisitions and donations, as well as the shifting politics that influenced collecting.

"Mainstream" museums such as MoMA are warming up to Latin American art for a number of reasons. "One is the so-called 'multicultural movement,'" says Bercht. "You can criticize it, but it forced the presentation of very good artists with not-so-great artists, and it opened windows to curators and collectors who had not had the experience of Latin American art before."

Carlos Tortolero, founder and executive director of Chicago's Mexican Fine Arts Center Museum, was recently quoted as saying, "One of my jobs is to make sure people start paying attention to the wonderful artistic talent of Mexico. The other is to knock on the door, if not kick down the door, and say, "This is fantastic art that you are looking at. Open your eyes!"

People's eyes are opening, especially when it is a stunning Hollywood actress escorting Latin American artists to the fore.

It's no surprise that the Academy Award-winning film "Frida," starring Mexico's own Salma Hayek, practically hand-delivered throngs of visitors to the Frida Kahlo/Diego Rivera and 20th Century Mexican Art exhibition in Chicago this past winter. Pre-Hollywood popularity, in 2001, the Mexican Fine Arts Center Museum hosted a photographic exhibition entitled "Frida Kahlo: Unmasked," which received a respectable turnout. Since the film's release in October 2002, however, the pressure to include Kahlo and Rivera's works in any collection, and the public's interest in Kahlo specifically, has markedly increased. Rebecca Meyers, permanent collection director at the Museum, remarked, "The movie "Frida" created a windfall for our permanent collection department. People who may have heard about us but never sought us out came to the exhibition, including many collectors who may have been reluctant before."

That hesitance can be attributed, in part, to the relative newness of collecting Mexican art. Meyers notes that it has only been in the past 50 years that collectors "this side of the border" have taken an interest in the major works of Mexico. Nuyorican artist Soraida Martínez recalls the way Mexican art history was recorded as recently as 1980: "In my college art dictionary, under 'Frida Kahlo' it said 'see Diego Rivera.'"

The recent sale of Rufino Tamayo's "Sandías" for approximately $1 million at Sotheby's solidified the new era of Mexican art and its value in the United States.

But it's not just the highest bidder at an auction house who wants a piece of Latin American art world action. "More than a few times I was called into the lobby by people who wanted us to look at their collection or were thinking of making a donation," said Meyers, referring to the Kahlo/Rivera exhibition. "It happened so often, we joked that we were becoming 'Antiques Roadshow.' After all of the "Frida" press came out, it seemed like everyone had a Rivera in their closet."

Individuals who strive to be good collectors of valuable art need to learn a few basic rules. Art consultant Alan Bamberger writes, "What makes a great collector great is his or her ability to separate out specific works of art from the millions of pieces already in existence, and assemble them in such a way as to increase or advance our understanding of that art in particular or of the evolution of art in general."

With the ever-changing trends of the art market, collectors need to follow their purchasing instincts.

Gabriel Pérez-Barreiro further advises, "If a collector gets access to a curator, it is to the collector's advantage to build upon that relationship."

Whether it's a Dalí in someone's garage or a Rivera in a world-class museum, art enlivens people. Museum curators, gallery owners, and individual collectors are the guardians of artists' expressions and viewers' responses. Their task is almost invariably a labor of deep devotion and unwavering dedication, and accordingly, their collections passionately unite people from different nations, languages, and even lifetimes.

Freelance art writer Kerri Allen recently curated an exhibition of rose artwork from the 15th to 21st centuries at the F.M. Kirby Shakespeare Theatre, affiliated with Drew University, Madison, N.J.

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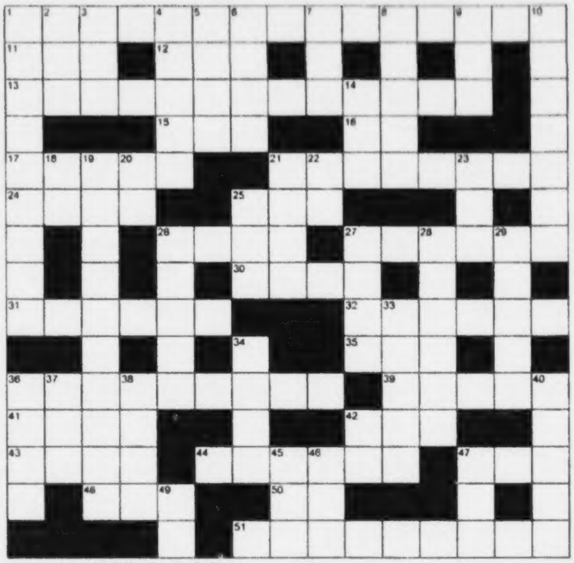

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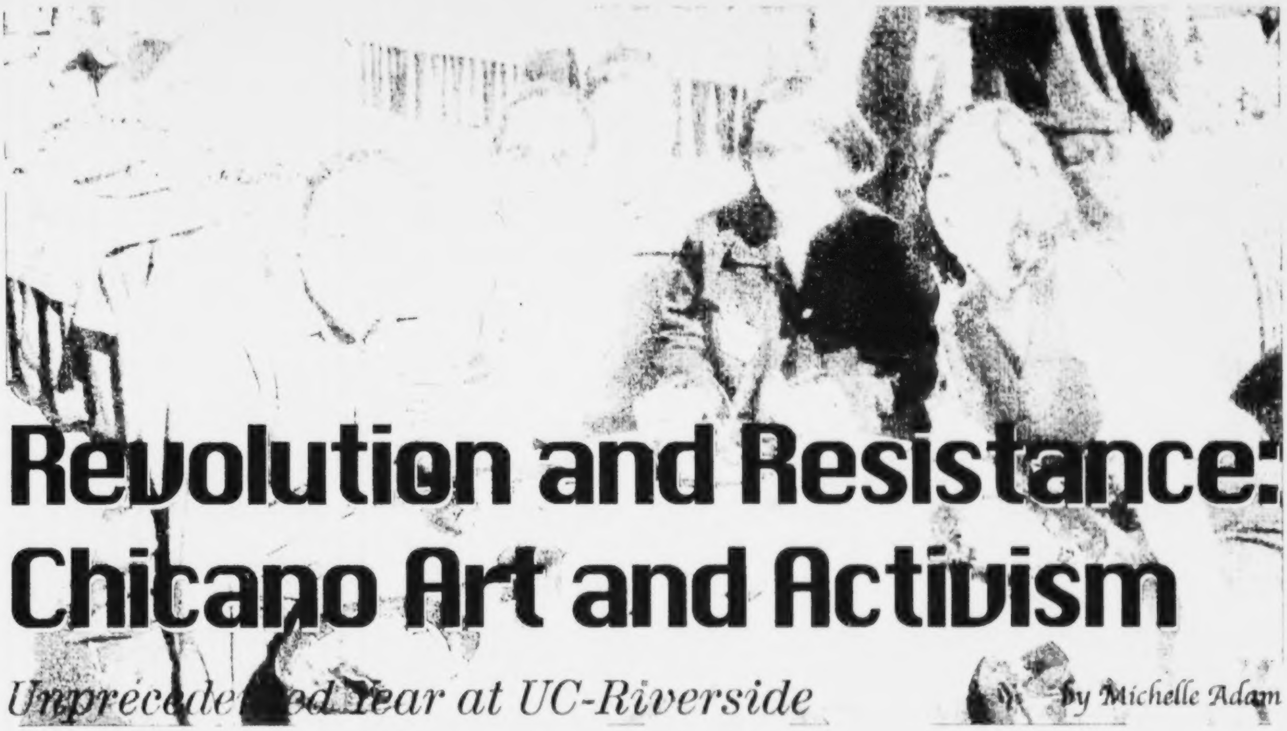
Across

1 Mother of Verdadism
11 Teatro Español del siglo de ___
12 ____ hermosura!
13 Magical AfroCuban realist
15 Mama ___ (Abba song)
16 Above
17 Mexican painter - John ____
21 On a higher plane
24 True
25 Philosophy
26 Walk
27 Theresa- "Viva Mexico" painter
30 Another hispanically
31 Alerts
32 Went off course
35 Fresh ___
36 17th century great Spanish artist
39 Sag down
41 Eternity
42 Spanish aunt
43 English senor
44 Family struggles painter Federico
47 One
48 Delicate tree
50 That is
51 20th Century artist that departed from usual traditions

Down

1 Multicultural mural painter
2 Bones
3 L ___ Hubbard: Writer of Dianetics
4 Things
5 Surrealist
6 Puerto Rican natural painter (goes with 34 down)
7 Girl's name
8 Morally corrupt
9 Born name
10 Brazilian cartoonist
14 Two
18 Mysteries program
19 Mexican fine artist
20 Ancient
21 Dull finish
22 I hispanically
23 Dance: __ __
25 Spanish uncle
26 Hispanic heritage artist Obed
27 Spiritual artist ___ M Williamson
28 Cuban artist Dania
29 20th century Mexican muralist
33 Glass artist Godoi
34 See 6 down
36 Spanish 18th Century painter
37 Before
38 Humanities
40 Add color to
42 Musical scale note
45 Brazilian city
46 Color
47 Spoon bender
49 Hello

Puzzle Solution located at end of PPP section



Revolution and Resistance: Chicano Art and Activism

Unprecedented Year at UC-Riverside

by Michelle Adam

When Emory Elliott arrived at the University of California (UC)-Riverside as an English professor in 1989, there were only 6,000 students on campus. "Back then the students were predominately White," said Elliott. "There has been a dramatic change since the time I came. We now have about 16,000 students, 23 percent of whom are White, 42 percent Asian, and 23 percent Hispanic."

In the face of a tremendous increase of Hispanic students, and especially Chicano students, UC-Riverside seems the perfect place for a series of conferences, lectures, and events that draw on the rich Chicano culture and arts. And UC-Riverside has developed and hosted just such a series during the past school year.

Beginning in early February, the campus was home to a historical, one-of-a-kind conference called "Revolution & Resistance: A Conference on the State of Chicana/o Art & Activism." As director of the UC-Riverside Center for Ideas and Society, Elliott was responsible for sponsoring the conference, with Rockefeller and Ford Foundation funds, and working closely with conference organizer Tiffany Ana López, also a professor of English at UC-Riverside.

"They were the most incredible days," said López of the conference, which attracted daily between 200 to 300 students, teachers, and community members from Feb. 6 through 8. "I had students say that they learned more in three days than in all their days in the classroom. We spent an incredible amount of energy talking and thinking about Chicano art and the relationships between art and activism."

For many, the Revolution and Resistance Conference also provided an opportunity to share their unique Chicano history and culture through the works and words of today's living artists, activists, and scholars. "A lot of the cultural work we have been doing," said Elliott, "has been to help educate students about their own history and to build confidence in them as future leaders."

The Revolution and Resistance Conference also set in motion an unprecedented year of Chicano conferences and lectures at UC-Riverside, many of them organized by López. Through the school's new CASA program (Chicano Arts and Social Action), started two years ago by López, UC-Riverside also hosted a Chicano in Higher Education Speakers Series, invited artists to campus, produced a lecture and screening of Playwright Kosmond Russell's work, and hosted UC-Riverside's 16th annual Tomás Rivera Conference in April.

"It's been an extraordinary year for these conferences and speaker series. We brought nearly 50 Chicano activists and artists this past year," said López. "It's been an unprecedented year for looking at these issues. My concern is that we will not see another year like this again, with all the UC budget issues."

As with much of the work she has done in the classroom and in organizing campus events, López has worked hard to bring more attention to Chicano art and literature, and to the field of humanities as a potential major for Hispanic students.

Said López, "I initially put together the CASA program to showcase the incredible work of the humanities and to create internships and opportunities for students. A large percentage of the Riverside population (about 80 to 90 percent) has incomes of $25,000 or lower, and so many of our students come from working class families. I found that many of the parents of students in the humanities, arts, or drama think that their students are wasting time in college. I wanted to provide students with hands-on critical work as activists, so students could take this work beyond the classroom and into the community."

Through CASA, López has invited artists, activists, and writers to serve as visiting faculty, developed core curriculum that combines Chicano literature and activism, and provided speakers series and conferences. The program provides a bridge between the classroom and the

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Professor Emory Elliott,
University of California-Riverside

community, and in doing so, helps bring attention and respect to Chicano art and social issues.

Said López, "What was fundamental about the conference is that it brought together artists, activists, and scholars. Historically, there has never been a formal space for their work to be exchanged. I don't think that Chicano art and the humanities are getting the attention they need in the media. Everything everywhere is bilingual, but if you talk about Chicano art in the media, there is resistance. Conversations about Chicano art and education have not taken center stage. Yet, this conference brought people strongly together to talk about this on an equal playing field."

One of the rules of the conference–no formal papers–ensured that the dialogue between speakers and attendees remained spontaneous and dynamic. "The entire event was just one all-day-long series of conversations. It was an extraordinary event for people to talk together about issues facing our community," said López. "This programming was for the citizenry so that we can bolster our communities and understand the cultures we come from."

The conference began with a scholarly conversation, focused primarily on Chicano/a writing and culture, between American studies specialists from Madrid, Spain, and California-based scholars of Latina/o studies. Said Elliott, "I thought the session with the Spanish scholars and Chicano scholars was a highlight. After the Spanish scholars met the other scholars and heard about the issues that they were addressing in their work, they were totally transformed. The Spanish scholars weren't getting the Chicano works before."

The scholarly conversation was followed by a performance-based look at Latino/a literature and culture with a reading by Susana Chávez-Silverman, editor of the volume *Tropicalizations* and winner of this year's El Andar Premio for personal narrative. María Elena Fernández performed her acclaimed one-woman show, "Confessions of a Cha Cha Feminist."

During the conference, noted Chicana/o writers such as Poet Juan Delgado read from their works, a panel focused on the visions of community building in Chicana/o theater and performance, and well-known artists spoke, including activist and poet Raúl Salinas, Coral López (MY LUCHA), and digital muralist Alma López.

Said Alma López, "This conference was really unique from other conferences. I felt part of a larger community of artists who were able to come together to talk about their work. Here in Los Angeles, there are so many of us, but we don't see much of each other. In the conference there was such a mix of media used to create work. What I got from these discussions is that there are many issues that we as a community are addressing and that it is no longer just about one approach to activism."

Raúl Salinas, activist and poet

Some of the issues facing Chicanos–access to education, large populations in the prison industrial complex, and women and violence–were addressed by artists at the conference through graphics, performance, writing, and scholarly work. "This is important work that needs to be nurtured and continued," said López about the many voices of Chicano activism addressed through artistic media.

Professor Tiffany Ana López, University of California-Riverside, conference organizer

One of the highlights of the conference was the keynote address given by playwright, author, and activist Cherríe Moraga. She spoke about the history and strength of activism, and was later honored with a scene from her own play, "Shadow of a Man," performed by UC-Riverside students.

Senior English student Diana Rendón was one of the few who had the opportunity to not only meet Moraga after having read her works, but also perform her play. "It took the literature to a whole other level. It was an amazing experience," said Rendón. "We were participating in a piece of history. To have Moraga there and to perform her piece empowered us. To have people working on Chicano literature and movements and to have them come to our school was amazing! Wow! It was a once-in-a-lifetime experience."

For Rendón, the conference was the highlight of two years in Tiffany Ana López's classroom, studying Chicano writers and activism. "Learning about activism has made me an activist as well. There are still a lot of challenges out there, one of them being to get Latinos into college. We have to continue this work," said Rendón. "It has empowered me to want to be a teacher. It's made me want to teach literature and bring the minority discourse into the classroom."

Jequetta Bellard, another senior English major who has taken many of López's classes, also performed Moraga's play at the conference. "It was the icing on the cake to have her come and see us and to put into practice what we have learned in the classroom," she said. "There were so many people there who have been activists for decades. It's like watching living history in front of your eyes."

Bellard, who is African American, has developed a strong interest in Chicano literature and activism. "We are actually more alike than we are different," she said. In studying Chicano literature, rather than merely the traditional English canon, Bellard has been able to see herself, her friends, or family members in the work she reads. "I will be passionate about teaching this to my students one day," she said.

Bellard laughed about having asked for autographs from panelists at the conference, something she had never done in her life before then. "The conference helped me understand that I have a responsibility to acknowledge the role that these elders have played, of making my life easier. My responsibility now is that when I get into a position where I can bring more people along, that I need to do that," she said.

For Bellard, and so many others, the conference was like a family gathering. For one person who spoke to López after the conference, it was also like church.

"I got comments from people saying that they had never felt it was safe to talk about Chicano art in other environments," said López. "Most of the artists said they were going to go back home and make new work. The students were enthusiastic and thinking about new possibilities upon leaving college."

While discussions on Chicano art and activism covered a broad range of issues and creative media, Elliott described some of the shared characteristics unique to the Chicano movement, and especially in literature. "The Chicano writing includes a fire of activism and optimism. What I recognize in the Chicano culture is this combination of anger, irony, and wit. Standing in a place of powerlessness in a dominant culture, their fire is strong in literature and art," he said. "Many of the artists at the conference talked about their struggles, about being arrested for their works or having pieces barred."

The 16th Annual Tomás Rivera Conference, which came after Revolution and Resistance, featured renowned Latina activist Dolores Huerta, co-founder of the United Farm Workers, who spoke of the many roles that women have played in national workers movements, and of the work still to be done.

"This 76-year-old woman who came in full of life was empowering," said Rendón. "To hear her say that this work isn't done...I felt a personal responsibility to continue this work."

Alfredo Figueroa, director of Chicano student programs at UC-Riverside, was pleased to see Chicanas receive greater attention at this year's Tomás Rivera Conference. He credited much of this, and the growing attention in Chicano art and activism at UC-Riverside, to López. "Things started to change in the English department when Tiffany came," he said. "The activism has always been here, but the growth over the past 10 years has been phenomenal. I think we are moving in a direction that is focusing on serious issues regarding Chicanos. People are saying that the Chicano movement is dead, but we say it is not."

For Figueroa, "the conferences allow us to develop a sense of history and the speakers Tiffany brings help our community see where we are coming from."

Said López, "The stories of our community are so marginalized in the dominant community. I think that literature and the arts are important ways to grow our community, inspire literacy, and boost our capacity to live in the world."

"The Revolution and Resistance Conference shows what can happen when you put the resources together. It was an incredible historical event," said López. "I've already heard speakers saying, "When are you going to do this again?"

Asked whether she would organize another conference of this kind next year, López spoke of the difficulty getting the funds to make it possible. But then concluded: "If I could do this every year, would I? Absolutely!"

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Mel Martínez

Trail-Blazing Cuban Exile

Wants More Minorities to Own Homes

by Sandra Gardner

The distance from Cuba to the United States is only 90 miles. But the road for a 15-year-old immigrant–alone and speaking virtually no English–to the U.S. Cabinet could be measured in light years. In other words: nothing short of incredible.

Unless you're Mel Martínez, that is. Then again, Mel Martínez is a pretty incredible guy. Modest as he is, though, he'd probably shrug off the compliment.

In 1962, at 15, Martínez fled Cuba in Operation Pedro Pan. The program, organized by the Catholic Church and supported by the U.S. government, flew more than 14,000 unaccompanied children from Cuba to the U.S. before the Cuban missile crisis in 1962 ended all travel. Martínez's parents were desperate to get him and his younger brother, Ralph, out of Cuba because of the anti-Catholic sentiment and oppression under the Castro government. 12-year-old Ralph left Cuba later with an aunt and uncle who settled in Miami.

"At least he was with family," says Martínez.

His first days in the U.S. were spent at government refugee camps in Florida, before Catholic charitable groups found him a first foster home in Orlando. Martínez and his brother were able to see each other only occasionally.

"It was hard," he says. "I saw him whenever I had the chance."

From October 1962 until December 1965, there were no flights between Cuba and the United States. Four years after Martínez landed in the U.S., he was reunited with his parents, who had come to Orlando with the "Freedom Flights."

At first, his father, a veterinarian in Cuba, could only find work at a farm, before getting a job at the state's Department of Agriculture. The family had little, but the community was supportive. When they needed a washing machine, for example, one was donated.

Two years after coming to America, Martínez graduated from Bishop Moore High School, without benefit of bilingual education.

"They didn't have it back then. It was the sink or swim approach," he says. Looking back, he thinks that approach was probably a little too tough. A short transitional period for newly arrived children to be acclimated is necessary, but condemning children to a remedial approach makes them "different," he says. While it remains important to continue to pursue the language of the Hispanic culture, learning to read and write well in English is essential to children's success in life.

"When I see children spend months or even years, not only not learning the language, but not learning the culture, it relegates them to being apart and different," says Martínez. "In too many cases, children have either been held back in bilingual education programs that limited a child's ability to learn to speak English in a timely and effective manner, or these programs limited a child's cognitive development and academic success."

After working his way through Florida State University in 1969, he went on to the University's law school, receiving his juris doctorate (J.D.) in 1973. (His brother, Ralph, is also an attorney, practicing in Orlando.) Before graduating from law school, Martínez married his American-born wife, Kitty, and became an American citizen.

"It dawned on me that if I wanted to practice law, I should become a citizen," he says, with a laugh. "I wasn't ready to break the tie. I was hoping Cuba would be liberated."

Martínez became Orlando's first Hispanic attorney. Early on, mindful of his own immigrant experiences and the help he received, he served as an advocate for other refugees. He helped Mariel boat refugees and Vietnamese refugees to resettle.

During his 25 years as an attorney, he always found time to do pro bono work, particularly with Hispanic families. He was known in his community as someone to whom poor Hispanic families could turn for legal advice and representation.

"When I started out in Orlando, I was the only Spanish-speaking attorney. I always felt a very special obligation to help Spanish-speaking people," he says. " I was one of them. Not only because of the language, but the culture, even more."

Believing that it was important to give back to the country where he was living, Martínez became involved in politics.

"Especially because I came from a country where tyranny reigned, in part because good people did not participate in the political process," he says.

He joined the Republican Party during the Reagan administration because he felt the Republican philosophy echoed his own approach to what makes a family successful. And, as a victim of communism, he was convinced that the Republicans had a better understanding of the difference between oppression and freedom.

In 1984, Martínez was appointed chairman of the Orlando Housing Authority, an agency that served about 3,600 families. He held that post for two years before moving on to become president of the Orlando Utilities Commission, chairman of the Greater Orlando Aviation Authority, and chairman of Florida Gov. Jeb Bush's Growth Management Study Commission.

He was elected to a four-year term as chairman of Orange County, Fla., in 1998. Not only was he the county's first Hispanic chairman, he was elected by a predominately non-Hispanic electorate; only 8 percent of the voters were Hispanic.

As chairman, Martínez served as chief executive of a government that provides complete urban services to more than 860,000 people. In addition to being the home of Orlando and Walt Disney World, Orange County also houses high-tech enterprises. During his term as chairman, Martínez concentrated on public safety, growth management, the needs of children and families, clean neighborhoods, improved transportation, and streamlining government.

As an anti-Castro Republican, Martínez was one of the first officials to petition the Clinton administration to allow U.S. relatives of Elián González to retain custody of Elián, who had survived a raft sinking near Cuba that killed his mother as she tried to get to the U.S.

In January 2001, Martínez was sworn in as the nation's 12th secretary of Housing and Urban Development (HUD), after unanimous confirmation by the United States Senate.

HUD's major focus is ending housing discrimination and promoting access to housing, particularly for minorities and other groups that are discriminated against.

"HUD doesn't just deal with housing discrimination, but also provides rental assistance, promotes home ownership, and provides for those least able to provide for themselves," says Martínez.

Martínez plans to increasing minority homeownership by implementing housing counseling, which he sees as very important for immigrants, down-payment assistance, and reform of the home buying process. He's also focusing on ensuring access to affordable rental housing and ending housing discrimination.

As head of the federal agency that oversees the nation's affordable housing and provides housing assistance for low-income persons, Martínez says he'll ensure that HUD improves the quality and availability of public housing. The plan by Martínez to stimulate affordable housing production by increasing the FHA (Federal Housing Authority) multi-family loan limits represents the first such increase in nearly a decade. Martínez has also reactivated the Interagency Council on the Homeless and the joint homeless task force, bringing a new commitment within HUD for the homeless population.

'Today, homeownership in America is at an all-time high, but not all Americans have benefited," Martínez says. "While three-quarters of White Americans own their own homes, less than half of all African Americans and Hispanic Americans are homeowners."

To help close the homeownership gap, the "Blueprint for the American Dream Partnership" was created in 2002, in response to President George W. Bush's call to create 5.5 million new minority homeowners by 2010. The "Dream Partnership," under HUD's leadership, is a coalition involving every segment in the housing industry. HUD and its partners hope to achieve the partnership's goal by educating more people in the home buying process, increasing the supply of affordable homes, providing more down payment and closing cost assistance and offering more home financing options for lower-income Americans. The two-dozen member groups in the Blueprint Partnership bring together the strengths of government, the real estate and mortgage finance industry, affordable housing groups, and advocacy organizations.

Martínez cites three overall goals for himself and his agency: "To serve the president well, be the best HUD secretary ever, and leave a proud legacy for other Hispanic Americans to stand on."

His role in the Bush administration goes beyond his duties as HUD secretary. Martínez is also a spokesperson for the president to the Hispanic community and was an ex-officio member of the president's recently decommissioned Advisory Committee on Educational Excellence for Hispanic Americans. And, as a native of Cuba and a member of the Cuban-American Bar Association, Martínez is a leading voice for the liberation of the Cuban people. During his tenure as HUD secretary, he has received a number of awards from Hispanic groups highlighting his accomplishments, including the MANA Hermana Award and the League of Latin American Citizens (LULAC) 2003 National Legislative Award.

Martínez's wife, Kitty, is a lifelong community activist and volunteer in youth issues, particularly with inner-city kids at risk. She founded the "WEEKENDS" program in Orlando, a drug, violence, and alcohol prevention program that builds youth leadership and decision-making skills. In Washington, D.C., she has been involved in "Best Men" and "Best Friends," after-school programs dealing with teen alcohol, drug, and sexuality issues. Her husband has also been involved in youth programs–whenever he can spare a moment away from work and family.

"I was recruited by my wife," he says, with a laugh. "I've been mentoring Pedro, a seventh-grader. We have an ongoing letter-writing communication."

The Martínez children have inherited their parents' passion for volunteerism. Their daughter, Lauren, teaches Spanish in an after-school program. Their son, John, spent his college Christmas vacation in Mexico City, working with the Sisters of Charity at a home for developmentally disabled children. John will attend his father's law school alma mater this fall.

"This is every Latin dad's dream," says Martínez.

As the first Hispanic immigrant Cabinet secretary, Martínez can't help but be viewed as a role model for Hispanic youth.

"I feel it is important that young Hispanics have people who 'look like they do' in positions of respect and authority–people they can look up to and be inspired by. I try my best to always enhance the proud Hispanic image," he says.

Martínez's goals for his political future are up in the air. "Who knows?" he says. "I would never have dreamed I would be here in this position. I'm very honored."

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"Cuba ¡Imagina
oy Llera
Close p and

by Michelle Adam

When Roy Llera first caught a glimpse of Ofelia, her lips firmly clenching a cigar, she was sitting on a bench in the old section of Cuba's Havana. "I saw her from the distance, and I thought, 'Now, here's a character,'" said Llera, who turned his lens on her only to have the bold woman demand a dollar for every photograph taken.

That was in 1996, when Llera took his first trips to Cuba to document the island locals that most tourists never see. Seven years later, Ofelia is framed on the walls, among 50 other photographs, at Casa Bacardi, a Cuban gallery and cultural center at the University of Miami's Institute for Cuban and Cuban-American Studies.

"Every day, the 78-year-old bow-legged woman goes into Habana Vieja and waits for tourists to take pictures and pay her money," said Llera. For him, Ofelia is like so many he has met in the homes, back streets, and countryside of Cuba–each one struggling to survive the daily life.

It was Ofelia and her constant use of the word "Imaginate" that inspired the title for Llera's most recent show.

"¡Cuba: Imaginate!" opened on June 11. Casa Bacardi, a one-of-a-kind multimedia center, has staged several shows of Cuban photographs and art since its opening in October, but Llera's show drew the largest attendance, at more than 120.

Cuba kids

"We actually had to stop people from coming in. We normally cap at 80 or 90," said Eugene Pons, coordinator of Casa Bacardi events.

Asked why he chose to present Llera's work at the center, Pons replied, "Because he highlights life in Cuba today. His images are very vivid and candid."

"There is a perception out there, created by the rhetoric of tourism, about the wonderful beaches and fishing and Cuban cigars. The American people perceive Cuba to be a wonderful place to go and relax. It is, but when you go beyond the masks, you see what people have to go through in their daily lives, in the back streets. It's about standing in line for five hours for a loaf of bread. That is the reality of life there. Llera's images bring that out."

The show is a culmination of Llera's travels to Cuba during a seven-year period. His initial visit to the island in 1996 stemmed from an interest in visiting–not necessarily photographing–the land of his ancestors. But the spirit of the Cuban people inspired him to come back, over and over again, to document their lives.

Llera, who works as a wedding photographer in Miami, enjoys telling the story of his first trip to Cuba in June 1996, when he was 38 years old. He explains how his parents came to the

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United States, and ultimately ended up in Miami, seeking a better life for themselves in the 1950s. Despite their Cuban roots, however, they never taught their son Spanish or talked much about the past. Meanwhile, Llera's maternal grandmother, who also lived in Miami, had plenty of stories to tell–but in a language that was unfamiliar to her grandson.

Llera's initial interest in Cuba came from reading *Cuba and the Night*, Pico Iyer's novel about a photojournalist who traveled to Cuba and fell in love with a Cuban woman. "Before I ever went there, I was already imagining the smell of the cigars and perfume, the rhythm and sounds of the street," said Llera.

When he decided to make that first visit, his mother was concerned for him, but his grandmother said with pride, "It's about time someone went home." She gave Llera a package to give to her sister upon arriving in Havana.

"I was so high when I arrived," said Llera. "When I landed I was so oblivious to anything other than the fact that I was in Cuba. I was enamored. I couldn't believe I was there. It was like being infatuated or punch drunk, but not seeing."

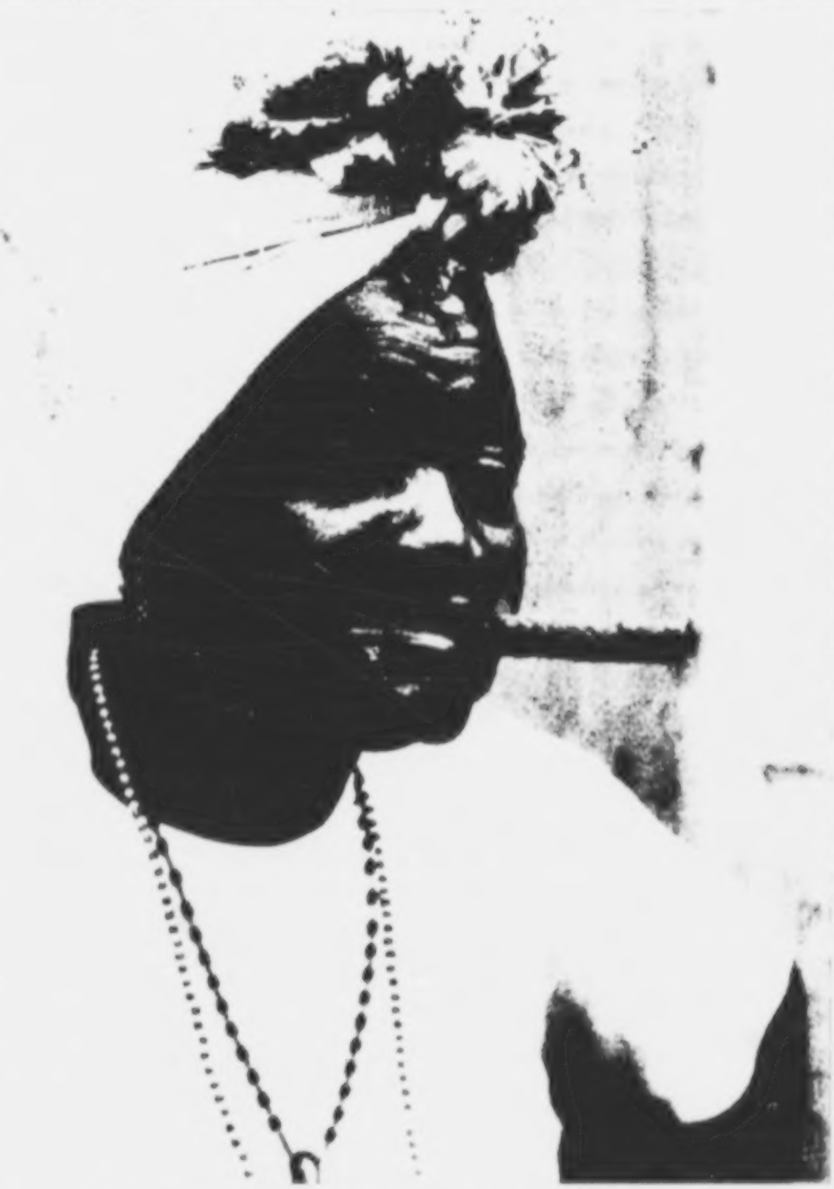
Llera walked the streets all day after arriving, but when he visited the house of his grandmother's sister he was faced with a "less idyllic" view of Cuba. "I was confronted by the Cubans and the condition of their lives. Three or four hours later, when leaving my aunt's house, I started seeing everything in a raw and emotional way. I was very upset," he said. "Before I went, I looked at photo books on Cuba. They showed beautiful beaches, architecture, and old American cars. There was nothing that addressed the reality of the lives of Cubans."

Although Llera intended his journey to be a visit to his ancestral home, after seeing his aunt living in a rundown cottage, he knew he had to photograph the "real" Cuba and its people, and to do so in black-and-white. That was the beginning of an emotional, long-lasting, life-changing journey.

"Each time I went to Cuba (34 times in seven years), I came back here as an emotional basket case. I didn't allow myself to turn my eye away from the reality of the Cuban experience. I wouldn't stay in the hotels or eat in restaurants. I became as Cuban as possible–without the perks. I always stayed with families or in private homes and huts. I slept in Cuban beds (which sunk to the floor because of old, broken box springs). I had to become intimate and involve myself," said Llera. "In many places in Cuba, there isn't running water. The plumbing is so old and beyond repair. I saw a need for a photographer to really document Cuba."

Luckily for Llera, he hardly ever got stopped by the authorities for taking photographs. His rule was to stay clear of photographing the military or police. "I had an angel on my shoulder," said Llera, who, like the character in *Cuba and the Night*, fell in love with a Cuban woman.

Llera's images of Cuba cover the gamut: a young boy diving into the water; kids with toy guns in the streets; the elderly displaying their harsh



"Every day, the 78-year-old bow-legged woman (Ofelia) goes into Habana Vieja and waits for tourists to take pictures and pay her money," said Llera.

Man with Hat

"What I see in the Cuban people is a very spirited, resourceful, proud society." Roy Llera

Una
Sola
Opción
Patria
Revolución
Socialismo
JOHNSO

Girl on Sidewalk

Dominoes

"Each time I went to Cuba (34 times in seven years), I came back here as an emotional basket case." Roy Llera

Ladies on Balcony

lives in their faces; two women talking across balconies of their broken-down apartments; girls in a ballet class with a real-life backdrop of dilapidated buildings; or bold Ofelia posing in the street to pay for her next meal. They are images that not only show the struggles and everyday lives of Cubans, but also the spirit of a resilient people.

Old lady Dominoes

Said Llera, "What I see in the Cuban people is a very spirited, resourceful, proud society. Even though their lives are repressed and everything they do is watched, it doesn't get them down. There is still always music, people dancing, and there's always laughter."

Although Llera considered it far too difficult to select a favorite photograph of Cuba among 100 or more, he did have a clear vision of what he hoped his work would show to people in the United States. "I want to bring a face to the Cubans that the tourists don't see. If tourists go to Cuba, they are not going to see the lifestyle of the average Cuban–how they laugh and dance and at the same time struggle with daily living," said Llera. "I hope the people see the Cubans and their spirit, their humanity."

Through Llera's work, Cuban-Americans and Americans as a whole have a chance to see the Cuba of today. Eugene Pons of Casa Bacardi has seen many Cuban-Americans look at Llera's photographs without surprise, but many others are seeing Cuba for the first time. Young Cuban-American schoolchildren are among those who visit the center, and for many, the photographs open their eyes to a part of themselves. "You would be surprised to talk to these young children. It's been 40 years since many families left Cuba, and now these kids are starting to lose their culture," said Pons. "The center is here to help preserve that."

Meanwhile, Llera has noticed that the older generation of Cubans in Miami is reluctant to look at his work. "They want to remember what was," he said. "But for most people, it is about seeing something that hasn't been seen before."

As a result of exhibiting the unseen for the first time, "¡Cuba: Imagínate!" has had "a very good turnout," according to Pons. With several small showings and now this one, Llera's hope is to produce a book on Havana and Cuba, and to take the show on the road. At the time of our interview, he was looking at the possibility of displaying his work in Washington, D.C., at the House of Representatives.

For now, however, Llera plans to continue to photograph in Cuba and build a body of work that shows the depth and richness of the Cuban people. He also continues to reap the rewards of a people and place that have forever changed him.

"I feel Cuban now and I speak Spanish. I have matured tremendously," said Llera. "Cuba has been responsible for kicking me in the butt and moving me into a direction where I don't waste a day. It has sharpened my eyes and senses and taught me to be much more aware of what goes on in my everyday life–to appreciate life."

Photos © courtesy of Roy Llera.

SAN DIEGO STATE UNIVERSITY

DIVISION OF STUDENT AFFAIRS

DIRECTOR, OFFICE OF EDUCATIONAL OPPORTUNITY AND ETHNIC AFFAIRS (EOP)

San Diego State University seeks applications and nominations for the position of Director, Office of Educational Opportunity and Ethnic Affairs (EOP). San Diego State University, founded in 1897, is one of 23 campuses of the California State University system. SDSU enrolls over 34,000 students and offers over 150 Degree Programs. The campus employs approximately 2,000 full-time and part-time faculty members and 1,700 staff. For additional information, please visit SDSU's Web site at **http://www.sdsu.edu**

SALARY: Commensurate with education, experience, knowledge and skills. This position is an Administrator III in the Management Personnel Plan and earns management benefits.

RESPONSIBILITIES: This senior management position reports to the Associate Vice President, Enrollment Support, and is responsible for overseeing and managing all operational aspects of the EOP Office. The EOP Office serves 3250 enrolled SDSU students and over 7000 middle school and high school low income students. The EOP Office has a broad range of operational responsibilities in serving the EOP student population. Please see SDSU Announcement #2167 at **http://www.sdsu.edu** for more information. The incumbent will provide direction and leadership for the primary functions in the EOP Office to include, but not limited to, program development, review and evaluation, funds management and development, personnel issues, department operating budget, and office policies and procedures. The successful candidate will collaborate with faculty, staff and administrators, as well as other on- and off-campus programs and organizations to enhance existing and new EOP student services.

QUALIFICATIONS: A Master's degree in a related field is required, a Ph.D. or Ed.D. is desirable. The successful candidate will have at least 8 years of professional experience in educational equity programs and demonstrated ability to effectively manage programs serving historically underrepresented low-income and educationally disadvantaged students from multicultural and linguistically diverse populations. The incumbent must possess excellent interpersonal and analytical skills. The preferred candidate would be bilingual and have knowledge of relevant state and federal regulations and policies affecting EOP student populations.

APPLICATION PROCEDURES: Applicants should send a letter of application along with a resume listing three professional references to San Diego State University, The Center for Human Resources (#2167), San Diego, CA 92182-1625 or email to: employ@mail.sdsu.edu. Review of applications will begin Monday, August 18, 2003, and the position will remain open until filled. Applicants with disabilities requiring special application and/or interview arrangements may call (619) 594-4646 or TDD number (619) 594-8075.

SDSU IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE AGAINST PERSONS ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER, MARITAL STATUS, AGE, DISABILITY OR VETERANS STATUS.

ART AHORA

"Washington Heights" and Manny Pérez Gathering Fame

by Kerri Allen

"No hay que llorar, que la vida es un carnaval y es más bello vivir cantando."

The first moments of the "Washington Heights" soundtrack set the tone for the next 79 minutes of this earnest film. Set in the titular New York City neighborhood just north of Harlem, the story of a *bodeguero* and his restless son delivers all of the frightening, elating, sensual, and saddening elements that comprise any literal or metaphoric carnival.

Carlos Ramirez (Manny Pérez), a young Cuban/Dominican artist, commutes to the East Village from the familiar streets of "The Heights" to pursue a career in comic book illustrating. His father, Eddie, is a well-loved neighborhood fixture who lets locals' tabs increase while, unwittingly, his own debt follows suit. When Eddie is paralyzed in a violent robbery, Carlos is forced to stall his dreams of moving out (and on), and instead manages his father's bodega.

Detailed with uptown/downtown societal divisions and local Latino flavor, "Washington Heights" gives its audience a close-up, living-room view of life in this vibrant Manhattan neighborhood.

"Washington Heights" received wide acclaim in 2002 at film festivals across the United States and internationally, including awards for Best Actor and Best Music Composer at the Milan International Film Festival and the Grand Jury Prize at the New York International Film Festival.

On May 9, the film was released in various theaters in New York, and in June it opened in select theaters across the country. *The New York Times* review cheered, "'Washington Heights' teems with life, and its star, Mr. Pérez, has charisma to burn." On a rainy Tuesday night, I was able to speak to that charismatic actor about his passions and hopes and his views on a certain someone "from the block."

The handsome Manny Pérez has appeared in feature films before, including "Courage Under Fire" and Spike Lee's "Crooklyn," but he holds "Washington Heights" closest to his heart.

"I originally came up with the father and son storyline about four years ago. [Director] Alfredo de Villa and I worked on a short film, "Neto's Run," and we kept talking about this story. But you know how people talk so much. I knew that if we kept talking we wouldn't do anything about it. So I wrote it down."

Pérez is a passionate artist who felt a deep need for a film such as "Washington Heights" to be made. "Every time Hollywood shoots something in Washington Heights, it's about gangsters, whores, drug dealers. This is a story about our neighborhood; it's about family and people's dreams."

Sure, the film has its fair share of gun-point robberies and knife fights with a salsa music soundtrack, but at its core it is not about the stereotypes of "ethnic" neighborhoods. It is the story of a family displaced, and of dreams hanging by a thread of hope.

When Pérez speaks of the Heights, the place he calls home off-screen

as well as on, he seems to bubble over with passion and pride. "There were a lot of Cubans there in the 1970s. Carlos' father is Cuban and his mom is Dominican–he's a mix. The Irish, like Carlos' best friend Mickey (played by the popular spoken-word poet Danny Hoch), used to live here. Puerto Ricans, Salvadorians, too. We're Americans now and that's all about different cultures, and we should love that."

Pérez was born in the Dominican Republic, and at age 10 his family moved to Providence, R.I. After high school, he moved to New York City to pursue acting at Marymount Manhattan College. With promising beginnings in the New York theater scene at venues including INTAR 53: Hispanic American Arts Center and the prestigious Ensemble Studio Theatre, it's no surprise that his face has become more and more familiar. His fame did not rise without struggles.

"Being an actor is tough. Being Latino–I hate to say it–I use it to my advantage." Often cast as an antagonist with such names as Ramón, Jorge, or Jesús, Pérez emphatically adds, "You play a lot of stereotypes, but you've got to do it. You have to play by their rules until you can finally say 'This is my baby.' That's the reason we did "Washington Heights"–to show the opposite. It's okay to be the bad guy, but we have emotions, too."

Emotions are one thing, dinero is another. Most Hollywood actors don't make top-dollar playing Latino characters.

After her early days in movies, playing characters such as María Sánchez in "Mi Familia" or the title character in "Selena," Jennifer López has eschewed Latina roles in favor of of those such as Mary Fiore in "The Wedding Planner" and Gertrude Steiney in "Jersey Girl." Pérez vehemently adds, "Hollywood hasn't opened their minds, and J. Lo doesn't want to be Jennifer López any more. The audience should be able to look at her onscreen and say, 'She's Puerto Rican, she has a Puerto Rican name, and I'm OK with that.'" Unfortunately, it is harder to take a stand as more pressures weigh upon an actor. For that very reason, Manny Pérez wants his non-Hollywood film to succeed. "People need to see that Latinos are not drug dealers, not animals. It is a necessity for us as Latinos in the United States."

UNIVERSITY of VIRGINIA

DIRECTOR - INSTITUTE FOR ADVANCED TECHNOLOGY IN THE HUMANITIES

The University of Virginia invites letters of application, curriculum vitae, and nominations for the position of Director for the Institute for Advanced Technology in the Humanities (IATH).

The Institute: IATH's goal is to explore and expand the potential of information technology as a tool for humanities research. To that end, we provide our Fellows with consulting, technical support, applications programming, and networked publishing facilities. In its first ten years, the Institute has become an international leader in the innovative application of advanced technologies to the humanities research and publication. Annually, the Institute awards a two-year fellowship to a humanities scholar at the University of Virginia. As it enters its second decade, the Institute looks forward to expanding its mission to include national and perhaps international fellowships in arts and humanities research and scholarly communication.

The Position: The position of Director is a five-year renewable term with a joint faculty appointment in an arts or humanities department. The Director will oversee and participate in the Institute's administration (including development of policies and procedures), budget, and fundraising. The Director will keep regular oversight of existing institute projects. The position calls for collaborative work with a diverse population of faculty, administration, students, and staff of many campus organizations (such as the Library, Information Technology and Communications, and the University Press). The Director will stay abreast of important national and international developments in digital humanities work, and will be expected to promote extramural collaborations of various kinds.

Qualifications: Candidate must be a tenured professor or associate professor of an arts or humanities faculty with a strong record of scholarship, teaching, administrative experience, and service. Knowledge of advanced technologies sufficient to understand the potential for transforming scholarly research and communication required. Excellent communication and interpersonal skills, experience dealing with a diverse academic community, and a demonstrated ability to work collaboratively with people from varied disciplines preferred. Successful experience in grant writing, corporate donations, and other fundraising preferred.

For a complete job description visit http://www.iath.virginia.edu/directorsearch/search.html. Candidates should send a copy of their CV along with a letter briefly indicating a vision statement and qualifications for the position, and names and addresses of five references should be addressed to:

Dir of IATH Search Committee
University of Virginia
c/o University Recruitment & Staffing
P.O. Box 400127, 914 Emmet Street
Charlottesville, VA 22904-4127
Fax (434) 924-6911
executivesearch@virginia.edu (Attn: IATH)

Applications will be considered until the position is filled, however processing of applications will begin by September 1, 2003. Salary commensurate with qualifications and experience. All inquiries, applications and nominations will be held in the strictest of confidence.

The University of Virginia is an Equal Opportunity/ Affirmative Action Employer. Women and members of minority groups are strongly encouraged to apply.

NACME Exemplary Advocate for Minorities

Calls for Accelerated Action on Safety Nets for Students

by
Tony P. Martinez and
Alison P. Martinez

NACME scholarship recipients have a graduation rate of 85 percent–more than double the national rate of 39 percent for minority engineering students.

In 1971, U.S. institutions of higher education awarded 43,000 bachelor's degrees in engineering, of which only about 500 went to Latinos, African Americans, and Native Americans combined. These demographic groups represented only half of 1 percent of the overall engineering work force at the time, while nearly two-thirds of managers in Fortune 500 companies had begun their careers as engineers.

In 2002, of close to 68,000 bachelor's degrees in engineering, 3,300 went to Latinos, 3,400 went to African Americans, and 300 went to Native Americans. These demographic groups combined earned 107 percent of the engineering baccalaureates in 2002–more than a 20-fold improvement in one generation.

Nevertheless, these groups, which comprise more than a quarter of the U.S. population, are still grossly underrepresented in engineering and related professions. The National Science Foundation in 1999 found that African Americans, Hispanics, and Native Americans together accounted for only 7 percent of the total scientific and engineering work force.

NACME president and CEO, Dr. John B. Slaughter

"There is a huge, untapped potential in underrepresented minorities," declares Dr. John Brooks Slaughter, president and CEO of NACME, the National Action Council for Minorities in Engineering, Inc.

"People of color deserve every opportunity to live up to their potential. Arbitrary barriers to their success are not only a disservice to the individuals, but ultimately a huge disservice to the nation as we attempt to compete in a global environment."

Slaughter earned a B.S. in engineering from Kansas State University in 1956, just two years after *Brown v. Board of Education of Topeka* had finally integrated the public schools of his home town. He went on to earn his M.S. and Ph.D. from the University of California.

Slaughter is a former director of the National Science Foundation, president of Occidental College in Los Angeles, and chancellor of the University of Maryland, College Park. He has been honored with the first "U.S. Black Engineer of the Year" award in 1987, the UCLA Medal of Excellence in 1989, the Martin Luther King Jr. National Award in 1997, and honorary degrees from more than 20 institutions.

He speaks from experience about the obstacles to engineering careers for minorities. "Obstacles begin early on," he observes. "First, far too many minorities attend public schools that don't really prepare them to study science and engineering, largely because of less-than-qualified teachers. Half of the teachers who are teaching these subjects in our schools nationwide don't have the qualifications to teach mathematics or science, and most of the underqualified teachers are to be found in the schools where the largest number of minority students are enrolled. Many of these schools simply don't have the resources and can't offer the courses that are essential if a student wants to pursue science or engineering as a career.

"The other obstacle is that our society in general has much lower than desirable expectations for young people who are either African American or Hispanic. Consequently, viewing a Black or Brown kid, our society generally doesn't see him or her as a potential engineer or scientist."

"NACME is increasing opportunities for persons of African American, American Indian, and Latino heritage. This is critical for the future of the country."

NACME's origins go back to the 1970s, when several collaborative efforts were organized to bring minorities into science and engineering, then the fastest-growing sectors of the economy. In 1980, the Minority Engineering Education Effort (recruitment), the National Fund for Minority Engineering Students (scholarships), and the National Advisory Council for Minorities in Engineering (industry) joined forces to become the National Action Council for Minorities in Engineering (NACME). NACME also absorbed the research responsibilities of the Committee on Minorities in Engineering of the National Academy of Engineering.

In the following decades, NACME achieved increasing success, as the organization methodically adjusted its tactics to meet the changing challenges in educational and professional spheres.

"Now we have developed our 'M through W' approach," says Slaughter. "It begins with M, which is middle school, and extends through W, which is workplace."

Higher Education Programs

At the university level today, just a few institutions educate the largest share of minority engineers. Unfortunately, most of them have been reporting reduced enrollment. For example, the top school for Hispanic engineers is the University of Texas at El Paso (UTEP), which enrolled 467 Hispanic freshman engineers in 2000-01 but only 336 in 2001-02, a 28 percent decline.

Retention and graduation of the engineering students who do enroll has high priority, because underrepresented minority students generally have a higher dropout rate than do majority students. Nationwide, although minorities comprised 15.6 percent of engineering freshmen in 1998, they received only 10.7 percent of the engineering baccalaureates that were awarded four years later.

Financial pressures are a major reason why minority students drop out of college. NACME counters financial pressures with scholarship support. It is the nation's largest private source of scholarships for African American, Native American, and Hispanic engineering students. Seventy percent of the organization's budget focuses on students.

Because rising college costs hit minority students hard, NACME is steadily increasing the amount of scholarship aid it grants per student. NACME scholarships now average $3,000 per year for more than 500 students per year. Recipients have a graduation rate of 85 percent–more than double

ENGINEERING ENROLLMENTS AND DEGREES

FALL SEMESTER FRESHMAN ENROLLMENTS IN ENGINEERING*

Academic Year	African Americans	Latinos	American Indians	Total Minority	Total Nonminority	Total Freshmen	Percent Minority
1991-92	8,305	5,266	582	14,153	78,155	92,308	15.3
1992-93	8,924	5,624	633	15,181	77,518	92,699	16.4
1993-94	8,271	5,509	607	14,387	73,743	88,130	16.3
1994-95	7,372	5,386	617	13,375	70,892	84,267	15.9
1995-96	7,890	5,610	601	14,101	71,297	85,398	16.5
1996-97	7,482	5,467	656	13,605	70,625	84,230	16.2
1997-98	7,403	5,858	668	13,929	75,043	88,972	15.7
1998-99	8,028	5,888	719	14,635	78,738	93,373	15.6
1999-00	7,989	5,808	676	14,473	79,478	93,951	15.4
2000-01	8,192	6,157	629	14,978	85,381	100,359	14.9
2001-02	8,552	6,114	663	15,329	89,895	105,224	14.6

* Figures do not include the University of Puerto Rico or Polytechnic University of Puerto Rico.

BACHELOR'S DEGREES GRANTED IN ENGINEERING*

Academic Year	African Americans	Latinos	American Indians	Total Minority	Total Nonminority	Total Freshmen	Percent Minority
1991-92	2,374	2,144	163	4,681	58,406	63,087	7.4
1992-93	2,637	2,310	175	5,122	59,333	64,455	7.9
1993-94	2,769	2,514	207	5,490	58,897	64,409	8.5
1994-95	2,897	2,804	230	5,931	58,212	64,143	9.2
1995-96	3,125	2,943	263	6,331	58,468	64,799	9.8
1996-97	3,203	2,954	265	6,422	57,610	64,032	10.0
1997-98	3,144	3,055	247	6,446	55,927	62,373	10.3
1998-99	3,171	3,148	328	6,647	54,923	61,570	10.8
1999-00	3,150	3,213	347	6,710	56,011	62,721	10.8
2000-01	3,182	3,146	275	6,603	57,586	64,189	10.3
2001-02	3,358	3,307	315	6,980	60,677	67,657	10.7

Source: Data collected by the Engineering Workforce Commission (EWC) under a grant from NACME. The EWC does not guarantee absolute accuracy of the numbers reported by engineering schools. Statistics for minorities, other than African Americans, are not available before 1973. Enrollment figures for [illegible] have been [illegible] to include the University of Florida, which reported for the first time in that year.

* Figures do not include the University of Puerto Rico or Polytechnic University of Puerto Rico.

Note: Because of differences in processing of data, there may be some variation between NACME figures and EWC reports, and those from the U.S. Department of Education. For example, NACME continues to aggregate students who are foreign nationals in its figures for total students. NACME and EWC include all degrees granted from engineering schools and departments.

PUERTO RICO

Academic Year	Freshman Enrollment	Total Undergrads	Total Degrees
1991-92	694	3,812	566
1992-93	729	3,855	546
1993-94	745	3,843	538
1994-95	780	4,145	606
1995-96	901	4,227	624
1996-97	1,143	4,419	1,059
1997-98	1,910	6,875	889
1998-99	1,136	6,286	930
1999-00	1,268	5,780	914
2000-01*	1,414	8,034	1,006
2001-02	1,601	6,417**	991

Note: Graduation figures for 1996-97 and subsequent enrollment and graduation statistics have been adjusted to include recently accredited Polytechnic University of Puerto Rico.

* While part-time students are excluded from the present and previous years' reports, they were included in the 2000-2001 year report.

NACME SCHOLARSHIP PROGRAMS

NORTHEAST: 250 students

City College of The City University of New York
Clarkson University
Columbia University
Cornell University
Drexel University
Lehigh University
Manhattan College
Massachusetts Institute of Technology
New Jersey Institute of Technology
Pennsylvania State University
Polytechnic University
Princeton University
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Stevens Institute of Technology
Temple University
University of Massachusetts, Amherst

MIDWEST: 54 students

Illinois Institute of Technology
Northwestern University
Purdue University, West Lafayette
University of Illinois, Chicago
University of Illinois, Urbana-Champaign
University of Iowa
University of Michigan, Ann Arbor
University of Minnesota
University of Missouri, Columbia
University of Missouri, Rolla
University of Wisconsin, Madison
Michigan State University

SOUTHEAST: 185 students

Auburn University
Clark Atlanta University
FAMU/FSU College of Engineering
Fayetteville State University
Gallaudet University
Georgia Institute of Technology
Georgia Southern University
Hampton University
Howard University
Louisiana State University
Morehouse College
Morgan State University
North Carolina A&T State University
North Carolina State University
Shaw University
Southern University & A&M College
Spelman College
Stetson University
Tennessee State University
Tuskegee University
University of Alabama, Huntsville
University of Central Florida
University of Florida, Gainesville
University of Georgia
University of Louisiana at Lafayette
University of Maryland, College Park
University of Miami
University of North Carolina, Pembroke
University of South Carolina
University of Virginia
Vanderbilt University
Virginia Polytechnic Institute & State University
Winston-Salem State University

WEST: 166 students

California Polytechnic State University
California State University, Long Beach
California State University, Los Angeles
California State University, Sacramento
D-Q University
New Mexico State University
Northern Arizona University
Oklahoma State University
Prairie View A&M University
Rice University
St. Mary's University
Texas A&M University
University of Arizona, Tucson
University of California, Berkeley
University of California, Los Angeles
University of Colorado at Boulder
University of Houston
University of New Mexico
University of Texas, El Paso
University of Texas, Austin
University of Texas, Dallas
University of Texas, Pan American
University of Texas, San Antonio
University of Washington

PUERTO RICO: 7 students

University of Puerto Rico, Mayaguez

the national rate of 39 percent for minority engineering students.

Weak study skills and gaps in math or science skills contribute to a discouraging freshman year for many minority engineering students. To prepare students for college success, NACME's Engineering Vanguard Program provides a summer of intensive coaching before college for selected high school graduates. The program then provides full tuition plus dormitory rent through eight universities that have stellar engineering programs.

NACME is strengthening support for institutions of higher education, too. Institutions need better ways to identify promising students, the organization believes, and more collaborative, team-oriented learning environments.

Block Grants to 13 Top Engineering Programs

This year NACME has awarded block grants to 13 universities that have excellent engineering programs and have made a commitment to increase minority engineering students significantly. Grantees are: Arizona State University, City University of New York, Florida International University, Georgia Institute of Technology, North Carolina A & T State University, North Carolina State University, University of California-San Diego, University of Central Florida, University of Illinois at Chicago, University of Missouri at Rolla, University of Texas at San Antonio, University of Washington, and Virginia Polytechnic Institute.

"We're working with the universities to provide more of a safety net for our students, more support," among other improvements, Slaughter explains. "This effort requires a tremendous acceleration in what the institutions are already doing. We're going to convene all of these institutions on at least an annual basis so that we can share best practices and learn from one another."

M Through W

At the middle school level, research shows that minority youth are interested in math and science, but they don't know how critical it is to take algebra, and they don't have realistic images of engineering and science career opportunities. NACME's efforts at this level, therefore, center on getting the word out.

GuideMeNacme is a colorful page on the Web site that looks like a board game. "What kind of smart are you?" it asks. As a child, did you like blocks, scavenger hunts, puzzles? Would you like to design cars, explore space, improve the environment?" If so, GuideMeNacme says, you could be an engineer. It goes on to tell about engineering jobs, qualifications, and salaries.

For corporations and academic institutions, NACME offers diversity assessments and workshops. For teachers, it offers professional development training as well as links to online training and subject-matter enrichment opportunities.

In all its outreach efforts, NACME makes maximum use of the Internet to reach as many people in as many scattered locations as possible.

"However valuable a one-to-one relationship may be, we simply don't have the resources to do that with hundreds of students," Slaughter explains. "So we're trying to scale things up. Periodically, we offer webcasts, where someone at IBM or DuPont or another corporation can mentor a large number of students."

Every year, NACME arranges 200 or more paid summer internships in major technology-intensive organizations. The internships provide students with advice and counsel from experienced professionals, and give them an inside look at the realities of the workplace. The internships also give cooperating employers the chance to introduce talented young people to the corporate culture. In a survey of the summer 2001 interns, four out of five expressed interest in working for the same organization again.

Aim High and Work Hard

The dot-com crash and ongoing recession have impacted NACME's finances. "We lost support from some people," Slaughter reports in a matter-of-fact tone. WorldCom alone had to cancel $8 million in pledged support. "But we got some new support," he adds.

NACME now administers the $1.7 million Alfred P. Sloan Foundation Minority Ph.D. Program. The Sloan program provides up to $30,000 to minority graduate students in science Ph.D. programs that are selected for their excellent track record with underrepresented minorities. For details visit www.SloanPhDs.org.

In 1996, NACME received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. In 1998, it received the Exemplary Public Interest Contribution (EPIC) Award from the U.S. Department of Labor. In 2001, the organization received the Exemplary Partnership Award from the Quality Education for Minorities Network. NACME declares, "Our goal is diversity with equity; our metric is parity in the work force; and our methodology is the formation of partnerships with those corporations, educational institutions, foundations, nonprofit agencies, and governmental bodies that share a commitment to these aims."

Slaughter states, "Questions of what is right, what is responsible, and what is necessary are nowhere more prevalent in higher education than in the several disciplines of science and engineering.

"Too few African American, Latino, and American Indian young people complete high school with the necessary math and science preparation to enter and complete a rigorous scientific or engineering education. And for many women and other underrepresented groups, academic scientific and engineering communities are perceived as unfriendly places."

We need a "coherent, widely accepted, broad-based and well-supported effort that is designed to effectively redress these disproportions and apparent injustices," he continues.

Such an effort is especially urgent for the Hispanic community, now more than 12.5 percent of the general population, but earning only 7 percent of engineering bachelor's degrees and less than 2 percent of engineering doctorates.

"America requires all of the scientific and engineering talent it can muster to maintain a competitive edge in the global marketplace of ideas and artifacts," Slaughter concludes. "Failure to address the inequalities that exist in our educational systems, especially in higher education, could doom us to a position of technological inferiority among the principal nations of the world."

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

Top Ten Producers

Latino engineering baccalaureates, 2001*

- University of Texas, El Paso
- Florida International University
- Texas A&M University
- University of Texas, Austin
- University of Florida
- Cal Poly Pomona
- Texas A&M University, Kingsville
- New Jersey Institute of Technology
- New Mexico State University
- University of Central Florida

* *UPR and Poly U of PR not included.*
Source: EWC

Museum of Archaeology & Anthropology

Penn
University of Pennsylvania

Museum Director

The University of Pennsylvania Museum of Archaeology & Anthropology seeks candidates interested in the post of Director. We are soliciting applications from individuals with academic qualifications that would allow them to be appointed to the tenured rank of Full Professor at the University of Pennsylvania. Candidates will have demonstrated significant experience in dealing with the kinds of national and international research and educational programs, both public and University level, that the University Museum has conducted and will continue to pursue, as well as experience in administration. The new Director will possess the institutional vision and interpersonal skills necessary for the well-being of the Museum. The successful candidate will also demonstrate significant fundraising achievements and planning abilities.

The University of Pennsylvania Museum of Archaeology & Anthropology is a major institution of research, education and preservation with a full-time staff of 120 and over 200 volunteers. It has a distinguished history of archaeological and anthropological field work which is reflected in collections of holdings in New World archaeology and ethnography, Near Eastern archaeology and ethnography, Egyptology, Classical archaeology, Asian archaeology and fine arts, and the ethnography and archaeology of Africa and the Pacific. The Museum currently sponsors active research in eighteen countries. Many of the Museum's galleries have been recently renovated, although the task is not yet completed.

The University of Pennsylvania Museum of Archaeology & Anthropology also has a long and distinguished record of community education and public outreach. Our Education Department offers extensive programming for school children. The Museum's traveling exhibits and innovative website enable the museum to share its collections and research both nationally and internationally.

Closing date for application is September 15, 2003. Candidates should submit a letter of application along with an academic vita, to:

Chair, Director of Museum Search Committee
University of Pennsylvania, Office of the Provost
122 College Hall, Philadelphia, PA 19104-6303

The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer

The Art of Making a Difference

Community
College of
Philadelphia

Building Community in the City of Brotherly Love

by Kimberly Iapalucci

All is not quiet in the Latino community, especially with the inspirational voice of Gilberto González encouraging young Latinos to stay in school and get involved in their community.

González is the senior graphic designer at the Community College of Philadelphia (Pa.), where he also functions as an advisor for the College's Latin American Student Organization (LASO). With active branches in colleges across the country, LASO is an international organization that promotes education, understanding, and all aspects of Latino culture, including history, arts, cuisine, music, and more. As a LASO advisor, González is a valuable link between students and the resources available to Latinos.

When he's not designing publications for the College or directing photography for its Web site, González turns the tables and transforms College staff into students. As a member of the College's Diversity Council, he educates faculty members about the Latino population, and has hosted guests who spoke about Puerto Rican history in Philadelphia.

In January of last year, González shared his experiences and successes as a single father with the Philadelphia Workforce Development Corporation's Fatherhood Initiative Program–"Dads Making a Difference." He stressed the importance of education and reflected on the hardships faced by young fathers, many of whom are forced to drop out of school in order to care for their children.

Education is González's mainstay and, realizing the need for Latino support systems, he dedicates much of his time to organizations that encourage young Latinos to stay in school and continue their education. He notes that the dropout rate for Latino students is more than 60 percent, beginning in junior high. But that percentage seems bound to decrease with people like González working to make a change.

The League of United Latin American Citizens (LULAC) and ASPIRA are organizations to which González often refers students. Both associations promote the education and development of Latino youth with services such as GED certification, financial aid, career counseling, and leadership training. By providing educational opportunity, LULAC and ASPIRA help young Latinos confront the unique challenges they face.

Born to Puerto Rican parents, González grew up in Philadelphia and understands firsthand the racism and hardships facing the Latino community.

"Going through high school was tough. Going through college was tougher," he says.

But González didn't let adversity slow him down. After receiving an associate's degree in fine arts from Community College of Philadelphia, he continued his education at University of the Arts, where he earned a bachelor's degree in graphic design.

In 1989, González tapped his personal motivation and graphic design skills in order to create Cinqo Graphics, a professional training program that allowed high school students to take graphic design courses at local universities, including Moore College of Art and Design and the University of the Arts.

Cinqo Graphics was selected from a variety of Philadelphia-based arts projects to be featured in 1992 on WHYY's Spotlight, a series that explores local cultures. The 20-minute video segment was produced largely by the students. Many Cinqo Graphics participants pursued higher education at local colleges, including Community College of Philadelphia, and one student, directly after high school, secured a job with the Yellow Pages.

González founded and raised the funds for Cinqo Graphics through Taller Puertorriqueno, a community-based Latino arts organization for which he served as graphic design director from 1988 to 1992. Though the Cinqo Graphics program ended last year, Taller Puertorriqueno is a nationally recognized organization that continues to offer a variety of cultural enrichment programs and arts classes.

González currently gives his attention to the Norris Square Garden Project, in which residents are joining efforts and transforming vacant lots on the 1900 block of Hancock Street into usable green spaces.

He is also collaborating with David Méndez of the Norris Square Civic Association and Lucas Rivera of the Lighthouse art gallery to establish a First Friday for the flourishing Norris Square Latino neighborhood.

"There are not enough places for Latino artists to exhibit," he says. To create a space, the three men are meeting and making plans with Latino artists, the Lighthouse gallery on Lehigh Avenue, and Congresso, an organization dedicated to the Latino arts community.

Cecarina Biez graduated from Community College of Philadelphia with the support of LASO and currently volunteers at the Lighthouse gallery. Like many students who receive training or assistance from organizations such as LASO, LULAC, and ASPIRA, Biez feels the need to give back to her community.

Ricardo Martino graduated from the College's Youth Work Certificate Program in 2001 with the help of the youth he taught in a community-based after-school program. As a youth worker, Martino promotes education, cleans up the streets with neighborhood youngsters, and continues to devote time and energy to his Kensington neighborhood. Such a tightly woven environment of cooperation and involvement can only help perpetuate success in the Latino community.

"A lot of problems can be solved through education," says González. "Education is going to make our community better."

Combine education with role models like González, and you've got a formula for success.

For more information about ASPIRA, LULAC, or Taller Puertorriqueno, visit their Web sites: www.aspira.org, www.lulac.org, www.tallerpr.org.

DIRECTOR

American Indian Studies Center

UCLA

The University of California at Los Angeles seeks a new Director for the American Indian Studies Center (AISC). Qualifications for success are a strong scholarly research and publication record; experience developing interdisciplinary research and instructional programs in Native American Studies; the ability to administer budgetary and personnel processes; and proven experience in obtaining and managing extramural funding in the form of research grants and development activity. Above all, we are looking for a dynamic individual to provide intellectual and programmatic leadership for the Center. This is a tenured appointment in the appropriate department or school with an anticipated starting date of July 1, 2004.

Established in 1969 as one of the first ethnic studies centers, the American Indian Studies Center is an Organized Research Unit whose mission is to promote research, education and community service within an academic framework. The AISC maintains a reference library, publishes books and the American Indian Culture and Research Journal. The Center provides academic counseling and support to students, and administers postdoctoral and predoctoral fellowships and research awards through the Institute of American Cultures. Over the past three decades, the Center has become nationally and internationally recognized as one of the foremost American Indian Studies programs.

For additional information, please visit:
http://www.apo.ucla.edu/aisc

For full consideration, nominations and applications should be sent by September 15, 2003 to:

AISC Director Search Committee
c/o Ms. Rene Dennis, Administrator
Office of the Chancellor—APO
University of California Los Angeles
3109 Murphy Hall, 140701
Los Angeles, CA 90095-1407

Fax: (310) 206-9643.

E-mail: Execsearch@conet.ucla.edu

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DEAN

College of Communication and Fine Arts

Loyola Marymount University invites applications for the position of Dean, College of Communications and Fine Arts.

Founded in 1911 and located in Los Angeles, a large metropolitan and diverse city, Loyola Marymount University has a student population of 8,262, an annual budget of over $190 million, and an endowment of $220 million. It takes its fundamental inspiration from the traditions of its sponsoring orders, the Jesuits and the Religious of the Sacred Heart of Mary. Loyola Marymount University includes the Bellarmine College of Liberal Arts, the College of Business Administration, the College of Communication and Fine Arts, the College of Science and Engineering, the School of Education, the School of Film and Television, and Loyola Law School.

The College of Communication and Fine Arts encompasses four departments: Art and Art History, Communication Studies, Music, and Theater Arts and Dance. It has 47 full-time tenured and tenure-track faculty and 786 undergraduate students.

As senior academic administrator for the College, the Dean is a member of the Deans' Council and reports directly to the Academic Vice-President. Candidates must have the proven ability to provide overall leadership for the College, be familiar with the issues and challenges of contemporary Catholic higher education, and support the University's mission which focuses on the encouragement of learning, the education of the whole person, the service of faith and the promotion of social justice and diversity. They should have an earned doctorate, or a terminal degree, or the equivalent of either, with credentials suitable for tenure in a department of the College. They should also have a distinguished record of teaching and scholarship or creative and artistic work, as well as the skill to balance artistic and intellectual life, and to represent effectively the College both internally and externally. Ability to earn the trust of faculty, staff and students in the College; a strong commitment to interdisciplinary endeavors, outstanding interpersonal skills, fundraising experience, and prior academic administrative success, are essential requirements for the position.

In accordance with University policy, the Dean will be responsible for planning, developing, and evaluating teaching, scholarship, and creativity, reviewing annual departmental budgets, fund raising for the implementation of the University strategic plan as it applies to the College, and overseeing the recruitment, admission and advising of students within the College.

The position will be available on June 1, 2004. The salary range will be competitive and dependent upon qualifications and experience. Applications will be accepted until the position is filled Applicants should send the following materials:

1. a letter of application which includes a description of the applicant's vision and experience;
2. a curriculum vitae; and
3. names, addresses, and telephone numbers of five references.

Application materials should be sent to:

Joseph G. Jabbra, Ph.D.
Academic Vice-President
and Chair of the Search Committee
Loyola Marymount University
One LMU Drive, Suite 4820
Los Angeles, California 90045-2659

Loyola Marymount University is an equal opportunity employer.

For further information about Loyola Marymount University and the College of Communication and Fine Arts, please go to: www.lmu.edu.

LOYOLA MARYMOUNT
UNIVERSITY

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com August 11, 2003

Congressional Leaders Join HACU in Support of National Hispanic Higher Education Agenda

WASHINGTON, D.C.

Leading members of Congress recently joined the Hispanic Association of Colleges and Universities (HACU) on Capitol Hill to call for unprecedented new federal spending on the higher education needs of the nation's largest ethnic population.

"Hispanics are fueling the growth of America's work force. Hispanics account for one of every three new workers, and are projected to make up one of every two new workers joining the work force by 2025. Yet, Hispanics continue to have the lowest level of educational attainment of any major group," said U.S. Rep. Rubén Hinojosa of Texas.

"If we do not invest in the advanced education and training of this emerging population, we put our nation's economic foundation at risk," said Hinojosa, chair of the education task force of the Congressional Hispanic Caucus.

HACU unveiled a comprehensive series of proposals to amend the Higher Education Act, which governs all federal higher education spending, to target record new federal investments in student financial aid, teacher training, technology, and infrastructure support for the nation's more than 200 Hispanic-Serving Institutions (HSIs).

"Everyone in this country will benefit from our proposals to provide this population the advanced knowledge and skills that will so dramatically contribute to our nation's future economic success, security, and global leadership," said HACU President and CEO Antonio R. Flores.

HSIs serve the largest concentrations of Hispanic higher education students in 25 states and Puerto Rico, but currently receive (on average, per student) only a fraction of federal funding provided to all other degree-granting institutions.

U.S. Sen. Jeff Bingaman of New Mexico, co-chair of the Senate Hispanic-Serving Institutions Coalition, said he anticipated strong, bipartisan support for the new "Next Generation HSIs" bill as Congress began considering amendments to the Higher Education Act (HEA) as part of the Act's five-year reauthorization cycle.

Members of the House and Senate repeatedly expressed support for the "Next Generation HSIs" bill introduced by Bingaman in the Senate and Hinojosa in the House. The bills would authorize $300 million in new federal spending on HSIs beginning in federal fiscal year 2005, including a first-time funding mechanism specifically for graduate education programs at HSIs.

Academically Qualified Hispanic Students Still Face Tough Obstacles

SAN JOSE, Calif. and NEW YORK, N.Y.

New focus group research suggests that academically qualified Hispanic high school students are often derailed on the road to higher education by low expectations from teachers, poor understanding of the college admissions and financial aid processes, and little adult support. Those are findings in *With Diploma in Hand: Hispanic High School Seniors Talk About Their Future*, a new report prepared by Public Agenda–a nonprofit public opinion research organization–for the National Center for Public Policy and Higher Education.

"The idea for this research began with an earlier survey showing that Hispanic parents place enormous emphasis on higher education," said John Immerwahr, author of the report, senior research fellow at Public Agenda, and associate vice president for academic affairs at Villanova University. "They believe that a college education is a prerequisite for a good job and a comfortable middle-class lifestyle. Despite this belief, statistics show that Hispanic high school students are less likely to go on to full-time higher education and less likely to graduate with a degree. The purpose of this research was to probe this gap."

The analysis reports on interviews with 50 Hispanic high school seniors from Arizona, California, Illinois, New York, and Texas. Some of the students interviewed were on a clear college track and others appeared unlikely to attend college. The middle group–referred to in the study as "college-maybes"–appeared academically qualified for college-level work, but still faced significant obstacles.

The "college-maybe" students often struggled with challenges ranging from lack of help with applications to lack of knowledge of the rules of the game to lack of financial resources. They were often poorly informed about the process of applying for college. Several students were prime candidates for financial aid, but were not aware that grants existed. Many were also hampered by low expectations from their teachers.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com August 11, 2003

U.S. Hispanics Assess Newfound Economic and Political Influence

ORLANDO, Fla.

One of the year's most important gatherings of Hispanic political, business, and community leaders took place at the recent 74th Annual League of United Latin American Citizens (LULAC) National Convention and Exposition, entitled "Latinos Unidos: Realizing the Promise." Several thousand people attended the weeklong event to discuss the most pertinent and pressing issues facing Hispanics today.

"The influence of Hispanic Americans has never been stronger in terms of economic purchasing power and our growing presence in the political arena," said Hector M. Flores, LULAC's national president and convention chair. The conference explores critical issues affecting Hispanics, he said, and also seeks "creative partening opportunities with government and business" that could both empower Latinos and safeguard their civil rights.

Some of the highlights of the six-day event included presentations on topics such as education, civil rights, access to health care, and the power of the Hispanic vote.

Flores discussed what the new 2000 Census numbers mean to the Latino population in terms of political impact. Dr. Gabriela Lemus, LULAC director of policy and legislation, released and discussed findings from her study of emerging communities in several cities around the country.

Brig. Gen. María I. Cribbs, director for manpower and personnel, J-1, the Joint Staff, gave a talk on "Latina Empowerment: The Fastest Growing Population, and the Issues They Face," and U.S. Secretary of Housing and Urban Development Mel Martínez explored "Hispanic Home Ownership" and the timely topic of Spanish-language Web sites.

Brent Wilkes, LULAC national executive director, and Michael Montelongo, assistant secretary of the Air Force for financial management and comptroller, discussed the continuing severe underrepresentation of Latinos in the federal government and the need for more Hispanics in the armed forces and other public sector positions.

Even though Hispanics are demographically underrepresented in the Department of Defense, more Hispanics are now serving their country in the U.S. military, contributing to the fight against terrorism, than in any previous war in history. Discussing the important contributions of Hispanics in the military were Charles Abell, principal deputy undersecretary of defense for personnel and readiness; Brig. Gen. José Portela, Air Force manpower and reserve affairs; and Rogelio Pardo-Maurer, deputy undersecretary of defense for western hemisphere affairs.

Business-Higher Education Forum: Building a Nation of Learners Is Key to U.S. Meeting Global Competition

WASHINGTON, D.C.

Higher education leaders and policy makers must work together to develop and adopt new approaches to teaching and learning to forestall an impending shortage of up to 12 million college-educated workers by 2020, warns an in-depth report issued by the Business-Higher Education Forum (BHEF).

In *Building a Nation of Learners: The Need for Changes in Teaching and Learning to Meet Global Challenges*, BHEF concludes that America must create "a nation of learners," one in which students learn the basic life skills and obtain training tailored both to their individual needs and workplace demands.

Among the key recommendations in the report, BHEF urges policy makers to create new policies, priorities, and programs needed to transform the United States into a true nation of learners. Specifically, the report calls for the president to create a Nation of Learners Commission to help identify ways to tap the expertise necessary for improving learning and to quantify the technology infrastructure investments needed for the U.S. to reach educational parity by 2010.

"With the pending retirement of the baby boom generation and the continued expansion of jobs requiring college-level learning, higher education institutions must devise bold new approaches to teaching and learning that respond effectively to these demographic, economic, and social forces," said Molly Corbett Broad, president of the 16-campus University of North Carolina and co-chair of BHEF's working group on learning and technology.

In affiliation with the American Council on Education (ACE), the Business-Higher Education Forum is a membership organization of leaders from American businesses, colleges, universities, and museums. BHEF has published groundbreaking reports and calls to action on American education for more than 20 years.

People-Places-Publications-Conferences

PEOPLE & PLACES

White Characters Dominate Prime-Time TV, Finds UCLA Study

Darnell Hunt, sociologist and principal author of a University of California-Los Angeles (UCLA) study tracking diversity on television, says, "Despite our nation's growing diversity, White characters continue to dominate prime-time [television], not only with the number of characters but also with the amount of time they appear on the television screen."

"Latino characters are significantly underrepresented in terms of screen time," says Hunt.

The second-year findings of the study show that African Americans and Whites represented 90 percent of prime-time characters, yet they comprise about 81 percent of the nation's population.

In contrast, Latinos continued to be the most underrepresented group in prime-time television despite being the nation's largest minority group. Latinos accounted for 3 percent of characters, up from 2 percent in 2001.

Texas A&M Forms Mexican-American/Latino Faculty Association

Texas A&M University President Robert Gates officially approved the Mexican-American/Latino Faculty Association (MALFA) as a way to further promote the importance of Mexican-American/Latino culture at the University.

Gates called it "a welcome addition to the University as we continue to move forward in our quest to provide access and representation at all levels–faculty, staff and student–and to enhance understanding and appreciation of all the different cultures represented on campus."

One MALFA priority is a permanent center fostering the Mexican-American/Latino academic community, a physical reminder of the important contributions made by those it serves–faculty, staff, and students.

University of Nebraska Examines Immigration Patterns

Beth Moorhouse, graduate research assistant in the University of Nebraska-Lincoln's Bureau of Business Research, compared 1990 and 2000 Census data for Nebraska and the nation in the April issue of *Business in Nebraska*.

"Nebraska Immigrants–1990 to 2000" shows that while the state's population remains less diverse than that of the nation as a whole, the state is diversifying at a faster rate than the nation.

The biggest factor driving Nebraska's demographic change, she found, was its Hispanic population, which grew from 39,969 in 1990 to 94,425 in 2000, a 136 percent increase. She also found reason for optimism in the educational outlook for Hispanic immigrants, despite their persistent education gap.

Hispanic Scholarship Fund Elects New Members

The board of directors of the Hispanic Scholarship Fund (HSF) named Jeff García and Raúl R. Romero new board members.

García (pictured l.), quarterback for the San Francisco 49ers, a Bay-area native and longtime supporter, has been involved with HSF for three years, helping raise scholarship money for HSF/Jeff García Scholars and hosting Celebration of Achievement events.

Romero (r.), former vice chairman of the University of Texas (UT) board of regents, was cited by *Hispanic Business* magazine as one of the top 100 influential Hispanic business leaders in the U.S. He was active in developing policies insuring that the UT system maintains its role of enrolling, retaining, and graduating disadvantaged students.

CU-Boulder Honors Miramontes for Equity and Excellence

Ofelia Miramontes, associate vice chancellor for diversity and equity at the University of Colorado (CU)-Boulder, was presented with an Equity and Excellence Special Recognition Award at the University's 18th Annual Equity and Excellence Graduation Ceremony and Awards Banquet.

The awards are given to faculty and staff whose work best exemplifies a commitment to promoting the principles of academic excellence, cultural pluralism, and diversity in the university community, and to students who demonstrate academic excellence and outstanding service to the university community and within its multiculturally diverse communities on campus.

Latino Coalition Hosts 2003 Summit on Immigration Reform

The board of directors of The Latino Coalition (TLC) hosted the 2003 Summit on Immigration Reform in Washington, D.C. The conference brought together Latino business and community leaders, immigration policy experts, and elected officials to develop a permanent solution to the ongoing immigration crisis in America.

"The plan calls for the creation of a new 'Permanent Worker Program' with Mexico to allow individuals to come to work in the U.S.," said TLC President Robert Deposada. "This program would regularize the status of millions of undocumented workers in our country, increase our tax revenues, and improve our national security."

Ingle Receives Jack Barden Award

Dr. Henry T. Ingle, professor of communication and associate vice president for technology planning and distance learning at the University of Texas-El Paso (UTEP), was given the 2003 Jack Barden Award for professional excellence and support of minority-serving institutions in the field of information technology.

Ingle was honored for his longstanding commitment and support of cutting-edge practices in the use of new information technology to promote equity and access in educational opportunities for undeserved populations. He has promoted communication technology along the U.S.-Mexico border and in developing regions of the world, including Mexico, Central and South America, and Asia.

UTEP Names New VP for Finance and Administration

The University of Texas-El Paso (UTEP) named Cynthia Villa vice president for finance and administration.

Villa has been associate vice president for finance and administration, assistant vice president for finance and administration, comptroller, financial services director, and assistant director of budget and payroll, since coming to the University in 1987.

"Cindy's 16 years of service to UTEP and her extensive knowledge of fiscal matters not only within the University, but statewide, will be critical to us in these uncertain times," said UTEP President Diana Natalicio.

Villa earned a bachelor's degree in accounting from UTEP and is a certified public accountant. She served on UTEP's Women's Advisory and Information Technology committees.

Cal State L.A. Presents Golden Apple Awards

The 2002-2003 Golden Apple awards were given to 10 graduates at California State University-Los Angeles for their exceptional performance as student teachers.

Each was rated in the top 10 percent of student teachers observed by a faculty member of the University during the past academic year. They provided exemplary work in practices including development and implementation of: instruction that encourages students to think; learning opportunities that effectively address children with special needs (special education); culturally relevant curriculum materials; and completion of all the Direct Teaching (student teaching) competencies.

Sandra Arreguin, Kelly Martínez, Noemi Morales, and Gabriela Ramírez were among the honorees.

Torrez and Brignoli Address South Mountain Grads

In Arizona, South Mountain Community College (SMCC) co-valedictorians María Torrez and Jacqueline Brignoli addressed fellow students during commencement ceremonies.

Torrez (pictured l.), member of Phi Theta Kappa and captain of SMCC's women's volleyball team, had a 4.0 GPA. She received the prestigious 2002-2003 Chancellor's Scholarship and the Dougherty Foundation Scholarship. She will complete her studies in elementary education at Arizona State University (ASU) and plans to teach kindergarten.

Brignoli (r.) is also a member of Phi Theta Kappa and is in the honors program. Having earned an Associate of Arts degree, she too plans to continue her education at ASU.

In The News at Brown

- Brown University Graduate School (R.I.) is marking its 100th birthday with a series of events that began during the University's 235th commencement exercise last spring, and will continue into the fall. With the celebrations, the University honors the scholarly contributions of its students, faculty, and alumni who have helped shape the learning environment of the University, the nation, and the world.
- A Brown study found that although Black and Hispanic women comprised 6 percent of Rhode Island's 1990 population, they represented more than 17 percent of victims in police reports documenting domestic violence and sexual assault. The study looked at whether the risk of police-reported domestic violence varied in relation to a woman's race and neighborhood conditions. Researchers found that White and Hispanic women were less likely to file a domestic violence report to police as neighborhoods became less impoverished.
- Brown University President Ruth Simmons, speaking at Yale University's Law School, said that affirmative action is one of the most far-reaching and important government actions of today. "Discrimination endures, that is undeniable," said Simmons, who urged students to make diversity meaningful by interacting with classmates from different backgrounds.
- Evelyn Hu-DeHart, professor of history and director of the Center for the Study of Race and Ethnicity in America at Brown University, spoke about affirmative action at the Mendel Center at Lake Michigan College. Hu-DeHart equated affirmative action with racial justice and said that we cannot attain the true goal of democracy without racial justice and equality.

Rochester Institute's Davila Retires

In New York, Dr. Robert R. Davila, the first Rochester Institute of Technology (RIT) vice president for the National Technical Institute for the Deaf (NTID) and the first deaf CEO of NTID, retired after seven years of dedicated services benefiting students.

Photo © A. Sue Weisler

Davila, 70, became the only deaf person to hold a sub-Cabinet position when he was assistant secretary for special education and rehabilitation services under President George H.W. Bush. He successfully led NTID's first private fund-raising campaign, securing $11.5 million to bolster scholarship funds, enhance technology, further research and development efforts, and support special programs.

Davila's countless accomplishments and efforts on behalf of deaf and hard-of-hearing students have extended around the globe. He secured funding through the George Soros Foundation for a model program supporting deaf students in Eastern Europe.

Flores Delivers CSU-Fullerton Outstanding Professor Lecture

Albert Flores, professor of philosophy at California State University (CSU)-Fullerton, presented this year's Outstanding Professor lecture, on "Justice and the Medicalization of Dying."

"I'm concerned with exploring the ethical question of whether one has the moral right to ask for assistance in dying, especially if the dying process is so intensely painful that no medical relief is possible," said Flores. He makes note of society's increased dependence on technology and wonders about the well-being of the patient.

Flores joined the University in 1982 and has held many leadership roles, including twice chairing the Academic Senate. He is on the University of California-Irvine Medical Center's Medical Ethics Committee, and he holds a doctorate and master's degree in philosophy from Ohio State University.

CUNY Salutes Puerto Rican Alumni

The City University of New York celebrated the accomplishments of the Puerto Rican community and Puerto Rican alumni.

"As the lion's share of Puerto Rican professionals have stayed in New York City, they have enriched the work force, the arts, our education system, and earned numerous management and leadership positions at all levels of society," said Chancellor Matthew Goldstein.

The event's co-sponsors included among others Assemblyman Peter Rivera, chair of the Hispanic Task Force of the New York State Legislature; City Council Majority Leader Joel Rivera; City Councilwoman Margarita López; Lorraine Cortes-Vásquez, president of the Hispanic Foundation; and Dr. Félix Matos Rodríguez, director of the Center for Puerto Rican Studies at Hunter College.

El Paso Professors Receive Noted Piper Award

Nancy Marcus (pictured l.) and Kathleen Staudt (r.), professors at the University of Texas-El Paso (UTEP), received the prestigious Minnie Stevens Piper Foundation Award for superior teaching.

Marcus, a math professor at UTEP, piloted a modular pre-calculus course and designed and implemented a Minority Institutions for Excellence cluster course. She has served on numerous committees, including chair of an MIE task force, and was appointed to serve on the Partnership for Excellence in Teacher Preparation team.

Staudt created the University's Center for Civic Engagement. She has been chair of the political science department, coordinator of the Women's Studies Program, director of the Honors Program, and assistant dean of the College of Liberal Arts.

Florida Completes Plans for New Judicial Reform

The Center for Governmental Responsibility of the University of Florida (UF) Levin College of Law organized the 4th Annual "Legal & Policy Issues in the Americas" conference, during which U.S. and Latin American international, government, legal, and education officials finalized plans for establishing a universities-based Rule of Law Center for Judicial Reform in the Americas.

According to Jon Mills, UF law dean, the Center would provide assistance to involved countries in human rights issues, judicial system operation, election reform, money laundering and financial crimes, environmental and military law, and more.

Loyola Marymount Launches Latino Business Program

A group of Los Angeles' top Latino business leaders (pictured: José Legaspi, president of The Legaspi Company) gathered at Loyola Marymount University in California for the launch of a Latino Business Leadership Program to be run by the Center for Executive Learning in the College of Business Administration. Developed through an educational partnership, The Latino Business Leaders Group. The program will address issues unique to the Latino work force.

The Program involves a roundtable executive management series in which a select group of Loyola Marymount faculty members discuss corporate and financial strategy, organizational and human resources, marketing and product strategy, and leadership.

Wright State Hosts Statewide Diversity Conference

Students, faculty, and staff members came together for the third annual statewide diversity conference "Quest for Community: A Call to Action" hosted by Wright State University (Ohio).

Wright State representatives and business leaders explored how businesses and universities address diversity issues in a proactive, inclusive manner. They discussed the balance between individual experiences, institutional values, and legal issues created when addressing diversity issues.

Walter H. Rice and Adele M. Riley, co-chairs of the Dayton Dialogue on Race Relations, presided over a panel presentation that provided an overview of the community initiative to improve race relations through honest conversation and understanding. Participants discussed their experiences and their applicability to higher education.

Ochoa Becomes Associate Professor at Pomona

Pomona College (Calif.) recently promoted Gilda Ochoa to associate professor of sociology and Chicano/a studies.

Ochoa teaches Chicanos/as in Contemporary Society, Introduction to Sociology, Los Angeles Communities, Chicanas and Latinas in the U.S., and the Sociology of Race and Ethnicity.

An expert on Chicanos/as in contemporary society and race and ethnicity, Ochoa's research centers on factors and situations that influence relationships between Mexican-Americans and Mexican immigrants.

Ochoa received a Haynes Foundation Faculty Fellowship in 2000, and two travel grants from the UCLA Center for the Study of Women and UCLA Sociology. She earned a master's degree and a doctorate from the University of California-Los Angeles (UCLA) and her undergraduate degree from the University of California-Irvine.

Montclair Praised for Global Education

Montclair State University (N.J.) was recognized in a report by an international educational organization for its "outstanding campus internationalization."

NAFSA: Association of International Educators issued the report *Internationalizing the Campus: Profiles of Success at Colleges and Universities*, which outlines the international education initiatives of 16 institutions and their impact on students, schools, and communities nationwide.

Executive Director Marlene Johnson of NAFSA said, "The institutions highlighted in this report have developed innovative ways to educate our students for a world in which global challenges know few boundaries and cross-cultural knowledge and understanding are essential."

Efforts to internationalize the campus learning experience include study abroad programs, foreign-language training, community outreach, faculty exchanges, and international development projects.

Cisneros Keynotes San Bernardino Conference

Henry Cisneros, secretary of Housing and Urban Development during the Clinton administration, was the keynote speaker at the inaugural International Conference on Latin American Studies at California State University-San Bernardino.

The conference brought together international scholars from Canada, Latin America, and the U.S. to discuss the redefinition of Latin American identity in the 21st century.

The event helped launch Cal State's Latin American Studies program, which will provide students with the opportunity to explore a wide range of subjects and curricula that draws from the colleges of Arts and Letters, Business and Public Administration, Education, Social and Behavioral Sciences, and Natural Sciences.

Chicana Playwright Visits California-San Diego

Josefina López, Chicana playwright and co-screenwriter of "Real Women Have Curves," an award-winning film at the 2002 Sundance Film Festival, gave a talk, "Real Women Have Courage: From San Luis Potosi to Hollywood," at the Price Center Theater, University of California-San Diego.

López was born in San Luis Potosi, Mexico, in 1969, and moved with her family to the U.S. when she was 5. She wrote the original stage version of *Real Women Have Curves* at 19, when memories of life as an undocumented person were still fresh.

Hunter Symposium Explores Caribbean Culture and Society

The Americas Society announced the recent symposium, "Caribbean Writing and the Global Culture," hosted by City University of New York (CUNY)-Hunter College, celebrating the diverse literatures of the region and their relationship to the global society. The American Society co-hosted the event along with Syracuse University's Latino/Latin American Studies Program, CUNY-Hunter, and other institutions. Featured writers included Kamau Brathwaite, Edouard Glissant, Antonio Benitez-Rojo, and Cynthia McLeod.

Brathwaite is a poet, cultural historian, and professor of comparative literature at New York University. Glissant is a professor of Francophone literature at the CUNY Graduate Center. Benitez-Rojo serves as the Thomas B. Walton Memorial Professor of Romance Languages at Amherst College.

New Mexico Governor Speaks at Middlebury

Bill Richardson, governor of New Mexico, delivered the commencement address at Middlebury College's (Vt.) graduation ceremony and received an honorary Doctor of Laws degree.

Richardson was elected governor of New Mexico in November 2002. From 1983 to 1997, he represented northern New Mexico in the U.S. House of Representatives, focusing on environmental, energy, and international issues, and serving as a special envoy on several sensitive missions to Cuba, North Korea, and Iraq, where he negotiated the release of prisoners from Saddam Hussein.

"We are honored to recognize a man who has used his many talents to work on behalf of both his state and his country," said Middlebury College President John M. McCardell Jr.

UH-Downtown Holds Annual Red Rose Ball

As University of Houston (UH)-Downtown's 22nd Annual Red Rose Ball honored 25 outstanding UH-Downtown student recipients of the Red Rose scholarship for their excellence in academics and community service. Attendees witnessed last minute fund raising that brought the total raised at the University's signature scholarship fund-raiser to a half million dollars ($495,000 net).

Among the honorees were Robinson Arteaga, Elizabeth Chávez, Wendy Rios, and Claudia Yeshika Castillo. Honoree Linda Aguilar Peña (pictured), 51, a mother of three college students, including a son who also attends the University, was a student speaker. With a perfect 4.0 GPA, Peña has been working toward becoming a high school English teacher. She graduates in 2004.

Northern Illinois Hosts Venezuelan Art Exhibition

The Northern Illinois University (NIU) Latino Center–home to the Latinos and the Center Studies–and the DeKalb Area Women's Center (DAWC) co-hosted two exhibitions of Venezuelan art.

NIU displayed the work of Carlos Solis, a muralist and freelance artist who studied graphic design at the College of DuPage. He is based out of Colibri Gallery/Studio in Chicago. DAWC presented the work of Montserrat Alsina, a printmaker, painter, and performance artist who holds a master's degree from the School of the Art Institute of Chicago.

Gonzales and Cantero Speak at Miami-Dade Graduation

Miami Dade College (formerly Miami-Dade Community College) in Florida held

commencement ceremonies for some 6000 graduates, up 5 percent over last year. Among the notable keynote speakers were Alberto Gonzales and Raoul Cantero.

Gonzales (pictured l.), commissioned in 2001 as the first Hispanic to serve as White House counsel, addressed Wolfson Campus graduates and family members during a ceremony at the historic Gusman Theater in downtown Miami.

Cantero (r.), the first Hispanic named to the Florida Supreme Court when he was appointed last summer, spoke to participants at the Kendall Campus commencement.

Miami-Dade is ranked as the largest community college in the nation.

Pima Grad Interns in Nation's Capital

Juan Ciscomani, president of the Pima Community College (PCC) East Campus student government, was one of 15 students in the nation selected to attend the Congressional Hispanic Caucus Institute's (CHCI) summer internship program, which he recently completed.

The first PCC student ever to participate in the internship, he was required to work at least 36 hours per week in the office of a member of the U.S. House of Representatives and to participate in a community service project.

At PCC, Ciscomani has presided over the East Campus Spanish Club and MEChA (Movimiento Estudiantil Chicano de Aztlán). He was also named to the 2003 All-Arizona Academic Team.

North Texas Intensifies Bilingual Program

UNIVERSITY of NORTH TEXAS SYSTEM

The University of North Texas (UNT) College of Education initiated new efforts to address the need for certified teachers to work with limited English language children.

Dr. Rudy Rodríguez, UNT professor in the Department of Teacher Education and Administration and director of the bilingual and the ESL program, is leading the University's effort to prepare quality bilingual and ESL teachers.

Rodríguez's students meet with parents of children in the Ann Windel Early Childhood Education School and present ideas and materials in English and Spanish on what parents can do to encourage the educational development of their children. Topics in the program include storytelling techniques to encourage excitement for reading, developing number concepts for young children, and the promotion of positive esteem.

HUD Secretary Addresses Stetson Grads

Mel Martínez, U.S. secretary of Housing and Urban Development (HUD), addressed this year's graduates at the Stetson University College of Law (Fla.) spring commencement ceremony.

"Secretary Martínez has worked tirelessly in Florida and in Washington, D.C., to help countless individuals achieve a better life. He is truly an inspiration to our graduates," said Dean Gary Vause.

Stetson is one of the first law schools in the nation to require its students to perform community service as a condition for graduation.

Chávez and Rodríguez Speak at ENMU-Roswell Commencement

Edward L. Chávez and David Rodríguez were guest speakers at Eastern New Mexico University (ENMU)-Roswell's 39th commencement convocation.

Chávez (pictured l.), a New Mexico Supreme Court justice, is a graduate of both ENMU and the University of New Mexico School of Law. In his address, he said he owed his success to the education he received at ENMU, and encouraged graduates to strive to become people of value who demonstrate compassion and integrity, and who make family a top priority.

Rodríguez (r.) is a 2001 ENMU-Roswell honors graduate who received a bachelor's degree in business administration. He urged graduates to be a good example for others and hopes some graduates set a trend in their families to obtain a higher education.

CUNY Hosts Festival of Latino Play Readings

The Puerto Rican Travelling Theatre presented its annual Festival of New Play Readings in association with the City University of New York (CUNY) Graduate Center's Martin E. Segal Theatre Center.

The Puerto Rican Travelling Theatre's Professional Playwrights Unit was founded in 1977 as a play development laboratory for professional playwrights, with an emphasis on Latino writers. The project guides plays from early drafts to a performable version presented in the festival, where they are seen by theater professionals, after which further progress to a full theater production can be made.

Miriam Colón Valle is the founding artistic director of the Puerto Rican Travelling Theatre Company and Allen Davis III is the director of the Playwrights Unit.

Garza Speaks at UTEP

Antonio O. Garza Jr., U.S. ambassador to Mexico, was the commencement speaker at the University of Texas-El Paso's (UTEP) spring 2003 commencement ceremonies.

Garza has served on Texas Gov. Rick Perry's Special Commission on 21st Century Colleges and Universities and on the advisory board of the George W. Bush School of Government and Public Service at Texas A&M University.

President Bush appointed Garza to serve as ambassador in July 2002, citing his background and "in-depth understanding" of the relationship between the U.S. and Mexico.

Garza received a bachelor's degree in business administration from the University of Texas-Austin and a doctor of jurisprudence from the Southern Methodist University School of Law.

Smithsonian Launches Archivos Virtuales Web Site

The Archives of American Art, a research center of the Smithsonian Institution, announced the launch of a new Web site, Archivos Virtuales (www.aaa.si.edu/guides/archivos). The site offers a guide describing more than 150 manuscript collections of painters, sculptors, designers, photographers, art historians, art galleries, and other organizations documenting such subjects as Mexican muralism in the U.S., European and Latin American strains of surrealism, New Deal art patronage, Cuban-American caricatures, and the Chicano art movement. Included are links to approximately 1,000 letters, photographs, sketches, postcards, and other documents selected from the collections, and more than 50 oral-history interviews.

Documentary Filmmaker Screens Work at SUNY-Brockport

Award-winning filmmaker Mario Díaz screened the English version of "Viva Cepeda!" his profile of controversial baseball player and Hall of Famer Orlando Cepeda, at the Seymour College Union on the State University of New York (SUNY)-Brockport campus.

Díaz, a graduate of the NYU Film School, is well known for his award-winning documentaries in Spanish, including "Ser Puertorriqueno (Being Puerto Rican)" and "Clase Artistica (Arts and Class)," which won him the Special Jury Prize at last year's San Juan International Film Festival.

Díaz also has directed many music videos, including The Niagaras' "House of Mercies," and Mary Mc Jane's "Twenty One."

Northridge Honors Barabba and Herera

California State University-Northridge (CSUN) paid tribute at a special awards dinner to Vincent R. Barabba, chairman of the Internet Home Alliance, and Sue Herera, a founding anchor of the television news network CNBC.

Barabba, former director of the federal Census Bureau and former General Motors executive, served as one of the founding organizers of the Northridge Alumni Association. He has been a lecturer and advisory board member at Harvard, Penn, MIT, and Stanford.

Herera, a CSUN almunus, worked for eight years as an anchor and reporter with Financial News Network. She is now a co-anchor for CNBC's "Business Center," and also a credit and futures market reporter.

PUBLICATIONS

The Early Admissions Game: Joining the Elite

By Christopher Avery, Andrew Fairbanks, and Richard Zeckhauser

The Early Admissions

This thorough analysis of early admissions details in clear language the advantages and pitfalls of applying early and provides a map for students and parents to navigate the process.

2003. 384 pgs. ISBN 0-674-01055-8. $29.95 cloth. Harvard University Press. (800) 448-2242.

Cuban Music

By Maya Roy

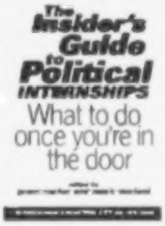
CUBAN MUSIC
MAYA ROY

Native Americans supplied the maracas, African slaves brought drums and ritual music, and Spaniards brought guitars, brass instruments, and clarinets along with European ballroom dancing. This book presents the convergence of these and other diverse backgrounds, and the musical heritage that resulted in the music of Cuba.

2002. 256 pgs. ISBN 1-55876-282-5. $22.95 paper. Markus Wiener. (609) 921-7686.

The Insider's Guide to Political Internships: What to Do Once You're in the Door

Grant Reeher and Mack Mariani, eds.


The Insider's Guide to Political INTERNSHIPS
What to do once you're in the door

Every year, thousands of college students invade Washington, D.C., and the 50 state capitals to volunteer as political interns. This concise, highly practical volume of "how-to" essays provides an essential guide for succeeding in political internships.

2002. 235 pgs. ISBN 0-8133-4016-0. $17.00 paper. Westview Press. (800) 386-5656.

An Illustrated History of New Mexico

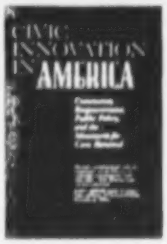
By Thomas E. Chávez

For thousands of years various cultures have filtered into New Mexico, making it a cosmopolitan society of many nationalities and ethnicities, all influenced by those who came before. This concise history combines more than 200 photographs to create a panoramic view of New Mexico's fascinating past.

2002. 288 pgs. ISBN 0-8263-3051-7. $24.95 paper. University of New Mexico Press. (800) 277-9270.

Civic Innovation in America: Community, Empowerment, Public Policy, and the Movement for Civic Renewal

By Carmen Sirianni and Lewis Friedland



An examination of participation and democracy in the contemporary United States.

2002. 371 pgs. ISBN 0-620-22637-2. $19.95 paper. University of California Press. (800) 822-6657.

Contemporary Mexican Cooking: Famous Chefs' Recipes for the World's Greatest Mexican Specialties

By Anne Lindsay Greer

Contemporary Mexican Cooking

More than 20 contemporary Texas chefs contributed recipes for this special collection. Café Noche in Houston offers its Little Boats de la Noche and Kokopelli's in Dallas shares its recipe for Blackened Chicken Puff Taco.

1996. 240 pgs. ISBN 0-87719-273-1. $29.95 cloth. Gulf Publishing. (800) 462-6420.

Mad Toy

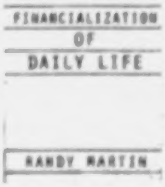
By Roberto Arlt

Roberto Arlt, celebrated in Argentina for his tragicomic, punch-in-the-jaw writing during the 1920s-1930s, was a forerunner of Latin American "boom" and "postboom" novelists such as Gabriel García Márquez and Isabel Allende. *Mad Toy*, acclaimed by many as Arlt's best novel, takes place against the chaotic background of Buenos Aires in the early 20th century. Translated by Michele McKay Aynesworth.

2002. 120 pgs. ISBN 0-8223-2940-9. $15.95 paper. Duke University Press. (888) 651-0122.

Financialization of Daily Life

By Randy Martin



In a country rocked by scandals in accounting and banking, the identification ordinary citizens make with the stock market, and the risk with which they engage in it, call into question the very basis of our economic system. This book spells out in clear terms the implications our financial doings–and undoings–have for the way we organize our lives and money.

2002. 240 pgs. ISBN 1-56639-988-2. $19.95 paper. Temple University Press. (800) 447-1656.

Alone Before God: The Religious Origins of Modernity in Mexico

By Pamela Voekel

Focusing on Catholic burials in late 18th-century Mexico, this study provides a window into the contested origins of modernity in Mexico by investigating the religious and political debates surrounding the initiative to transfer the burials of prominent citizens from urban to suburban cemeteries.

2002. 336 pgs. ISBN 0-8223-2943-3. $21.95 paper. Duke University Press. (888) 651-0122.

The Associated Press Stylebook and Briefing on Media Law

Norm Goldstein, ed.

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2002. 400 pgs. ISBN 0-7382-0740-3. $17.00 paper. Perseus. (800) 386-5656.

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Book Review

By Alberto Huerta

***A Place to Stand: The Making of a Poet*, by Jimmy Santiago Baca.** 272 pages. New York: Grove Press, 2002. ISBN 0-8021-3908-6. $13.00 paper.

New Mexico poet Jimmy Santiago Baca stood muscular in the shadows, nervously picking at a cuticle, waiting for poetry workshop students to arrive at a center in San Francisco's Mission District. Baca said his last time there, he'd been looking for his father, and found him in a gutter. The students said they came looking for something poetic, even elusive. Some had heard his voice on NPR, and claimed a connection.

Baca, on tour to promote his autobiography, *A Place to Stand*, and his CD, "Healing Earthquakes," asked for a Band-Aid. His cuticle was bleeding profusely. A young lady from Mills College came to the rescue.

A Place to Stand
Jimmy Santiago Baca

Baca was effusive. He was just in from the East Coast, where, en route to a meeting, he learned he'd won the prestigious International Book Prize, the publishers' choice from the U.S. and Europe. He said it meant money, lots of money. Now Baca could get out of debt, perhaps buy a "Victorian" in the Mission.

But poverty has a way of exaggerating lump sums of cash. I wondered how long that money would last in San Francisco.

Jimmy Santiago Baca's autobiography is a compelling story of his rise, demise, and resurrection from the curse that repeats itself like a syndrome in many Chicano family albums–worn out faces and broken bodies from alcohol and abuse. Baca was once caught in this terrible vise. He said he had found it hard to be loved. It had taken him a very long time, prison time mostly, to learn the lessons of acceptance, respect, and love. It had not been easy.

Baca's autobiography reads like Kafka. It is dark, somber, and sobering. He told the workshop he "...reads [his] poetry and autobiography in prisons and 'barrio' detention centers." The color brown, headbands, tattoos, and the Latino's prevailing "macho" stance are what he knows best. He learned these, cast out to the four winds in an orphanage, on the streets, in the hustle, doing and dealing drugs, through incarceration and release.

A Place to Stand is not a story one "likes." When you see films such as "Searching for Private Ryan" or "Schindler's List," you do not tell your best friend to see it right away. These are not entertainments. They are earthquakes. The three are war stories. In the first, society condemns a man whose rural and urban survival skills are not within the parameters of civic discourse and decorum. In the second and third, soldiers and a businessman are praised for fighting in a war they might never have wanted, and whose purpose often assuaged the complicated political ambitions and goals of others.

Baca writes about his war: "As I grew up, my own eyes came to reflect those of...drunks, addicts, and beggars, those grieving men, women, and children and their stories...." Street gladiators eventually go to jail, especially if their background spells abuse, abandonment, orphanage, and violence. Behind bars, Baca learned to survive on a different level.

In Florence, Ariz., a maximum-security state prison, Baca did five years of hard time for crimes involving drugs and a shoot-out with law enforcement. He, also, learned to read, and found his voice deep in the prison's dungeon, in the darkness of damp, cold cells and isolation chambers. He, also, found his soul and the power to forgive: "My own voice, calling through another set of bars, would merge with distant echoes of my father's voice and permit some final but forever insufficient understanding, love, and forgiveness to pass between us."

Baca's most moving and lyrical passages were written in isolation, where he relived earlier childhood memories of Estancia, N.M., and freed himself from those childhood demons that possessed him. The cleansing seemed penitential like an exorcism: "Behind my closed eyelids, I wanted to lose myself in a sweet memory, and my thoughts wandered off to the wind's blowing dust so that my mother and I snugged newspapers and rags in window crevices and doorjambs to keep the prairie grit from entering...."

Encouraged by letters from friends, Baca survived: "Reading books became my line of defense against the madness. I began writing poems for cons in exchange for books; one of those books was Anne Sexton's poetry. She too had gone to an asylum, but her poetry was inaccessible to me–too staged with academic technique and not spontaneous and from the heart. I started reading Ezra Pound and working with metaphors. The common language employed by William Carlos Williams also appealed to me, and Whitman's long adventurous lines fit my sense of what a poem could be–strong and large like life."

A Place to Stand is "strong and large like life," written from the heart with passion. Baca urged the workshop participants to do the same, even if it meant pain, or a torn cuticle that bled through a Band-Aid.

Alberto Huerta is an associate professor in the Department of Modern & Classical Languages at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

THE COLLEGE OF
WOOSTER

EXECUTIVE DIRECTOR
Information Technology (CIO)

The College of Wooster is seeking applications and nominations for the position of Executive Director of Information Technology. This is a new position, reporting to the President. The successful candidate will serve as the College's chief information officer and will plan, lead and direct a comprehensive strengthening of the College's environment for the effective use of technology in instruction and administration, in keeping with the objective in the College's strategic plan, "to stay current with the uses of technology in instruction, learning, research, and administration."

The College of Wooster is a private, independent, undergraduate college of the liberal arts and sciences, nationally recognized for an innovative curriculum that emphasizes independent learning. Wooster is located in central Ohio, 55 miles southwest of Cleveland. The College enrolls over 1,800 students with 97% living on campus. There are 140 faculty members. Additional information about the College and this position is available at www.wooster.edu.

The Executive Director is responsible for managing the Office of Information Technology which consists of 17 full-time staff plus student assistants, a budget exceeding $1 million, and three previously separate technology units: User Services and Instructional Technology; Application Development; and Networks, Telecommunications and Systems. The Executive Director will work closely with the vice presidents and consult broadly and regularly with faculty, staff, and administration for purposes of defining objectives, setting priorities, and clarifying staff responsibilities. Development of an IT strategic plan is a priority and the Executive Director will emphasize responsive user service and support, quality education and training, and the establishment of technical standards.

Key project opportunities include providing direction to the development of the Wooster Information Network (on-line student information system) and to the strengthening of instructional uses of technology through Wooster's Faculty Instructional Technology Center and participation in the Midwestern Instructional Technology Center.

Applicants are expected to be experienced professionals with a work record reflecting increasing levels of responsibility and proven accomplishments. The successful candidate will have at a minimum a bachelor's degree in a related field and ten years of experience in information technology, including at least five years in a managerial role in higher education. Preference will be given to applicants with experience in a liberal arts setting or familiarity with liberal arts colleges. An advanced degree in a related field is preferred. Candidates must possess excellent skills in planning, organization, and management. Absolutely essential are communication skills -- oral, written, and interpersonal -- particularly for explaining highly complex issues to a non- technical audience.

Please send confidential nominations or letters of application with résumé, references (3), and cover letter to:

Search Committee for Executive Director of Information Technology
c/o Secretary of the College
The College of Wooster
Galpin Hall, 1189 Beall Avenue, Wooster, OH 44691
or email submissions to **swhitman@wooster.edu**

Salary is competitive and commensurate with credentials and experience. Consideration of candidates begins in July 2003 and the search remains open until the position is filled. The College values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of employing staff members without regard to age, sex, race, creed, national origin, disability, handicap, sexual orientation, or political affiliation.

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Send letter of interest including academic philosophy and vision, resume, and the names, addresses, phone numbers and e-mail address of three current references to **Associate Dean of the College Search, c/o Dr. Ellen Wood Hall, Vice President for Academic Affairs, Wells College, Aurora, New York, 13026.**

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We seek outstanding faculty to serve at Wheaton College, an evangelical Christian liberal arts college with a remarkably strong student body that ranks among the finest in the nation. We have made remarkable progress in recent years in diversifying our faculty, and seek to further enhance that success.

The following tenure-track faculty openings for Fall, 2004 are anticipated; department, rank, professional focus, and application deadline for each position are noted. Departmental contact information and more specific information about the position openings are available at http://www.wheaton.edu/HR/facopen.html.

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Biblical and Theological Studies, Archeology and World Religions Department: Associate Professor or Professor of Theology focusing on systematics; by October 30, 2003.

ASSISTANT OR ASSOCIATE PROFESSOR IN LITERATURE AND WRITING

English Department: possible opening, Assistant or Associate Professor in literature and writing, focusing on American, African-American, ethnic, global, post-colonial or classical; by November 14, 2003.

ASSISTANT PROFESSOR OF SPANISH

Foreign Languages Department: Assistant Professor of Spanish, specialization open; by November 14, 2003.

ASSISTANT OR ASSOCIATE PROFESSOR IN DOCTORAL CLINICAL PSYCHOLOGY

Psychology Department: Assistant or Associate Professor in doctoral clinical psychology program focusing on child, personality assessment, psychopathology and/or biological bases; by November 1, 2003.

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Psychology Department: possible opening, Assistant Professor focusing on cognitive psychology; by November 1, 2003.

Wheaton College is an evangelical Christian liberal arts college whose faculty affirm a Statement of Faith and the moral and lifestyle expectations of our Community Covenant. Wheaton College complies with federal and state guidelines of nondiscrimination in employment; women and minorities are encouraged to apply. Correspondence regarding a position opening sent to the Office of the Provost, 501 College Ave., Wheaton College, Wheaton, IL 60187-5593 will be routed to the appropriate departmental office.

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http://depthome.brooklyn.cuny.edu/theater/mfa/Home/home.htm

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UW Extension

DIRECTOR OF BUSINESS SERVICES/ CONTROLLER

Based in Madison, WI, the University of Wisconsin-Extension provides statewide programs through 26 UW institutions and 72 county offices.

The Director of Business Services/Controller functions as the Chief Accounting Executive, with responsibility for general accounting, budgetary controls, accounts payable, accounts receivable, cashier, purchasing, capital asset and surplus property operations, and the administration of extramural funds.

Candidates must possess a Bachelor's degree in Accounting with 5 years of experience in accounting and business services operations. Experience in governmental and/or public university accounting is highly desirable.

The complete position description and application procedures are available at **www.uwex.edu/controller/** or by calling (608) 262-6151. Applications will be accepted until the position is filled. To ensure full consideration, applications must be received by August 29, 2003.

UW-Extension is committed to Affirmative Action, Equal Opportunity and the diversity of its workforce.

Harvard Divinity School

AFRICAN AMERICAN RELIGIOUS STUDIES

The Harvard Divinity School is extending its current search in African American Religious Studies (originally announced in November 2001) into the 2003-04 academic year. In addition to senior candidates already under consideration and any new senior candidates who wish to be considered, the search committee seeks qualified candidates at the assistant or associate professorial level. The expectation is that at least one candidate, and possibly two candidates in this search, will be offered an appointment of appropriate rank to begin in the 2004-05 academic year. The field of specialization is open, but scholarly accomplishment, publications, and demonstrated teaching excellence in the area of African American Religious Studies are required.

The responsibilities of the(se) new position(s) include teaching and advising students at the masters and doctoral levels and an ability to contribute to ministerial studies at the Divinity School. This also involves opportunities for interdisciplinary collaboration within the Divinity School, with the undergraduate and doctoral programs in the Study of Religion, the Department of African American Studies, and other departments in the Faculty of Arts and Sciences.

The search committee will resume consideration of candidates in September. Letters of application or nomination, accompanied by a recent curriculum vitae, letters of recommendation, and writing sample and/or publications should be sent to **Monica Beatty, Faculty Search Coordinator, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.** Applicants are encouraged to submit full dossiers by October 1, 2003.

Harvard Divinity School is an Equal Opportunity, Affirmative Action employer. Applications from women and/or ethnic minority and international candidates are especially encouraged.

EXECUTIVE VICE PRESIDENT ACADEMIC AND STUDENT AFFAIRS

DISTRICT ADMINISTRATIVE OFFICE

INNOVATIVE, ENTREPRENEURIAL AND STUDENT-FOCUSED.

If that describes you, we invite you to explore this attractive and exciting opportunity. **Cuyahoga Community College,** a nationally recognized leader in community college education and training, is seeking a proven leader to provide direction for our academic strategies and student development. This will entail serving more than 55,000 credit and non-credit students at three campuses and driving the development, implementation and evaluation of academic and student affairs programs. You will also manage strategic planning and institutional research while collaborating with executive colleagues to plan college-wide allocations for budgets, technology and facilities.

Requirements for this challenging role include a doctorate degree and a minimum of 5 years of progressively responsible senior level academic administrative experience. Your background must include experience in learning outcome assessments, research and grant authoring and evidence of success in consensus building. A demonstrated commitment to the comprehensive community college philosophy and excellent communication skills are also essential.

For consideration, please submit a cover letter, resume **(indicating Vacancy #201-03)**, a statement of your view of the role of a comprehensive community college, photocopies of transcripts for all earned degrees and a list of references, to: **Cuyahoga Community College, Staffing, Human Resources, 700 Carnegie Avenue, Cleveland, OH 44115**, or fax to **(216) 987-4799.** Application review begins in August. Visit our Web site at: **www.tri-c.edu** for more information regarding this and other career opportunities. AA/EOE

PORTLAND STATE UNIVERSITY

Counseling and Psychological Services (CAPS) at Portland State University seeks a Clinical or Counseling Psychologist for a permanent fulltime 12 month fixed term unranked position. Responsibilities of the position include: time-limited psychotherapy to individuals and couples; assessment; group counseling; career counseling and testing; outreach and other services to client groups typically underrepresented in CAPS client base; consultation to the University community including departments, faculty and staff; supervision of clinical trainees; program evaluation. CAPS provides a range of services to a culturally and ethnically diverse student body. Minimum qualifications include an earned doctorate in counseling or clinical psychology from an APA accredited program; current licensure as a psychologist; evidence of specialization through training and experience with serving culturally and ethnically diverse clients. Salary is competitive and commensurate with qualifications. The position will remain open until finalists are identified. Review of applications will begin July 1, 2003. Appointment will begin in September/ October, 2003. To learn more about the position go to: http://caps.pdx.edu/

Submit letter of interest; curriculum vitae; three recent letters of recommendation to:

Eugene Hakanson, Ed.D.
Chair, Search Committee
Counseling and Psychological Services
Portland State University
PO Box 751 - CAPS
Portland, OR 97207-0751

Portland State University is an affirmative action / equal opportunity institution and, in keeping with the President's Diversity Initiative, welcomes applications from diverse candidates and candidates who support diversity.

THE UNIVERSITY OF KANSAS

Judith Harris Murphy Distinguished Professorship in Art History

(European Art since 1900)

Nominations and applications are invited for this endowed chair. The Murphy Professor will join a large and diversified department with an established PhD program and rich undergraduate curriculum. The University of Kansas, with more than 25,000 students and 1300 faculty on the Lawrence campus, is the major educational and research institution in the state. The university has a full complement of 18 art and architectural historians in Asian and Western art. Endowments support active visiting lecturer programs, teaching initiatives, and research travel for faculty and doctoral candidates. The department is located in the Spencer Museum of Art, whose collections and exhibitions provide a foundation for introductory and graduate course work. The Murphy Library of Art and Architecture, with holdings of over 150,000 volumes, and a large slide library offer essential support of research and instruction.

The Murphy Professor will exercise leadership in research and will teach undergraduate and graduate courses, and supervise theses and dissertations. She or he is expected to promote interaction among scholars in related fields and to provide service to the department, the university and the profession. The position will be awarded with tenure and is endowed with substantial research support; a reduced teaching load leads to expectations of substantial and continuing research productivity.

Candidates should have a distinguished international reputation for research and publication in some aspect(s) of European art since 1900. They should be significantly engaged in other professional activities and provide evidence of outstanding teaching abilities. It is expected that candidates should be tenured professors or have equivalent credentials.

Salary: To be determined; substantial research support.
Starting Date: 18 August 2004

First consideration will be given to completed applications received by Sep. 15, 2003, and continue until the position is filled. Completed applications should include: a current CV, and names and contact information for three referees. Applications, nominations and inquiries should be addressed to: Prof. Charles C. Eldredge, Chair Murphy Search Committee, c/o Maud Morris, Department of Art History, Spencer Museum of Art #209, University of Kansas, 1301 Mississippi Street, Lawrence, KS 66045. Email: maud@ku.edu.

EO/AA Employer

When you dream, where do you go?

DO YOU WISH YOU COULD GO FARTHER?

Classes begin September 2nd

Community College of Philadelphia
215-751-8010
www.ccp.edu

ARIZONA STATE
UNIVERSITY WEST

Arizona State University West, a vital component of ASU's multi-campus structure, serves nearly 7,000 students on its growing campus in Phoenix, the nation's sixth largest city with a dynamic multicultural environment. It is located in the Valley of the Sun, an area of striking natural beauty, within two hours drive to skiing in northern Arizona, three hours to the U.S./Mexico Border, and five hours to the beaches of southern California.

ASU West, a four-year urban campus, features a friendly, supportive atmosphere in the context of a nationally acclaimed, PAC-10 University. Courses at ASU West lead to 29 bachelor's degrees, nine master's degrees, and eight professional certificates through the colleges of Arts and Sciences, Education, Human Services and the School of Management.

The campus is dedicated to serving the evolving needs of high school graduates, working adults, returning and continuing students. Expanding campus facilities and programs along with a diverse student body, faculty, and staff, all contribute to a culturally rich academic and social campus environment.

The latest addition to the campus is a 400-bed, state-of-the-art student residence hall. Students have the opportunity to live in an environment designed specifically to integrate their living and learning experience in a residence that includes seminar rooms, computer facilities and a community center for student activities. A new Classroom and Laboratory Building, currently under construction, opens in Spring 2004 providing more than 100,000 additional square feet of space for classrooms with full computer and audio/video capabilities, science and computer teaching labs, and information technology offices.

ASU West's mission encompasses research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of university-community partnerships. Academic programs, classes, and student services are innovative and provide students with high-quality education.

Please visit our website at
www.west.asu.edu.

JOB VACANCY ANNOUNCEMENT

Dean, College of Human Services

Arizona State University West seeks a dean to lead its College of Human Services. The College includes four departments --Communication Studies, Criminal Justice and Criminology, Recreation and Tourism Management, and Social Work--offering 5 undergraduate degrees, 3 graduate degrees, and several minors and certificate programs. It also hosts the ASU Gerontology program, a site for the ASU Nursing Program, and the ASU West Partnership for Community Development. Currently, 132 faculty and staff support 759 undergraduate majors and 208 graduate majors. Research and community service are salient features of the College mission. The College has a tradition of cultivating strong community relationships for the purposes of identifying financial supporters, community advisors, and internship opportunities. For details see www.west.asu.edu/chs

The dean reports directly to the Provost and works with other campus deans to provide administrative leadership to the campus and university. The dean must be committed to working with faculty --both through the administrative structure and faculty governance system -- to achieve academic goals in research and learning and to further the goals of diversity, equal opportunity, and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree and non-degree programs.

Qualifications Required:

A successful candidate must exhibit leadership and strategic vision, and have:

- Relevant administrative experience.
- Proven success in promoting excellence in scholarship, teaching and community service.
- A demonstrated support of cultural diversity that includes supporting diversity of faculty, students and staff.
- Proven success in establishing community partnerships.
- Proven success in securing external funding.
- A terminal degree in a discipline and a strong record in research, teaching, and service that merits appointment as a Professor with tenure in a department of the College.

Qualifications Desired:

Preference will be given to candidates with demonstrated experience in:

- The integration of teaching, research, and service.
- Effective interpersonal and communication skills that promote a positive collegiality among college faculty and staff.
- Organizational change.
- Evaluation of faculty for promotion and tenure purposes.
- Budget management.
- Curriculum and program development and assessment.

Starting Date:
January 1, 2004, or as negotiated.

Application Deadline:
September 15, 2003; if not filled, Monday of each week thereafter until the search is closed.

Application Procedure:

Applicants must address how they meet the qualifications listed above in their letters of application. Please send letters of application, curriculum vitae and the names, addresses and telephone numbers of three references to:

Dean Marilyn Myers, Chair, Search Committee
c/o Laraine Grandt
Arizona State University West
P. O. Box 37100, Phoenix, Arizona 85069-7100
602/543-3254 Fax: 602/543-2222 -- www.west.asu.edu

Confidentiality of all applications will be maintained.
References will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

UNION COLLEGE

Union College, New York. The Department of Sociology invites applications for a two year visiting assistant professor in the area of Hispanic studies, deviance and political sociology. The applicant must have a PhD in Sociology. The position requires a dedication to teaching as well as an active research program. Union College offers an exceptional benefits package. Send letter of application, curriculum vitae, 3 letters of recommendation, and evidence of teaching to **Search Committee, Dept. of Sociology, Union College, Schenectady, New York 12308.** Application review will begin October 1. Union College, a private liberal arts institution in the capital district of New York State, is committed to a program of equal employment opportunity. *Women and minorities are strongly encouraged to apply.*

MONTCLAIR STATE UNIVERSITY

College of Education and Human Services

Adjunct Openings for Fall 2003

Adjunct instructors needed to teach (day and evening) courses in the following areas: research methods; curriculum and teaching; early childhood and elementary education; literacy; philosophical foundations in education; administration and supervision; counseling (family and individuals); interpersonal relations; and family studies. A master's degree is required for undergraduate assignments and doctorate for graduate assignments.

Send letter and resume to:

Dr. Perry Greene, Associate Dean, Box C316 V38,
Montclair State University, Upper Montclair, NJ 07043

MONTCLAIR
STATE
UNIVERSITY

EOE

COLLEGE OF CHARLESTON

Dir of Intercultural Prog

Min Starting Sal: $32,099-$45,742

Manages, develops & oversees prog for campus wide diversity & serves as a member of the Division of Student Affairs Mgmt team.

Master's degree & 5 yrs experience in planning, developing, supervising & evaluating prog for minority & historically under represented student populations in higher edu. Ph.D. deg preferred. For Details: www.cofc.edu/~humres. Job #03-063

Applications will be accepted daily, Mon-Fri, between the hours of 9-1 PM, in the Office of Human Resources (843/953-5512) UNTIL 8/15/03 at 1 PM. Please mail to 66 George Street, Charleston, SC 29424 or Fax: 843/953-5986.

-EOE-

SEARCH ANNOUNCEMENT

ASSISTANT DIRECTOR, FACILITIES MAINTENANCE

DEPARTMENT OF RESIDENTIAL FACILITIES
UNIVERSITY OF MARYLAND/COLLEGE PARK

Position Number 100769

The Department of Residential Facilities provides the principal facilities management services for nearly 2.4 million square feet of undergraduate residence halls, fraternity/sorority buildings, recreation facilities on the flagship campus of the University of Maryland System. The FY 2004 Facilities Management budget exceeds $ 3.8 million ($3.06 million in salary and wages, $800,000 operating budget).

DUTIES - Establishes and reviews service standards, performance criteria, and workmanship expectations for a staff of approximately 51 trades craftpersons and supervisors. Aggressively reviews existing programs to improve and assure the effective delivery of services to the residents and our buildings. Analyzes and projects repair and replacement costs, including the development of multi-year facilities renewal and deferred maintenance budgets. Assures compliance with applicable building, fire and life safety, and occupational health codes and regulations. Reviews with staff major unresolved and ongoing maintenance deficiencies and reprioritizes work or funding as needed to respond to critical or unforeseen problems. Acts as the department liaison and director's representative with major campus and off-campus service agencies. Provides on-site and after-hours supervision and leadership should we experience major facility emergencies (i.e., room fire, floods or sewer back ups, snow and ice removal, and severe weather such hurricanes or tornados). Uses effective interpersonal skills to manage employee relations and to create through subordinate supervisors a positive and productive work environment where leadership staff promote and recognize the contributions of employees. Identify opportunities to develop individual employees whose performance or skills set could be improved. Provide the leadership necessary to constructively sustain and motivate the staff within the unit's shops to achieve personal, shop, unit and departmental goals.

Salary commensurate with experience, mid $70,000s.
For best consideration, submit application materials by August 22, 2003.

To view an unabridged description of the position responsibilities, candidate qualifications, employment benefits offered, application guidelines, resume requirements and contact information, please go to:

www.4service.umd.edu\ADFM

Resumes from candidates who did not meet the minimum candidate qualifications and did not submit application materials as outlined on our web site will not receive consideration by the search committee.

The University of Maryland is an Affirmative Action/Equal Opportunity Employer

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ENGINEERING

T·H·E
OHIO
STATE
UNIVERSITY

DEAN OF THE COLLEGE OF ENGINEERING

The Ohio State University invites applications and nominations for the position of Dean of the College of Engineering, including the Austin E. Knowlton School of Architecture. The position will be available July 1, 2004.

The College of Engineering comprises a distinguished 250-person faculty serving 5,000 undergraduates and 1,600 graduate students in 10 academic units. The Dean of Engineering oversees a total budget of $86 million, including one of the largest engineering research budgets among public institutions in the United States, and has the support of 35,000 College of Engineering alumni.

We are seeking a candidate with demonstrated leadership and vision to shape engineering education into the future. The candidate with a doctorate is preferred; the candidate must be tenurable as a professor in the college. The candidate should be a strong advocate for collaborative and broad-based engineering involvement with science and other disciplines, strongly committed to serving student needs, and a distinguished engineer or applied scientist with an international reputation in research and manifested expertise in organizational management, communication, and leadership. The candidate should display a commitment to the practice of engineering, especially as it supports Ohio State's Academic Plan. The candidate should have a demonstrated, strong commitment to achieving and to sustaining diversity among students, faculty and staff. As a key member of the university leadership, the Dean is expected to contribute to the broad academic and cultural missions of the entire university as reflected in the University's Academic Plan.

The Search Committee will begin reviewing dossiers in July 2003 and will continue to receive and review applications until the Dean is selected. Applicants should send a letter expressing their interest and qualifications, a curriculum vitae, and the names, addresses, and telephone numbers of three references to: **Joseph A. Alutto, Dean, Max M. Fisher College of Business Chair, Search Committee for The Dean of the College of Engineering, The Ohio State University, 2100 Neil Avenue, Columbus, OH 43210-1144**

The Ohio State University is an Equal Opportunity, Affirmative Action Employer.
Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

BRIDGEWATER
STATE COLLEGE

Associate Vice President for Academic Affairs

Focus on Enrollment Management

Bridgewater State College invites nominations and applications for a new position of Associate Vice President for Academic Affairs, with a focus on enrollment management. Founded in 1840, Bridgewater State College is one of America's oldest public colleges. It has grown into a regional comprehensive institution with programs in the liberal arts and sciences and selected professional fields, and has been cited as a national leader in technology. With a full-time faculty of 265, the college enrolls more than 9,500 students pursuing baccalaureate and advanced degrees in more than 100 academic subject areas. The college is located in southeastern Massachusetts in a beautiful New England town with easy access to the major intellectual, cultural, and recreational resources of Boston, Providence, and Cape Cod. Bridgewater's region is a dynamic and growing part of Massachusetts, challenging the college to grow both in enrollment and in academic programs. The enrollment management position is being created to assist in planning for thoughtful growth as well as to coordinate services supporting the application, admission, matriculation, and retention of all students.

The Associate Vice President reports to the Provost and Vice President for Academic Affairs, and is responsible for enrollment management for all academic programs. The position has line authority over the offices of Admissions, Financial Aid, the Registrar and the Academic Achievement Center, and works closely with the Dean of Graduate and Continuing Education on enrollment and marketing issues.

Qualifications include a Master's degree (doctorate preferred) in a related area, experience in one or more of the areas reporting to the position, and a minimum of 5 years' experience in higher education administration at the management level. Ability to work well with faculty, staff, students, and parents is essential; expertise in technological approaches that can be applied to enrollment management is required.

Review of candidates will begin on September 15, 2003 and will continue until the position is filled. The expected start date is December 1, 2003. Please send a letter of application or nomination with a current c.v. and the names, and telephone numbers of five professional references to:
Associate Vice President Search, Office of Academic Affairs, Boyden Hall,
Bridgewater State College, Bridgewater, MA 02325.

Bridgewater State College has a long-standing commitment to diversity and is actively seeking to increase cultural, racial, and ethnic diversity. Bridgewater State College is an affirmative action/equal opportunity employer and complies with all pertinent laws, regulations, and executive directives of the Commonwealth of Massachusetts and applicable federal statutes.

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

Bates|College

Politics of Latin America

The Political Science Department of Bates College invites applications for a tenure -track position in **Latin American Politics** beginning **Fall 2004**. We are especially interested in candidates with interdisciplinary strengths who might enhance the diversity of perspectives in the department. Those applying should show a strong commitment to excellence in research and undergraduate teaching. We will make every effort to accommodate the teaching and research interests of the successful candidate. Bates College is a highly selective liberal arts college of about 1,750 students, located in Maine, 2.5 hours north of Boston. **Consideration of applications begins October 15, 2003**, and will continue until the position is filled. Please send a letter of application, C.V., graduate and undergraduate transcripts, three letters of recommendation, a writing sample, and a graduate school dossier (if available) to:

Politics of Latin America Search (#R2454)
c/o Bates College Academic Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

Affirmative Action: What Next?

Questions related to the recent decisions by the U.S. Supreme Court in the University of Michigan's admissions cases, *Gratz v. Bollinger* and *Grutter v. Bollinger*, will be addressed by a panel of legal experts in a series of seminars sponsored by the American Council on Education, and other higher education associations.

Participating in these regional seminars are some of the nation's most experienced attorneys on the subject of affirmative action in university admissions:

SHELDON E. STEINBACH
Vice President and General Counsel
American Council on Education

MARTIN MICHAELSON
Senior Partner
Hogan & Hartson

MARVIN KRISLOV
Vice President and General Counsel
University of Michigan

ANGELO ANCHETA
Director of Legal and Policy Advocacy Programs
The Civil Rights Project at Harvard University

All seminars will be held 1–4 p.m.

San Francisco, September 19
Airport Marriott

Atlanta, September 24
Renaissance Concourse Hotel

Boston, September 29
Seaport Hotel & World Trade Center

Chicago, September 30
Sofitel O'Hare

This is not a forum for specific legal advice.

Reserve your place at one of these special seminars for $50. To register, or to obtain more information on the seminars, including hotel accommodations, go online at **www.acenet.edu/seminars**

ACE Presented by the American Council on Education and other higher education associations, with partial support from the Ford Foundation.

MANCHESTER COMMUNITY COLLEGE

MCC, a dynamic institution with state-of-the-art facilities, outstanding educational programs, and a strong commitment to diversity, is seeking candidates to fill anticipated openings for:

Director of Public Safety
Instructor (Biology)
Instructor (Chemistry)
Instructor (Math – 2 positions)
Instructor (Psychology)

For a copy of vacancy announcements, including minimum qualifications **and application deadlines,** please visit our Web site at **http://www.mcc.commnet.edu**, or call (860) 512-3610. Please send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Human Resources
Manchester Community College
Great Path
P.O. Box 1046, Manchester, CT 06045-1046

EOE/AA/M/F

GATEWAY TECHNICAL COLLEGE

DEAN STUDENT SUPPORT

Student Support, Elkhorn Wisconsin campus. Responsible for coordination in Student Services (admissions, counseling, registration, student records, financial aid, testing, etc.), Special Needs, Adult High School program, Academic Prep/Pre-College programs, Adult Learning Center, and Academic Support Center on the Elkhorn campus and Burlington Campus. **Qualifications:** Master's degree in educational administration or relevant field. Two years teaching experience. Two years (4,000 hours) occupational experience other than in education. **Closing Date:** September 5, 2003.

For application materials contact: Gateway Technical College, Employee Services, Adm Bldg, 3520 30 Ave, Kenosha WI 53144, (262) 564-2868 or E-mail jobs@gtc.edu.

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Access Educator/Employer.
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Saint Mary's College
NOTRE DAME · INDIANA
The Nation's Premier Catholic Women's College

PRESIDENT

Saint Mary's College is seeking a President committed to its mission and its continued growth as a nationally recognized and ranked Catholic, women's, residential, liberal arts college. The President of this institution must be a person of character who can embody its core values of learning, community, faith and justice. Founded and sponsored by the Sisters of the Holy Cross, Saint Mary's has a 150 year history and is a close-knit community built on a recognized tradition of academic excellence and commitment to developing the spirit as well as the mind.

Saint Mary's College is comfortably nestled along the Saint Joseph River located approximately 90 miles from Chicago in South Bend, Indiana, a city of over 100,000 people. The suburban campus includes 275 acres of gardens, fields, and woods. It is within easy access to the regional airport and interstate highway system and within walking distance of the University of Notre Dame and Holy Cross College. The region offers art, culture, state parks, excellent schools, reasonably priced housing and a number of other attractions appealing to a wide variety of interests.

The President will understand and help shape the role of a Catholic Women's Liberal Arts College in the 21st century and will have the ability to energize all of the college's constituencies. The selected individual will be committed to academic excellence and will have a passion for the education and personal growth of women. Strong administrative and fund-raising abilities, high energy, political astuteness, financial savvy, and sound judgment are all important attributes for the next President.

The ideal candidate should possess a commitment and understanding of the Catholic ethos. This means honoring tradition while pioneering change. The leading candidates will have demonstrated success in promoting a climate within an institution that values both collaboration and diversity, and will be committed to an environment that promotes learning and intellectual advancement. Leading candidates must have appropriate academic credentials which include an earned doctorate or its equivalent from an accredited institution of higher education.

Korn/Ferry International is assisting Saint Mary's College in the search and invites confidential inquiries to Nancy Cook, Managing Director (E-mail: nancy.cook@kornferry.com; Fax: 215-568-9911). Nominations should include addresses, telephone numbers, and e-mail addresses. Applications, which will be held in confidence, should include a current resume and letter explaining relevant qualifications and be directed to: **Nancy Cook, Managing Director, Korn/Ferry International, 1835 Market Street, Suite 2626, Philadelphia, PA 19103.** Saint Mary's has an aggressive timeline for this search and will begin review of candidates in mid-August.

Women and minorities are strongly encouraged to apply. EOE
www.saintmarys.edu

DEAN OF THE MCDONOUGH SCHOOL OF BUSINESS

GEORGETOWN UNIVERSITY

Georgetown University invites nominations and applications for the position of Dean of the McDonough School of Business. The successful candidate will assume the position on July 1 2004.

Georgetown is one of the nation's pre-eminent universities and its Business School is uniquely positioned to provide unparalleled leadership in international scholarship and to educate principled leaders for the global economy. Georgetown is a Catholic and Jesuit, student-centered research university whose faculty and students represent a broad diversity of cultures and traditions.

The McDonough School of Business at Georgetown University is a recognized leader in business education. Georgetown has one of the most selective undergraduate programs in the country; its undergraduate, MBA and International Executive MBA programs are all highly ranked in both national and international surveys. The School has approximately 1300 undergraduate, 500 MBA and 100 Executive MBA students and 70 full-time faculty. Faculty publish in the top-tier journals and are also active in a variety of other professional capacities such as membership of editorial boards.

As the world's crossroads for political and corporate leaders, Washington DC is the headquarters for many corporations and international organizations. The School's location provides unsurpassed opportunities for business students and facilitates research entry into firms such as those in the high tech and biotech industries in neighboring Maryland and Virginia. Additional information about the University and the search may be found on the School's website at **www.msb.georgetown.edu**

The successful candidate will be a visionary intellectual leader who understands the research and teaching missions of the School and will be able to create and capitalize upon opportunities to support and develop those activities. The new Dean will provide entrepreneurial leadership both to strengthen existing programs and to develop new ones. He or she will also lead and further develop the School's interactions with the business community, alumni and the rest of the University. The successful candidate will have considerable experience in and enthusiasm for fundraising to strengthen the school's record of excellence. The University strongly encourages applications from all interested candidates, especially members of underrepresented groups.

The Search Committee chair is Professor Keith Ord. John Isaacson and Barbara R. Stevens, of the executive search firm Isaacson, Miller (www.imsearch.com), have been retained to assist the Search Committee in its efforts. The closing date for applications is October 31st or until the position is filled; the review of candidates will begin immediately.

TO APPLY:
Please send, preferably by email, CV with cover letter and the names of three referees, in strict confidence to:

Barbara R. Stevens
Isaacson, Miller
1275 K. Street, Suite 1025
Washington, D.C. 20005
Phone: 202-682-1504
Fax: 202-682-1272
Email: 2669.GUDB@imsearch.com

Georgetown University is an Affirmative Action / Equal Opportunity Employer

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ANTELOPE VALLEY COLLEGE

DIRECTOR OF COUNSELING AND ADMISSIONS & RECORDS

$83,658.29 annually ($1,800.00 Doctoral Stipend)

Extensive Benefit Package
Master's degree from an accredited institution,
Three years experience working
in Student Services programs or related areas

Deadline: 08/22/03
Anticipated Start Date: October 2003

For Application & Announcement contact:
The Office of Human Resources
3041 West Avenue K
Lancaster, CA 93536
(661) 722-6311
or
check our Web site
www.avc.edu

AA/EEO

UtahState UNIVERSITY

DIRECTOR MULTICULTURAL STUDENT SERVICES

Utah State University seeks an individual to promote the recruitment and retention of ethnic minority students; provide information, advice, and counsel to students, faculty, and staff to facilitate the full integration and participation of ethnic minority students in the University community; and be an active leader in increasing awareness of the value of cultural diversity in the University and the community. Requires masters degree (doctorate preferred), five years experience in progressively responsible positions working with ethnic minority populations (administrative experience preferred); effective experience and skills working with members of U.S. minority groups; strong knowledge of multicultural issues and demonstrated level of commitment to cultural diversity; excellent leadership, administrative, interpersonal and communication skills; and computer literacy. See **http://personnel.usu.edu** (3-150-03) for full job description. Send letter of application, resume, names/numbers of three current references, and a one-page statement of philosophy of the role of multicultural student services in higher education to **Dr. Juan N. Franco, Utah State University, 0175 Old Main Hill, Logan, UT 84322-0175**. Review begins **August 20, 2003**, open until filled.

AA/EOE

NC STATE UNIVERSITY

DIRECTOR

Community for Diversity in Natural Resources

College of Natural Resources
North Carolina State University

Title: Director, Community for Diversity in Natural Resources (EPA, 12-month, fixed-term, three-year initial appointment; the position will carry the academic title of instructor)

Responsibilities: Direct the Community for Diversity in Natural Resources, a new initiative of the College of Natural Resources to lead the university and natural resource professions in the development of diverse communities so that our students, faculty and staff acquire the philosophy, skills and passion to live and work in ways that support all citizens, in North Carolina and throughout the nation. The Director will be responsible for development, implementation, evaluation and communication of programs across teaching, research and outreach missions of the land-grant university. The Director will do this by engaging a wide network of faculty, staff, students and advisors in the aspirations and programs of the Community. The Director reports to the Dean, College of Natural Resources, and works under the guidance of a Circle of Advisors.

Qualifications: M.S. or Ph.D., with at least one degree in a natural resource discipline, strong communication and networking skills, experience working with a wide diversity of people, perspectives and professional specialties, commitment to the goals and strategies of the Community for Diversity in Natural Resources.

To Apply: Send letter of application, statement of professional interests, resume, transcripts, and three letters of recommendation to:

Larry A. Nielsen, Dean
College of Natural Resources
Campus Box 8001
North Carolina State University
Raleigh, NC 27695
Telephone: 919-515-2883
Fax: 919-515-7231
Email: larry_nielsen@ncsu.edu

The search committee will begin reviewing applications on September 15, 2003, and the search will continue until a candidate is hired.

NC State University is an Equal Opportunity and Affirmative Action Employer. In addition, NC State welcomes all persons without regard to sexual orientation. Individuals with disabilities desiring accommodations in the application process should contact Mrs. Dawn Silsbee at telephone (919) 515-2883, FAX: (919) 515-7231, or via e-mail at dawn_silsbee@ncsu.edu.

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and Southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 35,000 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus. Riverside Community College District is seeking outstanding candidates for the position of:

ASSOCIATE VICE PRESIDENT OF INSTRUCTION

DEAN & MANAGING DIRECTOR, SCHOOL OF NURSING

Both of these positions are **open until filled**

A completed District application form, a cover letter, a current resume or vita, three current professional reference letters, transcripts verifying college work and degrees (legible copies of transcripts may be submitted; official transcripts required upon employment), must be submitted to Human Resources. Riverside Community College District offices are closed on Fridays during the summer.

Additional information and a required District application form
can be downloaded from our Website:
http://www.rccd.cc.ca.us
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Riverside Community College District, H.R.
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Broward
Community
College

DEAN, BUSINESS AFFAIRS

The Dean, Business Affairs serves in an administrator capacity reporting to the Campus Provost for the planning and implementation of administrative and management functions relating to business, plant operations, and safety and security services. Will be responsible for overseeing campus-wide personnel matters, bursar functions, security and environmental health/safety issues, building maintenance, grounds/landscaping maintenance, campus budgeting, accounting and purchasing operations, and accomplishes such in coordination with the college's mission and college wide goals and initiatives. Master's degree in Business Administration, Finance, Accounting or a related field. Five to seven years progressively responsible professional experience in the leadership, organization and supervision of business, plant and facilities operations, and safety and security services as such relates to the planning, development, implementation and enforcement of college policies and procedures. Anticipated hire date: January 5, 2004.

DIRECTOR, CAMPUS LIBRARY/LEARNING RESOURCES

Master's degree from an accredited institution of the American Library Association, Educational Technology, or related field and five years progressively responsible professional experience in the leadership, organization and supervision of academic resources, advanced administrative functions of library operations and instructional technology initiatives and programs in a higher education environment. This position plans, administers and evaluates the library, learning laboratory and classroom support services. Will be responsible for directing, supervising and maintaining library/LRC campus staff. Work includes managing the academic and computer laboratories, development and management of annual departmental budgets, campus wide distribution of learning resources equipment and tutoring. Will perform related work as assigned. Anticipated hire date: March 1, 2004.

Applications must be received by: August 22, 2003.

Apply on-line: **www.broward.edu** , click "Jobs" then "BCC jobs online" or 800-682-3646/ 954-201-7338. Submit application packages to: **Broward Community College/ HR, 225 E. Las Olas Blvd., Ft. Lauderdale, FL 33301.**

BCC is committed to the principle of diversity. We are interested in receiving applications from a broad spectrum of people including women, minorities, veterans & disabled individuals.

EXECUTIVE VICE PRESIDENT

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Nominations & applications are now being accepted for the position of the Executive Vice President at Northern Virginia Community College.

Northern Virginia Community College, the nation's second largest multi-campus community college, has five campuses serving the counties of Arlington, Fairfax, Loudoun, and Prince William, and the cities of Alexandria, Falls Church, Fairfax, Loudoun, Manassas, and Manassas Park. A sixth medical education campus is under development. The College has approximately 64,000 credit students, an FTE of 24,500 and a non-credit enrollment of approximately 30,000.

This 12-month faculty-ranked administrative position reports directly to the president and is responsible for the day-to-day internal management and operations of the college, serves as the chief academic and student services officer for the institution, and acts as the CEO in the president's absence.

Required Qualifications

An earned doctorate from an accredited university and progressive administrative leadership at the provost, vice president, president or equivalent level.

Characteristics of a Successful Candidate

The Executive Vice President will have the following qualities: a demonstrated record of building and effectively managing strong academic programs and student services focused upon student success; skilled in management, budgeting, controls and operational procedures; sensitivity to and experience working in a diverse, multicultural environment; demonstrated success in leading organizational change, from initial development through final implementation; innovative approach to leading within a thriving teaching and learning environment with service to students and collegiality at its core; effective communicator; team player with a collaborative leadership style; experienced leadership managing within a complex multi-campus environment; and skilled in effective use of information technology for administrative and instructional purposes.

Applications

In order to apply, please send a cover letter (not to exceed five pages) addressing the listed qualifications and characteristics, a detailed resume, and list of five references to: **Search Committee Chair, Executive Vice President Search Committee, Northern Virginia Community College, President's Office, 4001 Wakefield Chapel Road, Annandale, VA 22003.**

Applications are considered confidential and references will not be contacted without the applicant's expressed permission.

For additional information or to submit nominations, please contact our search consultant: **Angela Little, Vice President/Managing Principal, Pauly Group, Inc., 1900 Sangamon Ave., Suite B, Springfield, IL 62702; Telephone: 217-241-5400; E-Mail: NVCCEVP@paulygroup.com**

The search will remain open until the position is filled. However, the committee will begin review of applications immediately, and asks that applications be submitted by 5:00 pm, Friday August 29, 2003.

The Virginia Community College System is an Equal Opportunity/Affirmative Action Employer and actively seeks applications from women and minority candidates.

—A Pauly Group Search—

University of Houston Downtown

VICE PRESIDENT OF STUDENT AFFAIRS/ENROLLMENT MANAGEMENT

The University of Houston-Downtown is a public, urban university committed to providing quality academic programs that serve the needs of the multicultural population of Houston and surrounding communities. It offers both undergraduate and a limited number of graduate academic degree programs to over 10,000 students in their quest to acquire the knowledge and skills needed to succeed in their chosen fields.

The University of Houston-Downtown is seeking a visionary leader for the position of Vice President of Student Affairs/Enrollment Management.

Job Summary:
The Vice President of Student Affairs/Enrollment Management is the chief student affairs officer of the university and reports to the President. This administrator serves as a member of the President's Executive Council and participates in planning, budgeting, and policy making for the university. Responsibilities include oversight and management of a broad range of student support services achieved through collaboration with all constituencies associated with the university, including students, parents, alumni, faculty and staff. This position also represents the University to external constituencies.

Responsibilities:
The vice president is responsible for developing, implementing, monitoring, and evaluating comprehensive services to students. The following areas are accountable to this administrator for all of their activities: Enrollment Services, Counseling and Career Services, Student Health Services, Student Activities, Scholarships and Financial Aid, Testing Services, Sports and Fitness, and the Student Outreach and Resource Center.

This position is responsible for coordination of the student judicial process and maintains close contact with Student Government and student organizations. This administrator represents student issues and concerns to the academic and financial administrators, as well as the information technology group. The vice president will work closely and in concert with other senior-level administrators to establish and implement the goals of the University's Smart Growth Initiative: analyze current enrollment trends to identify those students who comprise our target market, develop recruitment programs aimed at those whom the university is in the best position to serve, provide financial aid packages that will minimize economic obstacles to attending the University of Houston-Downtown, and ensure support programs are in place that will help students realize their potential, both academically and personally.

Education And Experience:
Major requirements include demonstrated ability to respond to students needs effectively and compassionately, and to work cooperatively with all constituents throughout the University. The individual selected for this position should possess a proven record in program development designed to serve the wide range of student needs and concerns found in a unique undergraduate multicultural urban campus with a limited number of graduate programs. He/she should have broad experience with strategic planning, administration, financial management, and the supervision of professional staff in a higher education setting; and have the ability and commitment to maintain and improve the quality of undergraduate and graduate student services.

Candidates for this position will hold an earned doctorate in student personnel, higher education, or a closely related field, have a record of progressively responsible leadership in areas directly related to Student Affairs management, and have extensive experience in applying the principles and practices of student development in undergraduate academic and nonacademic support systems. Hands-on experience with a computerized student records system is extremely important. The position requires 5-10 years of increasingly responsible related experience. Successful and progressive administrative experience in Student Personnel Services is expected.

The successful candidate will possess excellent interpersonal, conflict resolution, crisis response, and communication skills. He/she will have a proven record of having worked effectively with an ethnically diverse student body, faculty and staff; the record should document a commitment to shared governance with faculty, staff, and students.

Starting Date and Salary:
The position will be available in Fall 2003. The salary is competitive and will be commensurate with qualifications and experience. This position is security sensitive; a complete background investigation is required. Offer of employment contingent upon verification of individual's eligibility for employment in the United States.

Application Process:
Please submit a letter of application addressing ways you meet each of the position requirements, a current vitae, and names, telephone numbers and e-mail addresses of five professional references. Applications should be sent to **Delores Hart, Employment Manager, University of Houston-Downtown, Suite 910 South, One Main Street, Houston, TX 77002-1001. E-mail: hartd@uhd.edu; FAX: 713.221.8281.** To ensure consideration applications should be postmarked by 5:00 pm August 8, 2003. However, applications will be accepted until the position is filled. The Search Committee will convene in August to begin review of applications.

Please visit our web site **www.uhd.edu** for information about the University of Houston-Downtown.

The University of Houston-Downtown values diversity and is an AA/EEO/ADA employer.

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¡PUNTO FINAL!

MIGRANT STUDENTS NEED ACCESS, HAVE ASPIRATIONS

Patrick Doone, associate director, Center for Migrant Education, University of South Florida, has worked in dropout prevention, retrieval, and postsecondary education programs serving migrant and seasonal farmworker students for the past 17 years.

PARADE Magazine ran a fascinating story about an American who built a school in a remote area of Pakistan as a means of repaying the villagers for their kindness during his stay with them. The village had no formal secular school, and the children did their schoolwork in the dirt. He agreed to build the school on two conditions. It must include females, and their numbers must increase 10 percent yearly. For the first time ever, this school is educating the girls in the village to read and write.

The benefactor, who also pays the salary of a teacher, believes that by educating girls, ignorance and extremism can be defeated, as the girls will be ultimately responsible for educating and instilling values in future generations.

Access to a real education is critical to the overall development of Third World countries, but it is just as important that those most at risk and hardest to serve in the United States have access as well.

Ours is a land of opportunity and freedom. An underlying belief held by most in this country is that a motivated and hard-working individual can have great success, no matter the beginnings. However, in many cases, there are obstacles to advancement. One group whose plight has been well chronicled is the nation's farmworkers. According to the Office of Migrant Education, the 55-60 percent dropout rate for migrant students is still the highest for any group in the country. Their economic hardships place great stress on the entire family to help earn money to meet the family's basic needs. An age/grade discrepancy of two years or more is quite common for those students forced to move frequently and interrupt their schooling. Their migration from state to state challenges even the best students.

Even those who succeed in high school face other barriers. The *PARADE* article reminded me of a class discussion I heard among female high school migrant students. They passionately expressed their desire to attend postsecondary school, but most thought that goal out of reach because they were needed to help support their families through outside work or looking after their homes. For many women from farmworker backgrounds, there is a clash of culture and goals.

Some, however, are balancing their culture, values, and families with their long-term aspirations. Five such women are now enrolled in the University of South Florida's High School Equivalency Program (HEP), a federally funded dropout retrieval/reconnection program serving migrant and seasonal farmworker students. Most HEP students are of traditional high school age. These women are between 26-44, and all are married with children. Their days begin long before the sun rises as they prepare breakfasts and lunches for the day and ready the children for school.

The women are in class from 8:30-1:30 Monday through Friday, missing only when the county's schools are closed. They even take their lunch at their desks during their math class. They tell me that math is a very difficult class for them, but in reality, all the classes have been a challenge. Often I will be reminded, "Mr. Pat, I need lots of help because I have not been in school for 20 years." They are assigned daily homework, and it is completed to the best of their abilities by the following day.

That they find the time and energy to balance their families and education is truly remarkable. They must be exhausted on some days, but I can never tell. They are invigorated by the challenge they have undertaken, and they feel so good about themselves for undertaking it and for the support they have received at home.

These students are driven by their desire to improve the overall quality of life for their families and to achieve a sense of personal satisfaction. They are great students, but, most important, they are outstanding individuals who, I am certain, make their families proud. I know that I admire them immensely and will miss them after they stop attending school. For now, I look forward to their daily visits to my office.

Today begins another chapter in their lives. Several will accompany me to their children's middle school to encourage the students to stay in school and follow their dreams. Their wisdom, determination, and values will leave a lasting impression on a future generation.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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From time to time, The Hispanic Outlook in Higher Education Magazine will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education Magazine neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education Magazine.

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Hispanics Can Navigate the Road to Law School

Cover Photo Courtesy of Charles P. García

Esquina Editorial

Dear Colleagues

We lost two irreplaceable cultural icons last month, Celia Cruz, in her late 70s, and Francisco Repilado, aka Compay Segundo, 95. Both were born in Cuba. Both were active as performers until the end.

Ms. Cruz, who defected in 1960, was banned from returning, but sang of her love of Cuba all her life. Segundo remained on the island, leading his own band for 40 years, but performed internationally once the award-winning documentary and CD, "Buena Vista Social Club," put a loving spotlight on Cuba's venerable performers.

Yale awarded Ms. Cruz an honorary doctorate, and President Clinton gave her the National Medal of Arts. Her audiences of Cubans, Puerto Ricans, Dominicans, and others engulfed her in affection. Her foundation will help would-be students of music.

Mr. Segundo sang and played harmonica, congas, guitar, and his own invention–a hybrid guitar/tres with extra D and G strings. He wrote the haunting "Chan Chan" only four years ago.

Another notable loss is in education–the loss of $270 million in Pell grant funds due to a changed financial aid formula. An Education Department official had predicted "a minimal impact on a handful of students," but others in the know estimate more than a million affected, with 84,000 receiving nothing, according to *The New York Times*, July 18.

In our next issue, Carlos Conde, who knows the territory, tells us why National Council of La Raza leader Raúl Yzaguirre has earned a place in our history.

Also featured next time are the Ford Foundation minority scholars, faculty salaries, views on publish or perish, and college seniors avoiding the job search.

Hasta la próxima
Suzanne López-Isa
Managing Editor

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Randy Poe

Music Publisher

by Roger Deitz

There's a legal tug-of-war over Internet music "sharing" resulting in front-page news. Because of this recently, much has been made of the boundaries between art and commerce. The truth is that historically, art and commerce have gone hand in hand, particularly in the music business. The popular music we hear, including genres as diverse as country, Latin, rock, and rap, would never come to our attention without the right business connections for the diverse artists who create the songs and perform the tunes.

Recording companies, distribution outlets, managers, and publishers all play a part in getting the creative artist's music to the public. In great proportion, ethnically diverse songwriters and performing artists have benefited from the system as a way out of poverty and into wealth and stardom.

At the same time, music companies themselves provide opportunities for minority college graduates to work in a wide array of specialized industry jobs, and many are high-paying professional fields. These jobs include various areas of management, accounting, public relations, and legal services. Performing artists find out as soon as they strive for recognition that they must learn how to work with all these professionals, and the most successful among them become familiar with the details of how the system works. Since making money from music **is** a business, those artists prosper who develop an understanding of the many business issues.

Randy Poe is widely acknowledged as one of the most knowledgeable and distinguished music publishers in the business. Since 1985, Poe has been president of Leiber and Stoller Music Publishing in Los Angeles, a major player in the industry. Among the companies' copyrights are such standards as "Jailhouse Rock," "Kansas City," "Spanish Harlem," "Yakety Yak," "Charlie Brown," and "Stand By Me." Prior to that, Poe was the executive director of the Songwriters' Hall of Fame in New York.

Last year, Poe was the 2002 recipient (along with Motown founder Barry Gordy) of the music industry's Heroes and Legends Award. The HAL organization, through its awards dinner and private contributions, provides scholarships for minority aspirants studying and working in music related fields. The HAL Scholarship Foundation was created by celebrated songwriter and Motown alumna Janie Bradford to aid "at risk" youth and to publicly recognize music professionals who share her vision. HAL helps talented young people in the community realize their lofty but attainable dreams of shaping careers in one of the many performing arts, by providing much needed scholarship funds. HAL also spotlights positive role models from many diverse backgrounds, including leaders in the fields of music, theater, motion pictures, and business, each year at the annual HAL Awards and Scholarship Dinner held in Beverly Hills.

Last year, when accepting the honor with Barry Gordy, Poe applauded the effort to bring more Hispanic and African American hopefuls on track to opportunities. He noted that the music business is still a place where minority aspirants can strike gold and make their art and culture more widely understood and accepted by the general public.

Speaking with *The Hispanic Outlook*, he says popular music is the great leveler.

"Regarding diversity, I don't think the music business is like many other businesses. One of the attributes of the music business is it tends to be based on talent and a general desire to contribute. I think this is one of the few industries around anywhere that turns a blind eye to one's nationality, color, creed, religion, or anything like that. The music industry is about music, and it's a world unto itself, which encompasses and accepts all people. The ongoing problem, the one downside, is that this is such a desirable business to be in, and the competition is pretty stiff. Therefore, opportunities don't constantly arise in proportion to the number of people who might want to succeed.

"As far as the actual entertainment end of the music business is concerned (as opposed to the pure business part), it's a world in which you can go from having no success at all to gaining enormous success in a very short period of time. This may be true whether you are talented as a songwriter or a singer or a musician, and all these areas of the music business are open to all groups of people, no matter how diverse their background. Simply put–it's about the talent; it's not about the color of your skin.

"As far as songwriting is concerned, I don't think there is a way to teach someone how to write a great song. You can teach the basic form, you can teach music theory to a person, but you can't teach a person to have that magical talent as a lyricist or to have inspiration to put certain words or notes down on paper.

"When it comes to being a performer, there are two schools of thought. You hear someone like Julio Iglesias or Gloria Estefan, you have to presume there must have been some training to be able to sing like that. The thing is–you don't really know for sure. They could be just as unschooled as I am. It could be just entirely natural talent."

Poe's popular book, *Music Publishing: a Songwriter's Guide*, published by Writer's Digest Books, won him ASCAP's coveted Deems Taylor Music Writing Award, and taught thousands of aspiring songwriters about the music business. The book and his many articles and productions (he has written liner notes for more than 75 albums and produced the Grammy-nominated boxed set "Songs of the West" on Rhino Records) led to invitations to serve as guest lecturer and instructor at university seminars and courses.

Poe reflects, "For me, I was lucky that I came along late enough in the world of the music business that there were actual courses taught in universities. Even the small school that I went to, the University of North Alabama, had the first four-year music business degree that had come along. The reason for that was that in the '60s, '70s, and '80s there was a vibrant recording industry in my area of the country. I learned the basics of music publishing and copyright law...going to school. I learned about how a record company functions, from going to school. I learned about the inside of a recording studio and what all those knobs and dials mean, from going to school. Those are all things that most people who came before me had to just figure out for themselves.

"The fact that there are so many college and university programs catering to the music industry is a great advantage to young people today who are seeking to get into the business end of the music world. I myself have spoken at places including NYU, UCLA, and Harvard Law School, addressing issues in songwriting and music publishing."

As to minority issues in the business, Poe points out that ASCAP and BMI have Latino sections, and there are various Hispanic or Latin Grammys and other awards. Much of this focus, he says, has blossomed in the last decade.

He observes, "I think a lot of what's gone on as far as the Latin market is concerned has to do with the phenomenal success of Gloria Estefan and her husband on both the business end and the musical side. One thing about the music business is that success brings more interest and more successes. That's a good thing...and that's good business. There are few other businesses where you really do have to create your own opportunities. You have to create your own luck. You have to create your own success. You are not in a world where necessarily everyone is encouraging you to be successful, because they all want to be successful too. Depending on the scenario, that person could be your competition as opposed to your helper.

"As a publisher, working for two great songwriters, Jerry Leiber and Mike Stoller, I am mostly concerned with finding talented songwriters. I look for people who have the potential to become popular writing or recording artists, and by extension, create songs that have a chance of getting used in motion pictures, television shows, and television commercials, for example.

"Over the course of their career, Leiber and Stoller signed many enormous songwriting talents, a great bulk of which were minority group members contributing to and moving forward the history of rock and roll. They have recently divested themselves of those works that they did not themselves write. These were songs that they had acquired by signing writers over the years. There were two companies called Trio Music Company, Inc. and Quartet Music Inc. which were recently sold." [The *Los Angeles Times* reported that these two companies were sold for around 60 million dollars. Leiber and Stoller Music Publishing continues to handle its own works. Ed]

"They sold all of that and continue to have a host of well-known songs. The thing I am often most surprised about relates to the world of copyright and intellectual property. I think that most of us were quite surprised when the Internet came along. We discovered that many people don't seem to grasp the fact that to download for free is not only illegal and stealing–it's taking money out of the pockets of songwriters and performing artists.

"This hurts everyone, including Latino artists. There has been a huge growth in the Latin music market, in all areas, not just because of Gloria Estefan or Santana. It is much more diverse. The beauty of the music is that it goes well beyond even the ethnic group in question. If you look at "Buena Vista Social Club," that's been greatly successful. It's that sort of thing that makes the music industry an industry that really makes music socially significant. Because those particular artists were completely out of the mainstream and had all given up their music careers over the course of time...there seemed to be no real interest in what they were doing anymore. Of course, when musician and producer Ry Cooder went to Cuba and made the recording, and it became the film and the soundtrack, we all discovered overnight the enormous attraction to that music. And it doesn't really require you to be Cuban or Hispanic or Black or anything. It only requires you to have ears and the ability to enjoy something that is unique. When music of a genre such as this becomes more popular, other things follow...good things happen such as education and understanding and enlightenment. It's kind of a pro and con happening at the same time. When "Star Wars" was a big success, it was immediately followed by eight million other science fiction movies. That's the way it always is. The downside is the followers are jumping on the bandwagon. The upside is you never know when the followers are going to discover some incredible music to contribute to the overall collection of songs that we all get to hear and enjoy."

Periodically

by Mary Ann Cooper

"No Hablo Inglés: Breaking the Language Barrier in Music Instruction"

Music Educators Journal, Vol. 89 Issue 5, p38, May 2003. By Carlos R. Abril, doctoral candidate and teaching assistant in music education at The Ohio State University in Columbus.

While much has been written about teaching the "three R's" to non-English-speaking Hispanic students, the arts are sometimes overlooked. This author illustrates the ways in which music can bridge the language gap for ESL students.

Carlos R. Abril begins his piece with an overview of the importance of music in a multicultural classroom. He states, "Music's potential to reinforce learning in other subjects, especially language arts, is particularly beneficial to English-language learners. Participation in a nurturing, stimulating, and challenging music program can make a difference in the lives of these children."

The problem Abril sees as the initial obstacle to unleashing music's potential is the lack of instruction in this area for potential teachers. He suggests, "Educators who find themselves teaching children who speak little or no English must make prudent pedagogical and curricular decisions. Unfortunately, most music teachers receive minimal training (if any) in working with language-minority children. This lack of knowledge often leads to uncertainty and confusion. This in turn can lead to ineffective music pedagogy for these children." The author cites Lee Gunderson, "A Survey of L2 Reading Instruction in British Columbia," in *Canadian Modern Language Review* as the bases for this conclusion.

A helpful guide to becoming better prepared, says the author, is provided by The National Association for the Education of Young Children in their general recommendations for working with ELL (English Language Learner) children in the elementary school. Using these general principles as a guide, he then proposes ways to translate these guidelines to make them part of the music program of a school.

"Show respect," explains Abril. "First and foremost, we must demonstrate sincere respect and a genuine desire to assist ELL students. If children are not respected as individuals and treated equally among their peers, they may feel ostracized, and their academic achievement will most likely suffer." The author draws this conclusion from Sonia Nieto's book *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Abril places sensitivity to the "unique social and academic challenges these individuals encounter," as the next most important factor. He explains, "Regardless of whether your school has a large or minuscule population of Hispanic students, these students face certain challenges specific to their situation." This also includes, he suggests, finding out more about your students' country of origin, heritage, and experience with music.

Finding common musical ground with your student often leads instructor and student back to the student's country of origin. Says Abril, "Consider asking every student to share a musical artifact, sing a song, or discuss an aspect of his or her musical culture in small or large groups. Most children who are learning English as a second language are not only acquiring a new language but also adjusting to a new culture. Such activities can facilitate the acculturation process for the English learners while giving other children an opportunity to learn about a new culture."

A gesture can speak volumes to students unable to grasp English in your classroom. Hand signs or gestures, which are routinely used in music classrooms, can build strong bridges to vocabulary useful inside and outside the classroom. The author explains, "Most music educators already use such signs, albeit for musical objectives. We use Curwen hand signs when teaching solfège and conducting gestures to evoke expressive singing or playing. While results may not be immediate or apparent, research suggests that hand signals used in connection with a word or concept improve ELL children's ability to use and understand vocabulary." The author cites *Journal of Music*'s "The Effect of Singing Paired with Signing on Receptive Vocabulary Skills of Elementary ESL Students" by Heather A. Schunk as the basis of his conclusion.

Instructors often use hand signs, especially in music, without thinking, i.e., high or low in volume, fast or slow in tempo. Some sign language is not as obvious, but the author explains that how you choose to signal your students may not be the most important factor in being understood. Says Abril, "While you will want to choose a hand sign that reflects the meaning of the word (if possible), this may not be as important as using the signs consistently. Use the same word and hand sign each time. Students in my school created a sign for musical phrase that was done by moving the right hand from left to right in the shape of an arch. For piano and forte we placed our right hands palm down or palm up, respectively. Involve all children in using the sign whenever you say the word. This way, the ELL children do not feel singled out. This will actively engage everyone in the lesson and help children acquire vocabulary and gain understanding of musical concepts."

The incorporation of chants, songs, poetry, and other forms of word play are also important ways to convey music and language, according to the author. "When activities with words are introduced in a musical setting, they become musical rather than literal." Song selection, however, is important for ELL students. Abril suggests, "Look for songs that include a lot of repetition so that these children have multiple opportunities to succeed. Select some songs with nonsense syllables; Hispanic children will then be on par with their English-proficient counterparts. Occasionally, sing songs in a language besides English. In the process of grappling with the new language, English-speaking students will gain a greater understanding of their Spanish-speaking counterparts."

Abril concludes by reminding music instructors that they have the advantage of teaching a subject that students easily relate to and enjoy. He says, "Since we possess this powerful tool, let's use it to proactively contribute to the complete education of all children. For this to happen, we must ensure that children receive an education that is accessible and meaningful. This is vital to the effort to reform our schools for the betterment of society." He makes this point by quoting multicultural-education scholar James A. Banks, who said in his book, *Multiethnic Education: Theory and Practice*: "for it [multiculturalism] to be implemented successfully, institutional changes must be made."

A Message from Charles P. García

Successful Entrepreneur and Impassioned Education Advocate

by Tony P. Martínez and Alison P. Martínez

"Have a clear vision or dream. Create a reasonable plan. Then, most importantly, take massive action to implement the plan. And persevere. Never, never quit."

The principles behind Charles P. García's business success apply equally well to his second love, education.

"The fact of the matter is that 50 percent of the children in K-12 schools cannot read!" García exclaims. "I can't emphasize enough how important reading is. It is the basis for everything students will learn in the future.

"It is imperative that reading instruction programs become more effective," the advocate says, because the major reason why students don't graduate from high school or college is poor preparation. "They don't have the tools. The schools in the earlier years have failed them." García calls it educational malpractice.

At age 42, García is founder and CEO of the nation's fastest-growing privately owned Hispanic business, Sterling Financial Group of Companies, Inc. Before founding Sterling (named after his son), this multi-talented "renaissance man" graduated from the U.S. Air Force Academy and Columbia Law School and earned a master's in public administration. He was a highly decorated military officer and a White House fellow.

Now an entrepreneur, philanthropist, family man, author, and frequently invited speaker on public affairs, García devotes 20 percent of his work time to service on a dozen volunteer boards. He believes that as our Hispanic population grows, for the good of the whole country, we need more Hispanic leadership. Through his work for community development, youth, and education today, he hopes to contribute to the development of tomorrow's Hispanic leaders.

Born in the U.S., García went to school in Panama, where his father was surgeon general and his U.S.-born mother an award-winning science teacher. He spent summers with his grandparents in Daytona Beach, Fla., surfing and absorbing the family philosophy of public service.

"My grandfather was very involved in the community," García recalls. "He had been a doctor in World War II. He was forced to leave Mississippi in the 1950's because he tried to integrate a hospital there. When he moved to Florida, he created one of the state's first integrated hospitals and helped to start the local Red Cross chapter, so there was a family tradition of being involved in the community."

García does high-profile policy-making, but he works in the trenches as well. For example, he serves on the board of the Florence Fuller Child Development Center, which provides preschool and after-school care and enrichment to 600 disadvantaged children per year in the Boca Raton, Fla. area, where García lives. He also serves on the board of Together Against Gangs, which mobilizes the local community in actions targeted to disempower gangs.

Florida's State Board of Education

"The world's most revolutionary ideas have met the most resistance," García observes, writing in the *Palm Beach Post*. "But change should be embraced, especially when the system is broken."

In 1998, voters amended the Florida constitution, reorganizing public education in the state from kindergarten through doctoral programs. Three statewide chancellors are now responsible for public schools, community colleges, and baccalaureate/graduate institutions, respectively. Goals include high student achievement, seamless articulation K-20, work force development, economic development, quality, and operational efficiency.

The chancellors report to the new state Board of Education, to which Gov. Jeb Bush has appointed Charles García, the only Hispanic among seven members. Florida is now the first state with "an-accountability-based, student-centered, K-20 educational structure," García writes in the *Post*.

Although there is controversy, García calls the Board's accomplishments "revolutionary." The state has begun assigning "grades" to public schools. In the first year, 78 schools got F's and 203 schools got A's. In the second year, only 4 schools got F's (all different from the year before–no repeaters) and 551 schools got A's, a 171 percent increase.

President's Advisory Commission

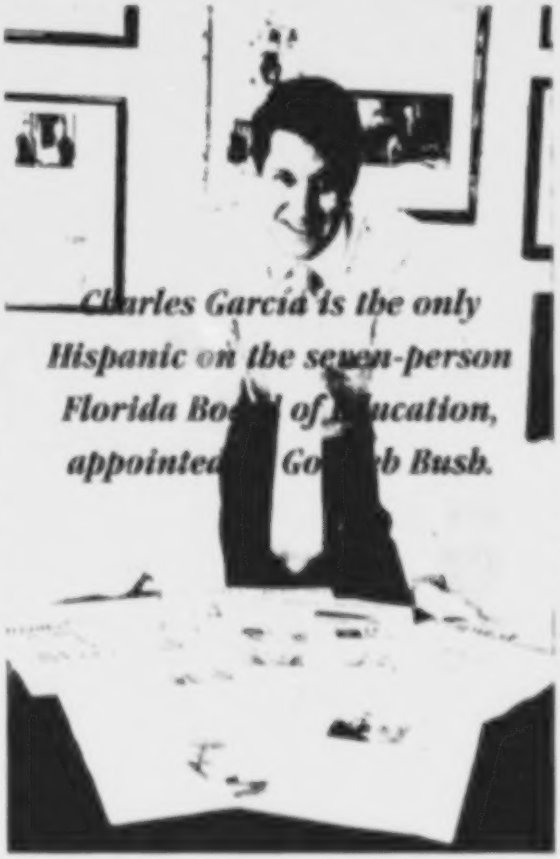
In October 2001, President George W. Bush established the President's Advisory Commission on Educational Excellence for Hispanic Americans, appointing García and 19 other Hispanic leaders as commissioners. They worked hard for more than a year, criss-crossing the country and hearing from over 1,600 students, educators, parents, experts, and concerned citizens. (See *Hispanic Outlook*, July 14, 2003.)

García chaired the Commission's Working Group on Public Awareness and Motivation, in support of the Commission's number one recommendation: "Set new and high expectations across America."

"The Commission believes that low expectations can become self-fulfilling prophecies," states its final report. "Teachers' and parents' expectations have a long-term, pervasive influence on children."

The Commission recommends a "motivation campaign" to change attitudes, intentions, and behavior, and to raise Hispanic attainment at every level, from preschool through higher education. It points to the United Negro College Fund's successful campaign on the theme, "A Mind is a Terrible Thing to Waste," and calls for a public-private partnership to fund and carry out the Hispanic effort.

García vigorously affirms the Commission's emphasis on improving primary education as the necessary foundation for better outcomes in higher education. With the poor schools attended by so many Hispanic students in their early years, "even if they make strides in later years, often it is not adequate."



Charles García is the only Hispanic on the seven-person Florida Board of Education, appointed [illegible] Gov. Jeb Bush.

Affirmative Action

The inequality of basic education, and his belief that diversity is a compelling state interest, are the main reasons why García signed an amicus curiae brief, along with 64 Fortune 500 companies, siding with the University of Michigan in *Gratz v. Bollinger* and *Grutter v. Bollinger*.

"We need a level playing field. If the K-12 system was great, and it was educating all children equally across the board, my viewpoint might be different," he explains.

However, García's experience on the board of the Association of Graduates of the U.S. Air Force Academy has taught him the necessity of affirmative action programs. The Academy, like the University of Michigan, is a highly selective, publicly funded institution. Qualified applicants vastly exceed places in the freshman class, so only a small percentage of the qualified applicants can be accepted.

"If you have candidates equally qualified in every respect, and you can't consider race, what are you going to do? You need to let in African American, Hispanic, and American Indian students because the Air Force has certain needs, and because it is a government program, and you have to make sure it's fair.

"I believe as a businessman that a well-educated, diverse work force, composed of people who have learned to work productively with individuals from a multitude of races and ethnic, religious, and cultural backgrounds, will maintain America's competitiveness in the increasingly diverse and interconnected world economy," García declares.

He had accepted the Advisory Commission appointment from the president, and the position on the state Board of Education from Gov. Bush, so when they both challenged the University of Michigan, it was not easy for him to speak out against their position. "But there comes a time when you have to follow your principles," García states. "If you are not willing to walk away from power, you have no power."

Bilingual Education

As a speaker and writer with an impressive command of both English and Spanish, García supports bilingual education programs that have been successfully implemented. "Children may need that extra step in their own language," he comments, "to help them understand in their new language."

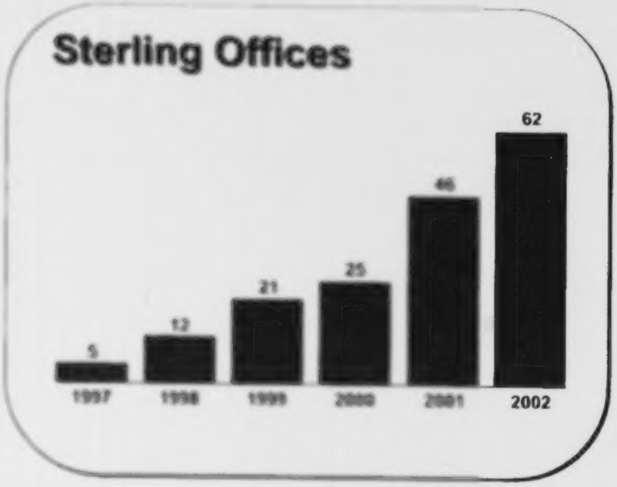
Schoolteachers who speak Spanish are of special value, the advocate continues. He cites studies showing that when the percentage of bilingual teachers in a school increases, excess special education referral of Spanish-speaking students is reduced, as is truancy and other problem behavior. Better communication and understanding create the improvement.

In the big picture, García says, with the increasing economic importance of Hispanic consumers and of trade with Latin America, a second language should be considered "a national treasure–not," he chuckles, "a handicap."

Yes, You Can Succeed

In view of García's outstanding accomplishments in many fields of endeavor, everyone asks him, How do you do it? "I require little sleep," the entrepreneur admits with a smile. "That's part of it. "The other part is, I'm extremely organized. Before I leave the office today, I'll look at my list of 50 things I have to do, and I'll write down the six most important things I have to do tomorrow. So when I come in, my calendar will show the tasks that I'm supposed to do from 9:00 to 10:00, then from 10:00 to 11:00, and so on."

García believes in building on one's strengths rather than directing a lot



of effort toward the remedy of possible weak points. "When I was in law school, I took the Myers-Briggs Type Indicator. It's a personality test with nearly 300 questions," he explains. "I learned that I had leadership skills and that I enjoyed building things, creating things, like a company, for example."

With that, it is no surprise that García gravitated toward a career in business rather than law. He was already running his own business while in law school, a business later sold. He'd been an entrepreneur off and on ever since grade school, when he used to buy *pastillas* (sweets) for a nickel and sell them on the schoolyard for a dime.

"I'm a big believer in role models," García continues. "If you want to do something, find someone who's already done it. Work for them for two or three years–for nothing if you have to–and then go out on your own."

The CEO highlights John Whitehead, William Bennett, Gen. John Galvin, and business magnate Seymour Holtzman as important role models in his life.

"Holtzman had taken his first company public when he was only 26 years old–back in 1960, when it was really something to do that. He had run several public companies and owned banks and corporations in Europe and the U.S. For three years, I was his right-hand person. I learned so much about business!"

García's newest project is a motivational book entitled *Yes, You Can Succeed: a Message from García*, to be published by John Wiley & Sons in September. In this book, he spells out secrets of success that he has learned from working with some of the most successful people in government, business, and the military.

Yes, You Can Succeed first helps readers to discover their own personalities, talents, and preferences. Once readers understand themselves and their true, individual potential, it is possible to achieve the kind of success that comes only with being happy and passionate about one's work. For not only are all successful people good at what they do, they love doing it.

Next, the author introduces his formula to help readers excel in any aspect of life–as educators, as students, in business, or in family life. Drawing on his colorful past for humorous anecdotes about success, hope, business, leadership, and life, García explains how to realize dreams by using 14 "Success Beliefs" and four "Success Strategies." Each chapter concludes with "A Message from García" to the reader, paying tribute to Elbert Hubbard's inspirational story, "A Message to García."

"Once you have in mind where you want to go," in any walk of life, García concludes, "and you have a plan, you need to just do it and persevere. A hundred obstacles will be thrown in the way. But once you have your mind made up, never, never quit."

Sterling Financial Group of Companies, Inc.

Charles P. García founded Sterling Financial Group of companies, Inc. in 1997–three people working in a cleaned-out utility closet. Now with more than 60 offices on three continents, Sterling has become *Inc.* magazine's pick as eighth-fastest-growing company in the nation for 2002, and *Hispanic Business* magazine's pick as the No. 1 fastest growing Hispanic company.

How do you grow a company thousands of percent per year? CEO García advises entrepreneurs not to try to be all things to all people, but rather to "focus on one particular niche in which you have a sustainable competitive advantage. Do one thing better than anyone else in the world.

"Our niche market is the U.S. Hispanic market and the Latin American market," García explains. Based in Florida, Sterling is expanding into selected U.S. locations and underserved markets in Latin America, where the CEO's lifelong immersion in language and culture smoothes the path. "When you say Hispanic, you're talking about 20 different countries," García observes. "Mexico is so different from Venezuela or Brazil or Chile or Panama, and most Americans don't quite grasp that. I think that we in our company understand the Hispanic and Latin American market very well. Having a focus on it has been very good for us," he concludes.

Sterling's motto is "Advice you can count on from people you can trust." The company provides financial services such as investments, investment banking, asset and cash management, financial and estate planning, insurance, and annuities; but it is Sterling's proprietary research methods and information products that drive the firm's success.

Sterling Research prides itself on providing action-oriented, unbiased information, boxed in by neither contrarian nor conventional preconceptions. The company has developed a valuation method that rates stocks by 10 measures:

- Sound business model and successful management team?
- Total share of its market
- How efficiently it is run
- Revenue stability
- Likely takeover candidate/survivor
- Interest rate sensitivity
- Market following
- Growth of core EPS
- Is the market rewarding the stock appropriately?
- Any near-term change that will affect the stock price?

Sterling Research alerts investors to stocks that are not priced "right" relative to the 10 measures, so that investors may buy the undervalued securities or sell the overvalued ones.

More information about Sterling Financial, including links to a cover story in *Hispanic Today* and other articles and broadcasts, is available at www.mysterling.com. Information on García's upcoming book is available at www.yesyoucansucceed.net.

Tony and Alison Martínez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

Cultivating the Next Crop of Teachers

TOMORROW'S
TEACHERS
CREATE THEM OR
COMPETE FOR THEM

Pictured l. to r.: Melissa Valádez, among the first graduates of "The Tomorrow's Teachers" program; Toni Holloway, director at the Teacher Training Academy at Mountain View College; and Dr. William Wenrich, chancellor at DCCCD proudly showcase The Program's logo and slogan.

by Marilyn Gilroy

Everyone knows about the teacher shortage. The press, the White House, and the public schools have sounded the alarm. The country will need 2.3 million teachers over the next decade due to the retirement of the baby boomers, a growing number of students, and high turnover rates in the profession. But the basic question remains: Where will they come from?

In Dallas, officials have decided that the answer is obvious–the future teachers are right in the city's back yard. They are sitting in Dallas public school classrooms, bilingual students who know the neighborhoods and understand the culture. So a coalition of educators has decided to go after them.

Tomorrow's Teachers (TT), a first-of-its-kind collaborative initiative among Dallas County Independent School District (DISD), the Dallas County Community College District (DCCCD), and area four-year universities, hopes to transform Dallas area students into Dallas public school teachers. This "homegrown" approach cultivates future teachers from among elementary and secondary school students, funnels them to DCCCD for their first two years of college, and then provides the means to transfer to a four-year institution to finish their degree. Dallas ISD promises these students that they will have a job when they graduate from college if they will return to DISD to teach.

The two-year pilot program already has produced 36 teachers who are certified. More than 100 students are currently enrolled at area universities as part of Tomorrow's Teachers.

"Many TT students attended and graduated from urban schools in Dallas ISD," said Ann Hatch, director of media relations for DCCCD. "One major point of the program is to encourage them to return to those classrooms where they can teach and be role models for youngsters from their communities. In turn, those young children may be inspired to become teachers themselves in a 'grow your own' program for teacher education."

Hatch is speaking of individuals such as Melissa Valádez, who graduated as part of the first TT pilot group. She finished the program in December 2001 and started working for Dallas ISD in January 2002.

Valádez found her way to Tomorrow's Teachers after she graduated from Skyline High School and spent time as a teacher's aide at Anson Jones Elementary. That experience made her realize that she liked teaching, and so she enrolled at DCCCD's Mountain View campus.

To recruit more students like Valádez, the TT program operates on several levels. The kindergarten-through-college component of the program identifies–as early as possible–students

Professor Clarence Romero and students from the LET program at Riverside Community College

interested in exploring a career in teaching. They have hands-on teaching opportunities, from elementary school through college.

"We're recruiting heavily at middle and high schools and even elementary schools, where we hope to plant the seed," said Ken Zornes, coordinator of teacher preparation programs for the seven campuses of DCCCD.

The TT program also involves reviving the Future Teachers of America clubs as the vehicles that will provide support services for these students. Examples of those services include mentoring, tutoring, assistance preparing for the Texas Academic Skills Program, as well as individual career counseling and a personalized introduction to college-level teacher education programs.

"Future Teachers of America are high school-level organizations, so Dallas ISD is the entity working on that aspect of the program," said Hatch. "They already have revived some chapters. I attended an end-of-the-year banquet that Dallas ISD and DCCCD held jointly; it was a pinning ceremony in which Dallas ISD high school seniors received symbolic apple pins for being actively involved in a program for future teachers."

When these students enroll at DCCCD, they usually do so through the Teaching Training Academies at one of the seven campuses. Mountain View College (MVC) has approximately 400 students enrolled in its academy while Richland College has opened a Teacher Preparation Center. If students in Tomorrow's Teachers need financial aid, they may be eligible through traditional loans and grants, plus special programs like DCCCD's Rising Star, which pays for tuition and books, as well as scholarships available through special sources such as Building Futures in Education.

Once students complete the DCCCD teaching program, they must pass the Texas Academic Skills Program (TASP) and meet a participating university's admissions requirement before transferring to a four-year institution. However, the TT network tries to eliminate bureaucratic red tape and make it easier for students to navigate the higher education system. The program does this by having a clearly defined teacher education curriculum that will enable students to move seamlessly from one educational institution and level to the next.

Neighboring public universities, including Texas A&M-Commerce, Texas Woman's University (TWU), University of North Texas, and the University of Texas at Arlington, worked together on the curriculum so that the Tomorrow's Teachers participants move without hassles through the various stages.

For students like Melissa Valádez, this component can be the difference between frustration and perseverance. When she decided to enroll at Mountain View, Valádez encountered the maze of procedures and forms associated with entrance exams, applications, financial aid deadlines, and course scheduling.

"I was going from the counseling center to financial aid to the registrar's office–everywhere!–just looking for information," recalls Valádez. "Finally someone sent me to Toni Holloway," project leader at Mountain View.

"She really knew her stuff. She knew all about new laws that affected teaching, what my options were, what kind of financial aid was available, and which classes I needed. Best of all, she could sit at her computer and input everything herself. She handled all of the confusing stuff that would have taken me hours and hours to do."

Valádez, who is bilingual, transferred to TWU after she finished her associate's degree at MVC. She currently teaches a bilingual second grade class at Anson Elementary School and has just finished her first full year.

Although Valádez had prior connections to Anson, other TT participants benefit from the program's promise that they will have jobs in Dallas-area school districts when they graduate. That guarantee includes a starting salary of at least $27 to $30 per hour, plus a yearly bonus of $3,000 to $4,000 for teachers who are bilingual.

For urban school districts like Dallas that are finding it especially difficult to attract qualified teachers, these incentives are vital to recruitment.

"The fact is that big urban districts are really facing a significant challenge in recruiting and retaining teachers," said Ken Zornes. "We also have to deal with other challenges such as new teacher certification requirements and the No Child Left Behind standards."

"Our greatest need in Dallas is for bilingual teachers–we could literally hire hundreds of them. That is why the school district is sending recruiters to Mexico."

The Texas Education Agency estimated the shortage of public school teachers to be between 37,000-40,000, with some disciplines such as bilingual education, math, and science, having an even more severe shortage of qualified teachers. To ease the problem, the Texas Legislature has considered allowing individuals with a bachelor's degree in a given discipline to teach without any prior training as long as they can pass a competency exam.

But those tactics often contribute to the high attrition rate in teaching. Statistics show that 30-50 percent of teachers leave within five years because they are disillusioned with the workload, the amount of preparation required, and discipline problems in the classroom. However, graduates of formal programs such as Tomorrow's Teachers are less likely to end up as a statistic.

"Because students receive intense, one-to-one counseling, financial aid advice, coursework counseling, etc., at our community colleges, the program helps students overcome problems that lead to higher attrition rates," said Hatch.

While Dallas has embraced the TT concept to address the teacher shortage, other urban areas are trying creative strategies. In New York City, Kaplan, Inc., the test-preparation company, is creating a for-profit school of education that will offer bachelor's and master's degrees to teachers in training.

Kaplan has hired former New York City schools Chancellor Harold Levy, who also created the New York City Teaching Fellows program, which recruits college graduates to teach in the city and pays for them to get master's degrees in education.

New York University's Steinhardt School of Education has introduced an accelerated master's degree program that prepares students for teacher certification in 14 months rather than the usual two years.

Meanwhile, at Riverside Community College (RCC), outside Los Angeles, Calif. Professor Clarence Romero has created a teacher preparation program to recruit Latino students. Called Latino Educators of Tomorrow (LET), the program encourages at-risk students to enter the field of education as teachers, counselors, or administrators. While in the LET program, students are urged to overcome mental and physical barriers, set goals for their lives, and accept responsibility for achieving them.

"The students in this program are not the typical college student prototype," said Alberto Camarena, student coordinator for LET at Riverside. "They come from backgrounds where there are problems, and the parents are not familiar with college. Many of them must overcome obstacles as basic as finances and transportation."

Camarena, who went through the LET program and is now a senior at University of California-Riverside, plans to teach elementary school. He serves as a mentor for LET students and also oversees some of the program's activities.

What makes LET different is that it helps students take charge of their lives and become leaders by allowing them to take on the roles of leadership while they are in the program. Through a series of workshops and classes, Romero challenges students to take control, formulate realistic goals, examine their values, and chart a course that will help them become "masters of their destinies."

Romero asks "what do you want to do, what is your focus?" said Camarena. "It's really unique. In the end, it's the students who make things happen." For example, says Camarena, LET recently sponsored an event entitled Day of the Teacher. It was entirely orchestrated by the students, who formed a committee and carried out all of the related tasks, including obtaining the necessary funding. In short, the students made the decisions and managed every part of the process.

This kind of student involvement permeates the LET program. As students explore their commitment to teaching, they are immersed in related coursework, classroom visitations, and internships.

"We want to make sure that they love teaching," said Camarena. "That they have a passion for it."

LET students are also asked to put their own problems aside and focus on others who need assistance through community service learning projects. Some have worked with the handicapped while others have raised funds for the homeless.

The LET program has been in existence for eight years and has been extremely successful in helping its participants transfer to four-year schools and ultimately become teachers. At least 20 alumni are teaching at schools in the Riverside area with 60 more coming through the pipeline as current LET students. They have stayed in the area because they have strong ties to the community.

"Giving back to the community is part of what the program is about," said Camarena.

Two Graduate Faculty Positions
Indiana University
The School of Library and
Information Science - Indianapolis

www.slis.iupui.edu
Either position may be appointed at the tenure-track rank of Assistant or Associate Professor, depending on the candidate's credentials. The successful candidates will provide evidence of excellence in teaching and promise in scholarly production in one or more of the following areas pertaining to graduate studies in library and information science:

- management of information technologies in library environments
- bibliographic access, control, and organization of resources
- digital libraries and multimedia resources
- administration of public, academic and/or special libraries
- information sources for business, government, science, technology, or humanities

Basic qualifications include: Ph.D. or equivalent and successful professional practice in library and information management. Candidates should be willing and have the ability to adapt to new instructional delivery systems through interactive television and online communications. The Indianapolis campus provides faculty support for innovations in instructional delivery with the advanced networking capabilities comparable to any in the nation. A proven record in use of instructional telecommunications is preferred. Both positions are ten-month, tenure-track appointments with the option to teach up to two summer courses at 20% of base salary. **The successful candidates should be prepared to join the current eight full-time faculty by August 1, 2004.**

Review of applications will begin November 1, 2003 and will continue until the positions are filled. Applicants should send a letter of interest in which they describe teaching experiences as well as other qualifications. A complete curriculum vita and names and addresses for three references should be included. Questions and applications should be addressed to **Dr. Daniel Callison, Executive Associate Dean, Indiana University School of Library and Information Science - Indianapolis, 755 W. Michigan, Indianapolis, IN 46202. callison@iupui.edu 317-278-2376.**

The Master's of Library Science program at Indiana University is accredited by the American Library Association. A full curriculum of courses leading to the MLS is provided at Indianapolis as well as Bloomington. Students may take courses on either campus. Indiana University has been nationally ranked among the top schools in library science, information systems, youth services and school library media.

Indiana University is committed to the principle of diversity and is actively seeking to increase the racial diversity of its faculty.

The Indianapolis Campus - www.iupui.edu
Indiana University Purdue University at Indianapolis is a leading urban campus of over 27,000 students. As a part of the recently renovated central convention and business areas of the capital city, the campus is adjacent to new structures housing government, museum, athletic and cultural institutions. The expanding metropolitan Indianapolis campus offers the largest range of academic programs in the state combining the best from Indiana University and Purdue University. In addition to library science, IUPUI is a center for professional schools in medicine, law, nursing, education, philanthropic studies, and informatics.

The Impact on Higher Education!

Moving Past the Diagnosis to the Cure

by Sandra Gardner

"Accentuate the positive, eliminate the negative" could be the new watchwords for a national strategy to ensure Hispanic educational success.

Those positives include highlighting Hispanic achievers as role models; researching successful Hispanic college recruitment and retention programs and replicating them on a broader scale; dispelling the myth that Hispanic parents do not value higher education; providing outreach to Hispanic families on navigating the higher educational system; and ensuring that institutions and educators regard Hispanic students as assets instead of burdens, according to the authors of "Latinos in Higher Education: Today and Tomorrow." (*Change*, March/April 2003)

Though only just over 10 percent of Hispanic Americans have a college education, less than the national average of 25 percent for adults, that is a large increase from their educational attainment even 10 years ago, according to the 2000 U.S. Census. A report from the Pew Hispanic Center, ***Latinos in Higher Education: Many Enroll, Too Few Graduate***, says the college-going rate for Hispanics between the ages of 18 and 22 has increased to 35 percent and their enrollments in undergraduate education by over 200 percent in the last 25 years–about 10 percent of Hispanic high school graduates now attend college (over 1.3 million).

The challenge then, is not only how to boost Hispanic student enrollment numbers–but how to keep them there once they've gotten in.

Research on Hispanics in higher education, such as the report from the Pew Hispanic Center, the Tomas Rivera Policy Institute (*College Knowledge: What Latino Parents Need to Know and Why They Don't Know It*) and several from the RAND Corporation (*Increasing Hispanic Participation in Higher Education: A Desirable Public Investment; Goal: To Double the Rate of Hispanics Earning a Bachelor's Degree*) is a relatively recent phenomenon.

"Students who work more than 24 hours a week have trouble staying in college," says López. "That's something you need to explain to parents."

Previously, researchers in Hispanic education generally focused on bilingual education, immigrants, and high school dropouts. Not that these issues aren't still important–especially the fact that in order to get to college, you have to first finish high school. And there are constant waves of Hispanic immigration, so that immigration issues and bilingual education remain critical. But these, though necessary, are only first steps on the road to academic success.

According to the authors of "Latinos in Higher Education: Today and Tomorrow," media focus on high school dropouts and the limited public attention given to Latino higher education achievement reinforces two bad habits–reliance on the deficit model when talking about Latinos and the invisibility of Latino high achievers.

"We need to increase the visibility of Latino high achievers," says Dr. Deborah Santiago, vice president for data and policy analysis for the Los Angeles Alliance for Student Achievement, and a co-author of the article.

The RAND report, *Increasing Hispanic Participation in Higher Education*, cited the "snowball effect" of increased Hispanic college graduation rates: "An increased rate of Hispanics completing college would increase motivation for Hispanic high school students to take academic subjects and complete high school." The conclusion was that these students would then become future college graduates.

Dr. Estela López, vice chancellor for academic affairs at the Connecticut State University System (CSUS), and a co-author of the article in *Change*, says, "A lot of first-generation students don't know they can be successful, what it means to be a professional. They need to have that vision, the way gymnasts do, to 'visualize success.' If they see an immigrant, someone with an accent, who is successful, it helps them believe there's an opportunity for them." (The third author of the article was Sarita E. Brown, president and CEO of the Hispanic Scholarship Fund Institute.)

Utilizing role models to provide inspiration and information is the Hispanic Scholarship Fund's (HSF) outreach strategy. The organization's Alumni Hall of Fame profiles successful recipients of scholarships to motivate others to follow in their footsteps. HSF also engages current scholarship recipients and alumni in reaching out to high schoolers and their parents in two programs: Town Hall Meetings and Steps for Success.

"We ask our university students and alumni to tell their stories and talk about their pathways to college. Many are first-generation students whose experiences will resonate. It's very important to have examples of academic and professional success," says Dr. Angela Jones, director of community and scholar relations for HSF. "They're also providing information about college admissions and financial aid."

Last year, HSF hosted 23 Town Hall meetings in high schools, with a total of 4,400 high schoolers and their parents, and six Steps for Success programs. Town Hall meetings are hosted in different cities to inform Hispanic students and parents about college admissions and financial aid. Steps for Success Saturdays, which take place at high schools, are workshops customized for 9th-12th-grade students and their families, to help students at each point in the high school pipeline prepare for college.

HSF was hoping for a one-degree change in students' and parents' knowledge about college. The 27 percent of participants who returned its questionnaire reported an average of a 1.5-degree increase in their knowledge about college.

"Participants are telling us they feel empowered by these programs," says Jones.

"It's very important to have examples of academic and professional success," says Dr. Angela Jones, director of community and scholar relations for HSF.

Dispelling the myth that Hispanic parents do not value higher education is critical in increasing Hispanic success in higher education. Rather than a value gap, there is an information gap, say the authors in *Change*.

"A lot of first-generation students (and their parents) don't understand the college system. You have to orient the parents and work with them together with the students," says López.

Many Latino parents, especially immigrant parents, are not only unfamiliar with English, but don't have an understanding of the college system in this country–such as obtaining financial aid, the admissions process, what courses are needed to get into college, and the impact of a job on staying in college.

"Students who work more than 24 hours a week have trouble staying in college," says López. "That's something you need to explain to parents."

Navigating the financial aid system can be daunting even for those without a language barrier. "The FAFSA application is a nightmare," says López. (FAFSA is the acronym for Free Application For Federal Student Aid.)

And Santiago says that translating the information about admissions and financial aid into Spanish is not enough. "They weren't raised here, and they don't know the educational system here," she says.

Two important elements in ensuring Hispanic higher education success involve institutions' making these students feel welcome and providing ways to attract and retain them. Before López came to CSUS, she was provost and vice president for academic affairs at Northeastern Illinois University (NEIU) in Chicago. She helped create NEIU's early intervention program for students on probation, which reduced the percentage of students on probation by almost half, and a Faculty Teaching and Learning Center, which trained faculty in how to help students learn. At the end of five years, retention of first-year students increased by 7 percent, with Latino students retained at the same rate as White students.

"One of the key components was faculty seeing Latino students not as a problem, but as an asset to the University," says López. When NEIU became an HSI (Hispanic-Serving Institution) in 1998, the Enrollment Management Committee (of which López was an ex-officio member), charged with setting enrollment and retention goals, welcomed the designation.

Another significant factor in

retention is forging a link to the college. Students living on campus are more likely to bond with the university and graduate. Most Hispanic students are commuters, due to economic and family factors, and many are enrolled at two-year colleges, which frequently don't have dormitories.

The answer to building a connection is the creation of learning communities, says López. "The idea is to link courses, in which the faculty work together. For example, in their history course, students may be writing about history." To better engage its first-year students, NEIU brought in a learning community expert who had helped implement a program at La Guardia Community College in New York City.

In a long-standing NEIU program that addresses at-risk Latino students, Proyecto Pa'lante (Project Going Forward), the retention rate for first-year students increased to 90 percent, better than that of regular students.

"This is a very nurturing program," says López. "These students were supposed to fail."

Santiago is working with half a dozen HSIs in a program called "Latino Student Success," looking at what the institutions are doing to achieve persistence, retention, and completion.

"For example," she says, "the University of Texas at El Paso has a required course that teaches freshmen study skills and how to navigate the system."

She is also studying how colleges measure success in terms of getting a degree. The four-year model as a measure of success is very constraining to Latinos, she says. Latinos often are nontraditional students: they're older, working, going to college part time, and juggling family responsibilities.

"You have to look at maybe a six-to-eight-year graduation rate. They're graduating; that's what's important," she says.

In a project called "Excelencia Initiative," Santiago, together with the Pew Hispanic Institute, will look at Latinos in higher education, synthesize the information, and put it in the hands of policy-makers.

"There's a Grand Canyon-level gap between researchers and policy-makers," she says. "We focus so much on diagnosing the problem, it often doesn't translate into: 'What do we do about it?'"

Partnerships are the name of the game–bringing colleges and their feeder high schools, parents, and community-based organizations together. Organizations such as ENLACE (Engaging Latino Communities for Education), Gear Up, TRIO and the American Council on Education's "College is Possible" help bridge the higher education information gap and support students in the pipeline.

The Pathways to College Network, a newly launched alliance of major foundations, nonprofit organizations, educational institutions, and the U.S. Department of Education, is working to improve college access and success for large numbers of underserved youth, including low-income, underrepresented minority, and first-generation students. With funding commitments expected to total more than $2 million over its first three years, the Network plans to identify practices that impact student achievement and college access and success, determine barriers not being addressed, and identify research gaps on effective policies and practices; disseminate what works to the college outreach community and high-poverty schools; spotlight and work on what is missing; and encourage collaboration among entities concerned with college access.

"There has to be a partnership between the university and high schools that feed into the university, programs that reach out and drive traffic to the university," says Jones. "They have to do more than just enroll Latinos, but graduate Latinos."

FLORIDA ATLANTIC UNIVERSITY

Associate Vice President for Research and Dean of Graduate Programs

Florida Atlantic University (FAU) invites nominations and applications for the newly created position of Associate Vice President for Research and Dean of Graduate Programs. The Associate V.P./Dean will report directly to the Vice President for Research and Graduate Studies, working to establish, develop and administer innovative research policy and graduate study programs. FAU is a rapidly growing public institution with a current enrollment of more than 25,000, including 3,000 graduate students enrolled in 17 Ph.D. and 54 Master's programs, on seven campuses along the east coast of South Florida. Currently, the University is in the process of significantly strengthening its research and graduate studies program.

The successful candidate for this position will demonstrate a sustained record of excellence in scholarly research activity; experience in graduate teaching and administration, proven success in acquiring outside funding for graduate and research programs; and strong management, leadership and entrepreneurial skills. Primary responsibilities include: working to expand national and international collaborative research initiatives and funding opportunities; planning and coordinating FAU's growing endeavors in graduate education; working closely with a diverse university community and statewide constituency to enhance innovative research and graduate programs; managing the Office of Graduate Programs; overseeing budget, research contracts and compliance issues, veterinarian and animal facilities, and other research centers and programs supported by the Division; and working with University departments and committees to develop visionary goals, along with fiscal and academic policies, that will foster the sustained growth and excellence of research and graduate programs at Florida Atlantic University.

Applications should include a letter of interest, complete curriculum vitae, and brief statement of your vision for the advancement of excellence in research and graduate studies at FAU. Send applications and nominations to: **Search Committee, Office of the Vice President, Division of Research and Graduate Studies, Florida Atlantic University, 3731 FAU Boulevard, Boca Raton, FL 33431**, or you may e-mail them to: **ccoley@fau.edu. Applications will be considered until position is filled.** Detailed information about the position and the Division of Research and Graduate Studies can be found at **www.fau.edu/research**

Florida Atlantic University is an equal opportunity/equal access institution.

UNIVERSITY OF MICHIGAN-FLINT

Assistant Provost for
Academic Assessment and Institutional Accreditation

The University of Michigan-Flint, one of two regional campuses of the University of Michigan, invites nominations and applications for the position of Assistant Provost. The Assistant Provost works closely with the Provost and Deans providing leadership and direction in response to NCA accreditation requirements, and in the collection, analysis, and reporting of student outcomes assessment data.

Superior candidates will possess:

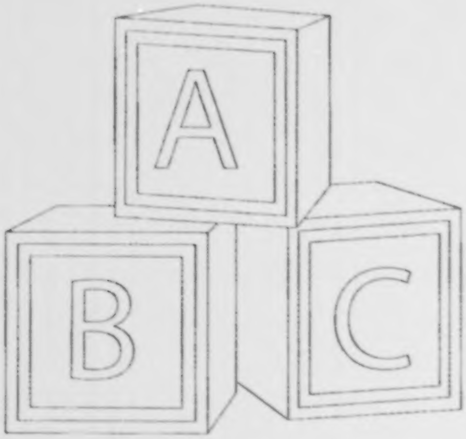
- Doctorate, or equivalent terminal degree
- Knowledge of accreditation criteria of one of the regional institutional accrediting bodies (e.g. NCA)
- Demonstrated effectiveness in developing collaborative relationships between administration and faculty, with particular attention to deans and faculty regarding student outcomes assessment
- Excellent interpersonal skills and ability to motivate others
- Knowledge of research methodologies, including qualitative and quantitative data analysis
- Excellent writing ability consistent with requirements for reports to accrediting bodies

Responsibilities of this position include:

- Provide leadership to respond to NCA requirements for accreditation, including monitoring changes in requirements and alternatives available to the campus
- Keep deans, faculty and other campus constituents informed on NCA accreditation and assessment issues
- In collaboration with appropriate campus constituents (faculty, deans, Institutional Analysis, students) organize and implement institutional efforts to produce self-study and other required reports
- Work with schools/colleges to ensure student outcomes assessment data are collected, tracked, and archived
- Work with schools/colleges to ensure student outcomes assessment data are used to document needs for appropriate curricular and institutional changes and to track implementation of those changes
- Work within the UM-F committee and governance structure to facilitate implementation of assessment plans
- Other duties as assigned by the Provost

The position will remain open until filled. Review of applications will begin September 30, 2003. Applicants are invited to submit a letter of interest, resume, and names and contact information for three professional references to Sue Fabbro at the **Office of the Provost, University of Michigan-Flint, 229 University Pavilion, Flint, Michigan 48502-1950, or to apply electronically to sefabbro@umflint.edu.**

UM-Flint is a Non-Discriminatory/Affirmative Action Employer



’s of Choosing a College

Assessing, Selecting, Negotiating-All Part of the Process

by Frank DiMaria

High school students make many decisions during their junior and senior years. Some are relatively unimportant–who to take to the prom...what to wear for the yearbook photo. But few decisions can be more important or alter one's life more than choosing a college or university.

Individuals seeking a college education must bear in mind that the goal of attending a college or university is to get an education–not to see who can emblazon the name of the most prestigious institution across a sweatshirt or car bumper. Students should seek a school that fits their personal goals, values, and personalities.

"There is a tendency in some families to feel that they have to get their kids in the most prestigious college. I think that a student's on-campus experience or what they hope to gain from college is significantly more important," says Seppy Basili, vice president, Kaplan, a company that provides test preparation courses and college admissions counseling.

Some of the larger prestigious schools offer classes comprising one hundred students or more, and as a result they lack the personalization, intimacy, and sense of community one finds at the smaller schools. Of course, there are myriad reasons to attend a large school and many students thrive in these environments, says Basili. However, one should not discount the smaller, less prestigious schools.

Whether large or small, well known or little known, all schools market their services. And in the past few decades, the competition has intensified. Students and their families must separate the pertinent information about a school from the marketing hype. Most schools feature the same scene on the cover of their brochures, smiling students, manicured lawns, and stately buildings on bright, sunlit campuses. However, students will be well served to look beyond the front cover and read the brochure carefully to look for those characteristics that interest them and ask numerous questions that go beyond class size.

Basili advises students to seek information about the department in which they will be studying to determine whether it offers the opportunity to work in small groups directly with professors. For example, they should find out if professors or graduate assistants run the lab and whether the school or department offers a nontraditional teaching approach in a given subject.

Basili urges students to seek out their guidance counselors and obtain a list of former students from their high school who are currently enrolled at those schools they are interested in attending and contact them to hear firsthand about the school. "Because you have a shared experience with former high school students, such as the same teachers in high school, their perspective is more meaningful to you. This allows you to draw your own comparisons," says Basili.

Other meaningful information students should seek would be whether or not required courses are theoretical or hands-on, whether a required course is taught with a particular slant or bias, whether the required courses leave time for activities, such as studying abroad, internships, or opportunities to enroll in courses outside the major, whether the departments have enough faculty members to provide different viewpoints and specialties within the major, and whether faculty members are accessible for academic advising, mentoring, and extra help. From a purely academic perspective, the student should try to determine what subject he or she will major in and get a sense of whether or not that department is going to be interesting, says Basili.

Two of the many marketing tools that schools are using these days to entice students are early decision and early action, both of which can make a student's route to college profoundly easier than the traditional means. Students who are accepted early experience a far less stressful senior year. But Basili advises students who wish to take advantage of early decision or early action to gather information on the schools in which they are interested during their junior year and decide on a school by September of their senior year.

"If it's the summer of your junior year, and you can't answer the questions, then you should not be applying early decision," says Basili.

Students should apply under early decision or early action only if they are absolutely positive which school they wish to attend. Early decision and early action are not for students who intend to weigh offers and financial aid packages from several colleges or need to submit their senior year grades to increase their chances of being accepted.

Whether applying early decision, early action, or taking the traditional route, one of the most important things a student can do to make an informed decision about which school is the best fit is to visit schools. A brochure or a virtual tour on a Web site can go only so far to demonstrate exactly what schools have to offer. To get the feel for a school, students must walk around the quad, observe a class, visit the dorms, and eat the food in the cafeteria. Campus visits allow a student to talk with current students, faculty, and financial aid and admission officers. Students should be sure to visit the school when classes are in session so they can observe some classes and sleep in a dorm overnight. And those who are interested in joining a club or sport should arrange to attend a meeting or practice.

Students should shy away from day visits and be skeptical of organized campus tours, which are given by guides who have been programmed to heap praise upon their school, feature the very "coolest" campus spots, and the most comfortable dorm rooms. "If you plan your visit through the admissions office," says Basili, you will meet a student "who wants to volunteer, which is nice. He or she will be nice and friendly but might not be the most typical student, but they usually are," says Basili.

Once a student has gathered information about a school, he or she must next evaluate the features and distinguish the important ones from the unimportant ones. "Many schools tout the size of their library. But if you're an undergraduate and you're not doing something really arcane and specific, the number of volumes in the library is really less important to you, especially given the fact that we live in the age of the Internet," says Basili. "I think you want to stay away from the more traditional things that people think are important.

"If it really matters to you that a school has the nicest gym facility in the country, then take a really good look at the gym, if that's what's going to make you happy and keep you sane. If I can give one overall message, it would be to determine what your dream campus would have, and then find it. You'll never find a school that has it all, but you will get real close."

The process of choosing a college or university is most certainly stressful and emotional, and for individuals who are not immediately accepted and placed on a school's waitlist, the stress only intensifies as they ride an emotional roller coaster. But Basili offers some important strategies to waitlisted students. First, he suggests that all students apply to at least one "safety school"–a school the student would be happy to attend and is 75-85 percent positive that he or she will be accepted to–in the event the waitlist school does not pan out. Next, the waitlisted student should "mount a campaign," especially if the school is very appealing. He urges the student to send a letter indicating that the school is his or her first choice and detailing the reasons. And because most colleges have only a student's grades through the first marking period of senior year, Basili encourages those waitlisted students who have improved their grade point average during their senior year to make the school aware of their academic improvement.

"If I can give one overall message, it would be to determine what your dream campus would have, and then find it."

SEPPY BASILI,

VICE PRESIDENT, KAPLAN

"You have to be aggressive... You need to follow up. Some schools are really good about letting you know where you stand on the waitlist," says Basili.

For the student who has failed to get accepted by the school of his or her choice, it is not the end of the world. Rather than accept an offer from a school that is not a student's first choice, Basili suggests that the student take a year off from school. "One more year in the scheme of things is not going to make a big deal. I think taking time off and doing something really, really smart in that year is a really good idea," says Basili. "It can have a dramatic positive effect," he says, on a student's academic career, "especially if they do something interesting." Students, for example, who are planning a career in medicine should take a job in a hospital, while those interested in environmental studies should plan a year that involves environmental work.

For many students and their families the biggest determinant when choosing a school is the attractiveness of the financial aid package. In 2000-01 the average cost of tuition and fees for a four-year private college was $16,332, and the average cost of tuition and fees for a four-year public college was $3,510, according to the College Entrance Examination Board. More than 60 percent of the students in the U.S. receive financial aid to varying degrees. But before a student applies for financial aid and accepts a package or program, both the student and family must do some homework.

The student and family must first understand the elements of a financial aid package. Financial aid programs have myriad eligibility stipulations and some have repayment requirements, which depend upon the program's general classification. Some programs are awarded based solely on a student's need while others are based solely on merit. Need-based programs evaluate how much money a student will need to attend college by considering the family's resources, and merit-based programs evaluate a student's ability or potential based on academic records.

The next piece of information the student should know about a package is how much of it is grant money, how much is loan, and how much is work or other funds. Grants and scholarships do not have to be repaid, loans are borrowed monies that must be repaid, and work and other funds are earned by the student in return for work. Basili says it is important for the student and family to determine how much of the awarded money is guaranteed over four years, a feature of many merit scholarships. However, Basili warns that some programs have a caveat stating that the student must maintain a certain GPA.

Families would be wise to weigh all the components of a package and evaluate the entire picture. Sometimes, says Basili, it is cheaper to attend a school that offers less in financial aid simply because the school's tuition is lower. Students and their families should remember that the total amount of aid may be considerably more at one college than another, but the total cost is the difference between the amount of aid and the cost of the college. For example, a college with tuition and fees equaling $20,000 a year that offers $15,000 in aid will cost the same as a college with tuition of $10,000 that offers only $5,000 in aid.

Basili encourages students to "apply to lots of colleges that are expensive because many colleges will meet a student's need. At Smith College, the average financial aid award is $22,000, which makes it pretty affordable even though the 'sticker shock' on it is $37,000," says Basili.

Aside from tuition, books, fees, and supplies, students and their families must also consider the many hidden expenses associated with a college education. Indirect costs, such as room, board, transportation and travel, and personal expenses, are not billed directly by the college but should be considered expenses nonetheless. Another component that can become a hidden expense for those who do not do their homework is the interest attached to a loan. Students and families must be aware of whether or not the loans for which they have applied have interest and, if so, what the rates are and when the interest starts accruing.

Once students are offered financial aid packages from the schools they are interested in attending, they may wish to negotiate for a more lucrative financial aid package, since some colleges are willing to adjust their packages. As a general rule of thumb, state schools are typically inflexible when it comes to financial aid packages while private schools tend to negotiate.

When negotiating, Basili advises students to be prudent and to use honesty as the guiding principle. Students who receive a generous aid package from a school they are less interested in attending owe it to themselves to try to have the school they prefer match it. Students can do this by laying out the package and discussing it with the choice school.

"But just like any other negotiation, you have to know what your walking away price is. So if the school says 'we are not going to budge' you've got to say 'OK you're not going to budge, but I'm going to come here anyway' or 'I'm not going to budge either.' And you walk away from the school," says Basili.

CHANCELLOR
UNIVERSITY OF CALIFORNIA
SAN DIEGO

The University of California invites nominations and applications for the position of Chancellor of the University of California, San Diego campus.

The University of California, San Diego (UCSD), is one of the ten campuses of the University. UCSD offers a wide range of academic programs, and includes six undergraduate colleges, 42 departments, a School of Engineering, a Graduate School of International Relations and Pacific Studies, a School of Management, a School of Medicine, and a School of Pharmacy and Pharmaceutical Sciences. The University is especially known for the excellence of its research and graduate programs, including activities of the Scripps Institution of Oceanography, 37 organized research units, 4 UCSD-based multi-campus organized research units, and two teaching hospitals. UC San Diego's total 2002-03 enrollment of approximately 23,000 students included 18,675 undergraduate students, 2,950 graduate students, and 1,375 health sciences graduate students; in addition, the campus accommodated 890 post-doctoral scholars. UC San Diego ranks consistently in the top 10 U.S. universities in the amount of federal research dollars awarded and it ranks seventh in the nation in terms of the number of faculty who are members of the National Academy of Science. Among all U.S. medical schools, UCSD School of Medicine ranks first in the nation in federal research funding per faculty member. UC San Diego confers baccalaureate degrees in a wide variety of disciplines and interdisciplinary areas, and graduate and professional school degrees in approximately 47 programs. The campus is situated 10 miles north of San Diego in La Jolla.

The Chancellor is the chief executive officer of the campus and is responsible to the President. Within the scope of University policy the Chancellor exercises very broad delegated authority and is responsible for all aspects of campus administration. Candidates should have demonstrated leadership skills in an academic environment, senior experience in the administration of large-scale, diverse, and complex organizations, preferably research universities, and a strong record of teaching, research, and scholarship.

Applications and nominations, accompanied by current resumés, may be addressed to:

The President
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

and should be received no later than October 15, 2003, to be given full consideration.

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MIT's Program in Science, Technology, and Society invites applications for a tenure-track assistant professorship in history of biology and life sciences in the 20th century. Candidates should have an active interest in contemporary issues in the life sciences and should be able to teach subjects in the history and social study of science, especially for undergraduates interested in biology, bioengineering, or pre-medicine. The appointment will begin in the fall of 2004.

MIT is an Equal Opportunity and Affirmative Action employer
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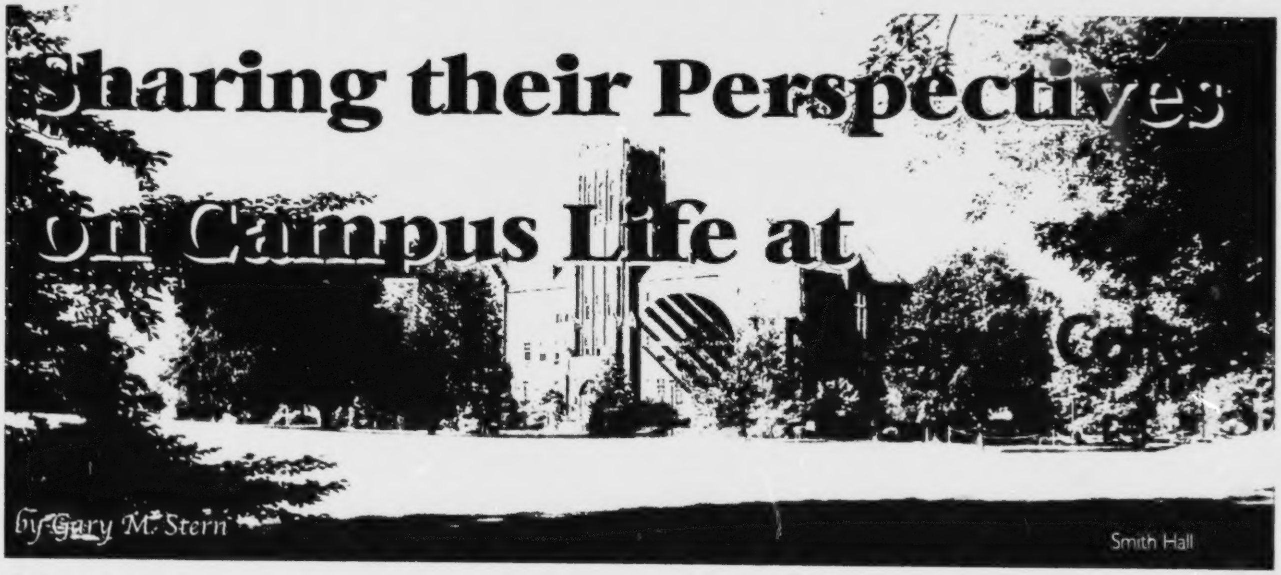
Candidates should submit a letter of application, a curriculum vitae, a brief statement (2-3 pages) of research interests, and three letters of recommendation to:

Debbie Meinbresse
Program in Science, Technology, and Society
Massachusetts Institute of Technology
E51-185, 77 Massachusetts Avenue
Cambridge, MA 02139-4307
(Fax: 617-258-8118; E-mail: meinbres@mit.edu)

Applications should be postmarked by **October 15, 2003.**

Sharing their Perspectives on Campus Life at



by Gary M. Stern

Smith Hall

Of the 3,107 students who attend Nazareth College, a private college in Rochester, N.Y., 56 are Hispanic. The minority population is just 7 percent of the total–2 percent Hispanic and 5 percent African American. Latinos are also scarce in the city of Rochester, which has a population of 694,000, only 5 percent of it Hispanic.

How do Hispanic students cope at a predominantly Anglo college?

Most Hispanic students praise their academic training at Nazareth College, but several felt that fitting in and gaining acceptance at a mostly Anglo school presented many problems.

Jessica Colón, a Bronx native and 2002 Nazareth College graduate, now a speech therapist at the preschool Shield Institute in the Bronx, said, "Academically, the school was excellent. Professors were helpful and personable and most classes had only 20-22 students. I received excellent training," she said.

When Colón first visited the campus, as a high school senior, she was struck by its wooded areas, which she felt would offer peace and quiet, enabling her to concentrate on academics. The environment lived up to her expectations, she said. Indeed, Nazareth, situated on 94 wooded acres, offers a pastoral campus in Rochester.

In addition to its idyllic campus, the school has well-established academic standards. Its freshman class averaged 1,130 on the SAT, more than 31 percent were in the top 10 percent of their high school class, and 70 percent ranked within the top 25 percent. Recent tuition was close to $15,000 annually, and an additional $6,800 for room and board.

How does a college with a predominantly Anglo student body encourage its few Hispanic students to become integrated into campus life?

Sucie Cruz graduated in 2002 as a business major and is currently an assistant manager at Barnes & Noble's St. John Fisher College Bookstore in Rochester. Cruz said that HEOP, the Higher Education Opportunity Program, a national summer program for freshman students, helped acclimate many minority students to campus life. HEOP taught freshmen study skills, time management, and career development.

HEOP also created strong bonds among Hispanic and African American classmates–but not between minority students and Anglos.

"The program helped us form friendships" with other minority students, "many of which lasted through four years at Nazareth," she said. From early on at Nazareth College, minority students took solace and comfort in one another. Though Cruz was one of the campus activists, president of the Interethnic Nazereth Coalition and involved in Club Cervantes, both of which promoted ethnic diversity, she acknowledges that she had only a handful of Anglo friends. "It was hard to connect with some of them." She attributes some of the distance to class differences, suggesting, "They had more money. It's a different mindset."

Gaynelle Wethers, director of Multicultural Affairs, said that creating a diverse student body or "inclusive community" and increasing the number of minority faculty were key goals of Dr. Robert Miller, who was named president of the school in 1998. He hired a multicultural recruiter and made a concerted effort to recruit minority faculty. Minorities as a percentage of total faculty grew from 55 percent in 1998 to 95 percent in 2003.

Students need to see a faculty diverse enough to represent all the students, said Wethers, adding that when she conducted exit interviews with a sampling of Anglo students and asked them how Nazareth College could be improved, several mentioned that the college could use more diversity. "They felt that diversity added something and broadened their understanding of academic issues discussed in class...diversity would bring a richness to their education," she added.

Nonetheless, while many Anglo professors were open to diverse students, some showed a lack of understanding of Hispanics. Cruz recalls one professor asking her how Hispanic people felt about a certain issue. She replied that she had no idea how most Latinos felt, but could respond how one Hispanic felt, herself. "There weren't too many other Hispanic students to choose from, and there weren't many other minorities either," she said.

Moreover, Cruz recalled that one of her Hispanic friends suffered a major indignity. Students vandalized her friend's dormitory door with a black crayon. Her friend, said Cruz, felt belittled and humiliated, isolated and separate, and sought help from a counselor. After concerned students met with the student activities director, a Day of Kindness was held on campus, promoting camaraderie. "The day went well. People were friendly," Cruz said. The Day of Kindness helped send the message to treat others more tolerantly, Wethers noted, adding that it led to a T-shirt created on campus that said "Tuition $15,000 but kindness–priceless."

Jessica Colón also had some difficulty fitting in at Nazareth. Though she is open and gregarious and said she tried reaching out to many Anglo students in her freshman and sophomore years, she felt rebuffed by most students because she was "different." When she played salsa or reggae in her dorm room, some students stopped to ask, "What kind of music is that?" Other students slighted or demeaned her because of her Puerto Rican and Bronx accent. When Colón visited one student, her friend hid a sweater, her parents having warned her that Colón, being from the Bronx, was likely a thief. "I felt left out. I would try to relate to others, but most people chose not to relate to me," she said.

Latino professors offered Colón support. Nazareth's 17 full-time minority professors and 9 part-time minority professors played a key role in a minority student's life at Nazareth. "They encouraged me to focus on accomplishing my goals," Colón remarked. A couple of professors invited her to their homes to share home-cooked Spanish meals with their familes. By her junior year, she accepted the fact that few Anglos would befriend her, established a nucleus of Latino and Black friends, and was involved in Casa Hispana (more about that later) activities that she found very nourishing.

But one Nazareth College student criticizes other Hispanic students for not reaching out to their Anglo classmates. Jonathan Serrano, a music education major entering his senior year who was reared in multicultural Yonkers, N.Y., noted that too many Latino students behave out of "reverse racism." They often impose separation on themselves. Too many stay in their safe and comfortable environment clustering with other Latino students and are unwilling to mix. That holds back progress," he said.

Yet Serrano acknowledged that he, too, had to make an adjustment to fit in. At home, he'll often speak Spanglish, a mixture of Spanish and English, and everyone understands him. "When I go home and when I'm here, I play two different characters. At Nazareth, I'll change my language, inflection, phrases, attitude, and temperament," he admitted. Yet he's managed to establish strong relationships with mostly Anglo friends who are very accepting of him. Professors have gone out of their way to accept his Puerto Rican heritage as well. "Attending Nazareth has enabled me to get out of my comfort zone," he said.

Deborah Rosa-Laguer, a student in the new Master of Arts in liberal studies program, teaches Spanish at a middle School in Rochester.

Sucie Cruz, who graduated from Nazareth last year with a bachelor's degree in business administration, now works as the assistant manager of the St. John Fisher College Bookstore, just down the street

Recognizing that it needed a meeting place for Hispanic students, Nazareth established Casa Hispana in 1976. At first, it served as a dorm for Spanish majors, but now functions not as a dorm but as a Hispanic cultural center, a meeting place where Latino students can speak Spanish without excluding other students.

"Casa Hispana became our home away from home," Cruz said. Spanish professors welcomed having Hispanic students who were fluent in Spanish and reveled in Latino culture. Club Cervantes, a Spanish activity club, sponsored events such as films, picnics, and cultural exchange programs. But Casa Hispana also appeals to Anglo students, who come to participate in the panel discussions and cultural events, Wethers added. "The cultural programming helps students be more receptive to students of other cultures," she said.

Surrounded by Anglo students on campus, Hispanic students benefited from hearing different viewpoints in their classes. "You get to learn other people's point of view," Cruz said.

Deborah Rosa-Laguer, who teaches Spanish at Frederick Douglass Middle School in Rochester, and is working on her Master of Arts in liberal studies at Nazareth College in the evening, said she befriended four other Hispanic students in her class of 28 but intermingles with Anglo students as well.

As Serrano suggested, students play a major role in fitting in on campus since college administrators can't dictate acceptance. Cruz, for example,

Hilda Chacón, assistant professor of Spanish, working with students in the Casa Hispana, Nazareth's center for Hispanic culture and learning.

became a resident assistant in the dorms, interacting with students of all different backgrounds. "No matter what your background is, issues faced at a college campus are the same, including getting along with your roommate, homesickness, or making new friends," she said. Rather than feeling isolated, Cruz became a campus leader in several organizations that further diversity, which also promoted interaction with other Nazareth students. Her mother raised her to stay positive, she said, which she lived up to during her four years on campus.

Rosa-Laguer also felt that it was her responsibility to fit into Nazareth as a graduate student. "We live in a multicultural country. You get to learn about other cultures and interact with everyone" at Nazareth, she said. Moreover, she felt that since there were only 56 Hispanics on campus, she represented Hispanic people and wanted to behave as a role model. Some people, she said, expected Hispanics to be lazy, which drove her to be diligent and hardworking.

Wethers, however, feels that Anglo students also must learn acceptance of students who are different from them. "We have to educate the majority students as well," she noted. As director of Multicultural Affairs, Wethers, a native of New Orleans who has a warm and engaging communication style, presents a diversity lecture to freshmen that teaches the skills necessary to interact with minority students. "I'm trying to get majority students to reach out to minority students, who may naturally group together," she said. She's showing them the commonalities that link students, encouraging Anglos to be accepting rather than scorning what's unknown to them.

Some educators would say that Nazareth College needs more of a critical mass of minority students to help them feel more comfortable, but achieving that goal at a private college isn't easy. Creating a more diverse student body requires four different components–hiring more diverse staff, awarding more minority scholarships, engaging minority alumni, and creating a cultural climate on campus, noted Wethers. Despite their lack of numbers, Wethers contended, "Minority students who attend Nazareth have interested and engaged faculty members who want them to succeed."

"People face prejudice wherever they go," Cruz noted. How you cope with discrimination is the test. Always positive, Cruz was never deterred from accomplishing her goals, but she admits that being isolated took its toll on several of her friends. "Be open to other people. Never close yourself off to any particular group," advised Serrano, who has made a place for himself on campus and experienced minimal disruption.

PROVOST AND SENIOR VICE PRESIDENT
ACADEMIC AFFAIRS
UNIVERSITY OF CALIFORNIA

The University of California invites nominations and applications for the position of Provost and Senior Vice President - Academic Affairs of the University.

The University of California is a publicly assisted institution with ten campuses which include five medical centers and 15 health sciences schools, a Division of Agriculture and Natural Resources, numerous organized research units, and programs abroad. The University is the state's land grant university. It also manages three national laboratories for the U.S. Department of Energy. In 2001-02, the University enrolled 183,355 students and employed about 159,325 individuals, including those at the three DOE national laboratories. Its annual budget for 2001-02 was approximately $14 billion, inclusive of the DOE laboratories.

The Provost and Senior Vice President - Academic Affairs reports directly to the President of the University. Responsibilities include development of academic and research policy; administrative oversight of University planning and associated budget matters; liaison with Universitywide Academic Senate and student governments; liaison to the California Postsecondary Education Commission; development of policy in such areas as admissions and outreach, library planning, research, and student affairs. The Provost and Senior Vice President also is responsible for University Extension, summer sessions, and the University Press.

Candidates should have senior academic administrative experience in large-scale, substantial, diverse, and complex organizations, preferably research universities, together with a strong record of teaching, research, and scholarship.
Applications and nominations, accompanied by current resumés, may be addressed to:

The President
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

and should be received no later than October 15, 2003, to be given full consideration.

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DIRECTOR OF FINANCE AND ADMINISTRATION

Pacific Oaks College and Children's School seeks nominations and applications for a highly-skilled, team-oriented Director of Finance and Administration to provide direction, supervision, and leadership for financial operations at Pacific Oaks. Reporting to the Chief Financial and Administrative Officer, the position will provide day-to-day management oversight to the accounting, accounts payable, and student billings functions. Key responsibilities include providing financial reports and information for decision making, planning and monitoring of budgets, and providing direction for the implementation of a new information technology system. In addition, the Director will provide leadership for other administrative areas within the division and represent the CFAO as needed.

The position requires a bachelor's degree in business or related field and a minimum of six years of progressively responsible job-related experience. Preferences include a MBA/CPA and Controller-related experience in higher education. Familiarity with Datatel or equivalent software also preferred.

Pacific Oaks College and Children's School, founded in 1945, is nationally recognized for the preparation of professionals for work with children and families. With a primary campus in Pasadena, CA, including a children's school, and branches in Oakland and on line, it offers credential programs in Teacher Education, master's programs in Human Development and in Marriage, Family, and Child Counseling, and a bachelor's degree in Human Development. Pacific Oaks has a strong commitment to diversity and to social justice.

Nominations and applications should be sent electronically to **derickson@pacificoaks.edu (Diane Erickson, Human Resources Director)**, who can also be contacted for further information about the position. Only those applications that have a cover letter, current resume, and a list of five references with addresses and telephone numbers will be screened. Screening of applications will begin on **September 2, 2003**.

Alejandro Anreus
A Community Visionary

Art Historian Against the Odds

by Michelle Adam

When Alejandro Anreus decided to study art history as an undergraduate 20 years ago, he was met with overwhelming disapproval. All but one professor in the art history department at Kean College in Union, N.J., told him he wasn't cut out for this field of study.

"The rest of the art history department basically told me that as a working-class Latino, I had no business being in art history," said Anreus, who is now associate professor of modern art and Latin American studies at William Paterson University in Wayne, N.J.

Anreus not only completed his bachelor's in art history–with the encouragement of one professor, Allen Wallach, who told him that "the problem with art history is that it needs people like you"–but also went on to obtain a master's and Ph.D. in the field.

Throughout his studies, Anreus was one of a few to study art history from the unique perspective of a Latin American. He received his master's and Ph.D. in art history at the Graduate Center of the City University of New York, a place that, in the late 1980s, was one of the few schools to include Latin American art as part of a larger study of art history.

"That was the one place where you had enough of an expansive faculty that you could work on Latin American art. During the late 1980s and early 1990s, the Graduate Center was one of the few places where you could have a varied enough faculty to do Ph.D. work on Latin American art," said Anreus.

"You can see the shift from minority view to majority view just in the past five years. There are tons of Ph.D. candidates working with Latin American art. That is a major accomplishment. There has been a ripple effect of the work of a generation of earlier scholars."

"I was teaching in New Jersey at a time when nobody was teaching Latin American art in New Jersey," said Anreus, who started in the late 1980s. "Now you look around and you have classes in Latin American art taught at Rutgers [University], New Jersey City University, Kean College, and William Paterson. We've come a long way since 1989," he said.

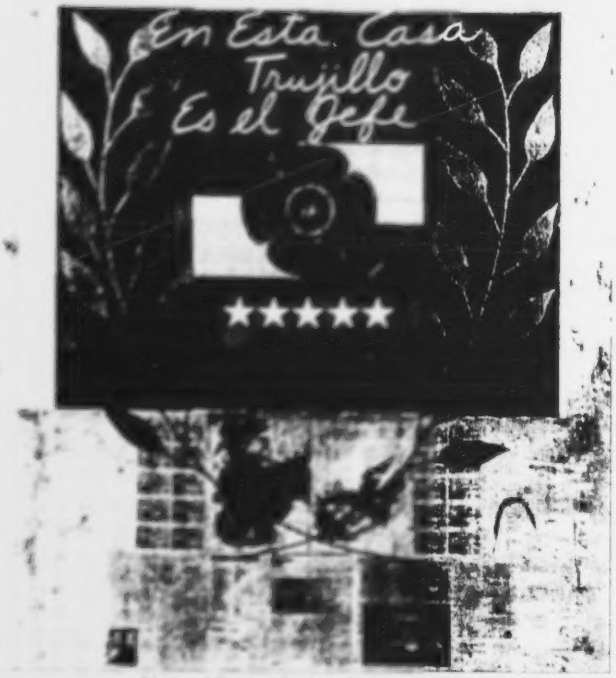
Anreus, himself, has come a long way since then as well. Before taking his post at William Paterson, he was an adjunct professor of art history in the Graduate Program in Museum Professions at Seton Hall University, an adjunct professor of art history at Kean University, and a critic-in-residence at Rutgers Center for Innovative Printmaking and Paper and the Latino Center for Arts and Culture in N.J. He also worked as an associate and assistant curator and curator of collections and exhibitions at Montclair Art Museum from 1986 to 1993, and curator at the Jersey City Museum from 1993 to 2000.

In honor of his work, Anreus was named "community visionary" by the board of the Center for Latino Arts and Culture at Rutgers University. He was one of five people presented with this award at an event titled "Advancing Latina/o Art and Scholarship: A Tribute to Innovative Leadership."

"We see it as an opportunity to recognize visionaries in our community," said Isabel Nazario, director of the Center. "Alejandro has contributed tremendously in scholarship for Latin American artists. In the field, there is a lack of information and material by Latino artists. Alejandro is accessible. We recognize him as an intellectual in our community, and also as someone who is accessible to the working class community."

The Center was established 10 years ago as a place of research and documentation of arts and humanities scholarship, artistic productions, and cultural traditions of Latinos in the U.S., Caribbean, and the Americas. Anreus was selected as a community visionary in part because he played an important role in the development of the Center.

When asked his response to the award, Anreus said he "was very honored–and flabbergasted." He



National Symbol/*Símbolo Nacional*, 1990

added, "I was honored but at the same time surprised, because I was simply doing my job–to promote and support and discuss the artistic production of Latino and Latin American artists. I was doing a number of exhibitions at a time when other people were not doing them, so I guess that gives me a little piece of that incredible honor of being called a community visionary. To me, the word visionary means you are always ahead of the world, and you're not afraid to go against fashion."

Anreus has always been an avid learner and thinker, a practice that ultimately directed him to study art history. He was born in Cuba, but moved with his mother, grandmother, and two aunts to Elizabeth, N.J., when he was 10.

"They were a bunch of very strong and insane Cuban women that raised me. My grandmother's father had been a Catalan anarchist. She gave me a lot of that legacy of being very politically open-minded and progressive and always questioning the status quo. She always pushed me toward looking at things of substance," said Anreus. "She gave me a love of books, and she stayed on top of me not to lose the Spanish. I grew up in a house where books were important."

"When I was 14 and 15, I started going to the public library to take out art books. I would come home with a typical art book–19th century art, Picasso and stuff–and my grandmother would say, 'this is all great, but why don't you find out about Latin American art, because that's really your heritage. And so then I began finding out about the Mexican muralists and about Cuban art and Caribbean art," he said.

By the time Anreus got to college, art history held a spark for him. "I always had an interest in art and culture. I didn't feel that, as an artist, I really had what it took to be a significant artist. I saw that art history was a way in which you could look at larger issues, societal issues, issues of identity and political empowerment," he said.

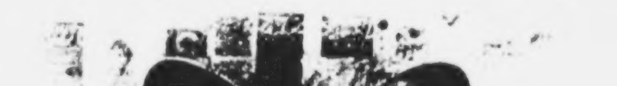
During the time of Anreus' studies, Latin American art was receiving some recognition by the auction houses, although very sparse attention in academia. Anreus specifically took an interest in Latin American works of the 1930s, an era of art that still holds much of his attention. It is a time period in Latin American art that bred a specific group of highly political artists.

Anreus wrote his dissertation on José Clemente Orozco, who was one of the three great Mexican muralists, along with Diego Rivera and David Alfaro Siqueiros. "What has always interested me about the 1930s is that it was a time when there was a crossroads between a number of issues that continue to be relevant to us today. Those issues are politics, the crossing of borders between the Anglo north and Latin south, identity issues, and this creation of a new kind of modernity. These artists of the '30s were concerned with being very modern artists, while at the same time they wanted to have a political content to their work. That combination, a cross-interdisciplinary cocktail of ideas, is what makes the 1930s so fascinating for me," he said.

"Orozco was an anarchist. He is the painter of the betrayed revolution. Rivera was a very independent communist. He is the painter of what the revolution should have been. Siqueiros was a hard-line communist. He was the painter of what the revolution will be. What the three of them proposed in their art was very radical in terms of style, and very radical in terms of how they reflect the world they are living in."

Anreus studied many of the painters of this era, and has since taught about them. They include the Mexican muralists, the Vanguardia painters in Havana, and the likes of Antonio Berni of Argentina who created the idea of the portable mural, which he showed at labor union halls throughout his country.

What has especially drawn someone like Anreus of Cuban descent to Latin American art is the very fact that what he teaches gives him a better understanding of the



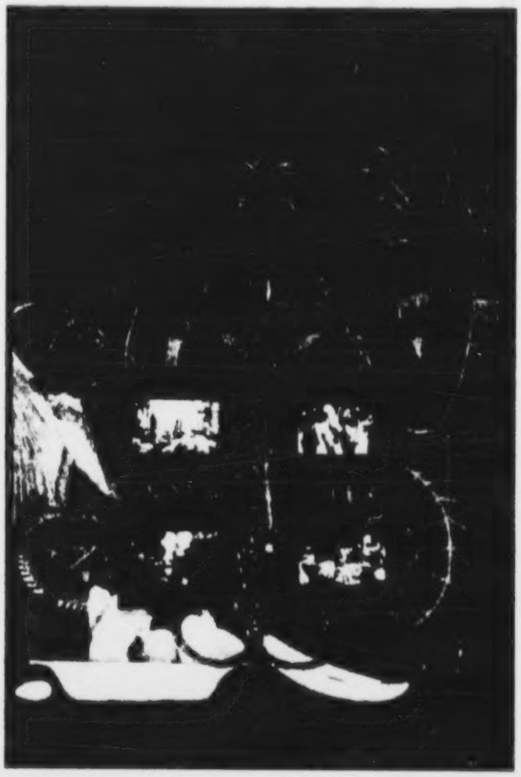
Paradise for a Tourist Brochure/*Paraiso para un Panfleto de Turistas*, 1991 culture he came from. Especially with what he calls "political art," it tells the stories of the "forgotten pieces" of the Latino community.

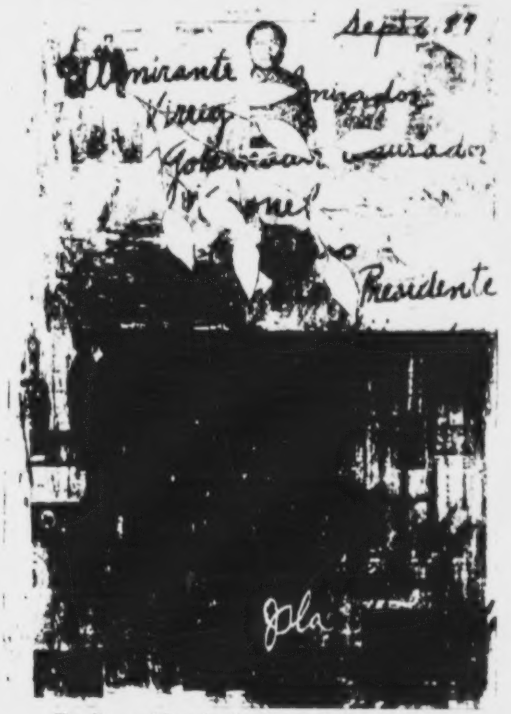
Said Anreus, "The forgotten pieces are all of these histories of courage, of cultural empowerment, the histories of the working people, the fact that there is this unique and particular kind of spirituality that Latinos have. It is about being clear on who you are and where you come from and contributing to the larger democratic experience." And he added, "What always brings me back to Latin American art is that there is a strong component of art that tends to be humanistic, filled with stories and a narrative about people and the world they live in and a political concern for a much more egalitarian society. That is the one aspect that I see as part of what I am about in the work I do as an art historian."

Anreus has been teaching since 1989. A majority of the students he teaches are not Latino, he noted. No matter who the students are, however, "they are hungry for getting the tools so they can look at things and figure out what it's about," said Anreus. "There's a real hunger for the larger issue of context, for the deep human feelings that are in this work. It's an art that's about the eternal human values, an art that tells stories."

Through classes in Latin American art, Anreus uses works by artists such as Orozco to help students look at social and political issues of the day. "You can use it to discuss important things," he said. In a series of murals by Orozco, the artist juxtaposed ancient Aztec sacrifices with modern human sacrifices in the form of a bloated politician speaking into a microphone in front of a skeleton and in the background, a monument to an unknown soldier, explains Anreus.

"You cannot separate art from the larger issues of the day. Orozco is telling us 'let's not fool ourselves,'" he said. Anreus used this painting to discuss the potential upcoming war with students in the latter part of 2002. "As an educator it is important to help students think critically. Art is a great tool for that. When you get into the realm of art, it is the realm of imagination, the realm of kicking open the door. The world becomes larger. The world becomes a place that is a little bit easier to understand and interpret," he said.


Red Caribbean, 1995-96, mixed media on plywood, 53" x 34"



The Dogs of Paradise/*Los Perros del Paraiso*, 1991

Anreus has been teaching while also working as a curator for years. But since taking on his post as associate professor at William Paterson, he has been able to concentrate solely on teaching and publishing. "I have more time to concentrate on scholarship," he said.

He already published *Orozco in Gringoland: The Years in New York*, and is currently working on *The Social and The Real: Art and Politics in the Americas* (an anthology), to be published in fall 2003. Other ideas on his plate include a small book on the notion of exile by a Cuban artist, a textbook on Mexican muralists, and a documentary on Orozco.

In the meantime, "It continues to be a privilege and honor to teach," said Anreus. "I am very grateful. I feel grateful to be involved in this conversation with a younger generation–to make their world a little bit bigger and wider."

As Anreus continues teaching he is glad to see the changes that are occurring in academia and the art world. He is no longer the only "visionary" studying and teaching Latin American art. "It is very different now than when I was an undergraduate. There are people with darker skin and with names that certain members of the establishment have a tough time pronouncing, which is as it should be. The browning of art history is continuing," he said.

"And I want to continue to have the privilege to teach. Ultimately, it is one of the greatest callings anyone can have."

Cynthia Leal Massey

Author's Works Fueled by Ancestral Tales

by Diana Saenger

When Cynthia Leal Massey decided she wanted to be an author, research became a necessary tool. As a second-generation Mexican-American, Massey had heard enchanting narratives among her family members and knew the recollections would enhance her own ability to create imaginative and memorable stories.

Her first two books, *Fire Lilies* and *The Caballeros of Ruby, Texas*, have drawn admirable notice. Well-known author Larry McMurtry called *The Caballeros* "a vivid picture of the Río Grande Valley as it was fifty years ago…and a very good read."

Growing up with a father in the U.S. Air Force allowed Massey to see the world. That, and having a large family that filled visits with exciting memories, fueled her urge to write.

"My uncle is a great storyteller, and we all loved to hear him, my mom, and her sisters sit around and tell stories about their youth," said Massey. "This is partly why I wanted to write, but also because I realized that these stories were part of a bigger picture...the story of a people I had not heard before."

Massey's books are fictional accounts of these stories. *Fire Lilies* was inspired by her great grandparents, Ramón Castillo and Agueda de la Garza Castillo Durán, their life in Monterrey, Nuevo Leon, Mexico, and what happened to them during the Mexican Revolution. *The Caballeros of Ruby, Texas* is about her family in the Río Grande Valley of Texas, and inspired by the life of her grandfather, Thomas Castillo. Massey spent many years in research and seven years writing *Fire Lilies*, a saga of an aristocratic family and its struggle to survive the Mexican Revolution.

"I knew nothing about the Mexican Revolution," admitted Massey. "Yet it was because of this civil war that my grandparents came to Texas. In fact, almost half a million Mexicans immigrated to Texas because of that war. I hated being ignorant about that."

Massey had the skills to search out the historical material for her novel. She's a magna cum laude graduate of St. Mary's University in San Antonio, with both a master's and bachelor's degree in English. Currently, she is an adjunct English teacher at San Antonio College. Massey previously worked as a staff editor/writer in the communications department at Southwest Research Institute in San Antonio. Her work has appeared in many national and regional publications. *Fire Lilies* won the 2002 EPIC Award for Best Historical Novel; and *The Caballeros of Ruby, Texas*, the 2002 Independent e-Book Award for Best Romance.

Her educational background was invaluable for Massey's research. She used the Center for Latin American Studies Library at the University of Texas at Austin and twice visited Monterrey, a backdrop for one location in the book.

"I had studied Spanish between my freshman and sophomore years of college in Monterrey, so I was familiar with the city," said Massey. "When I was working on *Caballeros*, I spent several days in the Río Grande Valley, although I had visited there almost every summer when I was

Circa 1903, Monterrey, N.L., Mexico, Ramón Castilo, maternal great-grandfather of the author

growing up. I also visited Soledad, Calif. I find field research trips are very important to get the right details to make a story come to life."

Testimonials from readers affirm Massey's exceptional writing talent. She aptly draws her characters, and *The Caballeros of Ruby, Texas* is so rich in description the reader would think he/she has been there. In the book, three sisters tell their own version of life in the Rio Grande area of Texas in the 1930s and '40s. Their father, a successful labor contractor, was married to their mother for 30 years, but the marriage was far from wonderful. Each sister has a different spin on her family and how political and economic elements affect their lives.

Massey credits her lifelong habit of reading with helping her find the skills to eloquently paint a picture. "I like concrete visuals and make a strong effort to write detailed scenes and to get into characters' heads," she said. "I also have an artist friend who reads the book and offers visual suggestions."

A reader since she was 4, Massey enjoys many other Hispanic authors, among them Julia Alvarez, Isabel Allende, Montserrat Fontes, and Sandra Benitez. "Julia Alvarez was probably the author who made me realize that I could write, too. In my introduction to literature class, I ask my students to read Montserrat Fontes' *First Confession*," said Massey. "It's wonderful, and my students love it."

Although she, too, is a Hispanic author, Massey feels her books are not specific to Hispanic readers but help expose others to the Hispanic culture. "I don't like being labeled a Latina writer because I think it limits readership when you label a writer," she said. "Most of my avid readers are not Hispanic. One purchaser of *Fire Lilies* told me she only read it because she was a friend and otherwise would never have purchased a book from a Latina author or a Latino-themed book. She said she was blown away by *Fire Lilies* because it reminded her of *The Thornbirds* and *Memoirs of a Geisha*."

Involvement in the Hispanic community is important to Massey, and she is a volunteer with the Latino Arts and Culture Association, a group that "focuses on funding issues and empowering arts organizations to raise money for themselves."

Teaching the next generation about Hispanic culture is vital, said Massey. "I believe we are an accumulation of all those that came before us, and I think that everyone, Hispanic or not, needs to know where they come from and why they are here. Learning about our culture gives us a better understanding of ourselves. I was lucky that I came from a very supportive family, but a lot of people don't. In my seminar speeches, I like to have people think about the first immigrant in their family who came to the United States so their family could have a better life. No one came here to fail."

Researching one's culture can be easy, Massey noted. "Talk to your oldest relatives and ask about the stories of their youth, their parents and grandparents. Seek out old photographs and find out who's in them. Then start reading. I read both nonfiction and fiction books about Mexico and those set in Mexico by both Mexican and American authors. I read newspaper and magazines articles from the period I was interested in."

Circa 1908, Monterrey, N.L., Mexico the eldest four children of Agueda and Ramón Castilo. Author's maternal grandfather, Tomás, is second from left.

Circa 1903, Monterrey, N.L., Mexico, Agueda Castilo, author's maternal great-grandmother.

Sliding in between the covers of a book can open up new worlds and change a person's life. "I think reading is so vital, especially fiction. Nonfiction gives the facts but fiction gives the emotional truth of a situation, and to me is actually more honest. Good fiction deals with the human heart like no other form of literature, not even poetry."

Balancing two kids with family life while teaching and writing is difficult, but Massey handles the tasks with patience and an open mind, all the while observing life for her next book. And, as most writers admit, she continually discovers things about herself as well.

"I learned that I have a tenacity and stubbornness that I didn't know I had. When I put a book that I'm working on aside…it's like a thorn in my side. I don't like to leave it incomplete, so I set a goal to persevere and finish it."

Her determination has paid off, and as Massey plows ahead on a young adult novel, she enjoys the positive reaction to her current books.

"The reviews have been very exciting," she said.

"I had a strong feeling that women would like *Fire Lilies*, but it surprised me that men like it as well. One man sent me an e-mail to tell me he had not intended on reading the book, but once he started, he couldn't put it down. He liked the adventure."

Massey belongs to several writers groups that support the writing life. She is president of Women Writing the West, a national nonprofit organization, and is a member of Writer's Friends of the San Antonio Public Library and The Texas Writer's League.

"The members of Women Writing the West are savvy women who taught me how to take control of my career and not let it control me," explained Massey. "The group is geared to marketing, and when I think of this organization, I think of the saying, 'There are some people who make things happen, some who watch things happen, and others who wonder what happened.' Women Writing the West makes things happen."

***She said she was blown away by* Fire Lilies *because it reminded her of* The Thornbirds *and* Memoirs of a Geisha.**

While making things happen in her writing career, Massey also enjoys teaching. "It keeps my mind alert and my heart open," she said. "My students keep me motivated. I like to know how and what they feel about the world, and I feel a great responsibility toward them. But interestingly, I feel I learn more from them than they do from me."

Massey believes that community colleges provide a valuable alternative to other education resources. "These schools are vital for kids who have limited financial resources and those who did not do well academically in high school and cannot get into regular universities."

One trend Massey sees as disturbing in education is that young people are not pursuing the sciences and engineering fields. "More kids today are being lured into the entertainment business to be actors and singers instead of science or math. The kids who are majoring in physical fitness versus the sciences and engineering–also out of proportion. I see so many parents who shield their kids from responsibility and don't push their kids to do well. And that bothers me."

Massey has completed a nonfiction book for young adults, *Courageous Women of the Mexican Revolution, 1910-1920*, and is fine-tuning a mystery for middle-grade readers. She is looking forward to a career that continues to honor her heritage.

Colby

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Interested candidates please send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. To apply electronically send to personnel@colby.edu.** A review of applications will begin immediately and will continue until the position is filled.

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For more information about the College, please visit the Colby web site:

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Position Announcement
DIRECTOR OF THE LATINO CULTURAL CENTER AT PURDUE UNIVERSITY
Review of Credentials will begin on October 1, 2003

Position:
Serve as the Director of the newly created Latino Cultural Center at Purdue University in West Lafayette, Indiana. The Director is responsible for the overall management and operation of the Latino Cultural Center, including program development and implementation, budget, staff supervision, fund raising, and facility oversight.

Qualifications:
B.A./B.S. is required (graduate degree is desirable). The successful candidate will have at least three years of administrative/supervisory experience (preferably in an institution of higher education) and experience with developing and implementing cultural programs. In addition, the successful candidate will demonstrate strong oral and written communication skills, a talent for working well with individuals and groups, an ability to plan strategically, knowledge of and appreciation for Latino cultures, and a fluency in Spanish.

Interested individuals should send a resume, letter of interest, and the names of three professional references to:

Teresa Thurston, Employment Recruiter
Purdue University
Freehafer Hall of Administrative Services
401 South Grant Street
West Lafayette, IN 47907-2024
TLThurston@purdue.edu

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Combining Service-Learning with Study Abroad

A Healthcare Model Takes Students to Nicaragua

by
Inés Pinto Alicea

When nursing professor Donna Nielsen set out to launch an international service-learning partnership through her community college in upstate New York, she found little information to guide her on how to effectively combine service-learning with study abroad.

The professor at Tompkins-Cortland Community College (TC3), located in the Finger Lakes region, had found a wealth of information on how to create a study-abroad program and found numerous resources for developing service-learning programs locally, but she wanted to go a step further. Nielsen is interested in how health problems affect developing countries. She wanted to use course work to help resource-poor communities deal with inadequate access to health care and education.

"There's not a lot of information combining the two," Nielsen, currently responsible for coordinating TC3's international service-learning program in Nicaragua. "I guess I've kind of entered the realm even though I don't feel like an expert on this subject. But I have learned a lot along the way."

Nielsen turned to her home church for guidance and assistance. Through that church, she found contacts in Puerto Cabezas, Nicaragua. She took off on an exploratory trip to the Central American country and met with numerous contacts in Puerto Cabezas, to help determine how to carry out her plan. She wanted to hear what the Nicaraguans felt they needed help with and how their needs could tie in with what TC3 could offer.

Nielsen advises anyone planning to launch such a program to make sure they are flexible people so that "they don't freak out when everything is not in order."

Donna Nielsen

Tompkins-Cortland Community College, she said, "is in a very rural area so this is an incredible opportunity for our students to see the world."

Nielsen met the dynamic pastor of a church in Nicaragua and ended up agreeing to a working partnership. The pastor offered to serve as an intermediary for the students and for interested local community partners. They would all work together to address health needs in the neighborhoods identified by the Nicaraguans. The pastor agreed to arrange for food, shelter, laundry, transportation, translation, and connections with various community organizations for the TC3 participants. Nielsen agreed to develop a service-learning course that focused on designing and facilitating health education workshops and clinics in the poorest neighborhoods in the region.

Nielsen said that she tells students: "This trip will change your perspective on the world. Your level of thankfulness will go up. You will never be the same after this trip."

Charlotte Becker, an 18-year-old who participated in TC3's most recent trip, said she went to

The crew

Nicaragua debating whether she should pursue a health career, but decided instead to look into teaching English as a Second Language.

"The trip made me appreciate people in the healthcare professions," said Becker, who finished her associate's degree in humanities from TC3 and will be attending St. Lawrence University in Canton, N.Y., in the fall. "I don't know how they handled seeing some of the things they saw. I had much more fun translating, since I speak some Spanish. I got to work in our pharmacy, and I gave out medical supplies and explained how to use the different things we gave the patients. I got to talk to the people, and I really enjoyed that."

Becker said the experience not only changed her direction careerwise but also her personal outlook on life. She said she enjoyed how the Nicaraguans lived "in the moment" and did not seem bothered or rushed by the constraints of time.

"They have more immediacy of life there," she said. "It changed how I look at time. It made me not be so worried about being late to get somewhere or rushing to get to the next thing I have to do."

Richard Kiely, an assistant professor in the Department of Adult Education at the University of Georgia and the former co-director of the Center for International Business and Education at TC3, has worked with Nielsen on the Nicaragua project over the years and wrote his doctoral thesis on the impact the project has had on the students who participate and on the communities served.

Kiely said his research has shown that many students who are part of service-learning programs abroad undergo a major transformation–politically, morally, personally, culturally, or spiritually, a transformation that causes them to challenge some of the basic assumptions with which they were raised.

"The experience often makes them rethink their role in society, who they are, and where they are going," said Kiely, adding that the transformation sometimes leads students to take major steps in their lives–becoming more politically active, changing their career direction, or getting rid of many of their material belongings to show solidarity with resource-poor populations.

Kiely, whod studied for four years in Spain and one year in Sweden, said many study-abroad and service-learning-abroad programs fail to address the learning processes that students undergo during these experiences. And he speculated that if more programs addressed that aspect, the experiences would be further enhanced and faculty members could better manage some of the emotions that arise in students during programs abroad.

The trip to Nicaragua, which involves delivering health care and education to remote jungle villages, is open to both TC3 students and community members. The ability to speak Spanish is not required for the trip nor do students have to have a medical background or be pursuing a medical degree. The group's most recent trip to Nicaragua was in January 2003. Nielsen said she hopes to work more closely also with Nicaraguan universities in the future to continue to carry out the program and possibly make it a semester-long program. She is launching a similar program in the Dominican Republic just for nursing students in the summer of 2004.

Participants stay either with local families, in the local hotels, in rooms at the orphanages, or in houses that are used by medical teams also volunteering in the area during the three-week TC3 trip to Puerto Cabezas. During the day, trips are made to remote jungle villages, delivering needed medical supplies, interacting with the villagers, and performing health clinic visits.

"Neighborhood leaders now anticipate our return and each January they welcome us into their communities as if we had never left," wrote Kiely and Nielsen in a December 2002/January 2003 article for the *Community College Journal*, "International Service-learning: The Importance of Partnerships." "Service work allows students to experience firsthand the impoverished conditions that many Nicaraguans face daily."

Nielsen said the students and medical workers who go on these trips travel to extremely remote areas to provide medical care. There usually are no phones or electricity, so all work must be completed by sunset. On their most recent trip, the group traveled four hours by boat to one clinic that community partners had advertised by radio. A patient with a urinary tract infection walked two hours to be seen by the team, she said.

Students can receive up to six credits through two separate classes, "International Health" (on-site in Nicaragua) and "Spanish Language and Culture in Nicaragua." Community members can receive continuing education credits. The total cost of the trip is $2,000, including airfare, lodging, all transportation in Nicaragua, and most meals. For more information on the program, contact Nielsen at 607-844-8211.

The program through TC3 has two major components–a service-learning dimension and a study-abroad component. The service dimension of the program includes implementing health clinics in communities with inadequate access to health care, conducting family health assessments, performing health education skits with local children on nutrition, hygiene, and prevention of parasitic diseases and sponsoring health workshops with local schools, community organizations, and orphanages. The academic learning component includes a predeparture orientation, critical reflection journals and papers, reading assignments, academic seminars, community presentations on health care and hygiene, and neighborhood dialogues.

There are many benefits to combining service-learning with overseas study, said Kiely and Nielsen. Among them are "increasing adult students' intercultural competence, language skills, appreciation of difference, tolerance for ambiguity, and experiential understanding of complex global problems related to their academic programs of study," they said. They added that such experiences also expand the participants understanding of being "an active and responsible global citizen" and benefit the community because people with a variety of skills work together to solve community problems.

Nielsen's son, Tor, a 28-year-old who recently graduated with a master's degree in TESOL, Teaching English to Speakers of Other Languages, from Teachers College at Columbia University, has participated in the program since its onset, helping organize and plan the budget and itinerary. This past trip, he taught the Spanish language and culture course for the first time. He said his travel to Nicaragua has impacted his life in many ways.

"I have had the chance to become familiar with the people and culture of Nicaragua, and have been confronted by many of the realities of life in this region," he said. "Having been exposed to extreme poverty on the one hand, and political corruption on the other, my outlook on the world was expanded as I was able to put faces to some of these hard issues. I realized that I wanted to do something with my life that would contribute to helping needy people in some way. These realizations caused me to further my study of Spanish and contributed to my decision to go into teaching rather than business, which I had studied in college."

In the program's first year, students were asked to take just one three-credit course on international health and some seminars on the culture and history of Nicaragua. But Kiely and Nielsen said they saw an opportunity to enrich the program by offering more in-depth study of the Atlantic coast of Nicaragua. Kiely developed a course that combined academic seminars and required readings with presentations given by Nicaraguan community leaders and health professionals offering their perspectives on the history and culture of the region and the causes of and solutions to the problems their community faces.

"Neighborhood leaders now anticipate our return, and each January they welcome us into their communities as if we had never left," wrote Kiely and Nielsen.

"Students heard from a variety of local health experts, including medical doctors at the hospital, nurses, midwives, herbalists, and local healers," wrote Kiely and Nielsen. "They participated in ongoing dialogues with neighborhoods to share ideas and learn one another's approach to health care. By designing the course to include a strong community voice, students gained a greater appreciation of local knowledge. They began to acquire a more holistic understanding of how problems are perceived and understood that goes beyond a specific discipline and/or cultural view."

Kiely and Nielsen say commitment to the program is key. TC3 has taken six groups of students to Nicaragua over the past eight years. Kiely and Nielsen continue work on the program when they are not in Nicaragua–revising coursework, undertaking research, giving presentations, and pursuing donations. Nielsen said some 55 students from TC3 and neighboring universities have participated, as have community members from upstate New York.

"We have learned that the sustainability and continued success of TC3's international service-learning program depends on the level of collaboration, the depth of connections, and the willingness to make a commitment to developing and maintaining a long-term partnership," they wrote in their article.

They add that it is important for anyone trying to launch a similar program to find a partner in the host country with whom to share responsibilities for the program because it takes a great deal of time and effort to organize such a program.

Nielsen advises anyone planning to launch such a program to make sure they are flexible people so that "they don't freak out when everything is not in order."

"Even if everything is in order before you leave, it will fall apart when you get there," she said, adding that such situations usually are resolved quickly.

Barbara Golub is a second-year master's candidate, studying elementary education at the Teachers College at Columbia University. She participated in the most recent TC3 trip to Nicaragua because she wanted to gain a better understanding of developing countries. She also wanted to improve her grasp of the Spanish language and improve her understanding of the cultural backgrounds of Hispanics in the United States, as she will likely have Hispanic children in her classes.

"I feel that I connected with several Nicaraguans, and was able to learn so much simply from engaging them in informal conversations about life, family, etc.," Golub said. "Likewise, I am able to appreciate the value of clean running water, particularly since this is such a sparse commodity in so many developing nations."

TC3's main campus is located in Dryden, N.Y., with extension centers in Ithaca and Cortland, and several online courses. Founded in 1968, the college has 31 academic degree programs leading to an associate's degree. Academic programs range from accounting to computer forensics to criminal justice to nursing to travel and tourism. More than 3,000 students are enrolled, many from New York and from neighboring states. But the college also enjoys a strong international presence, with students representing more than 70 countries.

Court Rules, But Attacks Will Continue

by Carlos D. Conde

The Supreme Court has ruled favorably on affirmative action in higher education and for now the argument has abated, but the issue is not going to go away. It will continue to be challenged formally and informally because not even the justices were able to explain their decision in a compelling, comprehensible manner.

It has contributed to a lot of hyperbole and hypocrisy by everyone from the White House to the neighborhood barbershop on just what the latest battle resolved and what it predicts for the future.

LATINO
KALEIDOSCOPE

In a two-piece decision involving the University of Michigan undergraduate programs and its law school, the Supreme Court said race and ethnicity were important value factors for acceptance into the prestigious school and all would benefit from it.

Michigan's law school each year receives more than 3,500 applications for a class of about 350 students. Its undergraduate program accepts 5,000 annually from 25,000 applications. Six percent of this year's freshman class is Latinos, and African Americans account for 9 percent.

The judges rejected by a 5-4 vote the plaintiff's argument that meritocracy should be the guiding element, and any special provisions for minority applicants were a violation of the Fifth Amendment assuring equal protection under the law.

The rationale for diversity seems reasonable enough. All other things being equal, if a Latino and a White–is Anglo the better word?–are competing for the one last seat in law school, the Latino gets in if it helps the classroom achieve balance, or "critical mass," as referred to in the opinion.

All benefit because the theory goes that everyone learns from the intermingling, thus helping the divergent groups prepare better to deal with the real world after they graduate.

Dissenting Judge Antonin Scalia offered a rather fanciful retort to that perception of "educational benefit."

He said learning to get along with people doesn't begin with a college education and is a "lesson of life rather than law" learned by people "three feet shorter and 20 years younger than the full-grown adults at the University of Michigan Law School, in institutions ranging from Boy Scout troops to public school kindergartens."

The court in a 6-3 vote did, however, invalidate part of Michigan's current affirmative action program for its undergraduate college that automatically awards 20 points on a scale of 150 for prospective students from a minority group.

Justice Ruth Bader Ginsburg had an interesting dissenting opinion, saying "the racial and ethnic groups to which the college accords special consideration (African Americans, Hispanics, and Native Americans) historically have been relegated to inferior status by law and social practice; their members continue to experience class-based discrimination to this day."

She added that it's better to apply the preferences opened-handed as the University of Michigan did than resorting to "achieving similar numbers through winks, nods, and disguises."

University administrators seem happy with the outcome, saying that they now have a constitutional "roadmap" to help them tweak their admission policies to fall within the parameters set forth by the latest Supreme Court ruling.

Some state university systems–Texas, California, and Florida–already have affirmative action programs that guarantee admission to a certain percentage of the top high school seniors. Rather than risk the appearance of overt discriminating guidelines that could haul them into court again, the universities will probably vie for the more subtle "soft variables" that are weighted along with the applicant's background.

Because there are so many subtleties and nuances to the court's decisions, the impact is uncertain and conservative groups, who apparently were the biggest losers in this legal test, have served a Yogi Berra-ish notice that "it ain't over 'til it's over."

Curt Levey, an attorney with the Center for Individual Rights in Washington, told *USA Today* in an interview that "We're going to have to pick a few strategic lawsuits, frankly, to put the fear of God in schools."

Several months ago, as the litigants were preparing their arguments before the Supreme Court and everyone was choosing sides, President Bush came out with a revealing "friend-of-the-court" brief saying that the University of Michigan's admittance policies were "fundamentally flawed" because it employed a "quota system that unfairly rewards or penalizes perspective [sic] students, based solely on their race."

After the Supreme Court ruling, the president said in a statement that he was pleased with the court "for recognizing the value of diversity on our nation's campuses" and added that "like the court, I look forward to the day when America will truly be a color-blind society."

Having said that to help neutralize the opposing forces, Bush now also has to find a way to placate the conservative element that lost out on the issue and which is the key to his re-election plans.

It may even have a deeper effect on his Supreme Court nomination if a vacancy occurs before the elections, although none of the justices has signaled retirement. Naturally, the conservatives want one of their own, and the president is said to have in mind his White House counsel, Alberto R. González.

González is a Mexican-American from Texas, and his ascendancy to the justices' bench smacks of a pleased and grateful Latino constituency going to the polls to vote for the president's re-election.

All those plans didn't get any easier with the affirmative action outcome, at least in the political arena.

Whatever the implications for the president, affirmative action and diversity had its day in court and prevailed, even if obliquely to some. Many agreed, however, that it's not the end and the debate continues.

Carlos D. Conde, award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House, and worked on the political campaigns of George Bush Sr.

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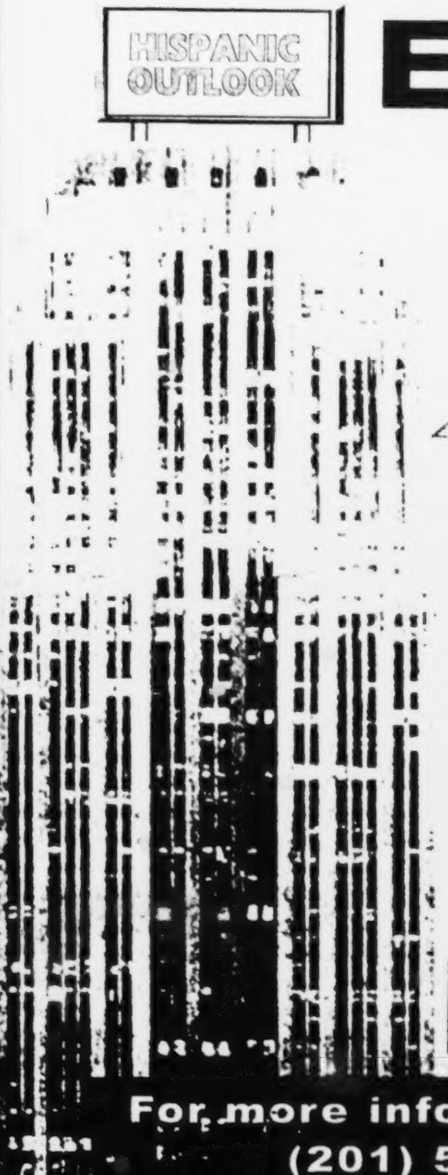

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FYI...

Candidates, Elected and Appointed Officials, and Policy-Makers Attend NALEO Convention

PHOENIX, Ariz.

Speaking before a crowd of more than 1,000 at the 20th Annual Convention of the National Association of Latino Elected and Appointed Officials (NALEO), Henry Cisneros, former secretary for housing, cited several challenges that Hispanics face to secure housing and to achieve the American dream.

Cisneros indicated that purchasing a house today is the first step toward achieving the American dream that brings so many immigrants to the United States.

He called on Latino elected officials to support housing initiatives that increase homeless facilities, decent apartments for people with special needs, and continue large-scale renovation of public housing through full funding of the HOPE VI program. Cisneros also urged Latino leaders to support the creation of smaller-scaled mixed income developments to open housing opportunities in neighborhoods with stronger economic prospects.

Democratic presidential candidates Sens. Bob Graham of Florida and Joe Lieberman of Connecticut addressed the audience via satellite from the Senate floor. Graham said that he has worked with the Hispanic community and is ready for the presidency and prepared to provide better health services to Hispanics. "We need more health centers with people who understand the culture and language," said Graham. "We need to be respectful and provide access."

Lieberman signaled that a nation as rich as the United States should not have nine million children without health care. The senator proposed the creation of an American Center for Cures, dedicated to saving the lives of people who are suffering from chronic diseases.

"This is a historic day for Latinos across the United States," said Arturo Vargas, executive director of NALEO. "The caliber and commitment of these distinguished speakers demonstrates the importance of Latinos in the American political process."

Four senior officials of the Bush administration were on hand, speaking of the president's commitment to financial security, housing and employment opportunities, diversity, and legal immigration.

Speakers included Rosario Marín, U.S. treasurer; Al Gonzales, chief legal counsel to the president; Rubén Barrales, director of intergovernmental affairs; and Eduardo Aguirre, newly confirmed director of the Bureau of Citizenship and Immigration Services.

Barrales described the work of an interagency task force aimed at increasing diversity in the federal work force. He emphasized that the Bush administration has placed more Latinos in high-ranking positions than any other president in U.S. history.

Sen. John McCain of Arizona made a surprise appearance, speaking of the need to revamp citizenship and temporary worker programs as a means to end the growing and tragic deaths along the borders of the United States.

Education Department Names 15 Site Partnerships for College and Career Transitions Initiative

WASHINGTON, D.C.

The U.S. Department of Education's Office of Vocational and Adult Education and the League for Innovation in the Community College announced the first 15 partnerships for the College and Career Transitions Initiative, a program designed to ease student transitions between high schools and postsecondary education and to improve academic performance at both levels.

Each partnership is comprised of a community college, high school, and two employers.

Working together, they will expand and develop model transition strategies and rigorous programs of study intended to result in substantial positive outcomes for students, such as increased academic and skill achievement, greater enrollment and persistence in postsecondary education, higher postsecondary degree or certificate attainment, increased entry into employment, and a decreased need for remediation at the postsecondary level.

The 15 partnerships, organized by occupational area, are led by the following institutions:

- Information Technology–Central Piedmont Community College (N.C.), Southwestern Oregon Community College (Ore.), Corning Community College (N.Y.)
- Health Science–Miami-Dade College (Fla.), Northern Virginia Community College (Va.), Ivy Tech State College (Ind.)
- Education and Training–Maricopa Community College (Ariz.), Anne Arundel Community College (Md.), Lorain County Community College (Ohio)
- Science, Technology, Engineering, and Math–Sinclair Community College (Ohio), St. Louis Community College (Mo.), Lehigh Carbon Community College (Pa.)
- Law, Public Safety and Security–San Diego Community College District (Calif.), Prince George's Community College (Md.), Fox Valley Technical College (Wis.)

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The Hispanic Outlook in Higher Education www.hispanicoutlook.com August 25, 2003

ETS Poll Reveals Americans Want More Access, Financial Support in Higher Education

WASHINGTON, D.C.

While Americans continue to demand more from K-12 education, they give colleges and universities high marks for the quality of their academic programs and the value of a degree. The public wants the ladder of access to higher education lowered, however, offering young people from all backgrounds a chance to go to college, providing financial help, and ensuring that high school graduates are prepared for the academic challenges of higher education.

These findings are among many revealed in Quality, Affordability, and Access: Americans Speak on Higher Education, a public opinion poll conducted by Democratic pollster Peter Hart and Republican pollster Robert Teeter. This third annual poll commissioned by Educational Testing Service (ETS) reveals American attitudes about education and reforms, both in K-12 and higher education. Researchers surveyed adults in general, deans and professors, higher education students, and business leaders.

Other important findings include:

- Education remains a national priority–During these times of uncertainty, education remains at the top of the American agenda. While higher education receives high praise and is placed on the public's honor roll, the K-12 system receives a mediocre C average.
- There has been a failure to communicate about education reform–Only three in eight Americans are aware that a national education reform bill was signed into law, and only one in eight believe that the legislation led to real changes in schools. The public (parents) hears about tests and test scores but rarely hears the full story about standards-based reform in a given school, district, or state. There is a continuing need to connect the dots in communicating about reform in terms of policy and practice.
- The bar is being raised–While Americans are pleased with the academic rigor of higher education, the public still expects more from the nation's K-12 system. Pushing students through the system is not enough; students must graduate equipped with the skills and knowledge needed for higher education and/or the work force. Americans say they are more than willing to pay for higher teacher salaries, but want more accountability and removal of ineffective teachers.

"Our survey shows that most feel that young people are missing their chance to attend college because of high tuition costs," said Kurt Landgraf, president and CEO of ETS.

Sullivan Commission Convenes Hearing on Diversity in Health Professions

ATLANTA, Ga.

Diversity in the U.S. medical, dental, and nursing work force was the focus of a field hearing convened by the Sullivan Commission on Diversity in the Healthcare Workforce, chaired by Dr. Louis W. Sullivan, former U.S. secretary of health and human services. The hearing was held at Morehouse School of Medicine.

The 15-member commission examined ways to increase the number of minorities in the health professions. A 2002 report by the Institute of Medicine called for increased diversity in the health professions as critical to reducing alarming racial health disparities.

"There is a critical need to address the shortfall in the number of doctors, dentists, and nurses who understand, appreciate, and attend to the needs of our nation's underserved populations," said Sullivan.

In Georgia, African Americans comprise some 30 percent of the population. Yet, only 8 percent of Georgia's physicians, 11 percent of dentists, and 15 percent of nurses are African American. Further, Hispanics represent 4 percent of the state population, but only 1.7 percent of physicians, 2 percent of dentists, and 0.8 percent of nurses.

The first of six national hearings, Sullivan and commissioners Eric Holder, former deputy U.S. attorney general; John Rich, medical director of the Boston Public Health Commission; Gerldine Bednash, executive director of the American Association of Colleges of Nursing; and Tom Pérez, director of clinical programs at the University of Maryland Law School, heard testimony from business leaders to educators to community advocates.

"The scarcity of minorities in the nation's healthcare work force is not only an equity issue but a compelling state and national interest. Our ability to eliminate alarming racial and ethnic health disparities in the U.S. depends in part on how we recruit, train, and educate the nation's health professionals," said Sullivan.

People-Places-Publications-Conferences

PEOPLE
&
PLACES

Brown Library Honors Amor

José Amor y Vásquez (pictured), professor emeritus of Hispanic studies at Brown University (R.I.), was given the John Carter Brown Library medal for his service as an advisor, author, editor, translator, and long-time supporter of the University's library.

Amor began his education in Spain, where he was born, and later continued in Cuba. He received his Ph.D. from Brown in 1957 and has been associated with the University for more than 50 years. He is one of the founders of Brown's Center for Latin American Studies and the author and editor of many books, including *El Tapaboca*, published by the John Carter Brown Library in 2000.

"In the past 18 years, most John Carter Brown Library publications that contain any material related to Spanish culture have been vetted by Professor Amor," said Norman Fiering, library director.

FIU Presents Outstanding Student Life Awards

Florida International University's (FIU) Annual Outstanding Student Life Awards recognize students who have excelled academically and in the areas of citizenship, innovation, leadership, diversity advancement, promotion of the Golden Panther spirit, and distinguished service to others.

Shaun Alcindor, who received this year's Diversity Award, developed new diversity programs and workshops for the classroom. His nominator described him as an energetic and dynamic person who encouraged school spirit and promotes the understanding of diversity.

Among others honored were Outstanding Leadership Awardees Marlene Quincoces, Freshman; Jacqueline Sosa, Sophomore; Mariela Campuzano, Junior; and Bettina Inclán, Senior.

Novello Addresses Broward Grads

Dr. Antonia C. Novello, 14th surgeon general of the United States 1990 to 1993, the first woman and first Latina in the post, gave a commencement speech to the 2003 spring graduating class at Broward Community College (Fla.).

Novello, born Antonia Coello in Fajardo, Puerto Rico, in 1944, received a bachelor's degree from the University of Puerto Rico at Rio Piedras and a doctorate from the University of Puerto Rico School of Medicine at San Juan. In her professional career, Novello has focused her attention on the health of women, children, and minorities, underage drinking, smoking, and AIDS.

TCNJ's Minority Mentoring Program Receives Recognition

The College of New Jersey (TCNJ) minority mentoring program received the 2003 Noel-Levitz Retention Excellence Award for providing a support system for all first-year minority students, including scholars, in their transition from high school to college.

"The uniqueness of this program is that students have an important role in helping to retain other students," said Wayne Jackson, TCNJ minority mentoring program coordinator.

The program emphasizes academic and leadership skills. Students are offered supplemental peer tutoring, study sessions, and assistance in seeking scholarships, fellowships, and internships. The program allows students to take part in and lead focus groups and student-run committees as well as become peer mentors.

Guardia Receives Recognition at George Mason

Juan R. Guardia, assistant director for Hispanic student affairs at George Mason University (Va.), was recognized at the American College Personnel Association's (ACPA) national convention in Minneapolis, Minn., for Outstanding Contribution to the Standing Committee for Multicultural Affairs.

Guardia serves on the standing committee directorate as research award coordinator and as a member of the Latino/a network. He also received the Student Organization Advisor of the Year Award at the annual student leadership awards banquet at George Mason.

Guardia holds an associate's degree from Miami-Dade Community College and a bachelor's and master's degree from Florida State University. This fall, he will begin a doctoral program in educational leadership and policy studies at Iowa State University.

MALDEF Mourns Passing of Founder

Pete Tijerina, attorney and founder of MALDEF, the Mexican American Legal Defense and Educational Fund, passed away in May.

"The entire Latino community has lost an icon," said Antonia Hernández, MALDEF president and general counsel. "Because of his courageous leadership, MALDEF has been able to improve the lives of millions of Americans."

Tijerina founded MALDEF in 1968 in San Antonio, Texas, after he became outraged by the lack of Latino jurors. With the help of the NAACP Legal Defense Fund, Tijerina obtained a seed grant to write a proposal to protect the civil rights of Chicanos in the states of Texas, Arizona, California, Colorado, and New Mexico.

Through Tijerina's vision, MALDEF's mission was to provide Mexican-Americans with equal opportunities to succeed. Today, MALDEF promotes and protects the rights of Latinos through advocacy, community education and outreach, leadership development, and higher education scholarships.

UTPA Joins Elite with Business College Accreditation

The College of Business Administration at the University of Texas-Pan American (UTPA) now ranks high among an elite few with the accreditation of its doctoral program.

According to the AACSB International–The Association to Advance Collegiate Schools of Business, UTPA is only the third Hispanic-serving institution in the nation to receive this recognition for all business degree levels, from bachelor's to doctorate.

"About 87 percent of our students are Hispanic," said Dr. John Emery, dean of the College of Business Administration. Emery said the only other HSI offering a comprehensive Ph.D. in business on the same level of accreditation is Florida International University.

At UTPA, students can concentrate their Ph.D. in marketing, management, finance, or international business.

Altalef, 88, Receives Diploma at Southwestern

The oldest graduate at Southwestern College (Calif.), Marcos Altalef, 88, received his diploma along with hundreds of other students during Southwestern's 42nd annual commencement ceremony. Altalef received a certificate in legal interpretation and translation.

Throughout his life, Altalef has had professional success, working as a certified public accountant for Guatemala and Central America's largest textile company. At 35, he acquired a CPA degree, and 37 years later, a degree as a Spanish/French translator. At 76, he graduated from the Universidad del Valle de Guatemala and later taught English at public and private institutions. (Pictured: Altalef receives his diploma from Irma Alvarez, dean of the School of Business and Information Systems.)

Los Cybrids Performs at San Francisco

The theater group *Los Cybrids: La Raza Techno-Crítica* performed at the University of San Francisco's 2003 Davies Forum Digital Democracy.

Los Cybrids uses performance, *burla*, and high tech art to challenge its audience to think about the social, cultural, and environmental consequences of information technologies.

The group is comprised of digital artist John Jota Leaños, performance and digital artist René García, and multi-disciplinary artist Mónica Prabha Pilar.

Los Angeles Opera Announces Top Administrative/Artistic Team

Los Angeles Opera named company leader Plácido Domingo (pictured l.) its new general director and maestro Kent Nagano (r.) its first music director.

This marks Domingo's second multi-year contract with the company and extends the internationally known singer's tenure through 2006, the year that will mark his 20th year with Los Angeles Opera.

Nagano, who joined the company as its first principal conductor for the 2001-2002 season, is widely respected and has been praised for his public appearances and his recordings.

Edgar Baitzel became the company's artistic director; Elizabeth Kennedy, administrative director.

UCLA's César E. Chávez Center Reports Progress

The César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies has flourished since its creation 10 years ago at the University of California Los Angeles (UCLA).

The Center serves as a unique example of an interdisciplinary unit at UCLA, bringing together professors from such diverse fields as art, English, urban planning, history, law, ethnomusicology, and sociology. This year, 133 students were majoring in Chicana/o studies, compared with 42 in 1992-93.

"Our graduates have gone on to become leaders in many different occupations, and those that have continued in higher education have been accepted at other prestigious universities throughout the nation," said Reynaldo Macias, Center chair and professor.

Wright State "Pumps Up" Athletic Training Program

Wright State University's (Ohio) athletic training program "pumped it up" to the next level when it gained approval as a full-fledged major by the Ohio Board of Regents. The program focuses on six areas: injury prevention; recognition, evaluation and assessment; immediate care; treatment, rehabilitation and reconditioning; organization and administration; and professional development.

"Only those who have graduated from an accredited program will be eligible to sit for the National Athletic Training Association's (NATA) certification test," said Tony Ortiz, director of athletic training and sports medicine.

Ortiz (pictured) started Wright State's athletic training program 16 years ago. In 2000, he was named Most Distinguished Athletic Trainer by NATA. His other honors include Wright State's Presidential Award for Faculty Excellence and membership in the Ohio Athletic Trainers Association Hall of Fame.

ACE Hosts Diversity Officers Summit in Ohio

The American Council on Education's (ACE) Office of Minorities in Higher Education (OMHE), in partnership with Ohio State University, sponsored a conference, "A Meeting of Chief Diversity Officers from the Academy and the Corporate World."

Session topics included a look at the differences between academic and corporate cultures, an examination of what comes next following the Supreme Court's ruling in the University of Michigan affirmative action cases, and a discussion on achieving equity and addressing the privilege.

The conference allowed attendees to share successful strategies and techniques on achieving.

Díaz Addresses Salk Scholars at CUNY

Dr. Angela Díaz, director of the Adolescent Health Center at Mount Sinai Hospital and Crystal Professor of Pediatrics at Mount Sinai School of Medicine, was the keynote speaker at the City University of New York's (CUNY) Jonas E. Salk awards ceremony.

Díaz, born in the Dominican Republic, attended City College of New York before earning her medical degree at Columbia University College of Physicians and Surgeons. She has worked with international health projects in Asia, Central and South America, Europe, and Africa, and is deeply involved in health advocacy and policy in the U.S.

Among her many accomplishments, Díaz was named one of the "Best Doctors in New York" by *New York Magazine* in 2000 and 2002.

De Los Santos Addresses GED Grads at ENMU-Roswell

Eugene M. De Los Santos was the featured speaker as the Adult Basic Education Department at Eastern New Mexico University (ENMU)-Roswell held its 14th Annual GED High School Completion Graduation Ceremony.

De Los Santos, born in Roswell, N.M., dropped out of public school, was drafted into the Army, went back to school, and received his GED. He then joined the Roswell Police Department, advanced to sergeant, transferred to the Roswell Fire Department, advanced to lieutenant, and retired in 1992 as the Roswell fire marshall.

In 1999, De Los Santos was elected to a four-year term as magistrate judge, division one, and was re-elected in 2002. He is the presiding judge of the Chaves County Magistrate Court in Roswell.

Grossmont Literary Arts Festival Presents Villaseñor

Best-selling author Víctor Villaseñor, a prolific writer and gifted speaker, headlined the sixth annual Grossmont College (Calif.) Literary Arts Festival.

Villaseñor's *Rain of Gold* is now published in seven languages and used by thousands of teachers and school systems around the country. His themes include pride in heritage, the strength of family, world peace, the power of the written word, and dedication to education and personal achievement.

"Víctor is a role model for our students and an inspiration for us all," said Grossmont College President Dr. Ted Martínez, Jr.

Arizona Offers "Hazmat" Course in Puerto Rico

With the threat of terrorism still lingering over America and the world, 30 Puerto Rican paramedics, nurses, physicians, and other health professionals attended the first all-Spanish Advanced Hazmat Life Support (AHLS) Course in Dorado, Puerto Rico. Attendees learned medical management of hazmat (hazardous materials) incidents including exposure to nuclear, biological, and chemical weapons as well as everyday hazardous materials.

The AHLS Course covers important hazmat properties, including decontamination; rapid assessment and medical treatment of hazmat-exposed patients; antidotes and drug therapy; and establishment of hazmat-response systems in the community.

The AHLS Course is offered by the Arizona Emergency Medicine Research Center (AEMRC), a Center of Excellence at the University of Arizona College of Medicine.

Camden Grad Overcomes Challenges

Neither cerebral palsy nor language barriers could stop José Chaguendo from graduating from Camden County College (N.J.) with an associate's degree in business administration.

Chaguendo (pictured at graduation with his mother, Alicia) came to the U.S. from Colombia in 1994. He didn't speak English, and his cerebral palsy caused difficulty in both speech and mobility.

But Chaguendo successfully overcame those challenges–which he says are "not a big deal"–by completing the College's ESL program and degree courses.

"José is an inspiration who has no 'quit' in him," said Professor Larry Danks.

Miami-Dade Offers Classes in the Dominican Republic

A new international agreement between Florida's Miami-Dade College (MDC, formerly Miami-Dade Community College) and a nonprofit organization headed by the former president of the Dominican Republic has opened the door for College faculty to teach courses in the Dominican Republic, and for students from the island to come to MDC.

The agreement was signed by Eduardo J. Padrón, MDC president, and Leonel Fernández, president of the Global Foundation for Democracy and Development, a private, nonprofit organization dedicated to formulating proposals and policies on issues of interest to the Dominican Republic.

Salazar Speaks to CU-Boulder Law School Grads

Photo © William Thach

Colorado Attorney General Ken Salazar delivered the keynote address to approximately 160 graduates at the University of Colorado (CU)-Boulder School of Law graduation ceremony.

Salazar, now in his second consecutive term, was elected in 1998. He received an undergraduate degree from Colorado College and law degree from the University of Michigan.

Salazar has worked as a farmer, small business owner, and natural resources lawyer specializing in water, environmental, and public lands law. He was executive director of the Colorado Department of Natural Resources and chief legal counsel to the governor.

UTPB Conducts Convocation in Spanish

The University of Texas of the Permian Basin conducted its spring 2003 Spanish convocation entirely in Spanish. Graduates were allowed to thank their families for their support and bring them on stage.

"We started Spanish convocation years ago because some parents who didn't speak English would come to the English ceremonies to show respect for their graduates even if they couldn't understand what was being said," said Dr. Susan Lara. "This was sad because graduation is so important in someone's life, and it's nice to let the families know just what a significant milestone it is."

The ceremony is offered in addition to the traditional spring commencement.

Alamo Receives Distinguished Nevadan Award

Tony Alamo was among six to receive this year's Distinguished Nevadan Award, conferred by the board of regents of the University and Community College System of Nevada. The board recognized prominent individuals who have made significant contributions to the cultural, scientific, or social advancement of Nevada.

Alamo is senior vice president for the Mandalay Resort Group. In his 39-year career in the gaming industry, he has been involved with the construction, expansion, or opening of almost every major resort and casino on the Las Vegas Strip. He attended the University of Havana, Cuba, and the University of Nevada, Reno.

Other recipients were William Martin, Donald Snyder, Albert Abraham Michelson, and married couple Dr. Thomas and Dorothy Gallagher.

Carrión Speaks at Mercy College Commencement

Adolfo Carrión, Jr., president, Bronx Borough, N.Y., spoke to the undergraduates at the Mercy College 68th commencement ceremony and received an honorary Doctor of Laws.

Carrión, the 12th chief executive of the Bronx, graduated from Kings College, a Christian liberal arts college, and earned a master's degree at City University of New York-Hunter College. He has been an associate pastor at a Bronx church and a public school teacher in the West Bronx.

He worked for the Bronx office of the New York City Department of City Planning, was district manager for Community Board 5 in the Bronx, and was elected to the City Council.

Broad Prize 2002 Benefits 109 Students

The Broad Foundation announced that 109 students won scholarships through the 2002 inaugural Broad Prize for Urban Education, $1 million awarded to the most outstanding urban school districts in the nation.

The winning district for 2002, Houston Independent School District, was awarded $500,000 for college scholarships. Each of the four finalist districts received $125,000 for college scholarships.

The prize is to be awarded annually to the urban school districts making the greatest overall improvement in student achievement while beginning to reduce the achievement gap across ethnic groups between high- and low-income students.

National Leaders Attend Hispanic Prayer Breakfast

The 2003 National Hispanic Prayer Breakfast, hosted by Nueva Esperanza, Inc., featured speakers Tommy G. Thompson (pictured), U.S. Health and Human Services (HHS) secretary; Senate Majority Leader Bill Frist of Tennessee; and House Minority Leader Nancy Pelosi of California. President George W. Bush headlined the event.

After the prayer breakfast, Thompson joined the Rev. Luis Cortés, founder and president of Nueva Esperanza, Inc., at a news conference where they announced Pacto de Esperanza (Pledge of Hope), the first national HIV/AIDS education initiative targeting the Hispanic faith community.

U.S. Secretary of Housing and Urban Development (HUD) Mel Martínez discussed President Bush's minority homeownership initiative and how it provides opportunity for the Latino community.

FIU Business School Partners with NHCC

During the annual meeting of the National Hispanic Corporate Council (NHCC), Carlos Soto, president and CEO of NHCC, and Joyce J. Elam, executive dean of the College of Business Administration and Chapman Graduate School of Business at Florida International University (FIU), announced a partnership between the two entities that will capitalize on the complementary skills and assets of both.

"We are exited about the benefits," said Elam. "It has the potential to provide our faculty opportunities for new research; and our students, more than half of whom are Hispanic, added exposure to corporate America and its needs."

SDSU Presents Border Voices Poetry Fair

The art, the sound, and poetry of some of San Diego, Calif.'s finest came together to showcase their talents at the 10th Annual Border Voices Poetry Fair at San Diego State University (SDSU).

Musical and poetic performances were given by Francisco X. Alarcón (pictured), a leader of the Chicano literary movement, known for his delicate humor and warmth; Amy Gerstler, noted for her wit; David Antin, improvisational poet; Christine Huynh and Donna J. Watson, who are both just starting out as poets; and hundreds of student poets from around the country.

A one-hour panel discussion presented "California Poets: At the Heart of a Landscape."

New Pomona VP for Institutional Advancement

Christopher B. Ponce was appointed new vice president for institutional advancement at Pomona College (Calif.).

"Chris Ponce has a national reputation in the advancement community and will bring talented leadership and creative new approaches to our college," said David Oxtoby, Pomona's new president.

Ponce will oversee College efforts to build outreach programs for its alumni, encourage communications about College issues, and enhance annual, capital, and endowment support of the College's academic mission.

Ponce earned a bachelor's degree in human biology at Stanford University.

Borges Receives Fellowship at Florida Law

The Puerto Rican Legal Defense and Education Fund selected the University of Florida Levin College of Law's Luz Borges for a legal fellowship.

While working as a paralegal, intern, and pro bono volunteer at various public defender offices, Borges has dedicated her time to serving indigent communities. She also is a youth mentor and plans to pursue a career as a public defender.

"I've learned that being a good law student or lawyer is not all about having the best grades or making the most money," said Borges. "It's about appreciating and utilizing your experiences as tools to help become the kind of person who can make a difference."

NJCU Presents "Festival of the Andes"

New Jersey City University (NJCU) held its eleventh annual "Festival of the Andes," a free outdoor festival that celebrates the indigenous highland cultures of Ecuador, Bolivia, Peru, Chile, and Colombia.

The event featured live Andean music and performances by dance troupes, musical instrument and dance workshops, displays of native clothing and Andean arts and crafts, and sales of traditional handcrafted items, carvings, jewelry, pottery, and food.

NJCU's Council on Hispanic Affairs, Federacion de Estudiantes Latino-Americanos, and Latino Cultural Center sponsored the festival.

Carona and Vásquez Address Grads at CSU-Fullerton

The keynote speakers at California State University-Fullerton's 44th annual commencement ceremonies were Orange County sheriff Michael Carona (pictured l.), and Peace Corps Director Gaddi Vásquez (r.).

Carona, a revered member of the Orange County Police Department, was elected sheriff in 1998 and took office in 1999. Last year, he was appointed by President Bush to the Emergency Response Senior Advisory Committee for the Homeland Security Council.

Vásquez has been Peace Corps director since his 2002 appointment by President Bush. At 19, Vásquez became the youngest police officer for the city of Orange. He was secretary of the National Association of Latino Elected and Appointed Officials and has sat on many boards.

9/11 Scholarship Fund Assists CUNY Part-Timers

Matthew Goldstein, City University of New York (CUNY) chancellor, announced a new $167,000 scholarship fund established by the nonprofit ING DIRECT Kids Foundation that will help part-time undergraduate students whose parents were killed or injured in the Sept. 11 attacks on the World Trade Center.

"This new program helps fill a significant gap since the existing World Trade Center Memorial Scholarships are only available for full-time students," said Goldstein. "I am deeply grateful to Deneen Donnley-Evans, executive director, and her colleagues at the ING DIRECT Kids Foundation," he said.

The foundation works to improve the quality of life of children and adolescents, with the first priority given to programs serving children in low-income and urban areas.

Leading Beauty Brands Unite to Honor Latina Women

Caress, Dove, Pond's, Suave, ThermaSilk, and Vaseline Intensive Care have joined together to create a Hispanic-focused initiative called "Secretos de Belleza" or Beauty Secrets, dedicated to understanding the Latina woman, honoring community leaders, and offering beauty solutions for everyday life.

"The campaign is focused on uniting the expertise and resources of these leading brands to celebrate Latinas while educating them on maximizing their daily beauty routines," said Annette Fonte, multicultural marketing manager for Unilever.

Secretos de Belleza will be comprised of promotions and events including retail promotions, consumer beauty events, beauty education, and the TESORO Awards, which are in partnership with *Glamour en Español*.

Aldo Castillo Gallery Celebrates 10th Year

The Aldo Castillo Gallery in Chicago, Ill., recently marked its 10-year anniversary with "Art in Motion," a celebration and auction to benefit the River North Chicago Dance Company.

art in motion

The Aldo Castillo Gallery has achieved its mission of increasing awareness of the significant cultural contributions of international artists, Latin American artists in particular, through exhibitions, educational programs, and live performances.

River North Chicago strives to present the best in contemporary jazz dance. The Company has an established outreach program in the Chicago Public Schools and trains young dancers through workshops.

In the News at the University of Miami

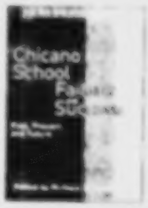
- This fall, the University of Miami's (UM) School of Communication in Florida is launching its Spanish-language Master in Journalism program, which includes wide-ranging initiatives that reach out to media professionals, academicians, and students throughout Latin America and in the U.S. Hispanic community.
- The Institute for Cuban and Cuban-American Studies at UM presented "Sabor Cubano with Chef Pepin," three cooking workshops that demonstrated how to prepare Cuban cuisine. Chef Pepin is well known in the entertainment and culinary world through TV appearances and his radio show, "Hasta el Fin con Pepin."
- Documentary producer and award-winning writer Rafael Lima presented his documentary film "Presidio–The Trip Back," which traces his footsteps through Cuba's prisons and dungeons to witness previously unseen interiors and views of the infamous prisons, as they exist today. The film is a personal story of one exile's return to document and honor the men and women who endured Castro's political prisons and died against walls of execution all over the island.

- The Cuban Heritage Collection (CHC) of UM's libraries was twice recognized for its contributions to the preservation and dissemination of Cuban heritage and culture. CHC received the Premio "Antonio Maceo" award from *Pregones* magazine and the 2003 International Award for the Diffusion of Cuban Culture in Exile from the Spanish "Asociación Cultural Con Cuba en la Distancia."
- The Institute for Cuban and Cuban-American Studies presented the 11th edition of the book *Cuban Communism*. Editors are Irving L. Horowitz, Hannah Arendt Professor Emeritus of Sociology and Political Science, Rutgers University; and Jaime Suchlicki, director of the Institute for Cuban and Cuban-American Studies and Emilio Bacardi Moreau Professor of History and International Studies.

PUBLICATIONS

Chicano School Failure and Success: Past Present and Future, 2nd ed.

Richard R. Valencia, ed.



Explores the complex issues affecting Chicano students, such as segregation, bilingual education, the relationship between Chicano families and schools, testing, and factors contributing to success or failure in Chicano education.

2002. 383 pgs. ISBN 0-415-25774-3. $31.95 paper. RoutledgeFalmer. (800) 634-7064.

Artists from Latin American Cultures: A Biographical Dictionary

By Kristin G. Congdon and Kara Kelley Hallmark

This book profiles 75 artists from the U.S. and 13 nations of Central and South America and the Caribbean, including painters, sculptors, photographers, muralists, printmakers, and installation and performance artists.

2002. 344 pgs. ISBN 0-313-31544-2. $99.95 cloth. Greenwood Press. (800) 225-5800.

Four Creations: An Epic Story of the Chiapas Mayas

Gary H. Gossen, ed.

A collection of 74 stories told to Gary H. Gossen by Tzotzil Maya storytellers in San Juan Chamula, Mexico. This classic epic contains events from ancient times as well as mythic stories of modern history, such as the Wars of Independence, the Mexican Revolution, and the current Protestant evangelical movement. Foreword by Miguel León-Portilla. Afterword by Jan Rus.

2002. 896 pgs. ISBN 0-8061-3331-7. $99.95 cloth. University of Oklahoma Press. (800) 627-7377.

Racial Frontiers: Africans, Chinese, and Mexicans in Western America, 1848-1890

By Arnoldo De León

Racial Frontiers

Through personal histories, De León illustrates the roles of African American, Chinese, and Mexicans in shaping the frontier. These stories of the struggles and victories of newcomers enrich our understanding of the settlement of the West during the 19th century.

2002. 176 pgs. ISBN 0-8263-2272-7. $19.95 paper. University of New Mexico Press. (800) 249-7737.

Sex and Sexuality Among New York's Puerto Rican Youth

By Marysol Asencio

SEX AND SEXUALITY

Drawing on interviews with second-generation Puerto Rican adolescents in New York, Marysol Asencio illustrates the complex interactions of class, culture, and acculturation that produce sexual behaviors and attitudes.

2003. 197 pgs. ISBN 1-58826-073-9. $49.95 cloth. Lynne Rienner. (303) 444-6684.

Women Who Live Evil Lives: Gender, Religion, & the Politics of Power in Colonial Guatemala

By Martha Few

Martha Few documents the lives and practices of mixed-race, Black, Spanish, and Maya women sorcerers, spell-casters, magical healers, and midwives in the social relations of power in Santiago de Guatemala, the capital of colonial Central America.

2002. 202 pgs. ISBN 0-292-72549-3. $19.95 paper. University of Texas Press. (800) 252-3206.

Quito 1599: City and Colony in Transition

By Kris Lane

Explores the colonial history of Ecuador and Southern Colombia while bringing to life Spanish colonialism, civil disturbances, shipwrecks, indigenous uprisings, pirate attacks, urban decadence, failed missionary endeavors, and sharp economic reorientations.

2002. 288 pgs. ISBN 0-8263-2357-X. $21.95 paper. University of New Mexico Press. (800) 249-7737.

Understanding Mainland Puerto Rican Poverty

By Susan S. Baker

MAINLAND
PUERTO
RICAN
POVERTY

Baker argues that Puerto Rican citizenship in this country is a second-class one. She tells how Puerto Ricans left the Rustbelt cities to return to the island or seek job opportunities elsewhere. Those left behind are predominantly poor women with dependents who live in segregated neighborhoods with little chance of finding low-skilled jobs because of competition from non-citizen, non-politicized workers.

2002. 256 pgs. ISBN 1-56639-970-X. $22.95 paper. Temple University Press. (800) 447-1656.

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La Promesa and Other Stories

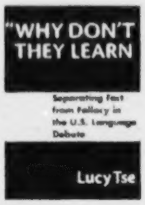
By Leroy V. Quintana

A collection of short stories that follows Mosco Zamora, a World War II veteran, and Johnny Barros, a Vietnam veteran, through haphazard collisions of fantasy and reality in small-town New Mexico and beyond.

2002. 192 pgs. ISBN 0-8061-3449-6. $24.95 cloth. University of Oklahoma Press. (800) 627-7377.

"Why Don't They Learn English?": Separating Fact from Fallacy in the U.S. Language Debate

By Lucy Tse



An examination of the poorly supported assertion that immigrants don't learn English. Tse argues that immigrants are learning English at a rapid pace while native languages are disappearing quickly from family use. She advocates an educational approach that embraces immigrant communities as they tackle the obstacles to language learning in the U.S.

2001. 109 pgs. ISBN 0-8077-4096-9. $18.95 paper. Teachers College Press. (800) 575-6566.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NCCHC Annual Leadership Symposium

September 18-21, Denver, Colo.

"Leading for the Future" is the theme of this gathering of the National Community College Hispanic Council, an affiliate council of the American Association of Community Colleges.

E-mail: vallejom@pbcc.edu or Christine.Johnson@ccd.cccoes.edu

9th Annual CUMU International Conference

September 20-23, Ypsilanti, Mich.

The theme of this Coalition of Urban and Metropolitan Universities conference is "Metropolitan Universities: Partners in the Urban Agenda." At the Eagle Crest Conference Resort, Ypsilanti, Mich.

Contact: (734) 487-2211; fax, (734) 487-9100; e-mail, Martha.Tack@emich.edu

NACADA National Conference

October 2-5, Dallas, Texas

The theme for the 27th annual meeting of the National Academic Advising Association is "Teach, Encourage, eXcel, Advise, Support: Building Stronger Networks for Student Success." More than 300 concurrent sessions will address all aspects of advising for administrators, academic advisors, and faculty advisors. At the Adam's Mark Hotel, Dallas, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

TRPI First Annual Conference

October 9, Los Angeles, Calif.

To understand the implications of the growing Latino population, the Tomás Rivera Policy Institute presents "In Focus: Interpreting the Latino Experience in the U.S. Today," offering insight into sociopolitical trends and guidance on important topics of the day. For corporate representatives, civic leaders, elected officials, and academics. At the USC Davidson Executive Conference Center, Los Angeles, Calif.

Contact: (909) 621-8897; Web site, www.trpi.org

HACU's 17th Annual Conference

October 18-21, Anaheim, Calif.

The Hispanic Association of Colleges and Universities' Annual Conference provides a unique forum for the sharing of information and ideas for the best and most promising practices in the education of Hispanics. This year's theme is "Hispanic Higher Education Success: America's Path to the Future." At Hyatt Regency Orange County, Anaheim, Calif.

Contact: (210) 692-3805; fax, (210) 692-0823; e-mail, hacu@hacu.net; Web site, www.hacu.net

ACE's Educating All of One Nation Conference

October 23-25, Atlanta, Ga.

"Educating All of One Nation: Addressing a National Imperative–Why We Can't Wait" is an important conference on diversity and improving minority participation in postsecondary education. Sponsored by the Office of Minorities in Higher Education of the American Council on Education, it provides a unique opportunity to take part in a national conversation about diversity and American pluralism with more than 1,300 college and university professionals. At the Hilton Atlanta, in Georgia.

Contact: (202) 939-9395; fax, (202) 833-5696; e-mail, allonenation@ace.nche.edu; Web site, www.acenet.edu/programs/omhe

AAC&U Meeting

October 30-November 1, Cambridge, Mass.

"Technology, Learning, and Intellectual Development" is the theme of this meeting of the Association of American Colleges and Universities' Network for Academic Renewal. In Cambridge, Mass.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

The College Board Forum 2003

November 2-4, New York, N.Y.

The College Board's Forum is an annual gathering of education professionals from many areas of responsibility, from presidents and principals to financial aid officers and superintendents to college faculty and admissions officers. In New York, N.Y.

Web site: www.collegeboard.com/forum

CIEE Annual Conference 2003

November 5-8, Budapest, Hungary

For more than 55 years, CIEE: Council on International Educational Exchange has gathered people together to explore the methods and challenges of bringing language and culture to students. This year's conference theme is "Speaking Up: Language Learning at Home and Abroad." In Budapest, Hungary.

Contact: e-mail, conference2003@ciee.org; Web site, www.ciee.org/conference

NSHMBA 2003 National Conference & Career Expo

November 6-8, Ft. Lauderdale, Fla.

The National Society of Hispanic MBAs holds its 14th Annual National Conference and Career Expo. In Ft. Lauderdale, Fla.

Contact: NSHMBA, (214) 596-9338; fax, (214) 596-9325; Web site, www.nshmba.org

11th National Quality Education Conference

November 6-9, Albuquerque, N.M.

For 10 years, the NQEC (National Quality Education Conference) has provided education leaders continuous improvement principles and tools to meet the requirements of policies such as P.L. 107-110–the "No Child Left Behind" act. This year's conference theme is "Doorways to Performance Excellence–Standards, Assessment, and Accountability." In Albuquerque, N.M.

Contact: (800) 248-1946 or (414) 272-8575; Web site, http://nqec.asq.org/

NCTE Annual Convention

November 20-23, San Francisco, Calif.

Thousands of English language arts professionals are expected to attend the National Council of Teachers of English's 93rd Annual Convention, with the theme "Partners in Learning," where they will share best practices, gain new knowledge, listen to top-notch speakers and more. In San Francisco, Calif.

Web site: http://www.ncte.org/convention/2003/index.shtml

AAC&U 90th Annual Meeting

January 21-24, 2004, Washington, D.C.

The Association of American Colleges and Universities invites you to its 90th Annual Meeting, with the theme "Practicing Liberal Education: Deepening Knowledge, Pursuing Justice, Taking Action." In Washington, D.C.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

NAICU 2004 Annual Meeting

February 2-4, Washington, D.C.

The National Association of Independent Colleges and Universities, serving as the unified voice of independent higher education, holds its Annual Meeting. At Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Deborah Reilly, (202) 785-8866; e-mail, Deborah@naicu.edu; Web site, www.naicu.edu

ACE 86th Annual Meeting

February 28-March 2, Miami Beach, Fla.

The American Council on Education explores access, success, equity, and diversity; institutional effectiveness; lifelong learning; and internationalization. At Fontainebleau Hilton, Miami Beach, Fla.

Contact: ACE, (202) 939-9410; fax, (202) 833-4760; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

NCEA 2004 National Conference

July 29-August 1, Philadelphia, Pa.

"'With All Deliberate Speed'–Social Justice and the Future of Public Education" is the theme of the next national conference of the National Coalition of Education Activists. At the University of Pennsylvania, Philadelphia, Pa.

Contact: (215) 735-2418; e-mail, ncea@edactivists.org; Web site, www.nceaonline.org

Employment Opportunities

Postings

HispanicOutlook.com

Call for information
201-587-8800 ext. 102/106

The
UNIVERSITY
of VERMONT

Position Available at the University of Vermont
Evolutionary Ecology Assistant Professor
Department of Biology

Applications are invited for a tenure-track position in Evolutionary Ecology, broadly defined. The research specialty is not fixed, but the position requires development of a competitively funded research program in some area of Evolutionary Ecology. Teaching duties will include undergraduate and graduate courses and mentoring graduate students. An interest in teaching an advanced undergraduate course in Physiological Ecology is desirable. Applicants should hold the PhD degree and have at least two years of postdoctoral experience. Information on the Department of Biology is available at our website www.uvm.edu/~biology/.

Applicants should forward (paper copies only) a current curriculum vitae, brief description of research AND teaching interests, two or three reprints, and solicit three letters of reference to be sent to:

Dr. Joseph J. Schall
Chair, Evolutionary Ecology Search Committee
University of Vermont
120A Marsh Life Science Building
Burlington, VT 05405-0086

Review of applicants will begin on **Nov. 1, 2003.**
We especially encourage women, disabled and minority candidates to apply. The University of Vermont is an affirmative action/equal opportunity employer.

Five College ABD Fellowship Program

Located in Western Massachusetts, Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst associate as members of a consortium, Five Colleges, Incorporated.

The Five College Fellowship Program provides a year in residence at one of the campuses for graduate students in the final phase of the doctoral degree. The chief goal of the program is to promote diversity in the academy by enabling more scholars of underrepresented groups to embark on an academic career with their doctoral degree completed. By furnishing a stipend, housing, and other benefits, the program allows fellows to focus on completing their dissertations. The program also strives to encourage their interest in college teaching while here, and acquaints them with these schools.

Each Fellow is hosted within an appropriate department or program at one of the five colleges. (At Smith, recipients hold a Mendenhall Fellowship.) The Fellowship includes a stipend of $30,000, a research grant, fringe benefits, office space, housing or housing assistance, and library privileges at the five colleges.

While the award places primary emphasis on completion of the dissertation, most Fellows teach at the hosting institution, but no more than a single one-semester course.

Date of Fellowship: September 1, 2004 to May 31, 2005 (non-renewable)
Stipend: $30,000
Review of applications begins: January 16, 2004
Awards announced by May 1, 2004

For further information and application materials contact:
Carol Angus, Five College Fellowship Program Committee
Five Colleges, Incorporated
97 Spring Street
Amherst, MA 01002-2324
413/256-8316
Request an application by email: neckert@fivecolleges.edu

Book Review

By Humberto López Cruz

***Gabriel García Márquez: A Critical Companion*, by Rubén Pelayo.** 179 pages. Westport, CT: Greenwood, 2001. ISBN 0-313-31260-5. $39.95 cloth.

Once again, the popular literary figure of Gabriel García Márquez finds its way to a new book. The series *Critical Companions* adds a volume on one of the most popular contemporary Spanish writers.

The 1982 Colombian Nobel Prize winner's works are presented and analyzed by Rubén Pelayo in a way that is easy to understand even if the reader has minimal knowledge of the writer's works. This is a favorable point. Much of what has been written on García Márquez contains such excessive literary jargon that the essence of the criticism is sometimes lost in the process. Pelayo demonstrates deep familiarity with García Márquez's works, and the reader soon realizes that he or she holds an important tool aimed at deciphering some of the riddles posed by the writer's powerful narrative.

Gabriel García Márquez
A Critical Companion
Rubén Pelayo

As the author points out, it is imperative to know about García Márquez's ancestors in order to understand some of the characters and plots found in his works. Pelayo devotes an entire chapter to examining the life of the Colombian novelist. Here, the reader meets the mother, Luisa Santiaga (a character in *Chronicle of a Death Foretold*), his maternal grandparents (his grandmother, who led a *materfamilia*–was at the head of the household–and was later seen in several of García Márquez's novels and short stories, including "One Hundred Years of Solitude"; his grandfather, who had been affiliated with the Colombian army, and many more characters who would eventually make their fictionalized appearance in García Márquez's works.

The Colombian writer's relatives are not the only important information supplied by Pelayo. One very significant aspect of García Márquez's life is his birthplace, the practically nonexistent-in-the-maps small town of Aracataca. The importance of this inclusion is not the town itself, now a well-known place to all scholars and students of Spanish-American letters, but rather its consequences in the author's subsequent works. Aracataca gave birth to one of the best-known geographical spaces: the fictitious town of Macondo. Pelayo's additional details of the life of García Márquez, as well as the recount from the writer's beginnings in the world of journalism to his fictional publications, add vital information that will certainly assist the reader in accomplishing a better assessment of García Márquez's literature.

Pelayo, throughout the text, provides additional insightful information, ranging from any possible influence of other Latin American writers on the Colombian writer to García Márquez's support of leftist governments. His longtime friendship with Cuban dictator Fidel Castro as well as his constant criticism of Chilean strongman Augusto Pinochet are issues addressed on more than one occasion. In addition, the author explores common threads in García Márquez's works in an attempt to find an intertextuality between them and the narrative explored in this text. It must be noted that, in addition to the works analyzed in individual chapters, Pelayo comments on the majority of García Márquez's publications.

There are six chapters dedicated to five novels (*Leaf Storm*, *No One Writes to the Colonel*, *One Hundred Years of Solitude*, *Chronicle of a Death Foretold*, and *Love in the Time of Cholera*) and the writer's short stories. The lack of an individual chapter for *The Autumn of a Patriarch* is a notable absence. Pelayo analyzes the plots presented and offers solid background on the real events that inspired them. He notes that it is difficult to separate fiction from reality. Pelayo also brings to the discussion more contemporary fields of study, such as the feminist and social approaches. It is evident that the author has studied García Márquez's narrative; his analyses are sound and supported by the works of contemporary critics.

The closing of the text is most appropriate. The bibliography on reviews and criticism is subdivided by the works presented and also contains a "related works" area. The reader can find names of writers/critics such as Mario Vargas Llosa, David William Foster, and Donald Shaw, among many others. Although not exhaustive, it gives the reader a clear understanding of the quantity of studies performed. For the English-speaking reader, Pelayo includes all the English translations of García Márquez's works.

This book should be required reading for anyone interested in the Nobelist's distinguished career as well as a good starting point for further studies of the works of one of Latin America's most prominent writers.

Humberto López Cruz, associate professor of Spanish at the University of Central Florida, Orlando, specializes in Caribbean and Central American literatures as well as Hispanic literature in the U.S. He obtained his Ph.D. from the Florida State University in Tallahassee. In addition to his teaching, he is director of the Foreign Language Media Center, co-editor of a book on the narrative of Reinaldo Arenas (University of Salamanca Press, 1999), the editor of El Garrote en Cuba *(Ediciones Universal, 2000), the author of the poetry book,* Escorzo de un instante *(Betania, 2001) and the author of numerous articles in domestic and international journals.*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

ASU

ARIZONA STATE
UNIVERSITY WEST

Arizona State University West, a vital component of ASU's multi-campus structure, serves nearly 7,000 students on its growing campus in Phoenix, the nation's sixth largest city with a dynamic multi-cultural environment. It is located in the Valley of the Sun, an area of striking natural beauty, within two hours drive to skiing in northern Arizona, three hours to the U.S./Mexico Border, and five hours to the beaches of southern California.

ASU West, a four-year urban campus, features a friendly, supportive atmosphere in the context of a nationally acclaimed, PAC-10 University. Courses at ASU West lead to 29 bachelor's degrees, nine master's degrees, and eight professional certificates through the colleges of Arts and Sciences, Education, Human Services and the School of Management.

The campus is dedicated to serving the evolving needs of high school graduates, working adults, returning and continuing students. Expanding campus facilities and programs along with a diverse student body, faculty, and staff, all contribute to a culturally rich academic and social campus environment.

The latest addition to the campus is a 400-bed, state-of-the-art student residence hall. Students have the opportunity to live in an environment designed specifically to integrate their living and learning experience in a residence that includes seminar rooms, computer facilities and a community center for student activities. A new Classroom and Laboratory Building, currently under construction, opens in Spring 2004 providing more than 100,000 additional square feet of space for classrooms with full computer and audio/video capabilities, science and computer teaching labs, and information technology offices.

ASU West's mission encompasses research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of university-community partnerships. Academic programs, classes, and student services are innovative and provide students with high-quality education.

Please visit our website at
www.west.asu.edu.

JOB VACANCY ANNOUNCEMENT

Dean, College of Human Services

Arizona State University West seeks a dean to lead its College of Human Services. The College includes four departments --Communication Studies, Criminal Justice and Criminology, Recreation and Tourism Management, and Social Work--offering 5 undergraduate degrees, 3 graduate degrees, and several minors and certificate programs. It also hosts the ASU Gerontology program, a site for the ASU Nursing Program, and the ASU West Partnership for Community Development. Currently, 132 faculty and staff support 759 undergraduate majors and 208 graduate majors. Research and community service are salient features of the College mission. The College has a tradition of cultivating strong community relationships for the purposes of identifying financial supporters, community advisors, and internship opportunities. For details see www.west.asu.edu/chs

The dean reports directly to the Provost and works with other campus deans to provide administrative leadership to the campus and university. The dean must be committed to working with faculty --both through the administrative structure and faculty governance system -- to achieve academic goals in research and learning and to further the goals of diversity, equal opportunity, and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree and non-degree programs.

Qualifications Required:

A successful candidate must exhibit leadership and strategic vision, and have:

- Relevant administrative experience.
- Proven success in promoting excellence in scholarship, teaching and community service.
- A demonstrated support of cultural diversity that includes supporting diversity of faculty, students and staff.
- Proven success in establishing community partnerships.
- Proven success in securing external funding.
- A terminal degree in a discipline and a strong record in research, teaching, and service that merits appointment as a Professor with tenure in a department of the College.

Qualifications Desired:

Preference will be given to candidates with demonstrated experience in:

- The integration of teaching, research, and service.
- Effective interpersonal and communication skills that promote a positive collegiality among college faculty and staff.
- Organizational change.
- Evaluation of faculty for promotion and tenure purposes.
- Budget management.
- Curriculum and program development and assessment.

Starting Date:
January 1, 2004, or as negotiated.

Application Deadline:
September 15, 2003; if not filled, Monday of each week thereafter until the search is closed.

Application Procedure:

Applicants must address how they meet the qualifications listed above in their letters of application. Please send letters of application, curriculum vitae and the names, addresses and telephone numbers of three references to:

Dean Marilyn Myers, Chair, Search Committee
c/o Laraine Grandt
Arizona State University West
P. O. Box 37100, Phoenix, Arizona 85069-7100
602/543-3254 Fax: 602/543-2222 -- www.west.asu.edu

Confidentiality of all applications will be maintained.
References will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

Head of School
Packer Collegiate Institute

Brooklyn Heights, NY

Founded in 1845, Packer serves more than 900 students in grades PS-12. This New York City independent school provides an exceptional college preparatory education, fostering individual success and independence of thought within a vibrant, close-knit community. Now completing a $23 million expansion of its historic landmark campus, Packer has grown dramatically over the past decade. Through its students and faculty, Packer (*www.packer.edu*) reflects and celebrates the city's rich racial, ethnic, and economic diversity.

For July 2004, the Board of Trustees is seeking a talented educational leader who will move the school forward with energy and vision. The Search Committee will consider both traditional and non-traditional candidates; applications from women, people of color, and public school leaders are particularly welcome. For more information about this exceptional career opportunity and the application process, contact Wickenden Associates (*www.wickenden.com*) via email to *searches@wickenden.com* or by telephone at 609-683-1355. **The application deadline is Sept. 19, 2003.**

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies &
how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

ILLINOIS STATE
UNIVERSITY

PRESIDENT

The Board of Trustees of Illinois State University invites applications and nominations for the position of President. The University seeks an energetic, dynamic individual to lead and to engage its faculty, staff, students, alumni, and community in what promises to be an exciting and significant era of education and service.

Background. The first public university in the state, Illinois State University was founded in 1857 as a normal school to prepare the state's teachers. Proud of its continuing leadership role in teacher education, today Illinois State is a comprehensive, research-intensive university offering more than 160 major/minor options in six colleges, staffed by 1,100 full and part-time faculty, and serving approximately 21,000 students.

Illinois State has become the "university of choice" for many Illinois students. Entering ACT scores have markedly improved in the past decade, and the University's Honors Program has attracted strong national interest. Five years ago Illinois State launched Educating Illinois: An Action Plan for Distinctiveness and Excellence, a far-reaching strategic planning initiative that has become a powerful catalyst for setting both the vision and action agenda for the university.

The President of Illinois State University provides leadership for all campus programs, services, and activities, and represents the University with key external constituencies in its community, region, state, and beyond. The President reports directly to the Board of Trustees of Illinois State University. Preferred qualifications for the position include:

- Demonstrated ability to manage a complex organization and work effectively with colleagues across divisions
- Successful experience in leading strategic planning for a complex organization
- Ability to advance the vision established for the university in plans like Educating Illinois and the Campus Master Plan in consultation with shared governance groups
- Demonstrated success as a creative leader in generating external support
- Demonstrated success as an active fundraiser who is politically sensitive and is comfortable with and enjoys working with political, social, and community leaders
- Respect for and appreciation of the rigors and demands of the faculty and staff roles and the ability to communicate this to all constituents
- Demonstrated commitment to creating and sustaining a diverse university community
- Earned doctorate preferred

Information for Applicants. Review of applications and nominations for the position of President of Illinois State University will begin in the early fall and will continue until an appointment is made (expected by March, 2004). Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee. Interested candidates should submit a letter of application, a current resume, and the names, addresses (including email) and telephone numbers of five references, who may include faculty, students, administrators, Trustees, or others as appropriate. Applicants and nominators are strongly encouraged to submit their materials by email and Word attachments.

The Board of Trustees and the Presidential Search Committee at Illinois State University are being assisted by consultants. Questions may be directed to Chuck Bunting (703-739-4630) or Stephen Leo (703-739-4631) or via the email addresses below. Nominations and applications should be sent to:

Chuck Bunting
A.T. Kearney Executive Search
Illinois State University President
333 John Carlyle Street
Alexandria, VA 22314
Fax: 703 519 0391
E-mail: charles.bunting@atkearney.com or
stephen.leo@atkearney.com

Interested individuals are encouraged to explore the University's extensive websites to learn more: **www.IllinoisState.edu.**

Illinois State University is an Equal Opportunity, Affirmative Action Employer. Minorities, females, and persons with disabilities are encouraged to apply.

TEMPLE UNIVERSITY

The Department of Mathematics, in the College of Science and Technology at Temple University, invites applications for faculty positions at the level of Full, Associate, or Assistant Professor.

We are seeking mathematicians who will play a prominent role in our department's research mission and who are committed to excellence in teaching. Successful candidates will be expected to supervise Ph.D. students and teach both graduate and undergraduate courses. Salaries and startup packages for new faculty are highly competitive.

Senior applicants should have a substantial research record; proven ability to attract significant external funding is expected. More junior applicants should have a strong, independent research program and have already demonstrated evidence of outstanding potential.

To apply, send a CV, bibliography, brief statement of research achievements and research plans, and half-page description of teaching experience and philosophy to:

Edward S. Letzter
Search Committee Chair
Department of Mathematics
Wachman Hall 038-16
Temple University
1805 N. Broad Street
Philadelphia, PA 19122-6094.

Also arrange to have at least three letters of reference sent separately to this address. Please indicate your area(s) of specialization and the corresponding AMS subject classification numbers in your cover letter.

Alternatively, we welcome electronic applications at **http://www.mathjobs.org**.

Applications received before September 15, 2003 will receive full consideration. Applications received after this date will be considered if positions are still open.

For more information, please contact **letzter@math.temple.edu.**

Temple University is an Equal Opportunity/Affirmative Action employer. Applications are strongly encouraged from individuals in groups under-represented in the mathematical sciences.

Education

TENURE TRACK FACULTY SPRING 2004

Harper College

William Rainey Harper College, a dynamic community college located in Chicago's northwest suburbs, is actively pursing energetic and innovative candidates for the following tenure track faculty appointments. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives. The College fosters innovation in teaching and learning and the institutional core values of integrity, respect, excellence and collaboration. A very competitive salary and fringe benefit program is available to successful candidates who support the mission of the comprehensive community college. We anticipate filling these positions for the Spring 2004 semester.

•CHEMISTRY

Preferred candidates will demonstrate an enthusiasm for teaching, a strong knowledge of chemistry, and an interest in Chemistry for Health Sciences. A Masters Degree or Ph.D. in Chemistry is required. Three years of documented successful post-secondary teaching experience preferred.

•GEOGRAPHY

Preferred candidates should possess skill and expertise in the use of a variety of instructional materials and methods. A Masters Degree in Geography is required. College geography teaching, with community college experience, is preferred. This position requires fifteen contact hours per semester in physical and human geography.

All candidates MUST APPLY ON-LINE for consideration. The following materials must be attached to the on-line application: cover letter, resume and statement of educational/teaching philosophy. Copies of your credentials (undergraduate and graduate transcripts) and three (3) letters of recommendation must either be attached directly to your on-line application or sent via US Mail. Applications will continue to be accepted until the positions are filled.

APPLY AT: www.harpercollege.edu/jobs

Harper College is an Equal Opportunity, Affirmative Action Employer, which encourages applications from women, minority group members, and persons with disabilities.

Roger Williams University
Learning to Bridge the World

ASSISTANT PROFESSOR OF MANAGEMENT

Roger Williams University invites applications for a tenure-track position as Assistant Professor of Management in the field of Human Resources/Labor Relations/OB beginning fall 2004. Roger Williams University is primarily a teaching institution, with the Gabelli School of Business currently in candidacy for AACSB accreditation. This position is pending approval of funding.

Requirements: Ph.D. in Management or closely related business area, or ABD with August 2004 completion date, strong research capabilities and the desire for excellence in teaching are required. Priority will be given for practical management experience.

Interested applicants should email resume to human_resources@rwu.edu. Please make sure to include **Ref #HO65** in the subject line and send resume as a Word attachment only.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

Johns Hopkins **Business**

Chair, Department of Marketing

The Graduate Division of Business and Management is a leader in providing graduate business programs in the Baltimore-Washington corridor, offering the MBA and a variety of specialized masters degree programs, including the Master of Science in Marketing. More details about Johns Hopkins Business can be found at www.hopkinsbusiness.jhu.edu.

Johns Hopkins Business is currently searching for a Chair of the Department of Marketing to provide leadership and creative direction for our marketing programs.

Preferred candidates will have an earned doctorate in marketing or a closely related discipline, administrative experience preferably as a department chair or program director, prior experience as a senior faculty member (associate or full) with evidence of successful teaching and scholarship, business experience in marketing, and a commitment to program quality and creativity. Prior experience with professional students pursuing their business degrees is expected, as is familiarity with AACSB accreditation standards. Duties include working closely with faculty, students, and staff to bring intellectual leadership and creativity to the marketing curriculum, and overseeing systems to assure program quality and a well-managed department. Teaching and research are required. Academic rank and salary will be based on the successful candidate's prior accomplishments and experience.

The successful candidate for this position will join a growing and energetic faculty committed to excellence and innovation in business education. Review of applications will begin immediately and the position will remain open until filled. Application letters and resumes, may be emailed to hopkinsbusinesssearch@jhu.edu or forwarded to Dr. Lindsay Thompson, Office of the Associate Dean, Graduate Division of Business and Management, School of Professional Studies, Johns Hopkins University, 10 North Charles Street, Baltimore, MD 21201.

A.A./E.O.E. Smoke Free and Drug Free.

JOHNS HOPKINS
UNIVERSITY
SCHOOL OF PROFESSIONAL STUDIES

VICE CHANCELLOR ADMINISTRATIVE & FISCAL AFFAIRS

Indiana University South Bend

IUSB

Indiana University South Bend invites applications for the position of Vice Chancellor for Administrative & Fiscal Affairs. The Vice Chancellor directs the campus business and financial, administrative, auxiliary and support services, reports to the Chancellor, and serves as a member of the Chancellor's Cabinet. The Vice Chancellor also maintains positive relationships with the Indiana University Vice President & Chief Administrative Officer and the Vice President & Chief Financial Officer. **Minimum qualifications include:** masters degree required, doctorate, Certified Public Accountant (CPA) preferred and/or MBA; five or more years of progressively responsible management experience in finance, budget planning, and facilities management, five or more years of experience in higher education preferred. **Skills needed:** advanced knowledge of and skill in management, accounting, finance, cash management, auxiliaries (service and profit centers), human resources, facilities management, safety and security, and purchasing; advanced knowledge of the Uniform Commercial Code, contract law, fund accounting principles, financial aid, tax issues, and university budget planning, finance, administrative, and treasurer policies and procedures; broad knowledge and understanding of other campus areas; ability to use applications software, including university-wide administrative and financial system; excellent oral, written and interpersonal communication, analytical, strategic visioning, and management skills. Submit application letter, vita, and the names, phone numbers and email addresses of five professional references to: **VC Admin. & Fiscal Affairs Search; c/o Chancellor's Office; Indiana University South Bend, 1700 Mishawaka Avenue, PO Box 7111, South Bend, Indiana 46634-7111.** Review of applications will begin September 9, 2003. Applications will be accepted until the position is filled. *Indiana University is an Affirmative Action/Equal Opportunity Employer.*

Governors State University

Vice President for Development

Governors State University (GSU) is the only upper division university in the State of Illinois offering junior- and senior-level courses leading to a bachelor's degree, as well as graduate level courses leading to a master's degree. GSU currently serves more than 6,000 students from the greater Chicago area. With its recently adopted strategic plan, GSU is moving aggressively toward its goal to become a premier teaching, student-centered university of the 21st Century. With the strong and active support of faculty, administrators, students, staff, and the community, Governors State University is poised for a dynamic new era in its accomplished history of serving a high percentage of non-traditional students since it opened in 1969. To facilitate that progress, the University is now recruiting a senior-level Vice-President for Development.

The Vice-President for Development reports directly to the University President and is responsible for all development and fundraising related matters. He/She provides leadership in the areas of major gifts, planned giving, annual giving, alumni affairs, prospect management and research. Candidates should possess a professional style that emphasizes integrity, accessibility, and the ability to develop, foster and maintain positive relationships throughout the professional and university community. Chief responsibilities include: identifying, cultivating, and soliciting annual, major and planned gifts from individuals, corporations and foundations; designing and implementing campaigns to meet specific needs of the university; managing a stewardship program for donors; and overseeing ongoing efforts to improve alumni relations, maintain a structured alumni organization, and utilize alumni in the educational and development efforts of the university. **MINIMUM QUALIFICATIONS:** A Master's Degree (appropriate experience may be substituted for the advanced degree); 5 to 7 years of substantial development and management experience (management experience in higher education preferred); experience working with foundation boards or other fund raising arms; experience in strategic planning; experience in developing contacts and building relationships with potential supporters of the university mission; experience soliciting annual, major and planned giving from individuals, corporations and foundations for restricted and unrestricted giving; experience in event planning; excellent written and verbal communication skills; integrity and leadership ability; record of promoting diversity among staff; record of excellence in human relations; and knowledge of the Chicago area highly preferred. The review of applications will begin immediately and continue until the position is filled. Please review the complete position description on the GSU website and send a letter of application addressing qualifications; a current resume; and the names, addresses, and telephone numbers of five professional references to: **Michael Wortham, Coordinator; V.P. for Development; Office of the President; Governors State University, University Park, IL 60466.** AA/EOE

www.govst.edu

HARVARD | BUSINESS | SCHOOL

Faculty Positions

Accounting and Control: financial reporting and analysis, management accounting, and performance measurement and management control. **Closing date: 9 January 2004.**

Business, Government & International Economy: economic history, history of public policy or political economy, business history, or recent comparative institutional history. The School is particularly interested in candidates with a Ph.D. in history. **Closing date: 1 December 2003.**

Entrepreneurial Management: managerial, organizational, financial, and historical perspectives on new ventures and corporate entrepreneurship. **Closing date: 1 December 2003.**

Finance: corporate finance, capital markets, investments, and financial institutions. **Closing date: 1 December 2003.**

Marketing: understanding consumer behavior, international marketing, business-to-business marketing, product management, new product development, marketing organization and systems. **Closing date: 1 October 2003.**

Negotiation, Organizations and Markets: negotiation and conflict resolution, incentives and the motivation and behavior of individuals in organizations, and the design and functioning of markets. Emphasis on economic and behavioral perspectives with empirical, theoretical, and experimental methodologies. **Closing date: 1 December 2003.**

Organizational Behavior: leadership, micro- and macro-organizational behavior and human resources management. **Closing date: 31 October 2003.**

Strategy: business unit and corporate strategy, international strategy, technology and strategy and competitive dynamics. **Closing date: 1 December 2003.**

Technology and Operations Management: management of processes for producing goods and services, management of technology, operations strategy, supply chain management/logistics, productivity, and quality. **Closing date: 1 December 2003.**

Harvard Business School recruits new faculty for positions entailing case method teaching at the graduate and executive program levels. Applicants for tenure track positions should have outstanding records in Ph.D. or DBA programs, and strong demonstrated potential and interest to conduct research at the forefront of their fields.

Candidates should submit current CV, full transcripts of undergraduate and graduate work, copies of publications and current working papers, description of courses taught, and three letters of recommendation.

If applying to more than one area, please submit complete packages for each position. Applications must be received by the closing date specified. If you have any questions please contact us at facultyadministration@hbs.edu. Please mail materials to:

Imelda T. Dundas,
Harvard Business School,
Soldiers Field Road, Boston, Massachusetts 02163.

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DIRECTOR

Center for Hemispheric Defense Studies
National Defense University

The Director exercises authority, direction, and control over the Center with support from the staff and faculty. Establishes internal policy objectives and formulates plans, programs and major initiatives for approval by the President of NDU and the Under Secretary of Defense for Policy. Manages activities in support of DOD policy region. Exercises senior executive direction over all aspects of the Center to include formulation and implementation of academic, alumni and outreach programs.

QUALIFICATIONS: Progressive professional and academic experience in the foreign affairs/national security field to include experience working CHDS political/military and security issues: evidence of maturity as a foreign affairs/national security policy analyst, practitioner, and scholar, including an outstanding record in the field; successful record of leadership including supervising and managing senior foreign affairs/national security personnel; demonstrated skill in planning, programming and directing an academic program of national security studies and analyses. Minimum of Masters Degree required in a CHDS regional studies or national security related discipline; Ph.D. is desirable.

Closing date: 12 SEPTEMBER, 2003.

Full Announcements: www.ndu.edu. Select about NDU and then go to "Employment", "Opportunities" Contact: Chris Lyons (202) 685-2147. Mailing Address: National Defense University, ATTN: NDU-HRD (Lyons), 300 5th Avenue, Fort Lesley J. McNair, Washington DC 20319-5066. Email: lyonsc@ndu.edu

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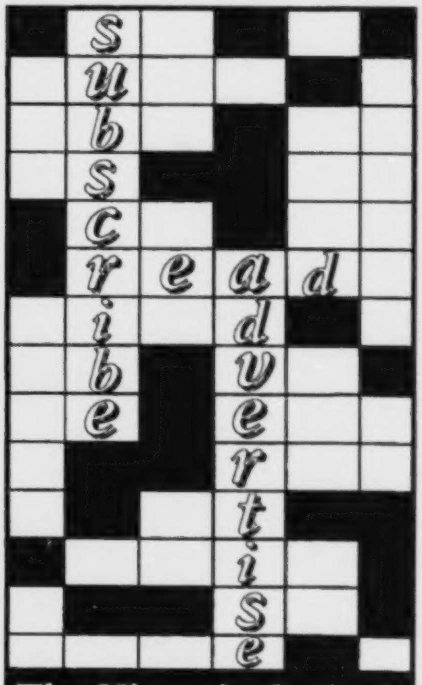

The Hispanic Outlook
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Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

PEPPERDINE UNIVERSITY

THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

The George L. Graziadio School of Business and Management of Pepperdine University is seeking faculty for several positions, effective September 1, 2004 in response to our expanding offerings. Degree programs of the School are offered at Pepperdine University's main campus in Malibu, and at six education centers in Southern California. The School offers six master's degree programs and one bachelor's degree program. Faculty may teach in more than one program and interact with diverse students, including fully employed, executive and full-time residential students.

We are accepting applications for tenure track positions in the following disciplines:

- Accounting
- Finance
- Business Law
- Information Systems
- Applied Behavioral Science
- Organization Theory and Management
- Marketing
- Economics
- Decision Sciences

Successful candidates will have a terminal degree in the discipline in which they will teach, demonstrated scholarly capabilities, strong teaching ability, and significant business or managerial experience. Positions are ranked from assistant professor to professor; rank, salary and benefits are commensurate with experience.

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the right to seek, hire and promote persons who support the goals and mission of the institution.

To apply, please send only a curriculum vitae and cover letter stating which discipline you are applying for by October 24, 2003, to:

Dr. Charles Kerns
Associate Dean, Academic Affairs
at: gsbmaa@pepperdine.edu

VICE CHANCELLOR
FOR INFORMATION TECHNOLOGIES
Indiana University South Bend

Indiana University South Bend invites applications for the position of Vice Chancellor for Information Technologies. Indiana University is a large, diverse public university with one of the leading information technology organizations among higher educational institutions worldwide. The Vice Chancellor for Information Technologies reports to the Chancellor, is a member of the Chancellor's Cabinet, and works with the Academic Senate Information Technologies Committee. The Vice Chancellor also maintains a positive working relationship with the Indiana University Vice President for Information Technologies and CIO. Responsibilities include operational, strategic and fiscal planning for all aspects of technological innovation, advancement and implementation of information and communication systems. In this role, the Vice Chancellor identifies and communicates the technology implications for all strategic goals and anticipates changes and emerging trends in information technology that might impact the university's resources. IU South Bend seeks a seasoned and innovative leader who has administrative and managerial experience in positions of increasing responsibility. The ideal candidate will possess superior analytical, communication and interpersonal skills with a commitment to service and teamwork. Technical knowledge and competence, and the ability to develop and implement long-range strategic plans are essential. **Experience and educational credentials needed:** Degrees appropriate to the position; Ph.D. preferred. A minimum of five years of experience in information systems as well as administrative and academic computing required. A minimum of three years administrative experience required, at the senior level preferred. Higher education experience preferred. Excellent communication, interpersonal, collegial, and presentation skills required. Serving north central Indiana and located two hours driving time from Chicago, IU South Bend is a comprehensive, public, urban IU campus of 7400 students and 1400 employees. More information about the institution is available through the campus website at **www.iusb.edu**. Submit application letter, vita, and the names and phone numbers of five professional references and nominations to: **Alfred Guillaume, Vice Chancellor for Academic Affairs, Indiana University South Bend, 1700 Mishawaka Avenue, PO Box 7111, South Bend, Indiana 46634-7111.** Review of applications will begin September 9, 2003. Position will be filled as soon as possible, but no later than July 1, 2004. Applications will be accepted until the position is filled.

Indiana University is an equal opportunity/affirmative action employer.

COLUMBIA UNIVERSITY
In the City of New York

Center for Career Education

Seeks candidates to help undergraduate and graduate students learn about the relationship between their education at Columbia and life after graduation; develop the competencies required beyond the classroom, to become informed about career mobility, acquire the knowledge, tools, and skills necessary for success; to make informed decisions about career goals, to find career opportunities related to their personal and professional objectives, and make a difference in the world.

The Center serves students in six schools, Columbia College, The Fu Foundation School of Engineering and Applied Science, the School of General Studies, the Graduate School of Arts and Sciences, the Graduate School of Architecture, Planning and Preservation, and the Graduate School of the Arts.

Director, Graduate Student Career Development:
A member of the Center's senior leadership team, reporting directly to the Dean and working with the Deans of four schools to implement the Career Education model for 5,300 graduate students (PhD and Masters), leading design, delivery, and direction of career programs and an online dossier service for graduate students and alumni; managing multiple projects including website, publications; internships, on-campus recruiting opportunities and job fairs; networking; alumni panels; academic job listings for graduate students interested in both academic and non-academic career fields, one-on-one and group career counseling and guidance; working at a national level with organizations dedicated to graduate career development predicting trends to stay current and consistent with developing standards. Bachelor's degree or equivalent required. Advanced degree (PhD) highly preferred. Minimum of 5 years related experience required.

For details on these positions see:
http://jobs.hr.columbia.edu/jobs/PublicWebResultList1_40.asp
and their departments see: http://www.cce.columbia.edu

To apply EMAIL letter citing qualifications as prescribed for this position and resume to Dr. Christopher Pratt, Dean, Career Education, cm392@columbia.edu

Columbia University is an Equal Opportunity/Affirmative Action Employer, non-smoking environment. Minority candidates are encouraged to apply.

Monmouth University
Director of Undergraduate Admission

THE SPELMAN & JOHNSON GROUP

The Institution

Founded in 1933, Monmouth University achieved university status in 1995 and is today a comprehensive, private, coed institution emphasizing teaching and scholarship at the graduate and undergraduate level. Monmouth offers a high-tech learning environment, professors committed to the highest standards for teaching, and the vibrant life of a large university combined with the individual attention typical of small liberal arts colleges. As enrollment has grown to 6,000 the number of full-time faculty has doubled, new academic programs have been introduced, and numerous projects resulting in enhanced technology and expanded facilities have been completed. Monmouth University, situated on the Jersey Shore, is a dynamic institution offering an exceptional value and a commitment to academic excellence.

The Position

Reporting to the Vice President for Enrollment Management, the Director of Undergraduate Admission manages the implementation of the recruitment, admission, and enrollment strategy—including academic profile, headcount, and tuition revenue—for all undergraduate students. Additionally, the Director coordinates the undergraduate communication process, manages the awarding of academic scholarships, analyzes and utilizes student information in a data-driven enrollment planning process, and coordinates recruitment activities with other directors and departments as part of the Enrollment Management Division. Nine full-time staff members report directly to the Director.

The successful candidate will have an understanding of tuition-driven enrollment and experience in building student diversity—domestic and international—and quality. Strong communication, technology, organizational management, and relationship-building skills as well as familiarity with similar institutions will be factors in the selection of the Director.

Qualifications

A bachelor's degree is required; a master's degree is preferred. In addition, progressive responsibility with a minimum of three to five years of experience in undergraduate admission required. Evidence of leadership and successful supervisory ability expected. Must have demonstrated competency using student information systems for statistical analysis and other computer technology applicable to administrative, marketing, and e-communication functions of position. Familiarity with INS and SEVIS regulations is important. Experience with traditional undergraduate populations, returning adult students, and professional students is preferred.

Application and Nomination

To ensure full consideration, applications should be received by September 9, 2003. A resume with an accompanying cover letter, or a nomination of an individual for this position, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com**. If you are unable to submit materials electronically, please call Valerie Szymkowicz at 413-584-7089.

The Spelman & Johnson Group
Monmouth – Admission (HISP)
Valerie Szymkowicz, Associate

Visit Monmouth University's website at www.monmouth.edu

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EOE

VCU

INFORMATION SYSTEMS DIRECTOR
OFFICE OF VICE PRESIDENT FOR RESEARCH

Virginia Commonwealth University is seeking an experienced individual for the position of Director of Information Systems in the Office of the Vice President for Research. The Director for IS reports directly to the Vice President for Research and is responsible for the data management tools and databases in the Office of the Vice President for Research. Working with the various Directors in the Office, the IS Director will implement and maintain the information systems used in pre-award grants administration and the associated research subjects and intellectual property databases and reporting needs. Responsibilities include initiating, evaluating and coordinating information technology efforts in the various units to assure information technology is used effectively and efficiently to meet the mission of the Office.

This individual will:

- assume a strong role in further developing an effective and centralized electronic research management system
- assume a strong role in developing training and education programs needed to certify researchers in areas of responsible research conduct and compliance oversight
- provide the University community with guidance and training in working with these systems
- interact closely with the Associate Vice President for Research, the Director of Technology Transfer, the Director for Compliance & Education, Director, Office of Research Subjects Protection and the Director for Sponsored Programs
- advise the Vice President for Research in IT planning, new technologies and procurements

Virginia Commonwealth University has a funded research base of over $190M, serves and is located in Richmond, the capital of Virginia. VCU is in the process of substantially enhancing its research enterprise. Metropolitan Richmond has a population of 800,000, is rich in cultural and historical interest, and is located within easy access of the coast, and the Washington, DC area.

A minimum of a bachelor's degree is required (preferably in an information technology or business computing/financial management field) with at least four years of professional experience in a similar position. Prior experience in systems such as InfoEd, GAMS or similar grants management systems would be an advantage. Candidate should have demonstrated technical knowledge of information technology issues, especially databases and database administration. Salary is commensurate with background and experience. Applications and nominations, including vitae and the names of three references should be submitted to:

Dr. Michael Katz, Chair
IS Director Search Committee
VCU Office of Research, Sanger Hall
1-018, 1101 East Marshall Street
P.O. Box 980568
Richmond, Virginia 23298-0568
email: mckatz@vcu.edu

Review of applications by the search committee will begin on July 15, 2003 with an expectation that the position will be filled in the Fall of 2003.

Virginia Commonwealth University is an equal opportunity/affirmative action employer.
Women, minorities and persons with disabilities are encouraged to apply.

An Invitation to Apply for

PRESIDENT

Gettysburg College is deeply rooted in the American experience. It was born of democratic values, strong optimism, and the firm conviction that a liberal arts education fully awakens the intellect and prepares people to lead lives of enlightened contribution to a free society. This perspective has long shaped and strengthened the College's development as an academically superior institution, modern in facilities and pedagogy, honoring of service to others, and committed to the preparation of the whole person. Gettysburg College is a highly motivated intellectual community of students, faculty, and staff members who come together to build in each other a passion and capacity for the responsibility of citizenship and the opportunity for leadership, within a community, a nation, and a world. At Gettysburg, students and teachers succeed together knowing that to be fully realized, one first must be fully engaged. And then, all things are possible.

Founded in 1832, the College is a private, highly selective, four-year residential institution whose founding principles emphasize a rigorous liberal arts education that fosters a global perspective. Gettysburg's 220-acre campus, adjacent to Gettysburg National Park, serves approximately 180 full-time faculty members and 2400 students representing 40 states and 35 foreign countries. Approximately 90% of the students live on campus. The institution offers 36 majors with the opportunity for special majors, double majors, and areas studies programs.

For more information: www.gettysburg.edu.
Inquiries, referrals, nominations, and resumes with a cover letter should be sent to:
Barbara Stevens, Isaacson Miller, 1275 K Street NW, Suite 1025, Washington, DC 20005.
Electronic Submission encouraged: 2691.GCP@IMsearch.com

Gettysburg College is committed to creating a more diverse community; as part of that process, the College gives candidates from historically underrepresented groups strong consideration.

Gettysburg
COLLEGE

UNIVERSITY of BALTIMORE

UB

PROVOST

The University of Baltimore seeks a provost who will provide the leadership, experience, energy and intellectual vision demanded by an institution that is committed to teaching, research, scholarship, and service to Baltimore City and to the community that surrounds it.

The University is a fully accredited public, metropolitan institution within the University System of Maryland, offering upper-division (junior/senior), graduate and professional programs in Liberal Arts, Business and Law.

The provost reports directly to the president, acts for the president in his absence, and chairs major University councils and committees. As Chief Academic Officer, the provost serves as the University's academic liaison within the University System of Maryland, oversees the work of the three academic deans, academic support services and two University-wide centers. The provost has broad leadership and management responsibilities, including: developing cross-divisional and inter-institutional academic programs and cooperative agreements with appropriate deans and faculty, overseeing the preparation of major policy statements, studies and reports required by the regents or other agencies and recommending personnel actions to the president.

The ideal candidate will possess the following: a strong record of administrative experience that demonstrates leadership, management and budgetary and planning skills, a distinguished record of teaching, scholarship, and service, a demonstrated understanding of the role and mission of urban, public institutions, exceptional communication and interpersonal skills, a management style that is collegial, consultative, and open, combined with the ability to be decisive and proactive.

PROCEDURES FOR CANDIDATES

Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter of interest that includes a statement of the role the candidate envisions for the institution's chief academic officer and their fit with that role. A current curriculum vitae and the names, title, e-mail and business address and business and home telephone numbers of at least three references who can offer specific appraisals of the applicant's qualifications for the position are also required. Submission of materials as an MS Word attachment is strongly encouraged. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. The University encourages applications from women, minorities, and persons with disabilities.

Confidential requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D., Vice President, A.T. Kearney, Inc.,
University of Baltimore Provost Search,
333 John Carlyle St., Alexandria, VA 22314,
Phone: (703) 739-4619, Fax: (703) 519-0961,
E-mail: greenwoodteam@atkearney.com

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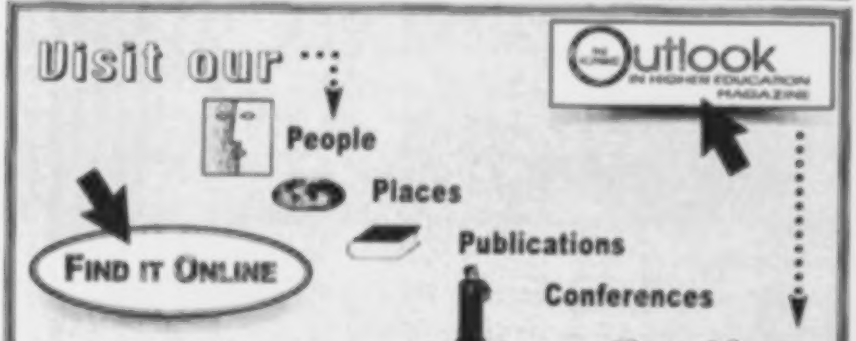

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WWW.HISPANICOUTLOOK.COM

NORTH CAROLINA STATE UNIVERSITY
DEPARTMENT OF INDUSTRIAL ENGINEERING

Faculty Position in Occupational Safety and Ergonomics

The Department of Industrial Engineering at North Carolina State University invites applications for a tenure-track faculty position in occupational safety and ergonomics. Areas of particular interest include behavior based safety, risk assessment and control, systems safety analysis, and agriculture and construction safety. Applicants must have a Ph.D. in an engineering discipline and preference will be given to those persons with an undergraduate engineering degree. The successful candidate will be expected to teach at the undergraduate and graduate levels and to develop a sponsored research program in their area of interest. An appointment will be made at a rank commensurate with the individual's record, ranging from assistant to associate professor.

North Carolina State University is among the top 20 public research institutions in the country and a major state educational facility. The Department of Industrial Engineering has four concentration areas, including ergonomics and safety, manufacturing, production systems, and systems analysis and optimization. The Human Factors & Ergonomics Society and The Ergonomics Society (UK) accredit the ergonomics program. Prospective applicants are encouraged to visit our departmental web site (**http://www.ie.ncsu.edu/**) for more information. A review of applications will begin on October 1, 2003 and applications will continue to be accepted until a candidate is hired.

Please send a complete résumé, a one-page description of past, present and future research interests as well as the names, addresses and phone numbers of three references to:

Chair of Faculty Search Committee
Occupational Safety and Ergonomics
Department of Industrial Engineering
North Carolina State University
Raleigh, NC 27695-7906

AA/EOE. NC State welcomes all persons without regard to sexual orientation. In its commitment to diversity and equity, North Carolina State University seeks applications from women, minorities, and persons with disabilities. Individuals with disabilities desiring accommodations in the application process should contact Michelle Kellogg by e-mail michelle_kellogg@ncsu.edu, phone 919-515-6401, or fax 919-515-5281.

GEORGETOWN UNIVERSITY

Georgetown University, the nation's oldest Catholic and Jesuit institution of higher learning, is seeking an energetic and creative individual for the position of Director of the Women's Center. The Director provides leadership on all aspects of the Center's mission, which serves all women at Georgetown, especially women students, and manages an office of approximately 5 part-time student staff and 20 volunteers. **Responsibilities include**: facilitating women-related programs and initiatives; advocating for women on the campus as a whole; participating in and leading processes, policies, and programs that will promote an equitable, non-sexist, culturally pluralistic environment; collaborating with academic units, administrative offices, and student organizations on matters of concern to women; and overseeing the budget, public relations, long-term development and day-to-day operations of the Center. For more details, see our website at **www.georgetown.edu/student-affairs/womens**.

Minimum Qualifications: Master's degree preferred in college student development, women's studies, or a related field. Minimum of one to two years management experience is required.

Application deadline: September 15, 2003. Salary in low 40's. The preferred starting date is January 2004.

Submissions should be sent by mail, rather than electronically, and should include a cover letter, resume, contact information for three references, and a one-page essay on the role of a Women's Center on a university campus in the context of Georgetown's mission.

Georgetown University is an Affirmative Action, Equal Employment Opportunity employer.

Submit Materials to: Jeanne Lord, Interim Associate Vice President, Office of Student Affairs, Georgetown University, Washington, DC 20057.

George Mason University

CHIEF DIVERSITY AND EQUITY OFFICER

George Mason University is seeking an experienced person to lead the university's efforts to ensure a diverse student body and workforce. The successful candidate will help design, review, plan, and implement programs and organizational efforts that ensure a diverse and supportive workforce and student body by working collaboratively with all the academic and administrative units on campus and with the surrounding community. Additionally, the successful candidate will ensure the link between diversity and excellence is understood and integrated appropriately into the university community.

The successful candidate will also be responsible for the investigation and resolution of student and employee complaints of discrimination and will advise top administration about resolving them through investigative and other intervention techniques. As such, this individual will be responsible for enforcing all federal and state requirements for affirmative action and equal opportunity.

The successful candidate will have substantial management experience and demonstrated success with effecting change in a large, complex organizational environment, preferably a university or college setting. Demonstrated experience in human resource management, multicultural programs, implementation of diversity and/or affirmative action-equal opportunity programs, and/or extensive experience in implementing new and innovative programs recognizing and dealing with diversity in complex organizations will be highly desirable. The successful candidate may have extensive experience with student diversity programs or with employee programs implementing diversity efforts, *preferably both*. The successful candidate must be able to provide evidence of the ability to provide leadership within a collaborative environment and act as a skilled change agent and consensus builder. Strong management and planning skills are required. Experience in the private sector would be a major asset.

A minimum of a bachelor's degree with 15 years of progressive experience in large organizational settings is required, though an advanced degree may substitute for up to 10 years experience. Salary is commensurate with experience and education.

Review of applications will begin **September 15, 2003** and will continue until the position is filled. Please send resume or vita and the names and phone numbers of three (3) references to **J. Thomas Hennessey, Jr. Ph.D., Chief of Staff, thenness@gmu.edu.** Mailing address is: **MS 3A1, 4400 University Drive, Fairfax, VA 22032.** Electronic submission of applications is preferred, although paper applications will also be accepted. *AA/EOE*

MILLERSVILLE
UNIVERSITY

DEPARTMENT OF COMMUNICATION AND THEATRE NEW MEDIA LITERACY

ASSISTANT PROFESSOR: Full-time, Tenure Track, beginning August 2004. Teach and develop courses by bringing a 'new media literacy' emphasis through your background and expertise in one or more of the following content areas: applied communication (audio, video, writing and production for multimedia), digital media design (web, desktop publishing, interactive design, and video design), organizational, business/professional, and public relations communication, philosophy of communication (history, theory, criticism, research methodology), visual studies (art and design, video, film, and print culture), and performance studies.

Required: Ph.D. or in advanced stages of dissertation in Communication or communication-related discipline, or, MFA, or Ed.D. Background and teaching experience in computer-mediated communication, language, and writing as well as media studies. Demonstrated: evidence of successful college teaching experience and ability to instruct in a multi-media lab setting. Must submit (or make otherwise easily accessible) a portfolio of multi-media work by candidate and/or students. Must have a successful interview, teaching demonstration, and scholarship/creative presentation. Ability to teach general education course in Public Speaking.

Preferred: Ph.D. (Doctorate required or completed by date of reappointment). Ability to integrate new media literacy across our existing curriculum as well as develop new courses.

The department, in the School of Humanities and Social Sciences, is composed of 14 faculty members, 4 support staff, 450 students, and offers programs in Theatre, Public Relations, Broadcast, and Communication Studies.

Full consideration given to applications received by 11/30/03. Send letter of application addressing qualifications, resume, copies of all transcripts, portfolio, three current letters of recommendation, and any other relevant supporting materials to: **Search Committee Chair, Assistant Professor, New Media Literacy, Communication and Theatre Department/HO0825, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

An Equal Opportunity/Affirmative Action Institution

DEPAUW
UNIVERSITY

Uncommon success begins at DePauw

Founded in 1837, DePauw is nationally recognized for a distinctive liberal arts approach that links intellectual rigor with life's work through extensive internship opportunities and study abroad.

Our prize-winning faculty prepares graduates to creatively address the challenges of the world.

We invite you to join our multicultural campus with a student enrollment of about 2300 and a student-faculty ratio of 10:1.

Tenure-track positions to begin in the fall of 2004:

Department	Specialty Area
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Biology	Microbiology
Classical Studies	Generalist/Ancient History
Communication Arts and Sciences	Interpersonal/Rhetoric
History	European 20th Century
Kinesiology	Athletic Training
Mathematics	Generalist/Financial
Modern Languages	Italian/French
Modern Languages	Spanish
Physics	Computational
Religious Studies	Religions of India

Senior appointment in 2004-05 and/or 2005-06

Visiting Professor in medical, business or professional ethics (one-semester or one-year appointment).

For information about these and other positions that will become available, visit our web site:

http://www.depauw.edu/admin/hr

If you have other skills and credentials which might strengthen our curriculum and faculty and wish to inquire about other appointment opportunities or to leave your resume and letter of interest on file, please contact **Neal B. Abraham, Vice President for Academic Affairs and Dean of the Faculty, DePauw University, Greencastle, IN 46135. nabraham@depauw.edu**

DePauw University, in affirmation of its commitment to excellence, endeavors to provide equal opportunity for all individuals in its hiring, promotion, compensation, and admission procedures. Institutional decisions regarding hiring, promotion, compensation and admission will be based upon a person's qualifications and/or performance without regard to race, color, creed, religion, national origin, sexual orientation, disability, age, gender, gender identity or gender expression, except where religion, gender, or national origin is a bona fide occupational qualification.

The College Board

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International Studies Association
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P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 794-0980
FAX: (201) 794-6019

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For more information about job opportunities at UC, visit our web site at www.uc.edu/www/hr

ASSOCIATE SENIOR VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

The Associate Senior Vice President for Finance and Administration will have primary responsibility for the financial affairs of the University of Cincinnati Medical Center (UCMC) and will serve as a key adviser to the Provost and deans in all areas involving UCMC financial management, administrative activities and infrastructure. He/she will work closely with the Provost and deans in planning and implementing research educational and clinical programs, providing for effective administrative support systems, strategic planning, and developing and administering budgets and other funding requests.

Position will oversee a budget (including group practice) of $500,000,000 and have direct responsibility for sponsored programs, general accounting, financial reporting and human resources functions. He/she must be able to facilitate communication between internal and external organizations regarding financial and administrative affairs.

He/she will provide supervision of both exempt and non-exempt staff for assigned functions. Also has shared responsibility for business administrator type positions in colleges/units/departments.

Master's degree in business, healthcare or other related field is required. The applicant should have five years or more of progressively responsible direct experience. The ideal candidate will have some experience in an academic healthcare environment.

The position is open until filled. Send resume (noting control #23UC6030) to: Heather Cox, University of Cincinnati Medical Center, PO Box 670553, Cincinnati OH 45267-0553.

The University of Cincinnati is an affirmative action/equal opportunity employer.
UC is a smoke-free work environment.

California State University
Northridge

DEAN
College of Humanities
(Search Extended)

California State University, Northridge is at an exciting juncture in its history culminating a major physical transformation of the campus and launching an accelerated period of staff and faculty hiring under the leadership of a new President. **The College:** The College of Humanities is seeking a creative, dynamic, collaborative, and visionary Dean who will work collegially with faculty to achieve the educational goals of the college. **Responsibilities:** Opportunities and challenges for the new Dean include articulating a compelling shared vision that engages both traditional disciplines and non-traditional interdisciplinary programs; engaging faculty in university-wide teacher education initiatives sponsored by an invitational grant from the Carnegie Corporation, and representing the college effectively both within and outside the university including playing an active role in fund-raising. **Qualifications:** A record of academic accomplishment including qualification for appointment at the rank of full professor within one of the departments of the college; demonstrated leadership and management skills; experience in a large, complex institution; disciplinary breadth; familiarity with the pervasive diversity of the institution and the region; and commitment to the university's mission of access and excellence. **Salary/Benefits:** Salary depends on qualifications. **Effective Date of Appointment:** January 2004, or as soon thereafter as possible. **Applications:** Candidates should submit a cover letter, a current resume, and the names of five professional references to CSUN consultants Jean Dowdall, Ph.D., and Jane Courson, EMN/Witt/Kieffer. References will not be contacted until candidates have been notified. Submission as MS Word attachments to CSUNdean@wittkieffer.com strongly encouraged. Items that cannot be sent by e-mail may be mailed to EMN/Witt/Kieffer, 98 Old South Rd., Nantucket, MA 02554. A complete description of the position and qualifications is available at http://www-hrs.csun.edu/employment. Before preparing materials, candidates are strongly urged to review the CSUN employment Web site, as well as the CSUN Web site, http://www.csun.edu.

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Dr. Gail Dinter-Gottlieb, Dean

Please mail or fax resumes for all Dyson positions to the attention of Michael Roberts,
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Modern Languages and Cultures - University Wide
Assistant Professor: French, Italian, Spanish

Political Sciences - University Wide
Assistant Professor: American Government

Publishing - Midtown
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Communication Studies - New York
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School of Education

Dr. Janet L. McDonald, Dean

Secondary Education - Westchester
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Please note that only one of the above Lecturer/Assistant Professor positions will be hired

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Lubin School of Business

Dr. Arthur L. Centonze, Dean

Management and Management Science - Westchester
Assistant Professor: Strategic Management

Management and Management Science - New York
Assistant Professor: Human Resource Management

Marketing - New York and Westchester (2)
Assistant Professor: Advertising, Selling and Sales Management, Integrated Marketing Communications, Interactive Marketing, E-Business, Business-to-Business Marketing

Lienhard School of Nursing

Dr. Harriet R. Feldman, Dean

Graduate Nursing and Family Practitioner - Westchester
Associate Professor: National Certified Family Nurse Practitioner

U/G Nursing and Adult Health Nursing - Westchester
Assistant Professor: Adult Nursing

School of Computer Science and Information Systems

Dr. Susan M. Merritt, Dean

Information Systems - Westchester
Assistant Professor: Telecommunications Policy, Planning & Environment, Emerging Technologies Policy, Planning Management, Emerging Technologies Development, Core Information Systems Disciplines

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Assistant Professor: Telecommunications, Analysis and Design, Database Management, Project Management, Security, Web Programming and Design

Technology Systems - University Wide
Assistant Professor: Intro to Computing, End-User Computing including Network, Security and Telecommunications

School of Law

Dean David S. Cohen

Assistant/Associate Professor - White Plains

Application review will begin November 15, 2003 and will continue until positions are filled. For full consideration, please mail letter of interest, curriculum vitae, and 3 letters of reference by the above date as follows: **(Name of Department), c/o (Dean of School), Pace University, One Pace Plaza, New York, NY 10038.** Please visit our **website www.pace.edu**

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The Haas Center for Public Service, a pioneering program at Stanford University, seeks an inspired national leader with a keen commitment to the values of community and civil society to serve as its Director. The Haas Center is a university-wide institution dedicated to preparing Stanford students to be committed citizens who take an active role in building stronger communities and societies. Each year, the Center involves 2500 students in academic and co-curricular programs in the local community, at the state and federal levels, and overseas. With 24 full-time staff, 30 student staff and an operating budget of $2.5 million, Stanford's Haas Center is currently ranked first for service learning among colleges and universities by *U.S. News and World Report.*

Entering its twentieth full year of operation the Haas Center is recognized as a path-breaking institution elevating the public service mission of higher education. At a time of national concern about the level and quality of citizen engagement in America, the Haas Center's work responds to three factors - the urgent need for more effective leadership to address community problems, growing student expectations that they be prepared for lifetimes of citizenship and service to society, and the opportunity to make more of the University's considerable resources. The Center offers programs to connect academics and service, develop student leadership and engage with communities.

The central challenges for the new Director include setting vision and priorities and channeling resources towards those goals; positioning the center within the University as a place of academic excellence, teaching and scholarship; attracting diversified sources of support for half the annual budget and an $8 million campaign for endowed funding; enhancing the University's commitment to working with and for local communities; and leveraging the advisory wisdom of three official boards involving faculty members, alumni and friends, and students.

Whether from an academic, non-profit or public sector background, the Haas Center's next leader will be a mature and accomplished leader, with a vivid and compelling presence, and a passion to take the mission as her/his life's work.

Confidential inquiries, applications and nominations should be directed (preferably by email) to:

Mr. Aly Kassam-Remtulla
Isaacson, Miller
334 Boylston Street, Suite 500
Boston, Massachusetts 02116
Email: aremtulla@imsearch.com

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For more information on the Haas Center visit
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MICHIGAN STATE UNIVERSITY

POSITION ANNOUNCEMENT

EXECUTIVE DIRECTOR PERFORMING ARTS FACILITIES AND PROGRAMS

Michigan State University is seeking an experienced administrator to manage the performing arts facilities, consisting of the Wharton Center with 2,400 and 600 seat halls, and the Auditorium with a 4,000 seat and 700-seat facility using a common stage. The Executive Director plays a major role in nurturing the performing arts in the region and is responsible for policy affecting all departments and artists using the facilities. In addition to an extensive presenting season, the School of Music, Department of Theatre, and other academic units, as well as the Greater Lansing Symphony Orchestra and community organizations, and student groups utilize the facilities. The Executive Director is responsible for the scheduling of all uses of the facilities in a fair and balanced manner.

The Executive Director is expected to take the lead in communicating with the Center's community based Advisory Council and volunteer organization, Inner Circle. The Executive Director has direct responsibility for a budget currently in the $8-10 million range. This responsibility also includes leadership in seeking non-university financial support for the Center and its programs. The Executive Director is expected to be a proven fundraiser.

The Executive Director is responsible for planning and booking Wharton Center presentations and to provide access opportunities for the mid Michigan community. The Executive Director is also responsible for supervising professional staff that includes operations, finance, marketing, development, and arts education. The Executive Director reports to the Provost through the Assistant Provost for University Outreach and Engagement.

The Executive Director is expected to have a minimum of ten years administrative experience in a major performing arts environment with a minimum annual budget of $5 million. An awareness of university structures and operations is essential as well. The Executive Director will be expected to have a history of good financial management and the ability to balance competing values and needs against available resources. The Executive Director must be experienced in current booking practices and artist contract provisions, and have strong negotiating skills.

Salary and compensation packages are commensurate with experience. The University wishes to fill the position by 1 January 2004. The University will continue to accept applications until a list of final candidates is chosen. Michigan State University is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, minorities, veterans, and persons with disabilities. Complete information on the Position, Michigan State University and the Wharton Center can be accessed on their web sites:

www.msu.edu
www.whartoncenter.com

A letter of application, resume, and a list of not more than four references should be sent to:

PAFP Search
Hiram Fitzgerald, Ph.D.
Assistant Provost for Outreach and Engagement
22 Kellogg Center
Michigan State University
East Lansing, Mi 48824

UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802 and continues to be the Nation's premier leader development institution. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating enlightened military leaders of strong character whose minds are creative, critical, and resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley.

ASSISTANT/ASSOCIATE PROFESSOR/PROFESSOR (Mechanical Engineering): The Department of Civil and Mechanical Engineering invites applications for two full-time faculty positions in mechanical engineering starting mid-June 2004. The positions will be filled at the appropriate professor level commensurate with experience and accomplishments. The successful candidates will be principally responsible for teaching undergraduate mechanical engineering courses in the areas of materials, dynamic systems/vibrations/control, thermal sciences, and/or engineering design in the Academy's ABET-accredited mechanical engineering program. Other responsibilities include scholarship, participation in professional development activities with students outside the classroom, junior faculty development, and service. The applicants must have an advanced degree (Ph.D.) in mechanical engineering. Professional registration and practical experience in engineering design are desirable. Superior communication skills and dedication to excellence in teaching are absolute requirements of this position. The applicants should have a special interest in becoming a part of this unique institution. For more information about the U.S. Military Academy, visit our web site at www.usma.edu. The successful candidates will receive a three-year renewable appointment. **To receive full consideration, send curriculum vitae, three letters of recommendation, and a DD 214 (if claiming veteran preference) to: LTC Daisie D. Boettner, Ph.D., Mechanical Engineering Search Committee, Department of Civil and Mechanical Engineering, Building 752, U.S. Military Academy, West Point, NY 10996. Applications will be accepted through December 15, 2003**

PROFESSOR OF PHILOSOPHY: The Department of English, invites applications from senior Associate Professors or Professors of Philosophy for a renewable six-year appointment at the rank of Professor beginning in July 2004. The Department of English teaches four core-curriculum courses that involve the entire Corps of Cadets-basic composition, literature, philosophy, and advanced composition-and administers an interdisciplinary majors program in Art, Philosophy, and Literature that includes a broad range of philosophy electives. Candidates for this position will be evaluated according to the following criteria: (i) exemplary service at the academic rank of professor or associate professor; (ii) a record of distinguished scholarship; (iii) substantial college teaching experience; (iv) broad disciplinary expertise; (v) knowledge of current pedagogical theories and practices; (vi) the desire and ability to mentor both cadets and junior faculty. Specific duties include teaching upper-level undergraduate courses as well as the core course in philosophy; providing advice to the department head concerning departmental programs and curriculum development; contributing to faculty development; serving on faculty committees; and serving as faculty advisor to cadets majoring in the Art, Philosophy, and Literature program. Dedication to excellence in teaching is an absolute requirement. The Academy encourages and strongly supports research and publication. Applicants need not have any military experience but must have a genuine concern for the development of competent, committed military officers. Salary is commensurate with qualifications and experience. USMA offers renewable appointments in lieu of tenure. **To receive full consideration, submit a letter of application, curriculum vitae, contact information for at least three references, and a DD214 (if claiming veteran's preference) to the Department of English, ATTN: Ms. Gen Hart, U.S. Military Academy, 607 Cullum Road, West Point, NY 10996-1791; phone (845) 938-2501/3967; fax (845) 938-2562; e-mail Genevieve.hart@usma.edu. All application papers must arrive by mail before November 1, 2003.**

ASSISTANT PROFESSOR (Nuclear Engineering): The Department of Physics is seeking applications for this full-time position, which begins 15 December 2003. The initial appointment is for three academic years; it may be extended in increments of three or more years thereafter. Opportunities and salary for summer research are available. Applicants must hold an advanced degree (Ph.D.) in nuclear engineering. Duties will include teaching nuclear engineering courses and associated laboratory programs for cadets majoring in nuclear engineering, as well as teaching introductory calculus-based physics courses and associated laboratories. In addition, the applicants will be expected to participate in research. **Questions about the position should be referred to Colonel Edward Naessens, (845) 938-3354/edward.naessens@usma.edu. See http://www.dean.usma.edu/physics. Send curriculum vitae, 3 letters of recommendation, and official transcripts to the United States Military Academy, Department of Physics, ATTN: COL Edward Naessens, West Point, New York 10996. Applications should be received by 15 September 2003.**

ASSISTANT PROFESSOR (Mathematics): The Department of Mathematics is seeking applications for this Three-year, non-renewable (non-tenured track) appointment, expected to begin 1 July 2004. Applicants will be evaluated according to the following factors: (i) An advanced degree (PhD) in mathematics, applied mathematics, operations research, statistics or mathematics education, or closely related field, (ii) possess the ability to teach mathematics courses in the USMA core program (elementary discrete dynamical systems, calculus, differential equations, linear algebra, probability and statistics), (iii) have the desire and ability to participate in the Center for Faculty Development, a three-year teaching-research program, (iv) have the desire and ability support the personal growth and develop of cadets in and out of the classroom, as a role model for future leaders of the Nation, (v) have the desire and ability to advise junior faculty on teaching matters and with an emphasis on scholarship. **In order to receive full consideration, applications must contain a curriculum vitae, transcripts, a statement of teaching philosophy and career goals, and three letters of recommendation. For maximum consideration, above materials must be submitted by 30 September 2003. Send required information to: Department of Mathematical Sciences, ATTN: Personnel Officer, Official Mail and Distribution Center, 646 Swift Road, West Point, New York 10996, (845) 938-8133.**

ASSISTANT/ASSOCIATE PROFESSOR/PROFESSOR (European History): The Department of History is seeking applications for this full-time position, which begins on or about 1 July 2004. The initial appointment is for three academic years; it may be extended in increments of three or more years thereafter. Candidates for this position will be evaluated according to the following factors: (i) Advanced Degree (Ph.D.) in history. Preference will be given to candidates with fields in early modern or modern European history. (ii) Professional teaching/research experience. (iii) Mastery of historical methods and research techniques to perform analytical research on broad historical topics. (iv) Knowledge and mastery of educational principles and instructional methods and practices to develop and teach assigned courses (two-semester History of the World survey, electives, colloquia, and directing theses). (v) Knowledge of archival sources for areas of specialization. Questions regarding this position can be directed to Colonel Lance Betros, Department of History, (845) 938-3300 or e-mail: Lance.Betros@usma.edu. **Review of files will continue until 31 December 2003.** Appointment includes benefits. **To receive full consideration, applicants should send a curriculum vitae, transcripts, a statement of teaching philosophy and career goals, three letters of recommendation and a DD214 (if claiming a Veterans Preference) to: Major Henry Davenport, United States Military Academy, Department of History, Thayer Hall, Bldg 601, United States Military Academy, West Point, NY 10996. Telephone 845-938-3148, DSN: 688-3148, email: Henry.Davenport@usma.edu.**

The above positions are not restricted to U.S. Citizens, but non-citizens cannot be hired if qualified citizens are interested and available. Salary is commensurate with experience.

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HISPANICS CAN NAVIGATE THE ROAD TO LAW SCHOOL

Rosie Carbo, a graduate of The University of North Texas and a member of the National Association of Hispanic Journalists, is an international free-lance writer/reporter. She is currently applying to law schools.

When I chose to go to college, the first obstacle to admission was the Scholastic Achievement Test. Without help of a teacher or counselor, I dived right in, passed it, and was accepted at a local college.

In 1996, when I decided to apply to law school, I didn't dive right in. Instead, I spent more than $800 on an LSAT preparatory course. The prep course representative had enticed me to enroll in the course by telling me that writers generally did very well on the LSAT. Okay. I was a little gullible.

I reviewed the LSAT questions–most of which consist of reading comprehension and logical reasoning–and decided it would be easy.

That was my first mistake. I was dead wrong about the crucial exam that determines who'll enter the nation's top law schools.

The prep course was supposed to help me earn a score worthy of a reputable Texas law school. That never happened. I scored 139 the first time, 137 the second time, 138 the third. I was crushed. And convinced it was impossible to overcome low LSAT scores.

And after a six-year "paper chase," at a cost of more than $20,000, I want to warn prospective Hispanic law students not to make the same mistakes I've made.

Nationally, statistics show that Hispanics, on average, score significantly lower on the LSAT than do Anglo-Americans. But statistical information should not be a clarion call to give in and accept a low score.

I want to tell other Hispanics that it **is** possible to rise above low LSAT scores–despite warnings to the contrary by the Law School Admissions Council (LSAC), which oversees the exam. I want them to know that not only should they want to excel but that the only alternative is a law school from which they'll emerge stigmatized.

Law schools that eagerly admit low-scoring minorities might be more interested in the students' deep pockets than in ensuring their success. I know firsthand because I became a first-year law student at one of these law schools in 1999.

It was here that I discovered that many of my Hispanic law school colleagues had LSAT scores as low as mine. And instead of trying to overcome our scores, we had all given up on attending the law schools of "our choice" and settled on schools that chose us.

This is not an indictment of the LSAC. It is meant to focus attention on its practice of discouraging test-takers from trying again.

The road to a law degree is paved with many obstacles. But all Hispanic law students would do better to believe that they **can** break through the LSAT barriers. They need to believe that they have the intellect necessary to master this exam, including the mind-boggling logic games.

There are very good reasons why a prospective law student might do poorly on the LSAT the first time. One is that the test-taker lacked a true understanding of the exam's structure. But after recently taking the exam a fourth time, and scoring 144–five points higher than my previous scores–I feel I have finally proved that it can be done.

That is why I feel so strongly that test-takers should not be painted into a corner and told not to keep trying. All that doom and gloom becomes a self-fulfilling prophecy that hurts prospective Hispanic law students. And once you've been around the legal education block several times, it's easy to see why. Many Hispanic students go into the exam feeling unsure and less self-confident than their Anglo-Saxon counterparts. They don't need to be told that Hispanics are greatly underrepresented in the field of law. They already know that *Hopwood* effectively shut the door on Hispanics and other minorities.

So it's neither surprising nor unpredictable that many prospective law students would accept a low LSAT score as final and jump at an invitation to attend a less-than-reputable law school. In the long run, however, Hispanic law students have found that they've been hindered rather than helped by responding to less-than-desirable law schools, even those sanctioned by the American Bar Association.

The consequences of accepting low LSAT scores are costly for Hispanics and delay their advancement in the field of law.

As the United States, and Texas in particular, sees its Hispanic population balloon, I don't think it's fair to keep relegating Hispanic law students to marginal law schools. These schools are not interested in preparing them for the challenges that a new generation of Americans will bring.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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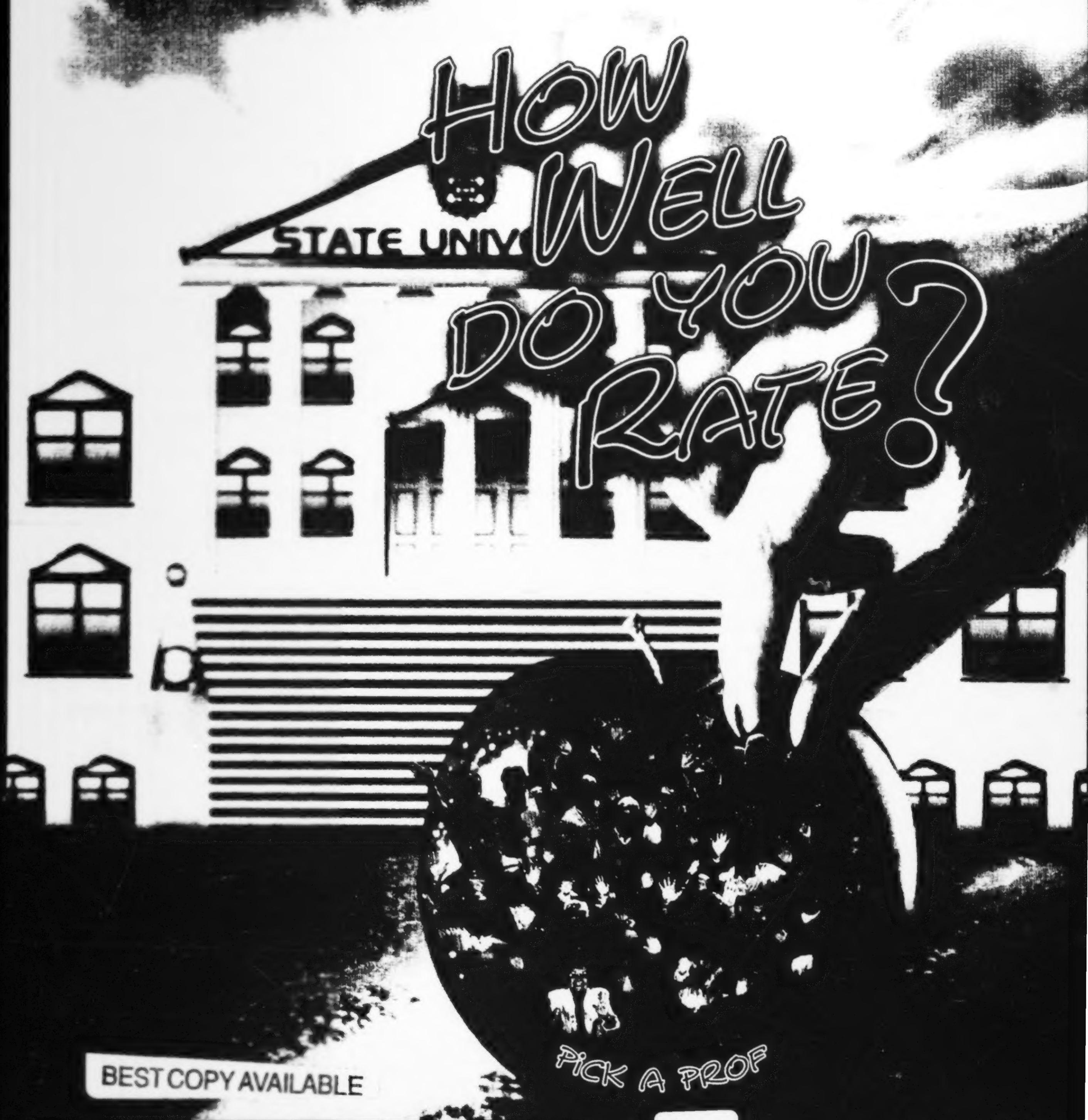
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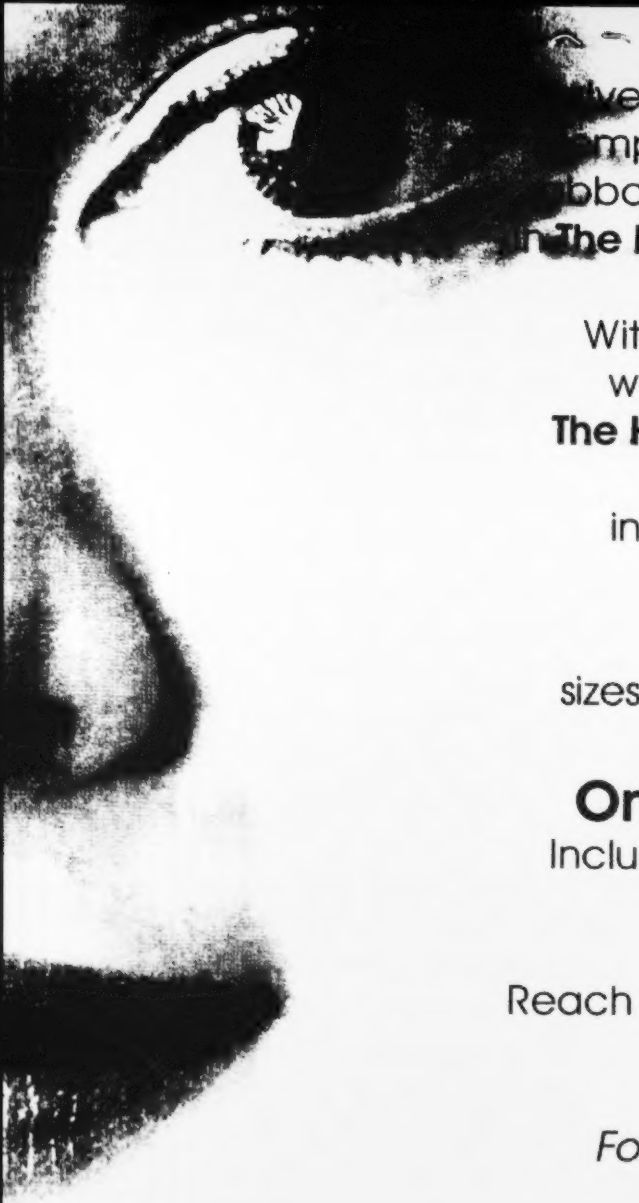

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Esquina Editorial

Dear Colleagues

We talked to Bill and Judith Moyers recently about their TV show, "NOW with Bill Moyers," a program that offers not shouting heads but engaging and informative talk about important topics. Mr. Moyers told us, "The voices of Richard Rodríguez, Hernando DeSoto, Ossie Davis, and Arundhati Roy have been among the most compelling we've aired." The Moyers are committed to presenting diverse perspectives and told us, "It also happens to make for great television."

Our Moyers interview appears in the next issue. Also featured is a Western Washington University program that's turning landlocked Latinos from colleges throughout the country into marine scientists, as well as a report on efforts to protect immigrant workers from rampant abuse.

MALDEF and the Southern Poverty Law Center are joined in a lawsuit against particularly nasty vigilante actions at the border, but anti-immigrant, racist events take place in other venues, too, including Farmingville, N.Y., where teenagers recently firebombed the home of a Mexican family, two doors down from the home of Mexican immigrants nearly beaten to death two years ago after being picked up for what they thought was a job offer. The SPLC, which created the award-winning "Teaching Tolerance" program, is now distributing new materials on how to fight hate on campus and elsewhere.

In this issue, you'll read about increased recruitment and training of potential teachers, the economics and status of a teaching career, the growing number of rate-a-prof programs, and the laudable work of La Raza founder and crusading leader Raúl Yzaguirre.

As you say goodbye to summer and gear up for the new academic year, *Buena Suerte and mucha salud!*

Suzanne López-Isa
Managing Editor

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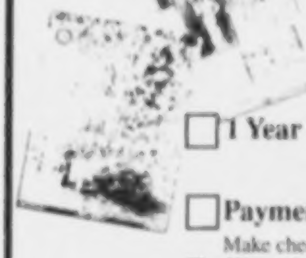

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First Impression

by Mary Ann Cooper

¡Hola, Bloomington!

Hispanic students at Indiana University (IU) cramming for a test on a Sunday night can flip on the radio and listen to Latin sounds and a rundown of local happenings, now that Bloomington has launched its first Spanish-language radio program, which features news, an events calendar, and music. "Hola Bloomington" is an initiative of city officials, working with the local radio station to meet the needs of its diverse residents, including Hispanic college students at IU. The point they make is that the Internet and cable TV can provide national news to Hispanics, but not the local flavor and buzz of their own communities. This program seeks to fill the gap of local news and entertainment in Spanish in their community. The weekly hour-long program premiered in March and airs every Sunday evening at 8:00. The response to "Hola Bloomington" has been positive, and its creators say Spanish-speaking residents have been very supportive of their efforts to keep them connected to what's happening in the city.

Test Your Hispanic Marketing Savvy

According to the University of Georgia's Selig Center for Economic Growth, the buying power of the burgeoning Hispanic population in the U.S. was estimated at $580.5 billion last year. That number is expected to hit $926 billion by 2007. But, advertisers have yet to rise to the challenge of reaching this demographic sector. According to the Association of Hispanic Advertising Agencies, companies spent $3 billion on Hispanic marketing in the previous year. Even though that is an increase from the $1.4 billion spent in 1997, it consumes just 3.2 percent of the companies' advertising coffers. It simply has not kept pace with the U.S. Hispanic population, which stands at 12.5 percent. The Association also points out in its survey Right Spend II that how money is spent by advertisers is just as critical as how much they spend. The survey recommends that advertising budgets should be weighted more toward the insurance, travel, and entertainment industries as areas of great interest for Hispanics. It also suggests that advertisers trying to reach Hispanics would be wise to devote 35 percent of their budget on hand-held video games and 15 percent on luxury cars.

Full-Court Press On Education

The White House and leading Hispanic organizations have joined forces to work to improve the educational performances at the grass-roots levels in communities in eight cities across the nation. The initiative is called Partners in Hispanic Education and includes the U.S. Hispanic Chamber of Commerce, Hispanic Association of Colleges and Universities, Hispanic Association on Corporate Responsibility, and the White House Initiative on Educational Excellence for Hispanic Americans. The group will go to San Diego, Calif.; Miami, Fla.; El Paso, Texas; Las Cruces, N.M.; Tucson, Ariz.; Detroit, Mich.; and New York City. In each city they will have a town meeting, workshops for parents, students, teachers, and business leaders. While the program springs from the Bush administration's No Child Left Behind Act requiring local schools to improve basic skills among Hispanics and others, the program will also feature financial aid seminars for families to give them options for continuing their child's education beyond high school.

Title: Diasporic Musical Cultures
College: Carleton College, Northfield,
Minnesota
Department(s): American Studies
Professor: Wilson Valentin-Escobar
Conducted in: English

Studying the music of a culture can be a window into its soul. This 6-credit seminar reviews and analyzes Afro-Latino musical genres of the Circum-Atlantic Caribbean and its Latina/o Diaspora, including salsa, merengue, bachata, bomba, plena, boogaloo, latin jazz, and rap. Employing interdisciplinary perspectives, students are expected to read and discuss various theories of popular music. The groundwork for this is laid by a comprehensive examination of some of the key texts in the field of Latina/o popular music. A background in cultural and Latino studies is helpful, but not required. The instructor employs guest speakers, multimedia presentations, and where possible, a field trip to aid in-class discussions and help develop a better appreciation of the subject matter.

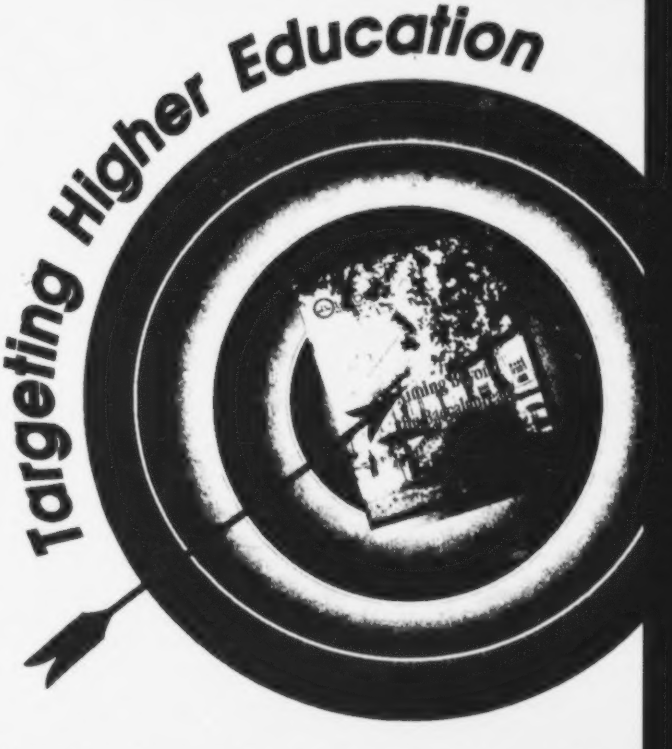
***Every month, this section will profile a unique course pertaining to Hispanics, drawn from a wide range of departments in colleges and universities across the country. If you would like to submit a '1st Class' course, please e-mail the details or syllabus to* MACOutlook@aol.com**

Cervantes and Wind Mills

Spanish President José Maria Aznar traveled to New Mexico in part to visit the National Hispanic Cultural Center in Albuquerque and in part to talk trade with the state's governor. The cultural center is linked to a branch of the Instituto Cervantes, a Spain-based academy named for author Miguel de Cervantes. The partnership between New Mexico and Spain seeks to celebrate Spain's language and cultural heritage in the U.S. Aznar's trip made history as it was the first by a Spanish president to New Mexico. Aznar also met with state lawmakers and renewed acquaintances with Gov. Bill Richardson. Aznar and Richardson discussed trade issues, including Spanish investment in New Mexico's wind energy programs and New Mexico's interest in purchasing Spanish-made railroad cars. Their friendship goes back to the days when Richardson was U.S. ambassador to the United Nations. AP reported Richardson as concluding that Aznar's visit "is an indicator of New Mexico's growing importance in national and international affairs."

The Information Age

by Gustavo A. Mellander



We live in rapidly changing times heavily influenced by an onslaught of metamorphosing technology. Many have dubbed our era The Information Age—an era that will transform the world as much as the Industrial Revolution did. The new age will see a rapid and efficient transference and sharing of information, which will underpin not only the world economy but influence the types of governments throughout the world.

On a more personal level, our nation's higher education has been heavily affected by this revolution as well. Many colleges expect freshmen to arrive on campus computer-literate and with a trusty laptop. That isn't a problem for most of them. Indeed, many students arrive on our college campuses so computer-sophisticated that they have embarrassed less proficient faculty members.

Computer labs abound, advanced computer classes thrive, and it's hard to find a college that does not offer distance learning classes. Some colleges thought they would be moneymakers, but in many cases that has not been the case. Technology is expensive and changes so quickly that it becomes outdated on many campuses before it is fully understood by all.

Many colleges, in an attempt to reach students who could not attend classes on campus and earn a few extra dollars as well, offered a slew of Internet/distance-learning classes. An interesting nationwide study recently pointed out that more than half of the Internet/distance-learning courses offered were being taken by students living on campus. (They found it more convenient to stay in their dorms.) The dreams of reaching new students in far away places has not panned out.

Mass Methods of Communication

When you get right down to it, the new revolution is primarily a rapid method of communication. There is some history to remember. Other modes of communication such as radio, movies, and television had long been able to ignore national boundaries to spread their message, without concern for political or ideological frontiers. Restrictive governments did not appreciate that, so, one way or another, their impact was at times blunted. Restrictions kept the message completely out or so censored the story as to render it impotent.

Those were mass methods of communication. The new revolution has succeeded and promises to be even more effective because it is essentially a one on one means of communication—a key tool being the very personalized Internet. It has already become an increasingly vital and necessary tool on our campuses. It is easy to logon to an unending worldwide database. Faculty have been thrilled to have that resource available to their students.

On the other hand, dictators and those who attempt to control independent thinking try to restrict free and open Internet traffic. But time is against them. The human hunger for facts and desire to exercise freedom is stacked against the power of those who wish to put the genie back in the bottle.

The power of information freely distributed one on one is a new worldwide phenomenon. We saw that power at work in the collapse of the Soviet Union. The old men who rule China fear it. Arab oligarchies do as well.

One's conversion can start as mundanely as imaginable. Every day more people go online to conduct such simple day-to-day activities as personal correspondence, shopping, and simple information gathering. It's a few short taps on the keyboard to serious research and business transactions. With every passing day, being digitally connected becomes ever more critical to one's personal economic, educational, and social advancement.

America's Situation

Now that a large number of Americans use the Internet to conduct daily activities, people who lack access to those tools are at a growing disadvantage. Therefore, raising the number of those digitally included–by increasing the number of Americans afforded the technology tools of the information era–should be a vitally important national goal.

There is some good news and some bad news. In a recent government report, *Falling Through the Net: Toward Digital Inclusion*, the extent of digital inclusion was measured by studying households and individuals that have computers and Internet connections.

Once again a report confirms that Hispanics, as has been true since the very beginning, lag behind.

A Five Year National Snapshot

Although the data collected is a few years old, we can assume the trend has continued unabated. In short, the overall level of U.S. digital inclusion is rapidly increasing.

The share of households with Internet access soared by 58 percent, rising from 26.2 percent in December 1998 to 41.5 percent in August 2001.

More than half of all households (51.0 percent) have computers, up from 42.1 percent in December 1998.

There were 116.5 million Americans online at some location in August 2001, 31.9 million more than only 32 months earlier.

Most Americans Connected

The share of individuals using the Internet rose by 35.8 percent, from 32.7 percent in December 1998 to 44.4 percent in August 2001. It is estimated that more than half of all Americans were using the Internet by the middle of 2002.

The movement is very egalitarian. The rapid uptake of new technologies is occurring among most groups of Americans, regardless of income, education, race or ethnicity, location, age, or gender, suggesting that digital inclusion is a realizable goal for all. Groups that have traditionally been digital "have-nots" are now making dramatic gains:

The gap between households in rural areas and households nationwide that access the Internet has narrowed from 4.0 percentage points in 1998 to 2.6 percentage points in 2000. Rural households are much closer to the nationwide Internet penetration rate of 41.5 percent. In rural areas, 38.9 percent of the households have Internet access, a 75 percent increase from 22.2 percent in December 1998.

Money, Money, Money

Although Americans at every income level are connecting at far higher rates from their homes, particularly at the middle income levels, an income divide exists. Computers, though not really expensive, are not cheap either, and it is difficult for low-income families to purchase them.

Internet access among households earning $35,000 to $49,000 rose from 29.0 percent in December 1998 to 46.1 percent in August 2000. Today, more than two-thirds of all households earning more than $50,000 have Internet connections. A closer examination of the data reveals that 60.9 percent of households earning $50,000 to $74,999 are connected. The percentage rises with family income–77.7 percent of households earning above $75,000 are connected.

Education and Hispanics

Access to the Internet is particularly noted in those households with some high school or college education. Households headed by someone with "some college experience" showed the greatest expansion in Internet penetration of all education levels, rising from 30.2 percent in December 1998 to 49.0 percent in August 2001.

Hispanics, while they still lag behind other groups, have shown impressive gains in Internet access. Their households have experienced a tremendous growth rate during this same period, rising from 12.6 percent to 23.6 percent. College students frequently influence a family's decision to buy a computer.

Gender and Age

The disparity in Internet usage between men and women has disappeared. In December 1998, 34.2 percent of men and 31.4 percent of women used the Internet. By August 2000, 44.6 percent of men and a statistically indistinguishable 44.2 percent of women were Internet users. In early 2003 it was reported that women users had exceeded men.

Individuals 50 years of age and older are among the least likely to be Internet users. The Internet use rate for this group was only 29.6 percent in 2001. However, individuals in this age group were almost three times as likely to be Internet users if they were in the labor force than if they were not.

This group, while still less likely than younger Americans to use the Internet, experienced the highest rates of growth in Internet usage of all age groups: 53 percent from December 1998 to August 2001, compared to a 35 percent growth rate for individual Internet usage nationwide.

Gaps for Hispanics

Large gaps remain regarding Internet penetration rates among households of different races and ethnic origins. Asian Americans and Pacific Islanders have maintained the highest level of home Internet access–56.8 percent.

Blacks and Hispanics, at the other end of the spectrum, continue to experience the lowest household Internet penetration rates, at 23.5 percent and 23.6 percent, respectively.

Large gaps for Blacks and Hispanics remain when measured against the national average Internet penetration rate. The divide between Internet access rates for Black households and the national average rate was 18.0 percentage points in August 2001 (a 23.5 percent penetration rate for Black households, compared to 41.5 percent for households nationally). That gap is 3.0 percentage points wider than the 15.0 percentage point gap that existed in December 1998.

The Internet divide between Hispanic households and the national average rate was 17.9 percentage points in August 2001 (a 23.6 percent penetration rate for Hispanic households, compared to 41.5 percent for households nationally). That gap is 4.3 percentage points wider than the 13.6 percentage point gap that existed in December 1998. With respect to individuals, while about a third of the U.S. population uses the Internet at home, only 16.1 percent of Hispanics and 18.9 percent of Blacks use the Internet at home. Differences in income and education do not fully account for this facet of the digital divide. Estimates of what Internet access rates for Black and Hispanic households would have been if they had incomes and education levels as high as the nation as a whole show that these two factors account for about one-half of the differences.

With regard to computer ownership, the divide appears to have stabilized, although it remains large. The August 2001 divide between Black households and the national average rate with regard to computer ownership was 18.4 percentage points (a 32.6 percent penetration rate for Black households, 51.0 percent for households nationally). That gap is statistically no different from the gap that existed in December 1998. Similarly, the 17.3 percentage point difference between the share of Hispanic households with a computer (33.7 percent) and the national average (51.0 percent) did not register a statistically significant change from the December 1998 computer divide.

Two-parent households are nearly twice as likely to have Internet access as single-parent households (60.6 percent for dual-parent, 35.7 percent for male-headed households, and 30.0 percent for female-headed households). In central cities, only 22.8 percent of female-headed households have Internet access. Even with broadband services, a relatively new technology used by only 10.7 percent of online households, there are disparities. Rural areas, for example, are now lagging behind central cities and urban areas in broadband penetration at 7.3 percent, compared to 12.2 percent and 11.8 percent, respectively.

Americans are using the Internet in the following ways:

- E-mail remains the Internet's "killer application."
- 79.9 percent of Internet users reported using e-mail.
- Online shopping and bill paying are seeing the fastest growth. Low-income users were the most likely to report using the Internet to look for jobs.

America is becoming more computer savvy. More people are purchasing one, but data also shows that schools, colleges, libraries, and other public access points continue to serve groups that do not have access at home. Hispanics, for example, are far more likely to use public libraries to access the Internet than others.

Summary

Internet access is no longer limited to academicians and defense department bureaucrats. Neither are computers alien luxury items, but a resource used and needed by many every day. Overall, government findings show that there has been tremendous increase in a relatively few years, and the trend continues upward bound. It is, therefore, no surprise that computer ownership and Internet access rates continue to rise rapidly nationwide and for almost all population groups.

Nonetheless, there are still segments of America, such as Hispanics, that are not properly connected. Until everyone in America has comfortable access to these new technology tools, the nation must continue to support steps to expand access to these information resources, that are revolutionizing the world.

RATE-A-PROF SYSTEMS HERE TO STAY

Venting or Valuable Consumer Feedback?

by Marilyn Gilroy

As students register for class this fall, many are using more than the traditional class schedule and course catalogue. They are logging on by the thousands to Web sites that allow them to view student ratings and comments about professors, including their teaching effectiveness, grading patterns, and, in some cases, their looks and sexiness.

"Fun class, always interesting debates and discussion. Sassy."

"Great job! Organized, good looking, great presence. I learned a lot."

(comments from Ratemyprofessors.com)

To prevent outside rating services from moving in, some colleges and universities have decided to offer their own versions of the programs.

Ramapo College of New Jersey students

Ratemyprofessors.com is just one of several Web sites that have caught on like wildfire, giving students a chance to turn the tables and grade their professors.

Some think it is the ultimate effect of the consumerism mentality on education. Rather than see academia as a place that cultivates thinking and learning, many students see college as a high-priced commodity or service, and they are intent on getting the best for their money.

"Students are demanding more information because they see themselves as customers who want the most value for their dollars," said John Swapceinski, founder of RateMyProfessors.com.

Swapceinski maintains that students are the customers of professors, and they absolutely have a right to voice their opinions. He is proud of the site's track record in providing a valuable resource to students.

"RateMyProfessors has over 900,000 ratings, more than Pick-a-Prof, ProfessorPerformance, and probably every other professor rating site combined," said Swapceinski. "Our depth and breadth of information are unparalleled."

Pick-a-Prof, another Web site that posts ratings, also contends that the purpose of its service is to "assist students in course selection to ensure their college education is a successful one."

On the other hand, many professors balk at the sites, saying that they are more a measure of popularity. They also worry that students are looking for easy A's and shunning more demanding courses.

"If the student gets a good grade, they will probably give you a good review," said one professor. "If they get a poor grade, they might be upset and vent their feelings on the Web."

Supporters of the Web sites say that critics are underestimating students. They point out postings such as the one that said: "Fantastic teacher. He expects a lot of quality writing, but you won't be disappointed." Pick-a-Prof founders Chris Chilek and John Cunningham say that students don't take the easy way out because they are savvy enough to know that they must learn something in class in order to have the background they need to succeed in high-level courses.

At any rate, sites like these are not likely to go away. In some ways, the trend is a natural outgrowth of the Web and the First Amendment, with more sites springing up, ranging from those that are sophisticated and professionally run to those that are created by single schools. One of the less established sites is www.myprofessorsucks.com, which recently changed its name to Professorperformance.com, but the content still allows some fairly sophomoric and immature venting.

"I swear, she must have gotten her degree out of a vending machine."

"If there is no way to get out of taking him, I suggest that you bring a coloring book for something to do that is worthwhile. May I suggest a Spider-Man one."

(from Hilarious Posts on Professorperformance.com)

The idea of disgruntled and sarcastic students posting public comments is exactly what concerns academicians. In fact, it was Swapceinski's frustration with one of his own professors at San José State University that led to the creation of RateMyProfessors.

Cunningham and Chilek started their site in 1999 when, as undergraduates at Texas A&M, they realized that students were always asking each other for opinions about professors, but there was no forum for the exchange of information. They had a phenomenal response to the service and have now sold the program to more than 70 college campuses located throughout the nation.

"We serve all kinds of institutions, public and private, two-year and four-year," said Karen Bragg, director of university relations for Pick-a-Prof. "Our clients include big campuses such as the University of Texas at Austin, the University of Maryland, and the University of Utah as well as smaller ones, such as Kennesaw State University in Georgia."

Pick-a-Prof charges a fee for its service that ranges from $5,000 to $10,000, depending on the size of enrollment. It usually enters a partnership with a campus organization, such as the Student Government Association, but it has an alternative fee structure whereby students can be charged directly for using the site.

"Our partnerships are usually with the student government, but at Texas A&M we are in partnership with the bookstore," said Bragg. "Students who register with the site get a $5.00 charge/credit, which is applied when they buy books there."

Bragg points out that the advantage of having a formal relationship or partnership with the institution is that students must be attending the university in order to use the site. By contrast, the RateMyProfessors Web site is free and allows anyone to sign on and post a comment without proof of being a student, leading some to question its credibility.

"In theory, this is a weakness of the site," said Swapceinski. "But in practice, the percentage of people interested enough to rate someone they didn't have as a professor is so small as to be negligible, at least at the schools with a significant number of ratings (more than a thousand or so)."

Critics who challenge reliability of information also object to RateMyProfessors' use of a smiley face for a good rating and a chili pepper symbol to denote sex appeal, which they say demeans higher education. In addition, some of the marketing techniques add little dignity to the enterprise. The Professorperformance site offers incentives, such as gift certificates from Amazon, to beef up ratings at schools with fewer than 25 teachers listed. Other inducements include prepaid phone cards, various electronic devices, and even condoms.

Those who defend the sites say that the service is needed and appreciated. Site owners and operators try to maintain the integrity of the postings by removing offensive and potentially libelous material. At RateMyProfessors, individual administrators are selected for each school. The "admins" handle ratings on a daily basis by reviewing, accepting, correcting, and deleting content.

"We have over 200 student admins who help to ensure the quality of the ratings," said Swapceinski.

At Pick-a-Prof, someone reads every single posting, says Bragg.

"At other sites, they may just be using software that scans for profanity," she said. "But we are more thorough, and weed out personal attacks."

Bragg also says that Pick-a-Prof goes the extra mile to provide accurate and meaningful information.

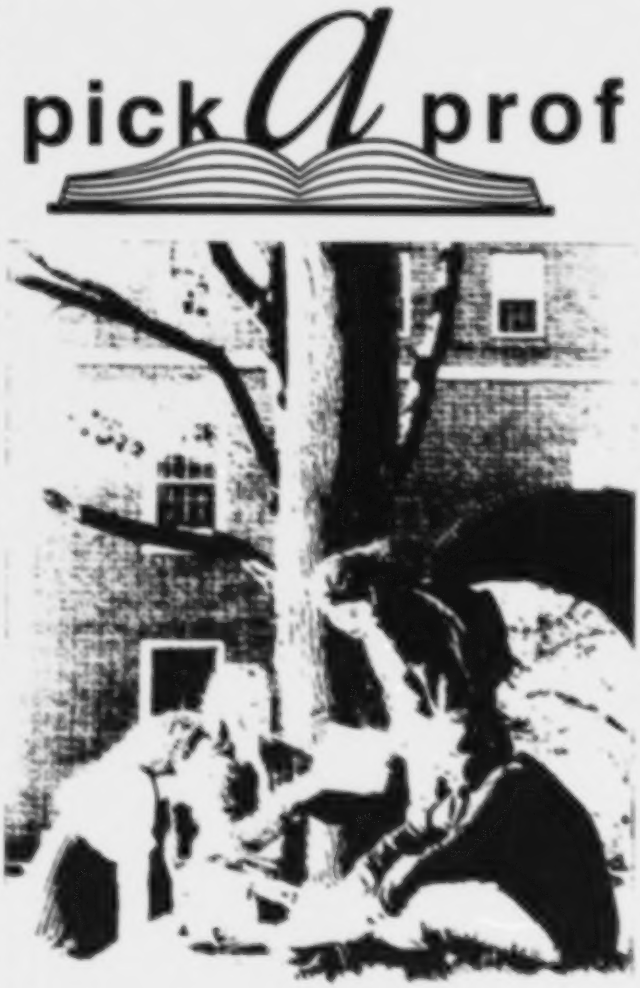
"In some cases, sites only post grades histories, or they accept any review," she said. "They also list the name of the college or university, but when you look it up, it's hard to find a professor with more than one review. It's is also easier to post false information on these sites, such as listing a professor who doesn't even exist."

Pick-a-Prof contends that it wants the information on its site to be helpful to professors, too. For this reason it offers a suite of tools that enable faculty members to connect with students and measure teaching effectiveness at key intervals during the course.

"The additional academic services that Pick-a-Prof developed came about because professors were using the site," said Bragg.

For example, she explains, many universities do not have the capability of offering course evaluation by students during the middle of the semester. Most institutions offer end-of-the-year feedback from students, but faculty have expressed a desire to have feedback earlier on, especially after an important project or big test.

"Our teaching effectiveness tools allow a professor to customize a survey by choosing their own questions that they would like students to answer," said Bragg. "They can then select e-mail addresses of students to be surveyed. The students complete the online scantron form and mail it to



Manhattan College, N.Y., students

us. We compile the results and share it with professors."

Even though both RateMyProfessors and Pick-a-Prof say they want their sites to be helpful to teachers and that 70 percent of the postings are positive, there are professors who are outraged about the ratings. Some have asked to have their name removed, but neither site offers this as an option.

"If they contact us and don't like the review, we try to work around it," said Bragg. "For example, we may encourage the professors to contact other students and ask them to post reviews. Or we may suggest that the professor submit something in writing explaining 'yes, I am tough but here is why.' We may also followup by contacting the student who posted the review."

RateMyProfessors.com

Although the sites have received threats of legal action, as of this writing, no formal complaints have been filed.

Although the sites have received threats of legal action, as of this writing, no formal complaints have been filed. Bragg says that no one wants the process to be adversarial.

"Before we launch the service, we come on campus and meet with the student government," she said. "But we also come on campus and meet with the faculty senate or faculty association. We are willing to discuss the concerns and customize our service to meet the needs of our client."

Perhaps the biggest obstacle in the process has been getting universities to release grade distributions, which are part of open public records. Despite this, access doesn't come automatically, and Pick-a-Prof has to press hard to get the information it needs.

"Working with universities can be very bureaucratic," said Bragg. "Sometimes they don't make it easy. Those grades may be given to us on thousands of sheets with various columns and configurations."

To prevent outside rating services from moving in, some colleges and universities have decided to offer their own versions of the programs. The University of Washington (UW) prints a course evaluation catalog, which summarizes students' ratings of more than 8,000 courses annually. Based on UW's instructional assessment system (IAS), it uses student evaluation forms that are submitted directly to the educational assessment offices, where they are scanned and entered into a database. That analysis is presented in the course evaluation catalog. At Brooklyn College, the student government offers its Teacher Evaluation Handbook, in which students grade teachers on a variety of criteria, such as presentation, workload, etc., on a 0.0 to 4.0 scale just like student GPAs.

However, at a majority of campuses, students have been frustrated and rebuffed by attempts to make faculty evaluations public. The most common student evaluation procedure usually involves a standardized form that asks students to rate professors on various scales and may also provide an opportunity for answers to open-ended questions about the quality of instruction. These evaluations are tabulated and returned to professors but are generally unavailable to students. This means that in four years of undergraduate education, students fill out dozens of computer-coded forms never knowing whether or not they are read by the instructors or if they will produce any changes. There are some exceptions where results are processed and shared within the department, but most institutions do not allow students to have access to faculty review. At best, an individual faculty member may share results with his/her department chair or a committee as part of promotion review.

So students who want this information must fight a long, protracted battle on campus or in court. It's no wonder that they have turned to on-line services, which are becoming bigger and better. Both Pick-a-Prof and RateMyProfessors predict that use of their sites will expand and that they will offer more, not less, features.

"We're constantly working on improvements to the site, and will be rolling out several new features, including better search options and a list of the most highly rated universities," said Swapceinski.

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Future Teachers Project: NASSAU COMMUNITY COLLEGE

Articulation Agreements Are Essential

by
Michelle Adam

> ***"The requirements are so demanding that there is no wiggle room for electives. Four-year colleges are now willing to consider accepting courses from two-year colleges, unlike before."***
>
> **ANNA KATSAVOS**

All too often, community colleges aren't able to offer education programs that truly address the needs of future teachers. With community colleges providing only two years of education, students typically wait until transferring to four-year colleges or universities before seriously beginning studies for elementary and high school teacher certification.

According to Anna Katsavos at Nassau Community College (NCC), a State University of New York (SUNY) school outside New York City, this has been the case for so many of her students.

"We realized that there were a number of students interested in a career in teaching, but they were taking courses haphazardly at Nassau Community College. They were losing credits when they transferred to four-year colleges," said Katsavos, an English professor and prime organizer in supporting future teachers at Nassau. "Even when students took classes in our childcare certification program [which allowed them to become nursery school teachers] or our early childhood program [which prepared them to become teachers' assistants], these credits wouldn't transfer toward teacher certification at four-year-colleges."

During the past five or six years, NCC faculty has this situation, and, through extensive initiatives, is finally beginning to see changes for Nassau education students. Its efforts to create a more collaborative and successful system, whereby students can effectively transfer from Nassau into four-year education programs, has come about through what many are calling the Future Teachers Project at Nassau Community College.

With about 12 faculty and administrators making up the project, students now receive specialized advisement in which courses to take and how to effectively prepare for certification in education. "It's important for students to know where to go. A lot of students in college have been lost," said Project Coordinator Diane Martin.

Students who come into Nassau expressing a potential interest in a degree in education receive mailings and such on what they need to know to become teachers. In addition, Katsavos has formed the Future Teachers Club, which includes a group of students (number of attendees ranges from 20 to 40) who gather once every two weeks to take part in discussions and listen to educators who talk about issues in the field. Speakers address topics such as teaching ESL, first-year teaching

unity College

Anna Katsavos, English professor and prime organizer in supporting future teachers at Nassau Community College experiences, diversity in the classroom, and even methods of teaching the concept of peace and war in the classroom.

"It offers a place for students to know that if they have a question, they can find me," said Katsavos. "The ones who are part of the club do really well. They have gotten scholarships all over the place."

The club provides students with information that they may need to be successful students beyond Nassau. Students are encouraged to take the Liberal Arts and Sciences Test (LAST) prior to leaving Nassau because often it can serve as a good bargaining chip for scholarships at four-year schools. LAST is a state-mandated test normally taken at the end of the fourth year by those seeking teacher certification.

The club, as well as all other efforts of the Future Teachers Project, has inspired tremendous growth in the number of students registered as "future teachers" at Nassau. Since 1999, the total number registered under the project increased from 200 to about 1,200.

"The attention that we have given to this population of students has allowed us to reach them," said Katsavos. "The fact that we have a club has helped increase the number of students who identify themselves as future teachers. We have provided them with an intricate networking center."

The success of the Future Teachers Club has been recognized by the international honor society, Phi Lambda Theta, which now has a chapter on campus. Already, four students have been inducted into the society, which requires a minimum 3.5 GPA, a liberal arts major, and an interest in teaching.

Several faculty, including Katsavos, are serving as mentors to other community colleges with teacher education programs as part of a National Endowment for the Humanities grant.

Forming a committee and club to advocate on behalf of students aspiring to become teachers has provided a starting point for more complex changes that have occurred at Nassau and local four-year colleges during the past five or more years. Not only has faculty been faced with helping students prepare better for a career in teaching, it has also had to address revised New York state guidelines for baccalaureate degree programs in teacher preparation.

"It's important for students to know where to go. A lot of students in college have been lost."

PROJECT COORDINATOR DIANE MARTIN

The new state guidelines, which will impact all students graduating from Nassau in 2004, provide much stricter demands on students interested in becoming teachers. The new standards require that these students receive a general education with a concentration in a discipline area (not just majoring in liberal arts or education), and also have at least 100 hours of field experience, 50 of which need to be in high-need schools. Students must also concentrate their study on a narrower age group that they will ultimately teach–more defined than in the past–and must follow a much more prescribed course load.

"The teachers need to be specialized in a specific subject area, no matter what age level they are teaching," said Martin. "At the same time, teachers need to be tested in so many more areas. And if 80 percent of the students from four-year colleges fail to pass certification exams, four-year colleges lose their certification."

With new state standards, four-year colleges are feeling the pressure to produce articulation agreements with two-year schools and to work more effectively in coordinating curriculum.

Said Katsavos, "The requirements are so demanding that there is no wiggle room for electives. Four-year colleges are now willing to consider accepting courses from two-year colleges, unlike before."

In the past, local four-year colleges were reluctant to give credit to education students for courses taken at two-year colleges, although many of these students had assumed that their work would be transferable, explained Katsavos. "For example, 12 credits in English are required at Nassau in order to be admitted into a four-year college as a liberal arts student. But if you wanted to be in education, then there were specific requirements even in English based on what the state demanded and four-year colleges required. While students may have received liberal arts credit for their course work, they often didn't receive credit toward their education certification," said Katsavos.

Martin added her own view on the situation: "I would have students with a 4.0 average who were likely to receive scholarships. However, the best colleges that they wanted to attend often didn't accept as many of their credits as other schools, and, therefore, these students ended up going to second-choice schools."

Prior to state changes, faculty and administration at Nassau were trying to address this issue. The first step for them was to find out what four-year colleges required of their education students, and then to try to either develop courses that could be transferable within the field of education, or inform their students of the particular courses that they had already

Nassau Community College Future Teachers student Kifah Asfour works with first-graders from the Saw Mill Elementary School in North Bellmore, N.Y.

taken that would definitely transfer to four-year schools.

Logically, this made sense. But, what the Future Teachers Project discovered is that nearly every school had different requirements, and that many were not willing to even accept credits from two-year colleges that would count toward teacher certification.

In March, both Katsavos and Martin attended a New York state teachers education conference where they discovered they weren't the only ones facing such obstacles. "We were shocked by the number of situations where this was going on," said Katsavos. "I think it is because community colleges were seen primarily as vocational schools in the past. Years ago, community colleges didn't have the high transfer rates that we have now. More than 65 percent of our students transfer.

"The only way you could offer education courses until now was by jointly registering with a four-year college. You could collaboratively develop a program. But you would need to do so with one school," said Katsavos. "We feed our students into so many different colleges that we couldn't offer our education programs until now."

With pressure from both Nassau and the state, local four-year colleges are finally developing articulation agreements that rely on a more uniform set of requirements for two-year students to follow. Also, for the first time, NCC is establishing courses that will then transfer for education students at four-year colleges.

"The new state requirements are helping to standardize everything. It's about time," said Katsavos.

NCC has thus far created a Foundation in Education course and a Field Placement in Education course, both transferable to local public and private four-year schools of education and both counting toward teacher education requirements. It has dismantled its childcare certification and early childhood programs in exchange for building programs that offer both a two-year preliminary teacher certification (so students can become teachers' assistants or nursery school teachers), or the capacity to transfer credits for teaching certification acquired after four years of college.

NCC is constructing an associate degree program that provides the first two years of a teacher education track. It will include Early Childhood Education, Childhood Education, and Adolescent Education, with specialization in the most common majors and concentrations. The end goal is to create a virtually seamless transfer and timely completion of degrees for NCC students continuing onto a four-year school of education.

"The greatest challenge has been getting articulation agreements in place, to provide one package for students that all the schools agree to," said Katsavos.

Martin, who's had primary responsibility for negotiating articulation agreements with four-year schools, has witnessed the positive impact of work conducted by the Teachers Project thus far. As she explained, "The students that we have seen recently are doing much better in their transfers," with far fewer stories of credits lost in transfer.

"The new regulations are really changing the state of education," she said. "I think we are going to have better teachers."

Articulation agreements with four-year colleges were in the process of being "signed and sealed" when we interviewed her in June.

"It's been a lot of work," she said. "But it's really been worth it."

HO

Writing Well: A Priority for Faculty and Students

Three CUNY Academics Offer Views

by Karen E. Thuermer

The adage "publish or perish" is more than just words in academia. For those considering a career in academia, be it to teach or do research, getting published can be the essential ticket to staying on the job and obtaining tenure.

"In academia, publishing is required," says Rachel Theilheimer, associate professor at the City University of New York's (CUNY) Borough of Manhattan Community College. "In some cases, getting published is required for advancement, and in others, in order to keep the job."

Fosters Relationships

But Theilheimer sees the task as being beyond job retention. She wrote eloquently on the subject in a recent article in *Change* magazine. While this professor of early childhood education stresses that publishing means "to make writing public," she also addresses the fact that writing fosters relationships between the author and other people.

"Writing is a way to share one's work," she tells *The Hispanic Outlook*. "It is a way to share personal thoughts and work beyond the people I know."

Theilheimer points out in *Change* that writers and reviewers pay "intense attention to one another." "The writer puts herself forth in her writing, and the reader responds from a personal position. Even without knowing the other's identity, the two can develop a level of familiarity that is characteristic of an intense relationship."

Collaborative Activity

Theilheimer adds that while some people consider writing a solitary activity, she finds it to be collaborative.

"In many fields, most people work with others. Therefore, it is important for me to share with my colleagues what I am writing," she tells *HO*. "When I write, I ask my colleagues to read my work, before submitting it for possible publication. I find my writing gets clearer and deeper when I talk with colleagues whose opinions I care about and trust."

Theilheimer also sees academic publishing as a way to participate intellectually in one's field.

"One needs to read a great deal to stay abreast of new developments," she says. "By writing, one is in conversation with other people who are writing and researching similar topics. Writing is also a way to put forth new ideas. It documents the research one has been doing."

A Way of Thinking

Equally important, writing forces thinking through ideas. "Often when one publishes, one is peer reviewed," she adds. "One gets feedback about one's ideas. This helps one do one's job better."

Of course, feedback can vary according to the medium in which one is publishing.

"Writing a book, you work with a publisher," she says. "If it is an article, you contact the publication and work with an editor. I read carefully and decide which publication seems the most suitable. Then I obtain the publication's guidelines and follow them carefully. I submit a cover letter explaining exactly why that publication should consider publishing my article."

In academia, this means submitting an entire finished article. "Once I do that, I cannot submit the same article elsewhere until I hear back from that publication," she explains. "This is why most publications are inundated with articles. It takes time for editors to get back to an author."

And, of course, each author wants his or her work published in the top publication for its subject.

There are two schools of thought as to the style in which an article needs to be written.

"Some people think academic writing should use language that lay people do not understand," says Theilheimer. "After all, we are saying important things so we should say them in language that expresses complex ideas."

But Theilheimer leans toward the other "school of thought"–that in which articles are written clearly, concisely and in laymen's language. In her field of early childhood education, she finds this especially important.

The Hispanic Challenge

Writing and getting published is by no means easy, however. Two other professors at the Borough of Manhattan Community College, both Latinos whose native language is not English, find the task simultaneously challenging and rewarding.

Colombian-born Segundo Pantoja, Ph.D., director of the College's Center for Ethnic Studies, admits that he finds the task of writing well very difficult. "There are the mechanics, the rules, and the subject matter to master," he comments. "The awareness of this difficulty should start early in school, as well as the efforts of parents and educators, to help students not just to overcome the difficulties involved but to develop, if not a passion, at least an interest in writing proficiently."

With increasing numbers of Hispanics entering institutions of higher education and considering a career in academia, Pantoja stresses that Hispanic students for whom English might be a second language are not at any special disadvantage in writing and publishing their works.

"When English is one's second language, it is just a matter of time to bring the level of writing up to mainstream standards," he comments. "That is, as long as there is concomitant investment in the student."

Pantoja sees the problem as the education many of these Hispanic students are receiving in the secondary schools, those institutions where students should be learning to write proficiently.

"Many–I would say the majority–of them are struggling to write well because of the low quality of the schools, the lack of both adequate training and interest in them evinced by the teachers, and the insufficient resources at home, both in material and educational background of the parents. Wherever Hispanic children are not plagued by these circumstances, they rise to any academic challenges they face," he says. "The Latino students who are getting into college with writing deficiencies reflect lacunae in methods of studying, self-discipline, reading, exposure to the world, lack of clarity about their future, etc. Rarely, you find a Hispanic student who cannot write, but who can think clearly. It is a syndrome. Touch one symptom and you touch them all."

Writing Well Is Valuable

Like Theilheimer, Pantoja emphasizes the value of writing well since publishing is crucial for a career in academia.

"Whether one does it to seek fame and fortune or just to comply with the job requirements, it has to be done," he says.

Senior and community colleges vary on this, of course, with the community college giving it less weight than four-year colleges. For example, it is possible to get tenure at a community college without having published a book.

"That's improbable at a senior college," he says. "Now, to be promoted from, let's say, assistant professor to associate professor, authoring a book is required at both types of institutions. Publishing articles is definitely a must; some people say at least two per year. The difference between senior and community colleges may lie in the type of venue, with four-year colleges placing more emphasis on refereed journals."

The venues vary, of course, and there are venues that are more accessible than others. "Publishing books has to do as much with the quality and length of the work in question as with the interests and priorities of publishing houses," he says. "The specialized/professional journals are very difficult for Latinos. We have so few people placed in the editorial and other decision-making boards that getting published there is more the exception than the rule."

Personal Challenges Are Opportunities

As for Pantoja, his writings are from the perspective of a sociologist familiar with some of the happenings in social science disciplines.

"I am also a junior scholar," he says. "Thanks to a professor who saw promise in me, I started my teaching career as soon as I embarked for my master's degree in Latin American studies."

While it took him 10 years to obtain his Ph.D. from the City University's Graduate School, mostly because he had to work and attend part time, the length of his "education" turned into an advantage.

"I was teaching at different undergraduate institutions," he explains. "The disadvantage of a dragging Ph.D. turned to my advantage when I came to compete for a tenure-track position. I could show 13 years of teaching experience when I applied for my current position, and that was a plus at a community college."

He also was able to gain experience as a researcher by working part time as assistant to another professor at the graduate school. The professor took Pantoja under his wing, gave him the opportunity to co-author a book, and played a key role as mentor in his dissertation committee.

"After graduation, he invited me to continue participating as co-investigator in several projects," he says. "This way I have been able to publish, and through him get to know other people who are becoming pivotal in furthering my career."

Pantoja immigrated to the United States after his mother became a legal resident and submitted petitions on his and his siblings' behalf. "She had been undocumented for 10 years," he says. "So, I came to the United States in 1981 at the age of 22. The first thing I did was get a job in a factory."

Meanwhile, he inquired among his Colombian acquaintances about education opportunities and obtained an application to enter CUNY-Queens College. "Because I lacked knowledge of English, I was placed in intensive ESL classes," he reveals. "One year later, I was allowed to take regular college courses. I was aware I was running against time, for age reasons and for monetary reasons, too. Therefore, I worked hard. I attended summer school and took between 18 and 21 credits per semester. I finished the B.A. in three and one-half years."

Interests Set Goals

Patricia Mathews, also a professor at the Borough of Manhattan Community College and a Latina, has a rewarding career in academia, but stresses that she worked hard to get it and to be published.

"I came to the United States as a foreign student from Peru with a scholarship to pursue a master's degree in anthropology," she recalls.

Although while in Peru Mathews studied law, she found herself increasingly interested in legislation that was under development for the immensely diverse cultures in Peru.

"Hired by an NGO to look at the land problems of Quechua-speaking communities, I became more interested in doing research in anthropology and decided to come to the United States," she says. There she obtained her Ph.D. in 1997 from Yale.

"Graduate school was a hard journey because it did not only entail doing well in school, but also learning new styles of writing, reading, and participating as well as interacting in a class/school," she comments. "This was complicated by the difficult social and political unrest in Peru and by the process of becoming a Latino/Hispanic in the United States. It was also hard because I was one of the few Hispanic students in school–one of two in my department!"

Many Obstacles

Mathews points to the many obstacles she had to overcome. "It was hard because I realized that even when there are more opportunities for growth, one needs to overcome assumptions and prejudgments many people have about Latinos in college," she says.

One, she mentions, is the assumption that she was at Yale because of affirmative action, not because of her own merits.

"Wherever Hispanic children are not plagued by these circumstances, they rise to any academic challenges they face."

SEGUNDO PANTOJA, PH.D.,
DIRECTOR OF THE CENTER
FOR ETHNIC STUDIES,
CUNY-BOROUGH OF
MANHATTAN COMMUNITY
COLLEGE

"I find my writing gets clearer and deeper when I talk with colleagues whose opinions I care about and trust."

RACHEL THEILHEIMER,
ASSOCIATE PROFESSOR,
CUNY-BOROUGH OF
MANHATTAN COMMUNITY
COLLEGE

"We live in a writing culture. We transmit our ideas mainly through writing."

PERUVIAN-BORN PATRICIA
MATHEWS, PH.D.,
PROFESSOR, CUNY-
BOROUGH OF MANHATTAN
COMMUNITY COLLEGE

"Even when I realized that at least some Ivy League schools are more international than others, I found this perception still exists in the views of some faculty and administrators," she comments.

Add to that the fact that the writing style in English academia is quite different.

"During the years of graduate study, I became skeptical and lost sight of the main goals that encouraged me once to go for a Ph.D.: that being to understand diversity and fight against social inequality," she says. "I also became disappointed in the pressure for publishing without a real conviction or passion."

Yet, things changed for Mathews after she moved to New York City and began teaching at the Borough of Manhattan Community College.

"Something happened that transformed me and brought me back to my passion for academia," she recalls. "Through teaching such a diverse student population and being part of the Seminar of Writing Across the Curriculum, I have tried to provide different strategies for students to write more and enjoy the process. I have talked about the importance of writing and in the process I have started to write again, like in my early years of graduate school."

A Higher Purpose

Today Mathews stresses the importance of writing beyond just the task of being published.

"We live in a writing culture," she says. "We transmit our ideas mainly through writing."

Hispanics, as well as other groups, she says, "are able to provide new insights and perspectives on almost any topic. Moreover, the experiences of marginalization and the hardships to cross language, geographically and socially, needs to reach mainstream media. Hispanics and people need to know that it can be done."

Models and mentors are very important for both the mentees and the mentors themselves.

As Mathews so eloquently states, "I have learned more about the importance of writing and publishing through my teaching and mirroring some of my students' perseverance to make it, in spite of the innumerable hardships that they must overcome everyday to obtain an education."

[redacted]

National Commission on Writing in America's Schools and Colleges Issues Report

by Tony P. Martinez and Alison P. Martinez

"Writing, education's second "R," has become the neglected element of American school reform....If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts....In short, if students are to learn, they must write."

Thus reports the National Commission on Writing in America's Schools and Colleges, a blue-ribbon panel of educators convened by The College Board.

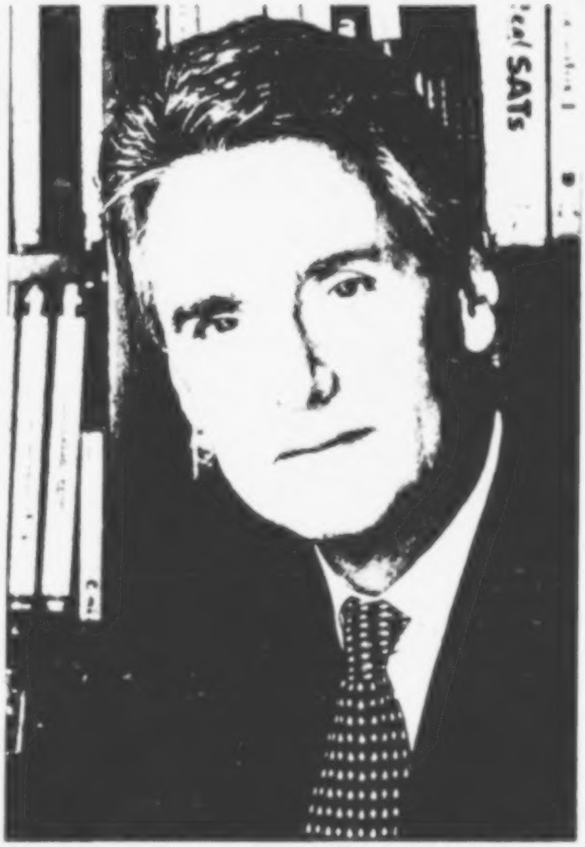
"The creation of the Commission is a loud message that writing is important," declares Gaston Caperton, president of The College Board, who himself took part in the work of the Commission.

"Everybody knows that you have to learn how to write in order to do most jobs today. Writing is also important to cognitive development. It's just a critical skill.

"On the new SAT, which comes out in 2005, there is a writing section with an essay," Caperton says. Until now, the difficulty of reading, evaluating, and scoring thousands of unique essays within a short time according to standard criteria has hindered writing assessment. But The College Board has designed methods of training and communication that take advantage of new technology to meet the challenge.

Readers will be high school and college writing teachers, specially trained by The College Board. They will receive essays at their locations around the country via the World Wide Web. Team leaders will monitor the work of each reader electronically. Readers and leaders will work closely together via telephone.

"I believe the SAT, if used properly, can really improve education in America," says Caperton. "We created the Commission to follow up on the SAT initiative, and to help improve the teaching of writing.



Gaston Caperton, president of The College Board

Fair to Poor Skills

Informed observers agree that students are not currently getting the level of writing skills that they need to live and work effectively in today's society and economy.

The National Assessment of Educational Progress found that four out of five students have mastered basic writing skills for their grade level, but few have achieved proficiency.

The nonprofit public opinion organization Public Agenda surveyed 252 college professors toward the end of the fall term, 2001, asking whether college freshmen and sophomores can write clearly. Only 3 percent of college professors said the clarity of lower-division student writing is "excellent." Twenty-three percent rated it "good." Forty-five percent rated it "fair"; and 28 percent, "poor."

Public Agenda also surveyed employers. Three out of four employers rated graduates of public high schools only "fair" or "poor" in grammar, spelling, and the ability to write clearly.

David Bloome, president of the National Council of Teachers of English, served on the expert Advisory Board to the National Commission on Writing. He explains, "I do not believe that achievement in writing has gone down. I believe that students as a whole are actually writing better now than they have done in the past.

"However, I also believe that the demands and needs for full participation in all segments of our society–in the world of work as well as in our communities and our political system–those demands are rapidly requiring increased ability and sophistication with writing. The gap between what is needed for full and substantive participation for everyone and the writing abilities of our students requires us to focus attention on writing now."

Recommendations

"In the Commission report," Caperton notes, "we were never critical of teachers. We were never critical of schools or universities. We said

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they need support and help, and there need to be more resources."

Carlos Arturo García, who served on the Commission, is superintendent of Clark County (Las Vegas, Nevada.) School District–the first Hispanic superintendent of this, the nation's sixth-largest public school system.

"Even though we've taught reading and literature, we've neglected writing," he observes. One reason is that "Class sizes across the country are ballooning, so the poor teacher who wants to give a quality written assignment, with 30 to 40 students each period and 5 or 6 periods a day–how can the teacher grade so many essays?

"Fiscally, we need to start addressing class size, so that we can give more students opportunities to write. They lack exposure to writing. We need to double the time that students spend writing. The more you do it, the better you become at it," García concludes.

Jacqueline Jones Royster, Ohio State University professor of English and member of the Commission's Advisory Board, highlights one of the Commission's innovative recommendations: that teachers of subjects other than English integrate writing into their lesson plans. Doing so not only gives students more practice writing but also–according to research cited in the report–improves retention of subject matter.

David Bloome, President, National Council of Teachers of English

"Teachers in content areas can work with students as they use writing to think, as they use writing to learn, and as they use writing to demonstrate what they know," Royster suggests. "We don't expect content-area teachers to do everything that English and language arts teachers will do with writing, but certainly, if you look at it flexibly, they have all sorts of opportunities to help students develop high levels of performance with the use of language."

Technology

The Commission observes that the Internet makes research easier, while word processing programs make it easier to compose and revise written text. Young people use e-mail and the Internet eagerly. The Commission urges educators to take advantage of students' interest in these new methods of creating and sharing writing.

Unfortunately, despite the efforts of many public-spirited people, few schools have enough up-to-date hardware and software for all.

Additionally, if research were nudged in that direction, new technology to assist the classroom teacher might very probably be created.

The Commission, therefore, suggests a National Education Technology Trust, perhaps financed through federal-state-private partnerships. It would pay for up to 90 percent of the cost of hardware, software, and training for every student and teacher in the nation.

English-Language Learners

Students writing in English as a second language "should not be considered a burden to be borne and 'fixed' but a resource to be developed and valued," the Commission urges. "Multiple-language learning is a remarkably sophisticated activity...more than the sum of the languages' parts." The report recommends support and training for classroom teachers who are teaching English-language learners, ideally through school-university partnerships.

Role of Higher Education

Colleges and universities should make writing an integral part of the curriculum across all disciplines.

Bob Kerrey, President, New School University

David Bloome points out that postsecondary students "need to learn to write in sophisticated and nuanced ways within the particular profession or disciplinary field. The days are long gone when mediocre writing skills would get you through.

"Even in postsecondary education, we need to continue an emphasis on writing. Students still need many opportunities to write and to get feedback on their writing, not just in writing courses but also in their content area courses.

"Therefore, teachers in science or whatever subject matter need to know how to help their students become outstanding writers within that field, within that discipline, within that profession. It doesn't happen by magic. They need to avail themselves of opportunities to learn how to be a teacher of writing and how to give feedback to students. They need to take the time to do that.

"Unfortunately, often the teaching of writing at the postsecondary level is viewed as an afterthought, a concession to the so-called underprepared, and neither the teachers of writing nor their students are given the respect or status given to others. I'm glad that the report of the National Commission on Writing called for universities to take this obligation seriously. And a few universities are already moving in that direction, establishing majors in writing with senior faculty taking leadership roles."

Few teachers have themselves received instruction in how to teach writing. The

Commission calls for professional education and development programs that give teachers "an opportunity to see themselves as writers–to experience the power and satisfaction of writing as a means of learning and self-expression."

The 165 regional school university partnerships of the National Writing Project (NWP) are learning communities where teachers not only receive but also create knowledge. The report summarizes research on NWP's empowering and effective professional development methods. NWP's success comes from "a distinctive set of social practices that motivate teachers, make learning accessible, and build an ongoing professional community."

Writing Challenge to the Nation

Sen. Bob Kerrey will lead the five-year campaign to inform the public and mobilize resources for implementation of the Commission's recommendations, known as the Writing Challenge to the Nation.

Caperton calls Kerrey "the perfect person to do that. He's not only been a governor (of Nebraska) and a senator and a presidential candidate, a person respected by both Democrats and Republicans, but also he is president of the New School University in New York City, and most of all, he is a writer. His memoirs, published last year by Harcourt, were widely acclaimed."

When *Hispanic Outlook* spoke with Kerrey, he was elated because Sen. Alan Simpson had just agreed to be co-chair of the Writing Challenge. Simpson, former governor of Wyoming, three-term U.S. senator from that state and Lombard Professor at Harvard's Kennedy School of Government, is known for straight talk and a humorous outlook. "It's going to be fun to work with Alan Simpson," Kerrey said.

"We'll bring attention to the fact that writing is fun, and it's worthwhile." He mentions the role of poetry in religion and of persuasive writing in politics. "Cynics try to make you believe that your opinion doesn't matter and you can't have any impact if you write your congressman or senator. Both Sen. Simpson and I know that this just isn't true. I have examples where somebody wrote me a letter, brought something to my attention, and the next thing you know, I'm fighting to change the law to correct the problem."

One action step already planned by the Challenge co-chairs is to inventory programs that are teaching writing successfully. "We'll just let the members of Congress know of some things that are working and ask them to continue supporting those programs."

David Bloome concludes, "I'm optimistic about this next phase of the National Commission on Writing's work, led by Bob Kerrey. I'm pleased that people understand it's not enough just to issue a report. You have to have a follow through phase.

"The challenge for anyone who cares about education is that these are difficult economic times that are getting more difficult. But we cannot use this fact as an excuse to short-change our students.

"If we are serious about teaching our students to write with a degree of excellence, then we cannot merely want it to happen and throw rhetoric at the problem. We are going to have to provide funds.

"I have never seen a time when people thought it was the right time to fund educational initiatives. There's always an excuse not to. But if the politicians will do their job and provide the resources, teachers will indeed do their job; they will indeed come through."

In summary, the Commission asks "that writing be considered a priority at all levels of schooling."

"Our final comment is...a plea...to teachers of writing, and those on college campuses who develop teachers of writing, to unite around a principled agenda for advancing writing. Pedagogical disputes within the reading and mathematics communities frequently have paralyzed progress in these areas. A similar situation in writing must be avoided...Nothing will faster derail the writing revolution this Commission seeks."

Royster takes the long view. "I look at writing skills development–and literacy skills development generally–as a lifelong project. The development of literacy and in particular writing skills of students in the United States is a serious matter. We are all stakeholders in this process."

In the words of the report, "As students and young adults begin a lifetime of learning, they will find that writing is liberating, satisfying, even joyful. Writing is not simply a way for students to demonstrate what they know. It is a way to help them understand what they know. At its best, writing is learning. Writing competence builds confidence, which readily turns into creativity and fun...Facility with writing opens students up to the pleasure of exercising their minds."

Isn't that the true goal of education?

Tony and Alison Martinez are writers based in Santa Fe, New Mexico. Tony was an educator; Alison, a research librarian.

National Writing Achievement by Grade Level, 1998

GRADE	Below Basic	At or Above Basic	At or Above Proficient	Advanced
Four	16%	84%	23%	1%
Eight	16%	84%	27%	1%
Twelve	22%	78%	22%	1%

Source: U.S. Department of Education, National Center for Education Statistics, *The NAEP 1998 Writing Report Card for the Nation and the States*. Available at: nces.ed.gov/nationsreportcard.

How Students Write Now

The Commission displays writing samples from the National Assessment of Educational Progress (NAEP).

NAEP gave high school students information on "Appleby," supposedly a local haunted house, and asked them to write a newspaper article about it. Here are three actual, complete, unedited responses to the exercise, each typical of a level of proficiency.

Unsatisfactory (48% of responses were at this level.)

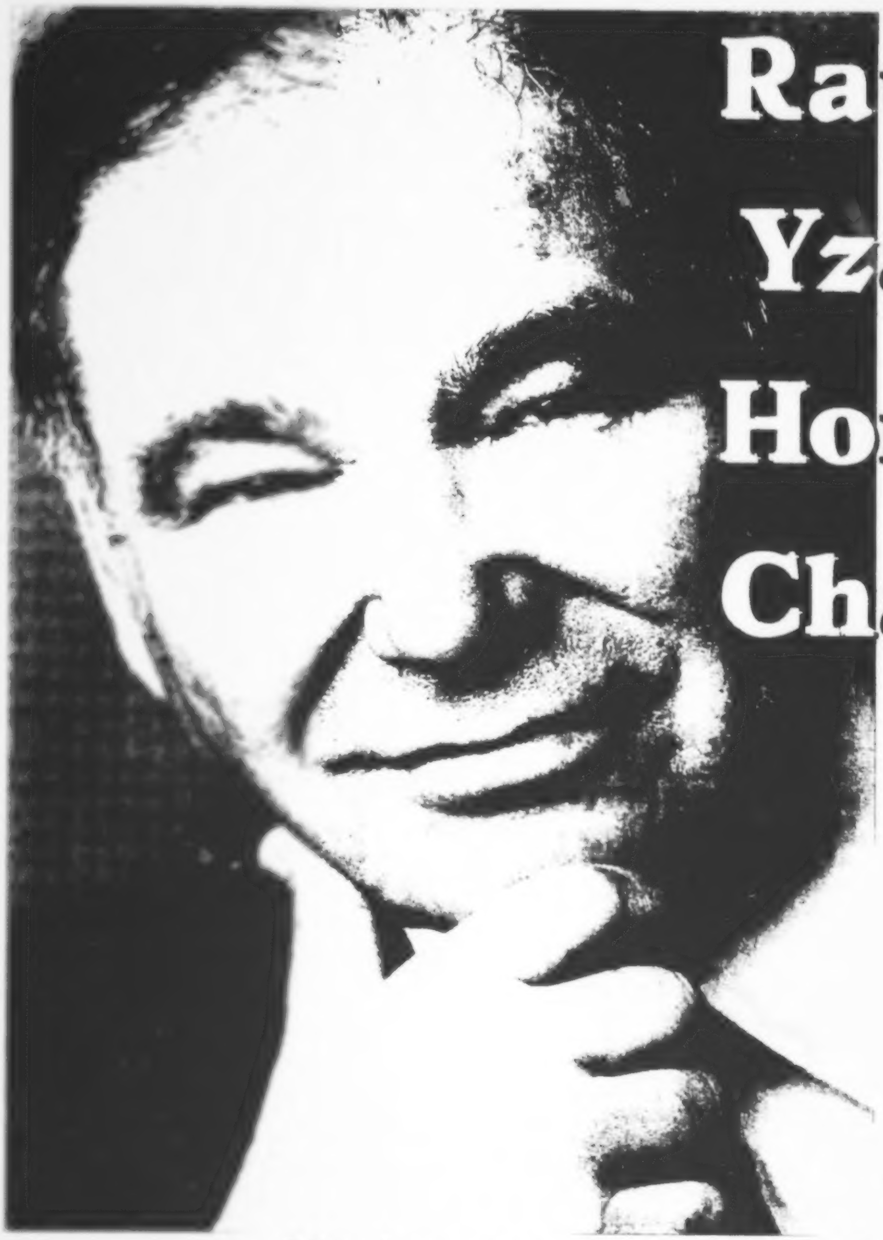
The house with no windows. This is a house with dead-end hallways, 36 rooms and stairs leading to the ceiling [sic]. Doorways go nowhere and all this to confuse ghosts.

Adequate (50% of responses were at this level.)

Man builds strange house to scare ghosts. He says that he did it to confuse the ghosts. But why may we ask would he want to spend 80 years building a house. For instance there are stairs that go nowhere and hallways that go nowhere. This house has 36 rooms. If you ask me I think it is kind of strange.

Elaborated (Only 2% of responses were at this level.)

Years of rumors and unsubstantiated reports have created, in a quiet urban neighborhood, a house of horrors. The dwelling is one Appleby House, a modest dwelling of 36 rooms built over an 8 year period. On interviewing neighbors, who dubbed the owner "strange," one finds that 80 carpenters have been employed to build such oddities as stairways to ceilings, windows on blank walls, and doorways going nowhere. According to reports, these bizarre customizings are intended to confuse ghosts. Maybe the owner will report one day that he has caught one in a dead end hallway! Until then, however, the mystery of the building of Appleby house remains just that–a mystery.



Raúl Yzaguirre, Honest Champion

by Carlos Conde

Visionary Leader of NCLR NATIONAL COUNCIL OF LA RAZA

It was a familiar scene for Raúl Yzaguirre, and something he has done more times than he can remember as president of the National Council of La Raza (NCLR), the national advocacy organization for Latinos. Speaking at a Washington hotel to a group of visiting state Latino legislators this spring, Yzaguirre as usual was on message.

He evoked César Chávez, took issue with civil rights abuses, the deficiencies in education and health care for Latinos, railed against immigration policies and the criminal justice system, and talked about the power of suffrage.

"The specific policy priorities are important, but what is paramount is a long and robust partnership among those of us who aspire to bring to reality economic, political, and social equality for Latinos in these United States of America. An America that we have defended and are continuing to defend around the world. An America that we love even when it does not always love us back," Yzaguirre concluded.

There was something about Yzaguirre that night of which some might have been aware but didn't notice. At 63 years, with speckles of gray in his hair, he looked like the usual well-fed Washington lobbyist, ruddy-faced and dressed in the ubiquitous light blue dress code that in this politically drive town is known as the sincerity suit.

Yzaguirre is in the early stages of Parkinson's disease and is walking a little slower and, though he has not lost his glibness, is talking a little slower. Eventually his motor abilities will get progressively worse.

Two things will drive Yzaguirre away from his lifelong involvement in Latino causes: the debilitating disease or fulfilling the goals he set for himself when he took the job 29 years ago. The race is on.

One goal was making NCLR a viable Hispanic organization, which it is. The second was giving its advocacy activities vision, and he has. The third is making NCLR financially sound, a work still in progress.

Yzaguirre is an anomaly in Washington, a town better known for short career spans than for job security. It's where huge egos and ambitions collide with the realities of a power-obsessed town which is still governed by that Truman bromide that advised, "if you want a friend in Washington, get a dog."

It's particularly insidious in advocacy organizations where personal agendas fly like confetti and plotting and office coups are the favorite sport. That Yzaguirre has not only been able to survive what is several lifetimes in Washington but also get things done is the stuff that Latino actor Edward James Olmos likes for movie scripts.

Actually, Yzaguirre feels his demise, institutional or corporeal, is still distant but he's preparing anyway.

"It's [Parkinson's] not going to get any better and, actually, it's going to get worse, but I am functioning as well as ever and in some ways, better," he said. "I have to now be more deliberate, and I find speaking a bit more difficult. It's made me more disciplined and in a sense, more effective."

His wife of 37 years and mother of his six children, the former Audrey Bristow of Baltimore, of whom Yzaguirre once said part of her attraction was her support for his Latino activism, says she has noticed the tremors are increasing. She adds that at times he seems a bit depressed but otherwise, he's still going full tilt with his work.

Yzaguirre said he has had frank conversations with the NCLR board about his condition and will give plenty of notice to assure a smooth transition. For the time being, there is still work to be done, like finishing the establishment of an NCLR endowment fund and buying or building a permanent NCLR headquarters, which will include the Hispanic Legacy Center.

Yzaguirre is a presence now, but he must have felt like a voice in the wilderness when he got his first visions of activism.

National NCLR Chairman José Villarreal, of San Antonio, says a board search committee has hired an executive talent firm to start the hunt for an executive director but not necessarily to be Yzaguirre's heir apparent.

"The planning process began two years ago [before Yzaguirre announced his illness], and we are pursing it with a very structured approach," Villarreal said. "We are bringing him on before Raúl leaves, and the person we hire would be a leading candidate for CEO, but he's not coming in as an immediate successor to Raúl.

"We have no timetable, and we are not going to rush it," Villarreal added.

They're probably hoping for a clone. In some ways, Yzaguirre is in large part the NCLR legacy, even if publicly it does not befit his style and approach. It's safe to say without sounding obsequious that Yzaguirre has had the major role and been the major force in making NCLR what it is today.

Yzaguirre is effective because he has shown he has a keen understanding of when and which buttons to push, to feel comfortable working behind the scenes, and to foresee and count the yeas and the nays. In Washington, that talent is priceless.

An impressive part of his advocacy career and of his long reign as the NCLR leader is his dexterity in negotiating the Washington political minefields, coming out practically unscathed over almost three decades. He has also learned to easily shift gears from egalitarian, which is the heart of his work, to expedient bourgeois, and act as if he is one of them.

Horace Deets, former executive director of the Association of American Retired Persons (AARP), who has known Yzaguirre for about 17 years and now serves on the NCLR board, measures Yzaguirre by the passion he says he brings to his work.

"He's one of the rare people whose job and life's work are closely connected, Deets said. "He also has impeccable integrity and that's rare."

Ed Pena, Washington lawyer and a former national president of the League of United Latin American Citizens (LULAC), who came from the same activist trenches as Yzaguirre, attributes part of Yzaguirre's success to his ability to negotiate and balance the wants and demands of his constituency with the forces that resist them.

He had a terrible time at the beginning," Pena said. "There was not enough support, not enough money, and he had to work hard on the organizational structure and image. When he and NCLR came on the scene, it was still a time of radicalism, like in the Raza Unida days, which may have been popular but was not effective–and that wasn't the road NCLR wanted to take."

Pena said one of Yzaguirre's assets is his organizing skills, which have enabled him to shape a stable, palatable advocacy organization that allows him "to be an honest champion for the Hispanic community."

As for Yzaguirre's liabilities, Pena, after a long silence, facetiously deadpanned, "well, he's kinda short, isn't he."

NCLR has earned its stripes with its advocacy activities and its research and issue papers. That is underscored by the national media and political and community leaders who use it as their primary resource for Hispanic expertise. This has been instrumental in making NCLR the foremost voice for the Latino agenda.

It also helps when its leader is someone with the ability to calibrate his own personal ambitions with those of his organization, and, in Yzaguirre's case, also make them subordinate.

Perhaps it was his lifelong passion for advancing Latino causes that made it easier to subdue his ego. Maybe it was an honest assessment of his strengths and shortcomings. Whatever, he seems to have found the right mix for the relevancy that characterizes his role at the Council. Yzaguirre gets a lot of ink, but he knows he's no rock star.

"Latino leaders don't get that much publicity," he said. "I think I am well known among the leadership groups, but beyond that, with the general public, I'm no Henry Cisneros or Eddy Olmos, and that's by design. It's either about being charismatic or doing institution building, and I am building an *institution, not a cult personality,*" Yzaguirre said.

Yzaguirre is a presence now, but he must have felt like a voice in the wilderness when he got his first visions of activism. If there was any group in those days that was a nonentity and dispensable, it was the Mexican-Americans of the Río Grande Valley where Yzaguirre was born and raised.

Yzaguirre grew up in San Juan, Texas, one of a string of tortilla-curtain, Mexican-American communities in an agricultural valley along the lower Río Grande River, which in those days lived by a them-and-us edict. Mexican-Americans were born to be the brawn, and the Anglos were the self-described brains, and in that climate of overt discrimination, the twain seldom met.

Yzaguirre has told his personal story countless times–of when he was a precocious lad good in debating and in sports and of having to endure the Anglos' discrimination. One of his biggest schooldays thrills was once knocking a football opponent silly all through the game for previous racist remarks.

At 13, he ran away to sea–"to, not from," he emphasized–but that adventure didn't last long, and he returned to school, where he launched his activist career by organizing the first youth corps for the G.I. Forum, an early organization of Mexican-American soldiers pursuing their civil rights.

After a stint in the Army, which landed him in Washington as a medical lab technician, he decided to stay and pursue a degree at George Washington University. It was the '60s, when social and civil rights activism was in full bloom, and he couldn't resist getting involved in what he had known all along was his life's calling.

So there was Yzaguirre in bell-bottom polyester pants, a Mexican-style Afro, and with the prerequisite Emiliano Zapata mustache looping down to his chin, issuing a call to the Latino community, mostly Mexican-Americans in those times, to seek their due.

He was a quick study on the right spots and the right moves in Washington. With some like-minded cronies, he organized NOMAS, the National Organization of Mexican-American Services, an umbrella group mobilized to confront the government's benign neglect and to share in some of its programs' largesse.

Yzaguirre later worked at the Equal Employment Opportunity Commission, where he honed his talents and expanded his resources network. It led to the creation, with his long-time sidekick, Rick Bela and other participants, of Interstate Resources Associated, Inc., (IRA), which, during its short-lived existence, regarded itself as the first Latino consulting group in the country.

Advocacy sometimes takes its toll in different ways. In Yzaguirre's case, it was being hounded out of town by the Nixon forces after he became a menace with his alleged Democratic-leaning activities at a time when the Republicans were dealing out the government dole. (Yzaguirre wisely considers himself an independent, then and now, although it still raises eyebrows among many.)

By then, American corporations, foundations, and politicians were beginning to feel pangs of guilt over their neglect and indifference toward the Hispanic minority, and the trouble it portended. Latino leaders pounced on this repentance to secure money to start the Southwest Council of La Raza, which went on to become the National Council of La Raza in 1968. Six years later, Yzaguirre returned from exile to head it, and things have been on the upswing since then.

NCLR in 2002 reported almost $46 million in revenue. Almost $12 million were federal grants, and $8.5 million came from nonfederal grants. Corporations and foundations provided about $1.5 million. The endowment fund-raising campaign accounted for $16 million. Its outlay for program services and support activities, which includes NCLR staff, totaled $25.5 million.

It occupies a comfortable suite of offices on two floors in downtown Washington with a full-time staff of 125 people. It has five field offices and 302 Council affiliates in 40 states, with 35,500 group and individual associate members.

It considers itself–and it may be–the preeminent Latino think tank and research center for Latino topics, as well as the nation's largest civil rights organization. It's well on its way to securing a $30 million "rainy day" endowment fund, plus $4-8 million to build new facilities in Washington to be called the NCLR Hispanic Legacy Center.

It has captured the goodwill and pocketbooks of many of corporate America's A-list, whether corporate altruism or reparation. Yzaguirre wisely tied in their participation by adding a 47-member "corporate board of advisors" from the major companies to the already top-heavy executive list.

Upward mobility efforts like those of NCLR have helped a growing list of Latinos get super rich in business, industry, and the arts. Most have also been super-stingy in their philanthropy for ethnic causes, a subject that leaves even NCLR leaders stammering.

The NCLR governing board is composed of 33 elected members headed by San Antonio lawyer José Villarreal. Whether a compliment or complaint, some NCLR observers claim that a reason for such harmony and complaisance is that Yzaguirre has been careful to search out and recommend board candidates who will do his bidding.

Villarreal, who praises Yzaguirre's "sense of ethical compass," disagrees. He says Yzaguirre has a hand in the composition, but it's not a rubber stamp board.

"It's one with open and independent thinking," Villarreal said. "I am sure that some have come on the board that Raúl didn't know very well."

A conservative Latino partisan in Washington says Yzaguirre started out as an "extension of the Democratic party, and they protected him while he went out and raised hell against Republican Party policies."

"Nevertheless, he has done an excellent job of advocating the Latino agenda in an effective manner on the national scene," he added. "The years have mellowed him, and now he can look at the other side and better balance things out."

As he was saying this, Yzaguirre was issuing a press release expressing "outrage" at President Bush for his healthcare bill that he said punished the children of legal immigrants.

Yzaguirre said it was neither "good policy or good politics, and it will be difficult to explain a policy decision like this one."

It was typical Yzaguirre, and only his illness will curb his ombudsman personality, in or out of NCLR. Yzaguirre retells what he told people before, which is that he credits his life's role to a calling from above, or perhaps the cosmic beyond.

"When I was young, I remember struggling with some concepts like eternity, infinity, and life after death," he said. Whatever life was about, part of it had to be about making the world a little better. Otherwise life didn't have any meaning.

"I remember very clearly trying to understand human nature, and I made up my mind I was going to be a caring person. I didn't how it was going to be accomplished, but I just knew that would determine my life."

Ford Minority Scholars Thriving

Conference in Albuquerque Largest Ever

by Rita E. Johnson

The balloon festival in Albuquerque provided the perfect backdrop for the annual Ford Fellowship Minority Scholars Conference. The ascent of colors rising to new heights is symbolic of the Ford Minority Scholars.

The 2002 award recipients included 64 African Americans, 36 Mexican-Americans, 16 Puerto Ricans, 11 American Indians, and three Pacific Islanders. In this group, 34 are working in the social sciences; 15, in the physical sciences, math, or engineering; 43, in the humanities; 18, in the life sciences; 15, in the behavioral sciences; and five, in education.

Dr. Federico Subervi, professor and chair, Department of Communication Studies, Pace University, a 1988 postdoctoral fellow

In 1979, at the foundation's request, the National Research Council (NRC) initiated the Postdoctoral Fellowship for Minorities program. Since 1986, the NRC has also administered the foundation's Predoctoral and Dissertation Fellowships programs, which are focused on increasing the underrepresentation of minorities on college faculties. The two fellowship programs identify outstanding young scholars who are embarking upon academic and research careers.

To date, more than 2,000 fellows across the country have received Ford Foundation Predoctoral, Dissertation, and Postdoctoral awards. Some of the fields represented are education (at the dissertation and postdoctoral levels only), engineering, mathematics, computer science, physical and life sciences, social and behavioral sciences, and the humanities (including enthnomusicology, history, literature, and religion). Taken together, the three Ford/NRC fellowship programs represent the largest and longest commitment for the private philanthropic sector to increase the diversity of the professorate.

Dr. Federico Subervi, professor and chair, Department of Communication Studies, Pace University, was a 1988 post doc. He says receiving the Ford Fellowship was a "turning point for the better in my academic career." He said that what the fellowship program does is teach you how to deal with being a minority in an academic majority. He also said that it's a learning experience that teaches you job preparation, and provides the experience you need in dealing with the changing demographics.

In academia, there are misunderstandings and there is academic racism, and diversity issues are not always validated, says Subervi. The Ford Fellowship program provides many role models, and it massages the mind.

For the past six years, Subervi has been conducting one-on-one counseling sessions at the Ford conferences. He is among the many who say that they would not miss a conference. Since he is no longer a fellow, he volunteers as a way to give back and remain a part of the program. The conference, he says, gives him a sense of empowerment, validation, and self-esteem.

Ben Vinson, III, co-chair of this year's conference, a Ford Foundation predoctoral fellow in 1993 and a postdoctoral in 2001, said he benefited greatly from the one-on-one sessions. He said the session facilitated an understanding of the various steps and helped to map out a strategy. Receiving funding through the Ford Fellowship Program "sent everything in overdrive," and he sees that it is crucial to make it through the program.

Edwin Cruz-Rivera, a 1991 predoctoral fellow at the University of Guam

Vinson's first book, ***Bearing Arms for His Majesty: The Free-Colored Militia in Colonial Mexico***, was published by Stanford Press in 2001. The book examines the movement of people of African descent to the unfamiliar territory of Latin America, particularly Mexico. Vinson is currently

Michele L. Buckhorn, a predoctoral fellow at UC-Davis

Verónica Martínez, a 2001 predoctoral fellow, University of Texas-Austin history department

Angela Gonzales, a 1992 predoctoral fellow in sociology at Cornell University

on leave from Penn State University, Department of History, while writing his second book, *Flight: A Tuskegee Airman in Mexico*. Vinson's goal is to become a leading scholar in Latin American history. He said that being a part of the planning committee for the conference was an opportunity to give something back to the program.

Edwin Cruz-Rivera, a 1991 predoctoral fellow at the University of Guam, was one of many presenters. Cruz-Rivera works in the field of chemical ecology. His presentation was "Chemical Warfare and the Modern Shaman: The Ecology of Defense and Escape in Marine Organism." He studies the natural defenses marine organisms have developed, and then attempts to exploit those defenses for medical purposes.

Cruz-Rivera was quoted in the *Guam Pacific Daily News* as saying: "Drugs in compounds (from sea organisms) represent a completely untapped resource. There are tons that we don't know about."

Michele L. Buckhorn is a predoctoral fellow at the University of California-Davis with a graduate group in ecology. She received a fellowship the first year she applied, but wasn't able to accept and re-applied and was accepted the following year. The good thing about the fellowship, she said, was that it allowed her time. "It grants you a certain assertiveness and bargaining power with your university. The fellowship gives you the freedom to be independent." Until she received the fellowship, she said, she was unable to find a professor who would allow her to work independently.

Her goal is to be a professor at a research institution and to be an inspiration to students. In addition to her fascination with biology, Buckhorn is an artist. She says she has been interested in art and science since childhood and was drawn to the beauty of biology. She enjoys presenting biology visually so that other people can grasp the beauty of it, seeing art as "an extra tool to communicate biology."

Michele is not alone in her ability to see the beauty of science. The cover story of *The Scientists*, Nov. 11, 2002, was "Science As Art."

Angela Gonzales, a 1992 predoctoral fellow in sociology at Cornell University, said, "What the fellowship program has done for me is more than just financial." Co-chair of the 2002 conference, Gonzales, like so many of the Ford fellows, praised the program and stated that she wouldn't miss a conference. Each time she attends, she's "rejuvenated." The conference offers the opportunity to interact with other fellows, and it stresses the importance of mentoring and encouragement.

At Cornell, she spends 50 percent of her time teaching and the other 50 percent researching. Gonzales currently has a five-year grant from the U.S. Department of Agriculture that has provided for two research assistants. Her work in rural sociology studies the impact of globalization on indigenous people.

Not every attendee was a conference veteran. Some Ford fellows experienced their first conference. The conference was not held in 2001 with the result that the 2002 conference was the largest ever–combining 2001 and 2002 recipients. Among the newcomers was Verónica Martínez.

Martínez, a 2001 predoctoral fellow, is from the University of Texas-Austin history department. Martínez said that she was not prepared for graduate school, and found that she had mixed emotions of pleasure and pressure. One of her greatest joys of being at the conference was finding someone "who believes in what you're doing." She is researching the labor camps built for farmworkers in the 1940s and has found that the workers were not receiving money until the color of the work force changed.

Martínez said that being a Ford fellow allowed her to focus on her research and not to have to work. She has finished her master's and now has the additional time to develop new theories. She plans to apply for a Ford dissertation fellowship once she has completed her predoctoral. "The foundation legitimizes your work," she said, and offers the mentorship sometimes lacking for students of color at universities.

Like Gonzales, she calls the conference "rejuvenating." "It's interesting to sit in a room and hear people express the same things you're going through. And you think to yourself, 'Wow, I thought it was just me. Now I know I'm not alone.'"

The Ford Fellowship announced the 2003 winners in April and holds this year's conference in Puerto Rico.

Economic Status of the Profession: NOT GOOD, Reports AAUP

Hispanic Academics and Students Imperiled

by Sandra Gardner

In today's recession economy, there is very little money available in the public education pot. Lack of resources adversely affects all faculty and students at public institutions of higher education to some extent. But the growing financial difficulties facing public colleges and universities will undoubtedly have a major effect on Hispanic opportunities in higher education, according to higher education experts.

"Having less money at public institutions may well have a negative impact on minority faculty," says Dr. William B. Harvey, vice president and director, Office of Minorities in Higher Education, American Council on Education (ACE).

Public colleges and universities are facing economic difficulties because of shortfalls in state appropriations, which, in turn, are caused by the states' financial problems, which, in turn, are caused by the sluggish national economy. By mid-2002, national unemployment had spiraled to 5.9 percent.

Unemployment affects a family's ability to pay for college. Consequently, the need for financial assistance from the college increases. Colleges and universities that base their financial decisions mainly on need faced growing pressures in 2002 on their financial aid budgets–which usually compete for resources with faculty salaries in the overall institutional budget.

According to the latest report from the American Association of University Professors (AAUP), "Unequal Progress: the Annual Report on the Economic Status of the Profession, 2002-2003" (*Academe*, March/April, 2003), appropriations for higher education in 2002-2003 rose by only 1.2 percent. This increase, the smallest since 1992-93, was only about one-quarter of the previous year's increase and lower than the current rate of inflation. Thirteen states have actually cut their appropriations to higher education.

As a result, the report stated, faculty in public institutions–particularly community colleges, which are always less well funded than four-year institutions–are considerably worse off financially, compared with their counterparts at private-independent (not religiously affiliated) institutions. Continuing faculty at public institutions were much more likely to receive salary increases that were less than the rate of inflation than their colleagues at private independent institutions. Faculty at some public institutions received no increase at all. This was most likely due to the current budget crunch in many states.

The report focused on the differences between faculty salaries at private and public institutions, citing their apprehension about a growing public-private salary differential: "Because most American faculty are employed in public colleges and universities, and most American students are educated in this sector, the declining relative salaries of faculty in state-supported institutions is a matter of serious concern."

Dr. William B. Harvey, vice president and director, Office of Minorities in Higher Education, American Council on Education (ACE)

The state of Texas is running a $10 billion deficit, and California has a debt of $38 billion. More than half of the Latino population in the U.S. resides in those two states.

AAUP

Dr. Benjamin Báez, chairman of AAUP's Committee on Historically Black Institutions and Scholars of Color and associate professor in the department of educational policy studies at Georgia State University

Seventy percent of American faculty–including all races and ethnicities–teach at public colleges and universities, where most of the students are concentrated.

The majority of Hispanic academics teach at public institutions, 3.7 percent, versus 2.5 percent at private institutions, and an even bigger percentage, 4.5 percent, are employed at two-year community colleges. Most community colleges are not as well funded as four-year institutions, their level of expenditure per student is lower, and their faculty is not paid as well, on average, says Dr. John Curtis, director of research for AAUP, who directed the survey that resulted in the article in *Academe*.

Dr. Benjamin Báez, chairman of AAUP's Committee on Historically Black Institutions and Scholars of Color and associate professor in the department of educational policy studies at Georgia State University, says the economic downturn will have more of an effect on community colleges, where Hispanics are more likely to work–and study. Community colleges, he says, suffer a larger share of cuts.

On average, says Dr. Antonio R. Flores, president and CEO of the Hispanic Association of Colleges and Universities (HACU), salaries of Hispanic faculty are lower than others. They are more likely to be employed at poorer institutions, with smaller, if any, endowments, much less so than that at Ivy League or other elite institutions. Hispanic academics are generally younger than their counterparts, have fewer years of experience under their belt, are more likely to be concentrated in the junior ranks of faculty–generally at the instructor and assistant professor level, and in nontenure-track positions.

But the issue of Hispanic academics being relegated to poorer-paid positions and institutions is only a small part of a much larger, long-standing problem, according to Harvey.

"There is still a paucity of faculty of color at institutions. And as for minority faculty in private independent institutions, it's practically nonexistent," he says.

Yet another factor is the under-funding of Hispanic-serving institutions (HSIs), colleges and universities that have a more than 25 percent Hispanic student population. More than two-thirds of HSIs are public institutions and more than half the HSIs are two-year public colleges. Many Hispanics teach at and nearly half of all Hispanic students attend the 219 HSIs located in the U.S. and Puerto Rico. Almost half of these are located in Texas and California.

Says Flores, "Opportunities are going to be diminished in states like California and Texas. Some programs will be eliminated because the money is just not there. Some of this has to do with the fact that community college and public *universities will be cutting their budgets and let*ting faculty go. The prospects for advancement are not good," says Flores.

The state of Texas, for example, is running a $10 billion deficit, and California has a debt of $38 billion. More than half of the Latino population in the U.S. resides in those two states.

Flores says that HSIs receive only about 50 percent in federal aid per student. "To us, this is a major challenge to overcome, a huge gap in federal support that must be closed. And when you add the state issues to the federal ones–there are fewer resources available. For the HSIs, that's a one-two punch."

Another fallout from the lack of government support is public institutions' attempts to raise tuition, which can backfire.

"Students are just now seeing announcements of tuition increases that are pretty substantial, and are a barrier to low-income families," says Curtis. "This is likely to be that way for years to come."

Large increases in enrollments in some state colleges and universities, coupled with small increases in per-student appropriations, has led many institutions to increase tuition by a considerable percentage–7.9 percent for public two-year and 9.6 percent for public four-year institutions. And that affects the ability of students from low-income families–many of whom are Hispanic–to attend college.

"If priced too high, people who go to public institutions won't be able to afford them," Báez says. "They'll price themselves out of existence."

Báez says that a lot of states are imposing further financial restrictions on public colleges by using performance standards to determine funding. This directly impacts Hispanics. "A lot of times, Hispanic students graduate at a later rate," he says. Hispanic college students are often older and attend classes part time, because they hold down jobs and have families to support.

Another factor that affects Hispanic academics is the variable salaries that exist across academic disciplines. "A full professor in humanities probably makes less than an assistant professor in business or engineering," says Harvey. "There's an underrepresentation of people of color in scientific and technical fields."

Says Flores, "More of our people are getting Ph.D. degrees in education and social sciences because, as a society, we're not doing enough to encourage people to go into the hard sciences and business." In fact, he notes, the majority of Ph.D.s in the sciences are foreign nationals.

Being able to get into the hard sciences is part of a long-standing, greater societal problem.

"The way K-12 systems and universities are funded are reflections of our past," Flores says. "When you come out of a K-12 system that doesn't have as many advanced curricula and well-equipped labs as a suburban system, you're starting with two-three strikes against you. If you're from a low-income home, your neighborhood doesn't help your education. Your school resembles your neighborhood, and this follows you for the rest of your life. It's a legacy of discrimination that has existed for many years."

Flores says that funding problems at public colleges and universities are bound to result in problems with respect to the ability of Hispanic academics to advance in their careers. His hope is that HSIs and other institutions with large concentrations of Latinos can be afforded the resources they need so they can be competitive in preparing the next generation of leaders for our nation.

"All those budget constraints will be felt by Latinos. There will be less opportunity for higher education. The issue of Hispanic underrepresentation in faculty is crucial. They are the backbone of academia," Flores says, warning of the very real and present danger that with fewer Hispanic academics, Hispanic young people will not have enough role models to become the leaders and professionals in our society.

By the year 2025, one of every two new workers in the country will be Hispanic American.

"If we don't educate with excellence, half of our work force will be in trouble," says Flores. "This is not just about Latinos."

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College Seniors and the Job Hunt

Counselors Recommend Strategy Shifts

by Frank DiMaria

In the last few months of their senior year, college students are usually busy cramming for exams, being fitted for caps and gowns, and attending career days. This year's graduating class seems to have skipped the career days.

A national trend indicates that student attendance at career fairs, on-campus recruiting events, and company presentations has been down as college seniors have been delaying their job searches.

"At a time when the expected behavior would be for students to attend more events, meet with more employers, and submit more résumés, they are doing the opposite," says Carl Martellino, director, career development office, Pomona College, Claremont, Calif.

When Martellino noticed this precipitous decline in the number of students performing job searches at his school this past year, he began asking his colleagues who occupy similar positions at other schools if they too had noticed a decline. The answer was yes.

"We have been surprised to see small numbers of students attending employer information sessions, fairs, and even submitting résumés for advertised positions. For example, we had a Fortune 500 company list its openings, and it received only four résumés," says Judy L. Fisher, director, career development center, Occidental College, Los Angeles, Calif. Moreover, Bonnie J. Jerke, director, career services, George Fox University, Newberg, Ore. has been noticing this trend over the past two years as well.

Once Martellino's peers from the East Coast weighed in on the subject with the same observation, he was sure he was witnessing a national trend. In addition, it is not just the career counselors who are noticing this tendency. "I was actually speaking with an employer who has been seeing the same trend. He was seeing fewer students applying for his intern positions this year, and he thought that was unusual," says Martellino.

Martellino feels that a variety of circumstances have combined and are leading college seniors to spurn job fairs and place their job searches on hold. Geopolitical turmoil, rising gas prices, bioterrorism threats, falling stock prices, downturns in the job market, and corporate scandals are all sending negative signals to students who have yet to embark on their careers.

"I'll hear students say, 'Oh, I know how difficult it is.' And the news media are going on continuously about how bad the economy is…and the price of gasoline on every corner is going up. So they are seeing and hearing all these things, and they are getting a sense that things must really be difficult out there." But the students who are actually putting effort into their job search, says Martinellino, are finding the situation less difficult than they had expected.

Carl Martellino, director, career development office, Pomona College, Claremont, Calif.

At Occidental, Fisher has noticed what she calls a "why try" attitude among the students she's been counseling. Occidental is a small school, she says, and stories about personal experiences and observations about the job market travel rapidly. "Many of them are hearing from their friends who have graduated a year earlier how unhappy they are in their jobs," says Fisher.

At George Fox University, Jerke has seen some statistics that indicate a decreased confidence in the job market among seniors, but has noticed that seniors have adjusted their expectations. "Our students undoubtedly suffer from the usual job search fears, ambivalence, idealism, and overconfidence that other students experience. However, what I notice this year is a resignation of sorts to the reality of fewer jobs," says Jerke.

In the past few years, a number of employers had been overly optimistic regarding job openings and, as a result, extended far too many offers to graduates. In some cases, companies had to either rescind those offers or greatly delay start dates. Students who were virtually handed jobs while they were still on campus found that the jobs did not materialize and many of those jobs that were waiting for graduates were ultimately eliminated during downsizing. Some companies actually paid college graduates a bonus to relinquish the position they were offered. Now those graduates who exerted little effort to find a job during the economic boom are returning to their alma maters to learn the job-search process from scratch. Many current seniors are witnessing the recent graduates' return to the campus career center seeking assistance. This behavior is painting a dismal picture of the job market in the minds of current seniors.

So, if college seniors are not searching for jobs, what are they doing instead?

For those seniors who do not have an appetite

Bonnie J. Jerke, director, career services, George Fox University, Newberg, Ore.

for the job market, the options are plentiful. Some are going directly to graduate school, teaching abroad, traveling, volunteering, or pursuing other interests that will offer them some freedom from the more serious careers they will pursue later. Martellino has not sensed panic among the seniors with whom he interacts. Rather, he says, they seem to be reviewing their options.

Some who are resigned to a slow job market are focusing on academics, aiming at GPAs high enough to provide options to attend leading graduate schools. At Occidental, Fisher is hearing many seniors say that they need time off, which can take many forms, such as working part time or traveling. And at George Fox, Jerke has noticed that more students are moving back home, taking a transitional job, postponing or broadening career goals, relying on past work experience contacts, and going on to graduate schools.

But the doom-and-gloom perceptions of the job market do not accurately reflect reality. The unemployment rate is relatively normal by historical standards, says Martellino. The job market appears lackluster compared to the hyperactive hiring of recent years. Current seniors are basing their expectations on the economic environment of the late '90s when they heard about seniors receiving an unprecedented number of quality offers before they even graduated. Those days are gone. The class of 2000 was the last class to enjoy those lucrative and plentiful job offers. Today's college seniors need to adjust their expectation level.

"We went from such a heightened reality, such a peak. Students would sit across from me with six, seven, eight, nine, 10 offers for $50,000 or $60,000, coming right out as an undergraduate. If you go from that to this one, sure it looks dramatic," says Martellino.

Fisher says, "Expectations versus reality has always been an issue when dealing with traditional-aged students, due to the lack of information and experience they have. Often these young people have been in excellent leadership roles while on campus and have been told by faculty how bright and capable they are. The workplace is a different reality."

Although the economic downturn has hit certain sectors of the business world rather hard, there are others in which jobs can be found. Many seniors must realize that they need to search for employment in those industries that are thriving.

"We are starting to notice that there are in fact quite a few opportunities still out there, some very good opportunities," says Martellino. The sectors are insurance, real estate, financial services, health services, leisure and hospitality, and retail industries.

There are other reasons for optimism. College graduates have decided advantages over workers who have established themselves in America's work force. Martellino says that although many companies are laying workers off, they may also be hiring workers simultaneously. For example, companies looking to cut overhead often lay off experienced workers who command high salaries and hire college graduates to take their places at a lower salary. Since most college graduates are single and do not own houses and do not pay mortgages, they can accept jobs that have lower salaries. In addition, college graduates have another advantage over senior workers. Because most recent graduates have yet to start a family and establish geographic roots, they have the flexibility to entertain job offers in nearly any location across the nation.

When Martellino advises college seniors, he tells them not to allow the macro issues and what they are hearing and seeing in the media to influence their job-search decision. "Right now you have to apply to 30 places and a couple of years ago you only had to apply to 10 places. But if you do the work, you're still going to find great opportunities," says Martellino.

As an advisor, Martellino has been playing the role of cheerleader, encouraging students to pursue their goals and stressing that they should not let the economy be the sole determinant of their future. For example, Martellino advises the student who has a dream of becoming an investment banker to search for opportunities that can pave the way to that position. Such a student, says Martellino, should perhaps search for a position as a financial analyst. The work may be a bit less exciting than that of an investment banker, but it will prepare him or her to be an investment banker. "I think it is important that students do not change their passions and life goals based solely on what the economy looks like at this very short period in history," says Martellino.

Judy L. Fisher, director, career development center, Occidental College, Los Angeles, Calif.

Jerke provides similar advice to her students. "I let them know they should pursue their dreams and adjust as they go," says Jerke. But she is quick to offer them advice that is more concrete as well. She tells her students to study the economy and determine where hiring is likely to occur in the future and understand about recovery and incorporate that into their planning. She advises them to investigate different industries and employers because some industries could be more viable, and unknown companies or employers may offer more than expected.

Like Martellino, Jerke also warns her students that they may not find their dream job right out of college. They may be forced to temporarily shift their job goal and accept a position on which they had not planned or they may be temporarily underemployed. She also advises her students to keep talking with employers and try to look for alternative work experiences, such as temporary work, job shares, internships, volunteer work, or job shadows.

In this economy, she says, it is important for those seeking jobs to out-maneuver the competition by being smart with regards to their job search and open up the hidden market by using networking and direct employer contact. Students should research with diligence and care, and they should know what they are getting into. She also suggests that they respond quickly to prospective employers because employers today have a vast pool of candidates from which to choose.

ART AHORA

Caridad Svich:

Playwright, Editor & Translator

by Kerri Allen

Born in Philadelphia, Pa., playwright/translator Caridad Svich is from everywhere and nowhere. "I am a first-generation hybrid, a daughter of hybrid sensibility, which is neither fully Latina–in what may be termed a conventional sense–nor fully 'American.'" Her Cuban/Argentine/Spanish/Croatian background, combined with a lifetime of relocating, helped create for this artist a unique style of writing and honest approach to theater.

"You can never really escape where you're from, but if you're from nowhere and everywhere, the source of work is significantly changed," she writes in a new book. "It has meant that I write both consciously and not about location and dislocation…about feeling like an exile and feeling like a native."

As exiled as she may feel from time to time, Svich has been welcomed into theaters and universities across the United States and beyond. From the Playwriting Lab at INTAR (International Arts Relations) Hispanic American Arts Center in New York to the Mark Taper Forum Theater in Los Angeles to Harvard/Radcliffe in Massachusetts, Svich has rapidly carved her way to becoming an important Latina playwright, editor, translator, and artist.

Her plays are performed in major U.S. cities, including New York, Dallas, Austin, Minneapolis, Portland, and Cincinnati. She was a guest artist at the Traverse Theater in Scotland, the Royal Court Theater in England, and taught at the U.S.-Cuba Writer's Convention in Havana and at the Yale School of Drama. Before teaching at Ivy League schools, Svich went to New York City to hone her craft under the guidance of another innovative Latina playwright, María Irene Fornés.

The Fornés Influence

For more than 10 years, María Irene Fornés oversaw the innovative Playwriting Lab at INTAR Hispanic Arts Center, witnessing a new generation of English-speaking writers from Spain, Venezuela, and other countries.

INTAR's artistic director, Max Ferrá, speaks of its beginnings. "There were many people coming out in theater, and I realized that they didn't have a place to do their thing." He thought, "There are people here, Hispanic Americans, that are from Latino origins. I went to Irene–by that time, she had done three or four plays at INTAR–and said, 'I think we need this.' She ran the Lab artistically and it was great, what she created there. It was sensational."

Svich remembers it as "an amazing community of writers" with whom she was happy to share the riches of diverse imaginations. During Fornés' time at the Lab, many now-recognized Latino playwrights were molded, among them Migdalia Cruz, Octavio Solís, and Pulitzer Prize-winner Nilo Cruz.

Ferrá recalls that time at the theater excitedly. "The Fornés Lab was amazing. In the moment we were doing it, we didn't realize that years later there'd be wonderful Latino playwrights all over the United States!"

Svich recalls going to the Lab five days a week." We'd write under Irene's tutelage, but she'd be writing as well."

Svich is currently an artist-in-residence at INTAR, where her translation of Cuban playwright Alberto Pedro's "Faith, Hope, and Charity" was directed by Ferrá in June. Of her work, Ferrá notes, "Caridad is a very original woman. 100 percent. You can get into her world…she can be very wonderful." At INTAR during Svich's years at the Lab, Ferrá has seen her work grow from that of a young writer just emerging from graduate school to an internationally produced playwright. "I think more and more she is finding her voice…what she really wants to say," he adds.

As valuable as Fornés' mentorship has been, her name draws a blank for many people–even those in the theater industry. "As is true of a lot of playwriting programs, I only knew of Fornés from a dramaturgy class. I knew her name, but hadn't read any of her work," Svich notes of her graduate experience. But once a writer finds the fiery Fornés, there's no going back.

"She's incredibly ruthless, rigorous about being honest," says Ferrá. "She has this eye and ear for nonsense. 'You're writing on the surface', she'd say. You can't get anything past her."

Playwright Paula Vogel has said, "In the work of every American playwright at the end of the 20th century, there are only two stages: before she or he has read María Irene Fornés…and after."

Caridad Svich shares Vogel's experience, "I remember when I first read her work, I thought, 'Oh thank God, I don't feel alone. There is someone else taking extraordinary leaps and writing the truth.'" Indeed, Irene Fornés' name is still omitted from some theater history books…but that doesn't bother her.

"To be mainstream frightens me," Fornés has said. "Then people put claims on you and expect things of you. I've always liked being on the border." But she did not totally escape the public eye in 1990, when she was nominated for a Pulitzer Prize for the play "And What of the Night?" Fornés has won eight Obie Awards–off-Broadway's highest honor, awarded annually by *The Village Voice*. From the periphery, Fornés has deeply affected the core.

Suzanne Bennett, Artistic Associate for The Women's Project and Productions in New York, says, "Irene is really the premiere playwriting teacher in the United States." For female playwrights, in particular, her contributions have been invaluable. Fornés notes, "I am a feminist in that I am very concerned, and I suffer when women are treated in a discriminatory manner…"

Bennett notes some of Fornés' influence on Svich, namely "Caridad's reliance on central imagery…like Irene, who is so visual and whose early background as a painter and in the visual arts is so telling in her work." The Women's Project produced and also published Svich's play "But There Are Fires" in the book *Women's Project & Productions: "Rowing to America" and Sixteen Other Short Plays*.

"The Women's Project found my work at INTAR," says Svich, "and that association has continued."

The American theater is not as welcoming to women playwrights as one might assume. According to the New York State Council on the Arts' 2002 executive summary, during the 1999 Broadway season "women wrote only 8 percent of all plays and only 1 percent of musicals." Critic Jonathan Kalb asserts "When a man challenges received ideas of form...he is seen as taking a risk," but when women do the same, "they are often treated as though…they don't know what they are doing."

Susan Bernfield, artistic director of New Georges, a not-for-profit theater that champions the work of women theater artists, explains her frustration, "Women's theater is not a genre…We produce plays by women. I don't know what 'women's theater' is."

Part of what Svich learned at the Lab was how to break past those constraints of works by a "Latina," "woman," or any particular "type." "Feminist, proto-feminist, gay, lesbian, bisexual, transgressive, pagan, spiritual, and reinvented Americans, these dramatists [from the Lab] have slowly taken their work beyond the expected and established tropes made available to them by 'official' culture…"

Spain, not Latin America

Part of the "official" Spanish-speaking culture in the United States is the work of playwrights from Spain, not Latin America. While in residence at the Mark Taper Forum Theater through a National Endowment for the Arts/Theater Communications Group grant, Svich began work on the book *Federico García Lorca: Impossible Theater*. Contained in the edition are five lesser-known plays and 13 poems by the Spanish icon, translated by Svich. "This is a naked theater, a poetic theater, a theater of the impossible, because it wishes to present on stage elements of the divine, the inexplicable and the unnamed," she writes in the book's introduction. "The poet's visions play in the grooves of our mind long after the actual experience in the theater is over."

Playwrights such as Federico García Lorca, Lope de Vega, and Calderón encompass the small group of recognized Spanish playwrights for most American universities and theaters. Within the mainstream culture in the United States (perhaps with the exceptions of Luis Valdez or José Rivera), Latino playwrights are virtually unknown–Latinas, even less so. For that reason, Svich edited a book of plays by Latina/o writers entitled ***Out of the Fringe: Contemporary Latina/Latino Theater and Performance***. "I wanted to document a new generation of writers for Latino theater and those that came out of the [Fornés] Lab–to re-create a little bit of time for people who don't know about it," she said.

In the introduction to the book, Svich adds, "In a country where theater is an almost invisible presence, save for the commercial theater's musicals and British imports, Latino/a theater is practically nonexistent in terms of the general populace's perception…This invisibility is due in part to mainstream culture's marginalization of the Latina/o population in this country even though it remains its fastest growing 'minority,' as well as a history of neglect in the United States' relationship with South and Latin America."

Svich is writing a new history, though. Recently named a Radcliffe Institute fellow, Svich spends much of her time in Cambridge editing a new book slated to come out by the end of this year. "I have edited interviews for a new book, ***Transglobal Readings: Crossing Theatrical Boundaries***. It crosses theatrical disciplines, borders between theater/performance art." In addition to that, she's working on more Spanish play translations. "I've done three more García Lorca translations: "Doña Rosita", "Bodas de sangre" and "La casa de Bernarda Alba." My goal is to translate all of his plays, and I'm looking forward to putting together another edition." Another of her plays, "Iphigenia Crash Land Falls on the Neon Shell That was Once Her Heart," will be staged at Seven Stages Theater in Atlanta next January.

From across the United States, through many different nations, and in university lecture halls, Svich's voice has been heard. Following a champion of playwriting, Svich found her own niche and has not paused for air. At INTAR's Lab, she saw her contemporaries becoming a new generation of Latino playwrights–and they're making waves in theater today.

"It was about creating community, and that's not so easily done." But not impossible.

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FYI...

NCLR President Calls on Latinos to Seize Their Political Destiny

AUSTIN, Texas

Raúl Yzaguirre, president of the National Council of La Raza (NCLR), issued a political challenge to his fellow 39 million Latinos, urging them to "fight" when their community is being threatened.

"Let's summon the courage to make sure our families can get a good education, decent health care, and a real opportunity for economic prosperity," said Yzaguirre.

Yzaguirre presented this challenge against the backdrop of his assessment of Bush administration policies toward the Hispanic community, which he characterized as "two and a half years of neglect, disinterest, and disrespect."

He delivered his remarks at NCLR's 2003 Annual Conference in Austin, Texas. The conference is considered by many to be the premier Hispanic event of the year.

This year's theme, "35 Years Serving America," commemorated NCLR's founding in Phoenix, Ariz., in 1968. The conference also unveiled its multiyear advertising campaign of "Inspire from Within," which recognizes the role that individual commitment and inspiration has played in the history of NCLR and of the Latino civil rights movement throughout history.

Spain's president, José María Aznar, addressed the conference during a special symposium, "A Tribute to Hispanics in the Military," honoring contributions to the U.S. armed forces.

Among the many speakers at this year's event: New Mexico Gov. Bill Richardson; former housing chief Henry Cisneros; actor and comedian Paul Rodríguez; artist and activist Marta Sánchez; House Minority Leader Nancy Pelosi of California; Sen. Kay Bailey Hutchison of Texas; Michael Dell, chairman and CEO of Dell; Kerry Killinger, chairman, president, and CEO of Washington Mutual; Sen. John Kerry of Massachusetts; and former governor of Vermont and Democratic presidential candidate Howard Dean.

But it was Yzaguirre who delivered a major critique of national policy.

Yzaguirre issued a broad indictment of President Bush and his administration, expressing great disappointment in their tax, education, healthcare, and immigration policies. He added that this disillusionment was magnified because many in the Latino community had high hopes for the president when he took office.

"But these hopes turned out to be a false image, a mirage," said Yzaguirre, who noted that while the president is eager to pose for photographs with Latino families, too many Hispanics are struggling with the basics of daily life.

Yzaguirre also issued a warning to the Democratic Party: "For too long Democrats have received our votes without delivering much in the way of change.... Democrats should be clear that we won't let them take our votes for granted."

PhD Project Survey Reinforces the Value of Diversity in the Classroom

MONTVALE, N.J.

A survey of undergraduate and graduate students at U.S. colleges and universities reveals that diversity in the front of the classroom enhances the educational experiences for all. The survey disclosed that minority professors are having an astonishing impact on the education of both minority and nonminority students. When asked, 96 percent of minority respondents said minority professors are positively impacting their education. Furthermore, 83 percent of nonminority respondents believe that minority professors are having a positive impact on their education.

The survey was conducted by the Bernard Hodes Group on behalf of The PhD Project, a multimillion-dollar corporate and academic-led effort to increase minority representation among business professors. Since The PhD Project was founded in 1994, the number of minority professors at U.S. business schools has more than doubled, from 294 to 642. The PhD Project surveyed undergraduate and graduate students taking classes with minority professors.

Respondents cited the following when asked whether minority professors have a positive impact on the education of students:

- Positive impact on minority students–93 percent
- On nonminority students–84 percent
- On career decisions of minority students–88 percent agree
- On career decisions of nonminority students–69 percent
- 69 percent of all respondents feel that students will be better prepared to work in a business environment as a result of having had a minority professor.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com September 08, 2003

Higher Education Policy Institute: College Students Increasingly Rely on Private Loans

WASHINGTON, D.C.

A major new study of the rapidly growing private student loan market says that nongovernmental loan funds are becoming a critical factor for college students deciding where to go to college. Private loans are increasingly being used to pay for higher-priced colleges and have become a crucial source of support for students attending law school, medical school, and other professional programs, the study says. Private loans also are being used to cover the growing gap between the amounts students and families are willing or able to pay for college and the actual costs of attendance after other aid is taken into account. Many private loan borrowers already borrow the maximum for which they are eligible under federal loan programs.

With college costs increasing faster than increases in federal student aid, federal aid programs are now sharply focused solely on *whether* students can go to college–that is, supporting "access" to higher education. This means that other forms of aid, especially private loans, are becoming a major resource that allows students to choose *which* college to attend, according to the report. Though private loans make up only a small portion of the total students loan volume–the more than $5 billion annually in private loans is dwarfed by the more than $40 billion in federal student loans–they are the fastest growing form of student aid and have now surpassed other, and often better-known, forms of assistance.

The report *Private Loans and Choice in Financing Higher Education* was produced by the Institute for Higher Education Policy with support from The Education Resources Institute (TERI), and the assistance of the National Association of Student Financial Aid Administrators (NASFAA). Key findings include:

- Three groups of students are most likely to borrow private loans: traditional undergraduates at relatively high-priced, private four-year institutions; undergraduates who face high nontuition costs such as room, board, and other living expenses; and professional school students, particularly law and medical school students, who face high tuition prices and have high financial need.
- A high proportion of private loan borrowers also have borrowed the maximum annual amounts allowed under federal programs: 77 percent of professional school students, 50 percent of undergrads, and 32 percent of graduate students also had maximized their federal Stafford loan eligibility.
- The reasons for borrowing most commonly cited by financial aid administrators were related to the students' financial need, including unmet need, high costs of attendance, and federal loan limits.

Science and Environment Council Emphasizes Global Education

WASHINGTON, D.C.

The National Council for Science and the Environment (NCSE) released a report that presents an agenda for education for sustainability as essential to global security. The agenda was developed by more than 800 educators, scientists, decision-makers, and other citizens at the 3rd National Conference on Science, Policy, and the Environment held earlier this year. It is intended to influence educational policy and practice in the United States and to provide a basis for the UN Decade of Education for Sustainable Development (2005-2015).

Recommendations for Education for a Sustainable and Secure Future defines education for sustainability as building on environmental education to include issues of international development, economic development, cultural diversity, and human health and well-being. Such education is interdisciplinary, experiential, inquiry-based, and emphasizes team building, problem solving, systems approaches, and critical thinking.

Rep. Sherwood Boehlert of New York, chairman of the House Science Committee, stated, "We applaud NCSE for underscoring the importance of sustainability in environmental education and policy."

Sustainability, according to NCSE, should not be viewed as a separate field of study, but rather as an approach to understanding that is integrated across the curriculum, including formal education in elementary and secondary schools, colleges, and business and other professional schools, as well as community and public education. Educational institutions are advised to lead by "practicing what they teach," integrating sustainable practices with sustainability education. The interdisciplinary approach features inclusiveness and diversity and emphasizes that the context of information is as important as the content.

People-Places-Publications-Conferences

PEOPLE
&
PLACES

Partners in Hispanic Education to Work with Communities

The White House Initiative on Educational Excellence for Hispanic Americans and some of the nation's leading Hispanic organizations, corporate leaders, and national private entities have formed Partners in Hispanic Education, dedicated to improving education for Hispanics in the United States.

This partnership includes the United States Hispanic Chamber of Commerce (USHCC); USHCC Foundation; MANA, A National Latina Organization; Girl Scouts of the USA; Hispanic Association of Colleges and Universities (HACU); National Council for Community and Education Partnerships (NCCEP); State Farm Insurance Companies; IQ Solutions; League of United Latin American Citizens (LULAC); Hispanic Association on Corporate Responsibility (HACR); U.S. Army; and the National Association of Hispanic Publications (NAHP).

The goal of the effort is to empower the Hispanic American community by equipping families with educational tools and informational resources afforded under the No Child Left Behind ACT in order to assist them in becoming stronger advocates for their children's education, from early childhood to college completion.

NCES Releases 2002 Digest of Education Statistics

The National Center for Education Statistics (NCES) released the 2002 Digest of Education Statistics on the Web, the 38th in a series of publications initiated in 1962.

The Digest provides a compilation of statistical information covering the broad field of American education from pre-kindergarten through graduate school. It contains information on a variety of education statistics, including the number of schools and colleges, teachers, enrollments, achievement, dropouts, graduates, educational attainment, finances, federal funds for education, libraries, and international comparisons of education.

The Digest, which includes select data from many sources, government and private, is available online at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003060.

Caldera Becomes UNM's 18th President

The University of New Mexico (UNM) board of regents unanimously voted Louis Caldera the University's 18th president.

Caldera had been vice chancellor for university advancement at the California State University (CSU) system and president of the CSU Foundation.

"We are very excited that the regents have unanimously selected Mr. Caldera to lead us to the next level," said Jack Fortner, the board of regents' vice president. "He is truly qualified in every sense of the word."

Arizona State Names García Vice President

Arizona State University (ASU) President Michael Crow appointed Eugene García vice president for university-school partnerships. The purpose is to focus university resources on bolstering Arizona's public education, from preschool to high school.

"I am convinced that ASU must take a much stronger, more visible role in making a difference in the critically important agenda of making the state's public education system as strong as possible," said Crow.

Before becoming dean of ASU's College of Education, García was dean of the Graduate School of Education at University of California (UC)-Berkeley, a senior officer in the U.S. Department of Education, and dean of the Division of Social Sciences at UC-Santa Cruz.

In the News at Miami-Dade College

- For the fourth time in its 43-year history, the Miami-Dade County, Fla., community college is adopting a new name. The name Miami-Dade College (MDC), according to a school official, reflects a more comprehensive curriculum, including baccalaureate degrees in education. The Florida Legislature approved the name change in a session held in the spring.
- MDC has partnered with mun2 television, a leading cable network targeting young Hispanics in the U.S., to provide the weekly interactive show "Chat," the first talk show to provide a forum for young U.S. Latinos. MDC's North Campus will provide its production facility for the taping of 26 episodes of the show, and mun2 will provide the school with a producer, director, post-production, and editing.
- Participants of the Honors College program are headed to some of the most prestigious universities. With its success, the Honors College program will expand from one campus to two additional campuses, tripling the number of student spaces in the limited access program.
- The College's Wolfson Campus hosted the first "E-Latin GRAMMY Careers and Music" for college and high school students. The program was presented by the Latin Recording Academy and featured a panel discussion, workshop, and performance by Grammy award-winning group Bacilos. The panel featured Crescent Moon Records president Mauricio Abaroa; pop group Bacilos; *Billboard* magazine's Latin bureau chief Leila Cobo; producer and music video director Pablo Croce; Grammy award-winning composer Kike Santander; and José Tilan, vice president of talent and programming for MTV Latino.

Mt. SAC Professor Named Volunteer of the Year

In California, Edgard Aguilar, Mt. San Antonio College (SAC) adjunct journalism professor, received the Journalism Association of Community Colleges' Volunteer of the Year award.

Aguilar has worked with the Association for many years and regularly conducts technology workshops at its conferences. He volunteers to help plan journalism conferences for Southern California community college, university, and high school organizations.

At Mt. SAC, he teaches mass media, newspaper design, and photojournalism classes. Aguilar was former President Jimmy Carter's photographer for his work with Habitat for Humanity.

UNITY Names López New Executive Director

Anna López, former executive director of the National Association of Hispanic Journalists (NAHJ), was appointed executive director of UNITY: Journalists of Color, Inc.

"Anna is well-respected throughout the industry for her ability to organize and stage great annual conventions, but more than that, she will provide the proven leadership we seek in moving UNITY forward beyond next year," said UNITY President Ernest R. Sotomayor.

López graduated from Mount Vernon College in 1992 with a bachelor's degree and worked at *The Washington Post* as a national news aide. She joined NAHJ in 1995 as a special projects manager and in 1997 became director of education and professional development. She was promoted to executive director in 1998.

UT-Pan American Scholar Elected to Humanities Council

Dr. Rodolfo Rocha, dean of the College of Arts and Humanities at the University of Texas-Pan American, was elected to the board of directors of the Texas Council for the Humanities (TCH).

Rocha, who began his doctoral studies in history at Texas Tech University, has been a full-time faculty member at the University of Texas-Pan American for 25 years, where he has been professor, curator of Rio Grande Valley Historical Collection, department chair, and dean of the College of Arts and Humanities.

His professional work includes numerous book chapters and articles. He has co-authored three books, most recently *Mexican Americans in Texas History: Selected Essays.*

Barry Receives $2 Million Scholarship Grant

The Goizueta Foundation awarded Barry University (Fla.) a $2 million grant to establish two endowed scholarship funds to provide need-based scholarship assistance annually to Barry University minority students.

The Barry University Science Scholarship/Internship Endowment provides opportunities for minority science undergraduate students in the School of Natural and Health Sciences, the Department of Physical Sciences, and the Department of Mathematics and Computer Science.

The Barry University Minority Empowerment Fund provides scholarships in the schools of Adult and Continuing Education, Arts and Sciences, Business, Education, Natural and Health Sciences, and Social Work.

Dynes Named 18th President of University of California

The University of California (UC) board of regents named Robert C. Dynes, a distinguished physicist and former chancellor of UC-San Diego, the 18th president of the University of California. On Oct. 2, he will succeed Richard C. Atkinson, who is retiring from the UC presidency after eight years.

Dynes, 60, is an expert on semiconductors and superconductors who spent a 22-year physics career at AT&T Bell Laboratories before coming to UC-San Diego, where he continued his research in teaching while serving as chancellor.

During his time as chancellor, faculty and student quality remained high, academic breadth expanded, ambitious management goals were met, and the campus addressed many key California and national issues. His scientific honors include the 1990 Fritz London Award in Low Temperature Physics and his 1989 election to the National Academy of Sciences.

Pomona Program Geared Toward Minority Women

Pomona College (Calif.) hosted EDGE (Enhancing Diversity in Graduate Education) 2003, a national program designed to increase the number of women students, particularly minority women, who successfully complete graduate programs in the mathematical sciences.

According to Ami Radunskaya, a Pomona College associate professor of mathematics and the 2003 program coordinator, minority women constitute only 2 percent of students earning Ph.D. degrees in mathematical sciences.

The program establishes mechanisms to provide prospective female students a clear understanding of what will be expected of them in graduate school, a support network aimed at keeping them in the mathematical science once they have begun their graduate work, and an understanding of their own strengths and weaknesses under stress, in group study, and in a competitive environment.

Rockefeller Brothers Fund Names 2003 Minority Teaching Fellows

Twenty-five outstanding students from 13 colleges and universities nationwide were selected as the 2003 recipients of the Rockefeller Brothers Fund Fellowships for Students of Color Entering the Teaching Profession.

Fellows receive up to $22,100 over a five-year period that begins after their junior year of college and ends when they have completed three years of public school teaching. During the summer following their junior year, they receive grants of $2,500 to undertake special projects related to teaching. Upon graduation from college, grants of $12,000 to $16,000 are available for full-time graduate work in education.

Included among this year's recipients: Danielle Alvarado and Roxane López, Southwest Texas State University; Migdalia Arciniegas, Wellesley College; Cecelia Díaz, University of California-Riverside; Anny Peña and Emilene Rodríguez, Pace University; Juan Pérez and Luis Sáenz, University of St. Thomas; Vanessa Ruiz, Miriam Salgado, and Jaclyn Zapanta, Mount St. Mary's College.

Carreon Is Named Dallas District's New Chancellor

The Dallas County Community College District's (DCCCD) board of trustees approved the nomination of Dr. Jesús Carreon as DCCCD's fifth chancellor. He filled the position vacated by Dr. William Wenrich, who retired Aug. 31 after almost 13 years with the district.

Carreon, DCCCD's first minority chancellor, is immediate past president and a member of the board of directors of the National Community College Hispanic Council. He is active with a number of state and local boards and councils, including the Portland Business Alliance, the Hispanic Metropolitan Chamber of Commerce, the Providence Health System, the Progress Board, and the Portland Leaders Roundtable.

Carreon was president of Portland Community College, the Rio Hondo Community College District, and Ventura College.

NCCHC Announces 2003 Hispanic Leadership Fellows Program

Twelve Hispanic community college administrators from around the country have been selected to participate in the 2003 Leadership Fellows Program sponsored by the National Community College Hispanic Council (NCCHC) and the North Carolina State University Department of Adult and Community College Education.

The program is designed to develop a pool of highly qualified Latinos and Latinas whose career interest focuses on assuming increasingly responsible administrative positions, with the ultimate goal of becoming a community college president.

This year's participants are Diana Castillo, Jesse De Anda, Angel Dorantes, Teresita Flores, María Fraser-Molina, Michael Gutiérrez, María Harper-Malinick, Isabel Hernández, José Leyba, Helga Mattei, Nelson Reynoso, and Mario Rivas.

Indiana University Selects New President

Indiana University appointed Dr. Adam W. Herbert its 17th president.

Herbert was the regents professor and executive director of the Florida Center for Public Policy and Leadership at the University of North Florida (UNF). From 1998 to 2001, he led the nation's second largest university system as the sixth chancellor of the State University System of Florida.

He was named one of 15 White House fellows in 1974 and was the special assistant to the U.S. Secretary of Health, Education and Welfare and then to the U.S. Undersecretary of Housing and Urban Development.

Martínez-Purson Named Dean of UNM Continuing Education

Rita Martínez-Purson was appointed dean of the University of New Mexico (UNM) Division of Continuing Education and Community Services.

Since June 2002, Martínez-Purson was the human resources group leader at Los Alamos National Laboratory (LANL), overseeing human resource services for more than 1,800 LANL employees.

"We're confident that Dr. Martínez-Purson will provide the kind of leadership that our Division of Continuing Education requires as it continues to grow and develop," said UNM Provost Brian L. Foster.

Martínez-Purson earned her bachelor's degree with honors in sociology and anthropology from the University of Arizona and her master's degree in public administration and doctorate in education and administration and supervision from UNM.

Velázquez Delivers New York City Tech Commencement Address

New York Congresswoman Nydia M. Velázquez delivered the New York City College of Technology's 63rd commencement speech and received the President's Award.

Velázquez was the first in her family to receive a college diploma. In 1984, Velázquez became the first Latina appointed to serve on the New York City Council. By 1986, she was director of the U.S. Department of Puerto Rican Community Affairs and started one of the most successful Latino empowerment programs in the nation's history–*Atrevete* (Dare to Go for It!). In 1992, she became the first Puerto Rican woman elected to the U.S. House of Representatives.

Velázquez strives to encourage economic development, combat crime and worker abuse, and secure access to affordable housing, quality education, and health care for all New Yorkers.

Colombian Photographer Visits Western Washington

Aldo Brando, a Colombian photographer whose work focuses on cultural and environmental issues of the New World tropics, presented his photographs of indigenous cultures and wildlife during a lecture on "Tropical Ecosystems, Native Peoples and Environmental Impact" at Western Washington University (WWU).

A professional photographer for more than 20 years, Brando has covered ecosystems from the Caribbean and the Pacific tropical seas to the Andes, the Amazon, and Orinoco basin. His work, which includes aerial and underwater photography, has helped promote creation of national parks and helped nongovernmental organizations establish private nature preserves.

Brando has authored or co-authored and photographed 14 books. His photos have been presented in many venues, including the Smithsonian and the United Nations.

Espinoza Receives Fullerton Alumna Award

Rose Espinoza, founder of Rosie's Garage, an after-school tutoring program that helps neighborhood parents learn English, was recognized and awarded Fullerton College's (Calif.) 2003 Distinguished Alumna Award for her achievements and dedication to education.

Espinoza received an associate's degree in industrial drafting from Fullerton College. In the early 1990s, she and her family moved to a low-income neighborhood in La Habra, where she created Rosie's Garage.

The strength and success of the program rely on the support of the local-area parents who serve as tutors and volunteers. As a result of Rosie's Garage, students' test scores have improved and gang activity has subsided.

Rosie's Garage has grown to include four locations and nearly 100 tutees.

Smithsonian Presents "Latin Jazz Nights" at IMAX & Jazz Café

Every Friday night until the end of summer, the IMAX & Jazz Café showcased "Latin Jazz Nights" at the Smithsonian Institution's National Museum of Natural History.

The museum's Atrium Café was transformed into an intimate jazz club with live music, ranging from Afro-Cuban and salsa to Brazilian bossa nova. Music on the Latin evenings was decidedly jazz, but with the rich flavor of Latin America.

The café offered seven evenings of Latin jazz until Sept. 26. Guests are treated to a full menu of Latin influenced food and drinks.

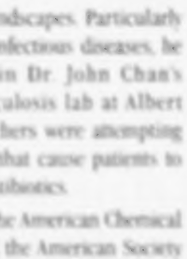
Center for Facilities Research Unveiled at APPA's Annual Forum

APPA: The Association of Higher Education Facilities Officers unveiled its Center for Facilities Research (CFaR) at its 2003 Educational Facilities Leadership Forum.

According to E. Lander Medlin, executive vice president for APPA, CFaR fills a vital need by integrating the development, collection, and delivery of research in the educational environment. "Research is critical to the need for any profession to constantly improve itself through innovation," said Medlin.

CFaR goals are to identify areas of research, consolidate existing and future facilities-related research, ensure stability and continuity of the research initiative, and expand and strengthen the facilities body of knowledge.

Alvarez Graduates Lehman with Honors



Biology major Mauricio Alvarez graduated with honors from Lehman College (N.Y.) with a degree and a scholarship to attend the doctoral program at Albert Einstein College of Medicine.

Alvarez was born in the Dominican Republic and became intrigued by nature and animals and his country's lush green landscapes. Particularly interested in studying infectious diseases, he worked a year ago in Dr. John Chan's microbacterial tuberculosis lab at Albert Einstein, where researchers were attempting to discover the factors that cause patients to develop resistance to antibiotics.

Alvarez has earned the American Chemical Society Scholarship and the American Society of Pharmacognosy Scholarship. He is a member of the Sigma Xi Scientific Research Society and the Golden Key Honor Society.

Fordham Professor Receives Woodrow Wilson Fellowship

Dr. Hugo Benavides, assistant professor of anthropology at Fordham University (N.Y.), was awarded a 2003 Career Enhancement Fellowship for Junior Faculty from Underrepresented Groups by the Woodrow Wilson National Fellowship Foundation.

"I am motivated to contribute to the changing face of the U.S. academy, away from a reified White institutionalized structure to one that more democratically reflects the real face of this country and the world in terms of student population, faculty representation and knowledge production," said Benavides.

Benavides also plans to use his fellowship as an opportunity to conduct research on popular culture in Mexico, exploring the social history of Mexican cinema and using it as a case study of Latin American culture production.

NJCU Senior Wins N.J. Project Competition

Carmen Falcones-Espinoza, a senior at New Jersey City University, is one of eight winners of the New Jersey Project's Fourteenth Annual Student Achievement Awards for Excellence in Feminist/Multicultural Scholarship competition.

Falcones-Espinoza was selected for her 1,000-word essay "March 26, 1998 @ 2:00 p.m.," which explores how the emotional strength of women in Latino culture maintains familial unity and ethnic pride as well as the use of language during times of grief.

An English major with a concentration in literature and a minor in Spanish, Falcones-Espinoza maintains a 3.41 GPA and expects to earn a Bachelor of Arts degree next year.

Hampton Named President of CUNY's York College

Dr. Robert L. Hampton, former associate provost for academic affairs and dean of undergraduate studies at the University of Maryland-College Park, recently became president of York College of the City University of New York (CUNY).

Hampton, 55, earned a bachelor's degree in sociology at Princeton University and a master's and doctorate in sociology at the University of Michigan. Professor of family studies and professor of sociology at Maryland since 1994, Hampton also taught at Connecticut College for 20 years, at the University of Michigan, and at Harvard Medical School as a lecturer on pediatrics for 14 years.

At Maryland, Hampton helped establish an academy for excellence in teaching and learning. He also created both a teaching certification program for graduate teaching assistants and a standing committee on the first-year experience.

Marx Appointed 18th President of Amherst College

Photo © Eileen Barroso

Anthony W. Marx became the 18th president of Amherst College (Mass.), succeeding Tom Gerety, Amherst president for nine years.

A former professor and director of undergraduate studies of political science at Columbia University in New York, Marx is a respected teacher and internationally recognized scholar who has written three books on nation building, particularly in South Africa, but also in the U.S., Brazil, and Europe. He established programs designed to strengthen secondary school education in the U.S. and abroad.

"As a teacher, scholar, and administrator, Tony Marx has worked hard to realize his tenacious vision of the promise of education in a turbulent world," said Amos B. Hostetter, Jr., chair of Amherst's board of trustees.

Gallego Speaks at UT-Austin Conference

Texas Rep. Pete Gallego, chair of the Mexican American Legislative Caucus, was the keynote speaker at the annual leadership conference of the University Texas (UT)-Austin's Hispanic Faculty-Staff Association.

Gallego earned his law degree from UT-Austin in 1985, and is a seven-term member of the House of Representatives from District 74 in West Texas. The Mexican American Legislative Caucus that he chairs is a group of 41 House members of Mexican-American descent.

CU-Boulder Ombuds Association Selects New Leader

Mary Chávez Rudolph, a University of Colorado (CU)-Boulder associate ombudsperson and former admissions counselor and graduate student advisor, was selected as the new president of the University and College Ombuds Association (UCOA)–a three-year term. UCOA is an international association of university offices dedicated to resolving student, staff, and faculty conflicts.

During her run at UCOA, Chávez Rudolph expects to research a possible merger between the UCOA and The Ombudsman Association, a similar organization that also includes government and corporate ombuds offices.

Chávez Rudolph earned a bachelor's degree in psychology at CU-Boulder and a master's in counseling psychology at CU-Denver.

Milwaukee Engineering Faculty Receive Awards

Several Milwaukee School of Engineering (MSOE) faculty and staff were recognized for their distinguished service to the University, including Dr. Teodoro C. Robles (pictured), professor in the Electrical Engineering and Computer Science Department, who received the Oscar Werwath Distinguished Teacher Award.

Among the other recipients were Gina Morán, math and physics specialist in the Learning Resource Center, who won the Outstanding Mentor Award for her dedication to students; and Dr. Glenn Wrate, director of the Master of Science in Engineering program and associate professor in the Electrical Engineering and Computer Science Department, given the prestigious Karl O. Werwath Engineering Research Award.

NTID's Davila Speaks at Latino Commencement Ceremony

R·I·T

Dr. Robert Davila, recently retired CEO of the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) in New York, who is himself deaf, spoke at one of the nation's largest Latino commencement celebrations and received an award recognizing his outstanding contributions to the Latino community at California State University-Fresno.

In Davila's seven years at NTID, he significantly strengthened the college's reputation as an international leader in postsecondary education for deaf students. He will continue to serve on the National Council on Disability, a 15-member group appointed by President Bush to advise him and Congress on matters affecting the education, employment, and independence of the country's 52 million people with disabilities.

Princeton Researchers Provide Link for Mexican Migrants

According to a study conducted by Estela Rivero-Fuentes (pictured) and Sara Curran, demographers with Princeton University's (N.J.) Office of Population Research, young, unmarried Mexicans with relatives or close friends already living in the U.S. are more than twice as likely to migrate than ones without.

Engendering Migrant Networks: The Case of Mexican Migration is based on interviews from 52 Mexican villages between 1982 and 1997. Curran and Rivero analyzed the characteristics and migration patterns of 6,000 17-to-25-year-old single Mexicans. Nearly 60 percent of the household heads surveyed had a personal tie to an immigrant living in the U.S.

UC-Santa Barbara Grads Collaborate on Multiracial Studies Book

UCSB

Four graduate students at the University of California-Santa Barbara collaborated on a book in multiracial studies, *Crossing Lines: Race and Mixed Race Across the Geohistorical Divide*.

From poetry and art history to sociology and education, the book examines the subject from both analytical and personal perspectives.

The editors of the book, all doctoral candidates, are two students of English, Marc Coronado, from Santa Barbara, and Laura Furlan Szanto, from Chicago; Rudy Guevarra, Jr., student of history, from San Diego; and Jeffrey Moniz, Gevirtz Graduate School of Education, from Waipahu, Hawaii.

They worked together to produce a volume that, as Moniz describes it, "is truly interdisciplinary in nature."

Two Students Overcome Setbacks at New York City Tech

After initially failing their City University of New York entrance exams, determination and persistence helped Astrid Sussette Rodríguez and Pedro N. Plácido, Jr., graduate at the top of their class at New York City College of Technology.

Photo © Michele Forsten

Photo © Michele Forsten

Rodríguez, from Puerto Rico, and Plácido, whose parents are from the Dominican Republic, both began their higher education as non-English speaking immigrants whose parents instilled in them the idea that education is the key to a successful life and career. They each plan to go on for a four-year degree–a bachelor's in human services at New York City Tech for Rodríguez, a bachelor's in mechanical engineering at Polytechnic University for Plácido–and then to graduate school.

ENMU-Roswell Upward Bound Receives Continued Funding

ENMUR

Eastern New Mexico University (ENMU)-Roswell was awarded federal funding to continue the Upward Bound program that helps high school students make the transition from high school into college.

The program at ENMU-Roswell will receive $287,696 in federal grant funding over the next four years through the Department of Education's TRIO program. ENMU-Roswell will use the funds to expand and enhance the operation of Upward Bound, which helps students with the skills and motivation needed for success in postsecondary education.

"With this grant, we will have four more years of growth and improvement," said Natalie Martínez, Upward Bound director. Students in the program "get early exposure to a college campus, receive career information, tutoring, and college prep work."

MDC North Campus President Meets with Secretary of Education

Miami-Dade College (MDC) North Campus President Dr. José Vicente was part of a handful of education leaders who recently met with U.S. Secretary of Education Dr. Roderick Paige in Washington, D.C., to discuss issues affecting Hispanic students across the country.

The Hispanic Association of Colleges and Universities (HACU) and federal lawmakers unveiled an education plan that calls for unprecedented attention to–and spending on–the higher education needs of Hispanics. Vicente, chair of the HACU Governmental Relations Committee, called the plan "a blueprint for creating a new era of Hispanic higher education excellence and success." (Pictured l. to r.: Dr. Antonio Flores, president, HACU; U.S. Rep. Ileana Ros-Lehtinen; and Dr. Vicente.)

NCLR Analyzes Latinos in Texas Criminal System

NCLR
NATIONAL COUNCIL OF LA RAZA

While four in every 10 Texans are either Latino or African American, about seven in every 10 prisoners are Latino or African American, according to a new analysis released by the National Council of La Raza (NCLR).

Latinos and the Texas Criminal Justice System presents data illustrating that Latinos are overrepresented in the Texas Department of Criminal Justice–the second largest state prison system in the U.S. The statistical brief shows that a larger share of Latinos is in state prisons than in state jails, and these institutions tend to house those with sentences longer than two years. Moreover, while similar shares of Latinos, Blacks, and Whites are reflected in new prison admissions, only 26 percent of prisoners released in the state of Texas in 2002 were Latino, compared to 33 percent of Whites and 41 percent of Blacks.

"We are extremely troubled by these data," said Raúl Yzaguirre, NCLR president.

Molina Receives Neil H. Jacoby International Award at UCLA

José Molina, pioneer of the first U.S. Spanish-language radio network, was presented with the Neil H. Jacoby International Award for his contributions in promoting international relations, at the University of California-Los Angeles' (UCLA) Dashew International Center for Students and Scholars.

Born in Yucatán, Mexico, Molina immigrated to the U.S. and attended UCLA. After graduation, he became interested in creating Spanish-language radio to serve the burgeoning Hispanic population in L.A.

Molina was among the first entrepreneurs to realize the potential for a Spanish-language media market, not only in Los Angeles, but worldwide. He later founded the Continental Broadcasting Corp. and began acquiring radio stations in several states, eventually creating the first major Spanish-language radio network.

HHS, DOL Report on Shortage of Long-Term Care Workers

U.S. Department Of Health and Human Services (HHS) Secretary Tommy G. Thompson and Department of Labor (DOL) Secretary Elaine Chao released a report showing that by 2050 the nation will need three times as many long-term care workers as are employed now to meet the needs of the aging baby boom generation.

The report emphasizes the critical need to retain existing long-term care workers and attract new workers and to support state and local initiatives and test new models of recruitment and retention of long-term workers.

BMCC Celebrates Latino Honor Society Day

Borough of Manhattan Community College (BMCC) in New York celebrated BMCC Latino Honor Society Day earlier this year.

Bronx Borough President Adolfo Carrión, Jr., an invited guest speaker at BMCC's Latino Honor Society's annual dinner, made the declaration on May 10.

Carrión said, "The members of the Latino Honor Society at BMCC have demonstrated academic excellence in the classroom in addition to possessing personal characteristics of integrity, discipline, and determination." (Pictured l. to r.: Pablo Pérez, friend and supporter of the Latino Honor Society; Jessica Cardona, Society vice president; Violet López, secretary; Carrión; Dr. Pedro Pérez, co-advisor; and Susan Quirindongo, treasurer and incoming president.)

Continental Airlines Awards Upward Bound Tickets to Hispanic Students

Continental Airlines

Hispanic high school seniors from Houston, New York, San Antonio, Los Angeles, and Washington, D.C, received airline tickets to visit college campuses with their parents through a Continental Airlines/Upward Bound partnership, "Volando al Futuro/Flying Toward the Future."

The recipients were María Freire, Sandra Rodríguez, Gabriela Romero, Andres Figueroa, Martín Venzor, Jr., David Yasin, Sonia González, Juan Pasillas, Marvin Díaz, Jennifer García, and Clinton Rayfield.

Continental began its "Volando al Futuro" partnership with Upward Bound, a project of the federal government's TRIO program designed to prepare low-income, first-generation, college-bound students for the college experience, in September 2002. It provides the tickets to help Hispanic Upward Bound participants and their parents explore the possibility of attending college away from home.

PUBLICATIONS

Julian Nava: My Mexican-American Journey

By Julian Nava

Julian Nava
My Mexican-American Journey
Julian Nava

Julian Nava is a renowned and distinguished elder statesman in America's Hispanic community. The son of poor Mexican immigrants, he rose to prominence through years of hard work and became the first Mexican-American ambassador to Mexico. With the same determination he had to succeed in life, Nava presents his life story in this autobiography.

2002. 224 pgs. ISBN 1-55885-351-0. $9.95 paper. Piñata Books. (800) 633-ARTE.

Justice Betrayed: A Double Killing in Old Santa Fe

By Ralph Melnick

Justice
Ralph Melnick

Chronicles the story of the wrongful execution of an African American laborer, Thomas Johnson, for the brutal rape and murder of a young woman from a prominent Hispanic family, Angelina Jaramillo, in 1931.

2002. 224 pgs. ISBN 0-8263-2901-2. $22.95 cloth. University of New Mexico Press. (800) 249-7737.

Latino Images in Film: Stereotypes, Subversion, and Resistance

By Charles Ramírez Berg

LATINO
IMAGES
IN FILM

The bandido, the harlot, the Latin lover, and the dark lady–these have been some of the defining and demeaning images of Latinos in U.S. cinema. This book develops an innovative theory of stereotyping that accounts for the persistence of such images in U.S. cinema and explores how Latino filmmakers have resisted such stereotyping.

2002. 328 pgs. ISBN 0-292-70907-2. $24.95 paper. University of Texas Press. (800) 252- 3206.

Developing Teaching and Learning in Higher Education

By Gill Nicholls

Higher education is facing increasing demands and as a result new lecturers are now expected to have training and induction in teaching and learning strategies. This book provides lecturers with an easy and accessible guide to planning and preparing teaching sessions, teaching a diverse student population, and making student assessments.

2002. 191 pgs. ISBN 0-415-23696-7. $25.95 paper. RoutledgeFalmer. (800) 634-7064.

Crossroads, Directions, and a New Critical Race Theory

Francisco Valdés, Jerome McCristal Culp, and Angela P. Harris, eds.

CROSSROADS,
DIRECTIONS,
AND A
NEW CRITICAL RACE
THEORY

The original essays in this collection use analysis, personal experience, historical narrative, and many other techniques to explain the importance of looking critically at how race permeates our national consciousness.

2002. 440 pgs. ISBN 1-56639-930-0. $29.95 paper. Temple University Press. (800) 447-1656.

Racial Inequity in Special Education

Daniel J. Losen and Gary Orfield, eds.

Racial inequalities pervade special education in U.S. schools today and minority children are far more likely than White children to be designated in need of special education. This book sets the stage for a more fruitful discussion about special education and racial justice–a discussion that aims to advance racial equity in education.

2002. 336 pgs. ISBN 1-891792-04-0. $28.95 paper. Harvard Education Press. (800) 513-0763.

The Mythology of North America

By John Bierhorst

THE MYTHOLOGY OF
JOHN BIERHORST

The growing influence of Native American tribes has brought religious issues increasingly to the forefront. This wide-ranging volume carefully delineates 11 mythological regions–from the Arctic to the Southwest and from California to the East Coast–presenting the gods, heroes, and primary myths held by the tribes of each area.

2002. 268 pgs. ISBN 0-19-514623-9. $18.95 paper. Oxford University Press. (800) 451-7556.

Narrative Threads: Accounting and Recounting in Andean Khipu

Jeffrey Quilter and Gary Urton, eds.

The Inkas, without a graphic writing system, used devices made of knotted and dyed strings called khipu to record information pertaining to the organization and history of their empire. In this benchmark book, 13 international scholars analyze the mysteries surrounding the largely undeciphered khipu narratives.

2002. 391 pgs. ISBN 0-292-76903-2. $45.00 cloth. University of Texas Press. (800) 252-3206.

Mexican Americans & the U.S. Economy: Quest for Buenos Días

By Arturo González

Mexican Americans
& the U.S. Economy
Quest for Buenos Días

Examines the problems that Mexican-Americans have experienced in attaining economic parity with non-Hispanic Whites. It looks at four major topics of particular concern to the economic status of the Mexican-American community: immigration, education, wealth and poverty, and the labor market.

2002. 165 pgs. ISBN 0-8165-1977-3. $14.95 paper. University of Arizona Press. (800) 426-2736.

The Quiet Killer: Emphysema/Chronic Obstructive Pulmonary Disease

Hannah L. Hedrick, Austin H. Kutscher, eds.

Quiet
Killer
Emphysema/
Chronic Obstructive
Pulmonary Disease

Chronic obstructive pulmonary disease (COPD) and emphysema together comprise this nation's most rapidly growing health problem. This book opens the door into the often-unpublicized world of COPD and emphysema, offering new hope and insight for sufferers and their loved ones.

2002. 224 pgs. ISBN 0-8108-4173-8. $39.50 cloth. Scarecrow Press. (800) 462-6420.

CONFERENCES

NCCHC Annual Leadership Symposium

September 18-21, Denver, Colo.

"Leading for the Future" is the theme of this gathering of the National Community College Hispanic Council, an affiliate council of the American Association of Community Colleges.

E-mail: vallejom@pbcc.edu or Christine.Johnson@ccd.cccoes.edu

9th Annual CUMU International Conference

September 20-23, Ypsilanti, Mich.

The theme of this Coalition of Urban and Metropolitan Universities conference is "Metropolitan Universities: Partners in the Urban Agenda." At the Eagle Crest Conference Resort, Ypsilanti, Mich.

Contact: (734) 487-2211; fax, (734) 487-9100; e-mail, Martha.Tack@emich.edu

NACADA National Conference

October 2-5, Dallas, Texas

The theme for the 27th annual meeting of the National Academic Advising Association is "Teach, Encourage, eXcel, Advise, Support: Building Stronger Networks for Student Success." More than 300 concurrent sessions will address all aspects of advising for administrators, academic advisors, and faculty advisors. At the Adam's Mark Hotel, Dallas, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

TRPI First Annual Conference

October 9, Los Angeles, Calif.

To understand the implications of the growing Latino population, the Tomás Rivera Policy Institute presents "In Focus: Interpreting the Latino Experience in the U.S. Today," offering insight into sociopolitical trends and guidance on important topics of the day. For corporate representatives, civic leaders, elected officials, and academics. At the USC Davidson Executive Conference Center, Los Angeles, Calif.

Contact: (909) 621-8897; Web site, www.trpi.org

HACU's 17th Annual Conference

October 18-21, Anaheim, Calif.

The Hispanic Association of Colleges and Universities' Annual Conference provides a unique forum for the sharing of information and ideas for the best and most promising practices in the education of Hispanics. This year's theme is "Hispanic Higher Education Success: America's Path to the Future." At Hyatt Regency Orange County, Anaheim, Calif.

Contact: (210) 692-3805; fax, (210) 692-0823; e-mail, hacu@hacu.net; Web site, www.hacu.net

ACE's Educating All of One Nation Conference

October 23-25, Atlanta, Ga.

"Educating All of One Nation: Addressing a National Imperative–Why We Can't Wait" is an important conference on diversity and improving minority participation in postsecondary education. Sponsored by the Office of Minorities in Higher Education of the American Council on Education, it provides a unique opportunity to take part in a national conversation about diversity and American pluralism, with more than 1,300 college and university professionals. At the Hilton Atlanta, in Georgia.

Contact: (202) 939-9395; fax, (202) 833-5696; e-mail, allonenation@ace.nche.edu; Web site, www.acenet.edu/programs/omhe

AAC&U Meeting

October 30-November 1, Cambridge, Mass.

"Technology, Learning, and Intellectual Development" is the theme of this meeting of the Association of American Colleges and Universities' Network for Academic Renewal. In Cambridge, Mass.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

The College Board Forum 2003

November 2-4, New York, N.Y.

The College Board's Forum is an annual gathering of education professionals from many areas of responsibility, from presidents and principals to financial aid officers and superintendents to college faculty and admissions officers. In New York, N.Y.

Web site: www.collegeboard.com/forum

CIEE Annual Conference 2003

November 5-8, Budapest, Hungary

For more than 55 years, CIEE: Council on International Educational Exchange has gathered people together to explore the methods and challenges of bringing language and culture to students. This year's conference theme is "Speaking Up: Language Learning at Home and Abroad." In Budapest, Hungary.

Contact: e-mail, conference2003@ciee.org; Web site, www.ciee.org/conference

NSHMBA 2003 National Conference & Career Expo

November 6-8, Ft. Lauderdale, Fla.

The National Society of Hispanic MBAs holds its 14th Annual National Conference and Career Expo. In Ft. Lauderdale, Fla.

Contact: NSHMBA, (214) 596-9338; fax, (214) 596-9325; Web site, www.nshmba.org

11th National Quality Education Conference

November 6-9, Albuquerque, N.M.

For 10 years, the NQEC (National Quality Education Conference) has provided education leaders continuous improvement principles and tools to meet the requirements of policies such as P.L. 107-110–the "No Child Left Behind" act. This year's conference theme is "Doorways to Performance Excellence–Standards, Assessment, and Accountability." In Albuquerque, N.M.

Contact: (800) 248-1946 or (414) 272-8575; Web site, http://nqec.asq.org/

NCTE Annual Convention

November 20-23, San Francisco, Calif.

Thousands of English language arts professionals are expected to attend the National Council of Teachers of English's 93rd Annual Convention, with the theme "Partners in Learning," where they will share best practices, gain new knowledge, listen to top-notch speakers and more. In San Francisco, Calif.

Web site: http://www.ncte.org/convention/2003/index.shtml

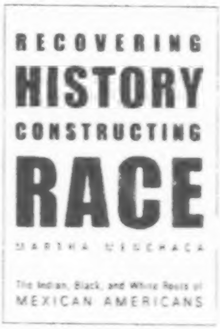
Book Review

By Mark Saad Saka

***Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans*, by Martha Menchaca.** 408 pages. University of Texas Press, 2001. ISBN 0-292-75254-7. $19.99 paper.

While the terms *mestizo* and *mestizaje* are familiar to Mexican-American historians and anthropologists, the history of how this phenomenon emerged is often obscured by a basic lack of concrete information and interpretation. Martha Menchaca's *Recovering History, Constructing Race*, a concrete and meticulously documented book, goes a long way toward rectifying this historical vacuum.

By utilizing the centrality and importance of race as a key variable in conceptualizing the history of Mexican-Americans and the American Southwest and its distribution of economic, political, and cultural power, she provides a critical and much-needed synthesis of Mexican-American history, one that fully incorporates racial identities and consciousness and that is grounded in sound historical interpretation.



A central theme of Menchaca's work is the concept and process of *racialization* that shaped centuries of Mexican and Southwestern history. Beginning with the Spanish colonial era, Menchaca outlines the process of Spanish and Native American conflicts and accommodations that created *la frontera colonial*. The introduction of African slavery to the Gulf Coast and northern Mexico further impacted the process of racial fusion. The Spanish instituted a series of racial hierarchies that marginalized and subordinated the emerging population of people of color through a complex and intricate legal and philosophical framework.

In the aftermath of Mexican independence, the newly constituted Mexican Republic reversed many of these racially defined social and legal hierarchies and moved toward full citizenship for people of color, in Mexico and in the borderlands. This progressive challenge to the colonial order proved fleeting, however, as the American invasion and incorporation of the Southwest set the region and people on a reversed historical trajectory, one that re-subordinated and re-marginalized people of color to a legal structure that denied basic political, civil, legal, and cultural rights. This forms the basis of her definition of *racialization*–"the use of the legal system to confer privilege upon Whites and discriminate against people of color." In the aftermath of the quickly violated Treaty of Guadalupe Hidalgo, Mexicans who could demonstrate that they were White were incorporated into the United States as full citizens while the majority of *mestizos*, Christianized Indians, and Afro-mestizos were subordinated into an apartheid-style racial order. Menchaca documents the dismantling of the racialized-apartheid legal structure in the 20th century, but she concludes on an ominous note regarding recent court decisions affecting Mexican-Americans.

I found this book an excellent primer for generating student interest in applying theory to real-life experiences. An important asset of the book is Menchaca's incorporation of personal histories and family narratives into a complex historical saga, something with which my students easily identified. I used this book in my History of Mexican-Americans course last fall and found that Menchaca's ability to weave together her own multiethnic/cultural family's history from Zacatecas and the American Southwest with that of her husband's Native American heritage provides an auto ethnography that greatly enhances the book's appeal. My students, of all ethnicities, were able to contribute their own family micro-narratives into a broad class discussion that allowed us to create our own macro-narrative history of the West Texas Mexican-American experience.

Along that line, a major strength of this book is its inclusion of the African presence and contribution to Mexican-American history. While the history of Africans in colonial Latin America is an established field, Menchaca's research is a welcome and path-breaking work for Mexican-American history. This proved useful in bringing African American students into a classroom discussion of Mexican-American history, a point of inclusionary instruction that broadened the book's appeal and personal applicability.

This is an incredible and sweeping interpretative history of Mexican-Americans. By conceptualizing Mexican-American history through the perspective of race, Menchaca recovers this crucial variable and uncovers a largely neglected past. In addition to a ground-breaking ethnohistory, she has provided an easily accessible synthesis of Mexican-American and Southwestern history. This book is ideal for both undergraduate and graduate courses dealing with Chicano, Southwest/Borderlands studies, Native American, and African American history.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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THE UNIVERSITY OF UTAH

Optics/Nanometer Scale Physics Tenure Track Position

The Department of Physics at the University of Utah invites applications for a tenure track Assistant/Associate Professor position in Experimental Condensed Matter Physics, preferably in the area of optics or nanometer scale physics. The appointment will begin August 2004. A Ph.D. in physics or a related field is required. Postdoctoral research experience is desirable. The successful candidate must have an outstanding research record for his/her experience level and show promise of teaching effectively at both the undergraduate and graduate levels. Information about the University and the Physics Department may be found at URL http://www.physics.utah.edu.

The deadline for receipt of application materials is **December 1, 2003.** However, applications may be considered after the deadline until the position is filled. A letter of interest, vita, publication list, statement of research plans, and three letters of recommendation should be sent to:

Condensed Matter Search Committee Chair
University of Utah
Department of Physics
115 South 1400 East #201
Salt Lake City, UT 84112-0830

The University of Utah is an equal opportunity/affirmative action employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

REGISTER EARLY AND SAVE!!

Educating All of One Nation

Addressing a National Imperative—Why We Can't Wait

October 23–25, 2003 • Hilton Atlanta • Atlanta, GA

This conference provides a unique opportunity to take part in a national conversation about diversity and inclusiveness in higher education, with more than 1,300 college and university administrators and faculty.

FEATURED KEYNOTE SPEAKERS INCLUDE:

THURSDAY
OPENING PLENARY: Johnnetta B. Cole, President, Bennett College

FRIDAY
MORNING PLENARY: Thomas E. Meredith, Chancellor, University System of Georgia
LUNCHEON PLENARY: Ingrid Saunders Jones, Senior Vice President, Corporate External Affairs, The Coca-Cola Company, and Chairperson, The Coca-Cola Foundation

SATURDAY
MORNING PLENARY: Pedro Antonio Noguera, Judith K. Dimon Professor in Communities and Schools, Harvard Graduate School of Education
CLOSING PLENARY: Claude M. Steele, Lucie Stern Professor in the Social Sciences and Professor of Psychology, Stanford University

SPECIAL EVENT—
Join us Saturday evening for the DIVERSITY LEADER AWARD CEREMONY AND BANQUET, featuring nationally syndicated radio personality Tom Joyner.

For more information, visit the ACE web site at http://www.acenet.edu/programs/omhe/greetings.cfm or call (202) 939-9395.

If you are interested in presenting a session during the conference, see our web site at http://www.acenet.edu/programs/omhe/conf-presentation.cfm

ACE

Sponsored by the American Council on Education, Office of Minorities in Higher Education

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"[*The Majority in the Minority*] connects us to the triumphs and tragedies of our Latino collective pasts and leads us to a more hopeful scenario for the future."

—From the Foreword
by Laura Rendón

"An excellent compendium of perspectives, experiences and knowledge-based research that covers the spectrum of Latina/o access and performance in higher education."

—Juan Andrade Jr., President,
United States Hispanic
Leadership Institute

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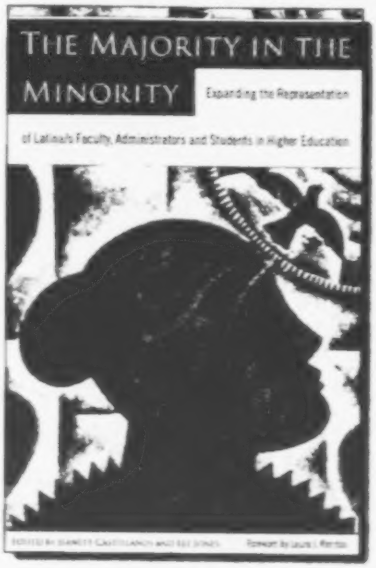
THE MAJORITY IN THE MINORITY
Expanding the Representation of Latina/o Faculty, Administrators and Students in Higher Education

THE MAJORITY IN THE MINORITY

Expanding the Representation of Latina/o Faculty, Administrators and Students in Higher Education

**Edited by
Jeanett Castellanos
and Lee Jones**

Foreword by Laura I. Rendón

Paper, $24.00

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WESTERN CONNECTICUT STATE UNIVERSITY
ASSISTANT PROFESSOR
HEALTH PROMOTION & EXERCISE SCIENCES

WCSU is seeking a highly qualified, flexible and creative faculty member in the newly merged Health Promotion and Exercise Sciences Department. This is a full-time, tenure-track (10 month) Assistant Professor position. The faculty member will be responsible for teaching undergraduate courses in health education and community health, and will be expected to supervise health education student teacher placements in the schools. Anticipated start date is January 2004.

Qualifications: A Master's degree in Health Education, Health Promotion or related field is required; Ph.D. is preferred. Candidates need to be knowledgeable in **both** School and Community (Public) Health disciplines, and in curriculum development and instruction technology. Two to three years teaching experience at a four-year university/college, as well as experience as a secondary school health educator and as a supervisor of health education student teaching placements is required. Current State Health Teaching Certification also required.

Application Process: Interested applicants should immediately submit a letter of application and credentials, including vita, transcripts, and the names, addresses and phone numbers of at least three professional references with e-mail addresses (if available) to: **Professor Jody Rajcula, Search Committee Chair, Health Promotion & Exercise Science, WCSU, 181 White Street, Danbury, CT 06810**. Application must be received by October 10, 2003.

WCSU is an AA/EO Educator/Employer.

Two Graduate Faculty Positions
Indiana University
The School of Library and Information Science - Indianapolis

www.slis.iupui.edu

Either position may be appointed at the tenure-track rank of Assistant or Associate Professor, depending on the candidate's credentials. The successful candidates will provide evidence of excellence in teaching and promise in scholarly production in one or more of the following areas pertaining to graduate studies in library and information science:

- management of information technologies in library environments
- bibliographic access, control, and organization of resources
- digital libraries and multimedia resources
- administration of public, academic and/or special libraries
- information sources for business, government, science, technology, or humanities

Basic qualifications include: Ph.D. or equivalent and successful professional practice in library and information management. Candidates should be willing and have the ability to adapt to new instructional delivery systems through interactive television and online communications. The Indianapolis campus provides faculty support for innovations in instructional delivery with the advanced networking capabilities comparable to any in the nation. A proven record in use of instructional telecommunications is preferred. Both positions are ten-month, tenure-track appointments with the option to teach up to two summer courses at 20% of base salary. **The successful candidates should be prepared to join the current eight full-time faculty by August 1, 2004.**

Review of applications will begin November 1, 2003 and will continue until the positions are filled. Applicants should send a letter of interest in which they describe teaching experiences as well as other qualifications. A complete curriculum vita and names and addresses for three references should be included. Questions and applications should be addressed to **Dr. Daniel Callison, Executive Associate Dean, Indiana University School of Library and Information Science - Indianapolis**, 755 W. Michigan, Indianapolis, IN 46202. callison@iupui.edu 317-278-2376.

The Master's of Library Science program at Indiana University is accredited by the American Library Association. A full curriculum of courses leading to the MLS is provided at Indianapolis as well as Bloomington. Students may take courses on either campus. Indiana University has been nationally ranked among the top schools in library science, information systems, youth services and school library media.

Indiana University is committed to the principle of diversity and is actively seeking to increase the racial diversity of its faculty.

The Indianapolis Campus - www.iupui.edu
Indiana University Purdue University at Indianapolis is a leading urban campus of over 27,000 students. As a part of the recently renovated central convention and business areas of the capital city, the campus is adjacent to new structures housing government, museum, athletic and cultural institutions. The expanding metropolitan Indianapolis campus offers the largest range of academic programs in the state combining the best from Indiana University and Purdue University. In addition to library science, IUPUI is a center for professional schools in medicine, law, nursing, education, philanthropic studies, and informatics.

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DEAN

Bellarmine College of Liberal Arts

Loyola Marymount University invites applications for the position of Dean, Bellarmine College of Liberal Arts.

Founded in 1911 and located in Los Angeles, a large metropolitan and ethnically diverse city, Loyola Marymount University has a student population of 8262, an annual budget of over $190 million, and an endowment of $220 million. It takes its fundamental inspiration from the traditions of its sponsoring orders, the Jesuits and the Religious of the Sacred Heart of Mary. Loyola Marymount University includes the Bellarmine College of Liberal Arts, the College of Business Administration, the College of Communication and Fine Arts, the College of Science and Engineering, the School of Education, the School of Film and Television, and Loyola Law School.

The Bellarmine College of Liberal Arts comprises twelve departments: African American Studies, Chicano/Chicana Studies, Classics, Economics, English, History, Modern Languages, Philosophy, Political Science, Psychology, Sociology, and Theological Studies. It also offers rich and varied programs, including an Honors Program, Women's Studies, Urban Studies, Asian and Pacific Studies, and American Cultures. Graduate programs are offered in the Departments of English, Philosophy and Theological Studies. The College has 148 full time tenured and tenure-track faculty and over 1700 graduate and undergraduate students.

As senior academic administrator for the College, the Dean is a member of the Deans' Council and reports directly to the Academic Vice-President. Candidates should have the proven ability to provide overall leadership for the College, be familiar with the issues and challenges of contemporary Catholic higher education, and support the University's mission which focuses on the encouragement of learning, the education of the whole person, the service of faith and the promotion of social justice and diversity. They should also have an earned doctorate with credentials suitable for tenure in a department of the College, a distinguished record of teaching and scholarship, and the skill to represent effectively the College both internally and externally. Ability to earn the trust of faculty, staff, and students, a strong commitment to interdisciplinary endeavors, outstanding interpersonal skills, fundraising experience, and prior academic administrative success, are essential requirements for the position.

In accordance with University policy, the Dean will be responsible for planning, developing, and evaluating all programs, assessing teaching, research and scholarship, strengthening student advising, overseeing the admission of students into the College, reviewing annual department and program budgets, and fund raising for the implementation of the University's strategic plan as it applies to the College.

The position will be available on *June 1, 2004*. The salary range will be competitive and dependent upon qualifications and experience. Applications will be accepted until the position is filled. Applicants should send the following materials:

1. a letter of application which includes a description of the applicant's vision and experience;
2. a curriculum vitae; and
3. the names, addresses, and telephone numbers of five references.

Application materials and or inquiries should be addressed to:

Dr. Ira W. Krinsky
Senior Client Partner
or
Ms. Sharon S. Tanabe
Senior Associate

Korn/Ferry International
1800 Century Park East, Suite 900
Los Angeles, California 90067

Telephone number: (310) 552-1834

Loyola Marymount University is an equal opportunity employer. For further information about Loyola Marymount University, and the Bellarmine College of Liberal Arts, please go to: **www.lmu.edu.**

LOYOLA MARYMOUNT
UNIVERSITY

Environmental Engineering

Tenure Track Faculty Position at UC Davis

The Department of Civil and Environmental Engineering at the University of California, Davis invites applications and nominations for a tenure-track position in environmental engineering. The position is open at all levels. Requirements include a Ph.D. in engineering or a related field and demonstrated success or potential for success in teaching and research.

The successful candidate will be expected to develop a significant independent research program linking environmental engineering to public or environmental health. Areas of special interest include, but are not limited to, prominent environmental problems such as water treatment and reuse, non-point source pollution, ecologic systems, and air pollution. Strengths in the areas of risk assessment, statistics, modeling, or computational methods are desirable. The candidate must have the ability to contribute significantly to the undergraduate and graduate teaching missions of the Department of Civil and Environmental Engineering.

Review of applications will begin October 15, 2003. Applicants should submit a complete CV, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the name, mailing address, telephone number, and e-mail address of three references to:

Environmental Engineering Search Committee, Chair
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to Professor Jeannie Darby at **jldarby@ucdavis.edu**. Information about the department can be found at **http://cee.engr.ucdavis.edu/**

UC Davis and the Department of Civil and Environmental Engineering are committed to building a diverse faculty, staff, and student body in response to the changing population and educational needs of California and the nation. *The University of California is an affirmative action/equal opportunity employer.*

FLORIDA SOUTHERN COLLEGE

FLORIDA SOUTHERN COLLEGE
PRESIDENT

The Board of Trustees and Presidential Search and Transition Committee invite nominations and applications for the position of President of Florida Southern College. The search for a successor to President Thomas L. Reuschling, who is retiring after ten years of excellent service, will begin immediately and continue until an appointment is made.

Founded 120 years ago by the Florida Conference of the United Methodist Church, the college is a comprehensive institution with a strong liberal arts core. The Lakeland campus is predominantly undergraduate and residential and includes graduate programs. A satellite program is based in Orlando. Total enrollment is approaching 2600 students from 42 States and 45 Countries.

Florida Southern College offers a faculty of high quality, students committed to learning, highly successful alumni, and a unified Board of Trustees. The architecturally attractive campus is located in an inviting community in a rapidly developing area of Florida. It boasts distinguished programs in athletics and the fine arts. The College is poised for significant development.

Florida Southern College seeks a proven leader with a passion for providing excellent educational programs for its students; outstanding leadership and financial management skills; an aptitude for and commitment to planning, fund raising, and external relations; and an overall commitment to excellence.

Screening of applications will begin October 30, 2003, and continue until an appointment is made. The Academic Search Consultation Service is assisting with the search. Confidential nominations and expressions of interest should be directed to Dr. Harold M. Kolenbrander (kolenbrander@attglobal.com or 513 233 2676). Completed applications should be sent **via e-mail to:**

Ms. Lynn Dennis (ldennis@flsouthern.edu) - Secretary to the Search and Transition Committee - Florida Southern College - 111 Lake Hollingsworth Drive - Lakeland, FL 33801-5698 - 863-680-4107

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Teachers College, Columbia University

Fulfilling Our Promise

TEACHERS COLLEGE is the graduate school of education, psychology and health professions of Columbia University. The College was founded in 1887 by the philanthropist Grace Hoadley Dodge and philosopher Nicholas Murray Butler to provide a new kind of schooling for the teachers of poor children of New York, one that combined a humanitarian concern to help others with a scientific approach to human development.

Teachers College, Columbia University is currently recruiting for the following positions. Complete faculty position descriptions can be found on our web site at **www.tc.edu/administration/vp/facultysearch.htm.**

FACULTY POSITIONS:

Applied Physiology
Assistant Professor, Tenure Track

Art Education
Assistant/Associate Professor, Tenure Track

Clinical Psychology
Assistant Professor, Tenure Track

Cognitive Studies in Education
Open Rank, Tenured or Tenure Track

Deaf and Hard of Hearing
Assistant Professor, Non-Tenure Track

Disability Studies in Education
Assistant Professor, Tenure Track

Early Childhood Education
Assistant Professor, Non-Tenure Track

Early Childhood Special Education
Assistant Professor, Non-Tenure Track

Education Leadership
Associate/Full Professor, Tenured or Tenurable

Preservice Elementary Education
Assistant Professor, Non-Tenure Track

Science Education
Assistant Professor, Tenure Track or Non-Tenure Track

Speech and Language Pathology
Assistant Professor, Tenure Track

Review of applications will begin October 1, 2003 and continue until the search is completed. Appointments begin September 2004.

FELLOWSHIP: Minority Postdoctoral Fellowship Program

Provides recent doctorate recipients the opportunity to develop a program of research, teach one course, and participate in the life at a graduate research university. For information on the fellowship program, please visit http://www.tc.edu/administration/vp/mpost.htm.

Application deadline is January 9, 2004.

TEACHERS COLLEGE is an institution committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and persons with disabilities in its own activities and in society. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank than advertised.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th St., New York, NY 10027 http://www.tc.edu/

GEORGIA STATE UNIVERSITY

GEORGIA STATE UNIVERSITY is inviting applications for the anticipated tenure-track openings in the Communication Department for AY 2004-2005.

AUDIENCE RESEARCH
Anticipated tenure-track Assistant/Associate Professor to serve as Director of Audience Research. Ph.D. required. Seeking a media scholar to direct and conduct interdisciplinary empirical research in audiences use of and response to entertainment media, news, and/or persuasive messages (e.g., political or health campaigns, media stereotyping, public opinion research or other types of media effects). Researchers will utilize an advanced post-production and testing facility that includes a 35 seat theatre with surround sound, one-way focus group cameras, ASL eye and head tracking and audience perception analyzer. Send letter of application, vita, transcripts, evidence of teaching effectiveness, and three letters of recommendation to Cynthia Hoffner, Chair, Audience Research Search.

FILM/TELEVISION STUDIES
Anticipated tenure-track Assistant Professor in Film/Television Studies. Ph.D. required. Seeking applicants with an active research program and ability to teach film and/or television studies, with preferred specialty areas in race/ethnicity or international media. The successful candidate will help shape an innovative Ph.D. program in Moving Image Studies. Send letter of application, vita, transcripts, evidence of teaching effectiveness, and three letters of recommendation to Greg Smith, Chair, Film/Television Search.

INTERNATIONAL MEDIA
Anticipated tenure-track Assistant Professor in International Media. Ph.D. required. Seeking applicants with an active research program and the ability to teach courses in international media and research/theory in journalism and mass communication (Middle Eastern studies preferred). The successful candidate will help shape an innovative Ph.D. program in Public Communication and participate in the Center for International Media Education. Send letter of application, vita, transcripts, evidence of teaching effectiveness, and three letters of recommendation to Michael Bruner, Chair, International Media Search.

Address applications to the respective Chair/Director, Communication Department, Georgia State University, University Plaza, Atlanta, Georgia 30303. Application review will begin November 15, 2003. Positions will start August 2004.

Georgia State University is an equal opportunity educational institution and an EEO/AA employer.

Northern Virginia Community College

PROVOST, ANNANDALE CAMPUS

Nominations & applications are now being accepted for the position of the **Provost of the Annandale Campus**.

Northern Virginia Community College, the nation's second largest multi-campus community college, has five campuses serving the counties of Arlington, Fairfax, Loudoun, and Prince William, and the cities of Alexandria, Falls Church, Fairfax, Loudoun, Manassas, and Manassas Park. A sixth medical education campus is under development. The College has a highly diverse student population of approximately 64,000 credit students, an FTE of 24,500 and a non-credit enrollment of approximately 30,000.

The largest of five campuses, Annandale serves approximately 22,700 students in the credit programs and approximately 6,000 students in the non-credit programs annually. With a strong emphasis in technology, the campus has five academic divisions, which provide offerings in transfer and occupational/technical programs, a comprehensive student development outreach program, a vigorous continuing education and workforce development area, and a state of the art Learning Resources Center. The campus has approximately 260 full-time and 360 adjunct faculty, and approximately 162 staff.

The Provost is the chief operating officer of the Annandale Campus, and is responsible for all academic and student services, as well as the management of the entire campus.

Required Qualifications

An earned doctorate from an accredited university and progressive senior administrative leadership experience in higher education.

Characteristics of a Successful Candidate

The Provost will have the following qualities: a demonstrated commitment to higher education and the comprehensive community college mission; experience in developing and managing budgets and facilities; strong written and oral communication and presentation skills; experience in collaborative leadership; experience in working within a diverse, multi-cultural environment; a commitment to strong academic programs and student services focused upon student success; the ability to make effective use of information technology; and a commitment to building partnerships with the community.

Applications

In order to apply, please send a cover letter (not to exceed five pages) addressing the listed qualifications and characteristics, a detailed resume, and list of five references to: **Search Committee Chair, Annandale Provost Search Committee, Northern Virginia Community College, President's Office, 4001 Wakefield Chapel Road, Annandale, VA 22003.**

Applications are considered confidential and references will not be contacted without the applicant's expressed permission.

For additional information or to submit nominations, please contact our search consultant: **Angela Little, Vice President/Managing Principal, Pauly Group, Inc., 1900 Sangamon Ave, Suite B, Springfield, IL 62702; Telephone: 217-241-5400; E-Mail: NVCCPAN@paulygroup.com**

The search will remain open until the position is filled. However, the committee will begin review of applications immediately, and asks that applications be submitted by 5:00 pm, Friday, September 19, 2003.

The Virginia Community College System is an Equal Opportunity/Affirmative Action Employer and actively seeks applications from women and minority candidates.

—A Pauly Group Search—

Shippensburg University

DEAN OF ARTS AND SCIENCES

Shippensburg University invites applications and nominations for the position of Dean of the College of Arts and Sciences.

The Dean is the chief academic and administrative officer of the College and reports to the Provost/Vice President of Academic Affairs. The Dean is responsible for providing direction and leadership in the development, approval and implementation of all programs in the College; promoting scholarship, professional development, diversity and intellectual growth in the faculty and student body; cultivating and developing support from external constituencies; and preparing and administering the College budget. A detailed job description and organizational chart are available upon request. Information on the College is also available through the University website at **www.ship.edu**

The College of Arts and Sciences has an undergraduate and graduate enrollment of approximately 3000 and 250 full- and part-time faculty. The departments of the College are Art; Biology; Chemistry; Communications/Journalism; Computer Science; English; Geography/Earth Science; History/Philosophy; Mathematics; Modern Languages; Music; Physics; Political Science; Psychology; Sociology/Anthropology; and Speech/Theater Arts. Interdisciplinary programs/minors are Ethnic Studies, Honors, International Studies, and Women's Studies.

Required qualifications include:

- An earned doctorate in one of the disciplines of the College
- Substantial experience as an academic department chair or other relevant administrative experience
- Evidence of commitment to teaching excellence
- A record of sustained scholarly activity
- The ability to be an articulate spokesperson for the College

The successful candidate will have experience in or knowledge of, and a commitment to:

- Innovative and productive ideas and leadership in higher education
- Working with faculty and administration to develop intellectual initiatives and programmatic directions for the College, including collaborative and interdisciplinary efforts and programs
- General Education curricula
- Achievement of cultural and ethnic diversity
- Developing and maintaining appropriate relationships with all constituencies within the campus and beyond, including fundraising
- Programmatic, College and institutional assessment
- Working within a collective bargaining setting

Salary is competitive and commensurate with qualifications and experience. Shippensburg University is an equal opportunity employer. Successful candidate must furnish proof of eligibility to work in the U.S. Starting date will be no later than July 1, 2004. To be considered, applicants should send to the Washington, DC, address below four sets of a letter of application that addresses the qualifications and responsibilities above, a full curriculum vitae and three letters of reference. Candidates may submit their completed application electronically to matt@rhperry.net. All applications and inquiries will remain confidential.

Dr. Judith A. Brissette; Telephone (401) 823-0762 - judithabrissette@aol.com; R.H. Perry & Associates 2607 31st Street, NW; Washington DC 20008

Review of completed applications will begin on **September 22, 2003.**

UNION COLLEGE

Union College, New York. The Department of Sociology invites applications for a two year visiting assistant professor in the area of Hispanic studies, deviance and political sociology. The applicant must have a PhD in Sociology. The position requires a dedication to teaching as well as an active research program. Union College offers an exceptional benefits package. Send letter of application, curriculum vitae, 3 letters of recommendation, and evidence of teaching to **Search Committee, Dept. of Sociology, Union College, Schenectady, New York 12308.** Application review will begin October 1. Union College, a private liberal arts institution in the capital district of New York State, is committed to a program of equal employment opportunity. *Women and minorities are strongly encouraged to apply.*

FLORIDA GULFCOAST UNIVERSITY

All information on vacancies & how to apply, visit

www.fgcu.edu

or call the 24-hr jobline @

239-590-1111.

FGCU is an EO/EA/AAI

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student: faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 11,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

William Paterson University seeks three experienced development professionals to join its Institutional Advancement team. Bachelor's degree required and a proficiency with and working knowledge of MS Word, Excel and Access. Some travel required and ability to work some nights and weekends.

Major Gifts Officer

The successful candidate will have a minimum of five years experience with a proven track record of soliciting significant gifts in a higher education environment. The Major Gifts Officer will be a creative and strategic thinker, able to balance multiple assignments, working in a fast-paced goal-oriented organization. Knowledge of gift planning vehicles is a plus. Some travel required.

Manager of Special Events

Responsible for the management of the University's most visible external events including the University's highly regarded Distinguished Lecturer Series and Legacy Award Dinner. The successful candidate will be extremely energetic, creative, highly organized, and will possess outstanding communication skills. This position is an integral part of the Institutional Advancement team, playing a key role in the University's stewardship programs.

Associate Director of the Annual Fund

With more than 50,000 alumni, the University's Annual Fund is the foundation of the University's highly successful development programs. The Associate Director will oversee direct-mail and phonathon efforts, and will work closely with parent and class gift groups to ensure that annual fund objectives are met. Must be highly motivated with excellent written and verbal communication skills.

All positions are 12-month, full-time positions with a salary commensurate with qualifications and experience. A comprehensive benefits package is included, plus free tuition for dependent children after one year of full time employment.

Interested candidates should submit a letter of application, resume and three letters of reference to: **Joe Tanis, Director of Advancement Operations, William Paterson University, 300 Pompton Road, Wayne, New Jersey 07470**. Additional information about the University can be found at **http://www.wpunj.edu**

William Paterson University is an Equal Opportunity Institution committed to Diversity.
Women, minorities, and under-represented groups are encouraged to apply.

William Paterson University • WAYNE, NEW JERSEY

Dean of Nurse Education & Health Professions

Reporting to the Vice President of Academic and Student Affairs, the Dean will be responsible for the administration and leadership of the Departments of Allied Health, Medical Imaging, Nurse Education and Surgical Technology in the Division of Nurse Education and Health Professions. These responsibilities will include planning, new program and curriculum development, program assessment, scheduling, budgeting, faculty development, partnering with local/regional health agencies and hospitals, preparing reports as required by the appropriate accreditation bodies and agencies, development and maintenance of articulation and clinical affiliation agreements, and support for the development of the Bunker Hill Community College Goals and Objectives.

Qualifications:

- Master's degree in a health profession required; Doctorate preferred
- Current license or registration in a health profession required
- Successful administrative experience
- Some teaching or training experience preferred
- Clinical experience in a health setting preferred
- Excellent interpersonal and listening skills and demonstrated ability to promote collaboration
- Demonstrated ability to provide creative and innovative leadership
- Successful budget management
- Experience working in a diverse and multicultural environment preferred

Salary Range: $90,000-$95,000

Review of applications will continue until position is filled.

To apply in confidence, candidates should send a resume and a letter addressing the requirements of the position, and a copy of transcripts (unofficial is acceptable), to: **Bunker Hill Community College, Molly B. Ambrose, Director of Human Resources and Labor Relations, 250 New Rutherford Avenue, Boston, MA 02129-2925.**

BUNKER HILL
COMMUNITY COLLEGE
Learning for the Real World

Bunker Hill Community College is an Affirmative Action/Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.

PURDUE
UNIVERSITY
NORTH CENTRAL

Vice Chancellor for Academic Affairs

Purdue University North Central invites nominations and applications for the position of Vice Chancellor for Academic Affairs. As chief academic officer of Purdue University North Central, the Vice Chancellor for Academic Affairs reports to the Chancellor and has key responsibilities for helping the campus reach its strategic goals.

Purdue University North Central is a student centered regional campus of Purdue University located on 297 acres in Westville, Indiana situated ten miles south of Lake Michigan and 55 miles east of Chicago. Serving primarily students in LaPorte and Porter Counties in northwest Indiana, the campus has over 3600 students (2400 FTE), 425 employees, including 97 full-time and 122 part time faculty; and an annual budget in excess of $24 million. Purdue University North Central offers a master's degree in elementary education, 11 bachelor's degrees, and 11 associate degrees. Further information about Purdue University North Central is available on our website: **www.pnc.edu**.

The Vice Chancellor for Academic Affairs works closely with the Chancellor in providing overall leadership for Purdue University North Central. Specifically, the Vice Chancellor for Academic Affairs directs the campus programs in learning, discovery and engagement. The recruitment, hiring, retention and review of department heads and faculty are essential functions of this position. The Library, Student Services, Enrollment Management and Continuing Education also report to the Vice Chancellor for Academic Affairs.

Demonstrated success in teaching, administration, research, service and visionary leadership in a higher education environment as well as a record of progressive advancement required. The successful applicant must have a distinguished record of academic accomplishments commensurate with that of a tenured full professor in one of Purdue University North Central's departments; must have an understanding of a broad spectrum of academic programs; must have a strong commitment to academic excellence in learning, discovery and engagement; and must have a commitment to the principles of diversity.

To receive full consideration, nominations and applications should be received by **November 1, 2003.** Applications should include a letter addressing the applicant's interest, relevant experience and qualifications, and current curriculum vitae including a list of at least four references. Send nominations or applications to:

Dr. Keith Schwingendorf, Chair
Vice Chancellor
for Academic Affairs Search Committee
Office of the Chancellor
Purdue University North Central
137 Schwarz Hall
1401 South U. S. Highway 421
Westville, IN 46391-9542

Purdue University North Central is an equal opportunity/equal access/affirmative action employer and encourages the nomination and application of women and minority candidates.

DEAN
College of Communication and Fine Arts

Loyola Marymount University invites applications for the position of Dean, College of Communications and Fine Arts.

Founded in 1911 and located in Los Angeles, a large metropolitan and diverse city, Loyola Marymount University has a student population of 8,262, an annual budget of over $190 million, and an endowment of $220 million. It takes its fundamental inspiration from the traditions of its sponsoring orders, the Jesuits and the Religious of the Sacred Heart of Mary. Loyola Marymount University includes the Bellarmine College of Liberal Arts, the College of Business Administration, the College of Communication and Fine Arts, the College of Science and Engineering, the School of Education, the School of Film and Television, and Loyola Law School.

The College of Communication and Fine Arts encompasses four departments: Art and Art History, Communication Studies, Music, and Theater Arts and Dance. It has 47 full-time tenured and tenure-track faculty and 786 undergraduate students.

As senior academic administrator for the College, the Dean is a member of the Deans' Council and reports directly to the Academic Vice-President. Candidates must have the proven ability to provide overall leadership for the College, be familiar with the issues and challenges of contemporary Catholic higher education, and support the University's mission which focuses on the encouragement of learning, the education of the whole person, the service of faith and the promotion of social justice and diversity. They should have an earned doctorate, or a terminal degree, or the equivalent of either, with credentials suitable for tenure in a department of the College. They should also have a distinguished record of teaching and scholarship or creative and artistic work, as well as the skill to balance artistic and intellectual life, and to represent effectively the College both internally and externally. Ability to earn the trust of faculty, staff and students in the College; a strong commitment to interdisciplinary endeavors, outstanding interpersonal skills, fundraising experience, and prior academic administrative success, are essential requirements for the position.

In accordance with University policy, the Dean will be responsible for planning, developing, and evaluating teaching, scholarship, and creativity, reviewing annual departmental budgets, fund raising for the implementation of the University strategic plan as it applies to the College, and overseeing the recruitment, admission and advising of students within the College.

The position will be available on June 1, 2004. The salary range will be competitive and dependent upon qualifications and experience. Applications will be accepted until the position is filled Applicants should send the following materials:

1. a letter of application which includes a description of the applicant's vision and experience;
2. a curriculum vitae; and
3. names, addresses, and telephone numbers of five references.

Application materials should be sent to:

Joseph G. Jabbra, Ph.D.
Academic Vice-President
and Chair of the Search Committee
Loyola Marymount University
One LMU Drive, Suite 4820
Los Angeles, California 90045-2659

Loyola Marymount University is an equal opportunity employer.

For further information about Loyola Marymount University and the College of Communication and Fine Arts, please go to: www.lmu.edu.

LOYOLA MARYMOUNT
UNIVERSITY

CSUCI CALIFORNIA STATE UNIVERSITY
CHANNEL ISLANDS

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

California State University Channel Islands (CSUCI) is the newest of the 23 campuses in the CSU system. Minutes from the Pacific Ocean, the main entrance to the campus winds through farmland, orchards, and rocky foothills. The campus' dramatic Spanish-revival buildings were originally built in the 1930s as a medical facility and are undergoing renovation and expansion for their new purpose. The new Provost will have the extraordinary opportunity to participate in the creation of this new institution of higher education. CSUCI welcomed its first class of junior transfers in fall 2002 and will enroll its first class of freshmen in fall 2003. Ten majors and 3 teaching credentials are among its current offerings. Courses are taught by a rapidly expanding, world-class faculty. More than 1,500 people applied for the 25 faculty positions available for fall 2003. Those chosen will join the 30 faculty members who taught the inaugural classes at the University. The curriculum at CSUCI is innovative and reflects the campus' mission. The Provost and Vice President for Academic Affairs reports to the President and is responsible for providing leadership in the development and implementation of academic programs and policies for the University. Critical issues for the Provost's attention include shaping an academic vision and the programs that support that vision; addressing the many areas of ambiguity in this institution that are in the process of creation; conveying and nurturing the shared academic vision and mission of the university with the campus and the community; working in an environment of fiscal constraint; and completing the process of achieving accreditation from the Western Association of Schools and Colleges (WASC).

CSU Channel Islands invites nominations, applications, and inquiries about the position of Provost. The salary range is competitive. Individual salary is dependent upon qualifications. The University offers an excellent benefits package. Attractive on-campus housing is also available. Following successful academic review, the Provost will be appointed to a tenured position. The position will be filled in January 2004, or as soon thereafter as possible.

Candidates should provide a cover letter describing their interest and qualifications for the position, a current resume, and the names of five professional references. References will not be contacted until candidates have been notified. Review of applications begins October 1, and will continue until the position is filled. Candidates are strongly urged to review the CSUCI web site at www.csuci.edu before preparing their materials.

The University is being assisted in this search by Jean Dowdall, Ph.D., and Jane Courson, of EMN/Witt/Kieffer. Submission of all materials as attachments in MS Word is strongly encouraged; please address them to **CSUCIprovost@wittkieffer.com**. Items that cannot be sent by e-mail may be mailed to EMN/Witt/Kieffer, 98 Old South Road, Nantucket, MA 02554.

The university is an Equal Opportunity Employer and does not discriminate against persons on the basis of age, disability, sex, marital status, national origin, race,religion, or sexual orientation.

EMN/Witt/Kieffer

American University in Cairo

Applications are invited for the following openings at The American University in Cairo (AUC). Founded in 1919, AUC's campus is located in Cairo, Egypt, and its degree programs are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. For more information see our website at www.aucegypt.edu. Ph.D. in an appropriate field is required for every position except where otherwise specified. University teaching experience is strongly preferred. One- two- or three-year appointments subject to mutual agreement to begin September 2004, unless indicated otherwise. Renewal of an appointment depends upon institutional needs and/or the appointee's performance. Most professorial-level positions are potentially tenurable. The normal teaching load is three courses per semester and English is the language of instruction. Salary and rank are according to scale based on qualifications and professional experience. For expatriates, housing, annual round-trip air travel for appointees and qualifying dependents, schooling for up to two children, and other benefits are included. In view of AUC's protocol agreement with the Egyptian Government, which requires specific proportions of Egyptian, U.S., and third-country citizen faculty, at this time preference will be given to qualified applicants who are U.S. citizens.

FACULTY POSITIONS

SCHOOL OF BUSINESS, ECONOMICS AND COMMUNICATION

The Department of Economics anticipates two openings. Candidates should be willing to teach principles courses and supervise M.A. theses. Post-graduate teaching experience of two or more years is preferable.

Definite opening: Candidate should be able to teach intermediate and advanced **macroeconomics**, as well as a course in European Economic History, money and banking, international economics, or monetary theory. Position # ECON-1.

Possible opening: Candidate should be able to teach intermediate and advanced **microeconomics** as well as course in labor economics and/or public finance. Position # ECON-2.

The Department of Journalism and Mass Communication anticipates the following two vacancies:

Journalism. Seeking a candidate to teach undergraduate and graduate courses in two or more of the following areas: print and broadcast writing and reporting, news-editorial, editing and production, new media technologies. The minimum qualifications are an academic background in journalism and a master's degree with at least five years full-time experience as a news reporter and/or editor. Teaching experience and Ph.D. are preferred. Position # JMC-1.

Advertising. Seeking a candidate to teach undergraduate courses in the following areas: Advertising, Public Relations, Advanced Public Information Techniques. The minimum qualifications are an academic background in Advertising and a master's degree. Extensive teaching experience is essential, Ph.D. required. Position # JMC-2.

The Department of Management anticipates several openings in the following fields. The responsibilities of each of the positions include graduate and undergraduate teaching, participation with the preparation for the Management Department's accreditation by the AACSB, and professional growth and scholarly research. Applicants should demonstrate potential or have an established record of both strong research and teaching ability. We are seeking applicants who are willing to maintain AACSB qualifications in their appropriate field. All areas of specialization are considered. Ph.D. from AACSB-accredited institution required for all positions.

Accounting. Teaching/industry experience, professional certification, and recent scholarly research and publication are preferred. Position # MGMT-1.

Finance. Teaching/industry experience, professional certification, and recent scholarly research and publication are preferred. Position # MGMT-2.

Management/Organizational Behavior. Position # MGMT-3.

Marketing. Areas of interest may include sales management, marketing research, consumer behavior, advertising/promotion management, international marketing and services marketing. Position # MGMT-4.

International Business Leadership Professorship. The American University in Cairo is now accepting nominations and applications for the newly endowed Willard W. Brown International Business Leadership Professorship, to be known as the **AUC International Business Leadership Chair.** The terms of the endowment stress that the appointee will be a recognized authority in international business with extensive experience in researching solutions to problems encountered by multinational business organizations. In particular, the successful candidate will have a history of resolving problems related to leadership in international trade, finance and marketing. A demonstrated understanding of the importance of cross cultural and international friendship and good will is required. The recipient of the Chair will be a member of the Department of Management in the School of Business, Economics and Communication. Through teaching, lectures, and scholarly publications the appointee will provide AUC's students and the greater Cairo business community with insights and techniques of the highest quality for the management of international business. The endowment provides a competitive stipend. The duration of the appointment is open to negotiation. Position # MGMT-5.

THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

The Department of Arabic Studies anticipates the following three vacancies:

Middle East History. One opening for a historian competent in Arab/Islamic History from the rise of Islam to the 19th century and with a specialization outside Egypt. Preference will be given to a candidate with a specialization in the history of Spain and North Africa. Candidates should expect to teach undergraduate and graduate courses in Middle East history as well as a required survey course in Arab history. Teaching in the University's Core Curriculum interdisciplinary seminar is also an option. We seek applicants with a good teaching/research record or strong promise of excellence in both. Excellent command of English and Arabic expected. Position # AS-1.

Modern Arabic Literature. One opening for an Arabist to teach courses in Modern Arabic Literature. The successful candidate will teach such undergraduate and graduate courses as survey courses, selected themes and topics, the genres of modern Arabic literature, colloquial Arabic literature, modern Arabic literary criticism. Courses taught in English and in Arabic. Teaching in the University's Core Curriculum interdisciplinary seminar is also an option. Applicants may be native speakers of English or Arabic but should have bilingual fluency. Position # AS-2.

Classical Arabic Literature. One opening for an Arabist to teach courses in Classical Arabic Literature, such as survey courses both in Arabic and in translation, pre-Islamic and early Islamic Literature, Classical Literature of the Abbasid period, selected themes and topics in Classical Literature, senior seminar in Arabic texts and history of Arabic Literary Criticism. Teaching in the University's Core Curriculum interdisciplinary seminar is also an option. Qualifications required include proficiency both in Arabic and English and familiarity with Arabic primary sources. Position # AS-3.

The Department of English and Comparative Literature anticipates the following two vacancies:

One opening in **American Literature/American Studies,** preferably with strong interest and teaching competence in 18th and 19th century American literature. The successful candidate will be expected to play a significant role in the newly established Center for American Studies and Research. A specific interest in cultural and multi-ethnic studies would be an asset, as would competence in literary theory. Position # ECL-1.

One opening in **Shakespeare/Renaissance** with interest and teaching competence in seventeenth-century literature. Successful candidate should also have a genuine interest in teaching humanities courses in the University's Core Curriculum, as well as introductory courses in literature. Position # ECL-2.

The Writing Program anticipates several vacancies:

Director. The Writing Program is based in the Department of English and Comparative Literature. M.A. required, Ph.D. preferred. Previous WP administration experience is an asset. Successful candidate will be required to teach one section in Writing Program. Will have to deal with all aspects of Writing Program administration for about 36 instructors and 800 students per semester. Position # WP-1.

Writing Teachers. Several openings for experienced writing and rhetoric teachers to teach writing, rhetoric and research in the Writing Program. Experience in writing using computers and/or Business/Technical Writing would be a plus. MA in related fields in literature or the humanities is required. Position # WP-2.

The Department of Performing and Visual Arts anticipates an opening for an Artist/Art Historian. Responsibilities include teaching four courses per year plus serving as Gallery director. Applicants should have a background in either Sculpture or Painting. In addition to overseeing the gallery, the successful candidate will be expected to teach courses in sculpture or painting, design, drawing and art history. Applicants must have a terminal degree and college level teaching experience. Please attach a letter of intent, statement of teaching philosophy and slides to your application. Position # PVA-1.

continued

American University in Cairo

FACULTY POSITIONS, CONTINUED

The Department of Sociology, Anthropology, Psychology and Egyptology anticipates the following three vacancies:

Cultural Anthropology. Area of specialization is open; Asia, US, or sub-Saharan Africa are preferred. Looking for a scholar with research interests in political anthropology and/or transnationalism. Successful candidate will be able to teach political anthropology, language and culture, and an area course at the undergraduate level, and theory and methods courses at both the graduate and undergraduate levels, as well as topical courses related to the candidate's interests. Position # ANT-1.

Psychology. One opening, with the possibility of a second. Successful candidate will teach introductory psychology, basic statistics and research methods, and additional courses in the candidate's areas of expertise. The area of specialization is open. Evidence of effective teaching and an active program of research and publication are required. Position # PSY-1.

Sociology. Possible opening. The candidate must have a strong background in sociological theory and a specialization in one or more of the following areas: social psychology, gender, stratification, criminology, media, technology, medical sociology or social movements. The ability to contribute to the American Studies program and knowledge of the Arab World is considered a plus. Commitment to teaching and an active program of research and scholarship are essential. Position # SOC-1.

THE SCHOOL OF SCIENCES AND ENGINEERING

The Department of Computer Science anticipates one opening. Successful candidate will teach undergraduate and graduate Computer Science courses preferably in the area of Programming Languages. Position # CS-1.

The Department of Mathematics anticipates two vacancies. Successful candidates will teach all levels of undergraduate mathematics and statistics students, as well as participate in research. Position # MATH-1/2.

The Department of Mechanical Engineering anticipates one opening. Successful candidate will teach courses in mechanical engineering design. Position # ME-1.

The Department of Physics anticipates two openings. The Physics Department is seeking physicists dedicated to teaching and research in a strong physics program of liberal arts and sciences. Successful candidates must teach at all levels of undergraduate and graduate physics and should be able to participate in research involving graduate students. Particular consideration will be given to candidates with strong background in instrumentation, nanotechnology, advanced materials and with proven ability to participate actively in upgrading sensors and advanced instrumentation laboratories. Position # PHYS-1/2.

LIBRARIES AND LEARNING TECHNOLOGIES

Director of Technology Services. This is a faculty position reporting to the Dean of Libraries and Learning Technologies. Responsibilities include leading, managing and supervising units responsible for the overall technological infrastructure of the AUC Libraries, including but not limited to the Automated Systems, Cataloging and Circulation Services departments.The Director holds fiscal control for all these areas. The successful candidate will develop technology plans and policies, and provide strong representation and leadership in the development of collaborative relationships with regional and international organizations and consortia (e.g. RLG, OCLC Digital Library Foundation).MLS required. Additional Master's desirable, minimum 5 years professional experience and significant supervisory experience required.Experience with integrated library systems essential, preferably Innovative Interfaces Inc. Knowledge of Arabic and other languages is an asset. Position # LLT-1.

Director of Collection Management. This is a faculty position reporting to Associate Dean of Libraries and Learning Technologies. Responsibilities include leading, managing and supervising the library's Collection Management, Serials, and Acquisitions department. The Director will hold fiscal control and allocation of Book, Serials, Electronic Resources, and Multimedia budget lines and prepare budget requests.The successful candidate will develop and maintain Collection Management policies, and monitor and evaluate the Library's collection relative to comparable institutions. MLS required. Additional Master's desirable, minimum 5 years professional experience and significant supervisory experience required. Computer literacy and experience with integrated library systems essential. Knowledge of Arabic and other languages is an asset. Position # LLT-2.

APPLICATION INSTRUCTIONS FOR ALL POSITIONS: E-mail a letter of application specifying position # and attach a current C.V. and names and addresses of three references to facultyaffairs@aucnyo.edu or mail to:

Dr. Earl (Tim) Sullivan, Provost
The American University in Cairo
420 Fifth Avenue
Floor 3-HO
New York, NY 10018-2729

For full consideration, applicants must also complete the Personnel Information Form provided at **http://forms.aucegypt.edu/provost/pif3.html**. Applications accepted until position is filled. Formal review of candidates will begin November 1, 2003.

EOE

COMMUNITY
COLLEGE
SOUTHERN
NEVADA

Community College of Southern Nevada
is currently recruiting for the
following position:

DEAN OF INFORMATION TECHNOLOGY & TELECOMMUNICATIONS

$80,000 - $95,000 per year
Deadline: Thursday October 30, 2003 - 5 p.m.

For full job description and qualifications, please access our website at: ccsn.nevada.edu or telephone **702-651-4808** for application.

Community College of Southern Nevada recognizes that embracing diversity maximizes faculty and staff contribution to our goals and provides the best opportunity for student achievement. CCSN is an equal opportunity/affirmative action employer. CCSN is responsive to serving the educational needs of a diverse and ever-changing community.

ASSISTANT PROFESSOR
ENGLISH

The English Department of Hunter College invites applications for a tenure-track position with a specialty in medieval literature, beginning in fall 2004. Salary: $35,031-$61,111 commensurate with experience.

Applicants should have the Ph.D. in hand by the starting date, a record of excellent teaching of undergraduate/graduate students from diverse cultural backgrounds, and evidence of strong scholarly potential. Fields of specialization should include some combination of the following: medieval cultural or ethnic studies, Middle English, Anglo-Saxon, or Anglo-Norman literature, and Chaucer.

Send application letter, CV, and 3 letters of recommendation by November 15, 2003 to: **Professor Sylvia Tomasch, Chair of Medieval Literature Search Committee, Department of English, 1212W, Hunter College, 695 Park Avenue, New York, NY 10021.**

HUNTER
CITY UNIVERSITY OF NEW YORK
An EOE/AA/IRCA/ADA Employer

ST · OLAF
COLLEGE

Tenure-Track Faculty Positions

St. Olaf College invites applications for the following full-time, tenure-track positions, starting September 2004. St. Olaf College is a residential, co-educational liberal arts college of the Lutheran Church (ELCA), with about 3000 students. It is located in Northfield, Minnesota, approximately 35 miles south of Minneapolis/St. Paul. St. Olaf is an equal opportunity/affirmative action employer and actively seeks diversity in its faculty, staff, and student population.

All positions require commitment to undergraduate liberal arts education and to the College's mission, a strong interest in undergraduate teaching, and promise of continuing high quality scholarly or creative activity. Unless otherwise indicated, all positions will be filled at the Instructor or Assistant Professor rank. Ph.D. is normally required for appointment at Assistant or Associate Professor rank.

Asian Studies: Japanese Studies
Responsibilities include teaching Japanese language courses at all levels as well as courses in a secondary area such as sociolinguistics, anthropology, sociology, or ethnomusicology. Ph.D. preferred. Candidates should be near-native speakers of both English and Japanese. Review of applications will begin on **September 15, 2003.**

Biology/Environmental Science
We are seeking a Biogeoscientist to teach introductory, intermediate, and advanced biology and environmental studies courses. We are particularly interested in applicants who connect their research to global and/or applied questions. The successful candidate will be expected to conduct an active research program that includes undergraduates. Review of applications will begin on **October 14, 2003.**

Computer Science
We seek a strong teacher with interdisciplinary interests, leadership skills relevant to a recently established major in CS, and a research program that includes undergraduates. Appointment will be at Associate or Assistant Professor rank. Review of applications will begin on **November 3, 2003.**

Education
Responsibilities include teaching multiple sections of core subjects, supervising field experiences and student teachers, and providing support and leadership for teachers and students in regional K-12 public school settings. Requirements include a doctorate, experience teaching in a middle or senior high school (at least 3 years), multicultural and recent K-12 experience. Review of applications will begin on **October 1, 2003.**

Mathematics: Interdisciplinary
Open to candidates with expertise in any area of interdisciplinary applied mathematics; special consideration will be given to those with expertise in mathematical biology. Priority will be given to candidates with interest in and commitment to undergraduate research. Ph.D. required. Review of applications will begin on **December 1, 2003.**

Political Science: International Relations
Teaching responsibilities include two sections of Introduction to International Relations and four advanced courses each year. Ph.D. preferred. The successful candidate will demonstrate a potential for excellence in both teaching and research. Review of applications will begin on **September 15, 2003.**

Psychology: Cognitive Neuroscience
Introduction to Neuroscience (with a lab) is a primary teaching responsibility. Applicants should also be able to teach Introductory Psychology (with a lab), Biopsychology, Research Methods, and an upper-level seminar. The successful candidate will be expected to conduct an active research program that includes undergraduates. Review of applications will begin on **October 15, 2003.**

Religion: Constructive Christian Theology
Applications from candidates engaged in theological conversation with ancient or medieval sources, science, interfaith dialogue, ecumenics, or non-western Christianity are especially welcome. Applicants should be prepared to teach introductory biblical studies. Appointment may be at Associate Professor rank. Ph.D. preferred. Screening for AAR interviews begins **November 3, 2003.**

For more complete position descriptions and information about application procedures, please refer to our web site at

http://www.stolaf.edu/offices/doc/AcademicJobPostings.htm

PENNSTATE
College of Medicine

CHAIR, DEPARTMENT OF NEUROLOGY

The Pennsylvania State University College of Medicine at the Milton S. Hershey Medical Center invites applications and nominations for the position of Chair of the Department of Neurology. This is an outstanding opportunity to lead a newly formed department comprised of nine faculty members, recruit academic faculty members, develop a vision and strategic plan for the department, build funded research, and collaborate with other institutional leaders in establishing a world-class neuroscience program at Penn State. We seek a candidate with outstanding clinical and scholarly achievements, a deep commitment to academic excellence, a track record of superb leadership skills and a vision for the further development of the Department of Neurology in an academic and community setting. The review of applications will begin immediately and continue until the position is filled. Nominations, applications and curriculum vitae may be submitted in confidence to: **Harry Wollman, MD, Principal, Alexander, Wollman & Stark, Pos. #: I-16055, 1835 Market St., Suite 1140, Philadelphia, PA 19103, or by e-mail at alexwollstark@aol.com.**

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

WESTERN CONNECTICUT STATE UNIVERSITY ANCELL SCHOOL OF BUSINESS ANTICIPATED FACULTY POSITION MANAGEMENT DEPARTMENT

GENERAL MANAGEMENT OR HUMAN RESOURCE MANAGEMENT POSITION

Position: WCSU is seeking a tenure-track position in General Management or Human Resource Management beginning August 2004. General Management teaching assignments may include strategic management and current issues in management. Human Resource Management teaching assignments may include managerial negotiations, employee acquisition, and employee development. Teaching load may be shared between the Bachelor's programs at Danbury and Waterbury and the Master's of Business Administration program. Rank (including full professor) and salary are dependent upon qualifications.

Qualifications: An earned doctorate in General Management, Human Resource Management, or a related field and teaching experience are required. Actual business or managerial experience is a plus. We are seeking candidates who are productive scholars as well as enthusiastic instructors. Candidates should also show evidence of service, academic citizenship, and professional development.

The Department: Seven full-time faculty, plus adjunct instructors, provide a BBA Management major, support an MBA program, and provide an MHA degree.

Application Process: Interested applicants should email, send, or fax a letter of application, a current vita, and three letters of recommendation to: **Dr. Stanley Bazan, Chair, Management Dept., WCSU, 181 White Street, Danbury, CT 06810. (203) 837-8527 (Fax) Bazans@wcsu.edu.** Applications must be received by October 10, 2003.

WCSU is an AA/EO Educator/Employer.

HARVARD UNIVERSITY

Faculty of Arts & Sciences

Executive Director

David Rockefeller Center for Latin American Studies

Chief executive administrator, reporting to the faculty Director of the David Rockefeller Center for Latin American Studies. Under the direction of the Center's director, a senior faculty member, and its faculty governing committees, is charged with overall Center management, including budget, communications, development, events, human resources, publications, and all day-to-day operations. Works with the Director and governing committees on strategy, programs, project design, and in supporting the development of new faculty projects and publications relatedto Latin America. Manages all Center operations, including high-profile special events, Visiting Scholars and Visiting Professor programs, faculty and student grant and fellowship competitions, and in-house as well as academic publications. Oversees DRCLAS Regional Office in Santiago, Chile. Works closely with the Director on development and stewardship. Oversees management and reporting on $6.35 million in grants and awards from the U.S. Department of Education (Title VI) and private foundations. Serves as the key Center contact in relations with other Harvard entities and administrators as well as private foundations,individual donors, the Center's external Advisory Committee and corporate partners.

Professional degree or Ph.D. required. At least seven years' management experience in an academic environment. Knowledge of and experience in Latin America is essential, as is fluency in Spanish and/or Portuguese. Must have excellent judgment and problem solving abilities, highly developed executive talents, exceptional oral and written communications skills, ability to supervise and motivate others and ability to manage a highly detail-oriented workload. Proven capacity to inspire teamwork and collaboration to achieve results is essential.

To apply, visit us online at: www.atwork.harvard.edu and reference requisition #17574. Applications will be reviewed beginning October 1, 2003, and will continue until the position is filled. No phone calls, please. The Center is a University-wide, Title VI National Resource Center (Department of Education distinction) that supports teaching, research, extracurricular activities, and outreach on Latin America and related topics at Harvard University. The Center has an annual budget of $4 million, a staff of 18 plus student assistants, 103 non-resident faculty specialists, and hosts more than 100 conferences, events and meetings each year.

At Harvard University, diversity is an essential source of vitality and strength.

CHANCELLOR

UNIVERSITY OF CALIFORNIA SAN DIEGO

The University of California invites nominations and applications for the position of Chancellor of the University of California, San Diego campus.

The University of California, San Diego (UCSD), is one of the ten campuses of the University. UCSD offers a wide range of academic programs, and includes six undergraduate colleges, 42 departments, a School of Engineering, a Graduate School of International Relations and Pacific Studies, a School of Management, a School of Medicine, and a School of Pharmacy and Pharmaceutical Sciences. The University is especially known for the excellence of its research and graduate programs, including activities of the Scripps Institution of Oceanography, 37 organized research units, 4 UCSD-based multi-campus organized research units, and two teaching hospitals. UC San Diego's total 2002-03 enrollment of approximately 23,000 students included 18,675 undergraduate students, 2,950 graduate students, and 1,375 health sciences graduate students; in addition, the campus accommodated 890 post-doctoral scholars. UC San Diego ranks consistently in the top 10 U.S. universities in the amount of federal research dollars awarded and it ranks seventh in the nation in terms of the number of faculty who are members of the National Academy of Science. Among all U.S. medical schools, UCSD School of Medicine ranks first in the nation in federal research funding per faculty member. UC San Diego confers baccalaureate degrees in a wide variety of disciplines and interdisciplinary areas, and graduate and professional school degrees in approximately 47 programs. The campus is situated 10 miles north of San Diego in La Jolla.

The Chancellor is the chief executive officer of the campus and is responsible to the President. Within the scope of University policy the Chancellor exercises very broad delegated authority and is responsible for all aspects of campus administration. Candidates should have demonstrated leadership skills in an academic environment, senior experience in the administration of large-scale, diverse, and complex organizations, preferably research universities, and a strong record of teaching, research, and scholarship.

Applications and nominations, accompanied by current resumés, may be addressed to:

The President
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

and should be received no later than October 15, 2003, to be given full consideration.

An Equal Opportunity/Affirmative Action Employer

Northern Virginia Community College

PROVOST, MANASSAS CAMPUS

Northern Virginia Community College invites nominations and applications for the position of the **Provost of the Manassas Campus.**

Northern Virginia Community College, the nation's second largest multi-campus community college, has five campuses serving the counties of Arlington, Fairfax, Loudoun, and Prince William, and the cities of Alexandria, Falls Church, Fairfax, Loudoun, Manassas, and Manassas Park. A sixth medical education campus is under development. The College has a highly diverse student population of approximately 64,000 credit students, an FTE of 24,500 and a non-credit enrollment of approximately 30,000.

One of five campuses at Northern Virginia Community College, Manassas serves approximately 7,000 students in the credit and approximately 2,500 students in the non-credit programs annually. With a strong emphasis in technology, the campus has two academic divisions, which provide offerings in transfer and occupational/technical programs, a comprehensive student development outreach program, and a vigorous continuing education and workforce development area. The campus has approximately 60 full-time and 125 adjunct faculty, and approximately 64 staff.

The Provost is the chief operating officer of the Manassas Campus, and is responsible for all academic and student services, as well as the management of the entire campus.

Required Qualifications

An earned doctorate from an accredited university and progressive senior administrative leadership experience in higher education.

Characteristics of a Successful Candidate

The Provost will have the following qualities: a demonstrated commitment to higher education and the comprehensive community college mission; experience in developing and managing budgets and facilities; strong written and oral communication and presentation skills; experienced collaborative leadership managing within a diverse, multi-cultural environment; a commitment to strong academic programs and student services focused upon student success; skilled in effective use of information technology; and a commitment to building partnerships with the community.

Applications

In order to apply, please send a cover letter (not to exceed five pages) addressing the listed qualifications and characteristics, a detailed resume, and list of five references to: **Search Committee Chair, Manassas Provost Search Committee, Northern Virginia Community College, President's Office, 4001 Wakefield Chapel Road, Annandale, VA 22003.**

Applications are considered confidential and references will not be contacted without the applicant's expressed permission.

For additional information or to submit nominations, please contact our search consultant: **Angela Little, Vice President/Managing Principal, Pauly Group, Inc., 1900 Sangamon Ave, Suite B, Springfield, IL 62702; Telephone: 217-241-5400; E-Mail: NVCCMAN@paulygroup.com**

The search will remain open until the position is filled. However, the committee will begin review of applications immediately, and asks that applications be submitted by 5:00 pm, Friday, September 19, 2003.

The Virginia Community College System is an Equal Opportunity/Affirmative Action Employer and actively seeks applications from women and minority candidates.

—A Pauly Group Search—

1737

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

Dean

Graduate School of Education

Rutgers, The State University of New Jersey, invites nominations and applications for the position of Dean of the Graduate School of Education.

The University seeks an eminent scholar-educator who has demonstrated outstanding scholarship, effective leadership, and a strong commitment to fostering educational excellence in both academe and in pre-K through 12 education. These attributes and accomplishments will warrant appointment at the rank of professor in an appropriate department within the School.

Rutgers is one of the nation's oldest and largest institutions of higher education, and is a member of the prestigious Association of American Universities. It is located on three regional campuses in Camden, Newark, and New Brunswick/Piscataway, and consists of 29 degree-granting schools and colleges, 16 of which offer graduate degrees. The Graduate School of Education (GSE) is located on the New Brunswick campus, and traces its roots to 1923. With fifty-seven full-time faculty members organized into three academic departments, the GSE offers Ph.D. and Ed.D. programs, masters programs leading to teacher certification, and masters, specialist, and non-degree continuing education programs designed to provide scholarly preparation for professionals aspiring to leadership roles in education. During the past year the GSE offered 570 courses to 1500 graduate students and 300 undergraduates, preparing them to take positions as teachers, principals, counselors, school superintendents, university and college professors, and other educational professionals. The Dean reports to the Executive Vice President for Academic Affairs.

The Dean will provide leadership for continuing the advancement of the Graduate School of Education toward national prominence by assuring the highest standards of excellence for faculty teaching and by fostering excellent educational research and scholarship. The Dean will also play the lead role in strengthening the University's involvement with pre-K through 12 education throughout the state, in collaboration with faculty in other units, in partnership with local districts, and in consultation with state officials. In light of Rutgers' status as the State University in one of the most demographically diverse states in the U.S, the Dean must demonstrate a strong interest in and commitment to addressing issues of diversity. The Dean is responsible for both the School's academic strategy and its fiscal management, providing leadership for the faculty in planning and implementing academic programs, administering the School's resources, communicating the School's mission and goals to internal and external constituencies, and raising funds from external sources.

The salary is competitive, commensurate with experience and qualifications. The appointment start date is flexible. Review of nominations and applications will begin October 15, 2003 and will continue until the position is filled. Applicants should submit a letter of interest, a current vita, and the names and addresses of at least three references. References will be contacted only with the explicit permission of the candidate. All correspondence should be addressed to:

Dean Barbara Lee, Chair, GSE Dean Search Committee
Office of the University Vice President for Academic Affairs
Rutgers, The State University of New Jersey
83 Somerset Street, Room 302
New Brunswick, NJ 08901-1281

An Affirmative Action/Equal Opportunity Employer

http://www.rutgers.edu - http://www.gse.rutgers.edu

University of Nebraska at Omaha
www.unomaha.edu

Vice Chancellor for Academic and Student Affairs

The University of Nebraska at Omaha seeks applicants for the position of Vice Chancellor for Academic and Student Affairs.

For a complete position description, visit:
www.unomaha.edu/aa/vicechancellor.htm

The University of Nebraska is an affirmative action/equal opportunity institution.

UNIVERSITY OF Nebraska Omaha

Assistant Professor

Monmouth University's Department of History and Anthropology invites applications for a tenure track assistant professor in Middle East history Fall 2004. Ph.D. in hand, prior teaching experience, and knowledge of Arabic are required. Candidates must be able to teach both sections of Western Civilization in World Perspective I and II as well as survey and specialized courses in the history of the Middle East, with an emphasis on peoples and cultures. The University emphasizes quality teaching, research, and University and Departmental service. Salary and benefits are competitive. Candidates who are committed to creating a more diverse environment are particularly encouraged to apply. Send cover letter, CV, and three letters of recommendation to **William Mitchell, Dean, School of Humanities and Social Sciences, Monmouth University, 400 Cedar Avenue, West Long Branch, NJ 07764.** Closing date for applications is **September 30, 2003.**

Monmouth University is an Equal Opportunity/ Affirmative Action Employer.

CHAIR

Educational Leadership

The University of Toledo

Description: The Department of Educational Leadership in the College of Education at The University of Toledo is comprised of two programs: Educational Administration and Supervision, and Higher Education. The department is seeking a facilitative leader who has been a successful administrator in elementary, secondary, or post-secondary educational settings and has a record of research, publication, and grant writing that would warrant tenure as an associate or full professor. The Chair is expected to coordinate both program areas, direct dissertations and theses, teach coursework, advise students, and engage in research and field activities. In addition, it is expected that the successful candidate will work with faculty cultivating tenure-track success and post-tenure development.

Qualifications: The successful candidate will have an earned doctorate in Educational Administration and Supervision, Higher Education, or closely related area; successful college or university teaching experience, as evidenced by promotion to tenured status at the rank of Associate Professor or Professor; successful publication and research record including funded grants; excellent communication skills; proven leadership skills; and a demonstrated understanding of, and sensitivity to, graduate higher education issues and program preparation.

Desired Experience: Preference will be given to candidates who have experience in building-level and central office educational administration; experience in developing university/school district partnerships; and a demonstrated awareness of leadership skills associated with school reform. Consideration also will be given to candidates who have experience in post-secondary educational administration; experience in developing post-secondary educational consortia; and a demonstrated awareness of P-22 collaborations and initiatives.

Application Information: Send a letter of application, current curriculum vita, names and phone numbers of three references, and copies of all transcripts that include relevant coursework to Ms. Tina Hughes, College of Education, Snyder Memorial, 2801 W. Bancroft, Toledo, OH 43606-3390. Salary and benefits are competitive. Additional information about The University of Toledo and the Department of Educational Leadership can be accessed on-line at www.utoledo.edu.

Application Deadline: Review of applications will begin October 3, 2003, and continue until the position is filled.

The University of Toledo is located on a wooded 255-acre urban campus. Local amenities include a nationally accredited, on-campus childcare center; one of the nation's top art museums; an excellent symphony orchestra; a nationally recognized public library system; and an outstanding metro park system. The University is a Carnegie Doctoral/Research-Extensive institution and an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

THE UNIVERSITY OF TOLEDO

Brooklyn College
The City University of New York

ANTICIPATED TENURE TRACK FACULTY POSITIONS - FALL 2004

Appointments are at the Assistant Professor level, with doctorate required, except as noted. Appointees will have the opportunity to teach in undergraduate and graduate programs (when applicable) and, as appropriate, the CUNY doctoral programs. In addition the appointees will conduct research, seek outside funding/grants, participate in curriculum development and other departmental and college-wide activities. Candidates will be expected to contribute to one or more of the College-wide goals of Brooklyn College: to maintain and further academic excellence, to become a student-centered campus; to become a model citizen of Brooklyn by reaching out to the community. Should have experience in the pedagogical and research use of computer technology.

Brooklyn College is one of the nation's leading public liberal arts colleges and a principal teaching and research institution of The City University of New York. The College is located on a 26 - acre campus, with a full-time faculty of 550, offering undergraduate and graduate degree programs in 29 departments to 15,500 students of culturally, religiously, and socio-economically diverse backgrounds

ANTHROPOLOGY AND ARCHAEOLOGY

Cultural Anthropologist with research and teaching interests in anthropological linguistics to teach a four-field introductory course, introductory level cultural anthropology and specialty courses in linguistics and ethnography/ethnology. Ability to complement and enhance existing programs and faculty interest is preferred.

ART

Art Historian with a specialization in either classical, early Christian or medieval art. The successful candidate should have knowledge of a second field, preferably non-Western or Northern European renaissance or baroque art.

BIOLOGY

Structural Biologist whose research includes detailed structural studies on any of the following: membrane proteins, protein-protein interactions in the cell cycle, chromatin and transcription complexes, or ribosomes. The faculty member will develop and teach a new undergraduate elective course in structural biology and an appropriate graduate course that relates to his/her specialty. Participation in the CUNY biology doctoral program is required. Applicants whose work is related to environmental research issues are encouraged to apply.

CHEMISTRY

(3 POSITIONS/ Assistant or Associate Professor)

Scholar in Chemical Education to teach undergraduate and graduate courses and to establish a research program of outstanding quality mainly through external funding.

Inorganic Chemist and Physical Chemist to teach undergraduate/graduate courses and to establish a research program of outstanding quality mainly through external funding. All areas of research will be considered. Environmentally related research desirable.

COMPUTER AND INFORMATION SCIENCES

Specialist in graphics and/or multimedia computing to teach introductory and advanced undergraduate and/or graduate courses in graphics, multimedia and Internet technologies and multimedia production, as well as other courses in computer science. The successful candidate will also help develop multimedia courses and curricula for the Department and for the interdisciplinary Program in Performance and Interactive Media Arts.

CLASSICS

Scholar with research specialization in the Latin language and literature and teaching experience in intensive language programs to teach core curriculum classes in ancient literature and culture, elective courses in classical civilization and Greek and Latin at every level, both at the College and in the Summer Latin/Greek Institute at the CUNY Graduate Center. **The deadline for submissions of applications for this position is November 14, 2003. Applications received after this date will not be considered.**

ECONOMICS

(3 POSITIONS/ Assistant or Associate Professor)

Expert in either corporate finance, decision sciences, HRM, international business, management, operations management/statistics, or marketing. Individuals who seek a liberal arts environment as an alternative to the traditional business school setting are encouraged to apply.

SCHOOL OF EDUCATION

(4 POSITIONS/ Assistant or Associate Professor)

Teacher Educator with teaching experience in urban schools, strong background in social studies education and educational foundations, and demonstrated scholarship in multicultural and social studies education, to teach courses in undergraduate and graduate programs in secondary and middle school social studies, foundations of education, and multicultural education. Knowledge of educational policy helpful.

Teacher educator with teaching experience in urban elementary schools and a strong background in social studies to teach undergraduate and graduate courses and supervise fieldwork in urban elementary schools including the supervision of student teachers. Commitment to multicultural and underserved populations and knowledge of ELL essential.

Scholar with expertise in early childhood education to teach undergraduate and graduate courses in the early childhood program. The successful candidate will have an opportunity to develop and head early childhood programs. Candidates with expertise in special education program development and grant writing are encouraged to apply.

Teacher educator with teaching experience in urban schools, strong background in literacy or English education to teach courses in undergraduate and Masters programs in adolescence and middle school English and literacy, writing across the curriculum and composition theory. Knowledge of teaching ESL or ELL preferred.

FILM

Specialist to teach sections of *Screenwriting I* (introduction: the short script), *Introduction to Film Production*, and *Computer-Controlled Non-Linear Editing*. MFA with undergraduate teaching experience in screenwriting and film production; professional credits in film production, screenwriting, and digital editing. Sample syllabi, professional reel, screenplays, interview, and a demonstration class will be required of finalists.

HEALTH AND NUTRITION SCIENCES

Thanatologist with experience in some of the following areas and knowledge of the others: grief counseling, palliative care, bioethical issues, hospice care, health counseling, trauma and health crisis intervention to take over leadership of the oldest M.A. program in thanatology in the U.S. and to teach courses in thanatology and related fields at the graduate and undergraduate levels. Certification in Death Education, Grief Counseling, Grief Therapy or Thanatology and successful record in seeking external funding are preferred.

JUDAIC STUDIES

Scholar with a strong background in Judaic Studies to teach at the undergraduate and graduate levels. Preference will be given to a specialist in the history of the Holocaust with the ability to teach courses in Eastern European Jewish history.

MATHEMATICS

(2 Positions/ Assistant or Associate Professor)

Mathematics Educator to teach and develop curricula for the program for Mathematics teachers, grades 7-12 and assist with the coordination of these programs.

Scholar with experience in financial and/or applied mathematics to teach in the undergraduate mathematics program and develop curricula for financial mathematics

PHILOSOPHY (2 POSITIONS)

Specialist to teach courses in Ethics and Applied Ethics. Some competence in the history of philosophy is desirable.

Scholar to teach courses in Aesthetics and Philosophy of the Arts. Competence in one or more of the following is of interest: Philosophy of Education, Epistemology, American Philosophy, Philosophy of Language, and Media Ethics. Some competence in the history of philosophy desirable.

The successful candidate for both these positions must be able to teach *Introduction to Philosophy*. **Review of applications for these two positions will begin on November 7, 2003.**

PHYSICAL EDUCATION & EXERCISE SCIENCE

Physiologist to teach basic and advanced courses in human physiology, physiology of exercise, exercise prescription, nutrition and exercise fitness theory, research methods and thesis advisement. An understanding of and appreciation for the multi-disciplinary nature of the field of physical education and exercise science is essential.

POLITICAL SCIENCE

Scholar with a specialty in public policy, particularly the history of public policy in relation to contemporary issues such as race, gender, education, law, and/or welfare policy to teach undergraduate and graduate courses in American politics, public policy, research methodology and statistics and work collaboratively with the School of Education and with the Arts and Sciences Departments on new curricular and programmatic initiative. We welcome candidates who combine historical, critical, and interdisciplinary approaches with quantitative methods.

PSYCHOLOGY

(2 POSITIONS/ Assistant or Associate Professor)

Clinical/Neuro Psychopathologist with a research-oriented focus on clinically relevant problems, to teach undergraduate and graduate courses in psychopathology and in the area of her/his specialty. Background and interests in recent advances in the underlying neurological contributions to the understanding and treatment of psychopathology is essential.

Social Psychologist to teach undergraduate and graduate courses in social psychology and in the area of her/his specialty. Area of specialization is open but we prefer someone whose interests relate to processes of cognition or emotion.

SOCIOLOGY (2 POSITIONS)

Specialist in the study of race, ethnicity and immigration to teach undergraduate and graduate courses.

Specialist in the sociology of education and urban culture to teach undergraduate and graduate courses.

For both these positions, particular value is placed on research agendas that show promise of funding and/or engaging students in research or field internship opportunities.

SPEECH

Expert in interpersonal communication to teach undergraduate and graduate courses and collaborate with other departments. Specialization may focus on gender and communications, on small group processes or on how new communication technologies alter interpersonal communications. **Review of applications for these two positions will begin on December 1, 2003.**

THEATER

(Assistant or Associate Professor)

Scholar to teach a wide variety of undergraduate and graduate courses in theater history and supervise an MA program in history and criticism. There is the possibility of joining the CUNY Graduate School Ph.D. faculty

All appointments are subject to financial ability. Salary is commensurate with qualifications and experience. Appointments include a complete benefits package. Please send Curriculum Vitae, three (3) letters of recommendation and writing sample(s) or research paper(s) to: Assistant Vice President for Human Resource Services, Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York 11210-2889. Unless otherwise noted, review of applications will begin on October 15, 2003 and continue until positions are filled. For additional information about Brooklyn College and a complete job description please see http://www.brooklyn.cuny.edu.

Brooklyn College is actively building a diverse academic community that fosters an inclusive environment and therefore, encourages a broad spectrum of candidates-including women, minorities, individuals with disabilities, and veterans-to apply. EOE/AA/ADA/IRCA

PROVOST AND SENIOR VICE PRESIDENT ACADEMIC AFFAIRS
UNIVERSITY OF CALIFORNIA

The University of California invites nominations and applications for the position of Provost and Senior Vice President - Academic Affairs of the University.

The University of California is a publicly assisted institution with ten campuses which include five medical centers and 15 health sciences schools, a Division of Agriculture and Natural Resources, numerous organized research units, and programs abroad. The University is the state's land grant university. It also manages three national laboratories for the U.S. Department of Energy. In 2001-02, the University enrolled 183,355 students and employed about 159,325 individuals, including those at the three DOE national laboratories. Its annual budget for 2001-02 was approximately $14 billion, inclusive of the DOE laboratories.

The Provost and Senior Vice President - Academic Affairs reports directly to the President of the University. Responsibilities include development of academic and research policy; administrative oversight of University planning and associated budget matters; liaison with Universitywide Academic Senate and student governments; liaison to the California Postsecondary Education Commission; development of policy in such areas as admissions and outreach, library planning, research, and student affairs. The Provost and Senior Vice President also is responsible for University Extension, summer sessions, and the University Press.

Candidates should have senior academic administrative experience in large-scale, substantial, diverse, and complex organizations, preferably research universities, together with a strong record of teaching, research, and scholarship.
Applications and nominations, accompanied by current resumés, may be addressed to:

The President
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

and should be received no later than October 15, 2003, to be given full consideration.

An Equal Opportunity/Affirmative Action Employer

Colorado State University

Structural & Geotechnical Engineering Faculty Positions
Department of Civil Engineering
Colorado State University

The Department of Civil Engineering at Colorado State University invites applications for a full-time, tenure-track position at the assistant or associate professor level in the area of structural engineering and a full-time, tenure-track position at the assistant professor level in the area of geotechnical engineering. The degree requirement is a Ph.D. in civil engineering or closely related field by July 15, 2004. A B.S. in engineering is preferred, but not required. We expect the start date to be August 1, 2004.

Candidates must be dedicated to excellence in teaching and professional service and have a commitment to obtaining and conducting sponsored research. Colorado State encourages and supports multidisciplinary collaboration and research activities.

Applications will be accepted until the position is filled. For consideration in the first round, submit an application by November 15, 2003. Applications must include a résumé, a list of publications and research projects, a description of research and teaching interests (≤2 pages), and a minimum of three references. They may be sent by regular or electronic mail to: **Structural Engineering Search Committee Chair or Geotechnical Engineering Search Committee Chair, Department of Civil Engineering, Colorado State University, Fort Collins, CO 80523-1372 or bshepard@engr.colostate.edu.** Inquiries and initial applications will be treated confidentially. Further information about the Department and the position can be found at **http://www.engr.colostate.edu/ce/**.

CSU is an EEO/AA employer.
Women and minorities are encouraged to apply.

TEMPLE UNIVERSITY

COLLEGE OF SCIENCE & TECHNOLOGY
DEPARTMENT OF CHEMISTRY
FACULTY POSITIONS

The Department of Chemistry at Temple University invites applications and nominations for tenured/tenure-track faculty positions in the areas of: (i) Biochemistry/Chemical Biology; (ii) Physical Chemistry; and (iii) Organic Chemistry. The positions are open with respect to rank. Applicants at the Assistant Professor level are expected to demonstrate strong potential for establishing a vigorous research program funded by peer-reviewed research grants and for developing excellence in teaching. Applicants at the Associate and Full Professor levels are expected to have established research programs of high quality, supported by substantial externally funded peer-reviewed research grants and demonstrated significant teaching accomplishments. Salaries are highly competitive and substantial resources have been provided for start-up funding. Modern laboratory space is available.

The Department of Chemistry has undertaken this year a new initiative of growth in research and education under the leadership of Dr. Allen Nicholson. The Department is also associated with the Center for Advanced Photonics Research, headed by Dr. Robert Levis. More information about the Chemistry Department is available at (http://www.chem.temple.edu). The College of Science and Technology at Temple University also is recruiting multiple faculty in the areas of Computer Science, Information Science, Biotechnology, Molecular and Cellular Biology, Bioinformatics, Physics, and Mathematics. Over thirty new faculty have joined the College with strong research programs and peer-reviewed grant support, resulting in an increase in external funding in excess of 18 million dollars. Temple University (http://www.temple.edu), located in historic Philadelphia, is part of the Pennsylvania Commonwealth System of Higher Education, and serves over 34,000 students. Philadelphia is a vibrant center of the arts and sciences and a major locus of chemical, biomedical, pharmaceutical and biotechnological research and development.

Applicants should submit a curriculum vitae; a statement of research interests and current grant support; a statement of teaching philosophy; and arrange to have four letters of recommendation sent to: **Dr. Allen Nicholson, Professor and Chair, Department of Chemistry (016-00), Temple University, Beury Hall, 13th and Norris Streets, Philadelphia, PA 19122.** Review of applications will begin immediately and will continue until suitable candidates are identified.

Temple University is an Equal Opportunity/Affirmative Action Employer. The Department specifically invites and encourages applications from women and minorities.

School of Public Administration and Urban Studies
San Diego State University
Tenure Track Position in Public Financial Management

The Public Administration Program is seeking an individual for a tenure-track position at the assistant professor level (pending funding). It is required that this individual have a specialization in the area of public financial management. The successful applicant must have expertise in local government financial systems and budgeting including a thorough understanding of public revenues and expenditures. Within this specialization, candidates may have an emphasis in such areas as joint public/private ventures, community development, capital budgeting, debt financing, and international/comparative financial systems. Expertise in border issues, urban public policy, intergovernmental relations, or metropolitan regional studies is highly desirable. The appointee will teach undergraduate and graduate courses in these areas. Professional activities and publications in the applicant's area(s) of expertise are required for tenure and promotion. All applicants are expected to have a working knowledge of quantitative methods and computer applications. The School of Public Administration and Urban Studies has strong community ties and has an expectation of community service.

Professional activities and publication in the applicant's area(s) of expertise are required for tenure and promotion. The school has strong community ties and has an expectation of community service. Salary will be commensurate with qualifications and expertise. Applicants with a doctoral degree in public administration or related fields are preferred; candidates with ABD status and clear evidence of substantial progress toward completion of the doctoral degree may be considered for appointment. Successful candidate must have earned a PhD. no later than 6 months after appointment. Effective Date of Appointment: August 2004. The School's MPA degree is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). Application review will begin on November 7, 2003 and will continue until the position is filled.

Please submit curriculum vita, evidence of teaching effectiveness, and three letters of reference to: **Dr. Glen Sparrow, Chair; Recruitment Committee; School of Public Administration and Urban Studies; San Diego State University; San Diego, CA 92182-4505.**

For further information refer to: **www.sdsu.edu** or **http://psfa.sdsu.edu/spaus/**

SDSU IS AN EQUAL OPPORTUNITY/TITLE IX EMPLOYER
and does not discriminate against individuals on the basis of race, religion, national origin, sexual orientation, gender, marital status, age disability or veteran status, including veterans of the Vietnam era.

CORNELL

Latino/a Studies

Cornell University's U.S. Latino Studies Program invites applications for a tenure-track assistant professor position to begin Fall 2004. We are searching in the following areas: 1) social sciences; 2) religious studies; 3) comparative Caribbean/U.S. literatures. The candidate must have substantive training and research interests in U.S. Latino/a Studies. The position will be a joint appointment between the Latino Studies Program and an appropriate disciplinary department to be determined. The Ph.D. must be completed by September 2004.

Deadline for application is **November 1, 2003.**

Please send application, including cover letter, curriculum vitae to:
Chair, Search Committee
Latino Studies Program
Cornell University
434 Rockefeller Hall
Ithaca, NY 14853-2602.
http://latino.lsp.cornell.edu/

Cornell is an Affirmative Action/
Equal Opportunity Employer.

Assistant Professor
Early Childhood Education

Rider University seeks an energetic and dedicated early childhood educator to fill a tenure-track position at the rank of Assistant Professor to begin in September 2004. Teaching load is 18 contact hours per academic year. Candidates should have earned a doctorate in early childhood education or closely related fields, have teaching experience in early childhood (P-3) or elementary settings, and possess a commitment to developing pre- and in-service programs in early childhood education. Higher education teaching experience and expertise with infusing educational technology in teaching desirable. Will be expected to teach undergraduate and graduate courses in early childhood education (P-3) and other related courses, facilitate school-based field experiences, advise students, supervise student teachers, serve on committees, and carry out a research agenda. The School of Education is accredited by NCATE and CACREP and supports cultural diversity. Candidate selection will begin on November 30, 2003 and will continue until the position is filled. Please specify the Department of Undergraduate Education in your letter of application (Position #: 311105) and include a current vita, transcripts, and three letters of recommendation. Please direct to: **Manager of Employment, Human Resources, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3099.** Rider University is an equal opportunity/affirmative action employer and does not discriminate on the basis of age, race, sex, disability, sexual orientation, national origin, or any other non-job related criteria.

Rider
University

Visit Rider on the Internet:
www.rider.edu

Pennsylvania State System of Higher Education

Vice Chancellor for Academic and Student Affairs

The Office of the Chancellor of the Pennsylvania State System of Higher Education invites nominations and applications for the position of Vice Chancellor for Academic and Student Affairs. The Vice Chancellor for Academic and Student Affairs, reporting directly to the Chancellor of the State System, supervises a small professional staff engaged in academic program approval and review, the development of academic and student policies, faculty development initiatives, academic planning, articulation and transfer, and grants development and management. The Pennsylvania Academy for the Profession of Teaching and Learning, reporting to the Vice Chancellor, currently manages more than $20 million in grants designed to enhance the quality of teaching in the Commonwealth.

The primary mission of the Pennsylvania State System of Higher Education "... is the provision of instruction for undergraduate and graduate students to and beyond the masters degree in the liberal arts and sciences, and in the applied fields, including the teaching profession." Doctoral programs are offered by Indiana University of Pennsylvania (IUP) or through a consortial arrangement with IUP. While the universities share a common mission, each also embraces specific missions in business, human services, public administration, and/or technology. The System universities offer degrees at the associate, baccalaureate, master's, and doctoral levels. There are more than 250 degree and certificate programs in more than 120 areas of study. With more than 101,00 students, the Pennsylvania State System is the largest provider of higher education in the Commonwealth.

The Pennsylvania State System of Higher Education consists of the Commonwealth's 14 publicly owned universities, four branch campuses, several regional centers, and the McKeever Environmental Learning Center. The universities are located in rural, suburban, and small-town settings throughout Pennsylvania: Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock, and West Chester. The four branch campuses are in Oil City (Clarion), Kittanning and Punxsutawney (Indiana), Clearfield (Lock Haven).

Required Qualifications:

- Ph.D.;
- Knowledge of system governance and functions;
- Demonstrated successful leadership;
- Knowledge and experience in comprehensive academic planning and the implementation of high academic standards;
- Proven management skills as a senior administrator with a knowledge of curriculum, academic practices and standards, accreditation, and other historical and contemporary higher education issues; and
- Demonstrated capacity to interface effectively and efficiently with System internal and external constituents, including System presidents, faculty, students, staff, and legislators, as well as business leaders, representatives of the media, community groups, K-12 professionals, etc.

Desired Characteristics:

- Outstanding interpersonal skills;
- Outstanding conceptual, organizational, communication, and integrative thinking skills;
- Data and information driven decision maker, able to analyze, synthesize, and explain data and information to a variety of audiences;
- Creative problem solver, flexible, non-traditional thinker;
- Collaborative, consultative, decisive;
- Strong work ethic, high energy;
- Committed to high quality public education;
- Committed to improvement in basic and secondary education through collaboration;
- Understands, and is committed to, diversity in the curriculum and staffing with a demonstrated track record of leadership in diversity initiatives;
- Able to foster the System's academic mission and provide curricular and administrative leadership in a rapidly-changing multicultural, international, and high technology environment;
- Experience with long-term academic planning, curricular review, instruction, faculty development, and budget coordination for all academic areas;
- An excellent record of achievement in teaching, scholarship, service, and research in higher education; and
- Knowledge of collective bargaining and ability to work collaboratively in an environment of shared governance and collective bargaining

HOW TO APPLY

Applications: To ensure consideration, materials should be submitted before **October 17, 2003**. Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vita, and the names, title, e-mail and business address, business and home telephone numbers of at least five references. **Submission of materials as an *MS Word* attachment is strongly recommended.**

Nominations: Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Nominations should be received by **October 7, 2002,** to ensure full consideration.

Confidential requests for information, written nominations, and application materials should be directed to:

Dr. Michael K. Becker
Executive Deputy Chancellor
Pennsylvania State System of Higher Education
2986 North Second St.
Harrisburg, PA 17110
Voice (717) 720-4420
Facsimile (717) 720-7015
Email mbecker@sshechan.edu

The Pennsylvania State System of Higher Education is an Equal Opportunity employer that actively seeks diversity in its workforce.

MESSIAH COLLEGE.

Tenure Track Positions 2004-2005

Messiah College, located in south-central Pennsylvania, is recruiting for the following full-time, term tenure-track positions available for 2004-2005. Ph.D. and teaching experience preferred. Evidence of strong commitment to teaching and ongoing scholarly activity is expected. Women and minority candidates are encouraged to apply. All candidates must be strongly committed to the educational mission of the College.

SCHOOL OF THE ARTS
RICHARD ROBERSON, DEAN
Music: Woodwind and Music Education
Contact: William Stowman, Box 3004
Theatre: Scenic Design
Contact: Edward Cohn, Box 3004

SCHOOL OF EDUCATION AND SOCIAL SCIENCES, JOSEPH JONES, DEAN
Education: Multi-Cultural/Urban Education
Contact: Kevin Zook, Box 3019
Psychology: Clinical and/or Community Psychology
Contact: John Addleman, Box 3052
Sociology and Social Work: Sociology
Contact: Ronald Burwell, Box 3057

SCHOOL OF HEALTH AND NATURAL SCIENCES, JEFFREY MOSHIER, DEAN
Biological Sciences: Molecular Genetics
Contact: Larry Mylin, Box 3030
Chemistry and Biochemistry: Analytical Chemist
Contact: Roseann Sachs, Box 3049
Nursing: Maternal-Child Health Nursing
Contact: Carolyn Kreamer, Box 3031
Nutrition and Dietetics: Nutrition and Dietetics
Contact: Mary Ann Mihok, Box 3030

SCHOOL OF THE HUMANITIES
JOSEPH HUFFMAN, DEAN
Biblical and Religious Studies: Christian Ministries
Contact: Jay McDermond, Box 3053
English: World Literature
(2-year appointment)
Contact: Peter Powers, Box 3017
Modern Languages: Spanish Peninsular Literature
Contact: Kim Yónez, Box 3037
Philosophy: Philosophy
Contact: Caleb Miller, Box 3048

Submit two sets each of a letter of interest, curriculum vitae, and three professional references to the respective contact. Review of applications will continue until positions are filled. Messiah College is a Christian college of the liberal and applied arts and sciences. For additional information, contact:

Kim S. Phipps, Provost, Messiah College
One College Avenue, Box 3016 Grantham, PA 17027
717-766-2511, kphipps@messiah.edu

http://www.messiah.edu

Messiah College is an Equal Opportunity Employer

New Jersey City University is currently seeking an experienced professional for the following position:

UNIVERSITY SERVICE CENTER DIRECTOR

Salary Range: 30
Application deadline: September 15, 2003

Please send a letter of application and resume with the names, addresses and phone numbers of three professional references to:

Dr. John Melendez
Associate Vice President
of Student Affairs
New Jersey City University
2039 Kennedy Boulevard
Hepburn Hall, Room 303
Jersey City, New Jersey 07305

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, visit our website at: www.njcu.edu. Click on Employment Opportunities.

Elmhurst College

DIRECTOR OF ATHLETICS

Elmhurst College is accepting applications and nominations for the position of Director of Athletics. The Director provides vision, leadership, supervision and advocacy for the College's athletic program. In addition, he/she has responsibility for staff, budget, athletic facilities, recruiting of student athletes, and is the primary liaison with NCAA. The position reports to the Dean of Students. Elmhurst College is a 4-year private comprehensive college in metropolitan Chicago with approximately 2,600 students and over 420 student athletes. There are 22 undergraduate academic programs and six graduate programs. The College is a NCAA Division III school and a member of the CCIW. The Athletic program includes 16 teams with 2 additional teams to be added in the fall semester of 2004. Qualifications: bachelor's degree (master's degree preferred); coaching experience (four years preferred); administrative experience in managing athletics (budget management, policy development, marketing, public relations, and fund raising experience preferred); understanding of and commitment to a liberal arts college environment, with special focus on students' overall education and academic success; understanding of and demonstrated commitment to Division III philosophy; understanding of and demonstrated commitment to diversity and gender equity; excellent communications skills (oral and written), and sense of humor. Applications and nominations will be accepted until the position is filled. Review of applications will begin September 26, 2003. Applications should include a resume, cover letter addressing the qualifications, and the names, titles, addresses, telephone numbers, and e-mail addresses of four references. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community. Applications should be sent to:

Athletic Director Search, c/o Dean of Students Office,
Elmhurst College, 190 South Prospect Avenue,
Elmhurst, IL 60126.

DEPAUW UNIVERSITY

Uncommon success begins at DePauw

Join us as the

Dean of Student Academic Support

Responsible for advancing the mission of the University and the Division of Student Services by providing leadership, strategic direction and supervision for programs and services that promote access, support persistence and facilitate degree completion. Also administers DePauw University's Americans with Disabilities Act (ADA) Program.

For details about this and other positions visit the Office of Human Resources or the DePauw University website at:

www.depauw.edu/admin/hr

DePauw University is an affirmative action and equal opportunity employer. Women and members of underrepresented groups are encouraged to apply.

COLUMBIA BUSINESS SCHOOL

The Management Division of Columbia Business School seeks to hire individuals with outstanding research potential at the assistant or associate professor rank. Management Division faculty do discipline-based research (in sociology, economics, or psychology) related to the areas of strategic management, organizational theory and organizational behavior. Additional duties include teaching MBA and doctoral students. This year, we are particularly interested in individuals who are conducting research related to strategy and/or organizational theory. Candidates should begin their application by visiting our job search web site at www.gsb.columbia.edu/divisions/management/search, where they will be asked to complete an online application form and electronically upload their curriculum vitae. In addition, a letter of interest, three letters of recommendation and samples of current research (including a dissertation proposal summary for doctoral candidates) should be mailed to:

Sarah Delahery
Search Coordinator
Columbia Business School
3022 Broadway
Uris Hall, Room 7Q
New York, NY 10027
Email: md2003@columbia.edu

The deadline for completed applications is November 1, 2003.

Columbia University is an Equal Opportunity/
Affirmative Action employer
Minorities and women are encouraged to apply

West Valley-Mission
Community College District
14000 Fruitvale Ave. Saratoga, CA 95070

VICE CHANCELLOR

West Valley- Mission Community College District

The Board of Trustees of the West Valley-Mission Community College District invites applications and nominations for the position of Vice Chancellor, Administration. The Vice Chancellor reports to the Chancellor, who reports to a seven member publicly elected Board of Trustees. The Board seeks an inspired, visionary leader to plan and organize programs, services and activities that provide technical, legal and operational direction for administrative operations supporting the entire District.

APPLICATION INFORMATION: The profile brochure which contains details of the West Valley-Mission CCD, the Challenges and Opportunities, and the application instructions should be requested by contacting Francine Caracciolo, Search Liaison, Human Resources, West Valley-Mission CCD, 14000 Fruitvale Ave, Saratoga, CA 95070 (408) 741-2131, or West Valley-Mission CCD web site: www.wvmccd.cc.ca.us/wvmccd/hr/. Application deadline: October 6, 2003.

For Additional Information, contact Marchelle Fox, President and Search Committee Chairperson, (408) 741-2097, or email: marchelle_fox@wvmccd.cc.ca.us. EOE

George Mason University

ASSITANT VICE PRESIDENT
University Services

George Mason University, Fairfax, VA, is seeking an Assistant Vice President for its Office of University Services. The candidate will serve as administrative head of all auxiliary enterprise units in the Office of University Services providing financial and program leadership for all campuses of George Mason University and coordination of University Services activities with the Department of University Life. The position reports to the Senior Vice President.

Principal duties include:

- Direct oversight of GMU auxiliary enterprises and other related contracted services. These services include mail services, food services, parking/transportation services, child development center, bookstore, student union operations, meal plan administration, print services, housing and residential life, banking/credit union services, vending and beverage agreement, trademark agreement, and the Hemlock Overlook outdoor education center.
- Participate in the development and construction of new and renovated University Services facilities. Develop and schedule RFP/RFQ processes and negotiate for contracted services.

The successful candidate will possess effective communication and supervisory skills, contract management experience and a vision for the success of the department. Extensive experience in the portfolio of services is critical. A Masters Degree is preferred. Salary is commensurate with experience.

GMU is strongly committed to the principle of diversity, and in that regard, seeks a broad spectrum of applicants including women, minorities and people with disabilities for its faculty and staff positions.

Please forward resume of qualifications to: **Girard Mulherin, Dean of Students, George Mason University, 4400 University Drive, MSN 2A4, Fairfax, VA 22030 or via email at: jmulheri@gmu.edu.** We will begin reviewing applications/resumes **September 30, 2003.**

AA/EOE

WPI The University of Science and Technology And life.

FACULTY POSITIONS IN CHEMICAL ENGINEERING

The Department of Chemical Engineering at WPI expects to add several tenure-track faculty over the next two years in the following areas of national and societal significance: biological engineering, *nano/molecular engineering*, and sustainable/green engineering.

Applications are invited from exceptional individuals with a Ph.D. in Chemical Engineering or a closely related field who have a strong commitment to scholarship and teaching. The selected candidate will be expected to develop a vigorous research program of national stature and teach at both the undergraduate and graduate levels. The openings are at the Assistant Professor level, although truly exceptional candidates will be considered at a higher rank.

Applicants should submit their curriculum vitae along with copies of representative publications, research and teaching plans, and a list of references to: **Professor Yi Hua Ma, Department of Chemical Engineering, Worcester Polytechnic Institute, 100 Institute Road, Worcester, MA 01609-2280.** There are many opportunities for collaboration with faculty from local universities including University of Massachusetts Medical School.

Worcester Polytechnic Institute

To enrich education through diversity, WPI is an affirmative action/equal opportunity employer.

Chair, Department of Visual & Media Arts

The Department of Visual & Media Arts at Emerson College seeks applications and nominations for a talented and energetic professional to serve as chair of the Department beginning July 2004. Located in the heart of downtown Boston, Emerson College is the only comprehensive college or university in the United States dedicated exclusively to communication and the arts in a liberal arts context.

The College was founded in 1880 as a small school of oratory. Over the years, it has evolved into a multi-faceted college that is internationally recognized for excellence in the visual and media arts, communication, marketing, communication sciences and disorders, journalism, the performing arts and writing, literature and publishing.

The Department of Visual & Media Arts is one of three departments in the School of the Arts with 31 full-time faculty, serving approximately 1500 undergraduates and 900 graduate students, offering an integrated curriculum at both levels with specializations in Audio, Film, Media Studies, New Media, Photography, Radio, Screenwriting, Television and Video.

Responsibilities include providing effective leadership in teaching, scholarship/creative work, departmental planning, faculty development, committee activities, faculty hiring, instructional assignments, curriculum development, advising and fiscal management. The successful candidate will be conversant with departmental disciplines and the evolving technologies that support them. He or she will act as an effective advocate to the School of the Arts and the College for the Department. The Chair is also expected to teach one course per semester in one or more of the department's specializations, mentor graduates and advise undergraduates. Candidates must have a terminal degree in Visual and/or Media Arts Production, History or Studies, or the equivalent professional experience with a significant national/international record of scholarship and/or creative production and/or teaching prominence. Candidates must also have excellent administrative skills, demonstrate superb oral and written communication skills and must be committed to the goals of fostering a collegial atmosphere, affirmative action, cultural diversity, and multicultural education.

The appointment will be made at the Rank of Professor or Associate Professor with the possibility of tenure transfer. Salary will be competitive and commensurate with qualifications and experience. Initial review of applications will begin October 1, 2003 and will continue until the position is filled.

Applicants should send a Curriculum Vitae, a cover letter, appropriate documentation of scholarly/creative work, the names and contact information of at least three references to: **Chair Search Committee, Department of Visual & Media Arts, Dean's Office, School of the Arts, Emerson College, 120 Boylston Street, Boston, MA 02116.**

Emerson College is an Equal Opportunity/Affirmative Action Employer, focused on workforce diversity. Minorities and women are encouraged to apply.

EMERSON COLLEGE
BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

WWW.EMERSON.EDU

DEAN
Medical School

The University of Texas Health Science Center at Houston is one of fifteen component institutions of The University of Texas System and is one of the six health-related components. It is located in the Texas Medical Center, the largest medical center in the world.

The University of Texas Medical School at Houston (UTMS-H) is a nationally and internationally recognized teaching, research, and clinical institution dedicated to providing quality programs in the areas of teaching, research, and service for students and physicians in training. Our primary teaching affiliates include Memorial Hermann Hospital and the Memorial Hermann Healthcare System, Lyndon B. Johnson General Hospital, University of Texas M.D. Anderson Cancer Center, Mental Sciences Institute, Harris County Psychiatric Center, and St. Luke's Episcopal Hospital.

The Dean of the Medical School reports to the office of the President of The University of Texas Health Science Center at Houston (UTHSC-H). He/she interfaces with the UTHSC-H President and confers with the President, the Chief Operating Officer, the Executive Vice President for Clinical Affairs, the Vice President/Chief Business officer, the Executive Vice President for Academic Affairs, and the Executive Vice President for Research regarding matters affecting the functions of the medical School.

The Dean is a member of the Board of Directors of the medical practice plan of The University of Texas Health Science Center at Houston, known as the Medical Service, Research, and Development Plan (MSRDP). This position requires knowledge of sources and methods of fund raising from government agencies and in the public and private sectors, including private donors, foundations, and corporations. The Dean must be knowledgeable in financial areas in order to recommend and administer operating budgets in excess of $250 million annually.

It is desirable for the Dean to possess a background in one of the clinical sciences in addition to experience serving in a highly visible position in an academic environment. The continuing challenges of this position include establishing short and long range goals and objectives for a large, expanding major medical school and attracting and retaining highly qualified students and faculty to assist in meeting these goals.

Applications and nominations including a curriculum vitae should be forwarded to:
The University of Texas Health Science Center at Houston, 7000 Fannin, Suite 150, Houston, Texas 77030, Attn: Search Committee Facilitator

THE UNIVERSITY *of* TEXAS
HEALTH SCIENCE CENTER AT HOUSTON

The University of Texas is an Equal Opportunity, Affirmative Action Employer. Minorities and women are strongly encouraged to apply.
This is a security sensitive position and thereby subject to Texas Education code §51.215.

WESTERN CONNECTICUT STATE UNIVERSITY
MEN'S LACROSSE COACH

Western Connecticut State University invites applications for the position of Head Coach of Men's Lacrosse. This is a new program that will start with intercollegiate play in the Spring 2004.

Responsibilities include, but are not limited to: recruitment of student-athletes, scheduling, budget management, fundraising, monitoring the academic progress of team members, and the organization and administration of a newly developed Division III athletics program that desires to be competitive in Men's Lacrosse.

Qualifications: Bachelor's degree required; Master's degree preferred. Experience in coaching Men's Lacrosse at the collegiate level; knowledge of NCAA rules and an understanding of the Division III student-athlete philosophy; ability to recruit student-athletes; the ability to relate to all campus constituencies - both internal and external. The position will begin during the Fall 2003 semester.

Application Process: Interested applicants should send a letter of interest, resume, and three current letters of reference to: **Mr. Edward Farrington, Director of Athletics, WCSU, 181 White Street, Danbury, CT 06810.** Applications must be received by October 10, 2003.

WCSU is an AA/EO Educator/Employer.

MIAMI
UNIVERSITY
OXFORD OHIO

DEAN
School of Fine Arts

Miami University, nationally recognized as one of the most outstanding public undergraduate institutions, seeks nominations and applications for the position of Dean of the School of Fine Arts.

Reporting to the Provost and Executive Vice President for Academic Affairs, the Dean of Fine Arts is responsible for the leadership of a School that enrolls over 1000 undergraduate and graduate students, employs 100 full-time faculty and unclassified staff, offers undergraduate and graduate programs in Architecture and Interior Design, Art, Music, and Theatre, and has a nationally accredited art museum and a renowned performing arts series. As a member of the Council of Academic Deans, the Dean is responsible for meeting shared University goals, including fostering respect for diversity, development activity, and alumni relations.

QUALIFICATIONS:

Miami University will consider all candidates who have demonstrated excellence in academic or professional leadership. Candidates must be able to provide evidence of ability to relate well to students, faculty, staff, and alumni, and to the arts community. Desirable background includes a terminal degree in one of the fine arts disciplines represented in the School, excellence in teaching, excellence in scholarship or creative activities, commitment to enhance respect for diversity, capacity to promote interdepartmental fine arts programs, administrative experience, and the ability to attract external support. The successful candidate must qualify for appointment at rank of Professor in one of the departments in the School.

APPLICATION:

Applications (preferably sent via email with Word attachments) should include a letter of application, résumé, and the names, mail and e-mail addresses of five references. Applicants are asked to provide a preferred mailing address, e-mail address, and telephone/fax number. Please address all inquiries, nominations, and applications to:

Prof. Karen K. Shaffer
Secretary of the University
Miami University
Oxford, OH 45056
secretary@muohio.edu

To ensure full consideration, applications should be received by October 15, 2003. The search will remain open until an appointee is identified. The starting date is negotiable, with the expectation the new dean will take office by July 1, 2004.

For more information about Miami University and the School of Fine Arts, please visit **www.muohio.edu**. The University is being assisted by Sage Search Partners. For additional information, contact Paula Hurley Fazli, Partner, at 617-964-0406 or **pfazli@sagesearch.com**.

Miami is an affirmative action, equal opportunity employer.

Dean, Science/Advanced & Applied Technology (033517)

Requires: Master's degree in a job-related area (Doctorate strongly preferred) and five years of experience in instructional administration, program planning and development, planning and budgeting in an academic environment. Teaching experience is strongly preferred.

Position closes: October 17, 2003. Online Administrator applications require attachment of 3 reference letters, and photocopies of transcripts. Incomplete or late applications will not be considered.

Apply online at:
http://accdpeoplelink.accd.edu
Ph: 210-208-8051

PALO ALTO COLLEGE

Massachusetts Institute of Technology
Department of Architecture

The Department of Architecture at MIT seeks to fill a tenure-track Assistant Professor position for an urban designer with a professional degree in Architecture. The successful candidate will join an established faculty group in Architecture and Urbanism who conduct research and teach professional and post-professional degree students in studio, lecture and seminar subjects dealing with the design of human settlements. The ideal candidate should have a sparkling design intelligence demonstrated in the formal design of, and reflection upon, urban places and systems. Such design interventions should be understood in the light of the processes by which cities are changed and the ways in which such changes can be implemented, and within the context of the history and theory of city form.

The successful candidate will teach students in both the professional (MArch) and post-professional (SMArchS) degree programs and will also be a member of the Joint Program in City Design and Development, a program of both the Departments of Architecture and Urban Studies and Planning.

Candidates should send a curriculum vita, examples of their practice work and publications, a short statement concerning the subjects they would be interested in teaching and their related research directions, and the names of three referees to: Chair, Architecture and Urbanism Search Committee, c/o Ms. Charlotte Russ, Room 10-485, MIT, 77 Massachusetts Avenue, Cambridge, MA 02139. fax: + 617 258 8081. Review of applications will begin in October 2003 .
For more information see: **http://architecture.mit.edu/people/employ.html**

MIT is building a culturally diverse faculty and encourages applications from female and minority candidates

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UNIVERSITY OF Cincinnati

ASSISTANT PROFESSOR OF CHEMISTRY
THE CHEMICAL SENSORS GROUP
UNIVERSITY OF CINCINNATI

The Department of Chemistry invites applications for a tenure track position as Assistant Professor, beginning September 2004. Candidates will have a PhD and demonstrated excellence and postdoctoral experience in an aspect of chemistry relevant to chemical and biosensors. Of particular interest is expertise in bio-nanotechnology applicable to sensing, although superior candidates in other areas are encouraged to apply. The successful candidate would be expected to develop an independent research program as well as interact with faculty involved with chemical sensors research. The Department houses the Chemical Sensors Instrumentation Laboratory, a new state-of-the-art facility established by the State of Ohio for constructing and studying chemical sensors. The successful candidate will be expected to teach undergraduate and graduate courses in the appropriate division of the Chemistry Department. Applicants should submit a letter of application, a curriculum vita, a short summary of research interests (3-5 pages), and three letters of recommendation to:

Prof. H. Brian Halsall
Chemistry Department
PO Box 210172
University of Cincinnati
Cincinnati, OH 45221-0172

Review of applications will begin **October 31, 2003**, and continue until the position is filled.

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, and Vietnam Era and disabled veterans are encouraged to apply.

Drexel University

DIRECTOR OF DISTANCE EDUCATION-INFORMATION SYSTEMS CURRICULA

Drexel University's College of Information Science & Technology (IST) invites applications for the position of Director of Distance Education for the Information Systems Curricula. This is a 12 month, full-time teaching position in the graduate online information systems/software engineering programs with additional responsibilities for managing and marketing the online Master of Science in Information Science program and related online post-baccalaureate certificate programs. In addition to teaching in the online program, the candidate will be involved in providing managerial and curricular oversight for the program and in collaborating with Drexel e-Learning, the Drexel subsidiary responsible for broad-scale marketing of the University's online degree and certificate programs.

Required qualifications include an earned PhD in a systems-related field and relevant teaching and industrial experience. A full position description can be found on the IST website:

http://www.cis.drexel.edu/placement/ist_jobs/is_positions.asp

Please submit a letter of application, curriculum vitae, and names and contact information of at least three references to:

Dr. Katherine W. McCain, Chair, IST Search Committee
College of Information Science & Technology
Drexel University
3141 Chestnut Street
Philadelphia, PA 19104

E-mail: faculty-search@cis.drexel.edu

Review of applications will begin immediately and will continue until the position is filled. Drexel is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply.

KENYON COLLEGE

PHYSICAL ANTHROPOLOGY TENURE-TRACK

The Department of Anthropology at Kenyon College invites applications for a tenure-track position in **Physical Anthropology** at the assistant professor level, beginning in the fall semester, 2004. The successful candidate will join a department consisting of 5 1/2 tenure-track faculty; 2 full-time cultural anthropologists and 1 who teaches 1/2 time in ethnomusicology; 2 archaeologists, and one physical anthropologist (incumbent is retiring). We seek someone who (1) demonstrates a strong and long-term commitment to undergraduate teaching; (2) is able to offer a broad range of introductory and upper-level courses within physical/biological anthropology, and (3) who shows clear evidence of a productive and ongoing scholarly/research career. The department has an extensive collection of primate and human skeletal material and casts (primarily for teaching purposes), a flexibly designed classroom, and an administration which strongly supports faculty research.

Kenyon College is a highly selective, nationally ranked liberal arts and science institution of 1500 students located in the beautiful village of Gambier, Ohio, about 50 miles northeast of Columbus. Kenyon prides itself upon its reputation of providing an excellent teaching environment (5 courses annually), small classes (25 or fewer students), close contact with highly motivated and engaged students, and an enlightened perspective on the requisite balance between teaching and research. To learn more about the College, visit our website at

Applicants should have a Ph.D. in hand at the time of appointment. Recent graduates and more experienced assistant professors interested in the position are encouraged to apply. Salary is competitive and Kenyon offers an excellent benefits package, including spouse and domestic partner benefits. Please send a cover letter addressing the above criteria, a current curriculum vitae, and at least three letters of reference to: **David N. Suggs, Chair, Department of Anthropology, Olof Pame House, Kenyon College, Gambier, Ohio 43022.** *Review of applications will begin December 5, 2003* and continue until the position is filled. The department plans to interview selected candidates at the 2003 AAA meetings in Chicago.

An EOE, Kenyon welcomes diversity and encourages the applications of women and minority candidates.

Director of Institutional Research

LOYOLA COLLEGE IN MARYLAND

Loyola College in Maryland is seeking a candidate for the position of Director of Institutional Research. The Director is responsible for proactively identifying and providing information to support decision making; identifying and analyzing data to assess progress in institutional efforts; providing data and research analysis in support of the College's mission; responding to external surveys; and supervising a research analyst and a programmer. The successful candidate will respond to requests for data and information; collect and analyze the data necessary to support the College's strategic goals; and play an active role in survey and research process across the institution.

A Master's degree in a related discipline or significant job experience in higher education is necessary. Experience in institutional research and three to five years experience in data collection, analysis, and projection is highly desirable. Candidates must demonstrate experience with standard reports, research design, statistical tools and techniques, large databases, spreadsheets, and use of Web technology. Knowledge of data warehousing is a plus. Familiarity with PC and mainframe databases and report writing capabilities is desirable. Candidates must have excellent interpersonal, written, and oral communication skills, a positive professional work ethic, and the ability to contribute to the mission of the institution.

Loyola College is a dynamic, highly selective, Jesuit Catholic institution in the liberal arts tradition and is recognized as a leading independent, comprehensive university in the northeastern United States. Located in a beautiful residential section of Baltimore with Graduate Centers in Timonium and Columbia, Loyola enrolls over 3,200 students in its undergraduate programs and 3,000 students in its graduate programs.

Loyola College offers a competitive total compensation package. The search will begin immediately and will continue until the position is filled. Candidates should send a letter of interest, resume, and list of three professional references to:

Institutional Research Search
Human Resources Department
LOYOLA COLLEGE IN MARYLAND
4501 North Charles Street
Baltimore, Maryland 21210-2699
Or email application materials to:
IRsearch@loyola.edu

Loyola College is a selective Jesuit Catholic institution that welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an Equal Opportunity Employer that seeks applications from women and members of minority groups. For more information on Loyola, visit our website at ***www.loyola.edu.***

Assistant Vice Chancellor – Financial Services

University of California, Riverside

Classified as a Research I University by the Carnegie Foundation, UC Riverside offers undergraduate and graduate education to nearly 16,000 students and has a projected enrollment of 21,000 students by 2010. Located in a community offering multiple opportunities for arts, culture, and year-round recreation, UCR is the fastest growing and most ethnically diverse campus of the preeminent ten-campus University of California system. To learn more about UCR, visit www.ucr.edu.

This position serves as both the campus chief Accounting Officer and Controller with responsibility for strategic planning and oversight of the campus' decentralized and central financial/accounting activities and payroll operations, which process approximately $400M/yr in current fund and $100M/yr in plant fund expenditures. Oversee central departments of: Accounting and Payroll; Student Business Services; and Financial Systems, Control and Accountability. As Controller, has responsibility for developing, implementing, and maintaining a comprehensive system of internal controls.

Provide major leadership in planning, organizing, and managing the development, replacement, enhancement and operation of campus-wide financial systems. Advise campus management on campus accounting and financial activities. Represent UCR's accounting and financial interests in discussions and negotiations with a broad range of groups (e.g., external funding agencies, Office of the President, government officials, other universities) and create appropriate alliances and partnerships.

Requires bachelor's degree in a related field and minimum of five years recent, progressively responsible, related high-level financial services management experience in a large, complex, decentralized higher education environment; experience sustaining a high level of energy and enthusiasm for advancing ideas and programs in a shared-governance environment; substantial recent experience managing a campus financial system; experience in designing, implementing and evaluating internal control systems; extensive knowledge of and experience with GAAP, GASB, university fund accounting principles, and accounting policies for sponsored projects; demonstrated leadership, communication and consensus building skills; skill in leading a service-oriented team. MBA or related Master's degree and/or CPA preferred.

Salary is commensurate with experience. Review of applications will begin immediately and continue until the position is filled. For a complete list of requirements, visit our web site: humanresources.ucr.edu/jobs. Please send your letter of application, resume, and list of references to UCR Human Resources/Employment - Position Number 03-06-016HO, 1160 University Ave., Riverside, CA 92521 or e-mail to: jobs@hr.ucr.edu. EOE.

UNIVERSITY OF CALIFORNIA
RIVERSIDE

WESTERN CONNECTICUT STATE UNIVERSITY

DEAN OF STUDENTS

Western Connecticut State University seeks a dynamic, team oriented, high energy and seasoned student affairs professional to provide leadership in a student-centered learning community. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

Reporting directly to, and working closely with, the Vice President for Student Affairs, the Dean of Students provides leadership and direction for the Counseling Center, Career Development Center, Campus Ministry, Health Services, Housing/Residence Life and Student Center/Student Life. The Dean of Students also has primary responsibility and oversight for the International Student Program as well as all non-residential life judicial matters.

Duties and Responsibilities: Provide leadership, supervision and direction for all programs and program directors reporting to the dean as noted above. Responsible for strategic planning and budget oversight for those units supervised. Provide strong support in response to student issues, concerns and emergencies. Developing appropriate policies and procedures which apply to student affairs programs. Serving on Assessment and Technology committees within Student Affairs. Working cooperatively with other university and campus departments with special emphasis on programs/activities which foster collaboration with the academic community. Developing and supporting plans to create a more open, diverse campus environment. Serves as the University designee to monitor and advise international students.

Minimum Qualifications: Hold an advanced degree (Ph.D or Ed.D) in student personnel services, higher education, counseling or related field with at least seven (7) years of experience in student personnel administration in higher education at the level of director or above. Evidence of strong leadership and supervisory ability. Excellent interpersonal, communication and written skills. Knowledge of student personnel theory, management and research relative to student affairs and learning. Demonstrated human relations skills reflected in a collaborative and team building leadership style. Experience working with International Students and familiarity with SEVIS monitoring system.

Application Process: Application package should include a brief essay discussing candidate's interest in the position, academic/administrative background as well as any noteworthy accomplishments; Current curriculum vitae; names, addresses, and telephone numbers of three professional references to: **Dr. Walter Bernstein, VP for Student Affairs, WCSU, 181 White St., Danbury, CT 06810.** Salary: Negotiable, excellent benefit package. Deadline: Applications must be received by October 3, 2003. Anticipated starting date: January 2004. For more information about WCSU please visit our Web Site at www.wcsu.edu.

WCSU is an AA/EO Educator/Employer.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

FACULTY POSITIONS

BIOCHEMISTRY

The ACS-approved Department of Chemistry at Agnes Scott College invites applications for a rank-open tenure-track position in biochemistry, with the possibility of a senior appointment as the William Rand Kenan Jr. Professor of Chemistry, to begin fall 2004. The successful candidate will teach sophomore-level organic chemistry, introductory and advanced biochemistry courses, and will participate in undergraduate research with chemistry and biochemistry/molecular biology majors. The chemistry department is one of four departments housed in Agnes Scott College's new $36.5 million Science Center (see our department website at http://chemistry.agnesscott.edu/). Candidates should send a CV, statements of teaching philosophy and research plans, undergraduate and graduate transcripts and arrange for three letters of reference to be sent to Dr. Lilia C. Harvey, Chair, Department of Chemistry. Review of applications will begin October 1, 2003.

EDUCATION (TEACHER PREPARATION)

The Department of Education invites applications for a tenure-track position at the level of assistant professor. Preference will be given to candidates with a background in early childhood education, with experience teaching at the P-6 level. Those with a background in science or math are encouraged to apply. Agnes Scott offers teacher certification in early childhood education and secondary education in history, mathematics and music (K-12), and the M.A.T. in secondary English. Candidates should be able to teach a wide range of courses and have experience supervising student teachers. An earned doctorate is required. Experience dealing with a state agency that governs education programs is preferred as well as familiarity with NCATE standards. Candidates should send a letter of application, CV, teaching statement, and the names, addresses, phone numbers and email addresses of three references to Dr. Lesley Coia, Search Chair. Review of applications will begin October 1, 2003.

MUSIC

The Department of Music at Agnes Scott College announces a tenure-track position in conducting (Choral/Orchestral) at the assistant or associate professor rank, beginning August 2004. The Doctorate in Conducting must be completed by July 1, 2004. The successful candidate will direct major choral ensembles (i.e., women's choir), direct the community orchestra, provide opportunities for student experiences in musical theatre, teach some applied voice lessons and coordinate vocal studios, and teach courses appropriate to the department and the College. Letter of application, CV, representative choral and orchestral programs, three letters of reference, and official transcripts should be sent to Dr. Calvert Johnson, Chair, Music Department. Do not send recordings at this time. Application deadline: October 1, 2003.

APPLICATION PROCESS

Unless otherwise noted in a specific listing:

- Positions begin **August 2004**
- Candidates are expected to have completed the appropriate Ph.D. by **July 1, 2004.**
- Candidates for all programs are expected to have an ongoing program of scholarly work and publications appropriate to one's areas of concentration, and to demonstrate evidence of excellent teaching.
- To ensure full consideration, applications should be received by the stated deadline.
- Send required application materials to the search chair listed at **Agnes Scott College, 141 E. College Avenue, Decatur, Georgia 30030.**

Agnes Scott College does not discriminate on the basis of sex, race, color, religion,
national origin, age, sexual orientation or disability in its employment.
Agnes Scott College has a strong commitment to diversity and
urges members of underrepresented groups to apply.
An Equal Opportunity Employer

Georgia State University

Anticipated lecturer position in the area of Public Relations. Ph.D. required. Seeking applicants with the ability to teach graduate and undergraduate public relations theory and writing courses and to be the faculty advisor to the Public Relations Student Society Association. Applicants should have a combination of academic and professional public relations experience. Send letter of application, vita, transcript from highest degree, evidence of teaching effectiveness and three letters of recommendation to **Chair, Lecturer in Public Relations Search, Communication Department, Georgia State University, University Plaza, Atlanta, Georgia, 30303.** *Georgia State University is an equal opportunity educational institution and EEO/AA employer.*

AMERICAN UNIVERSITY

WASHINGTON, DC

African-American History

Tenure-track Assistant Professor, American University, beginning Fall 2004. *American University is an affirmative action/equal opportunity employer, committed to a diverse faculty, staff, and student body. Minority and women candidates are encouraged to apply.* For position information,

email history@american.edu

SAN ANTONIO COLLEGE

Create your tomorrow

San Antonio College is seeking applicants for the position of Executive Vice President/SAC (031762). San Antonio College is one of the largest single-campus community colleges in the country and the largest single-campus college in the State of Texas, enrolling over 22,000 students. The college's student body, like all of the District's colleges, draws from the entirety of Bexar County and South Texas.

This position is responsible for overseeing the day-to-day operation of the college and will serve as the chief academic and student services officer for the college. The successful applicant for the position of Vice President (031762) will possess the following minimum requirements: an earned doctorate degree and 5 years experience in college/university administration. Preference will be given for three years of high-level supervisory experience at the Dean's level or above, three years experience teaching at the college/university level and strongly prefer community college experience.

Position closes: October 17, 2003

Apply online at:
http://accdpeoplelink.accd.edu
Ph: 210-208-8051

Alamo Community College District, including its affiliated colleges, does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs, or services.

MT. HOOD
COMMUNITY COLLEGE

Mt. Hood Community College is located in Gresham, Oregon, a quick 15 miles from downtown Portland. In addition to a picture-postcard view of Mt. Hood, the main campus boasts vistas of other Cascade mountain peaks, beautiful valleys and rolling farmlands. The College district comprises an area of approximately 950 square miles with a population of more than 300,000. The College provides a rich array of programs and services at its 200-acre main campus, two satellite facilities and high schools throughout the district.

Please visit us to learn more at **www.mhcc.edu**

DEAN OF ALLIED HEALTH, JOB #1006 - Responsibilities include providing leadership in planning, organizing, evaluating and supervising Allied Health instructional programs and support services including dental hygiene, medical office, mental health and human services, nursing and nursing assistant, physical therapist assistant, respiratory care and surgical technology. Salary range is $61,331 - $87,219 per year. Compensation is commensurate with education and experience. **Open until filled.**

For a full list of qualifications and application materials, please visit our website at **www.mhcc.edu** or contact the **Human Resources Office at 26000 SE Stark St., Gresham, OR 97030 (503) 491-7200, FAX (503) 491-7257, TDD (503) 491-7202, e-mail: hr@mhcc.edu.**

Mt. Hood is an Equal Opportunity/Affirmative Action Employer

ANTICIPATED FUTURE VACANCIES

- Vice President for Student Learning
- Instructor of Psychology (2 positions)

~Please continue to check our website at www.mhcc.edu for updates~
Openings Subject To Budget Consideration And Approval

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and Southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 35,000 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus. Riverside Community College District is seeking outstanding candidates for the position of:

COUNSELOR/INSTRUCTOR

Deadline to Apply:
September 19, 2003

A completed District application form, a cover letter, a current resume or vita, three current professional reference letters, transcripts verifying college work and degrees (legible copies of transcripts may be submitted; official transcripts required upon employment), must be submitted to Human Resources by the deadline listed above. Riverside Community College District offices are closed on Fridays during the summer.

Additional information and a required District application form can be downloaded from our Website: **http://www.rccd.cc.ca.us** or obtained by contacting

Riverside Community College District, H.R.
3845 Market Street, Riverside, CA 92501
Phone: (909) 222-8588.

SUNY ROCKLAND Community College

PRESIDENT

The Board of Trustees and Presidential Search Committee of Rockland Community College invite applications and nominations for the position of President of the College.

The search for a president will begin immediately and continue until an appointment is made.

Rockland Community College is a public, two-year community college of the State University of New York. The College was charted in 1959 and is supported by SUNY, Rockland County, and student tuition and fees. The campus is located in Suffern, NY and is about 35 miles west of New York City. RCC offers 23 degree programs and 10 certificate programs with 6300 students and 4700 FTE. Rockland is a leader among community colleges in study abroad programs.

Screening of applications will begin in October 2003 and continue until an appointment is made. To ensure full consideration, all application materials shou'd be received by RCC by November 1, 2003. A completed application will include an up-to-date resume and a 3 to 5 page letter addressing the issues and criteria included in the position prospectus. Nominations, applications, and expressions of interest should be forwarded in confidence to Dr. Kenneth Kelly, Chair of the Presidential Search Committee, Rockland Community College, 145 College Road, Suffern, NY 10901.

RCC is being assisted in this search by

Dr. Robert Parilla of Academic Search Consultation Service,
(301) 738-1790 or rparill@attglobal.net
The position prospectus may be seen at the Rockland Community College website at www.sunyrockland.edu or at the Academic Search website at www.academic-search.org

Rockland Community College is an Equal Opportunity Employer

PROVOST'S DISTINGUISHED POSTDOCTORAL SCHOLAR PROGRAM IN THE EBERLY COLLEGE OF SCIENCE

PENN STATE

The Provost's Distinguished Postdoctoral Scholar Program has been established to encourage scientists to pursue an academic career in the Eberly College of Science at The Pennsylvania State University. The program supports postdoctoral appointments in the departments of Astronomy & Astrophysics, Biochemistry & Molecular Biology, Biology, Chemistry, Mathematics, Physics, and Statistics, for scholars who are committed to a university career in research, teaching and service. Scholars will work with one of the College's outstanding faculty members and will be provided with mentoring and special opportunities to help them develop into exceptional tenure-track faculty candidates. We particularly seek candidates who have participated in research, teaching, mentoring, or outreach programs that promote diversity. More detailed information about the program and the application process can be found at: **http://www.science.psu.edu/dean/provostpostdoc.html.**

Minority candidates are particularly encouraged to apply. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

NASSAU COMMUNITY COLLEGE

PHYSICAL PLANT

Assistant Vice President for the Physical Plant

RESPONSIBILITIES:
The AVP for the Physical Plant coordinates and supervises the day-to-day operation of all Plant functions including, HVAC; fleet management, ground services; custodial services, building trades services and the capital maintenance of the College Physical Plant. Duties of this position also include the warehouse operations and inventory control. The AVP recommends administrative policies, implementing daily work schedules and plans; assigns priorities to work requirements, prepares departmental budgets for review. This includes meeting frequently with Department chairs to determine maintenance requirements and recommend necessary services. This position also develops and supervises various maintenance contracts operating on College Property, which includes horticultural services, snow and ice removal, general custodial services.

QUALIFICATIONS:
Bachelors Degree in Engineering, Architecture, Management or in a related discipline. Professional Engineer preferred. Minimum of five years experience in progressively responsible administrative positions - preferably in a College/University setting. Successful candidates must have excellent supervisory skills and experience in a collective bargaining environment. Experience with New York State public procurement regulations **extremely** valuable. Outstanding written and oral communication skills are required.

POSITION SUBJECT TO BUDGET APPROVAL (Reply Box 8)

Send cover letter, indicate Reply Box number, resume postmarked no later than September 19, 2003 to:

Mr. Harold Bellinger
Assistant to the President for
Affirmative Action and Diversity
NASSAU COMMUNITY COLLEGE
One Education Drive
Garden City, New York 11530-6793

Women/Minorities/Veterans/Physically Challenged/ Persons with Disabilities Strongly Encouraged to Apply. Affirmative action/equal opportunity employer.

Graduate School of Education
PennGSE

VICE DEAN FOR GRADUATE ADMISSIONS & EXECUTIVE EDUCATION

University of Pennsylvania, Graduate School of Education

The University of Pennsylvania Graduate School of Education invites nominations and applications for the position of Vice Dean for Graduate Admissions & Executive Education. One of twelve schools in the University, Penn GSE is among the best graduate schools of education in the United States. The School offers programs leading to masters' degrees, and to the Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) degrees.

Penn GSE seeks a dynamic professional with entrepreneurial spirit and vision to lead the School through a period of exciting growth and development, and to continue to enhance the quality of the School's students and programs. The responsibilities of the Vice Dean include: working closely with faculty to initiate, develop, and launch new graduate degrees and continuing education programs; oversight of direct marketing and recruitment for graduate and non-degree programs; management of executive, adult and continuing education programs; and management of fellowship and financial aid awards.

The successful candidate will have outstanding strategic and managerial skills with a demonstrated commitment to the values of higher education. S/he must have solid interpersonal/communication skills and the ability to identify and address the challenges and opportunities inherent in a period of growth and program development.

Nominees and applicants must hold a Ph.D., Ed.D., or their equivalent and/or an advanced degree in a related field.

Send C.V. with cover letter, **preferably by email**, in strict confidence to:

dhaley@imsearch.com
David A. Haley
334 Boylston St.
Suite 500
Boston, MA 02116-3899
617-262-6500 x117
617-262-6509 fax

or

kjacobs@imsearch.com
Katherine E. Jacobs
1275 K St. NW
Suite 1025
Washington, DC 20005-4089
202-216-2272
202-682-1272 fax

The University of Pennsylvania is an equal opportunity employer/educational institution and candidates of all backgrounds are encouraged to apply.

UNIVERSITY of ARKANSAS
1871 ®

Fayetteville, Arkansas

DEAN OF THE HONORS COLLEGE

The University of Arkansas, a research extensive university, is seeking the founding dean of its new Honors College. In April 2002, the University announced the largest gift in the history of American public higher education – a $300 million commitment from the Walton Family Charitable Support Foundation of Bentonville, Arkansas, to establish and endow an undergraduate honors college and endow the graduate school. Of that sum, $190 million is being used to endow Honors College Fellowships and Honors College Academy Scholarships for exceptionally talented students; to establish up to 100 endowed faculty chairs and professorships; and to endow special funds to support study abroad and undergraduate research opportunities. When fully operational, the Honors College will enroll more than 2,000 high-achieving students.

The new dean will hold an endowed chair and report to the provost and vice chancellor for academic affairs. The dean will find a culture that is ripe for innovation, creativity, and academic excellence and that embraces a leadership style of collegiality, persuasiveness, accountability, and integrity. He/she will possess a Ph.D. and credentials appropriate for appointment as full professor at the University of Arkansas. Superb communication and team-building skills are essential to fulfilling the role of dean. The dean will demonstrate the ability to create and communicate a vision for the college, to express that vision in terms of a strategic agenda, and to engage constituents and garner resources in support of that vision.

The search process is currently underway and will continue until the position is filled. The search committee has requested that nominations and applications (including a cover letter and résumé) be submitted to the consultants supporting the University of Arkansas in this search:

Dean of the Honors College
University of Arkansas
c/o EMN/Witt/Kieffer
Attention: Gary J. Posner/Laurie A. Pohl, Ph.D.
2015 Spring Road, Suite 510
Oak Brook, IL 60523

The full position specification may be downloaded at http://www.wittkieffer.com/uahonors. Confidential inquiries and questions may be directed to Gary J. Posner at 615-665-3388 or Laurie A. Pohl at 781-272-8899 or via e-mail at uahonors@wittkieffer.com.

The University of Arkansas is an Affirmative Action, Equal Opportunity Employer and applications will be accepted without regard to age, race, color, sex, or national origin.

EMN/Witt/Kieffer

BEST COPY AVAILABLE

1749

University of Idaho

HUMAN RIGHTS COMPLIANCE OFFICER

President's Office

In this position, you will report directly to the president and will be the university's compliance officer who provides professional and authoritative advice regarding university matters that concern discrimination and harassment issues. Requires a bachelor's degree and a minimum of 5 years of progressively responsible experience in the areas of human rights compliance, affirmative action, employment law and/or diversity. For complete description and application instructions visit **www.uidaho.edu/hrs** or call **208-885-3609**. Consideration of candidates will begin on August 29, 2003. The search will remain open until the position is filled. AA/EOE

UNIVERSITY of VIRGINIA

EQUAL OPPORTUNITY OFFICER

The University of Virginia Office of Equal Opportunity Programs is seeking applications for an Equal Opportunity Officer for the Medical Center and Health-Related Academic areas. The person we seek will work with faculty, staff, students, and the public to both ensure compliance with EO/AA policies and programs, and facilitate understanding of how to apply policies and programs to daily actions, behaviors and decisions to support diversity, inclusiveness, equal access, and equitable treatment. For further details visit www.hrs.virginia.edu. Preference will be given to applications received by September 26, 2003; however, the search will remain open until filled. Salary range is mid-$40's with an excellent benefits package included.

Interested applicants should submit a letter of interest citing qualifications as noted above; resume; names and phone numbers of three professional references; and, salary requirements to:

EO Officer Search Committee
Office of Equal Opportunity Programs
University of Virginia
P. O. Box 400219
Charlottesville, VA 22904-4219
or through email to pfh@virginia.edu.

The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Women and members of minority groups are strongly encouraged to apply.

President

Rollins College

Rollins College, an independent, comprehensive liberal arts institution, invites applications and nominations for the position of President. The next president will succeed Dr. Rita Bornstein, the College's thirteenth president, who is retiring at the end of the 2003-2004 academic year after fourteen years of exemplary leadership.

Florida's oldest college, Rollins enrolls 3,835 students in diverse degree programs through the College of Arts and Sciences (1723 students), the traditional, residential undergraduate college; the Roy E. Crummer Graduate School of Business (433 students) with its highly ranked MBA program; and the Hamilton Holt School (1679 students), the evening undergraduate and graduate programs. There are 185 full-time faculty members. Rollins is a member of the Associated Colleges of the South and is consistently rated by *U.S. News & World Report* as one of "America's Best Colleges." Rollins' endowment of $143 million places it in the top 10 percent of the more than 3,600 universities and colleges in America. Set in the residential community of Winter Park, Florida and just minutes from the city of Orlando, the campus is noted for its lakefront beauty and is often described as one of the most beautiful campuses in America.

In recent years, the College has significantly enhanced campus facilities, including renovating residential halls, and building the Cornell Campus Center and the Harold & Ted Alfond Sports Center; completed a comprehensive campaign which raised $160.2 million, far surpassing its $100-million goal; added fifteen newly-endowed chairs, bringing the total to twenty-four, including a chair of distinguished presidential leadership as part of a $10-million gift to endow the college presidency; approved a campus master plan; and renewed its strategic planning process.

The ideal candidate will be a proven, outstanding leader with a commitment to continuing to build academic excellence and national visibility; appreciative of the complexity of all three components of the College; a strategic, visionary thinker; an effective fundraiser; and a strong manager of resources.

Applications and nominations may be submitted, in confidence and preferably before **October 20, 2003** to:

Shelly Weiss Storbeck, Managing Director
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, Virginia 22314
703-739-4613 (phone); 703-518-1782 (fax)
lesley.boyd@atkearney.com (email)

The search committee will begin reviewing materials immediately and continue until the position is filled. For more information about Rollins College, please consult its website at: **www.rollins.edu.**

Rollins College is an Equal Opportunity Employer

UNITED STATES COAST GUARD ACADEMY

DIRECTOR INSTITUTIONAL RESEARCH

The US Coast Guard Academy invites applications for a civilian faculty position as the Director of Institutional Research, starting in **Feb 2004.**

Applicants must have a Master's Degree, Ph.D. preferred, experience in college level institutional research, a strong background in statistics, and a demonstrated scholarly achievement in the field.

Submit a letter of application, curriculum vitae and 3 letters of reference. Salary will be commensurate with qualifications. Some citizenship restrictions apply. Apply to: **U.S. Coast Guard Academy, P.O. Box A-12 ATTN: IR Search Committee, 15 Mohegan Ave., New London, CT 06320.** All application material must be received by **October 15, 2003.**

The US Coast Guard Academy is an Equal Opportunity, Affirmative Action employer.

IOWA STATE UNIVERSITY

The Department of Sociology and the U.S. Latino/a Studies Program invite applications for an Assistant Professor (tenure-track, 9-month) starting August 2004. 50% teaching (two courses/year in Latino/a Studies and two sociology courses/year that might include inequality, ethnic and race relations, criminal justice) and 50% scholarship (in related areas of specialization focusing on the sociological dimensions of U.S. Latino/a experience). The Department of Sociology is the tenure home of the position. **Required: Ph.D. in sociology** with evidence of scholarship in U.S. Latino/a Studies; potential for scholarly research and successful teaching. **Preferred:** Specialization in inequality, ethnic and race relations, criminal justice. **Deadline:** November 1, 2003. **Instructions:** Send letter describing research and teaching interests, curriculum vita, selected publications and three reference letters to: **Dr. Cindy Anderson, Sociology/Latino(a) Studies Search Committee, Department of Sociology, Iowa State University, 107 East Hall, Ames, IA 50011-1070.**

Email: cda@iastate.edu. For details, see www.hrs.iastate.edu/jobs/4academic.htm#033376

ISU is an Equal Opportunity/Affirmative Action Employer; women, minorities and members of other protected groups are encouraged to apply.

K·STATE

Kansas State University

DEAN OF THE COLLEGE OF AGRICULTURE AND DIRECTOR OF K-STATE RESEARCH AND EXTENSION

Kansas State University seeks applications and nominations for the position of Dean of the College of Agriculture and Director of K-State Research and Extension.

K-State Research and Extension is made up of the Kansas Agricultural Experiment Station (AES) and Cooperative Extension Service (CES). AES has funds and programs in 25 departments within 5 colleges and at 4 off-campus research centers. CES has funds and activities in 3 colleges and 5 area offices, and more than 250 extension agent positions are jointly funded with all 105 Kansas counties. The College of Agriculture has an enrollment of 1,800 students and includes 8 academic departments administering 15 B.S. and 9 graduate degree programs, with 140 teaching faculty. The combined budget is $100 million.

Screening of candidates will begin November 3, 2003, and continue until a successful candidate is identified. Applicants should provide a letter of application; a curriculum vita; a 1-page statement of purpose outlining their vision for the College of Agriculture and K-State Research and Extension; names, addresses, telephone numbers, and e-mail addresses for at least 3 references with knowledge of the candidate's career and administrative experience; and permission to contact secondary references. Nominations are also invited. Salary will be competitive and negotiable.

For a detailed announcement please see **http://www.oznet.ksu.edu/main/deananddirector.asp.** All materials and inquiries should be directed to:

Dr. Gary Pierzynski, Chair
Search Committee for Dean of the College of Agriculture and
Director of K-State Research and Extension
Office of the Provost
106 Anderson Hall
Kansas State University
Manhattan, KS 66506-0113

Kansas State University actively seeks diversity among its employees and is an affirmative action/equal opportunity employer

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WILLIAM
&MARY

Assistant Director of Multicultural Affairs

The College of William and Mary, a highly selective public university, invites applicants for the position of Assistant Director of Multicultural Affairs which provides a wide array of student services for 7,000 undergraduate and graduate students in a predominantly residential setting.

Reporting to the Director of Multicultural Affairs, the individual provides assistance with a wide range of academic, personal, and other services to multicultural students at all levels. In working to enhance the success of all students both in and out of class, the Assistant Director works with faculty, administrators, students, and members of the broader community to promote a campus climate which is inclusive and supportive of all its constituent parts. Among the Assistant Director's primary responsibilities are: serving as an advisor to students and cultural organizations; supervising student staff; planning, implementing, and evaluating leadership development opportunities for multicultural students; and coordination of the SPAN peer mentorship program for first-year students.

Required qualifications include strong oral and written communication skills; experience with multicultural programming; experience in organizing programs and special events; strong interpersonal skills; creativity; and a strong sense of mission concerning the success of minority students in higher education. A Master's degree in student affairs or related field and experience in a higher education setting are required.

To apply, send a letter of application, resume or vita, and the names and addresses of at least three references to:

Ms. Fanchon Glover
Office of Multicultural Affairs
The College of William and Mary
PO Box 8795
Williamsburg, Virginia 23187-8795

Review will begin on September 22, 2003 and will continue until the position is filled.

The College of William and Mary is an EEO/AA employer.

Colby

STATISTICS

Tenure-track assistant professor, starting 9/04. Statistics Ph.D. and familiarity with data analysis desirable; others considered. Both teaching and research are highly valued. Competitive salary. The annual teaching load is five courses, mostly statistics. There is flexibility in the non-statistics courses and it is anticipated that the statistics load may increase to five courses. Review of applications will begin on 11/15/03 but applications will continue to be accepted and read until the position is filled. Send CV, statements on both teaching and research, three letters of reference, all in hard copy to: **Statistics Search Chair, Department of Mathematics, Colby College, Waterville, ME 04901. Explain in the teaching statement why a career at a small liberal arts college is your preference.**

Colby is a highly selective, liberal arts college located in central Maine. The college is three hours north of Boston and has easy access to lakes, skiing, the ocean, and other recreational and cultural activities. For more information about the position and the department, visit **www.colby.edu/math.**

Outstanding women applicants may be considered for a Clare Boothe Luce Assistant Professorship. Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby website: www.colby.edu.

CFCC

CENTRAL FLORIDA COMMUNITY COLLEGE

Provost/Vice President

Central Florida Community College, a comprehensive community college serving three counties in central Florida, seeks a Provost/Vice President for its Citrus County Campus. The Provost/Vice President is the chief operating officer for the Citrus Campus and also serves on the College's executive management team. The Citrus County Campus is located on 88 acres in the heart of Citrus County and currently serves approximately 2,000 college credit students annually.

Qualifications: A doctorate from a regionally accredited college or university is required, as is a minimum of five years experience (two of which must be in a supervisory capacity) preferably in a community college. The College seeks an energetic leader/manager focused on student learning and community involvement.

Application deadline: The job is vacant until filled, but screening for the position will begin on Oct. 6, 2003.

For additional information about this position, please visit our Web site at **www.GoCFCC.com.** Application materials are available online; or to request an application, call the **Human Resources Office at (352) 873-5819.** Applicants should submit a CFCC application and unofficial transcripts to **Central Florida Community College, Human Resources Office, P.O. Box 1388, Ocala, FL 34478-1388.**

Central Florida Community College is an equal opportunity employer and is committed to an educational environment that affirms and supports a diverse faculty and staff.

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Georgia Institute of Technology

VICE PRESIDENT OF STUDENT AFFAIRS

The Georgia Institute of Technology invites nominations and applications for the position of Vice President of Student Affairs (VPSA). The VPSA leads the Division of Student Affairs, which supports and enhances the educational mission of Georgia Tech and assists students in meeting their goals. The Division works collaboratively with faculty, staff, and students to provide a comprehensive learning environment that fosters the intellectual, psychological, social, ethical, and career development of students. As stated in the *Georgia Tech Strategic Plan:*

The student body is the soul of Georgia Tech and the mark of our success. To our undergraduate and graduate students alike, we owe a relevant, learner-centered education that prepares them for life and leadership. We strive to make the teaching and learning environment one in which students, faculty, and staff excel. To this end, we recognize that ownership and accountability for education rests with all of us.

Georgia Tech will nurture a community of scholars that seeks out the rich opportunities for lifelong learning both inside and outside of the classroom. Georgia Tech's rigorous curriculum and co-curricular activities will continue to challenge our students to grow as intellectual and social beings, preparing them for success on their chosen path.

The Vice President of Student Affairs, a cabinet-level administrative position reporting directly to the President, plays a significant role in insuring that these objectives are achieved. Major departments reporting directly to the Vice President include: Campus Recreation, Career Services, Counseling Center, Dean of Students (including disability services, diversity programs, Greek life, student discipline, and student organizations), Ferst Center for the Arts, and Student Success Programs (including freshman seminars and orientation). The VPSA also has important involvement in the development of student leadership initiatives. A fuller appreciation for the scope of the Georgia Tech Division of Student Affairs can be garnered through a review of the web site: **http://www.studentaffairs.gatech.edu/**

The individual selected for this position must have a suitable educational background (Master's degree required, Ph.D. degree preferred), at least ten years of progressive responsibility in higher education, demonstrated experience in interacting with students, and strong management experience. Candidates should display a full understanding of a complex array of student services and how they interact with academics, as well as the ability to clearly articulate Institute views on such matters to students, faculty, alumni, and friends. He or she will need to be able to conduct their duties with a full appreciation of the unique nature of Georgia Tech and the high academic standards held by the Institute.

Georgia Tech is one of the nation's top universities, distinguished by its commitment to improving the human condition through advanced science and technology. Georgia Tech's campus occupies 400 acres in the heart of the lively, progressive city of Atlanta, where more than 15,000 undergraduate and graduate students receive a focused, technologically-based education.

The Institute offers many nationally recognized, top-ranked programs. Undergraduate and graduate degrees are offered in the Colleges of Architecture, Engineering, Sciences, Computing, Management, and Liberal Arts. Our students learn from world-class teachers and scholars working at the frontiers of science and technology. The Institute consistently ranks among *U.S. News & World Report's* top ten public universities in the United States. It also consistently ranks as a top producer of women and underrepresented minority engineers. In a world that increasingly turns to technology for solutions, Georgia Tech is using innovative teaching and advanced research to define technological leadership in a changing world.

The new VPSA will be selected during the fall of 2003. Search committee review of credentials will begin immediately, and nominations and applications will be accepted for consideration until the position is filled. Applications should include a detailed resume, names and addresses of six references (one of whom should be a current student and another should be an alumnus of the candidate's institution), and other supporting documentation. These materials should be mailed to:

Professor Gary S. May, Chair
Vice President of Student Affairs Search Committee
Office of the President
Georgia Institute of Technology
Atlanta, GA 30332-0325

Georgia Tech is an equal opportunity, affirmative action employer.

Many viewpoints, *one goal.*

State Center Community College District serves one million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory. Located in Fresno, the gateway to California's National Parks and a city offering a wealth of cultural and recreational options, as well as an affordable cost of living, SCCCD has the following position available:

Fresno City College

Associate Dean of Instruction, Humanities Division

You will recommend teaching assignments, develop/manage budgets, coordinate faculty hiring, and develop academic/occupational instruction programs. Requires an M.A. in Humanities; documented teaching or administrative experience; background in complex budget development/monitoring; experience with faculty supervision, program development, classroom technology and distance learning, and knowledge of program review and accreditation. **Job #2562**

The deadline for completed applications is 4:00 p.m. (PDT), Friday, September 19, 2003. To request an application packet and to see complete job description, visit the District Web site at **scccd.com**, or contact: **State Center Community College District, 1525 E. Weldon Avenue, Fresno, CA 93704-6398; Phone: (559) 226-0720; Fax: (559) 229-7039**

Equal Opportunity Employer

RICHMOND

UNIVERSITY OF RICHMOND
FOUNDED 1830

Visiting Quest Scholar University of Richmond

The University of Richmond welcomes applications from senior or junior scholars of exceptional talent who will dedicate at least one year to scholarship related to the University's signature program, the Richmond Quest. The Quest creates a campus-wide learning environment by focusing the attention of its students, faculty and staff on a unifying theme. The current Quest III theme is: "How Do We Know Which Questions to Ask?" We are creating this special appointment because of the fundamental nature of this question and its importance to future iterations of the Richmond Quest.

The Scholar will write a book or its equivalent related to the Quest III theme, providing answers to the question based on theoretical and/or empirical work conducted in residence at the University of Richmond. The visiting scholar will have no formal teaching duties and is expected to place primary emphasis on scholarship. The Scholar will also have opportunities to interact with colleagues, help catalyze campus-wide discussions and participate in Quest-related events.

Applicants should have an exceptional record of published research that exemplifies a capacity for addressing the Quest question. The position is a University-wide appointment offering a highly competitive salary based on qualifications and experience. The appointment can begin as early as **January 1, 2004.**

The application should include a curriculum vitae and a letter outlining in 1500 words a broad proposal for the study the Scholar intends to undertake. The application should be addressed to: **The Richmond Quest, Maryland Hall 206, Attention: Ms. Julie E. Tea, Director of Special Projects, President's Office, University of Richmond, VA 23173.** The review of applications will begin immediately and continue until the position is filled. For more information regarding the Richmond Quest, please visit: **http://oncampus.richmond.edu/academics/quest/.**

The University of Richmond is a private, highly selective university with a rising national and international profile. The institution is consistently ranked one of the nation's top universities by U.S. News & World Report and other college guides. The University is noted for its challenging academic programs, excellent facilities, commitment to undergraduate education, and strong resource base. An ambitious 10-year strategic plan provides a compelling sense of momentum for the future. Richmond has a full-time enrollment of approximately 3,400 in schools of arts and sciences, business, law, and leadership studies. In addition, the University enrolls approximately 1,300 part-time students through a school of continuing studies. Over 90% of the full-time undergraduates live on campus, more than half are involved in internships, 40% participate in study abroad programs, and two-thirds participate in community service.

Located two hours south of Washington, D.C., Richmond has a population of one million, and as state capital, is home to numerous cultural, civic and financial organizations. The University's campus, consistently named one of the nation's most beautiful, is located six miles west of downtown and offers an extraordinary quality of life for faculty, staff and students.

The University of Richmond values diversity in its faculty, staff, and student body. In keeping with this commitment, the University welcomes applications from diverse candidates and candidates who support diversity.

WESTERN CONNECTICUT STATE UNIVERSITY
COORDINATOR FOR ED.D PROGRAM IN INSTRUCTIONAL LEADERSHIP

Western Connecticut State University is seeking a Coordinator for its new Ed.D. Program in Instructional Leadership, beginning as of June 2004. This twelve-month, tenure track position will be filled at the rank of Associate Professor.

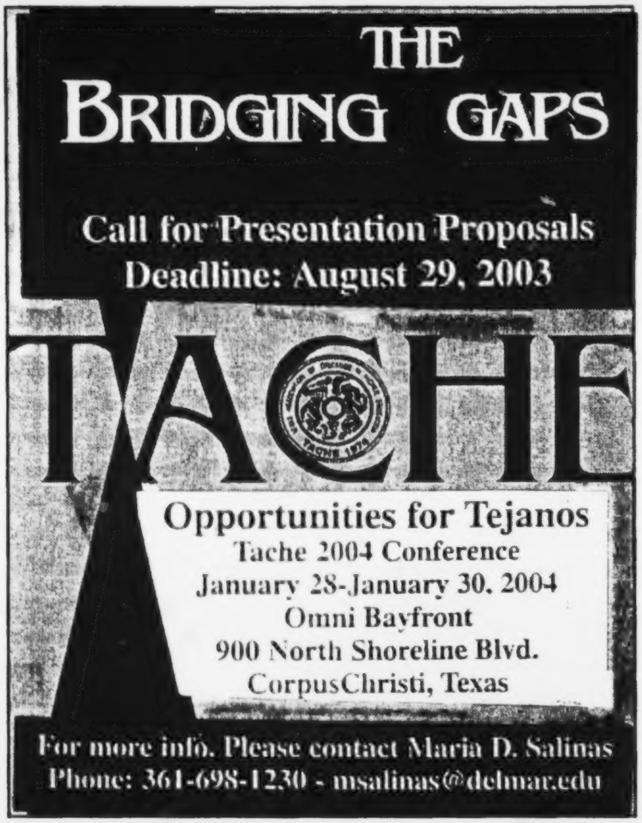
Duties include: Program administration; external promotion of the new Ed.D. Program including, student recruitment; curriculum development; teaching doctoral courses, and supervising doctoral student dissertation research.

Requirements: Candidates must present evidence of: 1) an earned doctorate in Instructional Leadership, Curriculum and Instruction, Educational Research or a related field in education; 2) an extensive record of research, publication and grant activities appropriate to rank; 3) professional involvement relevant to K-12 educational settings as it applies to instructional leadership including, "teacher as leader initiatives", and 4) a strong background in instructional technology.

Preference will be given to candidates with: 1) doctoral level administrative and/or teaching experience including instructional leadership and leadership assessment courses; 2) supervision of doctoral student dissertation research, and 3) working familiarity with NCATE Standards and performance based assessment.

Application Process: Interested applicants should send a letter of interest, current vitae, samples of research publications, undergraduate and graduate transcripts, and three letters of reference to **Dr. Kathryn J. Campbell, Chair, Education and Educational Psychology Department, WCSU, 181 White Street, Danbury, CT 06810.** The closing date for applications is December 8, 2003.

WCSU is an AA/EO Educator/Employer.



THE BRIDGING GAPS

Call for Presentation Proposals
Deadline: August 29, 2003

Opportunities for Tejanos
Tache 2004 Conference
January 28-January 30, 2004
Omni Bayfront
900 North Shoreline Blvd.
CorpusChristi, Texas

For more infô. Please contact Maria D. Salinas
Phone: 361-698-1230 - msalinas@delmar.edu

KINGSBOROUGH
COMMUNITY COLLEGE

Searching for Faculty Positions
Fall 2003/Spring 2004

Visit Website:
http://www.kbcc.cuny.edu/kccJobs/kcceolst.htm

Send cover letter & resume to
Dr. Stuart Suss
Provost & Dean of Academic Programs
Kingsborough Community College
2001 Oriental Blvd.
Brooklyn, NY 11235

A COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

THE COLLEGE OF WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

TENURE-TRACK
POSITIONS FOR FALL 2004
Biology – Animal Physiology
English
German
Philosophy
See full descriptions at the
Five Colleges of Ohio web site
http://www2.kenyon.edu/Ohio5/jobs.htm
or e-mail vpaa@wooster.edu.

The College of Wooster is an Equal Opportunity, Affirmative Action Employer

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K·STATE
Kansas State University

DEAN OF KSU LIBRARIES

Kansas State University seeks an experienced librarian to provide dynamic leadership as the Dean of Libraries. The six libraries house over 1.5 million volumes and support the research activities of over 22,000 students and 900 faculty members. Qualifications requirements and further information about the position can be found at

http://www.lib.ksu.edu/geninfo/openpositions/index.html

Letters of application should include a CV, a statement of purpose outlining vision for the Libraries and the names and contact information of at least three references. Application review begins Nov. 17, 2003. An appointment is anticipated by March 31, 2004. Send applications and nominations to:

Professor Eric Maatta, Chair
Dean of Libraries Search Committee
c/o Office of the Provost
106 Anderson Hall
Kansas State University
Manhattan, KS 66506-0113

KSU is an affirmative action/ equal opportunity employer.

1753

AMHERST COLLEGE

FACULTY POSITIONS

Amherst College announces searches for four full-time tenure-track positions, an open-rank position, a senior-rank position, a half-time tenure-track position, and a visiting position for the 2004–2005 academic year. Amherst College is a private, undergraduate liberal arts college for men and women with 1,600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, Smith Colleges and the University of Massachusetts in the Five College Consortium. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research. Additional information on faculty openings at the College can be found at *http://www.amherst.edu/~deanfac/facultypositions.* **The mailing address is Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.**

ANTHROPOLOGY-SOCIOLOGY. *Assistant Professor, Tenure Track*

Cultural anthropologist with a specialty in medical anthropology engaged in medical anthropological research in an ethnographic area other than Africa, the Pacific, and South Asia. Teaching load is two courses each semester. Teaching begins September 2004. Candidates must have completed all requirements for the Ph.D. before June 1, 2004. Submit CV, letter of application describing teaching and research interests, three letters of reference, and brief writing sample to Deborah Gewertz, Chair, Department of Anthropology-Sociology. Interviews will be held at AAA meetings, so applicants should submit materials as soon as possible. To receive full consideration, applications must be received by January 1, 2004.

ECONOMICS. (Two Positions) *Assistant Professor, Tenure Track, and Open-Rank Position*

One tenure-track position at the assistant professor level and one at open rank beginning July 1, 2004, teaching beginning September 2004. The department is seeking candidates in the fields of macroeconomics and industrial organization. In addition to teaching courses related to his/her research, successful candidates will be expected to participate in our introductory course and to teach one of the core macroeconomics, microeconomics, or econometrics courses, depending upon their area of expertise. Amherst offers a two-course per semester teaching load and excellent research support. Candidates' qualifications for a junior position should include an outstanding record, Ph.D. (completed or expected in 2004), and the promise of high quality teaching and research. Candidates for a senior position should have a record of accomplishment in both teaching and research. Submit curriculum vitae, and arrange for three letters of reference. Candidates for a junior position should also submit a copy of their graduate transcript. Consideration of applications will begin November 21, 2003, and continue until the positions are filled. The department will schedule interviews at the AEA meetings in San Diego. Send applications to Professor Steven Rivkin, Chair, Department of Economics, Amherst College, Amherst MA 01002-5000.

FINE ARTS. *Sculptor, Associate or Full Professor*

Associate or full professor of fine arts to teach all levels of sculpture and drawing. Appointment contingent on tenure review. Individual does not currently need to hold a tenured position to apply. Salary open. M.F.A., extensive teaching experience, and strong exhibition record required. Submit personal statement, CV, names of three references, twenty slides (at least five slides of drawings), and a self-addressed stamped envelope for return of slides to Natasha Staller, Chair, Department of Fine Arts, Amherst College, Amherst, MA 01002-5000 by January 20, 2004. Will interview at College Art Association meeting by prior appointment only.

HISTORY AND BLACK STUDIES. *Assistant Professor, Tenure Track*

The Departments of History and Black Studies seek a historian of the African American experience beginning in the 2004–2005 academic year. The candidate will teach a two-semester survey of African American history as well as two other courses in his or her field of expertise per year. Recent Ph.Ds are encouraged to apply. Review of applications will begin December 1, 2003. Submit a CV, a letter describing research and teaching interests, one or two samples of recent writing, and at least three letters of reference to African American History Search Committee, History Department, Amherst College, Amherst, MA 01002-5000.

LAW, JURISPRUDENCE, AND SOCIAL THOUGHT. *Assistant Professor, Tenure Track, Half-Time*

Specialization in legal theory, jurisprudence, political thought, and/or social theory. Additional interest in one or more of the following is desirable: continental theory, liberal thought, the intersections of legal theory and cultural forms, and legal theoretical issues surrounding citizenship, nationalism, or globalization. Position calls for teaching one course each semester, supervising honors work, advising, and participating in the life of the department. The department's major focuses are upon the cultural, interpretive, institutional, theoretical, historical, and cross-cultural aspects of law. Applications welcome from persons with J.D. only, as well as those holding a Ph.D. in literary or cultural studies, anthropology, history, sociology, political science, religion, or philosophy. Send application with letter describing background and interest, CV, sample of scholarship, and three letters of recommendation to Professor Austin Sarat c/o Ms. Karen Underwood, Department of Law, Jurisprudence and Social Thought. Review of applications will begin November 15, 2003.

RELIGION. *Assistant Professor, Tenure Track*

Specialization in modern religious thought. Candidates expected to combine a competence in some aspect of Christian thought in the modern West, The Enlightenment and after, with competence in one or more of the following: theory and methodology in the study of religion; Christian thought outside Western Europe and North America, e.g., either within the historical churches of Eastern Christianity, or the post-missionary churches of Asia, Africa, or Latin America; and the comparative study of Christianity and another religious tradition either within or beyond the West. We encourage applicants who are interested in team teaching within the department and in interdisciplinary work in the College at large. Regular teaching load is two courses per semester with the additional opportunity to supervise individual senior thesis projects and independent studies. Completion of the requirements for the Ph.D. degree by September 2004 is expected. Application letters, CV, short writing sample, and three letters of recommendation should be sent to Professor Robert Doran, Department of Religion. Applications must be received by November 1, 2003.

ENGLISH. *Visiting Writer*

The Amherst College Creative Writing Program invites applications from fiction writers for the position of visiting writer to begin September 2004. This position entails a three-quarters load (two writing courses of one's own design and one literature course of one's own design). Two-year initial appointment with possibility of renewal for an additional year. The visiting writer will participate in a small but active creative writing program, teaching writing courses through the English department, with a possible joint appointment in a literature department other than English if he or she works in a language other than English. Candidates must have published at least one book. Previous experience teaching creative writing desirable. A letter describing work and qualifications, CV, three letters of reference, and a writing sample of no more than ten pages should be submitted on or before November 15, 2003, to Visiting Writer Search Committee, Creative Writing Program.

Amherst College is an Equal Opportunity, Affirmative Action employer and encourages women, minorities, and persons with disabilities to apply. The administration, faculty, and student body are committed to attracting qualified candidates from groups presently underrepresented on our campus.

Southern Connecticut State University

The University: SCSU is a comprehensive metropolitan public university. Located in historic New Haven, Southern affords access to cultural and educational advantages in one of the highly - rated living areas of the nation. Enrolling some 12,000 students, SCSU is one of four campuses of the Connecticut State University system. SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level.

Department of English

The English Department at SCSU invites applications for the following tenure-track positions:

Assistant/Associate Professor of English

PROFESSIONAL WRITING. The successful candidate will hold a PhD in Professional Writing, with demonstrated teaching ability in professional writing, business writing, technical writing, and first-year composition. Expertise and/or experience in one or more of the following desirable: Writing Program Administration, Writing Assessment, Placement. PhD expected at time of appointment. Teaching load is 4 courses per semester. Summer teaching is available.

Assistant Professor of English

AMERICAN LITERATURE. The successful candidate will teach courses in American Literature at the introductory, upper-division, and graduate levels, as well as first-year composition. Specialization preferred in Colonial and New National or Post-World War I literature. Experience in teaching composition expected. Secondary area of interest and background in Asian-American or Native American literature desirable. Demonstrated expertise and interest in teaching broad range of American literatures in addition to primary area of expertise expected. PhD expected at time of appointment. Teaching load is 4 courses per semester. Summer teaching is available.

Assistant Professor of English

SECONDARY EDUCATION. The successful candidate will teach methods courses, supervise student teachers, and work with the department and School of Education to maintain NCATE standards. Demonstrated teaching experience in first-year composition expected, and in linguistics and grammar preferred. PhD expected at time of appointment. Teaching or equivalent work load is 4 courses per semester. Summer teaching is available.

For the above positions, all materials must be postmarked by November 12, 2003. Please submit a letter of interest, curriculum vita, 3 letters of recommendation (at least one of which addresses teaching abilities), a sample course syllabus, unofficial copies of graduate and undergraduate transcripts, writing sample, and samples of evaluated student papers to: **Professor Jim Rhodes, Chair, Personnel Committee, English Department, SCSU, 501 Crescent St., New Haven, CT 06515.**

Department of Spanish

Assistant Professor, Tenure-Track

The Department of Foreign Languages seeks a person with a strong commitment to dynamic communicative teaching of literature, culture, and language at all levels. Pluses include: Spanish peninsular literature (19th and/or 20th centuries, Golden Age), cultural studies. Required: Ph.D. in hand (or finished by August 2003), teaching experience at the college/university level, evidence of scholarly potential, and native or near-native proficiency.

Send vita, 1-page statement of teaching philosophy, graduate transcripts, and 3 current letters of recommendation to: **Professor Deane Hetric, Department of Foreign Languages, SCSU, 501 Crescent Street, New Haven, CT 06515.** Applications received by November 14, 2003 will receive full consideration.

Social Studies Education/U.S. History

Assistant Professor, Tenure-Track

Effective fall 2004. Successful candidate will ultimately be responsible for administering the teacher certification program, including academic advisement; placement and evaluation of student teachers; compiling reports for university and outside agencies; and articulation with the School of Education. Knowledge of national standards for teacher certification essential. In addition, teaching responsibilities include the survey of U.S. history and at least one of the following: Social Studies/History methodology; American urban history; history of crime and violence; American ethnic history; American labor history. Doctorate required by time of appointment. Candidates will possess evidence of excellent potential in both teaching and scholarship.

Please forward materials, including recommendations, academic transcripts (both undergraduate and graduate), a statement of teaching philosophy, and sample syllabi to: **Prof. Hugh Davis, Chair/Social Studies Education Search, Department of History, SCSU, 501 Crescent Street, New Haven, CT 06515** by December 1, 2003. Representatives of the department intend to interview at the AHA convention.

Department of Sociology

Assistant Professor, Tenure-Track

Full-time starting August 2004. The successful candidate is expected to teach in the areas of race/ethnicity and family. The ability to teach quantitative methods is a plus. The department offers undergraduate degrees with the following areas of specialization: race/ethnicity, family/gender, criminal justice/criminology and urban community and a Master's program. SCSU is situated in New Haven, a highly diverse urban community.

Candidates should submit: 1) a letter outlining their qualifications; 2) a curriculum vitae; 3) a sample of their scholarly work; 4) evidence of teaching effectiveness (i.e., course syllabi, student evaluations, and statement of teaching philosophy) and 5) three letters of recommendation. Send materials to: **Chair, Search Committee, Department of Sociology, SCSU, 501 Crescent Street, New Haven, CT 06515.** Review of applications will begin on December 1, 2003 and will continue until the position is filled.

Department of Theater

Assistant Professor, Tenure-Track

MFA or Ph.D. required, with special emphasis on Children's and Musical Theater and Dance/Movement. The candidate is expected to direct in alternating years a full musical production and a children's touring theater production. S/he is expected to develop an educational curriculum that serves the school of education, the theater department and the New Haven community. Other requirements: to perform committee service and work collaborative with peer faculty in the department of theater.

Southern Connecticut State University is the largest undergraduate theater program in Southern Connecticut with affiliations to the Long Wharf Theater, Goodspeed Musicals, and Elm Shakespeare Company. Students also have the opportunity to study at the Professional Acting School in New York at the Circle in the Square.

The deadline for application is November 1, 2003. Send all applications to: **Professor William R. Elwood, Chair Department of Theater, SCSU, 501 Crescent Street, New Haven, CT 06515.**

Department of Chemistry

Assistant Professor (2), Tenure-Track

Southern Connecticut State University invites applicatiosn for a tenure-track position in **Organic Chemistry** and **Chemical Education** at the rank of Assistant Professor beginning in August 2004. The chemistry department is ACS approved, offering B.S. and M.S. degrees in chemistry. A commitment to undergraduate and graduate teaching is essential. Preferred candidates will have recent postdoctoral research experience and are expected to develop an independent, innovative, externally funded research program with an emphasis on undergraduate research. The Chemical Education position will require a science education specialist for certification in Chemistry with a working knowledge of NCATE and NSTA standards.

Further information can be found at http://www.southernct.edu/departments/chemistry. Review of materials will begin 12/1/03 and will continue until the positions are filled.

Applicants should submit a CV, a statement of teaching philosophy, detailed statement of research plans, copies of transcripts, and arrange to have 3 letters of reference sent to: **Dr. M. J. Gerald Lesley, Chair, Chemistry Department Search Committee, SCSU, 501 Crescent Street, New Haven, CT 06515 (Fax: 203-392-6396; email: lesleym1@southernct.edu).**

Department of Exercise Science - School Health Program

Assistant/Associate Professor, Tenure-Track

Earned doctorate or ABD and related fields in School Health/Health Education; Experience teaching Health in Public schools required; successful experience with performance-based education; understanding of current health curriculum and issues in K-12 education; active in research and evidence of successful teaching; rapport with students, collaboration with peers in field and committed to a view of health and wellness.

Responsibilities: Teaching graduate and undergraduate courses in School Health Education, developing partnerships and conducting action research with public schools, providing leadership in the State for School Health Education, working closely with faculty in other departments, School of Education and cooperating with health related units throughout the University. Salary: Commensurate with experience. Deadline: Until position is filled. Starting Date: Fall 2004.

The School Health Program at Southern Connecticut State University is the only graduate School Health Program in the State. It offers a program leading to the M.S. degree as well as Connecticut State Certification in School Health. An undergraduate service course, required for all education majors, is also taught as well as an Undergraduate minor in School Health.

Send letter of application, resume, three letters of recommendation and transcripts to: **Suzanne Duke, Search Committee Chair, SCSU, School Health Education, TE-5, Rm 4, 501 Crescent Street, New Haven, CT 06515.**

Assistant Professor (2), Tenure-Track

Teach courses related to elementary and/or secondary physical education; engage in program and curriculum development; have an understanding of NASPE/NCATE as well as State standards; supervise student teachers; develop relations with public schools; engage in research and publication.

Doctorate preferred; specialization in physical education pedagogy; knowledge of curriculum development; skill in teaching movement foundations to prospective teachers; evidence of potential for effective teaching, research, and supervision of student teachers. Deadline: Until position is filled. Starting Date: Fall 2004.

Send application letter, curriculum vitae, official transcripts and 2-3 letters of recommendation to: **Dr. Jean Mee, Chair of ExSTEP Search Committee, SCSU - Exercise Science Department, 501 Crescent St., PE 2B, New Haven, CT 06515.**

Assistant/Associate Professor of Public Health

Responsibilities: Assume a broad range of teaching assignments in CEPH-accredited MPH program, BS program in public health and service courses; secure external funding for research and service projects; advance scholarship through publications and professional participation; contribute to department mission through participation in governance and service; provide effective academic advisement; contribute to continuing education program; assume other duties as required.

Qualifications: Required: Doctorate in public health; evidence of successful teaching; versatility to teach wide range of public health courses, possibly including health in society, introduction to public health, wellness, thesis supervision, and other courses as needed; demonstrated track record in research, publication and grant/contract procurement; ability to instruct writing-intensive courses. *Desired:* Background in social foundations of public health; ability to develop and teach on-line/distance-education courses; experience in continuing education.

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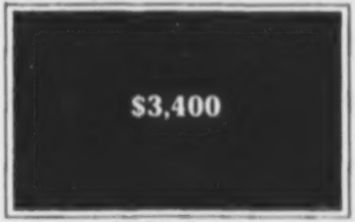

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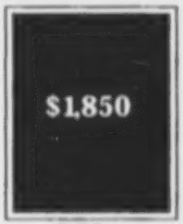

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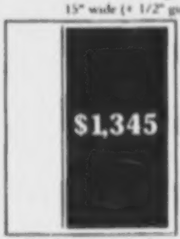

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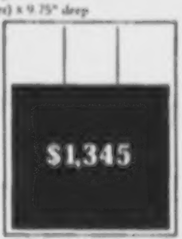

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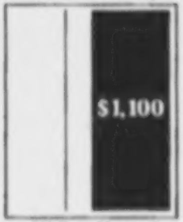

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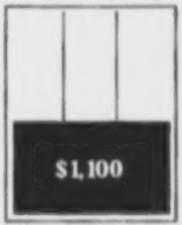

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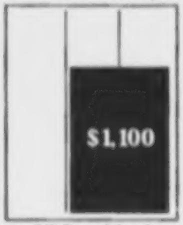

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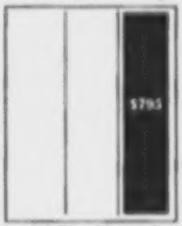

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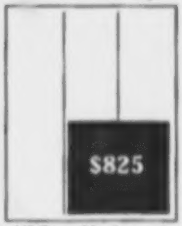

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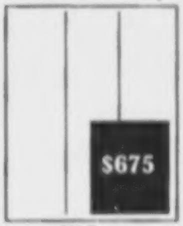

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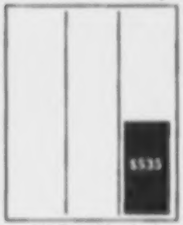

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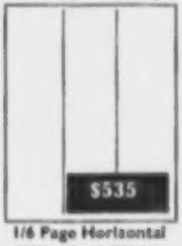

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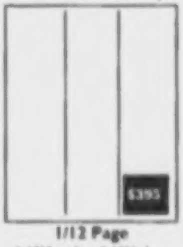

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October 6	Sept. 16	*** Back to School Issue**
October 20	Sept. 30	*** Hispanic Heritage Month**
November 3	Oct. 14	**Law School Issue**
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VISUAL ARTS STUDENTS EXCEL WITH PERSONAL CULTURAL IMAGES

Wallace Wilson, professor and director of the School of Art and Art History at the University of South Florida, Tampa, is a photographer whose work has been exhibited, published, and collected throughout the world. Instrumental in developing Latino community arts projects, he also established a faculty position at USF in Latin American Art History.

As director of the School of Art and Art History at the University of South Florida for several years, I have noted the special characteristics of visual artists of Latino backgrounds among our 500 majors. About 15 percent of our art students are Latinos.

All undergraduate art majors are required to enroll in fundamental classes in the arts and in general education courses across the campus. As students progress, they select a medium or discipline that they find most appealing or for which they seem to have an innate talent. Professors encourage greater independent thinking and unique imagery as they enter the upper divisions.

Advanced Latino students embrace this freedom and utilize links to their families or cultural heritage in their paintings, drawings, sculptures, ceramic works, photographs, videos, prints, and Web-based or digital arts. In larger numbers than students overall, Latinos are comfortable–some might say "passionate"–about working on collaborative and community art projects such as murals. They have combined unique elements from their backgrounds, their studio art studies, and our art history courses about Latin American and Caribbean arts.

Here is a brief look at three of them.

ANA just graduated with a B.F.A. and a specialization in photography. Her immediate family came from Puerto Rico; many of the older generation remain there. She supported herself at the University through scholarships, and she also dances flamenco at the Columbia Restaurant in historic Ybor City.

Ana's pictures are powerful and beautiful. She photographs members of her family in Puerto Rico. These are not documentary images, however. They utilize high contrast, large scale, and a kind of graininess to impart a rough elegance.

Instead of picturing the beaches of Florida or her friends in the flamenco troupe, Ana trains her camera on the small gestures and details in the lives of her grandparents–a bright straw hat against a massive darkened sky, a worker's hands grasping a tool and working the rich earth.

Ana is ready for graduate school or might go into professional photography.

HECTOR dreamed of Cuba for years. The graduate student's family immigrated to the U.S. so early in his life that all that he knew of the island is that which he hears from his parents or reads in the media. A research grant from the School of Art and Art History took him to Cuba recently, and his artwork is undergoing a significant change.

Hector has always been a wonderful painter, reinterpreting old photographs of his grandfather in Cuba or pictures downloaded from the Internet. He combined these images with signage that suggests the melancholy and dislocation he felt.

Since returning from Cuba, Hector's artwork still includes these paintings, but now many of the pictures are of his own making, and often the subjects are of his disconnected family or places in the small town where he was born. He is bringing a sensibility to these works that is informed by his education in the U.S. and his link to his birthplace.

Hector is also assembling thick, engaging journals or scrapbooks–repositories of his scavenging while in Cuba and his memories from the past. He recently worked with Tampa Latino schoolchildren on ENLACE projects that address their cultural heritage.

BRITZEL, a third-year graduate student in our M.F.A. program, has worked in virtually every material. Some of her early artworks incorporated the Puerto Rican flag and crossed it with the logo from McDonald's restaurants. Her family, deeply religious, moved to the U.S. when Britzel was a child, and she grew up in Oklahoma. Like Hector, she seeks through her art to reconnect to her cultural heritage.

Britzel's most recent artwork is startling in its intensity. Using herself as a subject of photographs, stripping them of detail, she creates perceptible drama and urgency. In these massive 4 by 6 feet pictures, the appearance is tortured, body parts stretched or manipulated. There is a simultaneous sense of pain, relief, sacrifice, and resolve. Britzel wants to move into teaching, become a professional artist–or, ideally, both.

Latino artists capture a unique blend of their lives in the U.S. with their cultural heritage. For our society to progress, it is imperative that they be valued.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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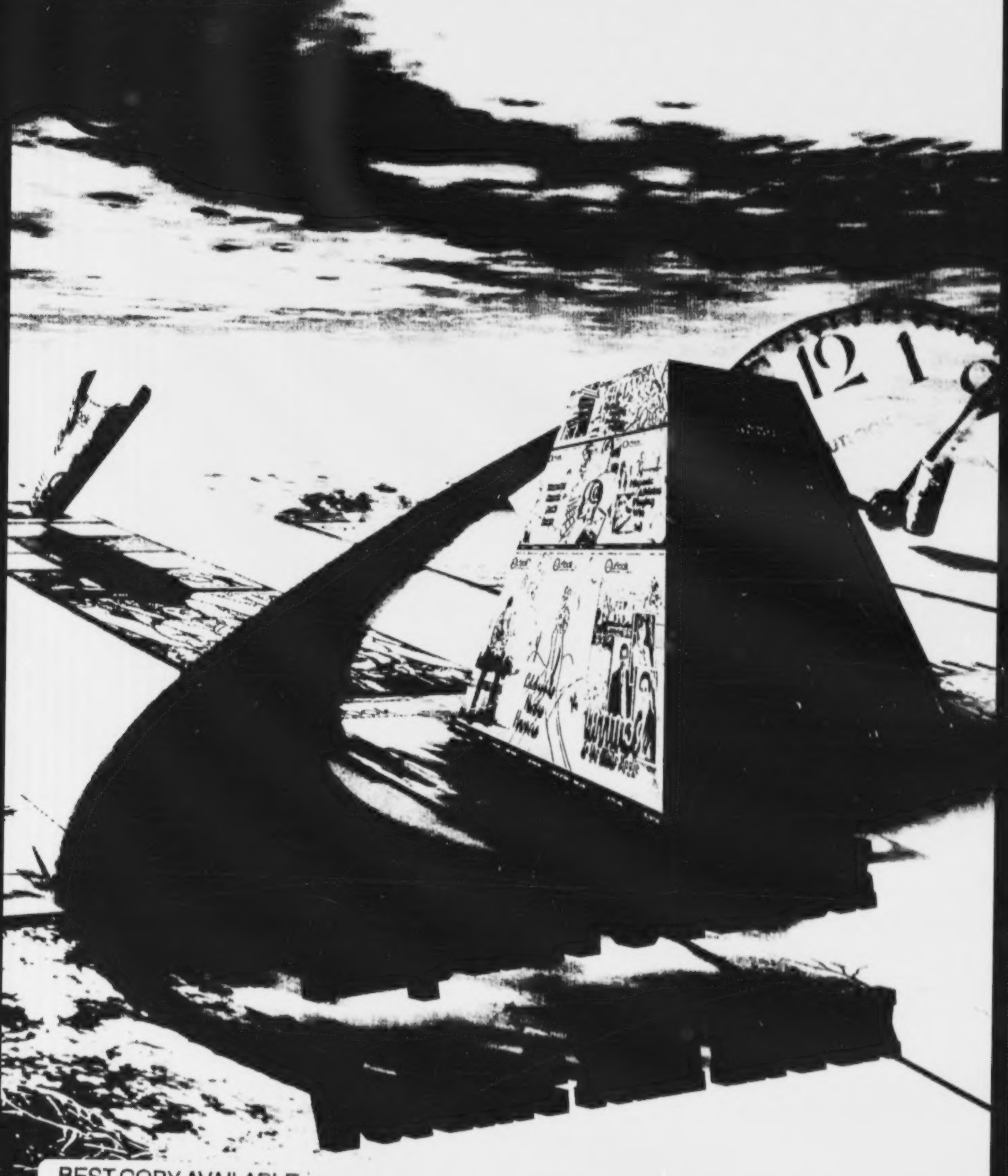

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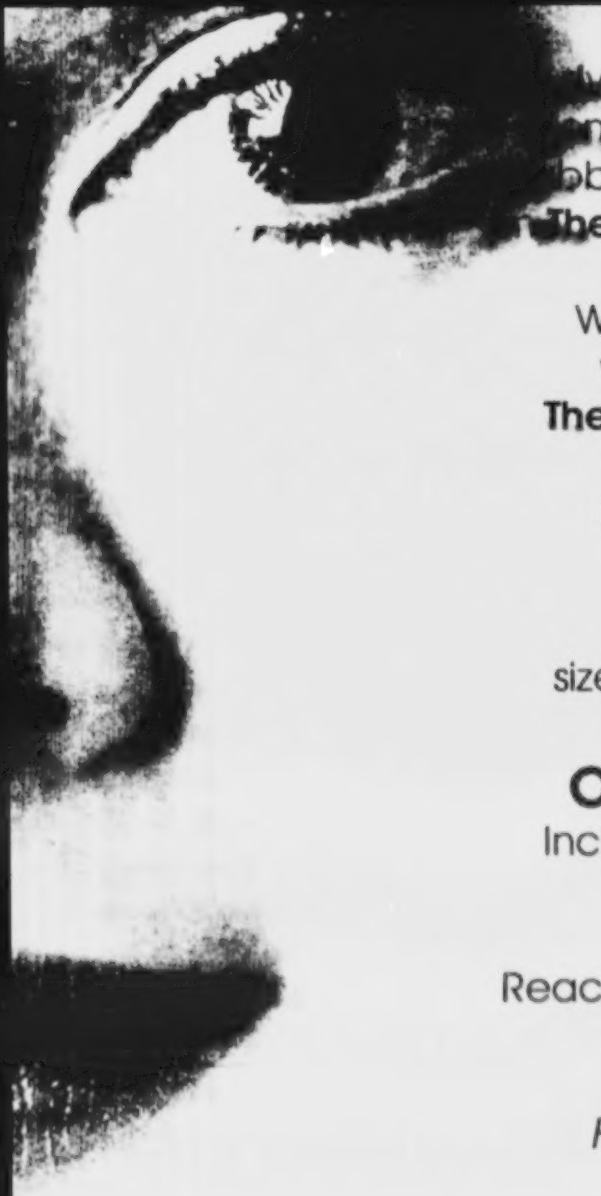

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All correspondence should include author's full name, address, and phone number.

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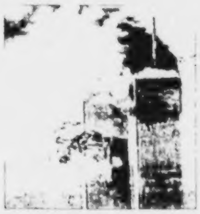

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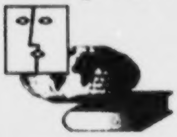

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Dear Colleagues

Asked about diversity initiatives, executive recruiters told *HO* that corporations "talk the talk, but don't walk the walk." Minorities may abound at the junior executive level, they say, but typically don't rise above it. And even Harvard MBAs lose jobs if they don't know how to keep them.

So how do you keep a job as a corporate executive?

"Read the tea leaves, adapt culturally, contribute and bond by forming strong relationships," they say. The full Q & A session is in this issue. Also featured this time is an uplifting account of a program for minority scholars and the Latinos they're helping, an index to all the *HO* features of the last year, and a month-by-month walk along the perilous road from Ground Zero 2001 to Baghdad 2003.

Coming up next time is the first issue of Hispanic Outlook's 14th year! We're kicking it off with stories on the birthing of majors, the raising of our world affairs IQ, the "tremendous brilliance" of the Hispanic Mellon fellows, that woefully less-traveled road–the Ph.D. pipeline, and new moves by the Hispanic Scholarship Fund.

We hear that a longstanding advocate for civil rights, education rights, employment rights, housing rights, and more, the Puerto Rican Legal Defense and Education Fund, is having a very rough time financially. PRLDEF has fought many battles for all of us, since 1972. We hope that more of those it helped can lend a hand now. We need our institutions to stay strong and united. And our readers, too.

Buena suerte!

Suzanne López-Isa
Managing Editor

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Bill Moyers and Judith Davidson Moyers

by Roger Deitz

In public affairs television, Bill Moyers and his wife Judith Davidson Moyers make a formidable and influential team, a highly successful and compatible working couple that has collaborated on innumerable award-winning projects.

Bill Moyers is currently host of "NOW with Bill Moyers," an interview program that airs on public television. Spouse Judith Davidson Moyers serves as president of Public Affairs Television, Inc., an independent company established by the couple to produce a wide range of special television projects and programs.

Bill Moyers, of course, is well known as a public official, distinguished journalist, and producer. The story is told that back in college, he wrote to Sen. Lyndon Johnson to obtain a summer internship. That request led to young Moyers becoming a trusted aide to the senator, and a staff member at Mrs. Johnson's radio and television station–all while attending the University of Texas. Moyers earned a degree in divinity from Southwestern Theological Seminary in 1959, yet opted to join Sen. Johnson's staff.

When Johnson became vice president, Bill Moyers was made his top assistant, then soon after, resigned to become an associate director of the newly formed Peace Corps. He was named deputy director in 1962. During the Lyndon Johnson presidency, Moyers was a special assistant to the president from 1964-65, then press secretary from 1965-67. He left to become publisher of *Newsday* during 1967-70 and in 1971 became the host, on WNET (New York City's public TV station), of "This Week," and, later, the popular "Bill Moyers Journal"–from 1971-76 and again during 1978-81. He worked as a correspondent for "CBS Reports" from 1976-78 and was a news analyst with CBS from 1981-86.

When Bill Moyers returned home to public television, he embarked on the production of a number of distinguished series, including "Joseph Campbell and the Power of the Myth," in 1988, and "A World of Ideas" in 1989-90. These series both translated from the small screen into book form as bestsellers.

Judith Davidson Moyers was Bill's classmate at UT, from which they both graduated. Judith has been keenly interested in international education, serving as a U.S. commissioner to UNESCO, a member of the White House Commission on Children, and a member of the National Governor's Association Task Force on Education and Economic Development. In the realm of higher education, for 13 years, Judith Davidson Moyers was a trustee of the State University of New York (SUNY) and vice-chair. She was also a director of the Research Foundation of New York State and the Rockefeller Institute of Government and a trustee of Hofstra University. She currently serves on the board of the Public Agenda Foundation.

In addition to her CEO duties at Public Affairs Television, Judith was executive producer of major Public Affairs Television documentaries and documentary series, overseeing nearly every project the company has produced. Among these, "On Our Own Terms: Moyers on Dying"; "Facing the Truth"; "Moyers on Addiction: Close to Home"; "Free Speech for Sale"; "The Language of Life with Bill Moyers"; "Amazing Grace"; "Circle of Recovery"; and "Facing Hate with Elie Wiesel."

Judith Moyers currently has the job of executive editor of the TV program, "NOW with Bill Moyers," which premiered in January of 2002. At the time, the Associated Press hailed the program as "possibly the season's most important new series–and an ambitious response to Sept. 11." The *Indianapolis Star* called the program, "a calm, smart, timely new program from the dean of smart broadcast journalists, Bill Moyers."

"NOW with Bill Moyers" is bright, objective, and very rewarding to view, addressing such topics as the Enron scandal, corporate tax havens, conflict in the Middle East, the wars on terror and on Iraq. Recent segments of special interest to Hispanics include an interview with Richard Rodríguez, Fidel Castro's crackdown on Cuban dissidents, and a thoughtful piece about Nicaragua. The intelligent presentations make "NOW" a must-see for college or university classroom discussion groups, and a highly recommended outside assignment for after-class viewing. The program relies on a creative collaboration with NPR (National Public Radio) News and has developed partnerships with the BBC, *The New York Times*, *The Nation*, and *Newsweek*, resulting in "extensive reportage and comprehensive examination of news-making events."

"We are continuing to take a thoughtful look at the events shaping our world," Bill Moyers remarks. "The depth of scrutiny in our reports illuminates the stories behind daily developments in the news and beyond the headlines."

Bill Moyers addresses the critical issues of diversity and accuracy in the news for *HO*.

"The editorial selection process at 'NOW' is based on what are the important issues of the week, usually issues that the mainstream media is not covering. We have a curious staff of professional journalists who are always looking to uncover the truth behind the headlines, who are skeptical of the official word. We are very mindful of presenting diverse voices on 'NOW,' because we are trying to give our audience the context to be able to understand their world–and that world is diverse.

"The voices of Richard Rodríguez, Hernando DeSoto, Ossie Davis, and Arundhati Roy have been among the most compelling we've aired. It's important to us to bring these individual experiences and perspective to our audience. It also happens to make for great television."

Bill and Judith Davidson Moyers have produced superb public affairs programming through their production company for about 17 years, ever since Bill left CBS. Judith says the "NOW" program was created on a very short timetable...requested in November of 2001 by PBS to air in January 2002. And she notes it was originally slated to run just for a year. Creating a show on short notice, let alone one that would require so many company and personal resources, gave Bill and Judith pause, since the production company was at the time very busy with many other projects. "It was unheard of to create a program so quickly," recalls Judith, "PBS was looking for something fresh in public affairs programming." Yet, Judith adds, "We were thrilled because in the last few years there has been less broadcast time available for public affairs programming. The networks have completely left it all. There is hardly any commercial network public affairs programming. We were bitten by the challenge. We said we would do it for one year. Then they asked us to continue through 2003 and we said ok, we'd do that, and now they have asked us to continue through 2004."

Judith laughs, "Actually, Bill and I are too old to be doing a weekly program, we should be retired by now! But we can't help ourselves." The rub is, Bill and Judith Moyers have a backlog of stories they want to cover. They both have an enormous appetite for news and in particular, "public affairs news." Judith continues, "Our definition of that is different from that of many other people. We believe that public affairs includes news beyond what is happening in Washington, that this great big diverse and wonderful country has a lot going on outside the Beltway, and it gets very little coverage."

Bill Moyers agrees with Judith's assessment, and rues the scarcity of public affairs programming. He points out that public television and radio do make a significant alternative to the commercial outlets. Bill observes, "Public broadcasters are afforded a level of independence that corporate broadcasters are not. We just saw the real-world effect of this reflected in the virtually nonexistent network coverage of the latest FCC decision to further deregulate media. Our program 'NOW' was one of the only voices on television covering this issue, which has important implications for our democracy. I think this is the best evidence that in the past few decades the viewpoints presented on television and radio have become more homogeneous, because a few corporate media giants control much of what we see, read, and hear."

Judith Moyers points out that the actual exercise of selecting the diverse guests and topics for the program is a staff effort, saying that a lot of time is consumed batting ideas around. Some ideas come easily, she says, and others take more consultation.

"We burn up a lot of time brainstorming, but we think that the effort really does pay off. For example, we had presented Richard Rodríguez on our program years ago, and we thought of him again for this project even though Rodríguez is regularly on the 'News Hour with Jim Lehrer.' On the other hand, Hernando DeSoto was somebody that we had never met. We had read about him. I have been particularly impressed in reading about him, and we had him on the program and expect to have him back again. It's fine with us to repeat. We think that is perfectly appropriate in this case. We hardly ever get somebody with the kind of substance of Hernando DeSoto or Richard Rodríguez...they're more than a one-time visit. You need to see a lot of them." Judith suggests that diversity programming goes beyond merely having people of color on for an appearance. She maintains that the substance of the discussions is the hallmark of "NOW."

"We think that we ask different questions. Bill often reminds everybody that our audience is not a commercial audience. These people are not looking to be entertained...they want to be challenged. We believe that we give people unusual opportunities to get into areas that they might not be able to visit with the typical interviewer. We comfort them, too, by saying, 'We are going to edit this, but we are not going to unfairly sound bite you.' We don't do that. Our reputation bears that out. We had Gregory Nava on. At the time we first asked Nava to come on, he was the producer of the 'American Family' series that ran on public television. We thought that was wonderful. But we were really remembering him for the movie 'El Norte.' We never met him...but we felt we knew him because we knew his work. As a guest, he went way beyond any expectations. He was able to talk about making great films. He has an extraordinary background in mythology. And of course, we have always been very interested in mythology, and done a lot of stuff about mythology, starting with Joseph Campbell and other people as well. Nava is an expert on the mythology of the pre-Colombian culture. We just couldn't stop. Bill interviewed him for over an hour. We had to edit down to a 20-minute spot. A few months later, we aired a second piece. We are open. C. S. Lewis talks about being surprised by joy. We are frequently surprised by joy. Or else we are just lucky."

Periodically

by Mary Ann Cooper

America's Hispanics In America's Wars

By Col. Gilberto Villahermosa, *Army Magazine*
September 2002, Volume 52, Number 9

Last fall, as America began the debate on the merits of going to war in Iraq, "America's Hispanics In America's Wars," by Col. Gilberto Villahermosa, reflected on the contribution made by Hispanics in times of war. Villahermosa's piece in *Army Magazine* last September begins with the premise, "In every war and on every battlefield, Americans from Spain, Mexico, the Caribbean, and Central and South America have risked their lives in defense of the United States." While acknowledging that Hispanics in admittedly small numbers served in the military during the Revolutionary War, War of 1812, and the Mexican-American War, he cites the American Civil War as the first conflict where Hispanics were substantially represented in proportion to its population.

More than 10 percent of Mexican-Americans living in the United States enlisted at the start of the war–1,000 joined the Union Army, 2,550 became Confederate soldiers. Villahermosa points out that one of the most famous naval officers of the war is someone that most Americans do not think of as Hispanic. Union Admiral David G. Farragut was a hero of the Civil War and the son of a Spaniard who came to America in 1776 and fought in the War for Independence and the War of 1812. Farragut is best known for: "Damn the torpedoes, full steam ahead." By the time the Civil War ended, 10,000 Hispanics had seen action in the war. The war also produced two Hispanic Medal of Honor winners–Phillip Bazaar and John Ortega, both of whom served in the Union Navy.

Villahermosa observes that 200,000 Hispanics (the majority, Mexican-Americans) were part of America's fighting force during World War I. He writes, "They were integrated throughout the armed forces; however, the majority of the 18,000 Puerto Ricans who were inducted served in the island's six segregated infantry regiments, guarding key installations in Puerto Rico and the Panama Canal zone. Three of these regiments, the 373rd, 374th, and 375th (a unit of Black Puerto Ricans), made up the Provisional Division of Puerto Rico. The war ended before the unit could deploy overseas, and it was demobilized in 1919." The author writes that David Barkley, a Hispanic of the 89th Infantry Division's 356th Infantry Regiment, was posthumously awarded the Medal of Honor for his heroic service in France in 1918.

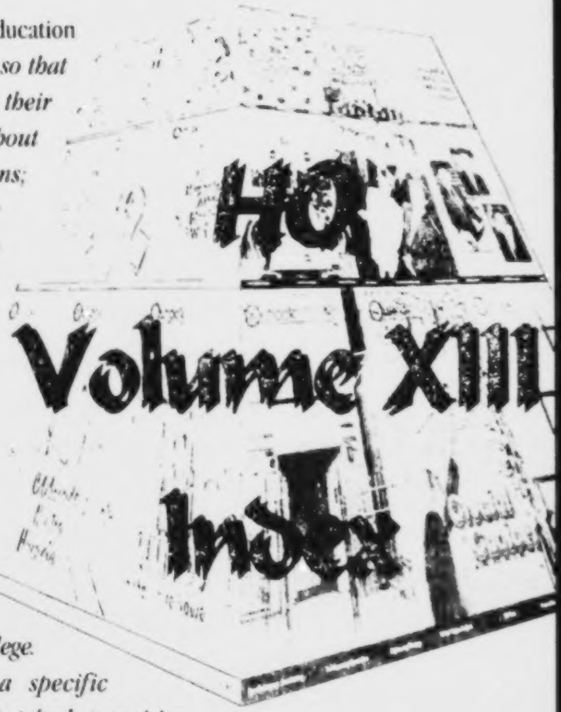
By the time World War II rolled around, nearly 500,000 Hispanics, mostly Mexican-Americans, were in the armed services. Villahermosa quotes Gen. Douglas MacArthur as saying that the Arizona National Guard's 158th Infantry Regiment (Bushmasters), which consisted of large numbers of Mexican and Native Americans, was "one of the greatest fighting combat teams ever deployed for battle." Villahermosa notes the irony of how the military viewed Hispanics as an asset in the fight for freedom and democracy. He says, "Although 350,000 Puerto Ricans registered for military service in World War II, only 65,000 were called to the colors." Most, he explains, served in segregated units. The reported shortages of infantrymen in Europe and the Pacific could have been relieved by calling up the large numbers of Hispanics who "registered for service, but were never inducted." Ironic also because Hispanic soldiers garnered 12 of the 440 Medals of Honor issued by the end of the war.

Villahermosa suggests that Hispanics sacrificed in greater proportion during the Korean conflict and illustrates his argument with a description of the ways in which Puerto Rican soldiers served America's interests in that war. "Altogether, 148,000 Hispanics served in the U.S. military in Korea during the war, winning nine of the 131 Medals of Honor awarded. This number included 61,000 Puerto Ricans (including 18,000 from the continental United States). Over the course of the war, more than 3,000 Puerto Ricans were killed or wounded. According to statistics compiled by the Office of the Governor of Puerto Rico shortly after the war, one of every 42 casualties suffered by U.S. forces was Puerto Rican. The island suffered one casualty for every 660 of its inhabitants as compared to one casualty for every 1,125 inhabitants of the continental United States." During America's 10-year involvement in Vietnam, 80,000 Hispanics served in the armed forces and were awarded 13 of the 239 Medals of Honor for that conflict. Operation Desert Shield in 1990-1991 included 22,000 Hispanic service men and women.

"By 1997, Hispanics made up almost a third of the infantry, artillery crews, and specialists deployed to Bosnia for peacekeeping operations. At the time they constituted 12 percent of the U.S. population, 8 percent of the U.S. military, and about 4 percent of the military's officers. The Marines, with 12.5 percent, had the largest proportion of Hispanics, while the Air Force, with 4.8 percent, had the smallest percentage. The Navy had 9 percent and the Army had 8.1 percent."

The author adds that at the dawn of the 21st century, 11 percent of the military was Hispanic, but only 4 percent of the officers. He summarizes the progress of Hispanic servicemen by saying, "Over the years, Hispanics have risen to the top ranks of the military profession. In 1964, Adm. Horacio Rivero, a Puerto Rican, became the Navy's first Hispanic four-star admiral. In 1982 Gen. Richard E. Cavazos, a Mexican-American, became the Army's first Hispanic four-star general. Cavazos served with the 65th Infantry Regiment during the Korean War, earning a Distinguished Service Star on June 14, 1953, as a lieutenant during bitter outpost fighting. On July 2, 1998, Luis Caldera, a Mexican-American and West Point graduate, became the highest-ranking Hispanic to hold office in America when he became secretary of the Army."

Villahermosa applauds Caldera's efforts to maximize the success of Hispanics in the military, but concedes that this is no easy task. He cites the failure of nearly half of all Hispanics to graduate from high school as "a major obstacle." He concludes that while the number of Hispanics on the front lines of America's military will continue to increase, it will be a much more difficult challenge to raise the number of Hispanic officers.



This is the final issue of Volume 13 of The Hispanic Outlook in Higher Education Magazine, *and once again, we are providing an index to the featured articles so that new readers and regular readers alike can find in* HO *those items that match their interests and needs. Faculty, professional staff, and administrators can learn about teaching/learning strategies and about innovative programs and organizations; they can read about leaders in higher education who excel in particular positions or roles; they can be introduced to books that they might want to adopt for a course they are teaching or that they might want to read for their personal and/or professional growth.*

Beyond that, students and their families can read about the outstanding achievements on behalf of Hispanic students being made by schools in the U.S. and abroad, financial aid opportunities, and the steps to succeeding in college.

To find an article on a specific subject–or to discover topics that look promising –begin by perusing the broad categories (some articles are listed under more than one category). The articles are listed chronologically, and issue dates and inclusive page numbers are provided.

Should there be a topic that you are interested in, and you believe that The Hispanic Outlook in Higher Education *should cover, please contact us at sloutlook@aol.com.*

Compiled by Mia Anderson, Contributing Editor

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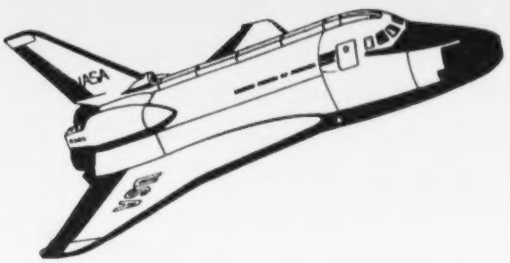


Like Going to Mars

Public Agenda Explores Student, Parent, and Teacher Attitudes

by Tony P. Martinez and Alison P. Martinez

John Immerwahr, professor, Villanova University, senior research fellow, Public Agenda

"The myth is that one of the reasons why Hispanic children do not do well in school is that their parents don't value education," says Alfredo G. de los Santos, Jr., research professor at the Hispanic Research Center, Arizona State University. "John Immerwahr found that of all three groups–Anglo, African American, or Hispanic parents–the Hispanic group was the one that most valued education beyond high school!"

In fact, Hispanic parents are about twice as likely as White, non-Hispanic parents to say that a college education is "necessary" for a person to be successful in today's work world. Two out of three Hispanic parents consider college "necessary," only one out of three Whites shared that view.

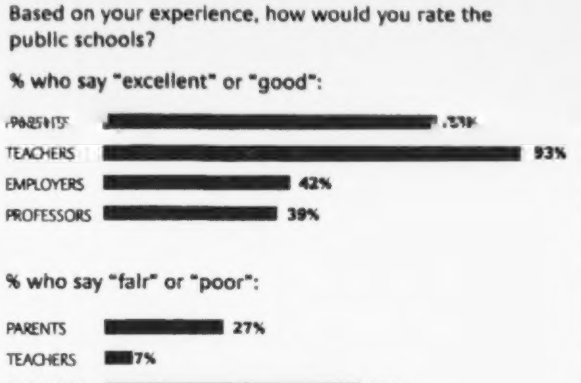
Acting on the acknowledged importance of higher education, fully 10 percent of all Hispanic high school graduates are enrolled in some form of postsecondary education at any given time (compared to only 7 percent of graduates in the general population.) Only Asian Americans are enrolled at a higher rate.

Yet Hispanics are the least likely of any major population group to achieve a baccalaureate degree. Only 16.4 percent of Hispanics age 25-29 have a bachelor's degree, compared to 36.5 percent of Whites.

Seeking to understand the gap between the high educational aspirations of Hispanic parents for their children and the low educational attainment of the students, the National Center for Public Policy in Higher Education commissioned Public Agenda to conduct a focus-group pilot study.

The Center is a private, nonprofit, nonpartisan organization devoted to action-oriented analyses of policy issues. John Immerwahr, a Villanova University professor who is also a senior research fellow with Public Agenda, directed the focus

Employers and Professors Dissatisfied with Local Public Schools



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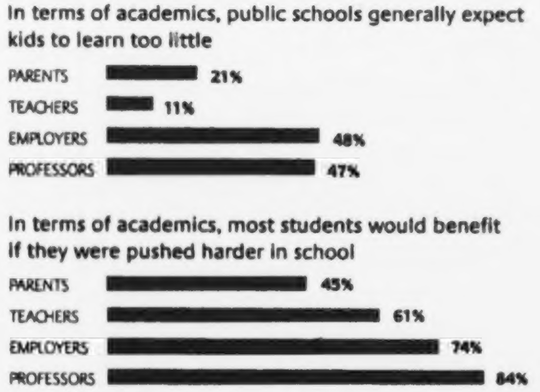
Employers and Professors Want Schools to Ask for More



Source: Public Agenda

group study. He reported the results this summer in *With Diploma in Hand: Hispanic High School Seniors Talk about their Future*.

Subtle Obstacles

Why are Hispanic students less likely to complete college, even though their parents believe in the importance of a college education?

Financial obstacles are important. "We have to look at the total cost of education for students," urges Jaime Molera, former Arizona state superintendent of public instruction. "Look at all the costs that students have to incur, not just tuition, but also room and board and books and everything that goes into an education."

Immerwahr agrees, and adds that "our research also points to the possibility of other obstacles that are less tangible and have received less attention among policy-makers."

"The decision to go to college requires a certain degree of knowledge, guidance, and even faith in long-term rewards over short-term gains. Hispanic high school students are hardly unique in their lack of information or failure to understand the long-term consequences of their actions. Yet they may be a somewhat distinctive group in their lack of support from knowledgeable, education-savvy adults who can help overcome this typical teenage deficiency."

Immerwahr finds some Hispanic high school seniors who are definitely college-bound, with applications submitted and financing lined up. He finds others who were in no way prepared for college at this time.

He also finds a third group, which he calls the "college-maybes." These young people are doing well in school and their families hope that they will go to college, but they face obstacles.

College-maybes get little reliable information or guidance from high school counselors or from family.

College-maybes get little encouragement from teachers.

What information about college these students do get is often false (wrong application deadlines, etc.).

College-maybes see tempting opportunities to start working and earning right after high school.

College-maybes don't see college as the place to discover a vocation; they think it wasteful to enroll without clear career plans.

As a result, many college-maybes set out on college/career paths that do not lead where they hope to go.

"This college-maybe group struck us as particularly important from a policy perspective," Immerwahr writes. "Changes in Hispanic higher education participation rates are likely to come, at least initially, from students who resemble these college-maybes."

De los Santos concurs. "In the middle is the group we should focus on. These are the kids who have very little parental support and no real guidance from the schools. They don't understand the system. But if we spend significant effort working with those kids in the middle group, then we may be able to increase the percentage of our kids who go on from high school to college, and graduate from college."

Public Agenda

With Diploma in Hand is the latest of several Public Agenda studies probing issues in public education.

"What distinguishes Public Agenda's work is its depth and flavor," says Claudia Feurey, director of communications. "We usually start with expert focus groups and then do polling and surveys in depth."

Follow-up on the tantalizing information reported in *With Diploma in Hand* has not yet progressed to the poll and survey stage, so the researchers emphasize that present results are tentative and impressionistic.

Public Agenda was founded in 1975 by Daniel Yankelovich, the renowned social scientist/pollster, and Cyrus Vance, former U.S. secretary of state. Its roster of directors and policy reviewers reads like a roll call of blue-ribbon leadership in government, the media, and education.

Public Agenda's twofold mission is, first, to help leaders understand the public's point of view on major policy issues, and, second, to help citizens understand these issues and make their own more informed and thoughtful decisions.

"We are rigorously nonpartisan and non-ideological. When an organization commissions a Public Agenda study, it is with the understanding that what is found is what we will report. Our reports are widely used in schools, reported in the media, and studied by government officials, so we are quite influential," Feurey concludes.

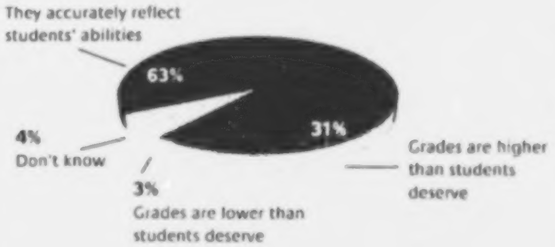
Public Schools

With the sponsorship of financial services giant Washington

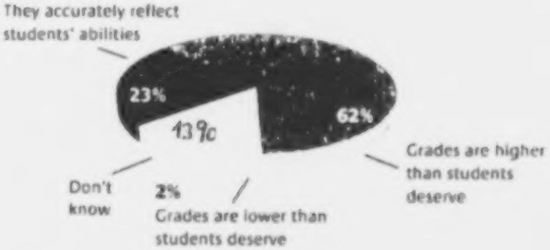
Are Grades Inflated?

How would you describe the grades students get on their report cards?

% of high school teachers who say:

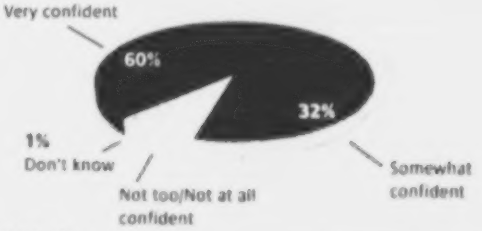


% of professors who say:



How confident are you that report cards accurately describe your child's progress and abilities?

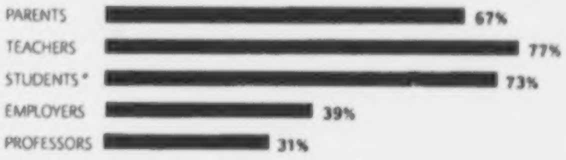
% of parents who say:



Source: Public Agenda

What Does a Diploma Guarantee?

A high school diploma means that the typical student has at least learned the basics

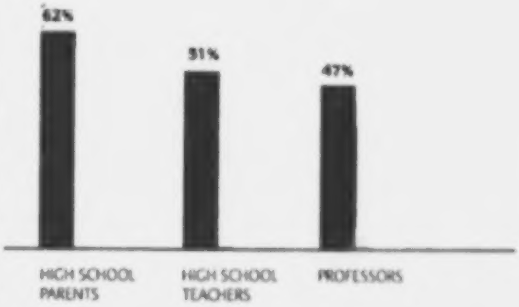


* High school students

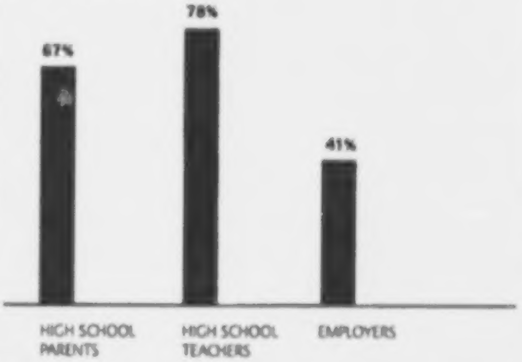
Source: Public Agenda

Are Students Prepared for the Future?

Public school graduates [will] have the skills to succeed in college



Public school graduates [will] have the skills to succeed in the work world



Source: Public Agenda

Mutual, Public Agenda analyzed a decade of research on public K-12 education for *Where we are now: 12 things you need to know about public opinion and public schools*, published this spring.

This report finds solid support for higher standards and accountability among K-12 teachers, parents, and students. But beneath the surface, teachers are discouraged, administrators feel besieged, and many students and teachers worry about the unruly, disrespectful, and even violent atmosphere in public high schools.

Standards and promotion policies have changed in recent years, and attitudes about local schools have improved. Three out of four parents now give their local schools positive ratings. Most believe that their children are getting adequate preparation for college.

By contrast, only three out of 10 college professors agree that "a high school diploma means the student has at least learned the basics." Six out of 10 professors say that grades are inflated. Larger majorities say that math and writing skills are mediocre.

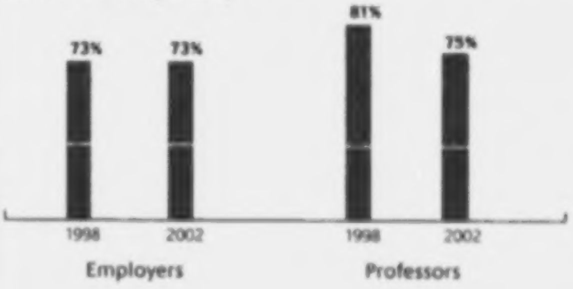
Not even half of college professors believe that most public high school graduates have the skills to succeed in college.

Higher Education

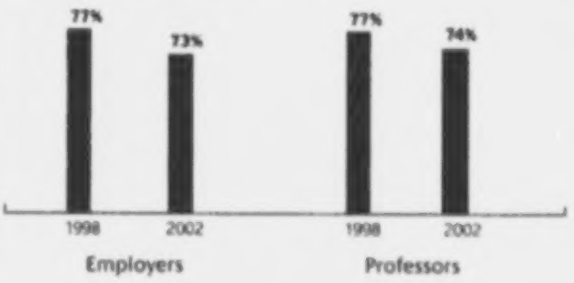
The Lumina Foundation–founded in 1999 and already one of the

Profound Concern about Graduates' Basic Skills

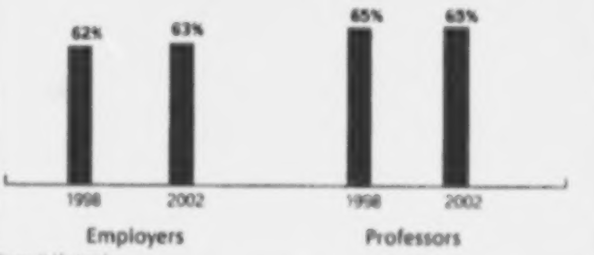
Public school graduates have "fair" or "poor" skills when it comes to writing clearly



Public school graduates have "fair" or "poor" skills when it comes to grammar and spelling



Public school graduates have "fair" or "poor" basic math skills



Source: Public Agenda

nation's 60 largest private foundations–supports research to frame issues and explore new approaches to higher education issues. The foundation is especially interested in the complex issues surrounding financial aid, student retention, and nontraditional students.

Lumina has supported the development of a Public Agenda "issue framework" for higher education. The framework provides a starting point for discussion by explaining different courses of action and comparing the costs and tradeoffs inherent in each one. It grows out of survey data, focus groups, and citizen discussions.

"Attending college has become part of the American dream," the narrative begins. It goes on to explain the competition for dollars within higher education and for higher education within state government. It predicts that however the Supreme Court rules in the Michigan cases, the national debate on affirmative action and diversity will continue.

"When it comes to higher education, the American public invariably zeroes in on two areas: who goes, and how much it costs," the framework observes. Public Agenda articulates three different "perspectives" on these issues, each reflecting different priorities and values.

Perspective No. 1 emphasizes affordability. More than half of all parents express great concern about saving money for their children's college education. Eighty-three percent of Hispanic parents say they are worried about being able to afford college expenses.

Perspective No. 2 emphasizes opportunity for the needy. This means preferential admissions, need-based financial aid, and academic remediation. Only 27 percent of Whites polled believe that qualified minority students have less opportunity than others to get a college education, while 44 percent of Blacks and 35 percent of Hispanics see an opportunity gap.

Perspective No. 3 demands cost control and accountability in higher education. Seventy-three percent of persons polled say that controlling costs should be a top priority for college administrators. (This objective slightly out-polls "getting the best possible professors," named by 70 percent as a top priority.)

The framework provides rich detail, exploring public opinion in enough depth to explain superficial inconsistencies. In conclusion, it reminds educators that because people generally feel that colleges and universities are doing a pretty good job, they have not studied the ins and outs of all the issues. To mobilize public support, leaders will need to educate public opinion.

Making College Yes, Not Maybe

Hispanics are now more than 12 percent of the U.S. population, and, being a young population, comprise an even higher percentage of potential college students. Present methods of bringing this burgeoning group through the educational pipeline to college graduation are not successful.

What can we do better?

One simple measure, Immerwahr suggests, would be to hire more high school counselors and have them do academic counseling instead of spending all day on infractions and discipline. The researcher advocates, having counselors concentrate on the middle group of students, and those whose parents cannot provide knowledgeable guidance.

De los Santos amplifies the point. "Very few institutions provide good, solid, sound advice to our kids. Counselors spend a lot of time with kids who are going to go to college anyway and don't really need the help. I would focus attention on the middle kids," where guidance can really make a difference.

Another relatively simple measure would be informational outreach to parents, informing them about admission requirements, financial aid, etc.

"On a more complicated level," Immerwahr points out, "Colleges say, our big problem is that the students are not prepared for college. But who is it that is teaching these students? It's teachers who have been trained in those very same colleges! So giving teachers appropriate training and coordinating high school and college curricula needs to be done."

"The third level of action is the most complicated and systemic," the researcher explains.

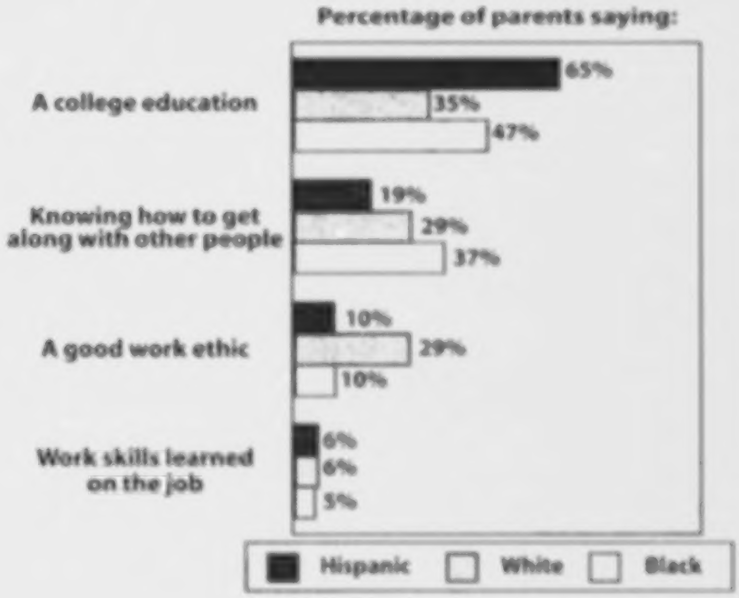
"A lot of things have to be in place to help a student make that transition from high school to college smoothly. Our college-maybe students are missing many of them.

"Just one simple thing: we asked how many different schools the students had been to. One student answered, I've been to every

Higher Education: A Nation Divided?

Among parents, Hispanics are the most likely to say a college education is the one thing that can most help young people succeed

If you had to choose the one thing that can most help a young person succeed in the world today, would you say it is:



Source: Public Agenda

school in Tucson. Their parents are moving every year–different job, different apartment.

"So you need to deal with broader issues like housing and creating a whole network of support. From the fairly simple to the more complicated to the systemic, there's a whole range of ways you could address this problem."

"We need to take the long-term view," Molera believes. "A lot of kids in the focus groups knew very early on whether or not they were going to go to college–whether it was a family expectation or a school expectation. Some knew that they were the college-bound kids and they had to prepare and start saving money. Others were never given any idea that they could go to college. For them it was like going to Mars.

"How do you start preparing children even before they enter the public school system? They need preschool, full-day kindergarten, a strong foundation in literacy. It's amazing what can happen given that strong foundation in the early years."

In high school, especially for the college-maybe group, Molera wants teachers to show the relevance of subject matter to students' career aspirations. "That's where I've seen students really take off: when they can apply education to an area of interest."

"It shouldn't matter where a student comes from," Molera declares. "We should affirm that they're going to achieve the academic standards regardless of where they live. It's a different mind-set. It says a student in one part of the state is not going to get lesser opportunities than students in another part of the state."

"The good thing is," Immerwahr concludes, "that the motivation is high. Hispanic families want college for their children. It's not that they're not interested. If they weren't interested, no amount of change would help, but they do have the interest."

Tony and Alison Martinez are writers based in Santa Fe, New Mexico. Tony was an educator, Alison, a research librarian.

For further information

For the complete text of *With Diploma in Hand*, visit the National Center for Public Policy in Higher Education at www.highereducation.org.

For *Great Expectations*, John Immerwahr's original study including parental attitudes to higher education, and to study the higher education framework, visit Public Agenda at www.PublicAgenda.org.

For details about the Lumina Foundation, visit www.luminafoundation.org.

How to Succeed in a Corporate World

Unvarnished Advice from Top Minority Recruiters

by Gary M. Stern

You're a talented Latino with an MBA from Harvard, and you expect that in an age of diversity programs, doors will open and the path up the corporate ladder will be a breeze.

Not so fast. Kenneth Arroyo Roldán, CEO of the New York-based Wesley, Brown, Bartle & Roldán, the largest minority executive recruiter in the country, and Wesley Poriotis, founder of the firm more than 25 years ago, paint a realistic picture of corporate environments.

"We have thousands of résumés in our files of talented Latinos with MBAs from Ivy League colleges who are out of work. They didn't have the survival skills," says Poriotis, who is tough talking and compassionate at the same time. "They know how to get the job but not how to keep it," he adds.

In the trenches every day, these recruiting specialists meet directors of human resources who, because of affirmative action laws, must interview minority candidates but rarely hire them for top-level jobs. The old boys network is alive and well, these savvy recruiters suggest. Moving up the corporate ladder for a minority takes extraordinary skills, and in this Q&A with *HO*, Roldán and Poriotis explain what it takes for a talented Latino or African American college graduate to launch a corporate career, what skills are required to rise in the corporation, and whether the minority candidate can overcome subtle forms of racism and exclusion.

Roldán, the CEO, never set out to become a headhunter. And that could be a moral for talented Latinos and African Americans who want to launch a career in corporations and then rise to become a senior executive or CEO. The path to the top is often circuitous, not linear or direct.

Roldán, who is 38 years old and of Puerto Rican heritage, started his career as a lawyer. Raised in Queens, Roldán's guidance counselor at Frances Lewis High School told him his grades weren't high enough to gain acceptance into Cornell University, an Ivy League school. Believing in himself, he applied and gained entrance. He graduated from Cornell University, earned a law degree at Touro Law Center in Long Island, and served as a staff attorney with the Office of the New York State Attorney General and as a liaison to the New York State's Governor's Office for Diversity Affairs. There his passion for diversity grew. He started at Wesley, Brown, Bartle & Roldán, which had 15 employees, in 1998.

Wesley Brown lays claim to being the number one minority executive recruiting firm in the country, but it has been hurt by the sluggish economy. Its revenue dropped to $4.7 million in 2002 from $9.2 million in 2001, and its staff was slashed in half. Here's the honest, unvarnished, and not always rosy advice that Roldán and Poriotis offer about what it takes for a minority graduate to succeed in corporate America in 2003.

Hispanic Outlook: What's your best advice to minority students applying to colleges who want to prepare for a corporate career?

Roldán: Identify a mentor as early as possible. A mentor can help to set up a roadmap for success so you don't step on the landmines. Once you're in the corporate arena, finding a mentor is equally critical. Most students are shooting in the dark and lack the insight to prepare a career on their own. Mentors can provide a career path. And mentors don't have to be professors. Alumni can tell you which professors to take and which to steer away from or might encourage you to become a dual major. Find a successful mentor, and it doesn't have to be a Latino or African American.

Hispanic Outlook: How does a shy 18-year-old Latino or minority undergraduate find a mentor?

Roldán: Go to the alumni directory of your university. Do due diligence. Find their major (all that information is published). You'll probably get a couple of rejections by people who are too busy, but eventually you'll connect with one. Someone will lend a helping hand.

HO: Many Latino students enter college but don't finish. What's your best advice on how to stay in school and graduate?

Roldán: As a trustee council member at Cornell University, I know that many Latinos drop out at Cornell as well. Select a reasonable major. Many Hispanic parents live vicariously through their children. So you hear 'my son, the doctor, the lawyer, the engineer.' This sets up false expectations, which sometimes can't be met. Much of the dropout rate stems from Latino kids being unable to meet their parent's expectations. Select a major that you feel comfortable with, pursue it, and do well.

HO: Many minority kids interested in corporate careers major in business. Is that the best route to take?

Roldán: I recommend exposure to finance and technology for minority students. We see many Latino kids going the nonprofit and governmental route. It's part of their upbringing to give back to the community. But often it's a dead end and impossible to transfer to the corporate world.

Poriotis: The major is less important than finding ways to think originally. We have thousands of résumés of people of color who are no longer working because they couldn't survive (in the corporate world) and didn't have the innate ability to become indispensable to their organization. I'd suggest learning Chinese because two-thirds of the world will be speaking that language, and learning something like the piano, because you need to have balance in your life to overcome tough times. I'd also suggest that you focus your career objectives on the business line and operations that turn a profit. Too many people of color get stigmatized in staff jobs and at age 38 realize they're trapped. You need to seek positions that offer power and profit. People who end up successful have profit and loss accountability.

HO: Name the skills that it will take to succeed in the coming years in corporate America.

Poriotis: It's the same skills that worked in 1968 that will work in 2008. You have to read the tea leaves, adapt culturally, contribute and bond by forming strong relationships. Technical skills are tertiary. The skills of survival are as important as the skills of getting a job. When you consider

"You have to read the tea leaves, adapt culturally, contribute and bond by forming strong relationships."

WESLEY PORIOTIS, FOUNDER

"In my experience, minority students are very insular. They're reluctant to share, feel very threatened, and are inhibited from being gregarious."

KENNETH ROLDÁN, CEO

that two million people have been downsized in the last few years, survival skills are critical.

Roldán: In my experience, minority students are very insular. They're reluctant to share, feel very threatened, and are inhibited from being gregarious. They take in information but don't share it. They need to reach out and be strategic about building the right networks.

HO: Despite the odds, how does a college student lay the groundwork for a successful corporate career when in college?

Poriotis: Create a sense of entitlement. Most successful people exude confidence. Latinos historically feel less entitled; they want to be professional and courteous. Most of corporate America operates in a Darwinian way. If you don't realize the forces of Darwin are alive and well in corporate America, it paints a false picture. You have to go into the business line, make the company money, take risks, and you'll be indispensable.

HO: Are diversity initiatives working?

Roldán: They talk the talk, but don't walk the walk. When you peel back the onion, there are few minorities in positions of power. There are hundreds of minorities at the junior level, but they don't advance. Procter & Gamble recently received the Presidential Award for diversity but has only one African American in a senior management position. Much of these diversity initiatives are marketing campaigns to get consumer dollars.

HO: So companies are hiring Latino graduates but failing to promote them?

Poriotis: The real problem is in the fifth to seventh year. Most people of color reach their fifth year and leave out of frustration. They find the glass ceiling and hit a granite wall. People in power don't share power. Look at Jeff Imelt, the CEO of General Electric who worked in Medical Systems, Plastics, across the organization to grow his career and become indispensable.

Roldán: Workforce 2000, the census, the trillion dollars of Hispanic buying power and still there's little movement for Latinos and minorities from mid-management to senior management to the board of directors.

Poriotis: You know why? In the sports field, you can quantify achievements with scores, points, yardage. But in the corporate and business arena, much of that quantification is subjective.

Roldán: Most corporations view diversity training as sensitivity training. How do we sensitize our majority staff to treat people of color? It's beyond a point of sensitizing the staff. Let's use that training and bring people in and move people up.

Poriotis: At 23, a Latino with a Harvard MBA feels he or she can conquer the world. But at age 28 they may be out of work. Surviving is about wits, street smarts, learning the craft, being entrepreneurial. I'd tell a talented graduate to try the corporate world for a couple of years and then become entrepreneurial.

HO: You're painting a grim picture by suggesting that it's almost impossible for a talented Latino to move up the corporate ranks. What advice would you ultimately give a talented Latino kid who wants to succeed?

Roldán: We've painted a dismal picture, but there is light at the end of the tunnel. You need to be persistent and work on a plan. By the time you're out of school, there will be Latinos in middle management who may exert their influence. I'd also like to see corporate foundations study why minorities don't move up. They create paths to hire minorities but don't promote them. It creates false expectations. Put those foundation dollars to better use. We need to see more leveling of the playing field.

Poriotis: Let's talk reality. We have millions of people out of work. For the Latino kid to muscle his way to get ahead is more difficult because competition is fiercer and sharing of power is scarcer. The only hope lies within.

HO: What suggestions can you offer on making diversity programs work?

Roldán: Diversity has been successful when it's tied to the pocket. It works when there's an incentive. Bank of America, headquartered in North Carolina, mandates that every search must include a balanced slate of candidates. That helps. Corporations just don't see how diversity can result in dollars. One CEO wants to attract emerging markets in Washington Heights, the Bronx and Red Hook but doesn't care about diversity or hiring talented minorities.

Poriotis: Select the company's rising stars and have them champion diversity. Re-create the old boys network and have networking gatherings for diversity candidates. Booz Allen Hamilton, the consulting firm, for example, started Project Access, a series of invitationals and networking sessions, encouraging minorities to spend time with partners.

HO: What changes would you like to see colleges make to help talented minorities, who aren't receiving much help in the corporate arena?

Roldán: I think too often the triangle of government, academia, and corporate operate in their own silos, and that doesn't help minorities. I'd like to see them work with one another and partner together to create a solution. As students go through the system, they could develop an infrastructure to create hope. If we continue on the same path, we'll see the same results.

Poriotis: I think the model for doing diversity right is the military. Forty-three percent of the military is diverse. They're there because of tough rigorous standards. African-American colonels are respected by White male lieutenant colonels because selection boards chose them. I can name 16 African-American generals by name, and they're talented and skilled. They don't think of themselves as African-American but as generals. These changes developed out of the violence, destruction, and chaos of the post-Vietnamese period. But corporate America doesn't think there's enough money in diversity.

HO: How do you stay positive when faced with so many obstacles?

Roldán: In the Fortune 500, there are a handful of companies that are trying to make a difference, such as Pepsi and Citigroup, who have opened their eyes.

Poriotis: We stay passionate. We stay elated when you make the rare hit. Many are courted, few are chosen. I just positioned an African-American female jet pilot with a Harvard MBA in an international consultant's role. Always keep your passion.

Education Meets Accountability

Much Controversy, Few Models

by Marilyn Gilroy

Accountability. The word has been resounding through academe like a drumbeat, getting louder and louder each year as legislators, business leaders, and policy-makers ask higher education to set performance standards and produce evidence that students are meeting these standards. In other words, colleges and universities must show that students have gained measurable skills and knowledge in order to receive their degrees.

"College prices are exploding. Students, parents, and taxpayers are paying a staggering amount of money today for higher education. What are they getting for their money?" asked Rep. John Boehner (R-Ohio), who chairs the U.S. House Committee on Education and the Workforce. Boehner conducted a series of hearings last spring in preparation for this fall's reauthorization of the Higher Education Act, the primary federal law dealing with postsecondary education.

Congress has been inundated by reports that point to a lack of accountability in higher education. Employers have said that some graduates cannot write a basic memo and that many do not have the skills they need to compete in the global workplace. Stories carried widely in the media during the May 2003 hearings recounted the testimony of the AT&T manager who said that an electrical engineering major hired by the company did not even know how to read the symbols on the blueprint. Committee members also heard about a Penn State student who referred to journalism's top award as the "Pullet Surprise."

"Students, parents, and taxpayers are paying a staggering amount of money today for higher education. What are they getting for their money?"

REP. JOHN BOEHNER (R-OHIO),

CHAIR, U.S. HOUSE COMMITTEE

ON EDUCATION AND THE WORKFORCE

"These are problems we shouldn't be seeing with such frequency in a nation that invests tens of billions of dollars each year in higher education," said Boehner. "These problems could spell trouble for our nation in the future if they are not addressed."

Until now, higher education has remained relatively insulated from the movement toward national standards and assessment. While state and federal governments have introduced a battery of proficiency tests in grades K-12, higher education has resisted the notion that the capacity to think, learn, and analyze can be reflected in a standardized test. Now the accountability movement has challenged that notion and raised some fundamental questions such as–what is the purpose of a college education and what do students actually learn?

Dr. Frank Newman, director of the Futures Project at Brown University, told House committee members that regular assessment of student progress is quite possible in higher education, just as it is in elementary and secondary education. He suggested that Congress should consider taking steps to ensure that the consumers of higher education–parents and students–have as much access as possible to information about the quality of the institutions they are paying for.

"Learning can be assessed in a meaningful and economical way," said Newman in his testimony. "Perhaps nothing the federal government can do would be as useful as focusing on ensuring that the information necessary to allow the higher education market to serve the public is available."

Newman asked that colleges and universities begin to acknowledge and address the problem by systematically tracking student achievement.

Critics disagree for both ideological and practical reasons. To begin with, many educators define the purpose of college in idealistic terms, calling it a chance to broaden horizons, explore ideas, and cultivate critical thinking. They say that higher education cannot be regulated like an industry and that forced accountability measures violate academic freedom. Furthermore, they say, analogies to K-12 are not entirely applicable. After all, a college education is not mandated by law, as is elementary and secondary school.

A college education may not be required, say some members of Congress, but it is the key to individual success as well as the link to the nation's economic growth. It is a fundamental necessity in our knowledge-based global economy that relies more and more on an educated work force.

In response to the political pressure, some of the nation's largest public universities are now tackling the assessment question.

"Unfortunately, not every American who graduates from college today leaves with the knowledge and skills they need to succeed," said Boehner.

And though it is true that individuals still pursue higher education for esoteric reasons, the fact is that many younger and older degree-seeking students are more practical and are focused on skills. They want advanced training in technology as well as background in communication skills, such as speaking and writing, and problem-solving and decision-making skills. In short, students today aren't just interested in getting an education; they want to be able to do something with it.

Enter the concept of accountability, already a hot topic because of the many media rankings of colleges and universities, such as those in *U.S. News and World Report*, *HO*, and others, including the state-by-state report card on higher education issued by the National Center for Public Policy and Higher Education.

However, these ratings and rankings are based on factors such as demographics, institutional resources, admissions selectivity, and peer reviews compiled by the magazines. Neither the rankings nor the standard college guidebooks measure the knowledge, skills, and abilities that students develop in college, and thus do a great injustice to the quality, complexity, and diversity of higher education in the United States, say Roger Benjamin and Richard Hersh of the RAND Corporation's Council for Education. Benjamin and Hersh are also concerned about the K-12 testing model that sets the same learning standards for all children and then imposes sanctions for failure, such as state takeovers of schools.

"The K-12 model has led to the tendency to reduce testing to what is easily measured. That has led to inappropriate coaching or even cheating on the part of some teachers and schools; narrowing the curriculum to just what is tested and confusing assessment designed for diagnostic purposes with the politics and economics of holding individual schools accountable," wrote Benjamin and Hersh in Peer Review, published by the Association of American Colleges and Universities (AAC&U).

Carol Geary Schneider, president of the AAC&U, sat with Richard Hersh on the association's panel that studied what kinds of learning students need for the 21st century. The panel produced a report, *Greater Expectations*, which cautioned against simplified assessment approaches.

"The panel does not believe that students' ability to find the right answers on multiple-choice test provides evidence that they are ready to undertake the kinds of complex analysis and learning they should do in college and find in their lives, societies, and work," said Geary Schneider.

Instead, it has advocated for a Value Added Assessment Initiative (VAAI) approach, which evaluates what students have learned during their college education by using writing samples rather than multiple-choice tests. Through a series of pre- and post-tests, the panel says that VAAI can measure selected student outcomes of undergraduate education in America. Their ultimate goal is to use assessment for positive reasons that will enrich the curriculum and produce higher levels of achievement.

Paul Lingenfelter, executive director of the association of State Higher Education Executive Officers (SHEEO) also has weighed in on the accountability issue, saying that the process should not be about specifying rewards and consequences for high or low performance; rather, the purpose of defining standards should be to improve performance.

"The objective of accountability systems should be to stimulate more effective, innovative approaches that improve performance," said Lingenfelter in *Change* magazine. He is not sure that criteria can be handled at the state or national level because of higher education's diverse missions.

"Postsecondary institutions provide remedial instruction, and also help students develop a range of skills such as the ability to analyze blood, design computer software, teach, or manage businesses," he wrote.

Lingenfelter says that accountability measures should establish a few clear, significant, measurable goals, and monitor progress. If existing practices are not achieving goals, then colleges should modify teaching and learning approaches and experiment with new ones.

Despite all of the debate, there has been much rhetoric and very little consensus on the subject of accountability. No one is sure what the costs or outcomes of these initiatives will be, but Congress is likely to continue applying pressure for performance measures as it considers new and existing legislation.

"The idea of accountability in higher education has been extremely important to members of our Committee as they move forward with the reauthorization of the Higher Education Act," said Alexa Marrero, press secretary for the House Education and the Workforce Committee. "While there may not be any specifics as to what 'accountability' will mean (i.e., we're not proposing a national test for college students), members of Congress are likely to frame the issue in this sense: What are taxpayers getting for their money?"

While some fret about this carrot and stick approach to funding higher ed, Marrero points out that the House is acting in good faith and has begun to reauthorize the HEA. The Education & the Workforce Committee approved two bipartisan bills aimed at improving teacher training programs (Title II of the HEA), and helping needy schools recruit and retain highly-qualified teachers in the high-demand subject areas of math, science, and special education. They increased the amount of student loan forgiveness available for these teachers from the $5,000 in current law to $17,500. The two bills are H.R. 2211, the Ready to Teach Act, and H.R. 438, the Teacher Recruitment and Retention Act.

But the issue of accountability remains on the table for now.

"As for the timetable for reauthorizing the rest of the HEA, Committee members expect to move several bills which will allow them to thoroughly and exhaustively examine the variety of issues in the HEA. Chairman Boehner has stated that he intends to reauthorize the Higher Education Act in the House of Representatives this year. I cannot speak for the Senate as far as what their timetable will be," said Marrero.

In response to the political pressure, some of the nation's largest public universities are now tackling the assessment question. At least 15 universities or statewide systems are involved in some form of trial assessment. This includes Oregon, where every campus in the university system is using 10 common indicators related to student success, graduation rate, and employability to measure system progress and set goals. Washington and South Dakota are also shifting to performance-based goals, as are Missouri and Ohio, where the governors have jumped onto the accountability bandwagon. Students at the City University of New York (CUNY) must pass a test that gauges reading, writing, and thinking skills before they can achieve third-year (junior) status. Some of these experimental initiatives could provide the basis for study and future recommendations by Congress.

"Right now the Committee is very open to proposals that will improve postsecondary education, including proposals to infuse higher education with accountability and transparency so that students choosing a college are well equipped with the data they need," said Marrero. "Committee members have reached out to the higher education community and have been committed to working together with all stakeholders in higher education to strengthen and improve our higher education system."

Still, there are those who fear that increased governmental oversight will hurt institutional autonomy and academic freedom. They say there is no groundswell of discontent over higher education that calls for an increased level of federal or state intrusion. There are additional concerns that the structural and financial differences of public and private schools and two-year and four-year schools, are too great to be subject to defining "standards by statue." As some have pointed out, it is the very diversity and decentralization that have made the American higher education system the best in the world. Tinkering with the system could weaken it, not strengthen it.

Marrero disagrees.

"At this point, it seems a little early for academicians to be opposed to what Congress is doing...since Congress has not yet proposed legislation," she said. "Additionally, it is important to note that accountability does not necessarily translate into 'increased governmental oversight.' The chairman has encouraged an open dialogue and is eager to work with members of the higher education community on reforms that will help students while preserving necessary institutional autonomy and academic freedom–two hallmarks of higher education in America."

Jane Nichols, chancellor of the University and Community College System of Nevada, hopes that accountability will bolster public confidence by communicating information about higher education. She envisions that the data may also help make the case for increased funding because it can show a measurable impact of what higher ed contributes to the state. But she cautions against a "one size fits all approach."

"Whatever methods you choose, you've got to make sure from the very beginning that the method is possible in your particular institution or state, because not all are possible," she said.

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Advocating for Day Laborers

Abuse by Employers All Too Common

by Sandra Gardner

When Julio Canas, a Salvadorean worker in Freeport, Long Island, finished a day of breaking up cement, not only were his hands "all busted up," as he put it, but he wasn't paid for his work. The employer who hired him promised to pay him the next day. But when Canas went to the street corner that served as a hiring site, the man never appeared. Later, Canas found out that the man had done this to 25 other day laborers.

Canas' story, which he related at a Congressional briefing on day labor in September 2002, is all too typical of the problems day laborers undergo. In addition to not being paid, day laborers face being abandoned at a work site, being paid less than the agreed-upon amount, being given bad checks in the form of payment, receiving no breaks or water at the work site, and being threatened and robbed. Not only that, but day labor work is difficult, irregular, and often dangerous. And day laborers are frequently harassed by police and local officials, who would prefer them not to be visible in the vicinity.

Despite its disadvantages, however, day labor does provide a foot in the work force door–sometimes the only one–for many newly arrived young Hispanic men.

"If you're a young Latino man who is undocumented, what are your options in the city?" says Dr. Edwin Meléndez, professor and director, Community Development Research Center, Robert J. Milano Graduate School of Management and Urban Policy, New School University, New York City. Meléndez is co-author of the report, *Day Labor in New York: Findings from the NYDL [New York Day Labor] Survey*, with Dr. Abel Valenzuela Jr., associate professor and director, Center for the Study of Urban Poverty, Institute for Social Science Research, University of California-Los Angeles.

Dr. Abel Valenzuela Jr.; associate professor and director, Center for the Study of Urban Poverty, Institute for Social Science Research, UCLA

Day laborers are people who gather at what's called a "shape-up site"–a street corner, empty lot, parking lot, or an official hiring site–to sell their labor for the day, hour, or a particular job to contractors looking for workers. Historically, the term "shape-up" was used in reference to the stevedores who lined up daily at docks and ports to "shape up" for being hired for the day. Today, those at the shape-up sites are overwhelmingly young Hispanic immigrant men, who often refer to themselves as *jornaleros*.

"Nobody has ever studied day laborers on the street corners," says Valenzuela, who estimates the numbers of day laborers in the country to range from one-quarter to one-half million, and increasing. Valenzuela is also the author of a survey of Los Angeles day laborers, implemented in 1999, from which the New York Day Labor survey originated. He is currently completing a book on the topic: *Labor for Sale: The Social and Labor Market Processes of Day Work*, to be published by Russell Sage Foundation in 2004.

Valenzuela and Meléndez's New York Day Labor research team randomly surveyed 290 day laborers at 29 sites (out of a total of 57 identified sites) throughout the metropolitan New York area. The survey found that one-third of day laborers were from Mexico, another third were from the rest of Central America, and the last third included workers from South America, as well as immigrants who were Caribbean, Puerto Rican, Dominican, Irish, Haitian, and Asian.

Day laborers are young and mostly recent arrivals (less than two years) in the U.S. About one-third of the workers surveyed did not have permanent housing. About half are single. A significant number are educated; almost one-third have more than 10 years of formal schooling. Some have even gone to college. In New York, unlike other areas, there are women day laborers–a little more than 5 percent of the total. The women primarily work as housekeepers, janitors, and factory workers; the men generally work in construction, painting, carpentry, and landscaping. Day laborers are mainly hired by small business owners, for construction and landscaping work.

In addition to lack of documentation, difficulties with English and no connection to the formal workplace system keep Hispanic immigrant men toiling in the day labor force. Then, too, day labor wages, negotiated between worker and employer, are usually better than the federal minimum wage of $5.15 per hour they can earn as a dishwasher.

The majority of day laborers surveyed earned between $7-10 per hour, while another 20 percent earned between $10-15 per hour. A typical "good week" is described as 3-5 days of work; a "bad week" is 1-2 days. Even under difficult conditions–poor weather or low demand–day laborer work may bring in greater returns when compared with minimal wage employment.

Some Hispanic immigrants turn to day labor after a stint in formal employment because of abuse from their employer.

"When you are undocumented, you are vulnerable. Abuse is widespread. The employer can overwork you, so you get fed up and go to the corner," says Meléndez.

But, as stated earlier, all too often, day labor doesn't guarantee immunity from abuse.

"They often don't report abuses because of fear of deportation," says Valenzuela.

There is also harassment from neighbors, police and town officials, wanting to force the job seekers off the streets. The creation of inside job sites or hiring hall centers, supported by some local governments, not only appeases the public, but makes life a little easier for the day laborers, providing a place to wait in relative comfort.

A number of groups, both national and local, are helping day laborers understand their rights and organize for better conditions, including hiring hall centers. And, though unionizing day laborers is difficult, due to the fluid nature of their work, some unions have expressed interest in organizing day laborers.

Carlos Canales, day labor organizer for the Workplace Project in Hempstead, Long Island, has traveled the hard road of the *jornalero*. After he came to the U.S. from El Salvador in 1986, first he worked as a day laborer in Houston, Texas, and then in New York City, working as a dishwasher, cleaning buildings, and offices.

"It's really hard to be a day laborer," he says. "They'd take me from the street in Houston and give me $40 for the day."

After he took the Workplace Project's course in basic labor rights, he became a member and worked as a volunteer for the organization. In 1999, he was named its day labor organizer. The organization's mission is to fight exploitation of Hispanic day laborers by empowering them to help themselves.

Pablo Alvarado, NDLON founder

"We just negotiated with a construction company for $39,000 in wages for eight workers," Canales says. He organized the workers to take action with letters, phone calls, faxes, and e-mails to the construction company. The workers called the local press, resulting in an article about the company's nonpayment of wages. After they threatened to distribute 1,000 flyers about the situation, the employer signed a contract with every worker.

"We're now in negotiations for the payment," says Canales, noting that several years ago, his organization won $60,000 for wage payments.

About 400 people have taken the Workplace Project's course in basic labor rights, dealing with discrimination, wages, unemployment insurance, sexual harassment, and being fired for no cause.

Twice a week, Canales goes to shape up sites to identify potential leaders, with an eye to organizing them and training them in the skills they need. The focus of his organizing plan is threefold: developing indoor employment centers where day laborers can wait in relative comfort; dealing with the aftermath of accidents at work; and collecting unpaid wages.

"We're educating them to pick up the fight," he says.

The Workplace Project is one of 18 organization members of the National Day Labor Network (NDLON), headquartered in Los Angeles. The network, created in 2000, is a collaborative among community-based organizations working for day laborers throughout the country.

Pablo Alvarado, NDLON's founder, worked as a day laborer in Los Angeles when he first immigrated to the U.S. in 1990. After hearing a radio announcement asking for Spanish literacy volunteers, which he'd done back in El Salvador, he organized a class in Pasadena. Half the students were day laborers and many brought their stories to class.

"So many employers hired them and didn't pay them that we began doing claims in the class," says Alvarado.

That was the beginning of his life's work. Alvarado began coordinating day laborer programs for the Institute of Popular Education in Los Angeles, which he helped found, and then moved on to coordinate the Day Labor Project for the Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA). Because day laborers tended to move north in the summer and back to California in the winter, Alvarado saw the need for creating a network to facilitate that mobility, so that the workers would have a place to go to find jobs.

"Then we found that day laborers faced the same problems in one area as another, so the network expanded," says Alvarado.

The 23-member national network has one major criterion for its day laborer service providers: they must engage the workers in their own decision-making process. One result of this engagement was the Day Labor Fairness and Protection Act, which came about after 50 roundtable discussions held at member organizations throughout the country last year.

"People documented the abuses day laborers suffer from on a daily basis and came up with a list of the most common, ranging from not being paid or being paid less than the agreed-upon amount, lack of breaks, food, water or toilet facilities, getting beaten up or abandoned at the work site," says Alvarado.

One of the organizations working with NDLON on the Act is the National Employment Law Project (NELP). NELP, founded in 1969, is an advocacy organization for low-wage workers, the unemployed, immigrant workers, and day laborers.

"The Day Labor Fairness and Protection Act would address the particular vulnerability of day laborers to workplace exploitation," said Luna Yasui, staff attorney for NELP.

Society's attitude toward day laborers is schizophrenic, says Yasui. "The economy relies heavily on immigrant workers, yet day laborers are a flashpoint for anti-immigrant sentiment. What you have is a highly visible work force in often affluent communities," she says. "People want to benefit from a low-wage work force, but they don't necessarily want to treat them well. They treat day laborers in ways we couldn't imagine because they feel they can distance themselves, that they're not part of their community."

Though some unions used to feel that day laborers were encroaching on their jobs, that feeling has changed, she says. "Over the past couple of years, organized labor has realized that the day laborers need these jobs."

Yasui feels that New York state has much more worker protective laws than many other states. The attorney general's Labor Bureau enforces New York State's labor laws. These include basic protections such as the right to receive payment of the agreed minimum wages and the right to workers' compensation and disability benefits insurance coverage, among other protections.

In 2001, New York's Attorney General Eliot Spitzer created a Day Laborer Task Force, to handle nonpayment of wages claims of day laborers. (Day laborer wage claims are also handled by the state's Department of Labor). The task force currently has about 50 open cases, mostly referred by local advocacy groups. Settlements for individual workers have ranged from $144 to more than $5,000. Last fall, for example, the task force reached a settlement for more than $75,000 to 18 Hispanic immigrant day laborers working on a public works project construction site in Long Island.

"Day laborers tend to get stiffed more regularly than other workers," says Patricia Smith, New York state assistant attorney general in charge of the Labor Bureau, who oversees the Day Laborer Task Force.

Alvarado is hoping that the Day Laborer Fairness and Protection Act, scheduled to be introduced in Congress this year by U.S. Rep. Luis Gutiérrez (D-Ill.), will help alleviate abuses that day laborers routinely face.

"For us, the bill represents our aspirations. It's a dream bill," he says. "That's what the day laborers want, and we're going to do whatever it takes to see that at least some of the provisions are enacted."

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SEPTEMBER 11

Two Years and Two Wars Later

by Mary Ann Cooper

Sept. 11, 2001, signaled the end of innocence for Americans as well as citizens from the 80 countries represented by the victims of the attack. Hispanic and Latino families were hit especially hard by the tragedy.

By mid-October 2001, the National Hispanic Leadership Agenda in New York City estimated that more than 1,200 people of Hispanic or Latino birth or heritage died in the Twin Towers attacks. A month earlier, the Red Cross put the number at more than 1,600. While many Hispanic victims were white-collar professionals, some worked in The Windows of the World restaurant and others in building services. Language barriers and a fear of authorities because of immigration issues forced some families to grieve in silence, and not add the names of their family members to the lists of the honored dead.

Sept. 11 was only the beginning of the sacrifices all families, including Hispanic families, would be called upon to make. First in Afghanistan and then in Iraq, families would be asked to send their sons and daughters to war. Again, Hispanics would be hit hard–serving on the front line in disproportionately higher numbers.

Here is a month-by-month chronicle of how one of the darkest days for America set the stage for what would come with the March winds of war in 2003 and beyond.

Photo © Department of Defense

President George W. Bush (left) and Secretary of Defense Donald H. Rumsfeld (right) view the damage at the Pentagon on Sept. 12, 2001.

September 2001

As the country reeled from the sorrow and shock of the horrific images of falling buildings in New York, a burning Pentagon in Washington, and a downed plane in Pennsylvania, a steely determination formed to think beyond the immediate problem of breaking the back of al Qaeda in Afghanistan. After the attacks, the Latin Grammys scheduled for that evening were cancelled. On Sept. 14, recording artists stranded in Los Angeles because of the suspension of flights held a benefit concert for the Red Cross and New York Disaster Relief Fund. Inside the White House, there was talk of confronting terrorism in other areas, including Iraq. News of an unmanned U.S. plane shot down in the southern no-fly zone near Basra on Sept. 11 did not go unnoticed in Washington. The terrorist attack was the first step on the road to war in Iraq.

October 2001

The United States began air strikes against the Taliban and Osama bin Laden's al Qaeda terrorist network in Afghanistan. The Bush administration had John Negroponte, U.S. ambassador to the United Nations, personally deliver a warning to Iraq's senior U.N. envoy that if Iraq tried to help anti-coalition forces in Afghanistan or invade its neighbors, military action against Iraq would follow. Gloria and Emilio Estefan gathered celebrities, including Ricky Martin and José Feliciano, to record "El Ultimo Adios" (Last Goodbye) as a tribute to the victims, with proceeds designated for the American Red Cross and United Way. The first public performance of "El Ultimo Adios" was a serenade for President Bush at the White House celebration of Hispanic Heritage Month, Oct. 12.

November 2001

The U.S. launched an investigation into anthrax terrorism attacks in New York and Florida. Bush administration officials began to speculate that Iraq could be linked to this and to the Sept. 11 attacks as well. Speculation was rampant that Iraq was a new target in the war on terrorism. American Airlines Flight 587 enroute from JFK Airport to Santo Domingo crashed in Queens, N.Y., terrorizing families in a neighborhood where many Sept. 11 victims lived. Two of the 260 people killed in the crash had escaped death in the Sept. 11 attacks: Felix Sánchez had quit his job at Merrill Lynch on Sept. 10: Yolanda Mayor escaped on the day of the attacks from the ground floor restaurant where she worked in the World Trade Center (WTC) complex.

December 2001

The Washington Times reported that John Walker Lindh, an American fighting with the Taliban forces, captured in the Mazar-e Sharif uprising, had told his interrogators that al Qaeda was planning a major biological attack in the U.S. in a matter of days to correspond with the end of the Muslim holy month of Ramadan. Secretary of State Colin Powell said, "Regime change would be in the best interest of the Iraqi people." *The New York Times* reported that the Bush administration had failed to find evidence to link Saddam to the anthrax attack. The New Jersey Mental Health Institute released a report urging Hispanic families to reach out for help this holiday if they were affected by the Sept. 11 attacks or the crash of Flight 587.

January 2002

The president's intention to expand the war on terrorism was clear during his State of The Nation speech when he named Iraq as one of three nations constituting an "axis of evil" aiding and abetting terrorism. He also named Iran and South Korea as terrorist allies. CNN reported that a statue based on a photo of a flag-raising at the World Trade Center site was courting controversy because the three White firefighters in the original picture were changed into one White, one Black, and one Hispanic. A lawyer representing the original three said his clients were "disappointed because it's become something that is political as opposed to historical."

February 2002

The United Nations reported on Feb. 5 that Iraq offered to have a dialogue without "preconditions" with U.N. Secretary Kofi Annan. The CIA admitted it had no evidence suggesting that Iraq had been part of any terrorist activities against the U.S. for more than 10 years. Meanwhile, the University of Chicago released a survey concluding that Hispanics as a group reported twice as many symptoms of stress related to the Sept. 11 attacks as those without Hispanic heritage. The survey also reported that Hispanics were more likely to report discarding their mail (34 percent vs. 19 percent) and having avoided crowds (37 percent vs. 15 percent).

Photo © Department of Defense

An F/A-18C Hornet is launched from the aircraft carrier USS Carl Vinson (CVN 70) in a strike against al Qaeda terrorist training camps and military installations of the Taliban regime in Afghanistan on Oct. 7, 2001.

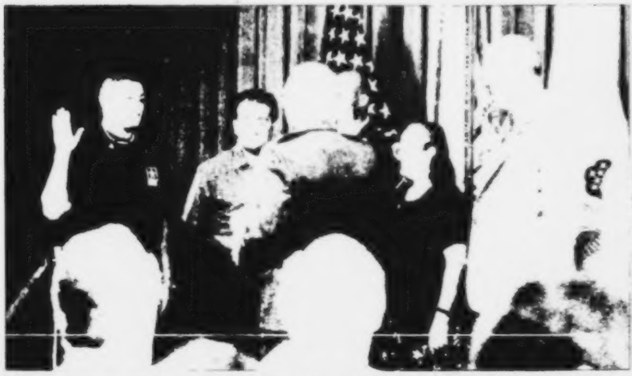

Photo © Department of Defense

Pvt. Rodrigo Vásquez (left) is sworn into the U.S. Army by Maj. Gen. Dennis Cavin as Vásquez's parents (center) and Secretary of the Army Thomas White (far right) watch during a ceremony in the Pentagon.

March 2002

Iraq asked Kofi Annan whether the U.S. aggression toward Saddam Hussein was a violation of international law. Hispanic American organizations and lawyers in Washington and Southern California received hate letters with white powder in the envelopes. The powder later tested negative for anthrax. Forty organizations received threatening letters, including the Washington offices of the League of United Latin American Citizens, ASPIRA, and the Southwest affiliates of the National Council of La Raza.

April 2002

As of April 1, known GI's of Mexican descent killed in action were Cpl. José A. Garibay, Cpl. Jorge A. Gonzales, Cpl. Jesús Alberto Suárez de Solar and Pfc. Francisco A. Martínez Flores. Another Mexican-American, Spc. Edgar Hernández, was listed as a POW. His mother told reporters, "He is strong, because he has a lot of faith." Saddam suspended oil exports to protest Israeli military actions in the West Bank. The Associated Press reported that Islamic militants, including al Qaeda trained fighters, were operating out of northern Iraq. Officials in Santo Domingo announced they would erect a memorial in their city for those who died in the 2001 explosion of Flight 587 last year.

May 2002

The United States showed the Security Council of the United Nations what they called evidence that Saddam was developing long-range missiles and was in violation of international sanctions. For the first time, Cinco de Mayo was officially celebrated in the Big Apple. It was speculated that Iraq still possessed between one and three-dozen Scud missiles, which could be used to carry weapons of mass destruction. Talk in Washington shifted to the very real possibility that a U.S.-led military invasion would probably be put off until next year. Army Gen. Tommy Franks told the president that the invasion would require at least 200,000 troops.

June 2002

On June 1, the president insisted, "Containment is not possible when unbalanced dictators with weapons of mass destruction can deliver those weapons on missiles or secretly provide them to terrorist allies." In mid-June, Capitol Hill authorized the CIA to conduct covert operations to remove Saddam Hussein from power. CIA Director George Tenet reportedly told the administration that a covert plan had only a 10 to 20 percent success rate unless military, economic, and diplomatic pressure were directed against Saddam as well. The Puerto Rican Day Parade in New York City featured a memorial to the victims of Sept. 11

and chose Nicholas Estavillo, New York Police Department chief of patrol, and the parade's grand marshal, to represent the police officers who perished.

July 2002

Taliban sympathizers assassinated Haji Abdul Qader, vice president of the provisional government. The government and the attorneys for Taliban supporter John Walker Lindh reached a plea agreement. New York City ended the official search for human remains at the WTC's Ground Zero, having removed 1.62 million tons of rubble in 10 months. President Bush approved a plan to allow green card holders on active duty to apply immediately for citizenship, waiving the usual three-year period. The House passed a Homeland Security bill.

August 2002

The Bush administration reintroduced the claim that Sept. 11 terrorist Mohammed Atta had met with an Iraqi agent, drawing the link between Saddam Hussein and the WTC attacks. The BBC announced that its Spanish Service would present a one-hour TV special examining Sept. 11 and its aftermath from a Hispanic perspective. *The Washington Post* reported that some top ranking al Qaeda were hiding in Iraq. Administration lawyers announced that the president could launch an attack on Iraq without further approval from Congress, as a 1991 resolution gave the president power to conduct war in the Persian Gulf.

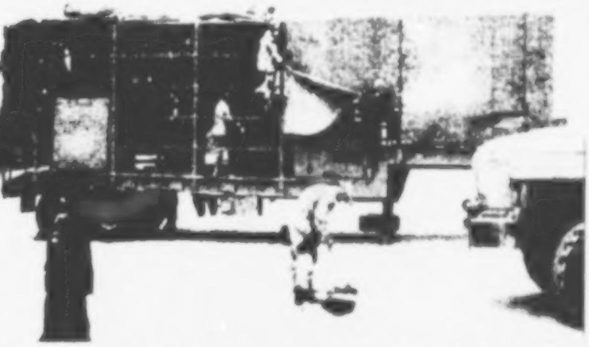
Photo © Department of Defense

Members of a mobile exploitation team examine a vehicle that was recovered by U.S. forces in northern Iraq in late April.

September 2002

Iraq agreed to allow inspectors back without imposing any other conditions. The New California Media and USC's Annenberg Institute for Justice and Journalism reported that 73 percent of Hispanics surveyed said they felt a greater sense of community and understanding in California after the events of Sept. 11. The administration and the British government were working out details for the U.S. to build shelters on the island of Diego García in the middle of the Indian Ocean so that U.S. B-2 bombers could operate from there.

October 2002

At the National Hispanic Prayer Breakfast, President Bush paid tribute to Hispanics in the military, singling out Master Gunnery Sgt., Guadalupe Denogean, a 25-year veteran wounded in Iraq. Denogean received a Purple Heart and took his oath of citizenship while recovering in the hospital. With the November elections weeks away, Congress adopted a joint resolution giving the president the right to use military force "against the continuing threat" posed by Saddam's regime. Oct. 10, the House voted for the measure 296 to 133; the Senate, 77 to 23. On Oct. 11, inspectors were still not in Iraq, but the Pentagon began moving its headquarters staffs into Kuwait.

Photo © Department of Defense

A U.S. Air Force B-1B Lancer bomber takes off on a strike mission against al Qaeda terrorist training camps and military installations of the Taliban regime in Afghanistan, during Operation Enduring Freedom.

November 2002

Iraqi Vice President Taha Yassin Ramadan warned Americans preparing for war they would be "sent to hell" if they invaded his country. The president was buoyed by the mid-term elections. Republicans now controlled both houses of Congress and the presidency for the first time in 50 years. According to the Pentagon, 122,500 Hispanics, nearly 50,000 of Mexican descent, were enrolled in the military–8.7 percent of the total force. The Security Council unanimously passed resolution 1441, and Hans Blix said an advance team of inspectors would be in Baghdad by Nov. 18. As the month ended, the U.N. inspection team began its task in Iraq.

December 2002

The Pentagon drew up plans to inoculate 350,000 to 500,000 of 1.4 million active duty service members against smallpox. Turkey's Prime Minister Abdullah Gul announced that Turkey had made no commitment to coalition forces on use of airspace or bases in a war with Iraq. The U.N. Security Council approved a resolution giving Iraq another 30 days to turn over data about its programs for developing ballistic missiles and weapons of mass destruction. A Pew Institute poll revealed that an overwhelming majority of Hispanics born in the U.S. supported going to war with Iraq. Of Hispanics not U.S.-born, half supported the war, and a third opposed it.

January 2003

The U.K. newspaper *The Scotsman* reported that U.S. special forces teams composed of Hispanics disguised as Arabs had moved into Iraq as a pre-invasion force. By mid-January, senior members of Hamas called upon Iraqis to defend themselves against invasion by recruiting suicide bombers. Four of the seven Navy ships based in Virginia Beach headed out to sea. Leaders from Egypt, Jordan, and Turkey appealed to Saddam Hussein to cooperate fully with the United Nations to prevent war. He rejected their pleas. Anti-American protests inflamed the Middle East. U.S. hopes to hold Saddam to the deadline in resolution 1441 faded.

February 2003

The Columbia shuttle broke up as it re-entered the atmosphere. All astronauts on board perished. Secretary of State Colin Powell said he wouldn't be presenting a "smoking gun" to the General Assembly when he stated the case for disarming Iraq. The Bush administration changed the national terrorism

Photo © Department of Defense

President George W. Bush (right) announces his $74.7 billion wartime supplemental budget request in the Pentagon on March 25, 2003, as Secretary of Defense Donald H. Rumsfeld (center) and Deputy Secretary of Defense Paul Wolfowitz look on.

threat level from yellow (elevated) to orange (high). Saddam Hussein told Dan Rather in a televised interview that he would rather die than go into exile. A Pew Institute survey revealed that although Latinos are 13 percent of the U.S. population, they comprise nearly 18 percent of the military personnel who most directly handle weapons, and 14 percent of the Marine Corps.

March 2003

President Bush gave Saddam two days to get out of Iraq or coalition troops would come into Iraq and remove him. The Pentagon conducted what was dubbed a "decapitation attack" on an Iraq location, suspecting high-ranking Iraqi leadership figures including Saddam Hussein and his sons Qusay and Uday were sleeping inside. Hasan Akbar, 32, combat engineer with the 326th Engineer Battalion of the 101st Airborne Division, was taken into custody, accused of launching a grenade attack against his fellow soldiers. Iraqi guerrillas ambushed 12 U.S. soldiers. Al-Jazeera TV broadcast images of U.S. prisoners of war and soldiers killed in the ambush. An Iraqi missile struck Kuwait City.

April 2003

POW Jessica Lynch was rescued from a hospital in Nasiriyah after coalition forces received a tip about her whereabouts from an Iraqi civilian. The battle of Baghdad ended with the U.S. taking control of the city. U.S. forces helped Iraqi citizens tear down a statue of Saddam Hussein in the middle of Baghdad. People ran through the streets, ransacking and looting government buildings. The U.S. released a list of Iraqi "most-wanted." Saddam Hussein was the ace of spades in a 55-card deck of those sought. Seven American soldiers listed as POWs were rescued in Iraq. U.S. authorities in Iraq apprehended Deputy Prime Minister Tariq Aziz.

May 2003

The Saudi government offered an $80,000 reward for information leading to the apprehension of 19 men, most of them Saudis believed to be plotting a major terrorism attack in the country. A few days later, bomb blasts rocked three civilian neighborhoods in Riyadh. Two Hispanic U.S. Marines among the first U.S. troops killed in the Iraq war were posthumously awarded U.S. citizenship–California permanent residents José Gutierrez from Guatemala and José Angel Garibay from Mexico. Zacarias Moussaoui claimed he was innocent of Sept. 11 involvement because he was training for an al Qaeda plot against a different country.

June 2003

The Department of Homeland Security estimated that more than 6,000 immigrants, including Hispanics, serving at the U.S. Army were able to become naturalized American citizens because of a presidential order streamlining the process. An estimated 50,000 immigrants were serving in the armed services and eligible. Embedded Hispanic reporter Juan Tamayo, *Miami Herald*, speaking at a meeting of the National Association of Hispanic Journalists, said: "The first rule about war is don't believe everything you hear. First reports are always wrong. One of the good things about embedding is the ability to get information from people on the ground."

July 2003

President Bush conceded that the U.S. faced a "massive and long-term undertaking" in Iraq, even though formal fighting was over. The White House announced that the government will accumulate $19 trillion in new debt over the next five years. U.S. troops raided a safe house, killing Saddam Hussein's sons Uday and Qusay. Their dead bodies were displayed on television. A Congressional report concluded that the government missed opportunities to stop the Sept. 11 disaster from occurring. President Bush was criticized for remarks made in the president's state of the union speech justifying the Iraq war because of a nuclear threat posed by Saddam Hussein.

August 2003

The Department of Homeland Security reported that applications for work permits, permanent resident status, and citizenship are backlogged and increased from 29 million in February 2001 to 5 million this year. The Bush administration maintained that there were compelling reasons for going to war in Iraq, even if weapons of mass destruction are never found. Ridding the region of Saddam Hussein would bring stability to the Middle East and reduce the terrorism threat to America. Legal advocacy groups filed papers in federal court to challenge the constitutionality of the USA Patriot Act. In the 100 days since President Bush declared an end to the conflict in Iraq, the U.S. has suffered 119 casualties.

Photo © Department of Defense

A cloud of dust and smoke billows out from a building hit with a TOW missile launched by soldiers of the Army's 101st Airborne Division (Air Assault) on July 22, 2003, in Mosul, Iraq. Saddam Hussein's sons Qusay and Uday were killed in a gun battle with coalition forces.

Latinos Take to the Sea

Thrive in Marine Science at Western Washington

by Jo Collinge

Shawn M. Arellano was attending the University of Kansas. She had just decided to change her graduate school plans from pharmacy to biology.

"I wasn't sure about marine science and had only been curious about it before," she recalls. "I am from Kansas, after all." Then a fellow student raved about MIMSUP, the Minorities in Marine Science Undergraduate Program that she had attended the year before at Western Washington University's Shannon Point Marine Center.

That was three years ago.

Today, Arellano is in the Ph.D. program at the University of Oregon's Institute of Marine Biology, doing field research by submersible on a deep-sea mussel that lives at the cold seeps in the Gulf of Mexico. The Shannon Point experience "totally changed my life," she says. "If it hadn't been for the program, and especially the encouragement, support, and help of the Shannon Point faculty, I would not have known anything about marine science, would not have pursued it, and would not be where I am today."

Arellano's enthusiasm is shared by ethnically diverse students from universities across the country who have come to the Northwest corner of Washington for an intense exposure to marine science from January to June each year.

Each class is limited to eight selected from at least three times that many applicants. Participants do field and laboratory research, engage in outreach to local schools, and make presentations to prestigious scientific gatherings.

National Science Foundation funding provides each student with one round-trip from their home institutions; tuition and fees for the two-quarter, 31-credit program; housing; and a work-study stipend, earned by teaching marine science in K-6 classrooms, to cover food. Participants have individual rooms in a motel-style dormitory. They share a large common kitchen and spacious lounge in an adjacent building that resembles a rustic lodge.

Overlooking an arm of Puget Sound, Shannon Point Marine Center offers MIMSUP participants full use of its sophisticated analytical laboratories, wet laboratories with running seawater, and a six-vessel academic research fleet. Moreover, they meet with marine science experts in various fields, and share the knowledge and skill, which has brought Shannon Point faculty numerous marine science research grants.

In a mid-March White House ceremony, Shannon Point director and MIMSUP founder Stephen Sulkin accepted the 2002 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

Nancy M. Aguilar was one of the first to experience this rare opportunity as a member of the inaugural MIMSUP class in 1998.

She received her Ph.D. from the Scripps Institution of Oceanography in 2000 and has started her second postdoctoral research program at the University of California-Irvine where she uses DNA microarrays to study patterns of genomic evolution in laboratory selected lines of the E. coli bacteria.

Alfred González III, who completed the Shannon Point program in 2002, received his environmental studies degree from the University of California-Santa Cruz and his master's from Yale. He is now a biology instructor at Evergreen Valley College-San José, Calif. and a campus leader in recruitment, retention, and matriculation of Chicano and Latino students.

Just under half of MIMSUP participants since 1998 have been Latino/Hispanic; the rest have been African American, Pacific Islander, and Native American/Alaskan Native.

Of 105 participants since the program's inception, 75 have received bachelor's degrees with most of the rest nearing completion. Of those with bachelor's degrees, 42 percent have received, or are seeking, master's degrees; 12 percent are pursuing professional degrees in fields such as medicine; and 10 percent have completed or are seeking Ph.D.s. Two are in postdoctoral internships.

Enthusiasm for the program is also strong at the highest levels of the scientific community and has brought national honors.

In a mid-March White House ceremony, Shannon Point director and MIMSUP founder Stephen Sulkin accepted the 2002 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. Shannon Point was one of six institutions in the nation the president honored for achieving "remarkable" increases in "participation of minorities, women, and disabled students" in scientific fields. The National Science Foundation administers the award, which carries a $10,000 grant.

The following day, also in Washington, D.C., MIMSUP director Brian Bingham received a Management Excellence Award from the National Oceanic and Atmospheric Administration (NOAA). One of six people in the nation NOAA honored for research and community endeavors related to coasts and oceans, Bingham was specifically cited for "promoting diversity." Last October, he received the national Role Model Award from the nonprofit education organization Minority Access Inc. for his MIMSUP leadership.

Judging from their home locations, some of this year's students seem unlikely candidates for marine science careers.

Rachel Garcia is a senior at the University of

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Daniel Penttila (left), a fish biologist with Washington State's fish and wildlife service, one of many guest lecturers brought in to share their field experience, works with Adriana Campos and Lisa Marko.

Lisa Blankenship

Students in boat embark on their first field research trip.

The MIMSUP class of 2003 learns from Daniel Penttila (lower left). (l. to r. around the table: Adriana Campos, Lisa Marko, Rachel Garcia, Monica Ponce, Francisco Soto, Inia Soto-Ramos, and Eddie Whitehead)

Rachel Garcia

Overlooking an arm of Puget Sound, Shannon Point Marine Center offers MIMSUP participants full use of its sophisticated analytical laboratories, wet laboratories with running seawater, and a six-vessel academic research fleet.

(l. to r.) Monica Ponce, Lisa Marko, and Inia Soto-Ramos

Photos by Brian Bingham

Texas-El Paso, "a 13-hour drive from the nearest coast," she notes. She dreamed of a marine science degree "but it's hard to do in the Chihuahuan Desert," she says with a grin. "Aside from the Río Grande, there isn't much water to study."

Monica Ponce, a senior from Bemidji State University in northern Minn., plans to graduate in May with degrees in biology, aquatic biology, and Spanish. Junior Lisa Marko transferred to Western's Huxley College of the Environment from a Cheyenne, Wyo. community college after changing her major interest from art to terrestrial ecology. Now she has her eye on a Ph.D. in marine toxicology.

When Georgian Eddie Whitehead donned a yellow slicker to dredge the bottom of Burrows Bay near Shannon Point's home of Anacortes, Wash., it was only the second time he'd ever been on a boat. But he was hooked. "There are so many colors," he said. "Everything's so alive."

Others came from locations that, at least geographically, are more likely to produce an interest in marine science.

Lisa Blankenship, a fourth-year Huxley student, has been "on boats as long as I can remember." Her family, members of the Tsimshian tribe, has fished from their Sitka, Alaska, home for decades. But she is the first to "study the science of it." She hopes to get a master's and go into fisheries management to help her Alaska family and neighbors preserve and enhance a dwindling resource.

With the program well established, many students learned about it from classmates who were earlier participants. That's how Francisco Soto and Inia Soto-Ramos, both from the University of Puerto Rico, came to be at Shannon Point. So did Adriana Campos, a senior from Texas A&M University-Corpus Christi who enjoyed the outreach work with local schoolchildren, a natural for someone who volunteers in a program for latchkey children back home.

Through a network of faculty members throughout the country, MIMSUP director Bingham has also sought out candidates for the competitive program. Blankenship is a case in point. "He e-mailed me about this my freshman year," she recalls. "He suggested it again my sophomore year when I took a course from him." She completed the program as a senior.

Bending over trays of fish and watching sea creatures hatch under microscopes, students spoke of their first months at Shannon Point. Each responded slightly differently, but they were unanimous in their view of the program's highlights.

"Traveling to a different place, meeting different people from different cultures from all over the country," says Soto-Ramos, echoing what others have said is a key program strength.

They all agreed that presenting their research before professionals in the field, such as at a national meeting of the American Society of Limnology and Oceanography and a regional NOAA facility, has been "scary" or "stressful" but "exciting," deeply satisfying, and confidence-building.

Lisa Marko and Inia Soto-Ramos examine a sea creature.

"It's the greatest feeling," Francisco Soto recalls, "standing up in front of all those Ph.D.s, sharing your thoughts."

While many factors contribute to the success of the program, Shannon Point director Sulkin believes "the essential element is that we set high standards, then work hard with the students to assure that every participant can meet them. This requires substantial commitment of faculty and staff time and effort, but the results are worth it."

Students and graduates agree. "Getting to meet the teachers, the mentors, the students in the program who come back to talk to us, the professionals in the field who come in to work with us," Ponce says, "shows us how they got where they are, and the steps it took to get there. It gives us all confidence that we can do it too."

The admiration is mutual. "It's a treat to work with such motivated students who go on to do quite amazing things," Bingham says. He believes the program is important, not just for the participants, but because "they are pioneers and role models for the next generation. Together, they will take on environmental issues that are vitally important to the future of this country."

Close connections with faculty and fellow students don't end when MIMSUP alumni return to their home institutions or go forward in their careers.

A case in point is Nancy Aguilar, first in her family with a Ph.D. Relatives hoped she would become a medical doctor instead.

"MIMSUP gave me the courage and knowledge to push myself beyond my preexisting boundaries and to make a new path for myself," she says. "Barriers to higher education that exist within our own cultures are rarely discussed. The MIMSUP 'family' of students and alumni is an environment where people can share their stories about how they maintain harmony between their science and their culture."

"Shannon Point is an example of what Western stands for," says Western President Karen W. Morse, "an excellent undergraduate learning experience, including the opportunity for research undertaken with strong faculty mentoring. Under the leadership of Dr. Sulkin and Dr. Bingham," she adds, "the Minorities in Marine Science Undergraduate Program also demonstrates the importance of multicultural education at Western, our commitment to diversity in both programs and people, and our faculty's ability to create innovative programs to fulfill that commitment."

Many more students will have the opportunity to share the Shannon Point experience.

Last November, the National Science Foundation provided an additional $863,000 grant to continue the program for at least five more years. NSF has supported the program since Sulkin devised MIMSUP 13 years ago and brought Bingham to Anacortes as MIMSUP director.

For more information on Shannon Point and the Minorities in Marine Science Undergraduate Program, see http://www.ac.wwu.edu/~spmc/

Jo Collinge is assistant director of university communications at WWU.

The Dissertation Fellowship for Minorities

One Route to Diverse Faculty

by Michelle Adam

In a nation where approximately 3 percent of all full-time instructional faculty and staff is Hispanic, and only 15 percent by minority populations as a whole (National Center for Education Statistics, 1998), it is no wonder that schools like Marquette University, in Milwaukee, Wis., are seeking alternative ways to build a more diverse group of educators.

Recently, Marquette established the Arnold L. Mitchem Dissertation Fellowship in an effort to support minority Ph.D. candidates who may one day add to the pool of diverse faculty nationwide. The program is designed to help increase the presence of underrepresented racial and cultural groups in the U.S. professoriate by supporting doctoral candidates in completing their dissertations.

"We at Marquette, as with a lot of campuses, have struggled to attract professors who represent the varied faces of America," said Dr. Christine Firer Hinze, chair of the committee for the fellowship program. "This is an ongoing developmental issue in higher education today–how to responsibly incorporate people who represent all of U.S. citizenry into our faculty body. We hope to do our little bit toward the larger professoriate."

The Mitchem Fellowships will provide one year of support for doctoral candidates who are well into writing their dissertations, and who need both time and money to help finish their Ph.D.s. Fellows will spend a year in residence at Marquette, during which they will only have to teach a course for one semester in their specialization. They will interact with faculty mentors and undergraduate students, and devote energies to completing their dissertations.

Marquette University will select two fellows from a pool of candidates for its autumn 2004 semester. Those chosen will receive financial support, which includes a stipend, fringe benefits, research and travel money, totaling approximately $36,000. They will become part of this new program, named in honor of Dr. Arnold L. Mitchem, a Marquette alumnus who founded the school's Educational Opportunity Program and directed it from 1969 to 1986. Mitchem, an internationally recognized champion of educational opportunity, is now president of the Council for Opportunity in Education in Washington, D.C.

"His vision was justice through excellence, creating high standards and preparing people for excellence," said Hinze.

In providing Ph.D. students with a stipend and a year to focus on their dissertations, Marquette hopes to help more minority students complete their graduate work in a timely manner. As Hinze explained, doctoral students may receive support during their course of study, but then often have a hard time finding the money and time to complete their dissertations. Also, minority students who receive teaching positions in order to finance their final year of writing are often required to take on greater roles in teaching than Marquette requires, and serve as mentors, speakers, and committee members on campus.

"People who are talented and working on dissertations are often pulled in different directions. They have a need to get the professional side of their writing done. They need the money and time to do so," said Hinze. "We ask the fellow to just teach one class in their area of specialization and then to spend the rest of the time free to do their dissertation writing. We also give them support within the university setting, and try not to overwhelm them with work."

While Marquette would love to provide Mitchem scholars with faculty positions upon completion of their dissertations, it's hard to assure that a position will be open at that time. More than anything, this program is meant to help increase the pool of diverse faculty, no matter where the graduating fellows choose to teach.

Hinze noted that as a Catholic school, Marquette's "historical roots have not been diverse." Within a total of 11,042 graduate and undergraduate students, 16.4 percent of students are of minority background, but only 2.76 percent are Hispanic. Also, Hispanics make up merely 16 of 1,027 faculty members.

"A lot of Catholic schools have been trying to work on this," she said. "This is something new to Marquette, but not to the higher education scene in general."

The University had initially hoped to have its first fellows begin earlier. However, due to limited applicants (10-15) and with those selected opting to go with other programs, the school has deferred its fellowship until fall of 2004.

"It was our first year and a lot of people didn't know about the fellowship," said Hinze. "We also want to make sure that the fit between the fellow and the faculty mentor is a good one. In some cases, people are working in areas where we don't have faculty to mentor them."

The Williams Program

Programs like Marquette's are definitely not new to universities. Marquette was greatly influenced by the Gaius Charles Bolin Fellowship Program established in 1985 at Williams College in Western Massachusetts. The Bolin Fellowships were also intended to encourage minority graduate students to pursue careers in college teaching. The Fellowships offer a stipend of $26,500 to two minority Ph.D. students in the humanities, or in the natural, social, or behavioral sciences. In exchange, fellows teach a course for one semester and spend the rest of the time writing their dissertations.

Although Williams does not have a graduate school, it wanted to bring more minority fellows and mentors to its campus. "I think that the dissertation fellowships have been a very positive experience for our students," said Nancy McIntire, assistant to the president for affirmative action and government relations at Williams.

Marquette was greatly influenced by the Gaius Charles Bolin Fellowship Program established in 1985 at Williams College in Western Massachusetts.

When the fellowship was first started, about 10 percent of all faculty was minority, whereas today, approximately 15 percent of faculty is minority. "It's still a small number of minority professors, while our minority students make up close to 30 percent of our campus," said McIntire.

When Williams launched its program, McIntire recalls there were very few similar fellowships offered. Now, however, "over the past six years, we know we are in competition with other schools. While there has not been a huge growth in new programs–it's not necessarily something that a lot of schools can financially do–there are other places that have started the same programs, like the five colleges (Amherst, Mount Holyoke, Smith College, Hampshire College, and the University of Massachusetts) and Dartmouth."

Dartmouth established its first fellowship for African Americans in 1991, a Native American fellowship in 1993, and created the César Chávez Fellowship for Hispanics in 1994. Here, all students are given a stipend of $25,000 per year, plus additional funds for research. Although Dartmouth fellows aren't required to teach, they are encouraged to participate in the local community.

"I think there is a growing need for minority graduate fellowships," said Kerry Landers, assistant dean of graduate students at Dartmouth. "These fellows usually add to the community, from being on panels to working with undergraduate students. We've had a great experience."

It's hard to track the proliferation, if any, of minority dissertation fellowships, says Landers, but the need for fellowships is definitely growing.

Penn State's Fellowship

Pennsylvania State University recently launched a minority dissertation fellowship in recognition of that need. The school introduced its Behrend Dissertation Fellowship to support graduate students working on dissertations in which minority issues are addressed. Although the school received 18 strong applications, the student it chose decided on another program, after having accepted Penn State's offer. As a consequence, the other candidates lost their opportunity, and the fellowship was deferred for a year.

"Top people have a chance to shop around, and not in a way that is fairest to all candidates," said Tom Wortman, special projects assistant to the campus executive officer and dean.

"Places like ours struggle a lot in getting people in front of the classroom from underrepresented groups. We have a hard time getting people with minority experiences into our faculty pools," said Wortman. "There has been a lot of talk about diversity. We decided to stop talking so much," he said, "and to put our money where our mouth was."

Penn State's fellowship program was inspired by the Ford Foundation, known for providing minority graduate fellowships for quite some time now. Since 1979, the Ford Foundation Fellowships for Minorities program has given more than 1,500 grants to minority scholars in an effort to increase their numbers. This past year alone, it offered 35 dissertation fellowships of $21,000. Individuals were selected based on their superior scholarship and great promise for future achievement as scholars, researchers, and teachers in institutions of higher education.

While the Ford Foundation has built a solid history around offering graduate fellowships for minorities, a place like Marquette University is just getting its feet wet.

"It's an interesting phenomenon that this kind of program has been growing in this country," said Hinze. "We are a good example of this, and we are learning as we go."

Loyola Chicago's Teacher Program Helps Bridge the Gap in Hispanic Communities

by Frank DiMaria

Like most parts of the United States, the Chicago area is in dire need of teachers. And the need for Catholic school teachers in the area is even more desperate.

In an attempt to serve the under-resourced elementary schools in the Archdiocese of Chicago, Loyola University Chicago launched a program through which recent college graduates pursue a master's in education at no cost and are eligible to become certified teachers in Illinois if they commit to teach for two years in elementary schools within the diocese while earning their degree.

The prime beneficiaries of this program are the cities of Cicero and Berwyn, on the outskirts of Chicago, and two neighborhoods within the Chicago city limit called Pilsen and Little Village, all of which have very large Hispanic populations.

Participants in LU-CHOICE (Loyola University Chicago Opportunities In Catholic Education) teach in 11 elementary schools while attending Loyola University's School of Education as graduate students. In addition to earning a master's degree, participants who successfully complete the program are eligible to receive an Americorps Education Award, which may be used to pay off college loans or for further education, and are also eligible for loan deferment while participating in the program.

Jen Kowieski, director, LU-CHOICE

"LU-CHOICE serves the Archdiocese of Chicago by putting highly motivated, well-educated young adults in the classrooms of Catholic schools while providing participants a highly supportive environment that develops their teaching skills," says Jen Kowieski, director, LU-CHOICE.

LU-CHOICE is open to individuals holding a B.A. or B.S. who are not certified teachers. Participants need not be Catholic, but must be comfortable with and willing to live and work in a Catholic community. LU-CHOICE is built upon three components–professionalism, community, and spirituality. To fulfill the professional component, participants serve as full-time teachers in elementary schools of the Archdiocese of Chicago. To fulfill the community component, participants live together in small groups, and to fulfill the spiritual component, participants share their faith with their fellow teachers.

The Archdiocese of Chicago benefits by gaining hard-to-find teachers. Program participants benefit by saving nearly $20,000 in tuition, about the cost of a master's in education from Loyola University (excluding books, room and board, and other expenses). Although on the surface it would appear to be a free ride, those running the program offer a somewhat different opinion.

Dr. Margaret Fong, dean of the School of Education, says that the participants "are earning every penny, because it's mutual." And Kowieski believes that the participants are motivated by more than a free degree. "The applicants that we chose, the men and woman, are not doing it to earn a free degree." They are doing it, says Kowieski, "because they truly feel called to serve as teachers in Catholic schools. It's a win-win situation," says Kowieski.

On completing the program, participants are free to seek employment in other school districts or are welcomed, and indeed encouraged, to remain within the Archdiocese of Chicago. Kowieski says that although the teachers are not committed to more than two years, the retention rate of teachers in similar programs across the nation has been quite high. "Our hope is that many will stay," says Kowieski.

Loyola modeled its LU-CHOICE program after Notre Dame University's Alliance for Catholic Education (ACE) program, from which Kowieski graduated in 1999. After two years of teaching in a Catholic elementary school in Florida, she moved to Chicago, where she taught in a Catholic school for three more years before coming to Loyola.

Established in 1993 and launched in response to the dearth of Catholic schoolteachers in the U.S., especially in inner-city schools across the southeast with student populations that are one-third Hispanic, the ACE program was the first of its kind. In the first year of the program, 40 teachers participated and served in nine dioceses. Entering its 10th year this fall, the program has grown to 168 participants and is serving 26 dioceses, among them Atlanta, Ga.; Austin, Texas; Charlotte, N.C.; Kansas City, Kan.; and Los Angeles, Calif.

Since 1993, the need for such programs and the interest in them has grown. Twelve programs resembling ACE have sprung up across the nation. "We work in a kind of loose federation with Notre Dame and other schools like Loyola Marymount, Valparaiso, that are all doing this," says Fong.

The program at Valparaiso called LEAP (Lutheran Education Alliance with Parochial Schools) places teachers in nine Lutheran and nine Catholic schools in Gary, Ind., Chicago, and Northern Illinois. Rather than serve the south like the ACE program, says Dr. Maryann Dudzinski of LEAP, Valparaiso decided to place its teachers in parochial schools in its area of the country.

Although not the first of its kind, LU-CHOICE is unique in that it serves a different type of community than the other programs. According to Fong, the difference is "the focus on Spanish-speaking urban schools." Other programs, for example, one in Los Angeles, are focused on urban schools, but they are not necessarily geared to the Spanish-speaking population.

Dr. Margaret Fong, dean of the School of Education, Loyola University Chicago

Individuals interested in participating in LU-CHOICE must meet the standards of the Loyola school of education's graduate program. They must have graduated with at least a 3.0 GPA on a 4.0 scale in an undergraduate major. Those who have met this requirement are free to submit a LU-CHOICE application, which the LU-CHOICE selection committee reviews. The committee invites selected applicants to the University for interviews and ultimately chooses the participants.

But before they set foot in a classroom and begin their clinical experience, they must first complete three graduate courses over the summer and take one of two tests for certification in the state of Illinois. During the school year, the participating teachers take two more graduate courses, one in the fall and one in the spring. At the end of their first year of teaching, they experience another "intense" summer comprised of three more graduate courses. In the fall they return to their teaching position and take the last two graduate courses, one in the fall semester and one in the spring semester.

At the end of their second year of teaching, they have fulfilled their two years of obligatory service and have earned a master's degree in education. In addition to their graduate courses, teachers participate in cultural awareness training as part of seminars delivered throughout the program.

This year, Loyola's first year of the program, the school of education received just over 100 applications, from which 15 participants were selected, three of them Hispanic. The MacNeal Foundation, which provides $1 million per year to the school of nursing for scholarships, is providing the primary funding for LU-CHOICE.

Its participants can request to be placed in any of the 11 elementary schools; however, they are ultimately placed according to the needs at each school. All LU-CHOICE teachers must live in three communities of five participants each. These communities are designed to offer the opportunity for professional support, personal growth, and spiritual development. The teachers live in housing provided by LU-CHOICE, but are responsible for rent, utilities, and related costs. This community life can best be compared to family life, with participants supporting each other, sharing evening meals, praying together, and even sharing the household chores.

Kowieski offers a number of reasons why the teachers are obligated to live in these small, tight-knit communities with their peers. "It gives them a great support system," she says. "Our teachers can return home in the evening and be surrounded by a group of individuals who know what they are going through and share their stories and get support... Individuals who have not gone through that experience of teaching may not understand what a challenge it truly is."

"Also, because this is a faith-based program, the community provides an arena to share faith. We'd like our communities to have prayer nights or somehow share their faith in a structured way, at least once a week. It could be going to mass," says Kowieski.

The three apartments the participants share are in neighborhoods that offer reasonable rents. Because the teachers are pooling their resources, their living expenses are relatively affordable and with the stipend they receive from the program, they are able to pay the rent and the other basic costs of living, says Kowieski.

A field supervisor from Loyola's School of Education supports the LU-CHOICE teachers. This supervisor visits each school at which the participants are performing their clinical experience to observe them in the classroom, provide feedback, offer constructive criticism, and answer questions about teaching. In addition, there is an individual at each school to mentor the teachers at that level.

Although the individual participants of the cohort are teaching at different schools throughout the diocese and are living in separate communities, they have the opportunity to share their ideas, thoughts, and feelings and reflect on their teaching experience each week when they meet as a group at the University. In addition to professional support, the participants receive spiritual support from graduate students studying ministry and pastoral care at the Institute for Pastoral Studies, right on the Loyola campus. At the core of the program is a strong spirituality, says Kowieski. LU-CHOICE teachers live out the Jesuit ideal of being men and women for others. During the two years in the program, participants are encouraged to deepen their faith and to take advantage of opportunities provided by the program, such as retreats and prayer services.

"We really encourage our participants to grow spiritually," says Kowieski.

To fill their many vacant teaching positions, school systems and states across the nation have resorted to rather drastic measures. Some have streamlined their certification systems by creating alternate routes into the teaching profession and have issued emergency credentials. Some have gone as far as lowering their teacher qualification standards. The state of Illinois, for example, has a number of alternate-route-to-licensure programs, most of which are centered in the Chicago area. But LU-CHOICE is the only one that allows participants to teach in exchange for an education rather than just teacher certification, which gives the program a greater appeal and offers participants more than teaching certification.

"We believe very strongly that for someone with a bachelor's degree to do all that work and not get any advanced credit for it isn't helpful to their careers. Here in Illinois, and in many states, teachers get paid more when they have a master's degree, so it's an economic issue. So if you're going to take all those credit hours and not get any credit for them, you're essentially taking undergraduate courses. I personally don't think it's the right way to go," says Fong.

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by Carlos D. Conde

"La raza unida" an Empty Slogan?

One of the myths in American society is that all Hispanics are alike and share the same interests and passions. It's not always this happy setting, particularly in politics. "La raza unida" has generally been an empty slogan.

Hispanics are a pluralistic subgroup lumped together for the census and most certainly political purposes. The language may be universal, but at times we don't even talk alike, skewing the language to our own particular vernacular. Our taste in some of the basics such as food and dress can differ. We have different traditions, different celebrations, and, in some aspects, even different values.

We may have been tagged as one, but we prefer to answer to our particular ethnic identity. We are either Mexicans, Puerto Ricans, Cubans, Caribbean, or Latin or Central Americans. We are banded together for expediency purposes, but if you are honest about it, more often "to each his own."

Most people in public life will refute this because it distorts the popular image of the Hispanic that we are peas in a pod when we're really not. The more acceptable scene has us locked arm in arm marching together to slay those dragons of oppression.

If you're wondering about this, you have to look no further than the U.S. Congress, where the spectacle of self-interest is currently being played out among Hispanic representatives. They call it a power struggle, but it's a stretch to call it a struggle when you're talking about a 24-member Latino force in a 435-member Congress that has no Hispanic among the 100 senators.

Participants say it is about Democrats and Republicans, but it is actually about Latinos, or, more precisely, about Mexican-Americans and Cuban-Americans, with the three Puerto Ricans usually siding with the Mexican-Americans since they're all Democrats and generally share the same views.

The argument is of course about Fidel Castro and the Cuban-American representatives' displeasure with the tepid support from the other Latino congressmen, save one, on the containment and ostracism, or, even better, overthrow of Cuban dictator Fidel Castro.

Several years ago, the two Cuban-American representatives, Ileana Ros-Lehtinen and Lincoln Díaz-Balart, both from Miami, bolted the Congressional Hispanic Caucus over this issue. The only Mexican-American Republican Congressman, Henry Bonilla, joined them since the Caucus considered him a pariah anyway.

When Díaz-Balart's brother, Mario, also from Miami, was elected to Congress in 2002, and with a supposedly accommodating Republican in the White House, the three Cuban-Americans sniffed power and influence. Cuban-Americans claim that their vote put George W. Bush in the White House, and he owed them big time.

With the Republicans controlling Congress and thinking that they still have a lot of uncashed chits in the White House, the three Cuban-Americans, along with Bonilla, have formed a Congressional Hispanic Conference to challenge the Hispanic Caucus. They brought in a fifth member, Devin Nunes, a California congressman who is of Portuguese descent, but I guess that's close enough.

Now it's five against 20, whatever that means, since the Conference hasn't pronounced its agenda except to castigate the Caucus for being a cast of wild-eyed liberals soft on Fidel Castro and for failing to support the stalled confirmation of Honduran-born Miguel Estrada for a federal judgeship.

The Conference plans to augment its forces by enlisting non-Latino representatives and senators with large Hispanic constituencies. It's hard to fathom the merits of this hybrid membership and what would seem to be spurious contributions to a Latino agenda.

The Caucus' Latinos, 18 of whom are Mexican-Americans, don't seem to be overly concerned with the machinations of the splinter group. All are politically well-attuned to their constituencies and know that the fulminations of the Cuban-American politicians carry little weight in their area.

It's safe to say that Mexican-Americas in East Los Angeles don't get excited about Cuban repatriations and people languishing in Fidel's jails just as Cuban-Americans don't get all worked up about several dozen Mexican illegals suffocating in a trailer truck on the Texas border.

It may sound blasphemous to Cuban-Americans, but there are many Raza in South Texas who barely knew or listened to Celia Cruz and prefer David Lee Garza or Flaco Jiménez to Willy Chirinos.

Some Latino congressmen have visited Cuba and support ending the economic boycott of the island nation, which is unpardonable to the Cuban-American legislators. It's understandable, since three of the four Cuban-American congressman are from Miami, the cauldron of Cuban-American activism where only one political mantra exists, "fuera Castro."

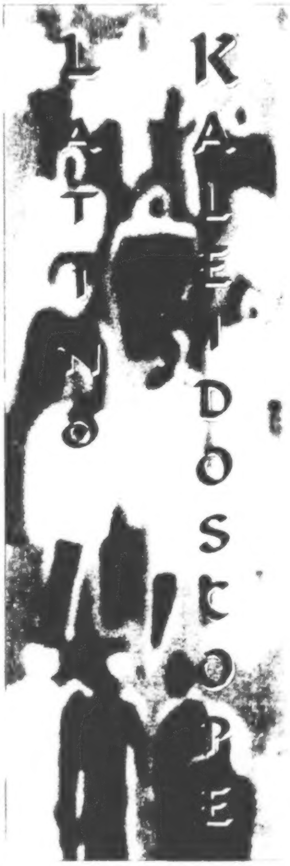
For now, the Cuban-Americans probably consider the other Latino congressmen as gadflies since they also know that most carry little influence in a Republican Congress and administration. They prefer to maintain correct relations with their Latino colleagues and save their energy for the president's policies.

President Bush does owe them. He won Florida, which won him the presidency, with the Cuban-American vote, and they are not about to let him forget it. They are particularly upset that Bush has allegedly reneged on his promise to get tougher with Castro.

Sometimes the Cuban-American leaders tend to over-exaggerate their influence. About 400,000 voted in the last presidential election and 80 percent went for Bush, which gave him the crucial electoral votes to beat Al Gore.

The Cuban-American vote was decisive in 2000, but there's no assurance it will again be the determining vote in 2004. More than 6.5 million Latinos voted in the last presidential election, which shows that there's a lot more at stake on the Latino vote than just Miami.

Cities with large Mexican-American and Puerto Rican populations, like Los Angeles, San Antonio, Chicago, and New York, can easily overwhelm any Cuban-American vote. The Cuban-Americans' political pitch, at least for the incumbent administration, is that 75 percent of the Mexican-Americans and Puerto Ricans voted Democratic.



The prospect of this repeating itself makes for a lot of bluster from Cuban-American political leaders like Jorge Mas Santos, the chairman of the Cuban-American National Foundation, who is telling the president that unless he does right by them now, they can make him or break him in 2004 just like they did in 2000.

"This will cost them" (the Bushies), Mas Santos told the *Miami Herald*. "They can't count on the support of our community if they don't fulfill their promises."

For this they can probably count on a united front from the Congressional Hispanic Caucus.

Carlos D. Conde, award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House, and worked on the political campaigns of George Bush Sr.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com September 22, 2003

NCLR, LULAC Commend Senators for Reintroducing the "DREAM Act"

WASHINGTON, D.C.

Both the National Council of La Raza (NCLR) and the League of United Latin American Citizens (LULAC) issued statements praising Sens. Orrin Hatch, R-Utah, and Richard Durbin, D-Ill., for their leadership in the reintroduction of the "Development, Relief, and Education for Alien Minors (DREAM) Act," S. 1545, a bipartisan bill that would open college doors to U.S.-raised children of undocumented immigrants.

Raúl Yzaguirre, NCLR president, said, "'The DREAM Act,' a legislative proposal of critical importance to the Latino community, would facilitate state efforts to offer in-state tuition to students, regardless of their immigration status. Currently, undocumented immigrant students are typically charged out-of-state or international tuition fees, regardless of their length of residence in the U.S. and graduation from our nation's K-12 public schools. As a result, they are locked out of the opportunity to pursue higher education. Given that a growing number of states, including Utah, Illinois, Oklahoma, Washington, Texas, California, and New York, have recently enacted state legislation providing immigrant students greater access to in-state tuition rates, the 'DREAM Act' responds to the increasing demand for state control over state postsecondary education benefits."

The Act would permit longtime resident immigrants of good moral character who have stayed in school to receive conditional status, which will be lifted after completing college, two years of military service, or 910 hours of community service. It is only after completing one of these three requirements that the conditional relief would become permanent.

"The DREAM Act and similar legislation in the House called the Student Adjustment Act (H.R. 1684) provide an opportunity to thousands of very bright children in this country who could be tomorrow's professionals," said Hector Flores, LULAC national president. "These students want the same opportunities as every other American student to realize their dreams by pursuing higher education. Undocumented students who have established residency, succeeded in high school, and have good moral character should not be punished for their parents' mistakes. Brought here by their parents, having grown up in America, most of these students consider themselves American....If more students go to college, then that means a stronger work force, which can only help our nation."

Education Department Issues Report on Teacher Preparation

WASHINGTON, D.C.

The U.S. Department of Education, Office of Policy Planning and Innovation, recently released a progress report on how the states are doing at raising academic standards for teachers and lowering barriers that are keeping many talented people out of the teaching profession.

Under the 1998 reauthorization of Title II of the Higher Education Act (HEA), the U.S. secretary of education is required to issue annual reports to Congress on the state of teacher quality nationwide. *Meeting the Highly Qualified Teachers Challenge* (2003) is the second annual report on this important issue.

The 1998 reauthorization established a reporting system for states and institutions of higher education to collect information on the quality of their teacher training programs. Data collected under the Title II reporting system are available at www.title2.org and include information on state teacher certification requirements, the performance of prospective teachers on state licensure tests, and the number of teachers hired on temporary or emergency certificates.

Last year's inaugural annual report on teacher quality addressed the limitations of the present system for recruiting and licensing teachers. According to the report, the current system dissuades many high-achieving college students and mid-career professionals from entering the teaching profession because it places unnecessary obstacles in their path; and at the same time, its academic standards for new teachers are generally much too modest. The secretary's 2002 report outlined a new approach for unlocking the doors of the teaching profession to qualified, talented individuals built on two principles:

- Raising academic standards for teachers
- Lowering barriers that keep many talented individuals out of the teaching profession

Last year's report stated that these principles draw their support from two directions: first, from the best available research on teacher quality; and second, from the requirements of the No Child Left Behind (NCLB) Act.

The Education Department believes that through implementation of NCLB, reauthorization of HEA, and the issuing of progress reports, we have the best chance of giving students the best-qualified teachers.

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Tomás Rivera Institute: College Choices Impact Latinos' Futures

CLAREMONT, Calif.

The Tomás Rivera Policy Institute (TRPI), in a recent study, found that many Latino college-bound students–particularly Latinas–might not be optimizing their career growth in science and technology because of the colleges they attend right after high school.

The study *College Choices Among Latinos: Issues of Leaving Home* finds that Latinos are likely to choose colleges that might decrease their chances for post-baccalaureate studies, such as the Ph.D., and limit opportunities for career advancement later on. This is because a large percentage of students enrolled in Ph.D. programs in science and engineering in the U.S. have received their bachelor's degree from a relatively small number of schools that tend to be either research-intense large universities or smaller, very selective colleges. The TRPI study found that White students are more likely than Latino students to attend such schools. So are males of both races, as well as those who leave their home state for college.

Leaving home also had repercussions for income after college graduation: Those students who left home reported earning $35,325 per year, significantly higher than the $31,526 reported by those who stayed in state for college.

For most prospective college students, choosing a school involves considerations of curriculum, location, and cost. In addition, some Latino students must grapple with cultural traditions such as relying on the family for emotional support, contributing to the well-being of the family, and staying physically engaged by either living at home or visiting often. These family expectations weigh especially heavily on Latinas, often limiting their college options to those that are geographically close to home.

"This study addresses the long-term implications that choosing a college might have for students interested in science careers," said Louis Tornatzky, TRPI vice president of research. "For reasons that we don't fully understand, very talented Latino young people may be shortchanging their options."

The study's findings suggest that some differences in research universities and undergraduate-focused colleges may be too subtle for many Latino parents with limited direct experience in higher education. Enabling Latino parents and their children to make more informed choices about higher education will help Latino students to matriculate to research-intensive institutions.

International Hispanic Higher Education Leaders Meet at HACU Conference

SAN ANTONIO, Texas

At an international conference in July that attracted Hispanic higher education leaders from around the world, the Hispanic Association of Colleges and Universities (HACU) called for new cross-border education partnerships to promote education as a key to economic growth and multicultural understanding.

"Our goal is to develop new international education partnerships which do not recognize geographical barriers," said Antonio R. Flores, HACU president and CEO, "in order to promote cultural understanding through our common commitment to educational advancements as the surest path to progress and prosperity for our global economy."

HACU, which represents more than 300 colleges and universities serving more than two-thirds of all Hispanic higher education students in the United States, hosted its 5th International Conference, "Hispanics: Reencounter and Vision–United by the Past, Working in the Present, and Looking Towards the Future," in July in Guadalajara, Jalisco, Mexico.

College and university leaders from throughout the Americas and abroad joined international education service providers and corporate supporters at a conference that featured sessions on topics including the profound impact of the Internet on college classrooms everywhere, and the role of higher education in an economy that is now demanding advanced knowledge and international communications skills.

HACU now includes a fast-growing international membership in seven Latin American countries and Spain–including 21 higher education institutions in Mexico.

HACU also has become an international voice for cross-border education partnerships and information-sharing networks. Its current proposals before the U.S. Congress include requests for $30 million in annual funding to establish a new Pan-Hispanic international studies program and $20 million in annual funding for a new Hispanic international scholars and fellows program.

"The future of the world will depend on global interaction from the diverse economic, social, and political perspectives of all nations. Economic forces and technology are laying the foundation for a multilingual and multicultural global society. Higher education institutions across the world are at the forefront of this global change," said Flores.

People-Places-Publications-Conferences

PEOPLE & PLACES

Smithsonian Center for Latino Initiatives Names Director

Anna Escobedo Cabral, president and CEO of the Hispanic Association on Corporate Responsibility (HACR) in Washington, D.C., was named director of the Smithsonian Center for Latino Initiatives.

Cabral is responsible for fulfilling the Center's mission of fostering understanding and appreciation of Latino history and culture, using the vast resources of the Smithsonian's collections, research, and public programs.

Cabral was executive staff director for the U.S. Senate Republican Conference Task Force on Hispanic Affairs from 1991 to 1999, and deputy staff director of the U.S. Senate Committee on the Judiciary from 1993 to 1999.

President Bush appointed Cabral to the President's Council on the 21st-Century Work Force in 2002.

Rodríguez Named Dean and Vice Provost at UT-Austin

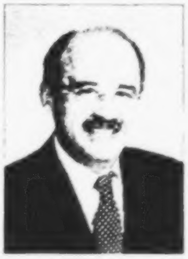
Dr. Victoria E. Rodríguez, interim dean of graduate studies since November 2002, was appointed vice provost and dean of graduate studies at the University of Texas (UT)-Austin.

Before joining UT-Austin in 1991, Rodríguez held teaching positions at the University of California-San Diego and the University of Texas-El Paso (UTEP). Her scholarly work has focused on governance, democratization, and political change in Mexico.

Rodríguez is author of *Decentralization in Mexico: From Reforma Municipal to Solidaridad to Nuevo Federalismo* and other books and articles on Mexican politics and public policy.

She received a bachelor's degree from the Instituto Tecnológico y de Estudios Superiores de Monterrey, a master's from UTEP, and doctorate from the University of California-Berkeley.

Redlands Honors Santa Barbara City College Leader



In California, Santa Barbara City College (SBCC) President John Romo received the University of Redlands Alumni 2003 Career Achievement Award, which is based on professional accomplishment, civic leadership and service to the University.

Before becoming president of SBCC in 2002, Romo was an educator and administrator in Goleta schools, at the University of California-Santa Barbara, and at SBCC for more than 30 years.

Romo earned a bachelor's degree in German literature at the University of Redlands, a master's in educational administration, and his teaching credentials at the University of California-Santa Barbara.

Picado Receives Colby Honorary Degree

Sonia Picado, former president of Costa Rica's National Liberation Party, received an honorary doctoral degree from Colby College (Maine).

Picado, who chairs the board of directors of the Inter-American Institute of Human Rights, was its executive director from 1984-1994, and the Costa Rican ambassador to the U.S. from 1994-1998.

Picado represented Costa Rica on human rights-related commissions and boards and on the International Commission for the Recovery and Development of Central America. She was the first woman elected dean of a law school in Latin America and has taught at several institutions in the U.S. and Europe.

Esparza Receives UCLA Alumni Award

Film producer Moctezuma Esparza received the Alumni Achievement Award in Theater, Film, and Television at the University of California-Los Angeles (UCLA) School of Theater, Film, and Television.

Esparza, a former president of the National Hispanic Arts Education and Media Institute, is perhaps best known for the highly acclaimed film "The Milagro Beanfield War," which he co-produced with Robert Redford. He also co-produced war epics such as "Gettysburg" and "Rough Riders," and Latin-themed films such as "Selena" and "The Disappearance of García Lorca."

Esparza earned both a bachelor's and master's degree at UCLA and won an Emmy award for his master's thesis film production, "Cinco Vidas."

Northeastern Illinois Hosts American Spanish Dance Festival

Northeastern Illinois University hosted the annual American Spanish Dance Festival, presented by Ensemble Español Spanish Dance Theater as part of its 27th Anniversary Celebration.

Manuel de Falla's *El Amor Brujo* highlighted this year's festival, performed by the full company of 40 dancers, singers, and musicians, with international guest artists from Spain and the Americas. The Ensemble's world premiere production was first set in modern urban Chicago and the city's Hispanic/Latino neighborhoods, but returned to Spain for the treasured gypsy tale.

Scranton Appoints New President

The Rev. Scott R. Pilarz (pictured), S.J., Ph.D., former interim university chaplain and assistant professor of English at Georgetown University, recently became the 24th president of the University of Scranton (Pa.).

Pilarz entered the Society of Jesus in 1981 and was ordained a priest in 1992. He received a bachelor's degree in English from Georgetown University, master's in philosophy from Fordham University, master's degrees in divinity and theology from Weston School of Theology, and a doctorate in English from the City University of New York.

Pilarz has lectured and published topics related to Jesuit education, including a stint as a lecturer in the philosophy department of Sts. Peter & Paul Seminary at the University of Ibadan, Nigeria.

Castillo Receives Fresno City Medallion of Excellence

Yuleinys A. Castillo, along with five other students, received the 2003 Dean's Medallion of Excellence Award at Fresno City College (Calif.).

Castillo, an information business major, is involved in Club Azteca, Phi Theta Kappa, and the International Club. Her goal is to obtain an associate's degree in business at Fresno City College and then a master's in business. "I truly believe that you must fight for your dreams and help whoever you find in your way," said Castillo.

The award is presented to students who show great commitment and fortitude in working toward their academic goals and is also based on academic achievements, community service, and other pertinent criteria.

González Named to Pomona College Board

Alexander González, recently appointed president of California State University (CSU)-Sacramento, was elected to the Pomona College (Calif.) board of trustees.

Part of the CSU system for 23 years, he started in 1981 as a psychology professor at CSU-Fresno, in 1990 was named assistant to the president, and was provost and vice president for academic affairs from 1991 to 1997.

In 1998, after one year as interim president, González was named president of CSU-San Marcos. During his six-year tenure as president, the University more than doubled in size, and many buildings were added to the campus, including a new science laboratory, arts building, the first campus dorms and a five-floor library.

Marist Surveys Public Opinion on Race-Conscious Admissions

The Marist College (N.Y.) Institute for Public Opinion conducted a national survey that found that, overall, 85 percent of Americans think that living and learning among people of different interests, abilities, gender, and racial backgrounds better prepares college students to live and work in society. And that Americans believe that those who are economically disadvantaged should be given special consideration during the college admissions process.

"It is clear that an overwhelming majority of the American public understands the importance of a diverse college student body as an integral part of the educational experience," said Marist College President Dennis J. Murray, "but the quandary is they do not think race alone should be used to achieve this goal."

Alabama Grad Wins IIE Award of Excellence

THE UNIVERSITY OF ALABAMA FOUNDED 1831

Tonita Romero, University of Alabama (UA) industrial engineering graduate, placed second for the Institute of Industrial Engineers (IIE) Student Award for Excellence, which recognizes distinguished undergraduate scholarship and campus leadership.

Romero, recently named the industrial engineering department student of the year, is a presidential scholar, a member of XXXI honorary, and president of Alpha Pi Mu industrial engineering honor society. She is a Capstone Men and Women ambassador, executive secretary of the UA Student Government Association, and has been a senator for the College of Engineering.

Nevada Regents Name New Chairs

The Nevada Board of Regents unanimously elected Dr. Stavros Anthony as chair and Marcia Bandera as vice chair of the 13-member governing body of the University and Community College System of Nevada (UCCSN).

Anthony, a 22-year veteran of the Las Vegas Metropolitan Police Department, elected to the Board of Regents in 2002, was a member of the Board's Academic, Research, and Student Affairs Committee, Finance and Planning Committee, and ad hoc Committee on Estate Tax.

Bandera, appointed to the Board in 2002, was a member of its Academic, Research, and Student Affairs Committee, Finance and Planning Committee, and Executive Compensation and Evaluation Committee. She earned a bachelor's and master's degree from the University of Nevada-Reno.

Monroe Names Otero Executive Dean of Damon City Campus

In New York, the Monroe Community College (MCC) board of trustees appointed Emeterio "Pete" Otero as the new executive dean of its Damon City Campus.

During his 21-year tenure at MCC, Otero has been assistant director of admissions and assistant dean of admissions. At the Damon City Campus, he was dean of students before becoming interim executive dean, providing leadership and overseeing student development programs in advisement, registration and orientation, student life counseling, transfer and placement, pre-admission, and financial aid service.

Otero has a bachelor's degree in psychology and Spanish from St. John Fisher College and a master's in counselor education from State University of New York-Brockport.

California Wellness Foundation Names Champions of Health

The California Wellness Foundation (TCWF) presented its inaugural Champion of Health Professions Diversity Award to three pioneers who have helped increase diversity in the health work force: Robert Montoya, Pilar de la Cruz-Reyes, and Linda Burnes Bolton.

Montoya, while attending medical school at the University of Southern California, was instrumental in defending diversity among physicians and other health professionals by establishing the Office of Minority Affairs and the National Chicano Health Organization. Within the Office of Statewide Health Planning and Development, he initiated and directed California's Health Professions Career Opportunity Program that recruited and supported the preparation and admission of minority students to health professional schools.

De la Cruz-Reyes established the first Cultural Competency Task Force for Community Medical Centers and developed the Nursing Paradigm Program in collaboration with Fresno City College, which provides training for hospital employees to enter the nursing program.

Burnes Bolton was the first African American to graduate from the Arizona State School of Nursing.

Miami School Launches Spanish-Language Master's Program

The University of Miami's (UM) School of Communication launched its Spanish-language Master in Journalism program–the centerpiece of wide-ranging initiatives through which it is reaching out to media professionals, academicians, and students throughout Latin America and in the U.S. Hispanic community.

The Master of Arts program allows students to take advantage of the faculty and facilities of UM without having to move to South Florida. Instead, students participate in five intensive, two-week sessions at the University during a 12-month period, which began this month.

Bustamante Graduates With Honors from UCLA

When Erika Bustamante came to the U.S. from Colombia in 1997, she could read and write English, but could not speak it. Six years later, she has graduated from the University of California-Los Angeles (UCLA) with honors, including awards for her research in molecular biology.

In the research laboratory of Karen Lyons, an associate professor of molecular, cell, and developmental biology at UCLA, Bustamante studied genes that may play an important role in heart development, and may help us better understand congenital heart diseases.

Indiana U's Amazon Basin Study Gets New Support

A long-term study of human population and deforestation in the Amazon rainforest, conducted by anthropologist Emilio Morán (pictured) and his colleagues at Indiana University-Bloomington, is continuing with the support of a new $1.65 million, four-year grant from the National Institute of Child Health and Human Development.

The study of 952 households will determine how farming strategies change with each generation and how human characteristics such as age, gender, education, and the use of financial credit influence rates of deforestation in the Amazon Basin.

In a previous study, Morán and his team showed that some characteristics of first-generation farmers and workers are indeed related to higher or lower rates of deforestation.

Campbellsville Hosts Event for Minority Students

Campbellsville University's (N.Y.) School of Education hosted 127 minority students in "Pathways to Teaching II," an event designed to attract minorities to the teaching profession.

Students from nine middle and high schools throughout the state participated in the one-day event, which provided information on the teaching profession and campus life.

Students took part in campus tours, mock classroom visits with School of Education faculty, and a resource-a-rama in which they collected information and talked with representatives at 14 stations covering admissions, scholarships, financial aid, service ministry opportunities, and professional organization involvement.

Grossmont President Leads Community Colleges Association

Dr. Ted Martinez, Jr., president of Grossmont College in California, was elected president of the San Diego and Imperial Counties Community Colleges Association (SDICCCA).

SDICCCA, which includes the counties' six college districts and nine colleges, has helped establish networks through a consortium approach to topics such as access, transfer, and funding.

"There are many serious issues facing our community colleges," said Martinez. "Our colleges are among the lowest funded in the state. We will continue to work together, and with other colleges outside our region who are also affected by the unfair state formula."

New York City Tech Honors Nontraditional Students

Fourteen New York City College of Technology students who entered College through higher education opportunity or student support programs were inducted into the new Beta Lambda Chapter of Chi Alpha Epsilon (XAE), a national honor society. Among the 14 were (pictured l. to r.) Yadira Monción, Daniel Vega, and Brigitte Palermo.

Photo © [illegible]

Monción, majoring in human services, plans to get a master's degree in social work; Vega, a computer information systems major, intends to pursue a bachelor's and master's; and Palermo, finishing special course work in children's studies at the City University of New York Graduate Center, wants to become a teacher.

Cal State Students Elect New 2003-2004 Student Leader

The California State Student Association (CSSA) board of directors elected José Solache as its new chair for the 2003-2004 year. Solache, a former Associated Students, Inc., chair at California State-Dominguez Hills, was vice chair of external affairs on the CSSA executive committee.

His campaign message highlighted his desire to develop a proactive system of sharing CSSA initiatives with every CSU campus student body, defining and implementing a collaborative, working model of shared governance, and to develop a CSSA strategic plan with clearly defined goals.

Summer Latino Leadership Program Continues at Edinboro

Latino middle and high school students from Erie, Cleveland, and Pittsburgh studied global warming and the greenhouse effect as they took part in the fifth annual Latino Leadership Development Program at Edinboro University of Pennsylvania this summer.

This year's program–benefiting from a $6,000 grant from the Verizon Foundation–enhanced basic skills in science and math, and introduced chemistry, environmental biology, geosciences, information science, and college success skills.

The program has demonstrated positive results as it has worked to keep high school students on track to graduate and to inspire them to further their education.

Northern Essex Unveils Career Planning Center

Thanks to a $2 million federal grant, Northern Essex Community College (Mass.) unveiled the Career Planning and Advising Center, a newly renovated and fully staffed one-stop center that develops and implements programs and services for Hispanic students.

The funding–$417,000 a year for five years–comes from the U.S. Department of Education's Title V Improving Institutions Grant, under the Hispanic Serving Institution Program. Four new bicultural staff members–Carlos Matos (pictured), director of the Title V grant; Lizbeth Ortiz, financial aid officer; Xavier Peliez, career development counselor; and Gisela Ramirez-Nash, community outreach counselor–have also been hired with funding from the grant.

Camden County College Helps Latinos With In-Church Education

Through its new Gateway Community Project, Camden County College (CCC) in New Jersey has partnered with Camden churches to provide community members with the opportunity to complete GED, adult basic education, and/or English as a Second Language studies.

Many people in need of GED/ABE/ESL education lack self-confidence about learning, are hesitant to venture out of their neighborhoods, and are intimidated by a classroom setting. CCC offers classes in more familiar settings such as neighborhood churches and community organizations.

Two of the three churches involved this year have mainly Hispanic congregations.

Nazareth College Co-Sponsors Literacy Development Conference

"Linking Language and Literacy," the first-ever statewide conference on literacy, was held at Nazareth College in New York this summer. It was specifically designed for educators of English Language Learners (ELLs). The program included panel discussions, hands-on workshops, and presentations, all sponsored by the Nazareth College English Language Learner Consortium, in conjunction with State University of New York Brockport.

The conference was one of many initiatives of the new Consortium, comprised of educators from the College, Rochester City School District, and five suburban and rural school districts. The consortium was formed in response to the local shortage of fully certified bilingual education teachers and growing number of ELLs in statewide suburban and rural school districts.

Dowling Hosts 20th-Century Latin Art Exhibition

Many significant works were on exhibit at *Visiones: 20th Century Latin Art* at Dowling College's (N.Y.) Anthony Giordano Gallery.

The exhibit, a collaboration between Dowling College and the Nassau County Museum of Art, featured paintings and sculptures by Matta, Wifredo Lam, Azaceta, Bedia, Alejandro Colunga, and others. It marked the culmination of Dowling College's year long celebration of Hispanic culture.

Garcia Becomes New Deputy Director of PAHO

José Garcia, former commissioner of the Connecticut Department of Public Health, was appointed deputy director of the Pan American Health Organization (PAHO).

García's achievements as health commissioner include his work with bioterrorism preparedness and the creation of an "urban health initiative" that deals with many agencies in the community to prevent disease, increase health literacy, and improve economic conditions.

PAHO's director, Dr. Mirta Roses Periago, praised García's "broad expertise and recognized skills in building partnerships and mobilizing resources" as valued assets to the organization.

Garcia holds a medical degree from the Ponce School of Medicine in Ponce, Puerto Rico, and a master's from the University of Hartford.

Anne Arundel Grad Receives PTA Award

The sixth graduating class of the Chesapeake Area Consortium for Higher Education Physical Therapist Assistant (PTA) program, based at Anne Arundel Community College (Md.), celebrated by recognizing Tony Otero with this year's Outstanding Graduate Award.

The award, provided by the Maryland chapter of the American Physical Therapy Association (APTA), goes to a graduate who demonstrates excellence in both didactic and clinical aspects of the physical therapist assistant program and who exhibits service to the profession and involvement in the APTA.

Otero also became the first student of Anne Arundel's PTA program to receive the Minority Scholarship Award for Academic Excellence from the national APTA.

Marin Visits Ohio Credit Union Class

Rosario Marin, who recently resigned from her post as U.S. treasurer, visited the Ohio Credit Union Movement's Spanish-language financial literacy course in June.

Marin formally saluted the Ohio credit unions' Latino Financial Literacy Program with an honorary certificate of recognition for its efforts to teach financial education to Central Ohio's growing Hispanic community.

In the Spanish-language course, students learn about saving, managing money, setting financial goals, and handling credit. The four-session, four-week program was first offered in 2002.

Latino Research Center at San Marcos Receives Grant

The National Latino Research Center (NLRC) at California State University-San Marcos received a $15,000 grant from the Escondido-based Bravo Foundation for a new pilot program, "Al Norte de San Diego: Oral Histories of Mexicans/Latinos in North San Diego County."

Gerardo González, director of NLRC at Cal State San Marcos, says the goals of the project are to actively engage researchers, students, community members, preservationists, and educators in oral history documentation and preservation and to make case histories available for instructional activities for people of all ages.

The first of its kind in San Diego County, the project will produce multimedia oral histories of older Latinos/as in English and Spanish.

Fuentes and Giraldo Are Named VSA arts Fellows

VSA arts, founded in 1974 as an affiliate of The John F. Kennedy Center for the Performing Arts, is an international organization that creates learning opportunities through the arts for people with disabilities.

It recently welcomed 12 new fellows in the visual arts whose work forms the core of the 2004 International VSA Arts Festival, coming to Washington, D.C., June 9-12, 2004. Among them are Dayanara I. Fuentes and Sergio Giraldo Giraldo.

Fuentes, who has cerebral palsy, received training from a group of women artisans who came to her community in Panama on behalf of the Catholic Church and the Community Board of Chilibre. Giraldo, from Colombia, was diagnosed with a congenital disability that eventually caused him to use a wheelchair. Denied access to law school and many social circles, his experience of living with a disability motivated him to begin an artistic journey over 10 years ago.

In the News at UCLA

- New admissions data has shown that the University of California-Los Angeles (UCLA) is continuing to attract a large volume of transfer applications from high-ability and diverse student applicants. The number admitted from historically underrepresented groups–Chicanos/Latinos, African Americans, and Native Americans–has risen. The number of Chicanos/Latinos admitted for fall 2003 was 791, up from 628 last fall. UCLA has a partnership with 39 community colleges across the state through its Transfer Alliance Program, which maintains the quality and diversity of the transfer pool.
- The César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies has flourished in its 10 years at UCLA, experiencing growth in student enrollment, classes, faculty, resources and other areas. Since 1993, the Center has appointed seven full-time professors; there were none in the Chicana/o studies program 10 years ago. Today, UCLA offers 71 courses in Chicana/o studies courses, up from 28 in 1992-1993.
- Three UCLA professors received the John Simon Guggenheim Memorial Foundation's 2003 Fellowship Awards: Judith F. Baca, professor of world arts and cultures, professor in the César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies, and the founding artistic director of the Social and Public Art Resource Center (SPARC) in Venice; John Agnew, professor of geography; and Timothy R. Tangherlini, associate professor of folklore and chair of the Scandinavian Section.
- Luis Valdez, pioneering Chicano playwright and theater and film director, received the 2003 César E. Chávez Spirit Award for founding El Teatro Campesino, for his creative work in film and theater, and for his role as a social and cultural critic. One of Valdez's most famous films was Columbia Pictures' "La Bamba," which he wrote and directed. The government of Mexico has honored him with its Aztec Eagle Award for his distinguished contributions to the welfare and culture of the Mexican people.

Senate Passes "HEROES" Bill

The U.S. Senate in a unanimous vote recently passed legislation that will allow troops who have been deployed overseas more time to repay their school loans. The HEROES Act, which passed the House months ago with a vote of 241-1, has enjoyed broad support in both houses.

H.R. 1412, the Higher Education Relief Opportunities for Students (HEROES) Act of 2003 is a bill that will provide military men and women with additional time to make their student loan payments and relieve them of collection calls from lenders. This will help ensure that the men and women of the armed forces are able to focus full attention on their military responsibilities and the defense of the nation.

"This is a simple but important gesture to those who are serving our nation so well," said Sen. Judd Gregg (pictured) of New Hampshire, chair of the Senate Committee on Health, Education, Labor, and Pensions.

LULAC Dismayed Over House Decision on Head Start

The League of United Latin American Citizens (LULAC) is appalled by the House of Representatives' vote to dismantle the federal Head Start program.

According to LULAC, H.R. 2210 allows states to run Head Start programs with: lower educational standards, minimal comprehensive services, and less oversight and accountability.

"It is incomprehensible to think that Republicans want to weaken one of the best education programs in the country," said Hector Flores, LULAC president.

Head Start originated as a LULAC project in Texas under the name "Little School of the 400," helping Latino children learn 400 basic English words and giving them a foundation for the language. President Lyndon B. Johnson adopted the program and transformed it into the federal Head Start program.

NCLR Holds New Teacher Institute

Educators from around the country gathered last month in Pomona, Calif., at a National Council of La Raza (NCLR) New Teacher Institute to address the education crisis among Hispanics. The five-day event was designed by NCLR's Center for Community Educational Excellence to provide new teachers with the fundamental skills, knowledge, and understanding to increase achievement for Latino learners.

Among the guest speakers were Aida Walqui, director of teacher and professional development at West End, a nonprofit research, development, and service agency committed to improving learning; and writer Junot Díaz, who discussed "The Power of Teachers in Curbing the Impacts of Racism and Internalized Racism" for Latino students.

The New Teacher Institute helps participating educators build their strengths in providing Latino students with linguistically appropriate and culturally relevant classroom environments, curriculum, instruction, and assessment.

NAHJ Convention Raises $300,000

Top executives in the U.S. media were among the nearly 1,800 people who attended the 21st annual convention of the National Association of Hispanic Journalists (NAHJ) in New York City in late June.

In addition to regular convention revenue, NAHJ leaders announced they had raised nearly $300,000 in new funding as a first step in the organization's five-year, $12.5 million fund drive.

The three-day convention was highlighted by a luncheon panel discussion with Ray Suárez, senior correspondent with "NewsHour with Jim Lehrer," and the news presidents of the three major television networks: Andrew Heyward of CBS, David Westin of ABC, and Neal Shapiro of NBC.

UCSB Helps Create Chicano/Latino Literature Award

The University of California-Santa Barbara (UCSB) and the Santa Barbara Book & Author Festival created the nation's first writing prize in the genre of Chicano and Latino literature.

The Luis Leal Award for Distinction in Chicano/Latino Literature recognizes an accomplished writer of the Chicano/Latino experience. The award was given in honor of its namesake, a professor of Chicano studies at UCSB, during this year's festival on Sept. 20. Leal is a pioneer in recognizing and promoting the merit of Mexican, Chicano, and Latin American literacy and cultural traditions.

"I believe this is the first award for accomplished writing of the Chicano/Latino experience in the United States," said Mario García, a professor of history and a professor of Chicano studies at UCSB.

Curbstone Writer Receives Literary Awards

Lorraine López, winner of Curbstone Press' (Conn.) Miguel Mármol Prize in 2002, received two new awards for her collection *Soy la Avon Lady and Other Stories*.

In 2002, López received the Miguel Mármol Prize for a First Book of Fiction by a Latino/a author, sponsored by Curbstone. In May, the book received the 2003 Independent Publisher Book Award for Multicultural Fiction, given by the Jenkins Group, and the 2003 Latino Book Award for short fiction from the Latino Literary Hall of Fame.

Soy la Avon Lady portrays Latinos' struggle to find a place of belonging and self-forgiveness for the compromises they make in their attempt to span the gap between cultures.

PUBLICATIONS

Amazon Sweet Sea: Land, Life, and Water at the River's Mouth

By Nigel J.H. Smith

So rich is the Amazon River–a biological treasure house–that early European explorers deemed it inexhaustible. In this highly readable book, Nigel Smith explores how human use of the Amazon estuary's natural resources has been affected by technological change, rapid urban growth, and accelerated market integration.

2002. 296 pgs. ISBN 0-292-77770-1. $39.95 cloth. University of Texas Press. (800) 252-3206.

The Algarrobos Quartet

By Mario Goloboff

Algarrobos Quartet is a series of four short novels from Argentina in which the rules of the game are mysterious and terrible events occur without warning. Translated by Stephen Sadow.

2002. 296 pgs. ISBN 0-8263-2898-9. $27.95 cloth. University of New Mexico Press. (800) 249-7737.

Mixing Race, Mixing Culture: Inter-American Literary Dialogues

Monika Kaup and Debra J. Rosenthal, eds.

MIXING RACE,
MIXING CULTURE

Over the last five centuries, the story of the Americas has been a story of the mixing of races and culture. This book takes up the challenge of transforming American literature and cultural studies into a comparative discipline by examining the dynamics of racial and cultural mixture and its opposite tendency, racial and cultural disjunction, in the literatures of the Americas.

2002. 294 pgs. ISBN 0-292-74348-3. $24.95 paper. University of Texas Press. (800) 252-3206.

Models of Capitalism: Lessons for Latin America

Evelyne Huber, ed.

MODELS of CAPITALISM

Latin American societies went through fundamental changes in the past two decades, moving from capitalist economies with very wide-ranging state intervention to more market-driven systems. This work examines why some societies with market economies outperform others in combining growth and equity.

2002. 528 pgs. ISBN 0-271-02176-4. $65.00 cloth. Penn State University Press. (800) 326-9180.

The Treasure of the Sierra Madre

James Naremore, ed.

The Treasure
of the Sierra Madre

A search for gold in the mountains of Mexico leads three American prospectors to both treasure and loss in John Huston's screenplay of a much-studied 1948 film. This volume provides the full text of the screenplay with annotations, production and cast credits, a research inventory, and frame enlargements.

2002. 205 pgs. ISBN 0-299-07684-9. $15.95 paper. University of Wisconsin Press. (800) 621-2736.

Bread & Oil: Majorcan Culture's Last Stand

By Tomás Graves

BREAD & OIL
Majorcan Culture's Last Stand
Tomás Graves

Part cultural history, part cookbook, part autobiography, this informative guide discusses the immense exchange of people, ideas, and foods between Northern and Mediterranean Europe.

2002. 239 pgs. ISBN 0-299-17990-7. $24.95 cloth. University of Wisconsin Press. (800) 621-2736.

Luna's California Poppies

By Alma Luz Villanueva

Luna tries to come to terms with an unstable family situation and harsh environment by penning her struggles and triumphs in a diary. This novel captures the voice of Luna as she faces the challenges of becoming a young woman.

2002. 270 pgs. ISBN 0-927534-99-1. $14.00 paper. Bilingual Review/Press. (480) 965-3867.

The Medicine of Memory: A Mexican Clan in California

By Alejandro Murguía

Alejandro Murguía

In this work of creative nonfiction, Alejandro Murguía draws on memories–his own and his family's, reaching back to the 18th century–to reconstruct the forgotten Chicano-indigenous history of California.

2002. 256 pgs. ISBN 0-292-75267-9. $22.95 paper. University of Texas Press. (800) 252-3206.

Hidden Heroism: Black Soldiers in America's Wars

By Robert B. Edgerton

Robert B. Edgerton

This tour through the little-known but significant aspect of the American military investigates the history of African American participation in American wars. From the French and Indian War to the present, it discusses the stereotypes associated with Black servicemen and how these stereotypes have been slowly, but not fully, eradicated.

2002. 271 pgs. ISBN 0-8133-4025-X. $18.00 paper. Westview Press. (800) 386-5656.

Bravo of the Brazos: John Larn of Fort Griffin, Texas

By Robert K. DeArment

Except for western history buffs, almost everyone has forgotten the Texas outlaw John Larn. Yet more than a century after his death in 1878, the mere mention of his name can trigger strong reactions along the Clear Fork of the Brazos River. This is the complete story of this enigmatic and controversial figure. Includes a chapter on the shootout in the mostly Hispanic village of Trinidad.

2002. 224 pgs. ISBN 0-8061-3415-1. $29.95 cloth. University of Oklahoma Press. (800) 627-7377.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NACADA National Conference

October 2-5, Dallas, Texas

The theme for the 27th annual meeting of the National Academic Advising Association is "Teach, Encourage, eXcel, Advise, Support: Building Stronger Networks for Student Success." More than 300 concurrent sessions will address all aspects of advising for administrators, academic advisors, and faculty advisors. At the Adam's Mark Hotel, Dallas, Texas.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

TRPI First Annual Conference

October 9, Los Angeles, Calif.

To understand the implications of the growing Latino population, the Tomás Rivera Policy Institute presents "In Focus: Interpreting the Latino Experience in the U.S. Today," offering insight into sociopolitical trends and guidance on important topics of the day. For corporate representatives, civic leaders, elected officials, and academics. At the USC Davidson Executive Conference Center, Los Angeles, Calif.

Contact: (909) 621-8897; Web site, www.trpi.org

HACU's 17th Annual Conference

October 18-21, Anaheim, Calif.

The Hispanic Association of Colleges and Universities' Annual Conference provides a unique forum for the sharing of information and ideas for the best and most promising practices in the education of Hispanics. This year's theme is "Hispanic Higher Education Success: America's Path to the Future." At Hyatt Regency Orange County, Anaheim, Calif.

Contact: (210) 692-3805; fax, (210) 692-0823; e-mail, hacu@hacu.net; Web site, www.hacu.net

ACE's Educating All of One Nation Conference

October 23-25, Atlanta, Ga.

"Educating All of One Nation: Addressing a National Imperative–Why We Can't Wait" is an

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important conference on diversity and improving minority participation in postsecondary education. Sponsored by the Office of Minorities in Higher Education of the American Council on Education, it provides a unique opportunity to take part in a national conversation about diversity and American pluralism, with more than 1,300 college and university professionals. At the Hilton Atlanta, in Georgia.

Contact: (202) 939-9395; fax, (202) 833-5696; e-mail, allonenation@ace.nche.edu; Web site, www.acenet.edu/programs/omhe

AAC&U Meeting

October 30-November 1, Cambridge, Mass.

"Technology, Learning, and Intellectual Development" is the theme of this meeting of the Association of American Colleges and Universities' Network for Academic Renewal. In Cambridge, Mass.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

The College Board Forum 2003

November 2-4, New York, N.Y.

The College Board's Forum is an annual gathering of education professionals from many areas of responsibility, from presidents and principals to financial aid officers and superintendents to college faculty and admissions officers. In New York, N.Y.

Web site: www.collegeboard.com/forum

CIEE Annual Conference 2003

November 5-8, Budapest, Hungary

For more than 55 years, CIEE: Council on International Educational Exchange has gathered people together to explore the methods and challenges of bringing language and culture to students. This year's conference theme is "Speaking Up: Language Learning at Home and Abroad." In Budapest, Hungary.

Contact: e-mail, conference2003@ciee.org; Web site, www.ciee.org/conference

NSHMBA 2003 National Conference & Career Expo

November 6-8, Ft. Lauderdale, Fla.

The National Society of Hispanic MBAs holds its 14th Annual National Conference and Career Expo. In Ft. Lauderdale, Fla.

Contact: NSHMBA, (214) 596-9338; fax, (214) 596-9325; Web site, www.nshmba.org

11th National Quality Education Conference

November 6-9, Albuquerque, N.M.

For 10 years, the NQEC (National Quality Education Conference) has provided education leaders continuous improvement principles and tools to meet the requirements of policies such as P.L. 107-110–the "No Child Left Behind" act. This year's conference theme is "Doorways to Performance Excellence–Standards, Assessment, and Accountability." In Albuquerque, N.M.

Contact: (800) 248-1946 or (414) 272-8575; Web site, http://nqec.asq.org/

NCTE Annual Convention

November 20-25, San Francisco, Calif.

Thousands of English language arts professionals are expected to attend the National Council of Teachers of English's 93rd Annual Convention, with the theme "Partners in Learning," where they will share best practices, gain new knowledge, listen to top-notch speakers and more. In San Francisco, Calif.

Web site: http://www.ncte.org/convention/2003/index.shtml

AAC&U 90th Annual Meeting

January 21-24, 2004, Washington, D.C.

The Association of American Colleges and Universities invites you to its 90th Annual Meeting, with the theme "Practicing Liberal Education: Deepening Knowledge, Pursuing Justice, Taking Action." In Washington, D.C.

Contact: e-mail, meetings@aacu.org; Web site, www.aacu.org

NAICU 2004 Annual Meeting

February 2-4, Washington, D.C.

The National Association of Independent Colleges and Universities, serving as the unified voice of independent higher education, holds its Annual Meeting. At Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Deborah Reilly, (202) 785-8866; e-mail, Deborah@naicu.edu; Web site, www.naicu.edu

ACE 86th Annual Meeting

February 28-March 2, Miami Beach, Fla.

The American Council on Education explores access, success, equity, and diversity; institutional effectiveness; lifelong learning; and internationalization. At Fontainebleau Hilton, Miami Beach, Fla.

Contact: ACE, (202) 939-9410; fax, (202) 833-4760; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

NCEA 2004 National Conference

July 29-August 1, Philadelphia, Pa.

"With All Deliberate Speed"–Social Justice and the Future of Public Education" is the theme of the next national conference of the National Coalition of Education Activists. At the University of Pennsylvania, Philadelphia, Pa.

Contact: (215) 735-2418; e-mail, ncea@edactivists.org; Web site, www.nceaonline.org

WAYNE STATE UNIVERSITY

The Department of Chemistry at Wayne State University seeks applications for tenured or tenure-track positions at the assistant to full professor levels with appointments beginning in August 2004 or earlier. We will consider applicants in all areas of chemistry. Areas of programmatic emphasis include Experimental and Computational Physical Chemistry, Bioorganic Chemistry, and Bioanalytical Chemistry, but candidates in other areas will be seriously considered. All candidates should have a Ph.D. degree in chemistry, a commitment to undergraduate and graduate education, and have the potential to develop a nationally recognized, externally funded research program. Junior candidates should send a complete resume and description of future research plans, as well as three letters of recommendation addressing both research and teaching potential. Senior candidates should send an application letter and a resume. Information about the department can be found at **www.chem.wayne.edu**. All materials should be sent to **Professor Charles H. Winter, Associate Chair, 141 Chemistry, Wayne State University, 5101 Cass Avenue, Detroit, Michigan 48202-3489**. Review of applications will begin in October 2003. Women and minority candidates are encouraged to apply.

Wayne State University is an equal opportunity/affirmative action employer.

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Book Review

By María Elvira Luna Escudero-Alie

***El lenguaje de la pasión*, by Mario Vargas Llosa.** 336 pages. Madrid: El País S.A., 2000. ISBN 84-03-09212-1. $17.43 (Euro) paper.

El lenguaje de la pasión is a selection of 46 articles written between 1992 and 2000, but for the first, which was written in 1983. These thoughtful articles were first published in "Piedra de Toque," Vargas Llosa's column in *El País*, the major newspaper of Spain.

The collection starts with a note from the author presenting his articles, followed by a short explanation–written from Paris–about the meaning of the name *Piedra de Toque*.

The articles are a clear testimony to the vivid imagination, vast cultural knowledge, interest in politics, concern for social issues, and love for painting and literature displayed by this major novelist. They also provide evidence of his itinerant life, full of conferences, lectures, courses, awards, political events, and Honoris Causas titles. They were written from London, Madrid, Arequipa, Berlin, Río de Janeiro, Lima, Jerusalem, The Hague, Bucharest, Washington, D.C., Rome, Alexandria, and many other cities.

Mario Vargas Llosa
El lenguaje de la pasión

As in his novels and plays, in Vargas Llosa's articles we can feel the inherent and unquestionable power of language and literature. Vargas Llosa demonstrates that he is an intrepid and lucid intellectual, a conscience of our time, as Jean Paul Sartre was and as Noam Chomsky is also, though from different ideological perspectives. Vargas Llosa is willing to discuss a variety of controversial and noncontroversial matters, and like a Quixote of politics and democracy, he has no objection whatsoever to fighting impossible yet noble fights, especially to preserve democracy around the globe. Driven by his generosity, he could not avoid responding to the popular clamor asking him to run for the Peruvian presidency in 1990. After being the leading candidate and winning on the first round of the election, he lost in the decisive one to Alberto Fujimori, whose false, populist, and hollow promises fooled most of the country. During the almost 11 years that Fujimori stayed in power, Vargas Llosa was consistent in denouncing the many violations of human rights by the Fujimori-Montesinos regime. "Siete años, siete días," one of the articles of *El lenguaje de la pasión*, refers to the corruption of the Fujimori-Montesinos regime.

I believe this collection of articles is significant and suitable as material for diverse courses. For instance, it could be used for a class in journalism, for a course in politics and/or in culture, for a sociology or history course, and also for a literature class. The prose of Vargas Llosa in these essays is impressively precise, clear, concise, interesting, and informative. It is amusing when it has to be, serious and epic when the topic demands it, and always enjoyable to read.

I have used some of these articles for a third-year Spanish language course at Harvard University, and they were quite useful and so much appreciated by my students. When we were discussing immigration issues, the students read a beautiful article called "Los pies de Fataumata", the story of a woman from Gambia who lives in Catalonia, Spain. A hate-group tried to kill her by setting fire to her house; fortunately she jumped from a second-floor window, injuring herself but surviving. When in another course we discussed Argentina, the students enjoyed reading the article "Placeres de la Necrofilia" which is about the myth of Eva Perón. I also gave a copy of the interesting article "Vida y miserias de Elián," about Elián González, to one of my Harvard students of Cuban origin.

In a literature course whose subject was García Márquez and Vargas Llosa, taught in Washington D.C., I used, among other materials, some of the articles from this book. The students were thrilled to read "Bajo el cielo de Jerusalén," "Los inmigrantes," "La batalla perdida de Monsieur Monet," "La isla de Mandela," "Posmo-dernismo y frivolidad," among others. Not all the students agreed with Vargas Llosa's political points of view, of course, but this circumstance generated polemic in class, and therefore more use of the language–another excellent reason to choose the text.

I strongly recommend this illuminating book to everybody, and not only for its pragmatic use but also for the pleasure of reading such well-thought, eloquent, powerful articles, and for the satisfaction of learning about different, crucial, moving, and interesting topics of our time.

María Elvira Luna Escudero-Alie is a Ph.D. candidate at Georgetown University, with areas of interest in 20th-century Latin American literature and film and in philosophical approaches to literature. At Harvard University, she was awarded (2001-2002) a certificate of distinction in teaching, and currently teaches at Howard University and at Johns Hopkins University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

INDIANA UNIVERSITY

Indiana University School of Education, Bloomington

education.indiana.edu

Situated in the scenic rolling hills of south-central Indiana, Indiana University is a research institution with a strong University Graduate School. The School of Education at Bloomington and Indianapolis enjoys a core campus relationship with five departments on the Bloomington campus: Counseling & Educational Psychology, Curriculum & Instruction, Educational Leadership & Policy Studies, Instructional Systems Technology, and Language Education. As a function of our long-range planning efforts the faculty of the School reaffirmed our commitment to leadership in the applications of technology to enhance teaching and learning. Candidates with expertise in the use of technology for research and instruction are encouraged to apply. Our facilities are state of the art with an advanced network environment. We are seeking outstanding individuals to fill the following positions on the Bloomington campus starting in August of 2004.

LEARNING SCIENCES - SENIOR PROFESSOR

Responsibilities: This is the first of six new Learning Sciences positions to be filled over the next five years in the School of Education. The successful candidate will join a core faculty of seven in building the Learning Sciences program including the development of the Ph.D. and Master's program, intercampus and school linkages, and a research institute. In addition to program development, teaching, and working with graduate students, the successful candidate will be expected to work collaboratively to gain external funding and to maintain an active research agenda. Qualifications: Candidates are expected to have a distinguished record of research, a strong record of obtaining external funding, a recognized ability to collaborate and build collegial relations, and a strong interest and skills in helping to build the leading Learning Sciences program in the world. Area of research is open. Some linkage to mathematics and science education and to the use of technology is an advantage. **Application Process:** Review of applications will begin on November 21, 2003 and will continue until the position is filled. Applicants should send a letter describing teaching and research interests and a curriculum vitae to: **Thomas M. Duffy, chair, Learning Sciences Search Committee, School of Education, Wright Education Building, Indiana University, Bloomington, IN 47405; duffy@indiana.edu; (812) 856-8459.**

QUANTITATIVE EDUCATIONAL RESEARCH METHODOLOGIST - ASSISTANT PROFESSOR, TENURE TRACK, DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

Responsibilities: The successful candidate will be an educational research methodologist with a focus on design and analysis of quantitative data. Preference will be given to candidates who have developed a quantitative area of expertise (e.g., HLM, large-scale data analysis, Bayesian statistics, measurement, nonparametric statistics, survey research methodologies) and have a broad and critical understanding of inquiry methodologies (including understanding and appreciation of research strategies using qualitative data). The successful candidate is also expected to have identified a substantive area of interest (e.g., program evaluation, policy analysis, cognitive/educational psychology) and begun a rigorous research program with the potential to obtain external research funding. A commitment to teaching and to supervising graduate research studies and dissertations are of critical importance. Qualifications: Applicants should have an earned doctorate in a relevant area of specialization and ability to work collaboratively with colleagues in the department and in the school. **Application Process:** Review of applications will begin on November 1, 2003 and will continue until the position is filled. Applicants should send: (1) a letter of application describing teaching and research interests, (2) a curriculum vitae, (3) graduate transcripts, (4) relevant publications or samples of scholarly writing, (5) three letters of recommendation, and (6) relevant course evaluation if available. Send all materials to: **Ginette Delandshere, Chair, Inquiry Search Committee, School of Education, Indiana University, Bloomington, IN 47405; gdelands@indiana.edu, (812) 856-8347.**

ELEMENTARY READING/LANGUAGE ARTS - ASSISTANT PROFESSOR, TENURE TRACK, DEPARTMENT OF LANGUAGE EDUCATION

Responsibilities: The successful candidate will be expected to teach reading and language arts methods at the undergraduate level as well as exert leadership in reading and language arts teacher education. In addition, she or he will be expected to offer instruction at the graduate level, have an active program of research, and be willing to collaborate with colleagues seeking outside funding for research and development grants. Qualifications: An earned doctorate and evidence of an active research agenda are required. Preference will be given to candidates with public school teaching experience and broad based preparation in literacy education. Work in the fields of curriculum and assessment and in technology and literacy education should be clearly delineated. **Application Process:** Review of credentials will begin December 15, 2003 and continue until the position is filled. Applicants should submit a curriculum vitae, three original letters of recommendation, and samples of course syllabi and publications to **Jerome C. Harste, Chair, Reading/Language Arts Search Committee, School of Education, Indiana University, Bloomington, IN 47405; harste@indiana.edu, (812) 856-8276.**

MATHEMATICS EDUCATION - ASSISTANT PROFESSOR OR HIGHER, TENURE TRACK, DEPARTMENT OF CURRICULUM AND INSTRUCTION

Responsibilities: The successful candidate will conduct research in mathematics education and contribute to the teaching and service missions of the department. In addition to undertaking an active research agenda, initial responsibilities will include teaching undergraduate elementary or secondary mathematics methods courses, graduate mathematics education courses, and mentoring graduate students. Appointment is likely to be at the assistant professor level although appointment at the associate or full level is a possibility if qualifications warrant. Qualifications: An earned doctorate in mathematics education (or closely related field), strong promise of productive scholarship, and an ability to work collaboratively with university colleagues and school district partners is required. Experience teaching at the elementary, middle, or secondary level and experience with diverse populations is desirable. **Application Process:** Review of applications will begin on November 21, 2003 and will continue until the position is filled. Applicants should send: (1) a letter describing teaching and research interests, (2) a curriculum vitae, (3) three letters of reference, and (4) for recent doctoral recipients, transcripts of doctoral work and samples of scholarly writing. Send all materials to: **Drs. Frank K. Lester, Jr. & Catherine A. Brown, Co-Chairs, Mathematics Education Search Committee, School of Education Room 3002, Indiana University, Bloomington, IN 47405; lester@indiana.edu, (812) 856-8152; cathbrow@indiana.edu; (812) 856-8004.**

The faculty of Indiana University is committed to achieving excellence through cultural diversity.
The university actively encourages applicants and nominations of women, persons of color,
applicants with disabilities, and members of other underrepresented groups.

LOOK AHEAD with your colleagues
EXPLORE NEW IDEAS for leading
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THE AMERICAN COUNCIL ON EDUCATION

86TH ANNUAL MEETING

This year's theme:

CONNECTIONS TO THE FUTURE

February 28–March 2, 2004

Fontainebleau Hilton Hotel
Miami Beach, Florida

WITH CONFIRMED SPEAKERS:

CHARLAYNE HUNTER-GAULT
CNN Johannesburg Bureau Chief
Reflecting on the 50th Anniversary of
Brown v. Board of Education

LAWRENCE H. SUMMERS
President, Harvard University
Discussing the Economy
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www.acenet.edu

CHANCELLOR
UNIVERSITY OF CALIFORNIA
SAN DIEGO

The University of California invites nominations and applications for the position of Chancellor of the University of California, San Diego campus.

The University of California, San Diego (UCSD), is one of the ten campuses of the University. UCSD offers a wide range of academic programs, and includes six undergraduate colleges, 42 departments, a School of Engineering, a Graduate School of International Relations and Pacific Studies, a School of Management, a School of Medicine, and a School of Pharmacy and Pharmaceutical Sciences. The University is especially known for the excellence of its research and graduate programs, including activities of the Scripps Institution of Oceanography, 37 organized research units, 4 UCSD-based multi-campus organized research units, and two teaching hospitals. UC San Diego's total 2002-03 enrollment of approximately 23,000 students included 18,675 undergraduate students, 2,950 graduate students, and 1,375 health sciences graduate students; in addition, the campus accommodated 890 post-doctoral scholars. UC San Diego ranks consistently in the top 10 U.S. universities in the amount of federal research dollars awarded and it ranks seventh in the nation in terms of the number of faculty who are members of the National Academy of Science. Among all U.S. medical schools, UCSD School of Medicine ranks first in the nation in federal research funding per faculty member. UC San Diego confers baccalaureate degrees in a wide variety of disciplines and interdisciplinary areas, and graduate and professional school degrees in approximately 47 programs. The campus is situated 10 miles north of San Diego in La Jolla.

The Chancellor is the chief executive officer of the campus and is responsible to the President. Within the scope of University policy the Chancellor exercises very broad delegated authority and is responsible for all aspects of campus administration. Candidates should have demonstrated leadership skills in an academic environment, senior experience in the administration of large-scale, diverse, and complex organizations, preferably research universities, and a strong record of teaching, research, and scholarship.

Applications and nominations, accompanied by current resumés, may be addressed to:

The President
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

and should be received no later than October 15, 2003, to be given full consideration.

An Equal Opportunity/Affirmative Action Employer

RICHARD STOCKTON COLLEGE OF NEW JERSEY

DIRECTOR OF STUDENT AFFAIRS COMMUNICATIONS AND TECHNOLOGY RESOURCES

Assists the Vice President for Student Affairs with project development and management, divisional assessment initiatives and report/grant writing. The Director serves as the divisional communications specialist and liaison for technology resources to departments within the Division of Student Affairs. The position will involve compiling, writing, analyzing and editing divisional reports, grants, correspondence as well as preparing printed and Web-based publications and multimedia presentations. Additionally, as a technology resource to staff, the Director will evaluate and implement utilization of the appropriate automated systems or software needed to support the operational efficiency of the Vice President's Office.

Masters degree and 3-5 years experience in technology, report writing, and project management. Experience in college/university setting; as well as proficiency with computer software applications, i.e., MSOffice, presentation and multimedia software, experience with databases preferred. Complete position description can be accessed at **www2.stockton.edu/human_resources.** Salary $55,388, may be higher depending on qualifications, experience and increases in the appropriately established compensation plan. Send letter, resume and three names of reference to **Ralph Viviano, Director of Career Services, Richard Stockton College of New Jersey, PO Box 195, AA51, Pomona, NJ 08240. Screening begins immediately and will continue until position is filled.**

Stockton is an AA/EOE.

CUR

NATIONAL EXECUTIVE OFFICER
COUNCIL ON UNDERGRADUATE RESEARCH

Applications, nominations and inquiries are invited for the position of National Executive Officer (NEO) of the Council on Undergraduate Research, a national society dedicated to the advancement of research, scholarship and creative activity by undergraduates in collaboration with faculty.

CUR's National Office is located in Washington, DC. For information about the Council, interested applicants should visit its website: **http://www.cur.org**. A complete description of the NEO's responsibilities, desired qualifications, and application procedure are available at: **http://www.cur.org/neo.html**. The anticipated starting date is **July 1, 2004.** Applications, inquiries and nominations should be addressed to **Associate Provost Charlotte Otto, Chair, Search Committee, University of Michigan-Dearborn, Dearborn, MI 48128 (phone: 313-593-5030, FAX 313-436-9156, email: cotto@umich.edu).** Review of applications is expected to begin **October 15, 2003** and will continue until the position is filled.

Council on Undergraduate Research is an Affirmative Action/Equal Opportunity Employer. Minorities and Women are encouraged to apply.

CALL FOR PAPERS

NATIONAL ASSOCIATION OF HISPANIC & LATINO STUDIES

National Conference
February 16-21, 2004
Houston, Texas

Abstracts, not to exceed two (2) pages, should be submitted that relate to any aspect of the Hispanic and Latino American experience. Subjects may include, but are not limited to: literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes **OR** 45 minutes).

ABSTRACTS WITH HOME AND COLLEGE/AGENCY ADDRESS *MUST* BE POSTMARKED BY:SATURDAY, November 15, 2003.

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
PO Box 325
Biddeford, ME 04005-0325
Telephone: 207/839-8004
Fax: 207/839-3776
Email: naaasconference@earthlink.net
www.NAAAS.org

MARIST COLLEGE

School of Science

ORGANIC CHEMIST

The School of Science at Marist College invites applications for a tenure-track faculty position (rank commensurate with experience), in the Department of Chemistry & Physics, starting in August 2004. Qualified candidates will have completed a Ph.D. degree, strong interest in undergraduate education, and a commitment to excellence and innovation in teaching. Previous college-level teaching experience and a commitment to incorporating instructional technology into the teaching-learning process are desirable but not essential. Candidates who wish to be considered at the Associate or Full Professor level should provide evidence of teaching effectiveness (syllabi, examples of student work, student evaluations, or letters from colleagues attesting to your teaching ability) and scholarly productivity. Primary instructional assignments will include lecture and lab courses in Organic Chemistry. In addition, all faculty are expected to teach in the General Chemistry sequence. Academic advising, committee service, and establishment of an active research program involving undergraduates are also expected.

Marist College is an independent, liberal arts-based comprehensive institution that embraces the teacher/scholar model, with teaching excellence as the first priority. Centrally located in the scenic and historic Hudson Valley, less than two hours north of New York City, the College enrolls about 4000 full-time undergraduates. The Department offers B.S. degrees in Chemistry (with an option approved by the American Chemical Society) and in Biochemistry, and maintains modern instrumentation in spacious laboratories. For additional information about the College (an institutional member of the Council on Undergraduate Research), the School of Science, and the department, please visit our web site at www.marist.edu/science.

Marist College is strongly committed to the principle of diversity. We are especially interested in receiving applications from members of ethnic minorities, women, disabled individuals and other under-represented groups. To apply, please send a cover letter, curriculum vita, 1-2 page statement of teaching philosophy and goals, 1-2 page description of research plans, and copies of all undergraduate and graduate transcripts, and arrange for three recent letters of recommendation to be sent directly by your referees. Applications will be accepted until the position is filled, with formal review of applications starting on or about October 1, 2003. Please address all application materials to: Chemistry Search, MPO-905/HO, Marist College, North Road, Poughkeepsie, NY 12601-1387.

MARIST
COLLEGE

An Equal Opportunity/Affirmative Action Employer

Central Pennsylvania Consortium

DICKINSON COLLEGE
FRANKLIN & MARSHALL COLLEGE
GETTYSBURG COLLEGE

Three highly selective Pennsylvania liberal arts colleges, DICKINSON, FRANKLIN & MARSHALL and GETTYSBURG, invite applications for the following Fall 2004 TENURE-TRACK positions. Because of the relative proximity of the three colleges, these positions may be of particular interest to academic couples. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For further information and search schedules, interested candidates may consult institutional web pages or contact the individual listed with each advertisement.

DICKINSON COLLEGE, Carlisle, PA 17013

www.dickinson.edu
Contact: Walter Chromiak - chromiak@dickinson.edu

Education: Assistant or Associate Professor of Education, strength in curriculum and pedagogy, **English:** African-American Literature, any sub-field, **Geology:** Structural Geologist, **Religion:** Modern Hebrew Language, Literature, & Culture, **Sociology:** Comparative Sociologist.

FRANKLIN & MARSHALL COLLEGE, Lancaster, PA 17604

www.fandm.edu
Contact: Ann Steiner - ann.steiner@fandm.edu

Anthropology: Sociocultural Anthropology, **Business Administration:** Management and Organization Behavior, **Classics:** Latin Language and Literature, **Classics:** Ancient History, **Economics:** Money and Banking, **Economics:** Specialization Open, **English:** 20th Century British Literature and Literary Modernism, **Government:** International Relations, **History/Judaic Studies:** Modern Jewish History, **Music:** World Music and Ethnomusicology, **Spanish:** Generalist, **Spanish:** Language and Peninsular Literature, **Science, Technology and Society:** History of Science and Environmental Studies, **Theatre, Dance and Film:** Theatre.

GETTYSBURG COLLEGE, Gettysburg, PA 17325

www.gettysburg.edu
Contact: Barbara Herman - herman@gettysburg.edu

Art History: Ancient and/or Renaissance, **Computer Science:** Field open **Economics:** Applied economics (Assistant preferred), **Environmental Studies:** Geographical Information Systems (GIS), **Interdisciplinary Studies:** Civil War Era Studies (Henry R. Luce Professorship), **Management:** Marketing and Management **Mathematics** (2): Applied math, statistics, combinatorics, **Political Science:** Congress and public policy, **Psychology:** Cognitive neuroscience, **Sociology:** Race and ethnic relations; social deviance, **Spanish:** Language and Latin American or Caribbean literature, **Women's Studies:** Global Feminism/"Third Wave" Feminism.

Affirmative Action, Equal Opportunity Employers

Two Graduate Faculty Positions
Indiana University
The School of Library and Information Science - Indianapolis

www.slis.iupui.edu

Either position may be appointed at the tenure-track rank of Assistant or Associate Professor, depending on the candidate's credentials. The successful candidates will provide evidence of excellence in teaching and promise in scholarly production in one or more of the following areas pertaining to graduate studies in library and information science:

- management of information technologies in library environments
- bibliographic access, control, and organization of resources
- digital libraries and multimedia resources
- administration of public, academic and/or special libraries
- information sources for business, government, science, technology, or humanities

Basic qualifications include: Ph.D. or equivalent and successful professional practice in library and information management. Candidates should be willing and have the ability to adapt to new instructional delivery systems through interactive television and online communications. The Indianapolis campus provides faculty support for innovations in instructional delivery with the advanced networking capabilities comparable to any in the nation. A proven record in use of instructional telecommunications is preferred. Both positions are ten-month, tenure-track appointments with the option to teach up to two summer courses at 20% of base salary. **The successful candidates should be prepared to join the current eight full-time faculty by August 1, 2004.**

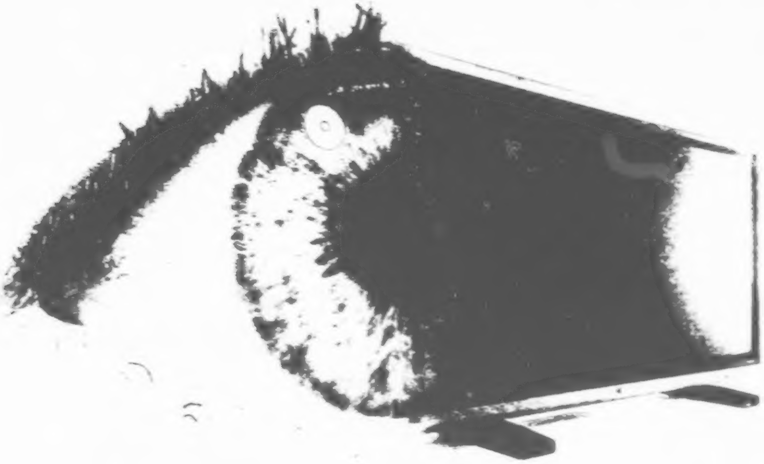
Review of applications will begin November 1, 2003 and will continue until the positions are filled. Applicants should send a letter of interest in which they describe teaching experiences as well as other qualifications. A complete curriculum vita and names and addresses for three references should be included. Questions and applications should be addressed to **Dr. Daniel Callison, Executive Associate Dean, Indiana University School of Library and Information Science - Indianapolis, 755 W. Michigan, Indianapolis, IN 46202. callison@iupui.edu 317-278-2376.**

The Master's of Library Science program at Indiana University is accredited by the American Library Association. A full curriculum of courses leading to the MLS is provided at Indianapolis as well as Bloomington. Students may take courses on either campus. Indiana University has been nationally ranked among the top schools in library science, information systems, youth services and school library media.

Indiana University is committed to the principle of diversity and is actively seeking to increase the racial diversity of its faculty.

The Indianapolis Campus - www.iupui.edu
Indiana University Purdue University at Indianapolis is a leading urban campus of over 27,000 students. As a part of the recently renovated central convention and business areas of the capital city, the campus is adjacent to new structures housing government, museum, athletic and cultural institutions. The expanding metropolitan Indianapolis campus offers the largest range of academic programs in the state combining the best from Indiana University and Purdue University. In addition to library science, IUPUI is a center for professional schools in medicine, law, nursing, education, philanthropic studies, and informatics.

HUMANOLOGY



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SOUTHWEST
TEXAS
STATE
UNIVERSITY

Southwest Texas State University (name change to Texas State University-San Marcos effective 9/01/03) seeks applicants for Chair, Department of Geography beginning in August 2004. The position is a 12-month appointment at a nationally competitive salary. Must be qualified to hold the rank of Professor of Geography and have significant administrative experience, preferably as a department head or chair. Candidate must hold a PhD in Geography, have a significant record of research accomplishments, external funding, and a commitment to teaching excellence at both the undergraduate and graduate levels. The particular research specialization is open. Teaching load is negotiable.

Applicants should include a curriculum vitae, cover letter highlighting administrative experience, research record, external funding, and teaching interests, and a list of names, addresses, phone numbers and e-mail addresses of three references. All application materials should be sent directly to the search committee chair. Review of applications will begin on November 3, 2003 and continue until the position has been filled.

The SWT Geography Department, the largest in the U.S., currently has 29 faculty members, 509 undergraduate majors, 162 master's students, and 35 PhD students and offers a BA, BS, MS, Master of Applied Geography, and PhD in Geography with doctoral specializations in environmental geography, geographic information science, and geographic education. For more information about the department, please visit our web site at **www.geo.swt.edu**.

Enrolling more than 25,000 students, Southwest Texas State University is an equal opportunity educational institution, and as such, does not discriminate because of race, color, creed or religion, sex, national origin, age, physical or mental disabilities, or status as a disabled or Vietnam era veteran. Southwest Texas State University is a member of the Texas State University System.

Apply: **Dr. David Glassman, Geography Chair Search Committee, Department of Anthropology, Southwest Texas State University, San Marcos, Texas 78666-4616. Phone: 512/245/8272. Fax: 512/245-8076. E-mail: dg02@swt.edu**

MILLERSVILLE
UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Millersville University of Pennsylvania invites applications and nominations for the position of Provost and Vice President for Academic Affairs. Millersville University, founded in 1855, is one of 14 institutions of the Pennsylvania State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by *U.S. News and World Report*, Millersville is also listed among *Kiplinger's 100* (best-value universities) in the nation. The University has an honored history of providing excellent teacher education, outstanding programs in science and technology, and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty.

Located in historic Lancaster County, the campus is within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact the Millersville University's Web page at www.millersville.edu.

The Provost is the institution's chief academic officer, reporting directly to the President and also acts on behalf of the President in her absence. The Provost is responsible for providing dynamic leadership for all academic endeavors of the University, including enrollment management, institutional and academic strategic planning, academic programs and policies, program review, library, academic support services, faculty development, curricular planning, budget, faculty performance review and oversight of faculty personnel matters. The Provost must demonstrate the capacity to be an innovative and visionary leader committed to (1) excellence in teaching and learning in a student-centered environment and (2) partnership with community and schools.

QUALIFICATIONS: An earned doctorate from an accredited institution (preferably in a field represented at the University); a record of distinguished teaching, scholarship or creative activity, and professional service; demonstrated commitment to the liberal arts, academic freedom, the University's teaching mission, faculty and student development and to the advancement of technology; a record of continuing administrative experience which demonstrates likely success in: planning, academic curricular program development, fostering civic engagement, fund raising, assessment of programmatic outcomes, and personnel and budget management in a public university setting; respect for and experience in shared governance; evidence of success in building an inclusive and diverse community; the ability to communicate effectively and to work collaboratively with internal and external constituencies; experience with accreditation procedures; and knowledge of critical issues in higher education. A successful two-day campus interview and public presentation are required.

NOMINATIONS AND APPLICATIONS: Applicants must include a letter detailing their experience relating to the qualifications for the position; a resume; and the names, addresses and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by **October 17, 2003**. Desired starting date is July 1, 2004. Electronic submissions will not be accepted. Nominations and applications should be sent to: **Search Chair, Provost and Vice President for Academic Affairs/HO0922, MILLERSVILLE UNIVERSITY, P.O. Box 1002, Millersville, PA 17551-0302.**

An EO/AA Institution

Assistant, Associate or Full Professor of Marketing

Job Description: Responsible for teaching basic and advanced courses in marketing at the graduate level; research in analytical/quantitative or behavioral area(s) of expertise and interests; supervision of doctoral students. While all candidates will be considered, preference will be given to candidates with a proven record of research and teaching.

Qualifications: Minimum qualification is a doctoral degree at or near completion in marketing or related field.

CORNELL

Send applications with a curriculum vitae, a dissertation proposal or abstract (if thesis stage), copies of research papers, and available evidence of teaching quality to: **Professor Vithala R. Rao, S.C. Johnson Graduate School of Management, 351 Sage Hall, Cornell University, Ithaca, NY 14853-6201.**

Cornell University is an equal opportunity, affirmative action employer and educator.

www.cornell.edu/jobs
http://chronicle.com/jobs/profiles/2377.htm

California State University, Long Beach

Tenure-Track Faculty Positions, 2003-2004

- **College of the Arts**
  - Art
  - Design
  - Film and Electronic Arts
  - Music
- **College of Business Administration**
  - Finance, Real Estate, & Law
  - Information Systems
  - Management and HRM
- **College of Education**
  - Educational Psychology, Admin., & Counseling
  - Teacher Education
- **College of Engineering**
  - Civil Engineering
  - Computer Engineering & Computer Science
  - Mechanical & Aerospace Engineering
- **College of Health & Human Services**
  - Communicative Disorders
  - Criminal Justice
  - Family & Consumer Sciences
  - Kinesiology & Physical Education
  - Nursing
  - Recreation & Leisure Studies
  - Social Work
- **College of Liberal Arts**
  - Anthropology
  - Chicano & Latino Studies
  - Communication Studies
  - Economics
  - Geography
  - Jewish Studies
  - Linguistics
  - Philosophy
  - Religious Studies
- **College of Natural Sciences & Mathematics**
  - Biological Sciences
  - Chemistry & Biochemistry
  - Physics & Astronomy

ALL POSITIONS ARE OPEN UNTIL FILLED. Contact the department for information at CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-4111 V/TDD, or visit our web site at **http://www.csulb.edu/divisions/acadaffs/Academic_Personnel/** click on **F**aculty **E**mployment **O**pportunities.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

EO EMPLOYER

PROVOST AND SENIOR VICE PRESIDENT ACADEMIC AFFAIRS

UNIVERSITY OF CALIFORNIA

The University of California invites nominations and applications for the position of Provost and Senior Vice President - Academic Affairs of the University.

The University of California is a publicly assisted institution with ten campuses which include five medical centers and 15 health sciences schools, a Division of Agriculture and Natural Resources, numerous organized research units, and programs abroad. The University is the state's land grant university. It also manages three national laboratories for the U.S. Department of Energy. In 2001-02, the University enrolled 183,355 students and employed about 159,325 individuals, including those at the three DOE national laboratories. Its annual budget for 2001-02 was approximately $14 billion, inclusive of the DOE laboratories.

The Provost and Senior Vice President - Academic Affairs reports directly to the President of the University. Responsibilities include development of academic and research policy; administrative oversight of University planning and associated budget matters; liaison with Universitywide Academic Senate and student governments; liaison to the California Postsecondary Education Commission; development of policy in such areas as admissions and outreach, library planning, research, and student affairs. The Provost and Senior Vice President also is responsible for University Extension, summer sessions, and the University Press.

Candidates should have senior academic administrative experience in large-scale, substantial, diverse, and complex organizations, preferably research universities, together with a strong record of teaching, research, and scholarship.
Applications and nominations, accompanied by current resumés, may be addressed to:

The President
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

and should be received no later than October 15, 2003, to be given full consideration.

An Equal Opportunity/Affirmative Action Employer

Berry College

ANNOUNCEMENT

Assistant Professor of Finance

The Campbell School of Business at Berry College invites applications and nominations for one tenure-track faculty position in Finance. Candidates should have an interest in teaching financial planning and personal finance. The Campbell School desires excellent teachers who will also maintain active research agendas consistent with our goal of attaining AACSB accreditation in the next few years. The teaching responsibilities are primarily in the undergraduate program, but may also include our MBA program.

Candidates should have an earned doctorate, or be an ABD near completion. Salary is competitive and commensurate with credentials and experience. Screening will begin **September 1, 2003** and will continue until the position is filled. The preferred starting date is **August of 2004**.

Located on 28,000 acres in northwest Georgia, Berry College is a comprehensive liberal arts college with an enrollment of approximately 1,900 undergraduates; it offers an education that stresses academic excellence, practical work experience, and an interdenominational religion-in-life program. The school is located 65 miles northwest of Atlanta, Georgia, and 65 miles south of Chattanooga, Tennessee. Berry offers a living and learning experience in a setting of natural and unspoiled beauty.

To be considered, applicants should send a letter of application, current vitae, evidence of current teaching effectiveness, the names and addresses of at least three references, and other relevant supporting documents to:

Dr. Krishna S. Dhir, Dean
Campbell School of Business
Berry College
2277 Martha Berry Highway NW
Mount Berry, GA 30149

Berry College is an Equal Opportunity employer.

Colby

ASSISTANT PROFESSOR OR INSTRUCTOR

Assistant Professor or Instructor of Spanish, tenure-track, starting September 1, 2004. Area of specialization: 19/20th-century Peninsular Spanish literature and culture. Ph.D. or advanced ABD. Applicants must have native or near-native command of Spanish, teaching experience in language and literature, and a serious commitment to scholarship in the designated area of specialization. The successful candidate will teach five courses per year. Send letter of application, statements of teaching and research interests, and dossier (including three letters of recommendation) to: **Professor Jorge Olivares, Chair, Department of Spanish, Colby College, Waterville, ME 04901. Review of applications will begin November 10, and continue until the position is filled. Interviews of selected candidates will be held at the MLA meeting.**

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby website: www.colby.edu

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WESTERN CONNECTICUT STATE UNIVERSITY BUSINESS COLLECTION LIBRARIAN

Position: WCSU is seeking qualified applicants for a tenure track position in its Robert S. Young Business Library. Responsibilities include providing reference/information/research services and library user education; creating library instruction materials, bibliographies, and help sheets; selecting appropriate reference resources; serving as liaison to several academic departments in the school of business; managing an endowment fund; collection development and management; monitoring services, resources, equipment, and staff requirements at the library; recommending and interpreting goals, objectives, policies, and procedures of the library; participating in the selection, training, and evaluation of library staff; participating in circulation duties; coordinating activities of the library with other units of the university libraries; participating in library, WCSU and CSU committees; and serving as the university libraries' liaison to the university's external programs and distance education initiatives. Reports directly to the Director of Library Services.

Qualifications: Must possess an MLS from an ALA accredited program. It is preferred that candidates have post-MLS experience in reference, collection development, academic liaison services, and user education in an academic business library; experience in providing services to external programs and distance education; and academic background in business. Minimum salary: $43,354.

Application Process: Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts and, three current letters of reference to: Mr. Vijay Nair, Chair, Library Faculty Search Committee, Ruth Haas Library, WCSU, 181 White Street, Danbury, CT 06810. Screening of applications will begin on September 15, 2003 and will continue until the position is filled.

WCSU is an AA/EO Educator/Employer.

AUBURN UNIVERSITY
DEAN OF STUDENTS

The Division of Student Affairs of Auburn University is seeking candidates for the position of Dean of Students. Auburn University, a land grant, public, research university, which enrolls a population of approximately 23,000 students in Auburn, Alabama.

The Dean of Students is a newly created position for Auburn University. As a senior member of the management team for the Division of Student Affairs, the Dean of Students is responsible for providing leadership to foster students' personal and intellectual growth. The Dean of Students serves as an advocate for student needs, overseeing and providing leadership for a broad range of student development oriented departments, including Greek Life, Judicial Affairs, University Program Council, International Student Life, Eagle Eye (TV Station), WEGL (Radio Station), Student Organizations and Student Leadership Development programs. Additionally, the position is responsible for the operation and management of Foy Student Union and eventually the new Union Village. The position manages fiscal and personnel resources of all departments that report to him or her, including revenue generation for the union/village and administers organization and assessment procedures.

It is imperative that the individual in this position have a strong interest and experience in Greek Life. Greek Life plays a significant role in the co-curricular life of the University and it is the charge of the Dean of Students to ensure that the experience adds value to members' educational pursuits.

Dean of Students plays a vital role in providing crisis response and assistance to students and University employees working with students. The Dean of Students is responsible for assisting with individual and group crisis and emergency situations, providing mediation and other informed intervention to assist students in resolving conflict.

Additionally, this person will assist in advancing diversity efforts. The individual in this position must have demonstrated experience in working with a diverse population and comprehensive diversity initiatives. There is an expectation that the Dean of Students will work with senior leadership team and students to develop and implement new diversity initiatives. Auburn University is in the process of developing major campus wide diversity programs. The Dean of Students may also represent the Division of Student Affairs in university-wide planning groups on diversity.

Auburn University is in the process of building a new student village (student union). The Dean of Students will be responsible for representing student affairs in the planning and construction process, as well as facilities management of the union both old and new.

The Dean of Students will work collaboratively with other members of the university community to advance the institution in accord with its vision, academic mission, and strategic goals.

Auburn University seeks a progressive, innovative leader who has experience in an advanced level student affairs position in higher education administration with a record of achievement in increasingly responsible positions.

The minimum qualifications are an earned Doctorate degree from an accredited university (higher education, student affairs administration or counseling desired) and at least four years of career progression in Student Affairs. The successful candidate should additionally demonstrate:
evidence of excellent written, and interpersonal skills; in-depth knowledge of Greek Life, including NIC, Panhellenic and NPHC organizations at the national level; commitment to diversity; knowledge of Student Development Theory; knowledge of current issues in Student Affairs, including current legal issues; proven experience in crisis management; effectiveness in working with diverse constituencies, including students, faculty, staff, parents, administrators, and community; expertise in strategic planning; experience in assessment, evaluation and budget management; evidence of active involvement in national professional organizations; and ability to coordinate and lead the work of student programming in the support of the institution's goals.

Desired qualifications are at least six years of career progression in Student Affairs. Experience at a large public university is also desired.

To be considered, candidates must attach a cover letter of interest, a current resume/vitae, a comprehensive statement describing the applicant's philosophy of Student Development (not to exceed three pages), and a list of 5 references with e-mail addresses to the on-line application. Only complete applications will be considered.

Minorities and women are encouraged to apply.

Refer to Requisition # 20351 and apply on-line at:
www.auemployment.com

on any computer with Internet access. If you need assistance, contact Auburn University's Department of Human Resources at (334) 844-4145. Internet access is also available through you local state employment office and public library.

Review of applications will begin after October 10, 2003 with an anticipated start date of spring 2004.

Auburn University is an Affirmative Action/Equal Opportunity Employer.

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UCDAVIS

GRADUATE SCHOOL OF MANAGEMENT

UNIVERSITY OF CALIFORNIA

The Graduate School of Management at the University of California-Davis (UCD/GSM) invites applications for a tenure-track position in the area of Organizational Behavior. The position will be filled at the Assistant Professor, Associate Professor, or Professor level. Candidates must have a PhD in Organizational Behavior or a related field (e.g., Sociology or Psychology) and expertise in the study of organizations. We encourage applications from junior scholars (recent PhDs) and senior scholars (established teachers and researchers).

Those interested can find more information about the UCD/GSM faculty at **http://www.gsm.ucdavis.edu/faculty/directory.asp.**

Candidates should send a description of teaching and research interests, curriculum vitae, and the names and addresses of three references to:

OB Faculty Search Committee
Graduate School of Management
University of California, Davis
One Shields Avenue
Davis, CA 95616
facultyrecruit@gsm.ucdavis.edu

Please do not send letters of reference. To insure consideration, applications should be submitted by November 30, 2003. The position will remain open until filled.

The University of California Davis is an Affirmative Action/Equal Opportunity Employer

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ASSOCIATE OR FULL PROFESSOR AND DEPARTMENT CHAIR

SOCIAL PSYCHOLOGY

The Department of Psychology at Colby College invites applications for an associate or full professor in social psychology, who will serve as department chair, beginning September 1, 2004. Area of specialization open. A strong record of teaching and research is required, including a background in quantitative methods and research design. Annual teaching load for this position is four courses per year (a one-course release from the normal five-course load) plus a stipend while serving as chair. Teaching responsibilities would most likely include social psychology, an advanced course in the candidate's specialty area, research methods and statistics or a course in an area related to social psychology, participation in our team-taught introductory psychology course, and supervision of students conducting research in the candidate's areas of expertise. The successful candidate will be expected to maintain a productive research program; a record of excellence in conducting rigorous empirical research is more important than any specific area of scholarship. Colby is a highly selective liberal arts college (with approximately 1800 students) recognized for excellence in undergraduate education and for close student-faculty interaction. The College has a generous sabbatical policy, and offers funds for research and professional travel as well as for start-up. Applicants should send a curriculum vitae, reprints, statements of teaching and research interests, and three letters of recommendation to: **Professor Diane Winn, Chair, Department of Psychology, Colby College, Waterville, ME 04901. Review of applications will begin on January 5, 2004 and will continue until the position is filled.**

Colby is an Equal Opportunity/Affirmative Action employer, committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

For more information about the College, please visit the Colby website: www.colby.edu

Colby

BRIDGEWATER STATE COLLEGE

BSC
BRIDGEWATER STATE COLLEGE

Anticipated Tenure Track Positions - Fall 2004

Founded in 1840, Bridgewater is one of nine state colleges in Massachusetts and was recently recognized by Yahoo Internet Magazine as one of the "50 most wired" campuses in the U.S. A regional, comprehensive institution, the college serves 9,500 students. Bridgewater is a beautiful New England town with easy access to the major intellectual, cultural, and recreational resources of Boston, Providence and Cape Cod.

Bridgewater State College seeks applicants for the following anticipated full-time, tenure track positions:

American Politics
Communication Studies
Computer Science
Criminal Justice
Education Leadership
Elementary & Early Childhood Education
English
Graphic Design*
Management – 4 positions
- General Technology – 2 positions
- Management Information Systems
- Organizational Behavior/Development

All positions require an earned doctorate, unless otherwise noted on position description. Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. Applicants should also have the ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity and a commitment to public higher education. **For additional information and full position descriptions, we encourage you to visit our web site: www.bridgew.edu/Depts/HumanRes/JobList/.**

TO APPLY: Submit letter of application, resume, and the names, addresses and telephone numbers of three (3) professional references to: **Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325 or e-mail to k2king@bridgew.edu.** *Applicants for the Graphic Design position are required to submit samples of artwork, documented in any of the following forms: 35mm slides, compact discs, DVDs or Web URLs. No electronic applications will be accepted for this position.

Bridgewater State College is an affirmative action/equal opportunity employer who actively seeks to increase the diversity of its employee community.

http://www.bridgew.edu

MIAMI UNIVERSITY
OXFORD OHIO

Director

Interdisciplinary Program in Journalism Miami University

Program administrator, teacher, adviser and scholar to: supervise tenure-track and part-time and temporary faculty; manage program budget; oversee recruitment of new faculty and staff; schedule and staff courses; oversee student advising; advocate program's needs to the dean; continually evaluate the program's quality and success; build and maintain program's regional and national standing. Require PhD or MA degree in appropriate field; significant professional experience and accomplishments in journalism; experience in journalism education. Desire administrative or supervisory experience. Appointment with tenure in journalism or in allied department in College of Arts and Science.

Letter of application, CV and list of professional references by **October 1, 2003** to **Reed Anderson, Associate Dean; Chair, Journalism Search Committee; College of Arts and Science; Miami University; Oxford, OH 45056.** Request additional information at **andersr@muohio.edu**

Miami University is an equal opportunity, affirmative action employer, and encourages women and minority candidates to apply.

Dallas County Community College District

VICE PRESIDENT

TEACHING & LEARNING

(Position No. 060308055) $64,884/Min. Annual Salary, Full-time. A senior level administrator responsible for providing leadership in a team-based environment in the combined areas of student instruction and student leadership and development. Requires expertise in planning, budgeting, implementation and evaluation. Provides leadership in the design, strategies for implementation and evaluation of all activities related to the teaching and learning of students. Specific areas include Arts and Sciences, Learning Support Services and Work Force Development. Interprets and applies District policy and procedures. Formulates location policies, procedures and objectives. Assures compliance with related program/accrediting agencies/state/federal regulations and laws. Directs the application and enforcement of the student code of conduct, including disciplinary and grievance processes. Recruits, selects, coaches and evaluates a diverse staff. Make recommendations to the president for hiring faculty with input from the college faculty and staff. Develops, implements and monitors a significant portion of the college budget; identifies and pursues alternate funding sources where appropriate. Develops and maintains strong internal teams and external partnerships to further college and District goals that will shape future programs and build strong community alliances. Perform other duties as assigned by the college president. **REQUIREMENTS:** Earned doctorate and two years of experience as an upper-level administrator in a community college. Additional three years of experience in higher education to include a minimum of two years of full-time teaching. Demonstrated experience in program and curriculum design and development. General understanding of grant development and reporting. Official transcripts will be required. For information call **Mountain View College (214) 860-8703.**

Deadline for all applications (electronic/non-electronic) is 5:00 p.m. on 10/03/2003

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

Visit our website at: http://www.dcccd.edu

BOSTON UNIVERSITY

SPECIAL EDUCATION
CLINICAL ASSISTANT PROFESSOR
STUDENT TEACHING COORDINATOR

The Department of Special Education is seeking a clinical assistant professor to serve as student teaching coordinator for the department. Responsibilities include identifying practicum field placements in local schools; matching students to those placements; supervising and coordinating the supervision of student teachers in the field; and conducting a weekly seminar for student teachers on relating theory to classroom practice. Additional teaching and direct student supervision are also possible, consistent with department needs. The position is initially for a one-year term, with potential for renewal pending budgetary approval.

The ideal candidate will have at least a master's degree in special education or a related field, as well as extensive classroom teaching and supervisory experience.

Review of applications will begin immediately and continue until the position is filled.

A letter of application, a current curriculum vitae, and the names, postal and e-mail addresses, and telephone numbers of three references should be sent to:

Ms. Elizabeth Austin
School of Education
Boston University
Two Sherborn Street
Boston, MA 02215

BOSTON UNIVERSITY SCHOOL OF EDUCATION

An equal opportunity, affirmative action institution.

USF UNIVERSITY OF SOUTH FLORIDA

The University of South Florida invites nominations and applications for the position of:

Provost and Vice President for Academic Affairs

The University of South Florida is a multi-campus metropolitan research university of national distinction serving 40,000 students in 14 colleges on campuses in Tampa, Lakeland, St. Petersburg and Sarasota/Manatee. USF is classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, USF is one of three public universities in Florida classified as a Research I institution by the State of Florida. With more than 1,600 full-time faculty, USF offers baccalaureate degrees in 81 fields, 88 master's and specialist programs, 32 doctoral programs, and the Doctor of Medicine degree.

As the public university serving a region of more than 3.5 million people, USF is planning for continuing growth in quality and quantity of undergraduate and graduate education and research. USF attracted more than $225 million in external funding last year. Major areas of research, scholarship, and creative work include life science and biotechnology, marine science, neuroscience, cancer, biomedical fields, environmental policy, microelectronics, youth and children, aging, pedagogy, applied social and behavioral sciences, and visual and performing arts. USF's College of Medicine is affiliated with seven teaching hospitals: Tampa General Hospital, the H. Lee Moffitt Cancer Center and Research Institute, All Children's Hospital (St. Petersburg), the Shriner's Hospital for Children, the James A. Haley Veterans Hospital, Bay Pines Veterans Medical Center (Pinellas), and the Morton Plant Hospital (Clearwater). USF is heavily engaged in research-based efforts addressing economic development and urban issues.

For more information on the Office of the Provost and Vice President for Academic Affairs, University of South Florida please visit the following websites: http://acad.usf.edu/ and http://usfweb.usf.edu.

Position and Qualifications:
The Provost and Vice President for Academic Affairs is the chief academic officer of the University, reports to the President, is a key member of the University's senior administrative team and serves as Acting President in the President's absence. The Provost and Vice President for Academic Affairs is responsible for academic policy, planning and administration.

Minimum Qualifications include an earned doctorate appropriate for appointment as a tenured full professor in an academic department at USF, a record of distinguished scholarship and significant administrative experience at the level of dean or higher. Preferred candidates must provide outstanding academic leadership and be commited to the highest standards of excellence and integrity in undergraduate, graduate and professional education, research and service. They should possess a strong, demonstrated commitment to diversity; demonstrate fund-raising skills; be skilled at fiscal and personnel management; possess outstanding organizational, interpersonal and advocacy skills, including ability to communicate effectively with internal and external groups; and experience with respect for shared governance and collective bargaining.

Application Process
Send letter of application or nomination to:
Dr. Stuart Silverman
Chair, Provost and Vice President Search Committee
Office of the President
University of South Florida
4202 E. Fowler Ave., ADM241
Tampa, FL 33620
Email: sgottuso@acad.usf.edu or rbreitweiser@acad.usf.edu

Letters of application should highlight the candidates' most important accomplishments as an administrator and must be accompanied by a complete curriculum vitae and the names and addresses of five references. References will not be contacted until advanced stages of screening, and candidates will receive prior notification.

The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the committee are treated as open material with the exception of evaluative documents specific to the performance of Faculty of the State University System of Florida.

Review of applications and nominations will begin on October 3, 2003 and continue until the position is filled.

The University of South Florida is an Equal Opportunity, Affirmative Action, Equal Access Institution. For disability accommodations, contact Ms. Sheril Gottuso at (813) 974-2154 or TDD (813) 974-1510 at least five working days in advance of need.

1827

1857

LAKE FOREST
COLLEGE

Provost and Dean of the Faculty

Lake Forest College invites applications and nominations for the position of Provost and Dean of the Faculty. The Provost / Dean is the College's chief academic officer and provides leadership for its academic endeavors. The appointment begins on or before **July 1, 2004.**

A highly selective, residential liberal arts institution of 1,300 students founded in 1857, Lake Forest College is located 30 miles north of Chicago in a historic suburb along Lake Michigan. The College is in a strong position: student applications have risen by 60% over the past 5 years, outstanding faculty have received high honors and acclaim, Chicago's resources have enriched the curriculum in many and novel ways, and the ambitious goal of a $65 million capital campaign has been surpassed this year.

In addition to the bachelor's degree, the College offers a Master of Liberal Studies degree. Undergraduates came from 45 states and 43 foreign countries in 2002-03; approximately 14% of our students are from historically underrepresented groups. Students choose from 26 majors in 18 departments and 8 interdisciplinary programs. The full-time equivalent teaching faculty numbers 102. The College's tradition of teaching excellence is matched by its long-established support of scholarly research. A democratic governance system, in place since 1971, assures broad student and faculty participation. The College hosts chapters of Phi Beta Kappa and Sigma Xi.

The Provost / Dean is the second ranking officer of the College and reports to President Stephen D. Schutt, who came to the College in 2001 from the University of Pennsylvania, where he served as Vice President. The Office of the Provost / Dean is vested with primary responsibility for recruiting, developing, and evaluating the faculty; for maintaining and enhancing the quality of academic programs and the curriculum; and for supervising academic support operations. The Provost / Dean also has key responsibility, second only to the President, for the College's institutional planning, and for the development and monitoring of annual academic budgets.

An earned doctoral or terminal degree, skillful teaching at the college level, and a record of sustained scholarly or creative activity are required. Also essential are a commitment to the values of the liberal arts and sciences; the ability to work well with faculty colleagues, students, administrative staff, and trustees; and a commitment to the recruitment of historically underrepresented groups for faculty and staff positions. Preference will be given to candidates with a record of success as dean, department chairperson, or governance committee chairperson.

Nominations and expressions of interest will be received until the position is filled. To be assured of full consideration submissions must be received by **October 10, 2003**; please include a cover letter, a complete vita, three letters of recommendation or the names of three references, including addresses and telephone numbers. The identity of applicants will be kept strictly confidential. Send all correspondence to:

Professor Nader Nazmi
Chair, Provost / Dean Search Committee
Lake Forest College
555 North Sheridan Road
Lake Forest, IL 60045-2399
Fax: 847-735-6270
E-mail: DOFsearch@lakeforest.edu

Lake Forest College is an equal opportunity employer.

Iona College

ASSISTANT PROFESSOR

HEALTH CARE ADMINISTRATION

The Department of Health Care Administration, Iona College is seeking applicants for a tenure track faculty position (assistant professor). Candidates should hold a PhD or equivalent in health services research, health management or closely related field. The successful candidate will be expected to teach in the health management program and to develop an independent research agenda. Candidates with teaching experience in Long Term Care, Informatics, or Healthcare Finance are preferred.

Women and minorities are encouraged to apply. Applicants should send a letter of interest, complete curriculum vitae, and contact information (names, addresses, telephone numbers and e-mail addresses) for three references:

Vincent Maher, MS, MA, JD
Chair, Search Committee,
Department of Health Care

IONA

715 North Avenue
New Rochelle, NY 10801

Review of Applicants will begin immediately and continue until position is filled.

Iona College is a diverse community of learners and scholars dedicated to academic excellence in the tradition of the Christian Brothers and American Catholic higher education and an Equal Opportunity Employer.

UNION COLLEGE

Union College, New York. The Department of Sociology invites applications for a two year visiting assistant professor in the area of Hispanic studies, deviance and political sociology. The applicant must have a PhD in Sociology. The position requires a dedication to teaching as well as an active research program. Union College offers an exceptional benefits package. Send letter of application, curriculum vitae, 3 letters of recommendation, and evidence of teaching to **Search Committee, Dept. of Sociology, Union College, Schenectady, New York 12308.** Application review will begin October 1. Union College, a private liberal arts institution in the capital district of New York State, is committed to a program of equal employment opportunity. *Women and minorities are strongly encouraged to apply.*

COLUMBIA UNIVERSITY

School of Journalism

Columbia University, School of Journalism seeks Special Project Director to assist in outreach and recruitment programs and establishing and operating television facility. BA required; minimum 7 yrs related experience in journalism with a focus on television. Academic admissions and TV production experience required; interest and expertise in political science and international affairs critical. Must have excellent communication skills. Further information listed at **http://www.hr.columbia.edu/hr/** under employee opportunities - **Job ID number 84028250.** Submit resume and cover letter at above website. *QUALIFIED WOMEN AND MINORITIES ARE ESPECIALLY ENCOURAGED TO APPLY.*

Columbia University is an equal opportunity/affirmative action employer.

UNIVERSITY of
DAYTON

DEAN

College of Arts and Sciences University of Dayton

The University of Dayton seeks an imaginative and inspiring individual to lead its College of Arts and Sciences. Founded by the Society of Mary in 1850, the University draws inspiration from its Marianist heritage, sustaining its commitment to educating the whole person through linking learning and scholarship with leadership and service. The University of Dayton further distinguishes itself by integrating learning across disciplines, by the strength and centrality of its general education curriculum, and by its ability to provide a deeply personal learning experience while employing highly sophisticated communication technologies to support students' educational engagement and interaction. The largest private university in Ohio and among the top Catholic universities and colleges in the country, UD has been named a national doctoral university. The College collaborates with the University's schools of Business Administration, Education and Allied Professions, Engineering, and Law as well as with the University of Dayton Research Institute.

As the University positions itself for greater national prominence, the College will continue to play a central role in articulating the University's mission, developing its strategies, and fulfilling its goals. The Dean of the College will join an experienced administrative team and a young, vibrant faculty that is deeply engaged with teaching, research, and service. Twenty-five percent of the tenured/tenure-track faculty have been hired in the last five years, and in 2002 the University appointed its first lay president. The University community is eager to build upon the institution's impressive record of productive collaboration to address new challenges presented by the University's own record of success. Over the past two decades the University has made exceptional progress in raising its academic standards and the quality and breadth of its research while further developing its distinctive residential culture, its practice of connected learning, and its commitment to community service.

The Dean of the College controls an operating budget of $30 million and an endowment of $15 million that is specific to the College; the University endowment is approximately $300 million. The Dean supports 240 tenured/tenure-track faculty; direct reports include three Associate Deans, two Assistant Deans, and more than two dozen department chairs and program directors.

The new Dean will bring an academic record meriting appointment with tenure at the rank of Professor and have substantial administrative experience; will demonstrate the ability to articulate and apply the University's Catholic and Marianist traditions as they affect its evolving institutional strategy; will bring vision and experience relevant to the University's understanding of the College as its vital center; and will lead effectively within an academic community strongly committed to collegiality, collaboration, and consensus-building.

The University of Dayton is strongly committed to increasing diversity. The University is an equal opportunity, affirmative action employer. W/M/D/V/DV are encouraged to apply. Prospective applicants are encouraged to visit the CAS Dean Search website at: **http://collegedean.udayton.edu.** Inquiries, nominations, and resumes should be sent with a cover letter and in confidence to: **Alan Wichlei, Vice President or Beverly Brady, Senior Associate, Isaacson, Miller, Internal Box 2690, 334 Boylston Street, Suite 500, Boston, MA 02116-3805, e-mail: 2690.UDCAS@imsearch.com** Electronic submission of resumes is strongly encouraged.

DEAN
COLLEGE OF VISUAL AND PERFORMING ARTS
SYRACUSE UNIVERSITY
Syracuse, New York

Syracuse University seeks a Dean of the College of Visual and Performing Arts who will be a dynamic and committed leader and an advocate for the highest level of creative achievement, education, and scholarship.

The College of Visual and Performing Arts offers its 2200 undergraduate and 180 graduate students a wide range of programs of study in the School of Art and Design, Department of Drama, Setnor School of Music, Department of Retail Management and Consumer Studies, and Department of Communication and Rhetorical Studies. The college has an outstanding faculty of 122 full time members, a number of adjunct faculty, a committed staff of 56, and an annual operating budget of $10.3 million.

Founded in 1870, Syracuse University enrolls approximately 11,000 undergraduate and 4,000 graduate and law students. A member of the Association of American Universities, Syracuse has a continued commitment to being the nation's leading student-centered research university. The university's academic divisions include the College of Arts and Sciences, nine other professional schools and colleges, including a law college, and a graduate school.

The Dean is the chief academic and administrative leader of the College of Visual and Performing Arts with responsibility for all matters relating to the administration of the college including academic programs, faculty, staff, students, facilities, resources, budget, alumni, fund raising, and relationships within the university as well as communities outside of the university.

The ideal candidate will possess the following: an advanced degree or equivalent combination of education and professional/artistic accomplishments; a strong administrative record in an academic institution, foundation, or cultural institution; success in leadership and outstanding management skills; a collegial, consultative management style allied with the ability to be decisive; exceptional communication and interpersonal skills; a strong commitment to students; an interdisciplinary orientation; strong advocacy skills coupled with an institutional perspective; financial acumen; and the ability to serve as an articulate spokesperson for the college, increase philanthropic support, and enhance its visibility and prominence.

Professor Arthur McDonald, Acting Dean of the School of Architecture and Chair of the Search Committee, requests that all inquiries, nominations, and applications be submitted to him in care of the university's consultant:

Paula Carabelli
Spencer Stuart
2020 Main Street, Suite 350
Irvine, California 92614
(949) 930-8000
syrvpa@spencerstuart.com

Applications should include a current curriculum vitae and a detailed letter describing the candidate's relevant experience. Screening will begin immediately and continue until an appointment is made. It is anticipated that the new Dean will start on **July 1, 2004.** All communications will be treated confidentially.

Syracuse University is an Equal Employment Opportunity/Affirmative Action Employer

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The City University of New York
Community College Investment Initiative

Be a Part of the Largest Urban University in the Nation
City University of New York - Make a Difference!

Faculty Positions are available at the Lecturer, Instructor and Assistant Professor rank depending upon qualification at the following Community Colleges:

Borough Of Manhattan CC

- Access Services Librarian
- Accounting
- Allied Health Paramedic Program
- Allied Health Respiratory Therapy
- Art (Photography)
- Art (Studio)
- Astronomy/Physics
- Biology/Microbiology (5)
- Business Management (2)
- Chemistry (2)
- Collection & Resources Management Librarian
- Computer Info Systems (3)
- Computer Science (2)
- Developmental Skills ESL
- Early Childhood Ed
- Economics
- Electronic Resources Librarian
- English Composition (8)
- Health Education
- Information Literacy Librarian
- Literature and Writing
- Mathematics (13)
- Modern Language Spanish (2)
- Modern Language Spanish/Italian
- Music & Art Voice/ Choral Specialist
- Nursing/Med. Surgical (4)
- Nursing/Pediatrics
- Poetry
- Political Science
- Psychology (2)
- Sociology (2)
- Speech, Communication & Theater Arts (5

Bronx CC

- Art History/Art Appreciation
- Biology
- Chemistry
- Communications (2)
- English ESL, Composition, Literature (4)
- History (2)
- Mathematics/ Computer Science (5)
- Modern Language/Spanish/ Italian/French (2)
- Physics & Technology
- Social Science/Psychology/ Sociology/Anthropology (3)

Hostos CC

- Africana, Caribbean & Latin American Studies
- Art/Visual Art
- Biology (2)
- Chemistry/Physics
- Dental Hygiene
- English/Comparative Lit/Linguistics/Rhetoric & Composition (2)
- History
- Instruction Librarian/Archivist
- Mathematics
- Media & Computer Studies
- Modern Languages Italian/French
- Modern Language Spanish
- Urban Health Studies & Nutrition

Kingsborough CC

- Amer. History
- Biological Science
- Bus/Economics
- Business
- Ceramics
- Chemistry
- Communications/Speech (2)
- Early Childhood Ed (3)
- Earth/Planetary Science
- English (multiple)
- Health Education
- Math & Computer Science (multiple)
- Music
- Nursing (4)
- Philosophy
- Physics
- Political Science
- Psychology (2)
- Readers Services. Librarian (3)
- Sociology (2)
- Spanish (2)
- Systems Librarian

LaGuardia CC

- Accounting & Managerial Studies
- Biology
- Chemistry
- Computer Information Systems
- English
- English ESL
- International Business
- Library Science
- Mathematics
- Nursing
- Psychology
- Social Science/Economics

Queensborough CC

- Art History
- Biological Science & Geology (2)
- Business (3)
- Business Management
- Chemistry
- Chinese
- Computer Info Systems
- Dance
- Digital Art & Design
- Electrical Engineering & Computing Tech
- English
- English ESL
- Health
- Information Systems Librarian
- Instruction Librarian
- Library
- Management
- Mathematics & Computer Science
- Medical Surgical
- Music Technology
- Periodical Cataloging
- Physics
- Psychology
- Social Science Elementary
- Sociology
- Spanish
- Speech Communication & Theatre Arts
- Theatre Technology
- Western Civilization
- Writing Program

Please visit www.cuny.edu for more information.

EO/AA/IRCA/ADA EMPLOYER

Elmhurst College

Director of BSN Partnerships
Elmhurst College
Deicke Center for Nursing Education

Elmhurst College invites applications for the new position of Director of BSN
Partnerships. MSN and doctoral degree in nursing or a related field required and current Illinois licensure as an RN. Teaching experience in a BSN program preferred. The position requires day-to-day management and administration of the College's BSN Partnerships as well as launching of academic programs which includes participating fully in course design, teaching, and supervision of student clinical projects. Equivalent faculty rank and salary will be commensurate with credentials. Position begins **December 2003** and offers a one-year renewable contract. Please send letter of application, vitae, and names of three references to **Dr. Linda Niedringhaus, Director, Deicke Center for Nursing Education, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126, or email to lindan@elmhurst.edu, or fax to 630/617-3237. Inquiries at 630/617-3344.**

We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.

T·H·E
OHIO
STATE
UNIVERSITY

DEAN COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The Ohio State University invites nominations and applications for the position of Dean of the College of Social and Behavioral Sciences. As the College's Chief Executive Officer, the Dean reports to the Executive Vice President and Provost of the University through the Executive Dean of Arts and Sciences.

Qualifications for the position include a distinguished record in research and teaching, plus demonstrated leadership and administrative ability. Candidates must qualify for a tenured appointment as Professor in one of the departments in the College. The College is comprised of the Departments of Anthropology, Economics, Geography, Political Science, Psychology, Sociology, and Speech and Hearing Science; the Schools of Journalism and Communication; and Public Policy and Management; the Criminal Justice Research Center and the Centers for Human Resource Research, Survey Research, and Urban and Regional Analysis; and the Initiative in Population Research. The College has a faculty of 261 and an annual budget of $68 million.

To lead its College of Social and Behavioral Sciences, the University seeks an individual who is committed to the University's Academic Plan, which promotes academic excellence and seeks to raise the standards of colleges, departments, centers, and institutes. The University is strongly committed to diversity, a cornerstone of the Academic Plan, and seeks an individual with a strong commitment to success in this area.

The position is available July 1, 2004. Salary and other considerations will be competitive and consistent with the University's commitment to recruiting the best-qualified individual. To assure full consideration, applications and nominations should be received by October 15, 2003. The Search Committee will begin screening dossiers on that date and will continue to receive applications until the Dean is selected.

Applications should include a curriculum vitae, a statement of interest, and the names and contact information of three referees. Applications and nominations should be addressed to:

Michael J. Hogan, Executive Dean, Colleges of the Arts and Sciences Chairperson, SBS Dean Search Committee, 186 University Hall, 230 North Oval Mall, Columbus, OH 43210-1319

For further information, contact Melinda Nelson, Assistant Dean, Colleges of the Arts and Sciences, at 614-688-4430 or at nelson.19@osu.edu.

Website for the Search, including College highlights:
http://deansearch.sbs.ohio-state.edu
The Ohio State University: http://www.osu.edu
The Ohio State University's Academic Plan: http://www.osu.edu/academicplan/

The Ohio State University is an Equal Opportunity, Affirmative Action Employer.
Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

PACE UNIVERSITY

Dean, Dyson College of Arts and Sciences

Pace University invites nominations and applications for the position of Dean of the Dyson College of Arts and Sciences. The search begins immediately. The Dean will assume the position on July 1, 2004.

As one of six colleges/schools within Pace University, Dyson's mission for its 2,400 undergraduate and graduate students is to balance academic preparation with experiential learning across the arts, humanities, sciences and social sciences, incorporating a civic engagement and public values component.

Reporting to the Provost and Executive Vice President for Academic Affairs, the Dean will provide vision, leadership and direction for the College's 200 faculty and 33 departments, institutes and centers. The Dean will direct the implementation of Pace's new core curriculum and participate in the College's and University's fundraising efforts. The challenge of this opportunity is to enhance further the reputation of the College regionally and nationally.

Demonstrating strong academic and intellectual leadership capability, the successful candidate must possess an earned doctorate in a discipline appropriate to the College and demonstrate a distinguished record of teaching, research and service that supports appointment as a full professor of the College.

Further, the successful candidate must possess administrative experience and be well-versed in strategic planning for academic programs. The candidate must possess an interdisciplinary approach and a commitment to building partnerships among professional and liberal arts programs. He/she also must be committed to the development and promotion of a student-centered environment. A collaborative working style and the ability to build a sense of community are key.

Pace University is a private, nationally ranked university with 14,000 students and campuses in New York City and Westchester County, New York. In addition to arts and sciences, the University offers undergraduate and graduate education in business, computer science and information systems, education, law and nursing.

Nominations and applications (which should include a c.v. and letter of interest) will be accepted until the position is filled. Screening will begin November 1, 2003. Please respond to:

Joan F. Sherry, Senior Engagement Manager, Korn/Ferry International, 200 Park Avenue, 37th Floor, New York, New York 10166. Email: Angelique.Black@kornferry.com

Pace University is an Equal Employment and Affirmative Action Employer, M/F/H/V, committed to ensuring a diverse learning and working environment. Women and minorities are encouraged to apply.

PACE
UNIVERSITY

UNIVERSITY
OF NEVADA
RENO

Director

Counseling and Career Services

The University of Nevada, Reno is seeking dynamic, innovative candidates for a full time administrator to lead a newly created department. Counseling and Career Services is a recently established department; the result of the consolidation of the Academic and Career Services and the Counseling and Testing Services departments. The new department will offer a full range of counseling and career-related services, including: academic and career counseling, career assessment, experiential education opportunities (internship/volunteerism), professional and graduate school planning, job search assistance, veterans' services and psychological counseling related to conflict resolution, adjustment, interpersonal relationships, substance abuse, depression, anxiety and self discovery. Responsibilities include supervising, developing, expanding and evaluating the department's counseling & career services for undergraduate and graduate students and alumni; supporting and providing effective leadership in the areas of technology, assessment, crisis intervention, networking/resource enhancement, as well as seek opportunities to supplement current funding levels. For complete position description and requirements: <http://jobs.unr.edu> or: **Jan Shipley, Student Services-009, University of Nevada, Reno, Reno, NV 89557.** (jshipley@unr.edu) Applications received by **October 31, 2003** will receive full consideration.

EEO/AA

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies &
how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

Computer

Montgomery County
Community College

Manager of Non-Credit Computer Certification Programs

MCCC is seeking a Manager of Non-Credit Computer Certification Programs. This individual will be responsible for the marketing and management of this program. Bachelor's degree required with at least 3 yrs experience in information technology. Courses begin Nov. 3, 2003. Send resume to: Office of Human Resources, MCCC, 340 DeKalb Pike, Blue Bell, PA 19422. AA/EOE/ADA

www.mc3.edu

1830

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Chabot College and Las Positas College are two-year public community colleges for adults of all ages. The colleges have been created by the citizens of the Chabot-Las Positas Community College District to provide opportunities for them and their children to achieve a richer and more effective life through education; to channel talents and energies in the pursuit of higher education and marketable job skills; and to undergo retraining or pursue specialized skills and interests.

FACULTY OPENINGS
SPRING SEMESTER 2004

Full-Time, First Year Contract, Tenure Track
Application Deadline October 16, 2003

- **CHABOT COLLEGE**
  HAYWARD, CA
  Mathematics Instructor (#2FSM19)
- **LAS POSITAS COLLEGE**
  LIVERMORE, CA
  Anthropology Instructor (#3FSS04)
  Librarian (#3FLR03)

Qualifications: A Master's degree in the field or a related field is generally required.

Salary: The initial salary placement range is $43,995 - $62,900/yr, depending on education and experience with excellent benefits.

Begin Date: January 16, 2004

For an official application packet: Call our 24 hour job line (925) 485-5200 or e-mail: hr@clpccd.cc.ca.us (be sure to include the title and job code of the position(s) and your complete mailing address).

For a complete job description visit our web site:
http://www.clpccd.org
EEO

CHABOT
LAS POSITAS
COMMUNITY
COLLEGE
DISTRICT

UTSA The University of Texas at San Antonio

is recruiting for

A Director of Proyecto Access.

Proyecto Access, a national consortium of ten universities and colleges, is an academically intense mathematics/science summer program for achieving middle and high school students with an interest in and potential for engineering, science, technology and mathematics related careers. The University of Texas at San Antonio is the host/administrator for Proyecto Access and operates ten sites throughout the United States (Colorado, New York, Illinois, New Jersey, New Mexico, California, Arizona) and Puerto Rico. Primary funding for the project is provided by the National Aeronautics and Space Administration (NASA).

The Director of Proyecto Access is responsible for administering the entire Proyecto Access program to achieve programmatic goals and objectives. The Director will oversee ten Proyecto Access centers throughout the United States and Puerto Rico. The Director will work closely with each site director by providing direction and guidance in program implementation and resource development. The Director has overall planning responsibilities for the program, and will review and evaluate program sites to support continued funding. The Director will have responsibilities for financial management and control of the program in accordance with NASA and university rules and regulations. The Director has prime responsibility for programmatic relations with stakeholder groups, NASA, and other publics.

Masters Degree in math, science, education or related field required. Doctorate preferred. Three years of related professional administrative experience as well as knowledge of college preparatory education is required. Excellent communications and interpersonal skills. Prefer an individual that has an ability to speak and read Spanish. Salary contingent upon qualifications and experience. Closing date: **October 3, 2003.** Security sensitive position.

Submit employment application, cover letter and resume to **Human Resources, The University of Texas at San Antonio, 6900 N. Loop 1604 West, San Antonio, Texas 78249-0610** or fax to (210) 458-4647. Additional information on the position available at **http://www.utsa.edu/Jobs/AdministrativeAndProfessional.htm** or call (210) 458-4250.

UTSA is an Affirmative Action/Equal Opportunity Employer
Minorities and Women are encouraged to apply.

Education

www.cod.edu

Given to **Lead.**

There's a reason why the **College of DuPage** has grown into the nation's largest community college. Leadership. It is what drives our success. Which is why we pursue individuals with focus, ingenuity and the ability to reach out and effectively direct others. As a team-based, student-focused institution, our flexible and creative environment is open to the bold ideas of pioneering professionals who are ready to lead the way to a brighter tomorrow.

Director of Financial Aid

Charged with the overall management and supervision of the Student Financial Aid Office, this position sets the vision for this Department. Empowering a staff of 10 with the day-to-day operations, the Director is responsible for administering grants, loans and scholarships as well as federal work study programs. This individual also works closely with Information Technology staff to support the mainframe financial aid software and the SIGMA/SAM software as well as Access database, FFEL Programs, RFMS, COD, SAIG and EDConnection. A Masters degree in a related field (Student Personnel, Business, Accounting) including three to six years experience in an educational financial aid office with supervisor experience. An equivalent combination of education and experience may be considered.

This position is available July 1, 2004 and is a twelve-month assignment. Starting salary is normally in the $60-$70k range, but is commensurate with education and experience. **College of DuPage** also offers a generous benefits plan. For immediate and confidential consideration, send cover letter, current resume, and the application form to: **the Office of Human Resources, 425 Fawell Blvd., Glen Ellyn, Illinois, 60137, Attn: Administrative Recruiting. Ph: (630) 942-2460. Email: cdhumres@cdnet.cod.edu**. Equal Opportunity Employer

College of DuPage

Education

STUDENT ACTIVITIES COORDINATOR

Harper College

The Departments of Student Activities and the Center for Multicultural Learning at Harper College has a shared full time opportunity to be responsible for event programming with emphasis on clubs and multicultural programming. Duties include: assisting both departments with special projects and liaison support; event planning and presentations; website development and maintenance; production of annual calendars and assisting with summer excursion events.

A Bachelor's Degree and 3-5 years demonstrated experience in student activities or similar field and diverse education programming is required. A Masters Degree in college student personnel, higher education or related field preferred. Training with theatrical productions helpful. Strong communication skills, professional presentation ability, word processing and spreadsheet software background and proficiency in HTML, FrontPage and/or Macromedia Dreamweaver is required.

Comprehensive benefits include education assistance, tuition waivers and professional expense reimbursement. To be considered applicants must apply on-line to:

www.harpercollege.edu/jobs

Harper College is an Equal Opportunity, Affirmative Action Employer, which encourages applications from women, minority group members, and persons with disabilities.

BEST COPY AVAILABLE

1831

Texas A&M University in Qatar

Dean and Chief Executive Officer

Texas A&M University invites nominations and applications for the position of Dean and Chief Executive Officer at its newly established branch campus in Doha, Qatar.

The State of Qatar has undertaken a broad educational initiative which has led to the creation of Education City, which will consist of branches of several American universities. Texas A&M University in Qatar (TAMUQ) will be responsible for the delivery of Bachelor of Science degrees in Petroleum, Chemical, Mechanical, and Electrical Engineering. The established plan is to offer graduate degrees in the future. TAMUQ also plans to offer continuing-education courses. Research institutes, co-located in Doha and College Station, address Production and Utilization of Natural Resources and Environmental Sustainability. In future years, a multi-institutional research center that addresses Cultural Studies will be developed.

The Dean and Chief Executive Officer for Texas A&M University in Qatar is responsible for the administration and management of the academic, research, and public service programs of the institution as well as for providing vision and direction for this newly established campus.

The Dean and Chief Executive Officer for Texas A&M University in Qatar, in consultation with appropriate Vice Presidents, Deans, and other administrators in College Station is responsible for:

- Participation in the formulation of university academic policy
- Financial aspects of the campus operation
- Personnel administration, including the recruitment of faculty and staff
- Business affairs
- Development of research and graduate programs
- Development of continuing education and cooperative education for students in Qatar and for students wishing to study in College Station
- Building external relations
- Development of and building relationships with other institutions at Education City
- Collaboration with Qatar Foundation in the development of the long-term vision for Education City
- Development of TAMUQ(s evolving role as a leader within Education City
- Promoting TAMUQ within the TAMU community and State of Texas

Candidates for the Dean and Chief Executive Officer must have a Ph.D., preferably in engineering, science, or liberal arts. In addition, the candidates should have had extensive teaching and research experience as well as line administrative experience.

The successful candidate should evidence leadership experience demonstrating his or her abilities to interact at all levels with academic, governmental, and industrial constituents. He or she should also demonstrate sensitivity to different cultures and social customs, and have the high energy level and sound judgement to address difficult and complex issues. The successful candidate should embrace this exceptional opportunity to establish university programs in a welcoming and dynamic setting.

Salary and benefits are commensurate with candidate(s qualifications and experience. Send applications and nominations to:

Charles A. Johnson, Ph.D., Chair
Search Committee for Dean and CEO for Texas A&M University in Qatar
Texas A&M University
Office of the Dean
College of Liberal Arts
4223 TAMU
College Station, TX 77843-4223

Applications and inquiries can also be emailed to:
qatar-dean-search@tamu.edu

The application should include a letter of introduction, a curriculum vita or resume, and contact information for five references. Review of candidates will begin immediately and interviews are expected to begin after November 1st.

Texas A&M University is an Equal Opportunity and Affirmative Action Employer. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment. We strongly encourage applications from women, underrepresented ethnic groups and individuals with disabilities.

Visit the Texas A&M University Qatar Dean Search Website at
http://clla.tamu.edu/tamuqdean/

Dallas County Community College District

DISTRICT COORDINATOR

TEACHER PREPARATION PROGRAMS

(Position No. 100308009) $41,916/Min. Annual Salary, Full-time. Serves as the District's representative and liaison to various internal and external entities such as, but not limited to, the State Board of Educator Certification, area universities, National Association for Alternative Certification and the National Association of Community College Teacher Education Programs, to ensure the appropriate flow of information, maintain strong communication venues, and seek new liaisons with other organizations. Responsible for working with the colleges as needed for the development, maintenance and strengthening of their teacher preparation efforts, including those related to Teacher Training Academies. Responsible for assisting the colleges in their efforts to obtain approval for Alternative Teacher Certification programs. Works closely with the District Office of Articulation and Transfer Services in resolving course articulation and transferability issues concerning teacher programs. Responsible for overseeing and/or establishing the District web presence as it relates to teacher recruitment and preparation activities. Works with the R. Jan LeCroy Center for Educational Telecommunications to promote the distance learning teacher preparation program. Selects, trains, and evaluates assigned staff. Manages budget allocation. Performs other duties as assigned. **REQUIREMENTS:** Master's degree and three years of teaching and/or administrative experience in an educational setting. Demonstrated knowledge of teacher preparation activities or programs. Official transcripts will be required. For information call **District Office (214) 860-2441.**

Deadline for all applications (electronic/non-electronic) is 5:00 p.m. on 10/10/2002

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

Visit our website at: http://www.dcccd.edu

The City College of New York

DEAN, DIVISION OF SCIENCE

College of Liberal Arts and Science (CLAS)

The City College of New York invites applications and nominations for the position of Dean of the Division of Science. **Anticipated Appointment Jan. 1 or Aug. 1, 2004.** The Division of Science, a unit of the College of Liberal Arts and Sciences at City College, comprises five academic departments (Biology, Chemistry, Earth and Atmospheric Sciences, Mathematics and Physics).

City College is the oldest senior college in the City University of New York system, and has been committed to the dual goals of accessibility and academic quality since its founding in 1847. The College campus occupies thirty-five tree-lined acres along Convent Avenue from 131st to 141st Street in the Borough of Manhattan. It has an international reputation for its ability to promote scholarly excellence in students of diverse ethnic and cultural backgrounds and economic circumstances. The College ranks fourth nationally in the number of students who have gone on to earn doctorates. The Science Division is a major center for research and scholarship, generating approximately $10,000,000 in new research funding per year. The Division boasts eight Nobel laureates among its alumni.

The Division of Science awards undergraduate and master's degrees in all of its departments. The faculty contribute to a number of doctoral programs housed on campus and at the Graduate School and University Center.

The Dean assumes leadership in the management and administration of the Division, curriculum development, program planning, budgeting, and the acquisition of external funding. He or she will be involved in the planning of a comprehensive new science facility for the CCNY campus. The Dean reports to the Provost and maintains liaisons with other administrators of the College, Federal, State, and City agencies, related organizations and associations, and community leaders.

Qualifications: Candidates should possess distinguished records of scholarship and teaching, significant academic administrative experience, and strong leadership qualities and communication skills. Candidates should currently hold a tenured faculty position or equivalent, and have administrative experience at least at the level of Department Chair or equivalent. They should qualify for appointment at the rank of full professor in one of the departments of the Division, through demonstrated excellence in teaching, scholarship, and service. They should be responsive to the needs of faculty and the diverse student body, and committed to cultural and intellectual diversity. Candidates should be able to serve as effective and forceful advocates of the role of the Sciences and have a demonstrated commitment to public education. Knowledge of the institutional dynamics of a public and urban University system such as CUNY would be desirable.

Salary: Commensurate with qualifications and experience.

The City College of New York

To Apply: Applicants should send a letter of interest, their curriculum vitae, and the names, telephone numbers, mailing and e-mail addresses of at least four (4) professional references postmarked by October 10, 2003 to: **Search Committee for the Dean of the Division of Science, PVN# EA 8504, Administration Building, Rm. 218, The City College of CUNY, Convent Ave. at 138th St., New York, NY 10031**

Additional information available at www.ccny.cuny.edu

The City College/CUNY is an EEO/AA/IRCA/ADA Employer

PRESIDENT

Wheaton College

Norton, Massachusetts

The Trustees of Wheaton College invite nominations and expressions of interest for the position of President. Founded as a seminary for women in 1835 and chartered as a women's college in 1912, Wheaton College is today a selective, coeducational, residential liberal arts college of 1500 students, located in Norton, Massachusetts, on a beautiful 140-acre campus 35 miles south of Boston.

Wheaton's modern identity grows from its history. The progressive spirit that led the institution to offer serious academic study to young women at a time when their educational options were few is now reflected in the College's distinctive commitment to a gender-balanced curriculum and faculty, to multicultural and experiential learning, and to a global perspective. A faculty dedicated to student transformation has given an intensely personal meaning to teaching at Wheaton, and the high value placed on collaborative work and learning at the College has created an unusually collegial culture.

In recent years, Wheaton has shown success in virtually every indicator of strength. Applications for admission have more than doubled. Selectivity and quality of the student body have strengthened dramatically. In just over a decade, Wheaton students have won more than 35 prestigious national scholarships for their academic accomplishments. Wheaton increasingly competes successfully in faculty recruitment and has improved its student faculty ratio from 14:1 to 12:1. In its fundraising, the Campaign for Wheaton raised over $90 million, far surpassing its $65 million goal. This fall, the College will launch the second full curriculum reform in fifteen years with an innovative and uniquely Wheaton curriculum that emphasizes the connections within and among academic disciplines, and increasingly makes students inventors of their own course of study.

The overarching challenge for the new President is to lead Wheaton to decisive advances in the fulfillment of its purpose and potential. Specifically, the central challenges include championing Wheaton's evolving and distinctive intellectual identity; making Wheaton increasingly a school of first choice for students; building the quality of campus life and making Wheaton a destination for students, faculty, and the community; partnering with town leaders to capitalize on economic growth in the region; building a culture of philanthropic support for Wheaton; and raising capital for strategic investments, including a significant strengthening of the quality of facilities and instruction in the sciences.

The College seeks a leader of vision and exceptional energy to serve as its seventh president. The successful candidate will bring to Wheaton an intense commitment to the vitality and values of liberal education; a deep connection to students; a passion to sustain and reinforce Wheaton's distinctive character and its current momentum; the ability to be a formidable ambassador and advocate for the College; intellectual creativity; an instinct for innovation and high academic standards; a powerful commitment to diversity, including a demonstrable track record of individual action and institutional leadership to advance diversity; and a naturally respectful, consultative and accessible leadership style.

Nominations and applications, including a curriculum vitae and cover letter describing the candidate's interest in the position, should be sent in confidence to: **Lisa Savereid, Vice President and Director, Isaacson, Miller, 334 Boylston Street, Boston, MA 02116. Email: 2664.WCP@imsearch.com**

Wheaton College is an equal opportunity/affirmative action employer. It actively seeks and encourages nominations of, and expressions of interest from, women and members of under-represented populations.

For more information on Wheaton College, please visit their website at **www.wheatonma.edu.**

K-STATE

PROVOST

After 17 extraordinarily successful years as Provost (Chief Academic Officer) of Kansas State University, Dr. James Coffman will return to teaching and research in the College of Veterinary Medicine at the end of the 2003-2004 academic year.

The University is beginning a search for his replacement, with the appointment to begin on July 1, 2004. Nominations and applications are sought from qualified individuals and the screening process will begin on **October 1, 2003**, and will continue until a candidate is selected.

A detailed position description and desired qualifications are available at **www.k-state.edu/provost/searches/provost**

Kansas State University is an equal opportunity employer and actively seeks nominations and applications from members of diverse and underrepresented groups.

Kansas State University
Manhattan, KS 66506

The UNIVERSITY OF
TOLEDO

Coordinator of Collection Development and Resource Management

The University of Toledo is seeking a Coordinator of Collection Development and Resource Management. This full-time, tenure-track faculty position reports to the Assistant Dean for Resource and Systems Management. Plans and coordinates collection development, acquisitions, cataloging, database maintenance, and materials processing for all library resources. Prepares and monitors the library materials budget. Develops and oversees a collection development policy and a funding formula for resource allocation. Monitors approval plans. Coordinates subject selectors and the liaison program with academic departments. Supervises support staff in the unit (currently 11 FTE). Serves on library, university and professional committees and participates in scholarly activities to meet requirements for promotion and tenure. The 12-month appointment will be made at the appropriate tenure-track faculty rank based on qualifications, with a minimum rank of Assistant Professor. Salary range $45,000-$51,000. Review of applications will begin October 13 and will continue until the position is filled. For a complete advertisement and position description, go to:

http://library.utoledo.edu/employment

For additional information about the University Libraries and the University of Toledo, please visit **http://library.utoledo.edu** and **http://www.utoledo.edu.**

ARMSTRONG ATLANTIC
STATE UNIVERSITY
SAVANNAH, GEORGIA

Dean of the College of Education

Located in beautiful and historic Savannah, Georgia, AASU seeks a dynamic and innovative leader for the position of **Dean of the College of Education.** Approximately 420 undergraduate, 450 graduate, and 275 pre-education students are enrolled in the College of Education. For more information about this position, see our website at www.armstrong.edu coedeansearch.htm

Georgia is an Open Records Law State • AA/EOE

INDIANA UNIVERSITY NORTHWEST

Assistant Professor, Surficial Geology. Broadly trained geologist who will teach intro courses and upper division course in area of expertise.

Associate/Assistant Professor, Accounting. Will teach in both undergraduate and graduate programs; any accounting specialization will be considered.

Tenure-track positions available August 2004. PhD at time of appointment. Full position announcement and application process: **www.iun.edu/~jobsnw.**

AA/EEO with commitment to recruiting and retaining a diverse faculty and staff.

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We are interested in what you have to say.

VCU

Associate Vice Provost & Dean of Student Affairs

Virginia Commonwealth University

The Division of Student Affairs and Enrollment Services at Virginia Commonwealth University invites applications and nominations for the Associate Vice Provost & Dean of Student Affairs.

The Associate Vice Provost & Dean of Student Affairs provides leadership in the development of campus initiatives which will enhance the quality of campus life; will provide leadership in the implementation of the University's five-year housing plan; reports directly to the Vice Provost for Student Affairs and serves as the officer in charge of the Division of Student Affairs & Enrollment Services in the absence of the Vice Provost; and, serves as a resource for students, parents, and members of the faculty and staff who have issues with their interactions with each other or with the university.

Responsibilities

Supervision. The Associate Vice Provost & Dean of Student Affairs is responsible for oversight of the following programs and services: Housing and Residence Education, Recreational Sports (both of which maintain two-campus operations), University Student Commons & Activities, Multicultural Student Affairs, Judicial Affairs, University Career Center, University Rules and Procedures, and the Office of the Associate Dean of Student Affairs for the VCU Medical Center.

Administration. The Dean is responsible, in consultation with the staff, for the development of annual goals for each department; development and administration of the departmental budgets; selection of staff; provision and maintenance of facilities and technology consistent with departmental missions; preparation of an annual report of the activities and accomplishments of the departments in the Division; and, providing service on university-wide and divisional committees. The Dean serves as the administrator for the Academic Campus Honor Council, participates in orientation and training activities, and facilitates communication and collaboration between departments.

Leadership. The Dean must prescribe and practice ethical behavior; communicate effectively with all constituencies and continuously monitor and improve program offerings in response to changing needs of the students and the institution. The Dean assists with advising the student government and its committees, interprets university policies and procedures, and assists with the planning or renovation of facilities in the Division.

Campus and Community Relations. The Dean is responsible for being knowledgeable about campus referral sources and serving as an ombudsman to students and members of the faculty and staff who seek consultations. The Dean will have contact with community retailers and residents who may express concerns regarding student behavior. In this regard, the Dean is responsible for handling inquiries and complaints on a daily basis.

Qualifications

The successful applicant will possess the following required qualifications:
An earned doctorate in higher education or related field; a minimum of ten years of broad and progressively responsible student affairs administrative experience and demonstrated ability to lead and organize diverse units within the division which includes supervision of professional staff and oversight of at least three departments or programs; evidence of professional involvement; evidence of ability to work collaboratively with administrators, faculty, and students; evidence of excellent verbal and written communication and interpersonal skills; provision of consultation/leadership in policy formation and program development; demonstrated knowledge of legal and current issues and responsibilities in student affairs and higher education; evidence of appreciating diversity that encourages inclusion and participation by all; and evidence of an understanding of and adherence to the highest principles of ethical behavior.

Salary

The salary for the Associate Vice Provost & Dean of Student Affairs is competitive and will reflect the experience of the successful candidate.

Application Process

Application review will begin on **October 27, 2003** and the position will remain open until filled. Applications must include a letter of intent, resume, and statement summarizing current issues in student affairs; and, names, addresses, and telephone numbers of at least three references. Submit to:

Ms. Carmen H. Bell
Division of Student Affairs & Enrollment Services
Virginia Commonwealth University
PO Box 843017
Richmond, VA 23284-3017
chbell@vcu.edu

For additional information about Virginia Commonwealth University, visit our Web site at **www.vcu.edu**.

Virginia Commonwealth University is an equal employment/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

DIRECTOR
PROSPECT RESEARCH
The University of Toledo

The University of Toledo is a Carnegie Doctoral/Research Extensive state-supported university in northwest Ohio with approximately 3,000 full-time and part-time faculty and staff and approximately 20,000 students.

The Director will conduct comprehensive research on individual prospects, corporations, and foundations by developing new sources of information, analyzing financial and statistical information, and retrieving related statistical data. Will also develop and maintain major gift prospect list; develop, maintain and update in-house prospect resource library, and other duties as assigned. Qualifications include a bachelor's degree in a related area and three to five years of relevant experience is required: an advanced degree is preferred.

Applications received by October 10 will receive full consideration. Submit cover letter (include position title), a CV, and the names and telephone numbers of three professional references to: The University of Toledo, Human Resources Department, Toledo, OH 43606-3390, Fax: 419/530-1490, e-mail: acarder2@utnet.utoledo.edu. Please use only one method of application. The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

THE UNIVERSITY OF TOLEDO

COUNCIL FOR
OPPORTUNITY IN EDUCATION

Director, Public Policy

The Council for Opportunity in Education is a non-profit, membership organization committed to advancing postsecondary opportunity for low-income and disabled youth and adults in the United States. Its principal legislative interest is the Federal TRIO programs authorized under Title IV of the Higher Education Act of 1965. More information regarding the Council is available on its web site: **www.trioprograms.org**

The Director of Public Policy reports to the Vice-President, Public Policy and is responsible for assisting in the development and implementation of the Council's legislative agenda, and providing liaison with Congress, with the Department of Education and with other education organizations.

Specific responsibilities include: liaison with Members of Congress and their staffs, facilitating on-going communication between TRIO staff and students and their elected representatives, keeping the TRIO community apprised of governmental activities that affect them; policy analysis; and coordinating the response of the TRIO community to governmental actions which might affect the TRIO programs.

Candidates must possess at least three years of work experience on Capitol Hill; excellent inter-personal skills; the ability to balance multiple responsibilities, and the willingness to travel. Candidates will also be evaluated on the basis of their commitment to opportunity in higher education, their writing and analytical skills, and their ability to work with a diverse constituency. Salary range is commensurate with qualifications and experience. Closing date: November 1, 2003

The Council considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, disability, marital, political or veteran status, sexual orientation or any other legally protected status.

To apply, send a cover letter and resume with e-mail address (if available) to **Council for Opportunity in Education, 1025 Vermont Avenue, N.W., Suite 900, Washington, DC 20005, Attn: Human Resources, or fax to 202-347-0786. E-mail inquiries should be sent to mailbox@hqcoe.org, Subject line: Resume for HR.**

UNIVERSITY*of*VIRGINIA

DIRECTOR OF MENTORING AND DIVERSITY

The University of Virginia Women's Center seeks an experienced teacher and administrator to fill the position of Director of Mentoring and Diversity. Primary responsibilities include: 1) teaching two internship courses each semester for the Studies in Women and Gender Program (Issues Facing Adolescent Girls; Issues Facing College Women; Race, Gender, and Activism; and Global Theories of Women's Advocacy); 2) the coordination and development of mentoring programs at the Women's Center, namely the Young Women Leaders Program which pairs undergraduate women with middle school girls; The Hues Leadership Network, a networking and mentoring program for undergraduate women of color; and the Women and Advocacy internship; and 3) shaping and directing the Women's Center's diversity initiatives and policies. Founded in 1989, the Women's Center sponsors diverse programs, serving students, faculty, staff and community members.

The position demands a dynamic leader with experience in mentoring students and young girls, a record of success in teaching at the college level, and a commitment to diversity as a value in higher education. Other responsibilities include supervision; fundraising; and assistance with budget planning, policy development, and representation of the Center within the University and community. This is a full-time 12-month faculty position. The salary for the position is competitive and commensurate with credentials and experience. A Ph.D. is required with consideration given to candidates in their final year of doctoral study.

Most serious consideration will be given to applications received by October 10, 2003; however the position will remain open until filled. Ideally, the successful candidate would be able to assume the position on December 1, 2003, but the starting date is negotiable. Please submit a letter of application, current curriculum vitae, a statement of your teaching philosophy, and the names, addresses and phone numbers of three references to:

Chair, Search Committee
c/o Kimberley Roberts
University of Virginia Women's Center
P. O. Box 800588, Charlottesville, VA 22908-0588
(434-982-2250)

The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Women and members of minority groups are strongly encouraged to apply.

HARVARD DIVINITY SCHOOL

Harvard Divinity School announces a search to fill a position in New Testament and Early Christian Studies with a concentration in the first and early-second centuries at the assistant or associate professor rank (non-tenured). Candidates should be familiar with current theories of religion and theological approaches and demonstrate methodological sophistication regarding communities of interpretation, both ancient and contemporary. Area of specialization is open and could involve, for example, Gospel or Pauline studies, early Christian theology, sociological approaches, feminist hermeneutics, the interaction of Judaism and Christianity, or the context of Christianity in the Roman Empire. Candidates should be familiar with forms of analysis that address race, gender, and social location.

Applicants should hold the doctoral degree, be competent in the necessary research languages, be able to teach at doctoral and master's levels, and be able to further the School's mission, namely, to engage in critical scholarship and imaginative teaching; to prepare persons for professional ministries; and to develop religious leaders who can engage contemporary issues. He or she will teach, in addition to students in the Divinity School, also undergraduates and graduate students of religion in the Faculty of Arts and Sciences.

Harvard University is an equal opportunity, affirmative-action employer and encourages applications from and nominations of women and/or ethnic minority candidates.

Letters of application or nomination, accompanied by a recent curriculum vitae, three letters of recommendation, a writing sample and/or publications should be sent to **Professor Francois Bovon, New Testament Search Committee, c/o Monica Beatty, Faculty Search Coordinator, Harvard Divinity School, 45 Francis Avenue, Cambridge, Massachusetts, 02138.** Review of applications begins October 15. Email: **monica_beatty@harvard.edu** or **francois_bovon@harvard.edu.**

CHIEF INFORMATION OFFICER

Description:
Lincoln Land Community College invites applications for the position of Chief Information Officer reporting to the President. The CIO will be an innovative hands-on technology leader who will develop and optimize the college's information systems consisting of the HP 9000 mini-computer, Microsoft server network, personal computers and telecommunication systems. The CIO will also be responsible for planning, organizing, staffing and directing the implementation and operation of a district-wide technology strategy to support academic and administrative functions.

Qualifications:
The ideal candidate for this position will have broad technical knowledge and progressive experience in the information technology field; clear understanding of the accelerating pace and changing role of information technology; supervisory and managerial experience; excellent oral, written and interpersonal skills; current technical proficiency in Unix operating systems, SQL, Microsoft server applications, Web applications, and microcomputer systems. Significant experience in leading the implementation of an enterprise-wide data system utilizing relational database technology is required. A Bachelors degree in Information Technology or a closely related field is required and a Masters degree is preferred. Higher education experience is beneficial, but not required.

Salary:
LLCC offers a competitive compensation package that will be commensurate with education and experience. LLCC also offers an excellent benefits package including medical/vision/dental/life insurance, benefit leave time, and retirement.

Application Procedure:
Applicants should send a letter of application specifically addressing position requirements, resume, Lincoln Land Community College application form completed in full, and copies of all college/university transcripts to:

Human Resources Office
Lincoln Land Community College
5250 Shepherd Road, P.O. Box 19256
Springfield, IL 62794-9256
Email: hr@llcc.edu
Application forms may be downloaded at www.llcc.edu/hr/
or you may contact us at (800) 727-4161, ext 62259.

Review of applications will begin on October 17, 2003 and will continue until the position is filled.

LLCC is an equal opportunity employer and educator.
Please check our employment opportunities at **www.llcc.edu/hr/.**

CALIFORNIA STATE UNIVERSITY SACRAMENTO

FACULTY VACANCIES FOR FALL, 2004

California State University, Sacramento (CSUS) invites applications from individuals interested in joining our dynamic and growing faculty. With a current student population in excess of 28,000, CSUS, the Capital University, is one of the larger campuses in the 23-campus California State University system, the largest system of higher education in the nation. The University is organized around seven colleges. There are approximately 1,700 faculty who provide programs of instruction leading towards bachelors degrees in 60 disciplines and masters degrees in 40 disciplines, and one joint doctoral program.

Thirty-three departments are recruiting for full-time tenure track positions, most at the rank of Assistant Professor to begin Fall, 2004. Additional positions may also become available. As departments make the information available, detailed announcements including the position description, qualifications, and application procedures will be posted on the CSUS website: **http://www.csus.edu.** In addition, CSUS has adopted a philosophy of open recruitment for full-time faculty. Information on this program is available at the CSUS website.

CSUS is an Affirmative Action/Equal Opportunity Employer.

Information on the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is available.

IRA A. FULTON SCHOOL OF ENGINEERING FACULTY POSITIONS

The Ira A. Fulton School of Engineering at Arizona State University seeks to fill tenure and tenure-track faculty positions, and possibly part or full time non-tenure track teaching and research openings starting in August 2004. Appointments will be made at ranks appropriate to the credentials of the successful candidates.

Candidates must have a Ph.D. in an appropriate discipline and have a strong commitment to research and teaching at both the graduate and undergraduate levels for tenure-track positions. The School encourages interdepartmental collaboration in all areas including but not limited to human health, communication systems, computing and information science engineering, urban engineering, manufacturing and design, electronic and bio-materials, nanotechnology, remote sensing and autonomous networks, human-machine interfaces, applied mathematics and energy engineering. Candidates with related expertise in such cross cutting areas can be appointed in an appropriate department yet have an excellent opportunity to interact with colleagues throughout the school and the university.

Our Departments are:

- **Harrington Department of Bioengineering (HDBE)**
- **Chemical and Materials Engineering (CME)**
- **Civil and Environmental Engineering (CEE)**
- **Electrical Engineering (EE)**
- **Industrial Engineering (IE)**
- **Mechanical and Aerospace Engineering (MAE)**
- **Computer Science and Engineering (CSE)**
- **Del E. Webb School of Construction (DEWSC)**

Arizona State University is one of the premier metropolitan public research universities in the nation. Enrolling more than 50,000 undergraduate, graduate, and professional students on three campuses in metropolitan Phoenix, ASU maintains a tradition of academic excellence in core disciplines, and has become an important global center for innovative interdisciplinary teaching and research. ASU offers outstanding resources for study and research, including libraries and museums with important collections, studios and performing arts spaces for creative endeavor, and unsurpassed state-of-the-art scientific and technological laboratories and research facilities.

In addition to the historic main campus in Tempe, a college town in the midst of a dynamic metropolitan region, the university comprises two newer campuses with more specialized missions: ASU West, in northwest Phoenix adjacent to Glendale, and ASU East, a polytechnic college, in Mesa. In downtown Phoenix, ASU's Extended Campus offers academic programs and professional certificate programs.

ASU is research-driven but focused on learning—teaching is carried out in a context that encourages the creation of new knowledge. The faculty includes recipients of prestigious academic and professional awards, including membership in the national academies. ASU currently ranks sixth among public universities in its enrollment of freshmen merit scholars. The university champions diversity, and is international in scope, welcoming students from all 50 states and nations across the globe. ASU is an active partner with the private sector in initiatives to enhance the social well-being, economic competitiveness, cultural depth, and quality of life of metropolitan Phoenix and the state.

Positions may not be available for all areas. Please contact the appropriate department office before applying for any positions by writing to: Chair, Department of [ ], Ira A. Fulton School of Engineering, Arizona State University, P.O. Box 875506, Tempe, AZ. 85287-5506. Refer to the Ira A. Fulton School of Engineering web page at http://www.fulton.asu.edu/ for additional information.

ARIZONA STATE UNIVERSITY

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UCDAVIS

GRADUATE SCHOOL OF MANAGEMENT

UNIVERSITY OF CALIFORNIA

The Graduate School of Management at the University of California, Davis invites applications for a tenure-track faculty position in the area of Information Technology. The position will be filled at the Assistant Professor level. Candidates must have a Ph.D. in a related field, and expertise in the information technology area. Preference will be given to scholars with sufficient time from the Ph.D. to show evidence of successful teaching and research.

Send a description of teaching and research interests, curriculum vitae, including the names and addresses of three references, to:

IT Faculty Search Committee
Graduate School of Management
University of California, Davis
California 95616
Email: faculty_recruit@gsm.ucdavis.edu

Please do not send letters of reference. To insure consideration, applications should be submitted by December 31, 2003. Position open until filled.

The University of California is an affirmative action/equal opportunity employer.

The UNIVERSITY Of

TOLEDO

Information and Instruction Librarian

The University of Toledo is seeking an Information and Instruction Librarian. This full-time, tenure-track faculty position reports to the Chair of Library Faculty. Works in conjunction with the Information and Instruction Services Coordinator and the College Libraries Coordinator to provide reference, instruction and outreach services. Serves on library, university and professional committees and participates in scholarly activities to meet requirements for promotion and tenure. The 12-month appointment will be made at the Assistant Professor rank. Salary is $39,200. Review of applications will begin October 13 and will continue until the position is filled. For a complete advertisement and position description, go to:

http://library.utoledo.edu/employment

For additional information about the University Libraries and the University of Toledo, please visit **http://library.utoledo.edu** and **http://www.utoledo.edu**.

Dean, Business and Social Sciences

The Dean is responsible to the Vice President of Academic Affairs for leadership and administration of the instructional and support service programs of the Division. This position serves as a member of the Dean's Council and works to assure transfer articulations and career program outcomes are met. The Business and Social Sciences Division includes: Accounting, Business Law, Office Technology, Computer Information Systems, Economics, Education, Financial Services, Geography, History, Hospitality, International Business, Management, Marketing, Paralegal Studies, Political Science, Psychology, Sociology, Anthropology, and Supply Chain Management.

The successful candidate should be able to demonstrate the following:

- Master's degree or higher in a Division discipline.
- An understanding of and leadership experience in the development of programs and course offerings reflective of community needs that are innovative to business and the social sciences.
- Strong human relations skills with an emphasis on collaboration within the division to ensure quality academic programs and student success.
- Commitment to the core values of respect, integrity, collaboration, and excellence in relationships (faculty, fellow deans, other colleagues) within the college and the community at large.
- Commitment to participating in a learning environment within a global society.
- Progressively responsible experience in a supervisory capacity within an academic environment.
- Expertise in developing and managing budgets.

To be considered for this position, submit a cover letter (not to exceed five pages) addressing the position characteristics, a resume, copies of both undergraduate and graduate transcripts, a one-page statement of personal professional philosophy, apd names, addresses and telephone numbers of at least five references. References should include supervisor, faculty, and staff supervised. Information and application must be submitted via our online system at **www.harpercollege.edu/jobs** Position Open Until Filled. Expected Start Date: July 1, 2004.

Harper College

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Education

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www.ccbcmd.edu/ccbc/hr/employ.htm

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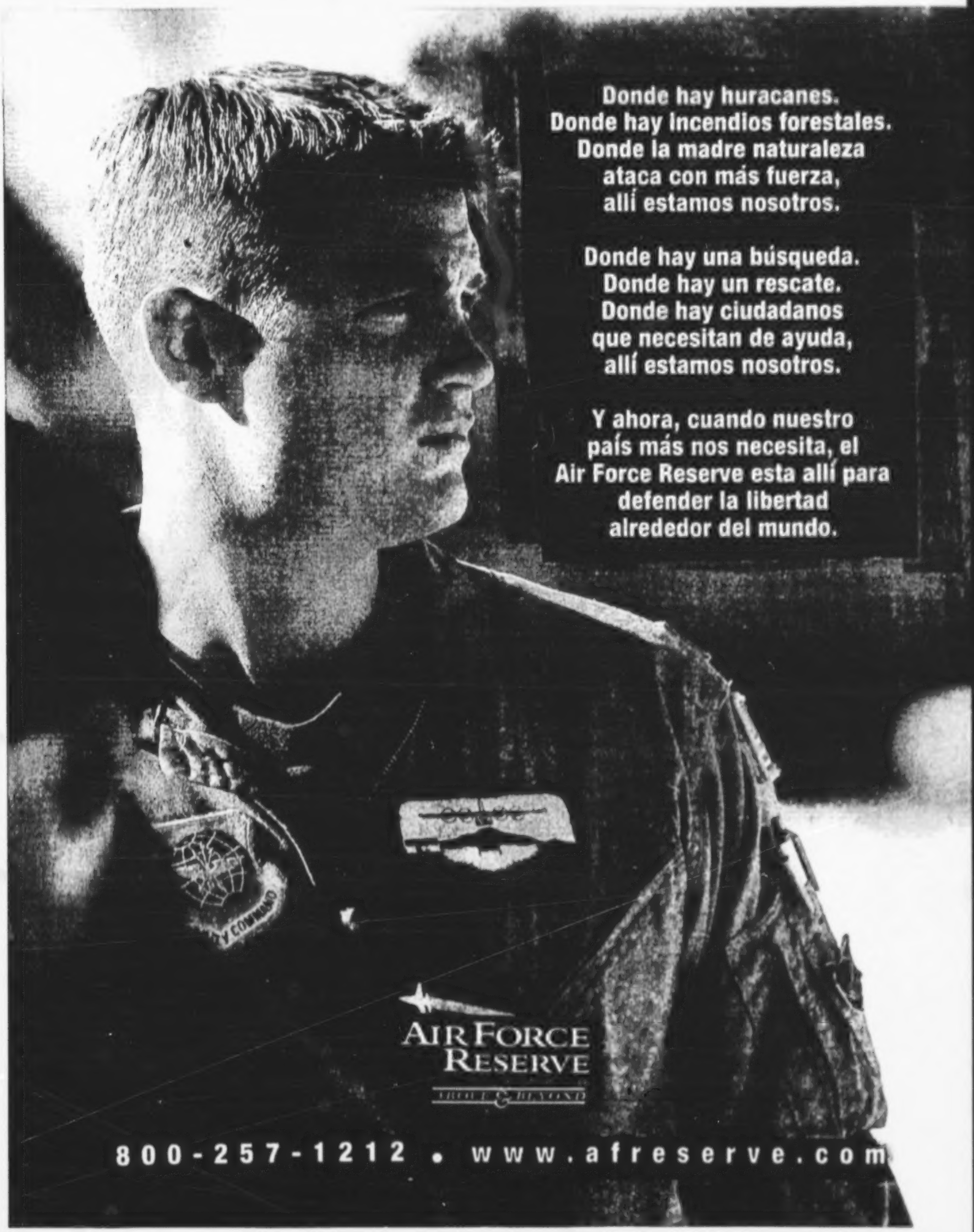
201-587-8800 ext. 102/106



Donde hay huracanes.
Donde hay incendios forestales.
Donde la madre naturaleza
ataca con más fuerza,
allí estamos nosotros.

Donde hay una búsqueda.
Donde hay un rescate.
Donde hay ciudadanos
que necesitan de ayuda,
allí estamos nosotros.

Y ahora, cuando nuestro
país más nos necesita, el
Air Force Reserve esta allí para
defender la libertad
alrededor del mundo.

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Bates|College

Tenure-Track Psychology Position

The Department of Psychology at Bates College invites applications for a tenure-track position at the rank of **Assistant Professor**, to begin **September 2004**. The position will emphasize cultural or community psychology. Additional interest or expertise in the study of emotions would be desirable. Candidates should hold a Ph.D. in psychology or a related field and be qualified to teach one of our core courses such as introductory psychology, statistics or research methodology, as well as courses in their specialty. The successful candidate will teach five courses per year, supervise student research, and develop an active research program. Bates College is an excellent undergraduate liberal arts college of approximately 1,650 students and 200 faculty members, located in central Maine. The Department of Psychology has nine full-time faculty members and is housed in a beautiful building with extensive laboratory space and equipment. **Review of applications begins October 20, 2003, and will continue until the position is filled.** Send letter of application, vitae, three letters of recommendation, undergraduate and graduate transcripts, research and teaching statements, evidence of teaching effectiveness, and reprints to:

Cultural/Community Search (#R2455)

c/o Bates College Academic Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

MACALESTER COLLEGE

Dean for the Study of Race and Ethnicity

Macalester College invites applications from mid-career and senior scholars for the position of Dean for the Study of Race and Ethnicity. Candidates should have an established scholarly record in any field related to the analysis of U.S. racial formations, and be committed to excellence in undergraduate education. The Dean will chair the American Studies Department, currently focused on U.S. racial formations, and will teach two classes in the department. The Dean will continue to develop the campus-wide curriculum in race and ethnicity through participation in faculty hiring, faculty development, and curriculum development initiatives. Each year the Dean may hire two pre- or post-doctoral fellows to strengthen the curriculum in race and ethnicity. We seek applicants who wish to contribute to the overall intellectual life of the campus, and who are looking for a leadership position in a stimulating, collegial, interdisciplinary environment. Send letter of application and CV, including names and contact information for three references to Search Committee Chair Jan Serie, Director, Center for Scholarship and Teaching, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105. Applications received by October 20, 2003 will receive first consideration.

Macalester College is a selective, private liberal arts college in the Minneapolis-St. Paul metropolitan area. The College enrolls 1800 students from almost all 50 states and approximately 80 countries. Macalester is an Equal Opportunity/Affirmative Action employer that prides itself on providing support for excellence in teaching and in faculty scholarship. We are especially interested in candidates committed to working with students of diverse backgrounds. Successful candidates will be expected to pursue rich research programs as well as to help sustain, as appropriate, the College's emphases on multiculturalism, internationalism, and service.

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(Search Continues)

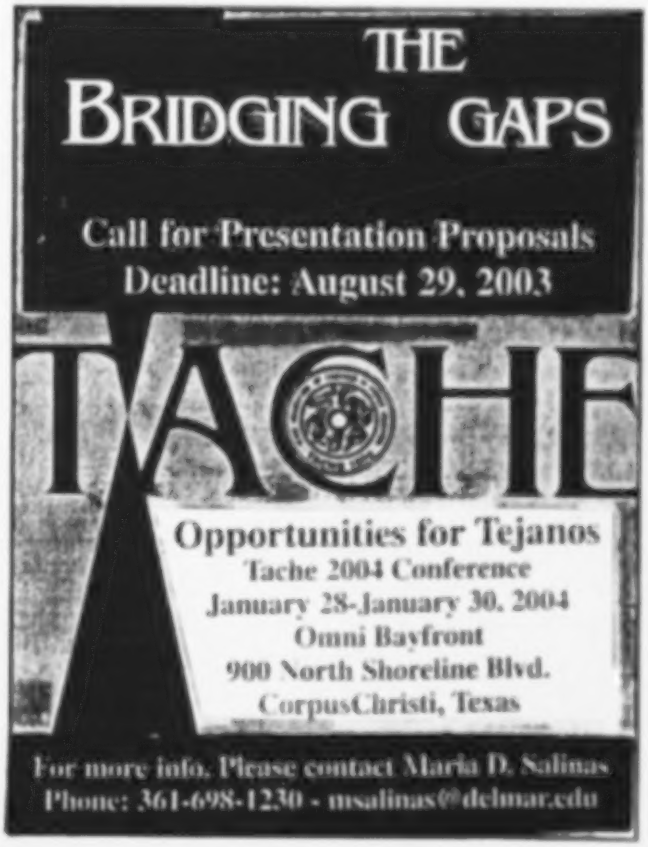
Tallahassee Community College (TCC) is seeking an energetic individual with initiative and commitment to quality service to become its Instructional Technologist (#CS4IST01). This position is located in the College's new Center for Instructional Technology and will be responsible for designing, developing, and implementing training and support programs for instructors on the use of instructional technologies to improve all modes of instruction.

Master's degree in Instructional Systems Design, Distance Learning, Instructional Technology, Information Studies, Curriculum Planning, or a related area and three years related experience. Three letters of professional reference should accompany the application. Minimum starting salary $43,658 - $50,643 annually.

Preference will be given to applicants with project management skills and experience working with higher education faculty.

Reviewing of applications has begun and will continue until the position is filled. Obtain and submit a mandatory TCC employment application to: Tallahassee Community College, Attn: Human Resources, 444 Appleyard Drive, Tallahassee, Florida 32304-2895. Applications may be emailed to humres@tcc.fl.edu. Visit our website at www.tcc.fl.edu to download the application, or contact Human Resources at 850-201-8510, hours 8 A.M. - 5 P.M., Monday through Friday.

Tallahassee Community College is an Equal Opportunity/Affirmative Action employer. Equal opportunity will be afforded regardless of race, color, religion, national origin, political affiliation, disability, age, gender, or marital status. All persons are encouraged to apply.



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Call for Presentation Proposals
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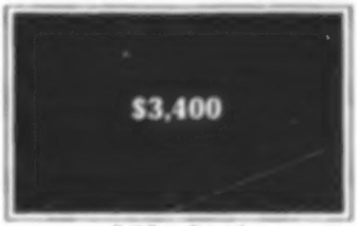

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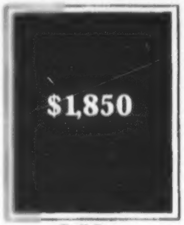

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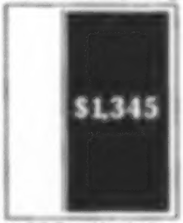

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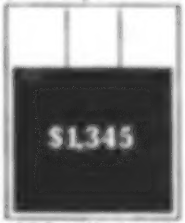

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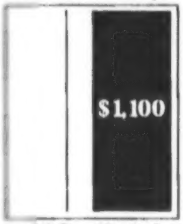

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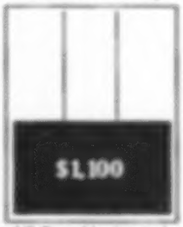

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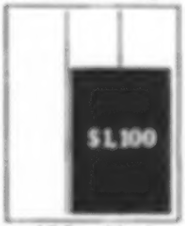

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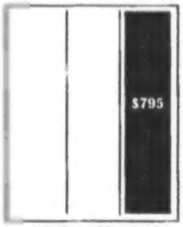

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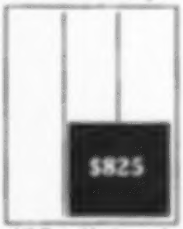

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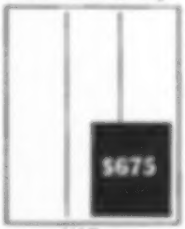

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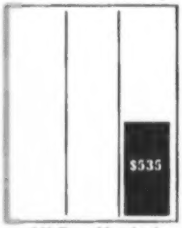

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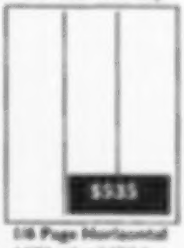

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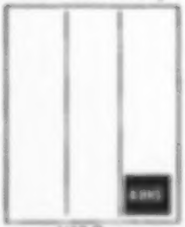

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CLOSING DATES

Issue Date	*Closing Date*	
October 6	Sept. 16	*** Back to School Issue**
October 20	Sept. 30	*** Hispanic Heritage Month**
November 3	Oct. 14	**Law School Issue**
November 17	Oct. 28	*** Publisher's Picks Issue**
December 1	Nov. 11	
December 15	Nov. 25	
January 5	Dec. 16	
January 26	Jan. 7	*** Financing a College Education**
February 9	Jan. 20	
February 23	Feb. 3	*** Women in Higher Education**
March 8	Feb. 17	*** Community College Issue**
March 22	March 2	
April 5	March 16	**Graduate School Issue**
April 19	March 30	
May 3	April 13	*** Top 100 Colleges for Hispanics**
May 17	April 27	
May 31	May 11	*** Health Professions Issue**
June 14	May 25	
June 28	June 8	**Sports Issue**
July 12	June 22	
July 26	July 6	
August 9	July 20	**The Arts Issue**
August 23	Aug. 3	

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By E-Mail—**outlook@sprintmail.com**

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REFLECTIONS ON MENTORING, FROM THE MENTORED

Estela Marin, M.A., currently does research on health communication at Louisiana State University Health Sciences Center. Throughout her life, she has had "the good fortune of being at the right place, surrounded by the right people."

The presentation ended and the audience started clapping. I could hardly believe my good fortune in being able to attend a meeting where issues with national repercussions were being discussed. Despite my lack of experience and credentials, I had been allowed to take part in something greater than myself. I was in awe. An audience member asked a question, breaking my momentary reverie. I took a moment to smile from the podium before answering.

Two days earlier, my mentor and I had traveled halfway across the country to attend a planning meeting on newborn genetic screening, a topic that affects millions of infants and their families each year. Based on the normal flow of things, I should not have been there. One of the few Hispanics in attendance, I was surrounded by people who were on a first-name basis with each other, but all I saw was a sea of high-powered suits.

If it had not been for my mentor's intervention, it might have taken me years to reach a level where I would be invited to participate in a national decision-making body–if I had even started on a path in that direction. Yet, because of my mentor's belief in my abilities, and her willingness to endorse an unproven, I was not only able to attend the meeting but also to represent our work and views. Already, my participation in the conference has led to further opportunities.

I live in a state, Louisiana, where only 2.4 percent of the population is Hispanic, and I work at an institution where *mi gente* are also similarly underrepresented. However, since I started working for her almost two years ago, my mentor has provided invaluable support. She constantly creates opportunities for me to develop and test my skills, and has always been the first to recognize my efforts and champion my achievements to her colleagues and superiors. She has also encouraged me to attend, and provided funding for, formal courses and workshops in my career field.

To me, one of my mentor's most important roles has been as a guide. For her, opportunities, decisions, and even daily tasks represent "teachable moments" that she links to academic career development. She helps me understand how my choices can affect the future; knowledge that I would otherwise attain only in hindsight. She educates me on what is possible and what is advisable through the examples of individuals further along in their academic careers than I. Because of her, I have been able to allocate my efforts in a more purposeful manner, and have surely avoided costly missteps. She has received no payment for all she has done for me, but has voluntarily woven these lessons, found in no formal curriculum, into the course of our days.

While the scarcity of mentors for Hispanic students and entering professionals is well documented, generous souls do exist at every level–and should be acknowledged and celebrated. The mentor's power–whether it be in sports, remedial academics, professional development, or any other domain–derives from being able to see and appreciate novice individuals not only for what they are but for what they *could* be. In explaining the role of its mentors, La Alianza Hispana of Massachusetts says, "Mentors are to serve as an added component to the traditional extended kinship networks found within many Latino communities." Like a member of *la familia*, the effective mentor seeks to fill a psychosocial dimension–belief in the individual, emotional support, acceptance, and encouragement–that makes people feel comfortable in exploring interests, taking risks, and discovering their potential. But the mentor's role continues in a fashion akin to the days of apprenticeships, with the career facilitation dimension. The mentor provides challenging assignments, exposure and visibility, and opportunities for training, all tailored to the individual.

It should come as no surprise, then, that research indicates that informal, or spontaneous, mentoring is more effective and satisfying than formal programs. Recognition of a person's potential and interest in his or her development cannot be fabricated or forced. Yet, if an experienced, influential individual is inclined to search out and nurture the possibilities in others–*ay, que diferencia*!

Mentoring can wield great power, with sometimes unforgettable effects. To Terry and all the others, *mil gracias* and know that I will strive to do the same.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

THE HISPANIC Outlook IN HIGHER EDUCATION

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EFF-089 (1/2003)